Ottawa Intermediate School District Major Internship

Earl J. Spoors
Western Michigan University

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OTTAWA INTERMEDIATE SCHOOL DISTRICT
MAJOR INTERNSHIP

by

Earl J. Spoors

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of
Specialist in Education Degree

Western Michigan University
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ACKNOWLEDGEMENTS

In writing this report, I have benefited from the encouragement, advice and constructive criticism of Professor Carol F. Sheffer, as well as many others who have offered kind words at critical times.

Mr. Roger Troup, Superintendent of Ottawa Intermediate School District, Mr. Harold Shell who was in charge of building the physical structure, and Mr. Donald Gebraad Coordinator of Vocational Education made contributions in time, advice, and instruction without which this study would have been impossible. Mr. Gordon Ringquist, the new appointed Principal of the Ottawa Area Vocational Center, was my immediate supervisor. The value of the experience rests heavily on his guidance and background in secondary education. I appreciate the contributions of all the secretaries who were so patient, cooperative and helpful.

I assume full responsibility for this record of the internship experience.

Earl J. Spoors
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CHAPTER I
Introduction and Background of the Experience

Introduction

From the awareness that an educational need exists to the implementation of a program to satisfy that need, is often a lengthy and time consuming process. New educational ideas are generated as needs are identified and programs are proposed to meet the identified need. Some programs successfully accomplish their goals while others are discarded because of poor planning, lack of value, poor conception and/or under funding. At times personnel inadequacies or incompetencies interfere or prevent goal achievement.

In the 1970's the Michigan Department of Education has encouraged intermediate school districts to avoid the program planning inadequacies that have doomed many programs in the past and to plan thoroughly before implementing new programs. Vocational Education, though not a new concept in education, is an organized approach to meeting local needs. This approach is gaining new emphasis in recent years. The goals of Vocational Education focus on preparing young people to graduate from high school with entry skills for the job market.

The School Districts in Ottawa County identified the
need for an alternative educational program for several years and had met the need in local districts to a limited degree. Studies were initiated by the Intermediate School District that indicated a broader and more direct approach to alternative education was needed. The study also indicated the need for a centrally located facility which could serve all the high schools in Ottawa County and at the same time provide alternative programs. The results of the studies reporting high school dropout rates, industrial needs for knowledgeable recruits, and economic projections coupled with the recommendations of the courts, educators, and the churches, resulted in voter approval of a millage in the amount of 1 1/2 mills to be levied forever for a vocational skill center. Over one million dollars per year is generated by the millage.

Administratively, responsibilities were shifted to reorganize personnel for the task of creating a Vocational Education Center. Harold Shell and Donald Gebraad assumed primary responsibility for planning the physical structure which allowed little time for their original duties as Vocational Education Coordinators for the Ottawa Intermediate School District. An Assistant Superintendent for Finance was appointed to provide support and assistance.

Tentative planning schedules called for architect's drawings to be completed and approved before contracting
for instructional equipment. Bids had to be let and architectural changes approved as they became necessary. Careful coordination of efforts was important to prevent unnecessary expenditures for storage, extra handling, loss due to the elements and possible theft. The scheduled opening for the facility was set for September, 1977. The proposed academic schedule for the facility had to be consistent with the structural schedule.

Mr. Gordon Ringquist was appointed as Principal of the new Vocational Education Center in July 1976, nine months after initial planning was started. It was his responsibility to establish a curriculum, establish rapport with the proposed parent schools, and hire and train the staff.

The intern concentrated on developing the skills necessary to accomplish the academic goals of the Ottawa Intermediate Vocational Education Center, seeking a hands-on, personal involvement experience.

The prospectus developed prior to the internship and approved by the University and the field supervisor follows:
PROSPECTUS

Goal: To gain a "hands on" experience in curriculum development.

OBJECTIVE

Conceptual:
1. Review accumulated information
2. Analyze and categorize
3. Make certain definitive observations that clarify curriculum in a vocational skills center
4. Gain a working knowledge of curriculum development
5. Relate curricular commonalities at several levels

Human:
1. Become aware of the function of other agencies having a relationship with a skills center
2. Understand the need for specialized training as related to the self-concept
3. Be aware of the level of concern on the local scene and the attempts to convert concern into action

VEHICLE

1. Catagorized all the brochures course descriptions, and other accumulated notes and information from other Area Centers
2. Sort by subject, record policies commonalities
3. From accumulated personal notes and visits, interviews, and inspections, set down in paragraph form my observations
4. Participate in the decision making process
5. Library research

SKILL DEVELOPED-KNOWLEDGE GAINED

1. Be able to selectively arrange materials in a meaningful manner that would be helpful in curricular decision making.
2. Refer to a file and be able to locate information
3. Refer to a paper developed from this study.
4. Be able to discuss the development of a curriculum
5. Accumulated notes

1. Meet school principals, counselors, and other vocational education personnel, and through interviews gain understanding of their responsibilities and concerns
2. Examine the philosophies of existing skill centers and by interview, see if practice and philosophy are the same
3. Be involved in meetings with school administration, skill center administration, and counseling people

1. Indicate the level of responsibility and success each sees as a result of his effort.
2. Indicate the correlation between each as observed and related by interview
3. Recognition of input of intern as valuable by its incorporation into the decision
OBJECTIVE

Technical:
1. Ability to make good judgments concerning procedures
2. Know where to go for information (agency, personnel, etc.)
3. Know how to set up a timeline with deadlines, and make adjustments
4. Plan a curriculum with all its implementing vehicles, inservice, etc.
5. Compile policies and plans for a new facility
6. Compile a counselor's handbook for a new curriculum
7. Compile a short course description for a new curriculum

VEHICLE

1. Involvement and discussion of problems
2. Research
3. Discussion with administration.
4. Research and interviews
5. Meetings, interviews, existing schools policies
6. Research
7. Search existing records and State Board of Education directives

SKILL DEVELOPED-KNOWLEDGE GAINED

1. Discuss the process of building a new program
2. Point to locations of information
3. Refer to line established during internship
4. Refer to composite
5. Refer to composite
6. Refer to composite
7. Refer to composite

Earl J. Spoors
Internship, Summer '76
Western Michigan University
Prospectus Statement

Introduction

An internship is an experience in the field under actual working conditions that occurs prior to accepting full responsibility on a paid professional basis. When responsibilities are assumed by the intern and participation in decision making permitted, the learning experience becomes very valuable.

The intern outlined the objectives of the internship to Mr. Roger Troup, Superintendent of Ottawa Intermediate School District in broad terms covering the areas in which an administrator might ordinarily be expected to show competency. Approval was received to begin the internship in June 1976.

Although building construction was started at the time of the internship, nothing was underway in regards to the academic program with the exception of the appointment of a building principal who would begin work on July 1st. This was thought to be an ideal setting for an internship in that it would include concentration on curriculum building and on acquisition of related skills such as organizational effectiveness and efficiency and qualities of leadership.

The experience proved to be an opportunity to develop
research, organizational and planning skills as well as a knowledge of a philosophical foundation for vocational education. In addition, the internship provided opportunity to contribute to the future of education in Ottawa County.

The Internship

The major internship for the Specialist Project was served in the Ottawa Intermediate School District, Grand Haven, Michigan. The District is comprised of all of Ottawa County and it extends services to areas of Allegan County which is in Southwest Michigan, and is contiguous with Ottawa County. The internship was for a period of six weeks, forty hours a week, beginning June 29, 1976, and ending August 6, 1976. The supervisor for the internship was Gordon Ringquist, newly appointed principal of the Ottawa Area Vocational Center.

Main Objectives of the Internship

In the case of this internship, administrative skills included planning, organizing and coordinating the curriculum for a new facility. Most of the preliminary planning such as class offerings and identifying parent school participants was already completed, but development of course content and methodology were the responsibility of the center
principal. To determine how these decisions were made and what the information gathering process would be was of major interest to the intern. It did not seem reasonable that simple observation would provide satisfactory opportunity for skill development. It did seem appropriate to participate in as many experiences as possible in order to appreciate and learn the business of administrative decision making.

Important to a smoothly functioning educational facility is the quality of interpersonal relationships. The intern sought experience in dealing with people and in identifying different administrative techniques. Observations of the style and efficiency of various administrators was a major goal of the internship. Many supporting departments and administrators such as the Finance Officer, Director of Special Education and the Director of Social Services were observed daily.

Experience in curriculum development was established as an important goal of the internship, but due to the nature of the project, this goal was only partially fulfilled. Interviews with curriculum directors proved to be especially instructive.

Evaluation

A constant analysis of the daily activities of the
intern was a useful tool for evaluation of the internship. A summary was kept of each day's duties and of daily critiques with the supervisor, Gordon Ringquist. Close communications was maintained with the intern's University Advisor, Dr. Carol F. Sheffer, insuring satisfactory direction during the internship. Dr. Sheffer's supervision provided a constant assessment of the intern's contributions to the success of the project, adequate exposure to varied learning situations and appropriate areas of investigation.

Rationale

A desire to participate in program planning and implementation prompted the intern to seek a curriculum development experience. The personnel of the Ottawa County Vocational Education Center offered an opportunity to be involved in the fundamental planning of an educational process. Vocational Education had always been provided in Ottawa County on a limited basis. With passage of a millage issue it would now be provided by the Intermediate School District and a new program would have to be developed. What could be learned under these circumstances seemed to be ideal to the goals of the intern which included an experience with how to select, arrange and teach a program. Because of the brevity of the internship, a complete experience from the planning phase to implementation of the program was impossible.
The intern expected to gain insights into the sources of information upon which educational decisions were based and implemented. It seemed that the achievement level, the ability level, attendance and the attitudes of the students would be of interest to prospective employers, would reflect their expectations, and would be helpful information in the decision making process. Parent school counselors would undoubtedly be valuable sources of information and their guidance in the selection of students would be of deep concern if the "dumping ground" syndrome was to be avoided. It also seemed important to secure the complete cooperation of parent school administrators if successful decisions were to be made in this multi-million dollar program.

The intern had hoped to participate in the selection of students, the counselor's testing and interviewing of prospective students, establishing rules of conduct for students, programmed or computerized course content, types and selection of appropriate materials and equipment for selected classes. To a limited degree, all of these goals were accomplished and the intern gained an appreciation of the complexity of undertaking a complex project as well as the experience of being involved in its initial phases of development.
**Administrative Skills**

The administrative skills sought by the intern were organized into separate divisions including: Planning, Organizing and Coordination. At times, the experiences occurred simultaneously and at other times they could be isolated into separate experiences.

The importance of human relations was constantly evident as the intern was involved with area administrators, counselors, curriculum directors, contractors, and secretaries both in group situations as well as on a one to one basis. As the program developed, the technical skills of research, material selection, correlation of ideas and materials into recognizable concepts was easily identifiable. The conceptual skills of observation, correlation of ideas to program, and the ability to analyze materials in relation to need were practiced every day. But the critiques each afternoon with the field supervisor often exposed previously unobserved skills that had been used during the day in dealing with various situations.
Log of Experiences

Introduction

A daily log was kept in which the events and activities experienced by the intern were summarized. The log proved to be valuable as a reference during later discussions and in dating certain experiences. Names, locations, times and sources of information were noted. The log was an indispensable aid in writing this report. A weekly summary follows in which the important events of each week are noted.

Week of June 29 - July 2

For two years, brochures, pamphlets, schedules of classes, budgets and notes pertaining to Vocational Education Programs have been accumulated from all over the United States. After the intern had been assigned to an unused office, this accumulation was put on the desk with a suggestion that sorting it into separate categories would make the material usable and accessible. Order slowly emerged from the collection as it was sorted into related areas such as course offerings, buildings and space utilization, funding, student selection, staff selection, qualifications and training, writing objectives for courses, and reporting systems. During discussions
centering on different theories, philosophies of vocational education and the history of the movement toward separate centers, issues were identified which would need further clarification before program decisions could be made.

The intern spent considerable time consolidating material on reporting systems and scheduling as it concerned the 13 sending high schools in Ottawa Intermediate School District. Allocation of time slots by size of parent school and recommendation of certain particular classes to be included in the skill center's curriculum depended on local industrial needs, projected student interest, and number of schools already offering the course on a limited basis.

Gordon Ringquist arrived on July 2. The materials were moved into his office and the intern was assigned a desk there to facilitate a constant exchange of information as we would now be working on the same tasks.

Week of July 6 - July 9

This weeks work centered around the several organizational problems, namely, student allocation to classes by school size, communication with the parent school administration and counselors and a reference instrument to guide them in dealing with the prospective students, in-building
security and student smoking, a communication system within the building, decisions pertaining to staff inservice, a time-line which fixed tentative organizational goals, and an attempt to identify other potential problems. It is interesting to note that discussions filled a large part of the mornings while afternoons were busy with the details of structure. (This practice persisted throughout the internship.) Until committed to paper and refined through more discussion, much of the talk consisted of "ivory tower" dreaming. To some extent, practical planning depended on the open discussion, but it was the detailed, unglamorous desk work that made planning a reality.

Week of July 12 - July 16

This week proved, in retrospect, to be one of the most fruitful of the entire internship. The intern participated in interviews with parent school administrators in an effort to establish a working relationship and a "service" atmosphere between the local schools and the skill center. Six vocational education centers were visited in an effort to identify avoidable problems and to draw on their experience in establishing a curriculum in the various instructional areas. The intern gained valuable experience from the interviews and found people to be sincere in their desire to be of assistance. The modular system of instruction
which programs a student's development throughout the training period and sets goals of achievement as well as quality levels for workmanship through task analysis made a deep impression on both Gordon Ringquist and the intern. The critique on Friday proved to be both difficult and informative as the impressions of the three days of visitation were committed to paper. The intern observed that the quality of the program in each instance depended on the style of the principal or director and that these people have an incredible amount of power and responsibility.

Week of July 19 - July 23

The intern and Gordon Ringquist spent part of one day refining the time-line which became an important part of planning by establishing starting and potential completion times. (See Appendix C) Keeping track of details is of obvious importance when working toward "First Student Day" from point zero, and it was just this function that the time-line filled. Course resumes required much attention this week and the intern gained experience in research and compilation of facts. During interviews with local counselors the intern was introduced to a comprehensive career education program from which students gain guidance toward career selection and preparation.
Week of July 26 - July 30

Planning and detail work such as course guidelines, instructional goals, staff training, task analysis, industrial expectations and local school needs occupied a large portion of the intern's week. The intern also participated in the decision making concerning problems that surfaced from interviews with parent school administrators such as the extra time spent bussing by the more distant schools, student behavior problems, local parallel programs, and student driving.

Week of August 2 - August 6

As this was the final week of the internship, the intern tried to organize the details of the experience into summary form. Conclusions reached independently and mutually were reviewed and summarized. Goals and objectives were reviewed and in some cases revised. The handbook for counselors and administrations was handed to the typist for preliminary typing. In a final discussion, the value of the internship to both the intern and the Ottawa Intermediate School District was reviewed with the conclusion that the experience to the intern was of immeasurable value while the Intermediate School District gained the assistance of an extra pair of hands and a head in a tremendous task of organization and implementation.
CHAPTER II
THE INTERNSHIP EXPERIENCE

Introduction

The material that follows includes: (1) A detailed identification and analysis of originally stated objectives. Other unanticipated objectives developed due to the nature of the experience have been included. (2) An identification and analysis of activities, experiences, and incidents through which objectives were achieved, and (3) Skills gained, knowledge and understanding broadened and improved.

Because of the nature of the experience, some objectives were not realized, and they will be examined also.
Organizing Materials

Information had been accumulated for several years by the Ottawa County Intermediate Offices in anticipation of the time it might be a resource to aid in planning a new facility. This information was in the form of course offerings, staff interviewing questionnaires, counselor's schedules and guidelines, floor plans of existing and proposed skill centers, operating schedules, bussing plans and schedules, student handbooks, budgets and budget proposals, staffing plans, administrative job descriptions, tax proposals for funding skill centers, and duplications of other operational material from different parts of the country.

The first task was to read as much of the information as possible and arrange it into compatible categories. Categorizing proved to be the most practical solution to effective utilization of the material but the original categories changed and shifted from general into specific areas of interest. First came the general topics of curriculum, building, staff, students, parent schools, taxes. It soon became apparent that there were overlapping areas but after dividing these basic topics into logical subtopics, many of the overlaps disappeared. A file was established to facilitate relocation of material for reference.
purposes. Eventually, the materials were categorized in such a way that those things referred to most were convenient to the work area while other information was stored in a less convenient location.

Many of the brochures described the courses of study in detail. These proved to be of significant value in determining the structure and direction of a particular course offering such as auto body shop, electronic repair shop or industrial housekeeping. It was assumed that course descriptions would be important when recruiting students and in public relations efforts, so accuracy and detail were a major concern. The experiences of other institutions in organizing courses and the acceptance of courses by the parent school counselors and students was separated into a special file and was frequently referred to during the internship experience.

Courses

The intern gained new knowledge of career opportunities and of the preliminary skills necessary for job entrance. Federal and State administered apprenticeships require an examination before acceptance and assignment. Skill centers strive to prepare students so they can successfully pass such examinations while they are also preparing students for entry into the local job market.
The intern developed skill in selecting and presenting details of course offerings in brochure and handbook style for use by both students and administrators. An interesting experience centered around task analysis as it was directed toward the mastery of skills within a particular occupation. (See Appendix H) Each task was analyzed for materials, time, tools necessary, equipment necessary and a test was devised to measure the student's competence. A passing score allowed the student to proceed, a failed test required recycling. Because of lack of expertise within the staff in this type of objective teaching, it was decided that inservice training for the instructional staff's benefit in writing these objectives should be provided. Assistance was offered from other skill centers if it was deemed necessary, but at the end of the internship, no plans had been made nor were any contemplated to use outside help.

From the first day of the internship until the experience was completed, there was heavy emphasis on the curriculum, it's development, and it's implementation. During the on-site inspections, many questions concerning what was taught and how it was taught brought answers of varied value. The people at Van Buren Skill Center were most anxious to be of assistance and offered invaluable aid in developing job descriptions for administrative staff.
The duties of the Placement Office were emphasized as being important in maintaining good relations with local industry as well as having current list of local industrial manpower needs. Although these needs change from time to time, the concern was that Skill Center graduates be aware of and trained in the latest procedures used by their particular trade. It was an important observation that each instructor must be in touch with the industries he serves personally in order to maintain and up-date curriculum. The intern believes that in some trades release time might be difficult to arrange for instructors to visit with offices in local industries for the purpose of establishing rapport and cooperation in youth placement.

To maintain a current style of instruction, there needs to be close supervision by an experienced and knowledgeable administrator in the judgment of the intern. Techniques must not be allowed to lag behind technical advancements as methods improve. Representatives of the trades and professions must continue in an advisory capacity to guard against such a lag. Instructors too must maintain a high level of competence if they are to be effective as leaders and teachers, consequently, an inservice program which would allow free time to practice and study should be incorporated into the skill center program.
Handbook

As the internship progressed, the intern's labor was rewarded by an accumulation of material covering such areas as philosophy, eligibility guidelines for students, admission guidelines, application procedures, enrollment forms, visitation, student health records, goals, student distribution by parent schools, transportation, and special needs. Collected and arranged, this material formed the booklet called, "Policies and Plans", later renamed "Counselor Handbook". (See Appendix H) The goal of understanding and developing an operational curriculum was not accomplished completely due to the complexity of the undertaking. However, the intern was able to make a significant contribution toward the development of a successfully implemented curriculum as evidenced by the inclusion of the intern's unaltered work in the booklet now used by counselors in parent schools and included here as Appendix H.

Instruction

During the initial stages of the internship, it was assumed that there were many commonalities between courses in a skill center. Among these were such ordinary things as length of class period, need for close supervision,
lecture as well as text book lessons, and hands-on experience at each given task. Organization of the class period was similar in that there was need for both desk work and lab experience, outside reading assignments, and personal guidance, but the type of knowledge to be imparted limited in some respects, the way each class was conducted.

It was intended that each course be taught as an individualized learning opportunity which would require the writing of course objectives as mentioned earlier. With this in mind every experience would require a complete analysis of every step in the learning process from inception to completion. For instance, a replacement part for a machine would start with the issuance of a blueprint. The student would have a proven foreknowledge of the skills necessary to read and analyze a print, select the proper raw material, and set up and operate the necessary machines. Every step of the operation would be observed, spot-checked for accuracy and tested before proceeding to the next step. That is, lathe work would be inspected before the student could move to the milling machine, and before advancing to the grinder and to heat-treat, and so on until the finished piece was ready to replace the broken or worn-out piece. With such careful instruction, a student's proficiency could be certi-
fied by the instructor before being placed in a regular job.

The instructor would be responsible for analyzing every job and for the resulting task analysis report. Objectives were intended to be a collection of task analyses for a given skill. A student's progress was her/his own responsibility. Needless to say, this would be a complicated and complex goal for instructors. Some attention was directed to on-the-job training which would expose students to actual working conditions. Part of the instructor's responsibility was to be well enough acquainted with people in industry to arrange these opportunities for students and their placement after graduation. The extent to which these "intentions" have been implemented is not known by the intern.

**Intermediate School District Departments**

It was necessary to become aware of the special needs of other Intermediate School District Departments in order to fully appreciate the value of a career training center. Students who were handicapped would be accommodated by specially designed courses which would qualify them for jobs commensurate with their abilities. Social Services was interested in the program as it was expected to have an impact on job up-grading, adult career counseling, and edu-
cational betterment. When, because of slow construction schedules, and budgeting demands caused by inflation, it was decided that only a part of the facility would open at the proposed time of September, 1977, there were many disappointed people. Some local schools were operating limited vocational education programs and expected to continue those programs. However, the new school when fully functioning, would offer expanded opportunities for their students in areas not before available.

Public Relations

Mr. Ringquist exercised great caution in opening relationships with the parent schools in an effort to establish the skill center as a co-educational cooperative facility, not as a competitor. It was stressed that screening and testing were important to the success of any student selected to attend the skill center, so as to avoid the image of being a "dumping ground" for unruly students. An inservice day for counselors was proposed to prepare them for their new responsibilities and for principals in order to introduce them to the procedure the new facility would use. Strong emphasis on the ownership of students placed disciplinary responsibility on the parent school with referral from the skill center. It was not intended that the skill center would intrude on the perogatives of
the parent school, reserving for itself only referral and expulsion. The intern was made aware of the rights of search and seizure during one of these interviews, as well as of the delicate maneuvering necessary to develop trusting, cooperative relationships between potentially competing facilities.

Human Needs

A special needs program, funded by the State Department of Education, was provided for service to students with learning disabilities, physical handicaps, and social adjustment problems. These programs often involved specialized personnel like the Social Worker, Special Education Supervisor, and the Psychologist. The intern became acquainted with many of these Specialists as their work and assignments emanated from the Intermediate School District Office where the temporary office of the skill center was housed. The intern learned that serving handicapped students posed unusual transportation and management problems in meeting their unique needs. However, it was intended that they would be required to fulfill all the expectations of their chosen field of study, and that there would be no relaxation of criteria for mastery of skills. Students with learning disabilities would be accommodated in work preparation classes which would be
kept small, which means the adult/student ratio would be lower than in regular classes. The work would be demanding and rewarding, but extreme care was to be exercised in counseling and screening these students.

Because of a relaxed summer schedule due to schools being closed, a full working relationship could not be established with Specialists from the Special Needs Program. Rough guidelines with much room for completion of details were discussed however. Nothing was committed to paper at this time.

The advisory committees who were initially responsible for the inclusion on the Special Needs Program as an integral part of the skill center had researched the local industrial personnel requirements thoroughly. Restaurants, motels, hotels, hospitals, and some of the other establishments such as schools and churches indicated that they experienced difficulty in hiring and keeping trained personnel for housekeeping duties. At the same time, facilities for training these people were very limited. It also was discovered that the need for building self-respect among those of limited ability was a strong community motive for promotion of a skill center. Various agencies for the utilization of labor of the unskilled and those whose handicap would prevent full employment were already functioning, still, the need for an additional training
center was apparent.

It was proposed that the skill center courses develop an hierarchy of jobs so that a Special Needs student could achieve some level of competence in a particular course. For instance, there would be different requirements for completion of a stock handler's job than for a tool maker's job, so the skill level steps might be stock handler, tool crib attendant, machinist, set-up man, and tool maker. Each skill level would be satisfactorily completed before progressing to the next step with allowances made for the length of time spent at each level. It was felt that even the less able would be able to offer a salable skill to the job market after completion of the course at the skill center. In this way, even the handicapped would be prepared at some level to be self-sustaining.

The local school districts historically had found skill development of the handicapped difficult to implement. Most localities relied on industry to accept and train people. Industry had been reluctant to do this due to the economical disadvantages as well as to their lack of understanding of the complex training problem. They had experienced poor retention of unskilled and untrained workers in the past. Some industries such as Kan-Do Industry of Ottawa County are able to contract simple jobs and hire handicapped people on a per hour
basis to provide employment and a degree of the self-respect that is attendant. They cater to the more severe cases however, even providing transportation to and from a central work location. The skill center's clientele was expected to be somewhat different, taking students who were in attendance at regular public and parochial schools. As is evidenced from this material, the intern gained considerable knowledge of the special problems of training and placing the handicapped as well as knowledge and skill in working with industry in regard to the special considerations that are involved.

**Technical Skills**

The intern was given a collection of miscellaneous materials relating to skill centers and their activities at various locations in Michigan and the United States. The expectation was that the intern exercise some judgment in the organization of the various pieces of literature according to an order of his own design. As order began to appear, the organization was altered to accommodate new information. The following list is not inclusive but reflects priorities developed by the intern:

1. Plant, as recognized in floor plans, maintenance, security of premises, etc.
2. Curriculum, as related in brochures for
recruitment, development, inservice for staff, interviewing procedures for staff hiring and training.

3. Objectives, interpreted as philosophy

4. Student selection, screening and counseling.

5. Placement of students.

The intern established a temporary system for filing and quick reference. The system proved its worth later and was used as a basis for the structuring of the counselor's handbook. A copy of the Counselor Handbook appears as Appendix C and the table of contents of the Handbook is a close approximation of the intern's work in the earliest days of the internship.

It is interesting to note that although differently stated, and sometimes not specifically stated at all, the overall philosophies of every skill center were parallel in intent. Each center's endeavor was focused on reaching the student who had dominate motor skill potential in addition to or rather than academic potential. It was felt that self-respect and gainful employment would deter most youth from seeking less acceptable means of need gratification.

In compiling the Counselor Handbook, decisions became
a common place occurrence concerning the divisions, the placement, and the content of the information. For instance, "Where would it be best to include information on student behavior and smoking procedures?", "Would it be wise to allow visitation to the center by non-center students, should the students be permitted to drive to the skill center, and how should this information be stated?"

Most decisions were made jointly by Mr. Ringquist and the intern, but at times the intern made the decision subject to Mr. Ringquist's approval. As the handbook progressed toward completion, it became apparent that the internship would end before the handbook was completed.

Many hours were spent in the Public Library researching the Federal Government's Occupational Outlook Handbook, and The Encyclopedia of Careers and Vocational Guidance, published by J. G. Ferguson Publishing Company of Chicago. Since the library was across the street, this literature review was convenient. Information concerning the course requirements and descriptions of courses was gathered from these resources to a large extent. Being aware of the value of these resources, the intern would recommend that these copies be in the resource center of every skill center as well as on every counselor's shelf.

The time-line established for completion of center facilities and programs included a rough estimate of what
it was hoped would happen at certain times. The time-line served a more practical purpose however, in reminding the administration of the new facility that certain things had to occur in sequence and at predetermined times. When first developed, the completion dates seemed remote, but as the summer passed and fall approached, a new awareness of the time-line's important was apparent. The pressure of a schedule and an orderly sequence of solving problems imposed by the time-line kept activities in proper perspective and progressing toward conclusion. The intern would recommend the time-line device as a conservative approach to what might seem an almost overwhelming task of establishing a new facility with new programs. The time-line has been included as Appendix D.

There were administrative meetings at this time to which the intern was not invited where important decisions were made. The intern's involvement in these meetings could have provided opportunity for knowledge and skill development. For instance, after such a meeting it was announced that all areas of the skill center would be open in February 1978, and that only those areas where large overhead doors were necessary, such as the garage bays in auto mechanics, would open in September of 1977. This had far reaching implications relative to the scheduled sequence of events as previously identified and consequently, the
entire structure of the internship was changed in the final two weeks. Because of the change, the intern was free to devote more time to the Counselor Handbook than formerly expected, with the result that the completion of the handbook progressed more swiftly. At the close of the internship, the handbook required only organizational modification and final detail work before going to the printer. The intern's involvement in the meeting in which this decision was made might not have influenced the decision, but the intern would have gained insight and understanding of the issues that resulted in this radical change in plans had attendance been permitted.

The objective of planning a total curriculum was not realized during the internship since time would not permit this depth and extent of exposure. What did occur was that initial curricular planning and information gathering was completed but there was no opportunity to go into depth in any particular single course of study. The intern learned what skill and knowledge development was expected in many of the courses of each student. Task analysis as it relates to course content, writing learning objectives, and administrative detail surrounding classroom functions was also studied. These matters have been discussed in this chapter. It is the intern's opinion that the student selection process, what the students thinks is expected
of him, and what the student expects to achieve as a final result of attending a skill center are all integral parts of curriculum as are all the administrative measures behind the scenes that prepare the environment and the program for maximizing student absorption of information. In the intern's view, the all-encompassing word "curriculum" is misused if applied to any single portion of education. The enormity of the curricular undertaking was to become more evident as the internship progressed. The intern does not believe that he failed to achieve this objective, but rather that it was underestimated.

Means to be Utilized

As previously stated, the intern examined all the information that had been accumulated over the period of two years. The intern also researched old records, previously written reports and governmental documents. The intern traveled to six other skill centers, interviewed administrators, counselors and instructors, visited local parent schools where other administrators and counselors were interviewed and observed, and where equipment, shops, classrooms and labs were examined. In the course of the internship, not a single student in a single facility was observed. This is considered by the intern as a serious short-coming of the internship. Knowledge and understand-
ing of the student's perception of skill centers could have been gained through observation and interaction.

The accumulation of material was important as it gave the intern a foundation of practical information. Before a single plan or a decision was made, the intern had a working knowledge of language, terms and goals of existing skill centers. The variety of course offerings had been cataloged, financial support systems examined, philosophies read, success and failure ratios noted, and the rationale of everything at least read if not understood. Commonalities among centers were identified such as catering to local industry as a priority, as were differences such as size which determines complexity of operation and scope. Obviously these differences pose unique operational problems. Philosophies were basically similar as previously noted.

A daily log was kept by the intern in which the activities of the day were noted. This proved to be a highly valuable asset in recalling previous discussions and as a basis upon which to make program decisions, as well as a means of documenting experiences.
CHAPTER III
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes what seemed to be the underlying thoughts and ideas that were perceived by the intern as well as the knowledge and understanding the intern gained. The intern has included his recommendations and criticisms as seen in relation to the internship served in Ottawa County Intermediate School District, Ottawa Area Vocation Center Office.
Summary

The curricular decisions administrators of new facilities must make are, in simplified language, what to teach and how to teach. The answers to these questions are highly complex and cannot be reached by relying on arbitrary opinions or past practices. The decisions concerning what courses to teach at Ottawa Area Skill Center had been made prior to the internship by appointed study groups or committees. These committees consisted of representatives of such industries as furniture manufacturing, tool and die shops, printing establishments and businesses such as retail stores, auto repair shops, appliance repair shops, nurseries and landscaping firms, hospitals and motels. Also represented were personnel from bakeries, restaurants, and building and electrical contractors. Experienced vocational education educators organized and coordinated these groups over a period of many months. These groups were charged with the task of developing occupational training guidelines based on the needs of industry within the local area. Local area was defined as "the distance a person is normally willing to drive to work and may vary depending on the type of work."

The value of long range planning was proved throughout the internship in that frequent references were made
to the resources gathered by the Ottawa Intermediate School District prior to and in anticipation of the organization of a skill center. What had been a dream was finally to become a reality, and from the accumulation of information was to come the foundation upon which the entire curricular structure was to rest. Many hours were spent reading, checking and cross checking, drawing charts and arranging figures before a plan for action began to take shape. As the plan took a more definite direction, guided by the philosophy that it had to be professional, it had to be a best effort, and it had to meet the career needs of students, it became obvious that the task was too big and too complex to be handled by two people. The primary objective of the Ottawa Intermediate School District however, was realized in that the intern and Mr. Ringquist put an articulation of the skill center on paper and started an organization moving toward a projected opening date. People who would be affected by the new institution were made aware of it's existence through personal contact with the administrators and frequent requests for information and curricular input.

As a precautionary measure and in order to verify tentative curricular plans, Mr. Ringquist, Mr. Donald Gebraad, and the intern visited other skill centers. Mr. Ringquist and the intern developed a list of questions based on our research and relating to potential problem areas identified
early in the internship. The skill centers which were functioning, Cadillac, Van Buren, Lansing Capitol, and Battle Creek, offered such assistance as staff inservice training and computerized learning objectives, while the skill centers still under construction, Mecosta at Big Rapids and Jackson helped by pointing out potential organizational mistakes such as the greenhouse which was built with a sloping floor but without the floor drain. The observations of three days of travel, when reviewed in the skill center's temporary office, presented verification of previous tentative plans and suggested new concerns not yet encountered.

When approaching the fifth week of the internship, an administrative decision which was to restructure the entire internship was made to open only part of the skill center in September of 1977 with the balance to open in February of 1978. At this time the priorities of the skill center were relaxed and it became important to lay the ground-work for inter-school relationships. A shift was made from planning activities to implementing activities as Mr. Ringquist embarked on a series of calls to each parent school principal and counselor. His goal was to establish a first name relationship and to secure input which would aid in establishing quotas for each school in each course offered at the skill center. Each opening
was called a "slot" and the parent school counselors were to be instructed in the skill center's expectations and forms to be furnished in recruiting students. The intern was responsible for organizing all the pre-selected information into a counselor's handbook as an aid in the recruiting process. At the end of the internship the handbook was basically complete. The delivered copy did include additional information made important by parent school input and developments that occurred after the internship was completed.

Conclusions

When the intern reported to the Ottawa Intermediate School District to begin the internship, there was some confusion concerning who would be responsible for directing the intern's activities. Mr. Donald Gebraad, the original field supervisor believed that the new principal Mr. Gordon Ringquist would be a better supervisor because he would be involved with the tasks the intern expected to experience. The first week of the internship was directed at research, assimilation of general knowledge, and compilation of data.

The following three weeks were filled with exciting discussions, interviews, and observations directed at making decisions for the new facility. Efficiency and
smooth coordination were the goals. This period was exhilarating as decision after decision resulted in a policy or procedure to be followed during the formulation and implementation of a group of vocational education courses and all the supporting agencies and functions necessary to make everything come together at the right moment.

The final two weeks of the internship was spent drawing together much of the information that had been gathered into a handbook to be used as a guideline for counselors in directing students toward enrollment in a skill center course. Everything a counselor needed was to be found there which resulted in a huge task of organization with a fair opportunity for the intern to practice creativeness. Some of the information was adapted from other skill centers, but a large portion was original in both concept and form. This two week period was a learning period for the intern and also gave the intern an appreciation for the detail work necessary before a working educational facility is ready to open.

It is the conclusion of the intern that time was limited and the load of work too great to accomplish all the tasks that had been anticipated. An experienced person could have saved hours of work and duplication of effort. Seemingly, many of the people who are responsible for the new plants and educational development are
talented people who have little experience in the area of vocational education. Most have never been responsible for developing a whole new educational experience and are people drawn from secondary administrative roles. Many of the administrative staff are lacking in vocational education experience and are playing it by ear so to speak; most have little if any industrial training to draw on.

Recommendations

The intern feels that the internship was a valuable experience in many ways. The exposure to an actual case where the decisions made were real life and actually implemented was the most valuable of all. There was always a feeling that a mistake could have far-reaching implications, every conversation was important, and a decision rendered resulted in action for which someone would be responsible.

The intern would suggest that future interns make certain of the guidelines that govern the internship. This intern was loosely governed which resulted in a rather broad base of operation. In the case of this intern, it was an advantage, but a more structured internship would have been easier to serve in that goals are more readily achieved.

The complete confidence placed in the intern permit-
ted free movement and a freedom of communication that resulted in a relaxed and supportive environment in which to serve. It is important to have a clear understanding of the intern's status when moving into an existing office. Resentments are nearly impossible to cope with on a short term basis and are to be avoided if at all possible. Additional work loads on service personnel and inconveniences occasioned by the activities of the intern can often be eliminated in advance by a sensitive field supervisor.

This intern believes that at times closed door meetings were held which would have been occasions for gaining in depth knowledge. The intern was not invited to any top level administrative meetings. A clear understanding as to the status and expectations the University holds of the intern with the supervising agency is of utmost importance and would in all probability eliminate the exclusion of the intern from important learning situations. While the intern had "equal" status in most cases, it was not totally present.

Much of the feeling of acceptance the intern felt was, no doubt, due to a long term friendship between the intern and Mr. Donald Gebraad dating from high school days. Many doors were opened for this reason where defenses might have been erected under other circumstances. While this might not be possible in the case of every internship,
this intern places much value on the preparation and introductions resulting from such a friendship. Where such a strong base is possible, the intern is sure to profit in both knowledge and understanding.

Careful consideration should be given to the goals of the internship. Many times several goals can be pursued simultaneously, but where too many goals are crowded into too short a period, some may not be realized. The goals in relation to time might be important where a six week internship would not be long enough to develop a goal to a logical, fruitful conclusion.

The intern believes that as a foundation for an administrative career, this internship has been the most valuable learning experience of the intern's college preparation. The intern had actual experience in the creation of an educational curriculum and facility. The results of the intern's work are being used in the new facility and by parent school counselors. The decision in which the intern participated are now actualities. The intern gained in confidence, in the skills of the decision making process and in exercising the judgment necessary to adequate or successful administration.

Because of the inexperience of administrators who are charged with the responsibility of building new skill centers and developing the necessary curriculum, this
The intern would recommend recruiting instructors from existing facilities for administrative training. These people would have both background and experience, which, when coupled with administrative ability, could bring a certain expertise to field that would result in greater efficiency and a saving in time and money. Taxpayers would benefit in improved facilities and service.
APPENDIX A
INDIVIDUALIZED LEARNER ACTIVITY PROCESS
WITHIN AN INSTRUCTIONAL SYSTEM

Adapted from Capital Area Career Center

Introduction

The visitations scheduled by Mr. Ringquist and attended by the intern, were primarily designed to cover a cross section of both functioning and non-functioning educational centers. The non-functioning centers were new and presumably were meeting or had already solved similar problems to those anticipated by the Ottawa Area Vocational Education Center. The visits proved to be valuable to the extreme in that the visiting team met with total acceptance and cooperation. Questions were frankly answered and advice freely offered. Without doubt, many embarrassing and costly errors were avoided because of assistance from other facilities.

Among the many pieces of information gathered, the Individualized Learner Activity Process chart from Capital Area Career Center in Lansing, Michigan, illustrates the individualized approach to vocational education as well as any the intern encountered. Not totally adopted as shown, it exercised strong influence on the procedure used at Ottawa Area Vocational Center at the time of opening.
Individualized Learner Activity Process Within an Instruction System.

Student entry

RECEIVES ORIENT
- Rationale
- Job Cluster
- Job Hierarchy
- Job Level
- Job Description
- Criterion Exams
- Goals

LEARNs REQUIRED
- INFORMATION
  - Safety
  - Tools
  - Organization
  - Procedure
  - Rules

SELECTs JOB
GOAL

PRE-TEST

SELECTs TASK

SELECTs MODULE

PERFORMANCE
- SATISFACTORY - Move
  To Next Task or Module

PERFORMANCE
- UN-SATISFACTORY -
  Proceed with Learner Activities

LEARNER ACTIVITIES
1. Teacher Assistance & Tutoring
2. Lab Practice & Experiences
3. Programmed Materials
4. On the Job Experience
5. Peer Group Tutoring & Assistance
7. Audio Visual Tutorial Material
8. Simulators, Mock-ups, etc.
9. Career Guidance
10. Critical Academic Skills
11. Learning Units

MEETS EVALUATION
CRITERIA

CHOOSE NEXT TASK

REPEAT PROCESS

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This process is designed to move the learner through a logical sequence of activities that will result in skill acquisition in the learner rate and level.

A. The learner has selected the program, enrolled and entered the program. The learner then received an orientation to the program.

B. The learner received basic information on safety, tools, program organization, procedures and rules.

C. The learner selects an occupational/job goal.

D. The learner selects a module as indicated by the job goal.

E. The learner selects a task as indicated by the module task list.

F. The learner takes a pre-test for the task. The nature of the structure of the pre-test are instructor determined.

G. The learner has performed satisfactorily on the pre-test and moves to the next task or module, whichever is appropriate.

H. The learner's pre-test performance is unsatisfactory so the learner pursues the activities indicated on the learner acti-
vity sheet.

I. Learner Activities

J. The learner meets the requirements of the task performance objective, or using the resources within the program or Center continues to pursue it.

K. Chooses next task, or module, whichever is appropriate.

L. Repeat module and task selection until occupational/job goal is reached.


APPENDIX B
TENTATIVE TIME LINE

Introduction

During planning discussions, it seemed expedient to put the proposed schedule for the various operations on a visual display for quick reference and as a reminder that the whole operation was on a time budget. Additions and changes were made as the summer progressed. In some instances the original dates proved to be unrealistic and adjustments were made as new and/or more accurate information was received. The time line was reproduced in the form as it appeared on August 6, 1976.
PRINCIPAL IN CHARGE July 1, 1976

first meeting with new principal on site visits

July-Aug. Select application form Secretary hired

operational decisions completed (policies & procedures)

meetings with principals

meetings with counselors program info. distributed to schools

distribute materials to students (show film and/or slides)

pre-registration

D start interviewing students (questionnaires, etc.)

testing counseling

all classes listed for operation accept applications for instructors

employee relations planning special needs counselor

MAKE assignments, final enrollment

interview for staff

student handbook completed

inservice training and staff hiring completed final class listed

class assignments completed

AUGUST, 1977
APPENDIX C
DEVELOPING OCCUPATIONAL EDUCATION INSTRUCTION

Introduction

Inservice for teaching staff was perceived as being basic to the successful function of the New Ottawa Vocational Education Center. It was anticipated that some of the staff would be drawn from surrounding areas and perhaps would be inexperienced in writing performance objectives and task analyses, and would require some training prior to the scheduled opening. Many offers of help were received in this critical area. It was expected that if experienced personnel were contracted they would be able to contribute to this need. The following diagrams illustrate to a degree the type of performance expected from an instructor in a vocational education center. These charges are taken from material used at Capital Area Career Center in Lansing.
I. Determine and describe what it is we want to achieve.

II. Do what is necessary to achieve the desired result.

III. Check to see that we have succeeded in doing what we set out to do.
I. PREPARATION PHASE

--Working philosophy, goals, instructional program objectives, curriculum development model and system of instruction

--Jobs for which training is to be provided

--Describe what one does in performing the job

--Detail job performance into tasks which compose the job

Course Objectives
--The Blueprint of Student Performance

--Consider Students as they are not what we like

--Determination of what the measurements of success are to be.

Skill Center Perspective

Job Identification

Job Descriptions

Job Task Analysis

Course Objectives

Examination Tools

Course Objectives

Student Population

Course Prerequisite

Prerequisite Examinations

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II. DEVELOPMENT PHASE

---Accomplish in terms of job tasks. At the end of each module the learner can do something he couldn't do before

---Module to be sequenced in an order most meaningful to the learner not the instructor

---Selection based on relevance to each task

---Procedures to be based on the performance objectives being sought

---The instructional prescription describing the activities the student engages in to reach the objectives

III. IMPROVEMENT PHASE

---A process guaranteeing fresh up-to-date instruction

---Checking to see how well instruction meets objectives and how well objectives meet the job

Comparison Performance & Objectives

Comparison Objectives with Job

Revisions
APPENDIX D
INDIVIDUALIZING THE INSTRUCTIONAL PROGRAM

The instructor-manager, making a complete effort to individualize instruction, will assume a multiplicity of roles. It will be necessary for the persons desiring to achieve a quality program to assume the following:

1. That of a resource person who can direct students to additional materials and equipment to enhance the learning experience for the student;

2. That of a guidance counselor who can provide guidance and counseling to the student throughout the learning experience.

3. That of a psychologist who is able to confer with and gain insights about the student's attitudinal response prior to prescribing curative guidance and direction;

4. That of a generalist who is able to aid the student in varied learning opportunities which occur from day to day. Sometimes a generalist will don the role of a mother, a father, or even a big brother or sister and, whenever a crisis arises, will aid in the behavioral and attitudinal development of the student.

Source: Administering the Individualized Instruction Program, by James Lewis, Jr., 1971.
Introduction

High on the list of priorities for a new facility was the image building necessary to establish the skill center as a dynamic force in the educational community. Mr. Ringquist's master plan involved meeting personally all the parent school administrators and counselors to assure them of his fullest cooperation in every respect concerning vocational education and their school. His intent was to be on the friendliest of terms with all, thereby minimizing potential problems and building a base from which to solve future problems as they might arise.

Of foremost importance was the Counselor Handbook. It would act as Ambassador, a source of information for both the students and the counselors, and a consistent reference in dealing with questions as they might arise. Material was collected from many different sources, but in the final analysis, most of it served only as a guide in arranging and selecting information pertinent to the Ottawa Area Vocation Education Center.

The Counselor Handbook included here is the result. The intern was deeply involved in every aspect of the composition from decision making to typing.
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Policies and Procedures to be included at a later date..................48
This handbook has been developed to assist local school district personnel with the selection of students for entry into the occupational training programs offered at the Ottawa Vocational Center. It provides the most up to date information about vocational programs and student selection procedures. We trust that this information will be of assistance to you in helping students make mature decisions when selecting a career.

The responsibility of counseling and guiding youth confronts each of us in our individual capacity. Only by combining our resources, sharing our thoughts and ideas, and working together, will we be able to serve youth in the best possible way.

This handbook is being presented to you in loose leaf fashion primarily for the purpose of accommodating a great deal of future changes which we anticipate making in this handbook as time goes on. In addition to changes taking place within specific programs, entire new programs may be added and old programs terminated from the Ottawa Area Vocational Center as enrollments or employment market create a need for change.
PHILOSOPHY

High school students require a broad program of general education which allows them to explore and select occupations appropriate for them, prepares them for marriage and parenthood, develops their citizenship potentials and encourages their participation in cultural aspects of life. In addition, present and future labor markets are increasingly requiring high school dropouts or graduates to develop some specific employable skills before they enter the labor market.

High schools have developed programs to meet most of the general education needs of youth. Schools have also prepared their students for college entry; but they have found that costs and lack of adequate enrollments for comprehensive vocational programs have made it impractical for them to provide a complete program. Therefore, the Ottawa Area Vocational Center is designed to serve as an extension of all high schools in the Ottawa Area Intermediate School District to provide a comprehensive vocational program for eleventh and twelfth grade students.

The Center will provide adult programs during those hours when the facilities are not required for high school students.

The basic philosophy of the Ottawa Area Vocational Center is to provide to the secondary level student vocational education programs which are not available in the local educational agency.

The Center is being developed on the basic philosophy that each student will be accepted upon the recommendation of the home school. The Center is to serve high school youth, including those, when practicable, with mental, physical or socio-economic handicaps. A liaison with local high school administration and guidance departments will be maintained.

In complying with the concept of accepting students at all levels of learning, the Center curriculum will include a wide range of occupational programs to meet the individual needs of students.

The Area Center program will provide individualized instruction through the utilization of Performance Objectives.

Since the area center serves as an extension of the local high school curricula, continuous articulation between the area center and local schools is essential.

Continuous evaluation of occupational programs will be maintained through the aid of craft advisory committees. These committees will serve in an advisory capacity to review existing programs, revise programs or curriculum when appropriate, and develop new programs to stay abreast with current employment needs.

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EDUCATIONAL GOALS

The primary function of the Ottawa Area Vocational Center is to provide high school students with employable skills which they can utilize on the job immediately upon termination of their enrollment with the Center. Such skills include the physical ability to perform manipulative tasks, be knowledgeable of the related technical information, and develop personal-social traits which are essential to become successful in the world of work.

A placement service will be provided for all students enrolled in programs at the Center.

The Center will attempt to motivate capable and qualified students to enroll in post-secondary programs.

A goal of the program will be to provide meaningful experiences and sense of achievement for students who might otherwise drop out of school.

The Center will provide training or retraining to workers whose skills and technical knowledge must be updated through adult and continuing education.

The Center will serve business and industry, agriculture and labor as a resource center.
Title IX Statement

Users of this handbook are hereby informed that throughout the document whenever such nouns as person, individual, student, child, youth, adult and the like are used, the intent is to give equal consideration to both sexes in all cases.

Title IX of the Educational Amendments of 1972 of the United States Congress specifically states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. (There are some exceptions).

The Ottawa Area Intermediate School District intends to comply fully with Title IX under guidelines adopted by the Department of Health, Education, and Welfare and approved by the President of the United States and the United States Congress.
Suggestions For Eligibility Guidelines

1. A student must be a Junior or Senior, currently enrolled in one of the constituent high schools. In isolated cases, upon review, certain exceptions can be made if it would be in the student's best interest.

2. Special needs students must be 15½ years of age to be eligible to attend the QAVC.

3. All applicants shall have equal consideration without regard to color, race, creed, national origin, or sex.

4. A student must have the ability to develop the necessary skills important for the program they are enrolled in.

5. It is of prime importance that students have an interest in their vocational choice. We are all aware that neither ability nor interest are able to stand alone.

6. It will be equally important to the success of the QAVC for students to demonstrate good human relations.

7. With an eventual enrollment of over 1400 students it is obvious that students must be responsible, ambitious, and sincere in their pursuit of a salable skill. Slots are limited and to best utilize the facility it will be necessary to stress good citizenship in student conduct.
ADMISSION INFORMATION

Admission of students to the Vocational Center will be a mutual understanding of the local school and of the Ottawa Area Vocational Center. Personnel of the Student Services area of the Vocational Center will assist the local school in student orientation.

A. Eleventh and twelfth grade students shall be eligible to attend the Vocational Center. Application will be made in the spring preceding the junior or senior year. Those students with credit deficiencies may be admitted with the mutual consent of the Ottawa Area Vocational Center and the administration of the high school where student is in attendance.

B. Students enrolled at the Vocational Center should remain at least one semester. Any exceptions to this policy will be initiated by the local high school where student is in attendance.

C. Provisions shall be made so that a student can be at the local high school for a minimum of two hours.

D. Junior students enrolled in a two-year program will be scheduled for their senior year at the Vocational Center by the O.A.V.C.'s counseling staff.

E. Students will be encouraged to enter programs early enough to complete the entire instructional block. In most cases this will be in the beginning of the junior year. In certain circumstances, and as space is available, seniors will be considered for two-year programs at the Vocational Center.
F. Parents of student questioning selection or admission to a program at the Vocational Center shall first be encouraged to discuss the matter with the local high school counselor because the initial selection originated from this source. The counseling staff at the Vocational Center shall then be available if deemed necessary.
BEGINNING AND ADVANCED STUDENT DISTRIBUTION

All programs at the Ottawa Area Vocational Center can be considered two years in duration. Some programs may combine a one year lab participation with the co-op program providing the cap-stone experience.

Michigan Vocational Education guidelines require that all students enrolling in secondary vocational programs be a least 15½ years old. This student group is generally considered to be high school juniors and seniors. In special cases it may be possible to enroll a sophomore, providing a slot is available after the rotation period. (example: Court appointed cases)

In order to provide students in each high school class an equal opportunity for placement at the Vocational Center, it is necessary to maintain a center enrollment that is approximately ½ beginning and ½ advanced students. For the first year of operation in any vocational program, the home school should fill approximately ½ of their quotas with seniors. Therefore, during the first year of program operation many seniors will receive only one year of instruction of a two year program.

ALTERNATES

In the event that a student would for some reason not use his slot in the Fall or drop prior to the fourth Friday count, it would be wise to have an alternate list of names from which the counselor could select a substitute for the program. Slots not filled will be reassigned to other schools and not be available to the original school for two years.

UNUSED SLOTS - REASSIGNMENT

Reassignment becomes necessary because of the heavy demand and the limited number of slots. When a slot cannot be, or is not filled by a sending school, it will be reassigned according to a formula devised by the OAVC Director (a rotational basis). The deadline for reporting unused slots is March 25. School districts cannot trade slots on their own. Such
assignments will be good for two years or until the student leaves the program in which case the slot returns to the original school's program quota.
ESTIMATED LOCAL SCHOOL QUOTA OF STUDENTS TO DEVELOPING OTTAWA AREA VOCATIONAL CENTER  
(Based on 1975-76 Fourth Friday Enrollment in Grades 10-11)

BASIC INFORMATION

- Total 1975-76 enrollment in 10th & 11th grades = 6,223
- Total projected Ottawa Area Vocational Center enrollment = 1,444
- Students per session = 722
- Students per program:
  - 31 programs x 44 students = 1,364
  - 1977 (Cosmetology 1 program x 40 students = 40
  - 1978 (Cosmetology 1 program x 40 students = 40
  - Total: 1,404

Formula
\[ \frac{1404}{\text{Center Enrollment} - 6223} = 22.5\% \text{ (Projected Quota)} \]

Local schools percentage of total 10-11 enrollment x the number of total slots per program = (Quota by program)

<table>
<thead>
<tr>
<th>School</th>
<th>10-11 Grades Enrollment</th>
<th>Projected Quote</th>
<th>Scheduled Enrollment</th>
<th>Quota by Program*</th>
<th>Balance</th>
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<td>91</td>
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<tr>
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<td>785</td>
<td>176</td>
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<tr>
<td>Holland Christian</td>
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<td>113</td>
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<tr>
<td>Hudsonville</td>
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<td>93</td>
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<td>+ 3</td>
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<tr>
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<td>106</td>
<td>96</td>
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<td>128</td>
<td>4</td>
<td>- 16</td>
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<td>Saugatuck</td>
<td>111</td>
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<td>31</td>
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<tr>
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<td>96</td>
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<tr>
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<td>417</td>
<td>94</td>
<td>96</td>
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<td>Total:</td>
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<td>1,400</td>
<td>1,404</td>
<td>44</td>
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* For 1 Session:  
Each school will have double slots for Auto Mechanics.  
Cosmetology has only 40 slots.
### Ottawa Area Vocational Center

**Local School District Quotas by Program**

<table>
<thead>
<tr>
<th>Time</th>
<th>Allendale</th>
<th>Cooperstown</th>
<th>Grand Haven</th>
<th>Hamilton</th>
<th>Holland</th>
<th>Holland Christian</th>
<th>Hudsonville</th>
<th>Unity Christian</th>
<th>Jonkson</th>
<th>Sagetuck</th>
<th>Spring Lake</th>
<th>West Ottawa</th>
<th>Zoeland</th>
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## OTTAWA AREA VOCATIONAL CENTER
### LOCAL SCHOOL DISTRICT QUOTAS BY PROGRAM

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<th>A.M. - P.M.</th>
<th>Allendale</th>
<th>Coopersville</th>
<th>Grand Haven</th>
<th>Hamilton</th>
<th>Holland</th>
<th>Holland Christian</th>
<th>Hudsonville</th>
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<th>Jenison</th>
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ADMISSION PROCEDURE

The decision as to which students will have an opportunity to benefit from the Ottawa Area Vocational Center programs lies with you, the staff of the local high school. The method by which you make your selections must be dictated by your own school's philosophy. The probable consequences of a sound and comprehensive selection process will most likely be a smaller number of students terminating from Vocational Center programs and asking to be programmed back into home school classes. It is strongly recommended that the professional staff of each local high school, including counselors, teachers, and administrators, establish a Selection Committee which would be responsible for selection of students, overseeing the procedure, and recommend changes as needed in such a procedure.

It is strongly advised that the selection staff of each local school carefully consider the following recommended selection procedure:

Step #1) Help orient 10th and 11th grade students to the Vocational Center and its programs by: *

A. Providing space for Vocational Center literature in counselor's offices and bulletin boards.
B. Helping local teachers gain an understanding of the Center and its programs.
C. Answer direct student inquiries about the Center and its programs.

Step #2) All 10th and 11th grade students should be given an interest survey: *

A. This form will be provided by the Center.
B. From the list of programs offered each student interested in attending the Center should select two offerings.
C. The enclosed tally sheet should be completed along with a copy of the interest survey and returned to the OAVC Principal.

Step #3) In January the local high school selection team should design and announce to all students the specific application procedure; i.e., when and where to obtain an application and when to have it returned to the selection team staff.

Step #4) Interview applicants in an attempt to determine a student's sincere and deliberate commitment to a program and an understanding of Vocational Center procedure and policies. Does the student have the suggested background classes and/or experiences outlined under Program Resume's in the latter half of this Handbook? Are his interests in line with his program choice? Does available assessment data support the student's program choice and does it indicate probable success in the program.

It is strongly recommended that a student's interest be examined by three different methods: What are the student's expressed interests? What are the student's measured interests as measured perhaps by the Ohio Vocational Interest Survey or other appropriate instruments? What are the student's manifest interests in regard to the student's involvement in extra curricular activities or leisure time hobbies?
Step #5) Since the possibility exists that a home school might have more students interested in applying for a specific program than what the local school's quota allows, it is strongly suggested that the selection staff of the local high school rank the candidates in some order of preference so that in the event that openings occur as a result of other schools not using their slots, the home school selection staff will have a systematic and quick procedure to identify additional students to be admitted to the Vocational Center.

* We will survey 10th and 11th grade students the first year. In the future only 10th grade students.

ADMISSION PROCEDURE TIME TABLE

Fall Orientation - Month of October
Interest Survey - Prior to December 17.
Program Quotas Established - January (First year February)
Application - January - February 15
Screening of Applications - March 25
Enrollment list submitted to OAVC Principal - March 25
Re-Distribution Completed - April 8
Final Enrollment - September (4th Friday)
OTTAWA AREA VOCATIONAL CENTER

PRE-ENROLLMENT SURVEY

Name ____________________________ (Last) ____________________________ (First) ____________________________ (Middle)

Age ____________________________ Birth Date ____________________________

School ____________________________ Grade Now ____________________________

1. Are you interested in attending a half day Vocational Program next year?

YES _____ NO _____

2. Program offerings: Place a (1) in the space opposite your first choice and a (2) opposite your second choice of Vocational Education Program.

___ Production Agriculture
___ Agriculture Mechanics
___ Ornamental Horticulture
___ General Merchandise
___ Dental Aide
___ Nursing Aide
___ Child Care & Guidance
___ Commercial Sewing
___ Food Management
___ Institutional Home Mgt.
___ Accountants
___ Computer, Console--Data Processing
___ Steno/Clerical
___ Air Conditioning & Refrigeration
___ Ventilating & Heating
___ Appliance Repair
___ Auto Body & Fender
___ Auto Mechanics
___ Commercial Art
___ Building Trades
___ Custodial Services
___ Drafting Occupations
___ Electrical Occupations
___ Electronics Occupations
___ Graphic Arts
___ Machine Shop
___ Welding & Cutting
___ Cosmetology
___ Baking
___ Recreational Vehicles
___ Woodworking--Furniture Mfg.
OTTAWA AREA VOCATIONAL CENTER
PRE-ENROLLMENT SURVEY
COUNSELORS TALLY SHEET

1. Approximate number of survey forms given out.  ____

2. Number of survey forms returned.  ____

3. Number of students checking YES on item 1.  ____

4. Number of students indicating program preference on item 2.

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<th>FIRST CHOICE (1)</th>
<th>SECOND CHOICE (2)</th>
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<td>Woodworking</td>
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<td>Furniture Mfg.</td>
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APPLICATION PROCEDURE

There are many important steps preceding student enrollment at the Center. Helping students prepare for the Center will be a mutual undertaking by the home high school and the Center staff. A suggested sequence of events leading to enrollment is listed below:

A. Information gathering -- during first semester of tenth grade.

1. Students will be encouraged to learn more about the occupations available in today's "world of work".
   a. Reading occupational literature
   b. Visitation to businesses and industry
   c. Meet with counselors, teachers and persons "in the field".

2. Student learns more about the Ottawa Area Vocational Center by:
   a. Curriculum brochures
   b. Orientation programs
   c. Visits to the Center

3. Student learns more about themselves in perspective with the Ottawa Area Vocational Center and the world of work by:
   a. Exploring interests and correlating hobbies to occupations
   b. Examining personal qualifications
   c. Counseling interviews

B. Application Procedures (Please refer to Admission Procedure Time Table)

1. Local schools will submit to the OAVC Principal the interest survey tally sheet.

2. Applications made available to students
   a. Local school determines when students are to return completed applications
   b. Local school processes applications and assigns priority rating to each
   c. Local school submits applications to Center by March 25, in order of priority
   d. Center personnel register students' applications according to guideline quotas and returns list of enrollees to local schools by April 1

3. Students should be made aware that completion of the Student Application Form is considered a definite indication of intent to attend the Area Center.
APPLICATION FOR VOCATIONAL COURSE

Name ___________________________ Birthdate ___________ Social Security No. ___________
(last) (first) (middle) 
Address ___________________________ Home Phone ___________ 
(street) (city) (zip) 
Present Grade ___________ Height ___________ Weight ___________ Sex _________

Parent or Guardian's Name ________________________________________________

Father's Occupation ___________________________ Mother's Occupation __________

Vocational course applying for: _____________________________________________

2nd Choice ___________________________

Do you plan to attend a trade school, community college, or university after graduation: YES_______ NO ______

Do you plan to seek employment immediately after graduation? YES_______ NO_______

Do you have any physical disabilities? If so, please list__________________________

What occupation would you choose as a career? List two in order of preference.
(1) ___________________________ (2) ___________________________

List Qualifications you think you have for your above selections:________________

Explain briefly why you would like to enroll in this course: ______________________

SIGNATURES:

Student ___________________________ Counselor ____________________________

Parent ___________________________ Home Related Instructor ____________________
List the Vocational Subjects you have taken:
(1) __________________________ (2) __________________________
(3) __________________________ (4) __________________________

List the names of three (3) teachers that you would like to use as references:
(1) __________________________
(2) __________________________
(3) __________________________

List the jobs that you have had, putting the last one first

<table>
<thead>
<tr>
<th>Name of Employer</th>
<th>Length of Employment</th>
<th>Type of work</th>
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<tbody>
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<tr>
<td>(3)</td>
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</tbody>
</table>

List Extra-Curricular Activities ________________________________________________

How do you spend your out of school hours: ______________________________________

Do you have your own transportation? _______ License No. _________________________

Driver's

DO NOT WRITE BELOW THIS LINE

Scholastic Average: Attendance Record Total Credits

9th ________ Tardy ________
10th ________
11th ________ ½ day
Absences ________
AUTO MECHANICS APPLICATION

YOUR NAME __________________________________________ AGE ________ GRADE ________
(print)

HOME HIGH SCHOOL ________________________________________________________________

WHY DO YOU WANT TO TAKE AUTO MECHANICS? __________________________________________

DO YOU HAVE ANY RELATIVES IN THE AUTOMOTIVE FIELD? _____ IF SO, WHERE DO THEY WORK?
(gas station, car dealer, etc.) ____________________________________________________________

WHAT ARE YOUR PLANS AFTER GRADUATION? ____________________________________________

HAVE YOU EVER HAD ANY AUTO SHOP BEFORE? _____ IF SO, HOW MANY SEMESTERS? ________

ARE YOU EMPLOYED? _____ IF SO, WHERE? ________________________________________________

DO YOU HAVE ANY FRIENDS IN THE CAREER CENTER AUTOMOTIVE CLASS? IF SO, LIST THEIR NAMES.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________

HAVE YOU WORKED WITH HAND TOOLS BEFORE? __________________________________________

HAVE YOU HAD ANY ELECTRICAL EXPERIENCE OR CLASSES? _________________________________
IF SO, EXPLAIN. _________________________________________________________________________

HAVE YOU HAD ANY SCIENCE CLASSES? _________________________________________________

LIST A FEW AUTOMOTIVE REPAIRS (if any) THAT YOU HAVE MADE.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________
7. ______________________________________________________________
SELECTION OF STUDENTS

A. The local high school counselors and teaching staff shall do the screening and make recommendations. The local school shall be responsible for recommending the individual student to the Ottawa Area Vocational Center.

B. The local high school shall assist the student in choosing an appropriate program that appears to meet his individual needs. Taking into consideration the best interests of the student, the following list of criteria is to be used as possible guidelines in the selection process:

1. Previous indication of interest in this occupation.
2. Previous training in this area and demonstrated success thus far.
3. Firmness of occupational choice. (The degree of sincere intent to become employed in the occupation.)
4. Completion of recommended courses.
5. Level of educational development.
6. Physical qualifications of the student in the program.
7. Relationships with people.
8. Local test data.

C. It will be the Ottawa Area Vocational Center's responsibility to schedule the student either A.M. or P.M. if schedule conflicts occur at the Vocational Center or if a program is only offered once a day.
OTTAWA AREA VOCATIONAL CENTER

COUNSELOR'S GUIDE FOR STUDENT PROGRAM SELECTION

Name ____________________________________________ Date: ___________________

Last  First

Home School ____________________________ Grade: ______________

1st Choice ___________________________________________________________________

2nd Choice ___________________________________________________________________

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<td>Attendance, Tardiness, Discipline.</td>
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<td>Academic Record.</td>
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<td>Completion of Prerequisite.</td>
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<td>Physical and/or Emotional Handicaps.</td>
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<tr>
<td>Firmness of occupational choice - degree of sincere intent to be employed in this occupation.</td>
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<tr>
<td>Previous training in this area and demonstration success in this area.</td>
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<tr>
<td>Recommendations of teachers.</td>
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Additional Comments on the back.

Recommendation ____________________________ Counselor ________________
### Counselor's Guide for Student Program Selection

**High School __________________________ Counselor**

Name ___________________________________________

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#### CRITERIA

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<tr>
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<td>Current occupational choice—Students entering a vocational course should</td>
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<td>have a tentative occupational goal.</td>
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<td>Background courses—It is suggested that students have had successful</td>
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<td>experience in background courses.</td>
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<td>Attendance Patterns</td>
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<td>Level of educational development</td>
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<tr>
<td>Indication of interest in this occupation</td>
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<tr>
<td>Employment-bound—It is recommended that employment-bound students be</td>
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<td>given preference</td>
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<td>Credit standing—Student credit standing should assure graduation</td>
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<td>Test information—Test results showing students interests, aptitudes, and</td>
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<td>abilities are helpful</td>
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<td>Recommendation of teachers in related subjects</td>
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<td>Physical qualifications</td>
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<td>Relationships with people</td>
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<td>Other</td>
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<tr>
<td>Previous indication of interest in this occupation.</td>
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<td>Previous training and/or experience and demonstrated success thus far in the occupation.</td>
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<td>What the student hopes to gain by attending OAVC in this program.</td>
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<tr>
<td>Firmness of occupational choice. The degree of sincere intent to become employed in the occupation.</td>
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<td>Parental feelings about the choice of occupation.</td>
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<td>Completion of required and recommended courses.</td>
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<td>Physical abilities necessary for success in training and entry into the occupation.</td>
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<td>Ability to get along and work with others.</td>
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<td>Local test data. (Aptitude and Interest)</td>
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<tr>
<td>Attendance patterns at local school.</td>
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Rank: ___________  Counselor: ___________
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O' TAWA AREA VOCATIONAL CENTER
STUDENT HEALTH RECORD

Name ___________________________ Age ___________________________ Program _______________________________________________

Family Physician ___________________________ Phone No. ______________________________________________________________

HEALTH HISTORY:
The following health history, including limitations, is needed by the Ottawa Area Vocational Center in order to give the individual the attention that might be needed:

Asthma_______ Convulsions_______ Diabetes_______ Fainting Spells_______ Heart Trouble_______ Hepatitis_______

Allergy to Food or Medication_______ Other_______ Please Describe_______________________________________________________

Are glasses worn regularly? YES_______ NO_______ Other Difficulties with Vision_______ Hearing_______

Does student require regular medication? YES_______ NO_______ If yes, please list medication and dosage _______________________

Any restriction to activity for medical reason? __________________________________________________________________________________________

Operation or serious injuries (dates) __________________________________________________________________________________________

Date of last Tetanus Innoculation ________________________________________________________________

HEALTH AND ACCIDENT INSURANCE:

School: YES_______ NO_______ Other________________________ Name of Company __________________________________________

In case of an emergency, after every reasonable effort has been made to contact parent, guardian and family physician, I hereby give my permission for the Ottawa Area Vocational Center to take the student to the nearest hospital to provide whatever emergency treatment is necessary and I assume financial responsibility for same.

__________________________________________  ______________________________
Date  Signature of Student's Parent or Guardian

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Special Needs Students

The Ottawa Area Vocational Center will strive to fulfill the need for services to disadvantaged and handicapped youth.

Disadvantaged students are those students whom the home school feels may not succeed in the regular vocational programs, and can be documented as failing within one or more of the following categories.

1. Being a drop-out or failing in regular class programs ("failing" in this case means a 1.5 or below grade point average in academic subjects.)
2. Being one or more years behind grade level.
3. Having a poor attendance record.
4. Failing in school because of behavioral deficiencies.
5. Being identified by a reasonable and competent person as a potential drop-out. (A reasonable and competent person is any school administrator, counselor, or instructor closely associated with a student and his problems, who is willing to identify those problems in writing.)

Handicapped students are those who have been tested and documented as being physically, mentally or emotionally handicapped as defined by the Michigan Special Education Code. Before any vocational program placement is made it is mandatory that the local district provide their students with the services outlined by Public Act 198 (Mandatory Special Education Law). Specialists from the Ottawa Area Intermediate School District will assist each local district in meeting these requirements.

The Special Needs Program in the area center will consist of an additional student services delivery system. The integration of handicapped students and service of educationally disadvantaged students in regular or adopted vocational classrooms does not constitute an instructional programs itself. Instructional components, such as math and reading skill building, can be added to the program as the need arises; however, it is most advantageous to involve the sending schools in the preparation of students in the basic skills that...
Special Needs Students Continued

relate to their vocational placements.

The goals of the program will be that:

A. Handicapped persons will be able to achieve some of the stated performance objectives of regular, on-going programs.

B. Disadvantaged students should have a placement and entry level success ratio equal to the placement and entry level success ratio for all students.

C. All students with special needs should obtain saleable skills for entry level jobs in their respective laboratory programs.

D. All students with special needs should remain in school for the duration of the school year.

It is necessary to begin with a basic program at the Ottawa Area Vocational Center and add to the services provided as the need is justified.

Para-professionals will be provided to assist the professional educator in the initiatory, participatory and culminating activities that occur in the teaching learning experience. Such a person is familiar with the particular vocational skill component and understands how this training becomes relevant and essential in the experience of the world of work.

Para-professionals will work in the laboratory programs, and will complement, supplement and reinforce instruction.

Para-professional Responsibilities:

(1) Be directly responsible to the laboratory instructors for assistance to handicapped and disadvantaged students.

(2) Assist students individually and in small groups with hands-on laboratory projects.

(3) Help students to meet the academic requirements of the vocational program through reading and mathematics assistance.

(4) Be a friend and listening ear to all students who may benefit from the relationship.

(5) Make off-campus visits for student assistance consistent with the goals and objectives of the project.

(6) Will work with students in any way necessary to achieve the goals of the project.

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Special Needs Students Continued

The Ottawa Intermediate School District staff will provide the following services:

(1) Establish a special needs advisory committee including parent representatives of special needs students.

(2) Develop and implement a plan for inservice of professional staff members to aid them in the service of students with special needs.

(3) Act as liaison to all advisory committees for special needs projects.

(4) Be responsible for input into the Education Placement and Planning Committee of the home schools regarding all special education students enrolled at the Ottawa Area Vocational Center.

(5) Retain continual contact and rapport with all home school principals, counselors and special educators in order to extend the efforts of the special needs project into the home schools.

(6) Provide for contact between Special Education instructors, both professional and para-professional, to share information and methods of dealing with student problems.

Regardless of what services are available at the Vocational Center, the success of Special Needs Students will depend greatly upon the support services provided by the local district. Particularly important are resource persons (Special Education Teachers) available to assist handicapped students with the basic skills related to their vocational program.

Disadvantaged students at the Ottawa Area Vocational Center must be enrolled through standard procedures, and will be subject to the same procedural guidelines as all students. Every handicapped student enrolled at the Ottawa Area Vocational Center will occupy a slot in their districts regular enrollment quota.
To be completed by Counselor – Submit as soon as information is available.

Grade (circle last grade completed) 9th 10th 11th

Days absent (circle one for each grade) 0-10 0-10 0-10

10-20 10-20 10-20

20+ 20+ 20+

Grade Point average* (circle one for each grade) 0-1.5 0-1.5 0-1.5

1.6-2.5 1.6-2.5 1.6-2.5

2.5-3.5 2.5-3.5 2.5-3.5


Student is receiving or has received special education services. YES NO

If yes, special education contact person is __________________________

If student has a 0-1.5 grade point average and/or 20+ days absent for the last school year, please attach student's transcript and attendance record.

*Grade point average should be calculated using only basic subjects - English, Math, Government, etc.

Detach and submit by May 3

OTTAWA AREA VOCATIONAL CENTER APPLICATION DATE

To be completed by the student. Please print or type. Upon completion return to your counselor.

Name ___________________________ Date of Birth ___________________________

Last First Middle Mo Day Year

Social Security Number ___________________________ Required Age ________ Sex __________

Parent’s Name ___________________________ Home Phone ___________________________

Parent’s Occupation ___________________________ Work Phone ___________________________

School ___________________________ Year of Graduation ___________________________

Skill Area Applying for ___________________________ Race ___________________________

Describe any physical handicap ___________________________

School Counselor ___________________________

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<td>OVAC Class</td>
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<td>City, State &amp; Zip</td>
<td>Type A Teacher or H.S. Counselor</td>
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<tr>
<td>Phone (Home &amp; Business)</td>
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DISADVANTAGED

Academic problem                                                     | Court problem                                                              |
Social adjustment problem                                            | Previous dropout                                                           |
Attendance problem                                                   |                                                                             |

PHYSICAL CONDITION - HEALTH

Good                                                               | Drugs Needed, if any                                                       |
Poor                                                               | □ Doctor                                                                   |
Excellent                                                          | Address/Phone                                                               |

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# OTTAWA AREA VOCATIONAL CENTER
## COUNSELOR'S GUIDE FOR STUDENT SELECTION

**NAME**

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**ADDRESS**

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**HOME SCHOOL**

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**HOME PHONE**

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**AGE**

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<td>Accepts Criticism</td>
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<td>Versatility</td>
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<td>Need for Supervision</td>
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<td>Influence on Others</td>
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<td>Accepting Responsibility</td>
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<td>What Work Experience Has</td>
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<td>Student Had</td>
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<tr>
<td>Student's Vocational Interest (Self-Expressed)</td>
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INFORMATION SERVICES

A. Information shall be provided in an organized and systematic way to the participating school at designated intervals about the Ottawa Area Vocational Center’s program, course offerings, facilities and equipment.

B. Adequate quantities of the Preliminary Indication Form, Student Application, and Counselors Guide for Student Program Selection shall be provided in pad form to each of the participating schools.

C. Provisions are made for making the following types of information available to participating schools and for student use at the Ottawa Area Vocational Center.

1. Written reports of follow-up studies of former students and their success.
2. Results of studies of local employment conditions and job opportunities available on local, state, and national level.
3. Reports of apprenticeship and union requirements.
4. Adequate quantities of publications will be provided for
   a. Seeking employment
   b. Writing letters of application
   c. Completing job application forms
   d. Preparing for a job interview
   e. Problems encountered in the job situation
COUNSELING

OAVC Counselors will be available to the students attending the center whenever the need arises. We feel that the home school counselor, being close to student situations, is a student's prime source of help and Ottawa Area Vocational Center Counselors will work closely with and in support of the local counselor. A close working relationship with local counselors concerning occupations, promotion of OAVC programs, program changes, selection of students, and placement in employment will benefit students attending the OAVC. Ottawa Area Vocational Center Counselors are ready to assist local counselor in whatever way possible in matters concerning the Vocational Center.

In order to provide background and guidelines for student selection, inservice training will be provided where questions will be answered and counselors will have input into areas of mutual concern. There are many situations that exist about which the OAVC has little knowledge but which are important to the home schools. These areas must be considered in the future success of the OAVC and the local counselor will play a vital role in that success.

Student quality is an important consideration and student success is the core of the Ottawa Area Vocational Center's philosophy. In many cases the OAVC will serve as the student's best opportunity, and in some cases, only opportunity, to a successful transition from student to an employed adult. It is the OAVC's obligation to make this transition as smooth as possible. Standards will be maintained at a high level of competency and students who complete the prescribed course of study can be viewed with pride.
Home school counselors will be responsible for the selection of their own students. The Ottawa Area Vocational Center has no intention of assuming any of the prerogatives of the sending school but will work in closest cooperation in any and all areas of mutual concern.

INTERVENTION COUNSELING

The counselors serve as resource people to teachers as well as the third level of working out student attendance and/or behavioral problems.
JOB PLACEMENT

The function of the Placement Service is to assist students with the transition from the Vocational Center to their next immediate goal. Since most of the students are considering a job as their next immediate goal, most of our emphasis will be on job placement.

The Placement Services Staff along with instructors are responsible for providing this assistance. The staff's major activities include:

1. Helping employers become familiar with the Vocational Center programs which can best train students to meet their needs. We encourage employer input through advisory committee meetings and continued employer contact.

2. Assistance with the development of a personal file for each student which will serve as his set of "employment credentials."

3. Assistance in the coordination of a 2-3 week work experience program which serves as part of the student's training, and allows the student the opportunity to work without pay in business or industry for a 2-3 week period. This will take place during the time the student is enrolled at the OAVC. Success of this program depends on the cooperation from the various segments of business.

4. Assistance in locating full-time employment for graduates of the Vocational Center through continuous contact with area employers, MESC, and the community at large.

5. Helping students acquire the necessary skill for proper interviewing and initial employer contact.

It should be stressed to the students that no training program can guarantee a job upon its completion. The students will be assisted by the placement staff. However, their aggressiveness, desire to learn, and willingness to work will be the most significant factors affecting their initial employment.

FOLLOW-UP OF GRADUATES

In cooperation with Coordinator of Placement, the counselors will develop and conduct follow-up studies of:

A. Graduates in the first, third and fifth years after leaving the Ottawa Area Vocational Center.

B. Employers of OAVC graduates to determine what changes might be advisable for the OAVC programs.
SPECIAL NEEDS COORDINATION

One coordinator is employed especially because of previous professional experience with Special Education students and staff members. Much of this coordinator's time is devoted to:

A. Assisting Special Education personnel to provide pre-vocational background for students planning to enter OAVC.

B. Enrolling handicapped and disadvantaged students in OAVC programs.

C. Requesting appropriate Special Education services for handicapped students enrolled at OAVC.

D. Helping OAVC instructors to better understand disadvantaged and handicapped students.

E. Helping OAVC instructors identify and use instructional materials and teaching strategies which are appropriate for handicapped and disadvantaged students.

F. Counseling handicapped students and parents to resolve problems which interfere with the student's school performance.
VISITATION

The Ottawa Area Vocational Center will welcome visitors to the OAVC. An open-house is being planned and all the Instructors as well as the Administration will be on hand to greet the public. Tours of the Ottawa Area Vocational Center can be arranged by contacting the OAVC office in advance.

Students not attending the OAVC will not visit the OAVC without an invitation during school hours and students will not be called out of class to speak to visitors not to answer the telephone except in the case of an emergency, or to speak to their home school counselor.
Credits

Ottawa Area Vocational Center does not award high school credit. Local high schools will award the credits for courses taken at the OAEC.

Since each local district in the Ottawa Area Intermediate School District has different graduation requirements and credit, the Ottawa Area Vocational Center would like to recommend the following suggestion.

(All schools within the Ottawa Area Vocational Center District will award student 1½ credits per semester for successful participation in all Ottawa Area Vocational Center Programs.)

If a student leaves the Ottawa Area Intermediate School District area during the semester, the Ottawa Area Vocational Center instructor and principal may grant partial credit if the student has successfully completed 2/3 of the required course time and requirements.

Vocational Center Certificate

At the completion of a vocational program, each student will receive a certificate from the Ottawa Area Vocational Center. This certificate will list the occupational competencies that the student has attained. In addition, the instructor will certify these competencies, the attendance record, and make any appropriate employment recommendations.

In the event a student does not complete the program or leaves the Ottawa Area Vocational Center their progress and competencies to-date will be placed in their home school file.

Student Evaluations

In addition to the Vocational Certificate, the OAEC will issue a letter grade evaluation for each student at mid-semester and each semester end.
(Approximately every nine weeks.) The letter grade will be computed with a student progress report, which will indicate hours accumulated in class, days absent, an assessment of student performance and the instructors written explanation of any deficiency. In most cases, the assessment of student performance will be in terms of accomplished performance objectives. This information will be transmitted to the home school counselor.

The student progress report may also be issued at any time in addition to the regular reporting dates. These additional reports will serve as notification of outstanding performance as well as deficiencies. A student progress report will be issued in any case of excessive absenteeism and may come from the Ottawa Area Vocational Center Principal in addition to the laboratory instructor.
TRANSPORTATION

Transportation of students shall be the responsibility of each individual district. It is expected that school buses will be used and privately owned vehicles will be allowed only in exceptional cases and then by mutual consent of the sending school and the Ottawa Area Vocational Center.

Students who provide their own transportation will be issued decals upon registering their vehicles. Decals are not transferable and will be applied in a specific location to be designated by the OAVC. Parking will be in areas designated for student parking. Students will not be allowed to sit in their cars in the parking lot. The Ottawa Area Vocational Center will not assume liability for student vehicles.
The following program resumes are being provided in this book to assist the counselor in working with the student interested in pursuing one of the program offerings of the center. These descriptions should remain a part of the Handbook.

The O.E. Code Number is provided at the top of each resume after the title of the program to enable you and/or the interested student to refer to the Performance Objectives Handbook for Vocational Education Programs for further information. The O.E. Code numbers will also enable the student to research a particular occupation by referring to a VIEW Machine. Behind each O.E. Code number is the page number for the Occupational Outlook Handbook, 1974-75, where further related information may be obtained. All students interested in Skill Center programs should be encouraged to research several areas before deciding on a particular program.
Program: Accounting (14.0102) (O.O.H. p. 87, 88)

Job Description: Two Year Course

This course is designed to provide sufficient information to the student to make a career decision. General accounting procedures and techniques are investigated in depth so that a student can enter the market or go on to a higher level of proficiency through further study. Diagnosis of prior skills will allow a student to be placed on the proper level to take advantage of previous training.

Program Contents:

Accounting Procedures, Partnership and Corporate Organization, Business Machines, Adjusting and Closing Accounts, Data Processing, Cost and Budget Accounting, Accounts Receivable and Accounts Payable.

COUNSELOR INFORMATION


2. Personal Characteristics: The successful student in Accounting should be able to deal effectively with people, make sound decisions, write legibly, solve problems logically with good work habits, work independently, work indoors, is honest, and can work conscientiously.

3. Background Classes:
   Required: None
   Recommended: General Business, Business Law, Typing, Economics, Bookkeeping, Business Machines.

4. Additional Training: Many people receive on the job training. Business Colleges, Colleges, Correspondence courses, and some companies offer work-study programs.

5. Related Occupations: Accounts Payable Clerk, Accounts Receivable Clerk, Inventory Clerk, Payroll Clerk, Credit Clerk, Stock Clerk, Cashier, Invoicing Clerk, Claims Clerk, Accounting Machine Operator, Cost Accounting Clerk, Payroll Accounting, General Accounting, Auditing.

Job Description: Two Year Course

Farm equipment mechanics service most of the equipment used to plant, cultivate, and harvest food. These craftsmen maintain all types of farm machinery, including tractor, combines, hay balers, corn pickers, crib dryers, elevators, and conveyors. In addition, they may assemble new implements and machinery for farm equipment dealers or wholesalers. Sometimes, they repair dented or torn sheet metal on farm equipment. Mechanics spend much of their time repairing and adjusting malfunctioning diesel and gas powered tractors. Some mechanics in large shops specialize in certain kinds of equipment while others might specialize in areas of equipment such as irrigation pumps, engines, and electrical equipment.

Program Contents:

Students will spend two years gaining a knowledge of agricultural equipment. They will learn basic mechanics, welding, metal fabrication, electrical systems, hydraulic systems, safety, and how to use a parts catalogue.

COUNSELOR INFORMATION

1. Related Test Scores: O.V.I.S., G.A.T.B., and others

2. Personal Characteristics: The farm machinery repairperson will have an interest in machinery and probably some farm background. The student must be able to lift heavy objects, be able to work alone sometimes, and solve problems of a trouble shooting nature. Oftentimes, the mechanic will be required to work outdoors in all kinds of weather and in uncomfortable positions.

3. Background Classes:
   Required: None
   Recommended: General Math, Industrial Arts, Metal Shop, Mechanical Drafting, General Business, Agriculture.


Program: Air Conditioning and Refrigeration (17.0100) (C.O.H. p. 411-413)

Job Description: Two Year Course

This course covers the fundamentals of air cleaning, humidifying, and cooling of environmental air. Also involved is the study of refrigerants, compressors, receivers, and metering devices, evaporators, electrical controls and valves, electric motors, starters, relays, protective devices, and compressors. Training is also provided in the installation, maintenance, and repair of air conditioning and refrigeration equipment.

Program Contents:

Refrigeration Systems, Relative Electricity, Refrigerant Controls, Preventative Maintenance, Special Tools and Equipment, Evaporators, Compressors, Condensers, Humidity Control, Primary Controls, Safety.

COUNSELOR INFORMATION


2. Personal Characteristics: Should have high mechanical aptitude, enjoy meeting people, be neat, pleasant personality, take pride in their work, be honest, careful of property of others, be a self-starter.

3. Background Classes:
   Required: None
   Recommended: Physical Science, Basic Math, English.

4. Additional Training: On the job and classroom work under the supervision of the Air Conditioning and Refrigeration Institute, Manpower Development and Training Act, and on the job training as helpers to begin with.

Program: Appliance Repair (17.0200) (O.O.H. p. 413, 414);

Job Description: Two Year Program

During the first year of this program the student will concentrate on basic electricity, simple installations, the function of various appliances. Subsequent study will cover repair of major appliances, dis-assembly, testing, relays, time switches, motors, and heating elements.

Program Contents:

Use of instructional and specification manuals, techniques of logical problem solving, safety and code requirements for installation, reading and understanding schematic drawings, use of special tools and testing devices, public relations.

COUNSELOR INFORMATION


2. Personal Characteristics: Be able to work without supervision, can deal effectively with people, can work in awkward positions, have average color vision, do precision work, dexterous, have greater than average physical strength, able to travel, have electrical and mechanical interests.

3. Background Classes:
   Required: None
   Recommended: General Math/Algebra, Industrial Arts, Physical Science, General Science, Mechanical Drawing.

4. Additional Training: Most people receive on the job training of up to three years to become fully qualified. Manpower Development and Training Act and Job Opportunities in the Business Sector Program offer some training opportunities.


Job Description: Two Year Course

The student will gain experience in aligning body frames, fenders, and bumpers. The student will remove and repair damaged parts and panels, replace glass, weld light metals, learn to fill with lead and plastic materials, estimate and price repair work, upholstering, trim work, spray painting, power tool operation, soldering, customer relations, and problem solving.

Program Contents:


COUNSELOR INFORMATION


2. Personal Characteristics: Should have an interest in rebuilding and repairing cars, be in good physical condition, good eye-hand coordination, be reliable and honest, and aware that this is a dirty job with much pressure to complete jobs on time.

3. Background Classes:
   Required: None
   Recommended: General Math, General Metals, Welding.

4. Additional Training: Most people learn from on the job training although there are a few apprenticeship programs available which are three to four years in duration. The Manpower Development and Training Act also offers some opportunities.


Job Description: Two Year Course

The program is designed to provide students with the basic fundamental skills and knowledge necessary to become employable at the entry level in the Automotive Service Trade. The program is geared to the automotive industry and includes instruction in the use of up-to-date equipment and methods. It will provide the student with the experiences necessary to formulate a strong foundation for career decision making.

Program Contents:


COUNSELOR INFORMATION


2. Personal Characteristics: Should be able to work without supervision, be dexterious, enjoy working with their hands and mind, like machines, allergy free, have some mechanical aptitude.

3. Background Classes:
   Required: None
   Recommended: General Math, General Industrial Arts, Machine Shop, Welding, General Business.

4. Additional Training: Most learn while on the job as helpers, though there are some apprenticeships available. These are usually 3 to 4 years in duration. The Armed Forces are excellent sources of additional training, and there are some Community Colleges who offer specialized courses.


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Job Description: Two Year Course

The student will operate the different pieces of machinery found in a modern bakery in the making of pastries and breads. The student will be proficient in mixing, measuring, shaping, pricing, packaging, and decorating. The student will know safety procedures as well as sanitation and hygienic standards in handling food.

Program Contents:

Health and Sanitation, Organization, Food Purchase and Storage, Dough Mixing, Measuring, Machines, Ovens, Shaping, Marketing, Decorating, Hygiene.

COUNSELOR INFORMATION


2. Personal Characteristics: Should be in good health and able to pass a physical examination, be able to stand for long periods of time, have full use of arms, hands, and shoulders, be able to lift heavy weights, able to work well with others, take pride in their work, accept criticism, be well groomed and neat in appearance.

3. Background Classes:
   Required: None
   Recommended: General Business, Home Economics, Nutrition, Bookkeeping, Public Speaking.

4. Additional Training: Apprenticeships are offered to promising young people by some of the larger bakeries, however, most people learn from watching and working with experienced bakers. The Armed Forces offer many opportunities and some opportunities have been offered by the Manpower Development and Training Act.

Program: Building Trades (17.1000) (O.O.H. p. 252-254)

Job Description: Two Year Course

This course is designed to provide preparation for entry into the building trades industry. Students will receive varied experiences in the trades and related fields. Second year students will construct a residential dwelling.

Program Contents:

Safety, Masonry, Blueprint Reading, Materials Selection, Care and Use of Tools, Equipment Usage, Heating and Air Conditioning, Cost Estimating, Carpentry, Electrical Wiring, Painting and Decorating, Plumbing.

COUNSELOR INFORMATION


2. Personal Characteristics: Must have an interest in the building trades, be in good physical condition, able to work indoors as well as outdoors, able to work at heights, can accept orders and follow instructions, able to work with others.

3. Background Classes:
   Required: None
   Recommended: General Industrial Arts, General Math, Electricity, Drafting and/or Mechanical Drawing.

4. Additional Training: Apprenticeship Programs sponsored by Trade Unions, applicants generally 17 to 27 years of age. Correspondence school offers courses, and there are also Trade Schools, but a substantial number of people get their training on the job as helpers, working their way up to carpenter.

Program:  Child Care and Guidance  (09.0201)  (O.O.H. p. N.A.)

Job Description: One or Two Year Course

The program will prepare the student to care for children in private homes, day care centers, nursery school, and other child care institutions. They will be trained in the personal care of children, the preparation of meals and formulas, first aid and child illnesses as well as child development. Important to successful completion of the program is development of personality traits and social abilities, and the operation of child facilities.

Program Contents:

Child Growth and Development, First Aid, Social Activities, Nutrition and Mealtime, Methods of working with Children, Play Learning, Discipline, Behavior, Routines, Literature, Music, and Creative Activities.

COUNSELOR INFORMATION


2. Personal Characteristics: The student should have the ability to deal with youngsters of the age group 3-5. They should be cheerful, mature, self-organized, neat appearing, outgoing with the ability to work with other people. People skills are most important.

3. Background Classes:
   Required: None
   Recommended: High school courses in Home Economics, Art, Psychology, and Public Speaking.


5. Related Occupations: Child Care Aide, Camp Counselor, Foster Parent, Nursery School Aide, Teacher Aide.

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Program: Commercial Art (17.0700) (O.O.H. p. 589-591)

Job Description: Two Year Course

This course is designed to help the student acquire the skills in the fundamentals of Commercial Art. Application of creative fundamentals to Commercial Art will be stressed for people with an Art background. Assignments are similar to work experiences encountered in the field.

Program Contents:


COUNSELOR INFORMATION


2. Personal Characteristics: Should have a good artistic sense, be able to work indoors, have a creative imagination, good drawing ability, normal color vision, can handle detail work.

3. Background Classes:
   Required: Ability to distinguish colors, general artistic ability.
   Recommended: Art Classes, Mechanical Drawing, Photography, Speech, Business Classes.

4. Additional Training: Most people go on to either Art School or to a College or University. There is some limited opportunity for people with only high school training.

Program: Commercial Sewing (09.0202) (O.O.H. p. 654-659)

Job Description: Two Year Course

This course is designed to help the student develop the basic skills and fundamentals of the stitching trades. Skills will go beyond those required for personal sewing and concentrate on machinery and techniques of wage earning sewing.

Program Contents:

Operation of industrial lock stitch machines, characteristics of various fabrics, fitting and marking for alterations, garment construction by the unit method, Hand stitching and special techniques, operation of industrial blind stitch machines, basic sewing terminology, yardage calculations for draperies.

COUNSELOR INFORMATION


2. Personal Characteristics: Must be good eye-hand-foot coordination, be able to work under pressure, sit for long periods of time, be able to work at a steady, rapid pace.

3. Background Classes:
   Required: None
   Recommended: Home Economics, General Science, Basic Sewing, Basic Math

4. Additional Training: Apprenticeships are available, but most training is done on the job. Classes are available in pattern-making, cutting, and tailoring from private schools.

5. Related Occupations: Garment Production, Men's and Women's Alterations, Apprenticing under Dressmakers and Tailors, Laundry and Dry Cleaning Spotting, Pressing, and Mending, Furniture Manufacturer's Sewing and Upholstering, Drapery Construction, Automobile Interior Upholstery.

Job Description: Two Year Course

This program will prepare the student to prepare input for a computer, teach the components of a computer processing system, teach the student to operate and attend the console of a computer, to operate alphabetical and numerical keyboard, and related punch card machines, to know the language of computer programming, to write programs, to set up and maintain libraries, and to file. Accounting, trouble shooting, encoding, and key punching are a few of the skills learned.

Program Contents:

Introduction to Data Processing, Punched Cards, Verifier, Reproducer, Interpreter-sorter Computer Concepts, Operation system languages, Card-disc utilities, Flowcharting, Cobol, RPG 11.

COUNSELOR INFORMATION


2. Personal Characteristics: Should have an interest in Data Processing, be able to work with others, be interested in solving problems, be willing to stick with a job until it is finished, be interested in learning.

3. Background Classes:
   Required: None
   Recommended: Business Math/Algebra, Typing, Bookkeeping, General Business.

4. Additional Training: Most companies stress on the job learning with basic background training. College is becoming increasingly more important, especially in dealing with technical and scientific information. Some spend as much as a year learning a single system.


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Program: Cosmetology (17.2602) (O.O.H. p. 171-173)

Job Description: Two Year Course (1500 hours)

The student will learn care and beautification of the hair, complexion, and hands. Also included are shampoos, rinses, scalp treatments, styling, tinting, bleaching, waving, facials, manicuring, wigglery, and business management. This program leads to licensing by the Michigan State Board of Cosmetology.

Program Contents:

Hair Styling, Hair Coloring, Manicurist, Sterilization, Wig Styling, Salon Management, Sanitation and Bacteriology, Anatomy and Physiology.

Counselor Information


2. Personal Characteristics: Consideration should be given to the length of the program, should be able to stand for long periods of time, be mature, able to deal with people, creative, be honest and responsible, have good study habits, be in good health and able to pass a physical examination.

3. Background Classes:
   Required: None
   Recommended: General Science/Biology, Home Economics, General Business, English, Speech, and Human Relations Class.

4. Additional Training: This course is considered adequate training to pass the State Examination. Refresher courses are sometimes offered by local associations.

5. Related Occupations: Shop Operator, Stylist, Manicurist, Instructor, Make-up Specialist, Scalp Treatment Operator, Receptionist, Demonstrator or Platform Artist.
Program: Custodial Services (17.1100) (O.O.H. p. 155, 156)

Job Description: One or Two Year Course

Students will learn all phases of the care and cleaning of buildings, fixtures, and furnishings. This includes all types of building interiors such as linoleum, plastic, terrazzo, tile and wood flooring, rugs, plastic and wood paneling, painted and synthetic wall coverings. The student will learn the proper care and use of hand and power tools.

Program Contents:

Safety, Rug Shampooing, Window Care, Sweeping and Dustmopping, Light Fixture Care, Floor Buffing, Wall Washing, Building and Swimming Pool Operation.

COUNSELOR INFORMATION


2. Personal Characteristics: This student should be physically able and capable of using such hand tools and equipment as necessary to accomplish work of this nature. The student should be dependable and conscientious about the work.

3. Background Classes:
   Required: None
   Recommended: Wood and/or Metal Shop, Average Mechanical Aptitude, Home Economics.

4. Additional Training: In some cities Unions and Governments have programs to teach necessary skills to building custodians.

Program: Dental Aide (07.0101) (O.O.H. p. 467-469)

Job Description: One Year Program

The student will learn to operate dental chairs, help the patient, and the terminology necessary to record the dentist's diagnosis of the patient's condition, to assist the dentist at the chairside, to pour and trim casts and dies, operate as a receptionist and know the bookkeeping, office, and insurance forms procedures, recordkeeping, care and maintenance of equipment, demonstrate good grooming personal hygiene, and hair styles and to practice them.

Program Contents:

Practical learning experiences will be offered in processing intraoral radiographs, mixing materials, charting as dictated by the dentist, sterilizing and/or disinfecting procedures, accounting and record keeping, oral hygiene, first-aid care, preoperative and postoperative care.

COUNSELOR INFORMATION


2. Personal Characteristics: This student should have an average or better scholastic average, have radiant food health, neat appearance, be friendly and enjoy helping others, be punctual and dependable, and have good finger dexterity and small muscle coordination.

3. Background Classes:
   Required: None
   Recommended: General Business, some Science courses, Typing, Business Math.

4. Additional Training: Most learn the trade on the job, but an Associate Degree is available through Junior Colleges and Community Colleges. There are correspondence courses available for those who are already working as dental assistants. Certification is available to those who qualify.

5. Related Occupations: Chairside Assistant, Laboratory Assistant, Dental X-Ray Technician, Dental Receptionist, "Control Assistant," Dentist, Preventative Dental Therapist.
Program: Drafting (17.1300) (O.O.H. p. 389-391)

Job Description: Two Year Program

This course of study will include the two major areas of engineering and architectural drafting. Draftsmen prepare detailed drawings based on rough sketches, specifications, and calculations of engineers, architects, and designers. They also calculate strength, quality, quantity, and cost of materials. Final drawings contain a detailed view of the object as well as the specifications for materials to be used, procedures to be followed, and other information to carry out the job.

Program Contents:


COUNSELOR INFORMATION


2. Personal Characteristics: Strong interest in drafting, Good eye/hand coordination, Ability to handle detail, Patience, Ability to work with others, Ability to visualize in dimensions.

3. Background Classes:
   Required: None
   Recommended: General Industrial Arts, Drafting and/or Mechanical Drawing, General Math and/or Algebra, Art.

4. Additional Training: Technical Institutes, Community Colleges, Colleges or Universities, on the job training and apprenticeships.

5. Related Occupations: Engineering Clerk, Detailer, Junior Designer, Designer, Senior Designer-Layout, Tracer, Checker, Estimator, Sales Representative, Draftsman (mechanical, electrical, architectural, aeronautical)
Program: Electrical (17.1500) (O.O.H. p. 258, 259)

Job Description: Two Year Program

There will be classroom work covering theory and computation. The lab is set up so the student will experience hands-on participation in the use of instruments, equipment, electrical systems, and machines. This is more than an introductory course, it will prepare the student for entry into the job market with a good general knowledge of the industry and electrical application.

Program Contents:

National Electric Code, Theory of Electricity, Safety Practices, Installation of conduit, installation and maintenance of electrical circuit panels and wiring, Design and wiring of power and lighting circuits, Read and interpret schematic drawings, symbols, and blueprints, Use of Electrician's tools, equipment, and meters.

COUNSELOR INFORMATION


2. Personal Characteristics: Must be able to identify colors, have normal hearing and vision, take pride in personal accomplishments, read and interpret schematic drawings, symbols, and blueprints, climb and work from ladders, solve problems logically, be in good health, work without direct supervision.

3. Background Classes:
   Required: None
   Recommended: Algebra, Drafting, Geometry, Physics, Trigonometry

4. Additional Training: Many helpers gain knowledge by taking correspondence classes or trade school courses. The Armed Forces train many people every year. Apprenticeships are available through Union Offices if the applicant is between 18 and 24 years of age.

Program: Electronics (17.1500) (O.O.H. p. 392)

Job Description: Two Year Course

This course will prepare the student for many opportunities. The student will train for the position of serviceperson in the field of electronics, but emphasis is placed on the repair of radios, tape recorders, record players, high-fidelity sound equipment, tape players, television sets and PA systems. After the basics have been mastered, the student will develop skill in diagnosing problems in repairing the above items. The student will be able to transfer this knowledge to solid state circuitry in other devices.

Program Contents:
Safety, AC and DC currents, Vacuum Tube Fundamentals, Wiring, Magnetism, Series and Parallel Circuits, Radio and Television, Fundamentals of Electricity, Meter Reading, Transistors, Motors and Generators, Electrical Controls.

COUNSELOR INFORMATION


2. Personal Characteristics: Interest in electronics-electricity, Good vision, Patience, Ability to work with others, Dependability.

3. Background Classes:
   Required: None
   Recommended: General Math, Algebra, General Science, General Industrial Arts, Drafting and/or Mechanical Drawing.

4. Additional Training: Specialized training is available at Technical Institutes, Community Colleges, and Colleges. Some large corporations offer training programs, and the Armed Forces is a primary source of training.

5. Related Occupations: Sales, Technician, Manufacturer's Representative, Antenna Installer, Electronics Assembler, Communication Transmission, Industrial and Medical Measuring Devices, Computers...
Program: Food Management (09.0203) (O.O.H. p. 161-168)

Job Description: Two Year Course

The first year will stress the techniques of preparation and serving food, health, and sanitation. The second year will focus on advanced food preparation and management skills.

Program Contents:

Health and Sanitization, Kitchen Organization, Food purchase and Storage, Management, Dining Room Organization, Menu Planning and Nutrition, Food Services-Catering Buffet, Food Preparation, Care of Equipment.

COUNSELOR INFORMATION

1. Related Test Scores: O.V.I.S., G.A.T.B., and others

2. Personal Characteristics: Students should be mature, dependable, and have the ability to work well with others. The student should be able to stand for long periods, healthy, and willing to work odd hours.

3. Background Classes:
   Required: None
   Recommended: General Business, Public Speaking, Home Economics, Bookkeeping, Nutrition.

4. Additional Training: Unions run apprenticeships, Armed Forces, and some Community Colleges. Most people get their training while employed as kitchen helpers.

Job Description: Two Year Course

The student will learn the functions of Merchandising, Sales, Promotion, Marketing, Distribution, and Principles and Problems of Management. Emphasis is placed on the correct uses and operation of the tools and equipment currently employed in these fields. The selling function is not overlooked and the related activities will also be an important part of this course.

Program Contents:

Time will be spent on each of the following: Fundamentals of Retailing, Advertising and Display, Consumer Finance, Salesmanship, Organization and Management, Distribution and Marketing.

COUNSELOR INFORMATION


2. Personal Characteristics: Should have an interest in selling, enjoy meeting and being with people, be dependable, be able to accept criticism, be able to make change.

3. Background Classes:
   - Required: None
   - Recommended: General Business, Bookkeeping, Public Speaking, Typing, Art, General Math.

4. Additional Training: Business College, Universities, Many large chains such as Sears, Pennys, Wards, and Woolco have training programs.

5. Related Occupations: Department and Variety Store Sales, Commissioned Sales, Wholesale Sales, Service Station Attendant, Route Sales and Vending Machine Specialist, Food Store Checker, Stockroom worker, Restaurant Services, Clerk (grocery, receiving, and office)
Program: Graphic Arts (17.1900) (O.O.H. p. 40-49, 725-728)

Job Description: Two Year Course

Graphic Arts specializes in the areas of printing, commercial art, photography, and all the equipment used in the modern shop. Included are composition, stripping, platemaking, offset press and letter press printing, binding and maintenance of machinery used in these processes.

Program Contents:

Industrial Printing and Duplicating Processes, Set Type, Silk Screening, Cropping and Mounting Photos, Safety when working with flammable materials, Layout, Plate Making, Paste Up Copy. Dark Room Procedures, Platen and Offset Press.

COUNSELOR INFORMATION


2. Personal Characteristics: Good color and spatial perception, neat worker, be part of a team, tolerant of noise when working, compute accurately, work under pressure, have good spelling ability, able to lift weight, be careful with details.

3. Background Classes:
   Required: None
   Recommended: Typing, Grammar and Spelling, Journalism, Math, Photography, Mechanical Drawing.

4. Additional Training: Most people enter the trade through apprenticeship training which could be as long as six years. Trade Schools and some Community Colleges also offer advanced training.


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Job Description: One or Two Year Course

The course is designed to train the student in housekeeping procedures and techniques used in commercial and residential operations such as hotels, motels, medical facilities, and private homes. Stress is placed on specialized techniques.

Program Contents:

Laundry Service, Carpet Care, Following Written Work Schedules, Health and Safety regulations, Proper use of hand and power equipment, Linen Inventory, Bed-making Techniques, Motion Economy.

COUNSELOR INFORMATION


2. Personal Characteristics: Must be able to work alone, resistant to allergies, take pride in work, have full use of arms, back, and legs, do routine work, having a pleasing personality, work quickly and neatly, have high personal integrity.

3. Background Classes:
   Required: None

4. Additional Training: Most people are trained on the job.

Program: Machine Shop (17.2302) (O.O.H. p. 31-33, 38, 39)

Job Description: Two Year Course

This program is designed to provide preparation for entry into the machine and metal shop. The primary objectives of the program is to develop the basic understandings and skills necessary for entry level employment. During the first year the student will receive instruction on the operation and care of various machines and tools used in the trade. The senior year will concentrate on developing and refining the various skills involved and acquainting the students with techniques in working with different metals.

Program Contents:


COUNSELOR INFORMATION


2. Personal Characteristics: Interest in the machine trades, good hand-eye coordination, good judgement of depth and distance, patience, ability to work well with others.

3. Background Classes:

   Required: None
   Recommended: General Industrial Arts, General Math, Algebra, Trigonometry, Mechanical Drawing, General Metals.

4. Additional Training: Although there are some very fine private trade schools such as General Motors Institute, most machinists and tool and die makers put in an apprenticeship of four years consisting of 8,000 hours and 400 to 600 hours in the classroom.

Job Description: One Year Course

The student will be prepared to perform tasks in the personal care of individuals receiving nursing services. Students will learn the basic skills of general nursing procedures, patient care and appropriate use of equipment. Simple lab procedures, communication skills, office skills, and actual work experience are all part of the program.

Program Contents:

Patient Care Environment, Food and Feeding, Personal Care Activities, Care and Handling of Equipment, Body Structure and Function, Nutrition, Pulse and Respiration, Collecting of Specimens, and Admissions and Emergencies are the basis of the course studies.

COUNSELOR INFORMATION


2. Personal Characteristics: The student should have a warm, understanding and sympathetic manner. The student should have a strong sense of duty and responsibility. Personal integrity, dependability, and reliability are considered necessary personality traits.

3. Background Classes:
   Required: Average ability to read, write, and communicate.
   Recommended: All high school classes in English, Science, and Math. Experiences in the area of interpersonal relationships would be helpful.

4. Additional Training: Students often go on to Junior College and Community Colleges and take Practical Nursing Degrees. Nursing Schools offer the R.N. Degree, colleges offer the B.A. in Nursing.

Program: Ornamental Horticulture (01.0500) (O.O.H. p. 365-368)

Job Description: Two Year Course

The students will be concerned with plants and trees in a developmental program that prepares them to grow and market these as well as be ready to work in landscaping and groundskeeping. The student will have a knowledge of land, water, and chemical use in artistic use and arrangements around buildings and parks.

Program Contents:

This course is designed to prepare the student for job entry skills with knowledge in mechanical tools, hand tools, safety, soils, care and structure of plants, chemicals, blueprint reading, record keeping, sales and marketing procedures.

COUNSELOR INFORMATION


2. Personal Characteristics: Should be free from allergies, can work either indoors or outdoors, good eye-hand coordination, some artistic ability.

3. Background Classes:
   Required: None
   Recommended: General Science, Biology, Art, Agriculture, General Business, General Math, Earth Science.

4. Additional Training: College Short Courses, College, On the Job.

Program: Production Agriculture (01.0101-2-4) (O.O.H. p. 619-627)

Job Description: Two Year Course

Although the number of farms and farm jobs is decreasing, desirable and rewarding opportunities occur in agriculture production and related pursuits. The decision to enter farming may be made simply because an opening exists on the family farm or on a farm nearby. To be successful, a young person should appraise carefully the requirements in specific types of farm operations, and the prospects for success in them, taking into consideration aptitudes, interests, preferences, experience, knowledge, and skills in directing labor and handling livestock and machinery.

Program Contents:

Instruction will cover the principles and processes involved in the use of facilities, land, water, machinery, finance, and labor as they relate to the production of plant and animal products. Activities will include classroom instruction and laboratory experiences in and out of the Skill Center.

COUNSELOR INFORMATION


2. Personal Characteristics: A farm background would be an asset to a student who wants to be a farmer. Good health, an ability to work long hours and do physical labor, determination, and the ability to be a self starter are important.

3. Background Classes:
   Required: None
   Recommended: General Business, Biology, Industrial Arts, Agriculture, Earth Science.

4. Additional Training: College Short Classes, Farmer's Home Administration, Future Farmers of America, Agriculture College.

Program: Recreational Vehicles (17.3600) (O.O.H. p. 446-448)

Job Description: Two Year Course

The small engine mechanic maintains, tests, and repairs all types of small two and four cycle internal-combustion engines used on lawn equipment, motorcycles, snowmobiles, marine engines, portable generator units, boats, and other recreational type vehicles. Most work is performed on engines not exceeding 50 horse power, except in the marine category where horse power may be greater. Small engine mechanics are often called upon to repair equipment in which the engine is mounted, such as snowmobiles and lawn equipment. They also install engines and maintain accessory equipment.

Program Content:


COUNSELOR INFORMATION


2. Personal Characteristics: Should have an interest in mechanics, ability to use small hand tools, can work without supervision, physically strong as there is often heavy lifting, be dependable and honest.

3. Background Classes:

   Required: None
   Recommended: General or Shop Math, Industrial Arts, General Science, Power Mechanics, Drafting, Metal Shop.

4. Additional Training: Community and Junior Colleges offer additional specialized courses, but most often, the trainee will get on the job training.

5. Related Occupations: Assembler, Mechanic Repairman, Field Serviceman, Parts Counterperson, Trouble Shooter, Mechanic's Helper, Development Tester, Parts Distributor, Salesperson, Service Manager, Dealer.

Job Description: Two Year Course

Much of the first year is spent relating basic skills in Math and Business English to calculating machines, shorthand and machine transcription. The second year is designed to serve as a finishing or "capstone" program for students preparing to enter the world of work at entry level as a stenographer, secretary, receptionist, or other related occupations. It is also designed to bring together previously learned skills and knowledge while beginning new ones in a simulated office situation.

Program Contents:


COUNSELOR INFORMATION


2. Personal Characteristics: Should have a pleasant personality, be able to follow directions, be neat, and have fundamental skills in speech, writing, grammar, punctuation, and spelling.

3. Background Classes:
   Required: Basic Typing

4. Additional Training: Private Business Schools, College, many private industries and governmental agencies have their own training programs, Governmental Programs for low skilled or unemployed people, (Manpower Development and Training Act).

Program: Ventilating and Heating (17.0100) (O.O.H. p. 411-413)

Job Description: Two Year Course

The student will become proficient in the installation, maintenance, and service of both wet and dry heating. The student will learn about furnaces, boilers, exhaust systems, evaporators, blowers, controls, gauges, meters, sheet metal installation, pipe cutting and fitting, and trouble shooting.

Program Contents:


Counselor Information


2. Personal Characteristics: Must have a high interest in mechanical and electrical devices, be able to work in awkward positions, follow blueprint instructions, have good eye-hand coordination, work in confined areas, use special tools, resistant to allergies, dust, and drafts, be honest as work is often in customer's homes, be reliable.

3. Background Classes:
   Requires: None
   Recommended: Physical Science, Mechanical Drawing, English, General Math.

4. Additional Training: Most people receive training on the job as helpers, but the National Oil Fuel Institute offers basic courses. Also the Manpower Development and Training Act has helped the unemployed and underemployed. A high degree of skill comes from experience.

5. Related Occupations: Furnace Installer; Heating Mechanic; Appliance Repairperson; Electrical Equipment Repairperson; Climate Control Technician; Equipment Sales; Plant Engineer; Service Manager; Parts Clerk; Electrician.
Program: Welding and Cutting (17.2306) (O.O.H. p. 81-83)

Job Description: Two Year Course

During the first semester metals trades fundamentals and methods of welding will be stressed. Also, the student will be acquainted with a variety of metal working tools and operations. The final three semesters will be spent on developing understandings and skills in welding, and fitting various metals into different shapes and forms. The welding program is designed to provide students with job entry skills in welding and related fields.

Program Contents:

Safety, Oxy-acetylene Welding, Hard Facing, Cutting and Burning, Bronze Surfacing, Care-of Tools and Equipment, Ferrous and Non-Ferrous Welding, Cutting and Fitting, Fundamentals of Welding, Arc Welding, Tig, Mig-gun and Gas Resistance Welding.

COUNSELOR INFORMATION


2. Personal Characteristics: A high degree of manual dexterity, physically strong, a strong desire to become a skilled craftsman, be able to work from blueprints, have good eye-hand coordination, be able to work in awkward positions.

3. Background Classes:

   Required: None
   Recommended: General Industrial Arts, General/Physical Sciences, Mechanical Drawing, General Shop Math.

4. Additional Training: Most of the people who become skilled welders are the product of an apprenticeship program. The U.S. Navy, at several of its installations, offers an apprenticeship program for its civilian employees. The less skilled welders can often learn a particular operation in a few months of on the job training, and cutting jobs require very little training, if any.

Program: Furniture Manufacturing (17.3100) (O.O.H. p. N.A.)

Job Description: Two Year Course

The student will operate saws, mills, lathes, sanders, and other wood shaping machines and tools. The student will learn about joints, different kinds of wood, glues, planning, finishing, marketing, and shipping.

Program Contents:

Tools and Equipment, Design, Blueprints, Safety, Mass Production, Problem Solving, Assembly and Sub-Assembly.

COUNSELOR INFORMATION


2. Personal Characteristics: Should like working with wood, be in good physical condition, pleasant to work with, not allergic to dust, full use of the shoulders, arms, and hands, able to stand for long periods of time.

3. Background Classes:
   Required: None

4. Additional Training: Generally, people who work in furniture manufacturing learn their job while working. There are private colleges that teach furniture design and marketing.

Policies and Procedures to be included at a later date:

1. Accumulative Records
2. Center Daily Schedule
3. Calendar
4. Student Responsibility
5. Textbooks - Fees
6. Lockers
7. Uniforms
8. Safety - Hair
9. Attendance
10. Driving
11. Student Conduct
12. Suspension and Expulsion
13. Search & Seizure
14. Due Process
15. Record Release
16. Adverse Weather
17. Adult Education
18. Teacher Application
19. Instructional Process
20. Work Experience
21. Field Trips
Introduction

Multi-million dollar educational programs require cooperative funding because of the enormity of the cost which could not be handled on a local basis in most school districts. Local education, falling under the jurisdiction of the State Board of Education, receiving funding from the State, and controlled by the State Board of Education, must meet certain standards of quality and excellence. Guidelines, written by the Vocational-Technical Education Service, under authorization of the State Board of Education, govern the activities of every vocational education facility in the State. A copy of these guidelines are included in this thesis as reference. They have been strictly adhered to throughout the development of the Ottawa Area Vocational Center.
PROGRAM STANDARDS OF QUALITY
FOR
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS
IN MICHIGAN FOR SCHOOL YEAR 1976-77

JULY 1, 1976

MICHIGAN DEPARTMENT OF EDUCATION
VOCATIONAL-TECHNICAL EDUCATION SERVICE
LANSING, MICHIGAN
INTRODUCTION

The impetus for quality vocational-technical education can be located in the Federal Rules and Regulations governing the use of funds allocated to states under the Vocational Education Amendments of 1968, Public Law 90-576.

The Michigan Legislature has provided Added Cost funds for secondary vocational-technical education with the passing of Public Act 107, Section 6. Further, the Act mandates that a definition of what constitutes vocational-technical education programs is the responsibility of the Michigan Department of Education, Vocational-Technical Education Service in accordance with rules promulgated by the Department.

To comply with the provisions of the federal amendments and the state statutes, the Michigan Department of Education, Vocational-Technical Education Service has published the Michigan State Plan for Vocational Education which lists as one of its goals, "to improve the quality of vocational-technical education programs."

To move toward the achievement of quality vocational-technical education programs in Michigan, the Vocational-Technical Education Service has developed Program Standards of Quality. The Program Standards of Quality represent not only practices which are constant in reaching predetermined goals, but are a measurement of objectives that have been achieved. On an annual basis, enabling activities will be required of secondary and postsecondary educational agencies in the achievement of the standards. The Program Standards of Quality listed in this document are generally intended to be accomplished during a normal school year beginning in September and concluding in June. If school districts find these standards difficult to achieve, every effort will be made to provide assistance from the Michigan Department of Education, Vocational-Technical Education Service. The Policy on Non-compliance with Program Standards of Quality and opportunity for hearings is clearly delineated in the Michigan State Plan for Vocational Education.

The Michigan Department of Education, Vocational-Technical Education Service staff play an extremely important supportive role in improving vocational-technical education programs. This Vocational-Technical Education Service role includes providing financial resources, program specifications, various publications, guidelines, specialist assistance and inservice workshops designed in such a way as to ensure wide-spread involvement of persons closely associated with the vocational-technical education programs.

In conclusion, these Program Standards of Quality are designed to improve all levels of vocational-technical education instruction programs. It is intended that the various enabling activities will serve as a basis to make program adjustments which result in or bring about quality programs.
1.) OCCUPATIONAL ADVISORY COMMITTEES

PROGRAM STANDARD OF QUALITY:
This Program Standard of Quality provides that Occupational Advisory Committees will be established and utilized.

RATIONALE:
Vocational-technical education programs are designed to equip the learner with appropriate skills and abilities needed to make the transition from school to employment. Program advisory committees, composed of individuals closely associated with the occupation for which training is being provided, enable educators to gain firsthand information which can keep vocational-technical education programs current with today's job requirements. In addition, advisory committees provide a valuable service to educators by submitting written program reviews which specify strengths and weaknesses of the vocational-technical education program. Federal Rules and Regulations also require that advisory committees be established.

VOCATIONAL-TECHNICAL EDUCATION SERVICE ROLE:
To maximize the potential of advisory committees, Vocational-Technical Education Service has contracted for the development of extensive inservice workshop materials which may be utilized upon request by educational agencies. In addition, a document entitled, "A Guide For The Effective Utilization Of Advisory Committees" is provided by the Vocational-Technical Education Service. Individuals trained in conducting the workshops are also available. Finally, Section M, in the Administrative Guide, provides data relating to advisory committees. Procedures to be used and a suggested format in conducting an advisory committee review are provided to educational agencies by Vocational-Technical Education Service.

ENABLING ACTIVITIES:
Educational agencies will appoint and utilize advisory committees for each program. Suggestions for involvement of advisory committees are included in Section M of the Administrative Guide. Each occupational advisory committee is encouraged to have, whenever possible, designated persons who are knowledgeable about programming for handicapped and disadvantaged youth and adults. To gain an understanding of advisory committees' role and responsibility, the following tasks will be a point of focus:

A. Develop written goals to be accomplished by the specific occupational advisory committee for each year.
B. Advise in the adoption of student level minimum vocational-technical education program/course performance objectives.

C. Make recommendations related to appropriate vocational-technical education program equipment.

D. Identify and recommend appropriate space allocations and utilization.

E. Advise school officials relative to job placement and job opportunities for the program.

F. Assist educational agencies in articulating the program with other agencies and educational instructions.

G. Advise and suggest to educational agencies safety standards for the program.

H. Maintain a record of meetings through documented minutes which are forwarded to the program administrator.

**ADVISORY COMMITTEE REVIEW:**
Advisory committees will also be utilized to assist educational agencies in the planning, development and review of each vocational-technical education program.

**Enabling Activities:**

a. All approved vocational-technical education programs are subject to review by an occupational advisory committee at least once every three years using the Vocational-Technical Education Service format or an acceptable substitute.

b. All approved new and revised vocational-technical education programs are to be reviewed by an occupational advisory committee at the end of the first year of operation using the Vocational-Technical Education Service format or an acceptable substitute.

c. A suggested review questionnaire will be sent to each educational agency by the Vocational-Technical Education Service. Results of the review procedure should be made available to the educational agency administrative personnel. The review report will be available to the Vocational-Technical Education Service upon request.

Additional tasks may be identified by educational agencies or by the Vocational-Technical Education Service. All of the above tasks should be reflected in the minutes of advisory committee meetings and available to the Michigan Department of Education upon request.
2.) **COMPETENCY BASED EDUCATION**

**PROGRAM STANDARD OF QUALITY:**
This Program Standard of Quality provides that a system of Competency Based Education will be utilized in each vocational-technical education program.

**RATIONALE:**
Competency Based Education is a method of planning and implementing an instructional system. The elements of Competency Based Education are:

a. Identifying and developing Program Goals.
b. Identifying, writing and modifying Performance Objectives.
d. Choosing Learning Activities to help students achieve performance objectives.
e. Measuring the effectiveness of instruction by utilizing Follow-up and Evaluation techniques.

Competency Based Education requires that all vocational-technical education instructors clearly define program goals and instructional objectives. These objectives, which become the basis of instruction, must state the performance, conditions and criteria the student learner is to achieve to become occupationally competent. Objective referenced tests measure whether or not learning has happened with respect to the chosen predetermined objectives.

**VOCATIONAL-TECHNICAL EDUCATION SERVICE ROLE:**
Vocational-Technical Education Service will provide financial assistance to each educational agency that develops and implements a Competency Based Education Inservice program for vocational-technical education teachers. This financial assistance is available to school districts if individuals, who have been specially trained, conduct this workshop. Each certified trainer has all materials necessary to conduct such a workshop. Educational agencies also have available from Vocational-Technical Education Service, program performance objectives and objective referenced tests for vocational-technical education programs.

**ENABLING ACTIVITIES:**
A. Competency Based Education Inservice

   By September, 1973, provisions will have been made by educational agencies for their vocational-technical education teachers to develop the skills to use performance objectives in the classroom by utilizing one of the following:
1. By participating in a locally developed Competency Based Education inservice program. Financial assistance for such inservice is available from Vocational-Technical Education Service. Contact the Personnel Development Unit, Vocational-Technical Education Service, for more information.

2. By participating in a university sponsored Competency Based Education workshop.

3. Other evidence of inservice for implementation of Competency Based Education may be provided. The procedures for verification of evidence will be prescribed by Vocational-Technical Education Service.

B. Activities to Implement the Institutionalization of Competency Based Education by Educational Agencies

By September, 1979, all vocational-technical education teachers will participate in a regional workshop for the review, validation, modification and articulation of performance objectives on a CEPD or defined region basis for each vocational-technical education program. The regional workshop will have the following objectives:

1. Teachers will participate in developing and implementing a set of performance objectives for their vocational-technical education program which is acceptable to the CEPD vocational-technical education long-range plan.

2. Teachers will participate in developing and implementing acceptable sets of objective referenced tests for their vocational-technical education program.

3. Provide each teacher an opportunity to identify a usable set of instructional strategies which is capable of helping students achieve the vocational-technical education performance objectives for his or her program.

4. Every vocational-technical education teacher for an O.E. Code program will participate in articulation, both vertically and horizontally, with other like vocational-technical education programs which are provided in the CEPD or defined region. This activity will culminate in a written curriculum articulation agreement to be utilized for long-range planning input.

The above activities will be conducted consistent with guidelines established by Vocational-Technical Education Service.

C. Performance Objectives to Students

Each student shall be issued a copy and an explanation of program/course performance objectives.
D. Vocational-technical education teachers will maintain records of each student's achievement of performance objectives that have been adopted for the vocational-technical education program.

3.) ANNUAL AND LONG-RANGE PLANNING

PROGRAM STANDARD OF QUALITY:
This Program Standard of Quality provides that all K-12, intermediate school districts and community colleges, in cooperation with CEPD's, will be part of a continuing annual and long-range vocational-technical education planning process.

RATIONALE:
Vocational-technical long-range planning is a structured decision-making process that will result in an improved delivery of vocational-technical education. Because comprehensive long-range planning is both a federally mandated requirement and a recognized need, Michigan is moving toward the implementation of a planning model. For 1976, the first steps are being taken to identify our vocational-technical education goals and objectives through a process of inventorying and determining needs.

VOCATIONAL-TECHNICAL EDUCATION SERVICE ROLE:
The Vocational-Technical Education Service will develop the necessary guidelines for both conducting the inventory and assisting in the development of a long-range plan. To achieve the understanding and ability to use guidelines, workshops will be conducted during 1976 to explain the use of the document and supply Vocational-Technical Education Service generated information to permit ease of inventorying for the districts.

ENABLING ACTIVITIES:
There will be a three-phase process for all agencies involved, to reach the comprehensive level of long-range planning desired. At the end of the third phase, the total annual planning process will be in effect, thereby providing agencies with the necessary planning decisions to enhance their own vocational-technical education delivery systems. The three phases will enable agencies, at various levels of planning sophistication, to apply the appropriate amount of time and resources to permit the development of a long-range plan. During the 1976-77 school year, the following activities will be completed:

A. All educational agency, CEPD, community college and intermediate school district administrators will participate in the inservice session that explains the inventorying process for planning that includes:

1. Population inventory
2. Instructional programming inventory
3. Administration inventory
4. Facilities inventory
5. Finances/budgeting inventory
B. All agency levels, at the direction of these inserviced administrators, will conduct an inventory and needs determination of the status of their district to establish an information base for planning.

C. All administrators will participate in an inservice session to become familiar with the State planning decision-making model. The results of the inservice will be the ability of these individuals to make planning decisions and develop a long-range plan based upon the previously determined inventory information and institutional role statements.

4.) VOCATIONAL-TECHNICAL EDUCATION PLACEMENT AND FOLLOW-UP ACTIVITIES

PROGRAM STANDARD OF QUALITY:
This Program Standard of Quality provides that vocational-technical education follow-up and placement activities be clearly designated for all students.

A. PLACEMENT

RATIONALE:
Students exiting from vocational-technical education programs face a variety of career options. The majority seek employment. A substantial minority continue their education. In many cases, both employment and continued education are combined. Placement services help students implement their career choices in employment and continued education. The benefits of providing these services affect not only the students and the community but the school as well.

VOCATIONAL-TECHNICAL EDUCATION SERVICE ROLE:
In order to assist educational agencies in providing placement services, the Vocational-Technical Education Service has funded area placement projects to provide coordination and support to the development and delivery of placement services. While the direct benefit of these projects is presently felt most within the projects themselves, all vocational-technical programs derive indirect benefits through the development of materials, methods and strategies.

ENABLING ACTIVITIES:
Educational agencies receiving vocational-technical education funds should show positive evidence or plans to provide placement services to help students implement their career choices in employment and continued education. These services, as a minimum, would include strategies for:

1. Informing students regarding placement opportunities and entry requirements.
2. Identifying specific placement prospects in employment and continued education.

3. Assisting students to identify, apply for and obtain placement.

B. Secondary Follow-up

RATIONALE:
The collection of follow-up data is an important step in meeting student needs. Follow-up data help local, state and federal educational agencies obtain a more complete and accurate picture of what happens to their students after they leave school. In addition, it helps schools to measure the effectiveness of vocational-technical education programs from the viewpoint of their graduates.

VOCATIONAL-TECHNICAL EDUCATION SERVICE ROLE:
In order to assist educational agencies in accomplishing the follow-up study, the Vocational-Technical Education Service provides survey forms, process instructions, key punch and data processing services. In addition to handling and distributing survey materials, the Survey Support Center provides information and advice on strategies for conducting a successful survey. The survey data are returned to educational agencies in over 2,000 separate reports.

ENABLING ACTIVITIES:
Educational agencies receiving vocational-technical education funds are required to continue the annual statewide follow-up of students completing vocational-technical education programs. The success of the follow-up will depend on the use of acceptable methodology in conducting the survey and a response rate that will represent the total population surveyed. An eighty percent response rate for students completing vocational-technical education programs is generally considered acceptable.

C. Postsecondary Follow-up

RATIONALE:
The collection of follow-up data is an important step in meeting student and program needs. Follow-up data help college, state and federal educational agencies obtain a more complete and accurate picture of what happens to their students after they leave. In addition, it helps colleges to measure the effectiveness of vocational-technical education programs from the viewpoint of their graduates and others.
VOCATIONAL-TECHNICAL EDUCATION SERVICE ROLE:
In order to assist the community colleges accomplish the follow-up study, the Vocational-Technical Education Service provides survey forms. In addition to the survey forms, the Vocational-Technical Education Service, in cooperation with the community colleges, are developing data items, forms, procedures for collection and dissemination. These should be available for partial implementation during the 1976-77 academic year.

ENABLING ACTIVITIES:
Colleges receiving vocational-technical education funds are required to continue the annual follow-up of students graduating from vocational-technical programs. The success of the follow-up will depend on the use of acceptable methodology in conducting the survey and a response rate that will represent the total population surveyed. An eighty percent response rate for students completing vocational-technical education programs is generally considered acceptable.

5.) ADMINISTRATIVE REGULATIONS

PROGRAM STANDARD OF QUALITY:
This Program Standard of Quality provides that educational agencies follow Vocational-Technical Education Service administrative regulations. Listed below are the administrative regulations:

A. REPORTING REQUIRED

RATIONALE:
Because federal funds are utilized, data is required by the federal government which must be supplied by educational agencies. In addition, various enrollment, funding, expenditure and information reports are needed by the State.

VOCATIONAL-TECHNICAL EDUCATION SERVICE RESPONSIBILITY:
Vocational-Technical Education Service will provide all needed reporting forms. Section 0, in the Administrative Guide, indicates specific dates when educational agencies will receive various forms from Vocational-Technical Education Service and when they are to be returned. Once the data has been received by Vocational-Technical Education Service, it is analyzed, forwarded to Data Processing if appropriate and resulting reports are utilized by Vocational-Technical Education Service. These reports are also frequently forwarded to educational agencies or the federal government.
ENABLING ACTIVITIES:
In the 1976-77 school year, educational agencies are to submit all reporting forms for monitoring as requested by the Vocational-Technical Education Service, including enrollment and other reports for all programs which have been approved and appear on the program inventory printout. Failure to submit required information for any approved program, regardless of added cost funding, will result in the unreported program being dropped from the approved list.

B. EXPENDITURE REPORTS

RATIONALE:
Vocational-technical education categorical funding is designed to provide additional financial resources to assist in paying specifically for vocational-technical education programming. The State Department of Education, Vocational-Technical Education Service must collect financial data in order to comply with federal rules and regulations and to establish funding support levels.

VOCATIONAL-TECHNICAL EDUCATION SERVICE RESPONSIBILITY:
Vocational-Technical Education Service will forward annually to the educational agency, expenditure revenue reporting instructions and forms. Inservice will also be provided as necessary. The completed expenditure revenue reports shall be returned to Vocational-Technical Education Service at the end of each fiscal year. Vocational-Technical Education Service will review the reports and analyses resulting from this information. The Vocational-Technical Education Service will then formulate recommendations to educational agencies.

ENABLING ACTIVITIES:
Educational agencies will complete the Vocational-Technical Education Service prescribed annual expenditure report. Expenditure reports for programs which received added cost funds will detail how added cost funds were spent and the level of support for vocational-technical education.

C. PUPIL-TEACHER RATIOS

RATIONALE:
Pupil-teacher ratios have been established to provide for the safety of both students and instructors. Vocational-technical education programs also require extensive one-on-one or individualized instruction techniques which cannot be accomplished with high pupil-teacher ratios within the time-year period of vocational-technical program operation.
VOCATIONAL-TECHNICAL EDUCATION SERVICE RESPONSIBILITY:
Up to 20% of the added cost may be utilized to enable educational agencies to maintain a 22 to 1 pupil-teacher ratio and 15 to 1 co-op coordinator to co-op student ratio. Since added cost is based on actual student enrollments, Vocational-Technical Education Service will provide the necessary reporting procedures to enable educational agencies to record this enrollment data on Form VE 4483-A, -B and -C Fourth Friday Report.

ENABLING ACTIVITIES:
Vocational-technical education classes which receive State or federal reimbursement shall be funded for no more than twenty-two (22) students per section for budget and safety purposes. In no instance shall a pupil-teacher ratio exceed available work stations in a class. A number of factors determine the pupil-teacher ratio. A few are facility size, equipment, performance objectives and instructional technology. Standards for the previous factors have been developed by the Department of Education and may be utilized to adjust the pupil-teacher ratio in future funding years. Exceptions to the twenty-two (22) students per class standard are as follows:

1. A maximum of 15 students per coordination clock hour with a coordination load not to exceed 60 cooperative education students per full-time coordinator will be allowed when the cooperative technique is used.

2. For instructional programs which utilize paraprofessionals, in addition to the certified teacher, the 22 to 1 pupil-teacher ratio may be increased up to 30 students to one (1) certified teacher and a paraprofessional, provided space and work stations, as indicated in the Administrative Guide, are available. An additional certified teacher is required for any number of students in excess of 30 up to 44 students.

D. PUPIL-SPACE RATIOS

RATIONALE:
Student-space standards have been established to provide a quality learning environment and promote the safety of both students and instructors. Vocational-technical education programs require equipment and work stations which simulate business and industrial practices. Accordingly, safety zones, proper storage and teaching areas require more space than academic classrooms.

VOCATIONAL-TECHNICAL EDUCATION SERVICE RESPONSIBILITY:
Designated area vocational-technical education facilities are eligible for construction grants to build facilities which house vocational-technical education programs that meet or exceed space requirements. In order to assist in planning, the following resources are available:
1. An educational specifications development model as well as educational specifications for certain programs are available.


4. Specialists skilled in facility planning are available to review proposed program housing upon request from educational agencies.

**ENABLING ACTIVITIES:**
School districts will participate in the facility inventory process of long-range planning for their vocational-technical education facilities. All programs which were approved by the Michigan Department of Education, Vocational-Technical Education Service, to start in 1974, 1975 and 1976, will meet specific facility space standards for each vocational-technical education student as indicated in the Administrative Guide, Section E, and also as indicated in the Vocational-Technical Education Service program approval letter. Those programs which started operation prior to 1974 will meet facility space standards in the 1977-78 school year. Any desire to deviate from these standards must be approved by Vocational-Technical Education Service at the outset since the minimum established in each case already encompasses the least amount of space allowable for quality of instruction and for safety of students and instructor.

**E. PROGRAM TIME REQUIREMENTS TO MEET PROGRAM PERFORMANCE OBJECTIVES**

**RATIONALE:**
In laboratory type instructional situations, such as are common to vocational-technical education programs, the student and instructor often need additional time to put on specialized clothing, secure tools and set up and adjust equipment. In addition, time is needed to put tools away and clean up prior to going to the next class. Time needed to develop depth of skill often requires blocks of time in excess of normal academic situations. This administrative regulation establishes such time requirements.

**VOCATIONAL-TECHNICAL EDUCATION SERVICE RESPONSIBILITY:**
The Vocational-Technical Education Service has an added cost factor which is based on the full year cost for one student, 60 minutes per day, five days per week, for a full school year. Accordingly, time spent by students in a vocational-technical education program directly relates to added cost allocations to the school district. Vocational-Technical Education Service
will provide the necessary reporting procedures to enable local educational agencies to record student minutes per week on Form VE 4483-A, -B and -C.

ENABLING ACTIVITIES:
The program of instruction will be sufficiently extensive in duration and intensive within a scheduled unit of time to enable the student to achieve prescribed program performance objectives as measured by objective referenced tests to fit the student for employment in the occupation for which he or she is being trained. The minimum requirements are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Period</th>
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<tbody>
<tr>
<td>Production Agriculture</td>
<td>01.</td>
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<tr>
<td>Distributive Education</td>
<td>04.</td>
</tr>
<tr>
<td>Health Education</td>
<td>07.</td>
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<tr>
<td>Home Economics/Consumer Ed.</td>
<td>09.01</td>
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<tr>
<td>Home Economics/Wage Earning</td>
<td>09.02</td>
</tr>
<tr>
<td>Office Education</td>
<td>14.</td>
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<tr>
<td>Trade &amp; Industry</td>
<td>17.</td>
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</tbody>
</table>

 provisions for transportation for approved shared-time and area center operating agencies for any student participating in these programs from a district which does not cover the transportation costs incurred by shared-time and area center students.

VOCATIONAL-TECHNICAL EDUCATION SERVICE RESPONSIBILITY:
State aid reimbursement is available to local educational agencies for transporting students to approved shared-time and area center programs with guidelines developed to allow flexibility in meeting the transportation requirements in each situation. The Vocational-Technical Education Service will however disapprove state added cost reimbursement to the shared-time or area center operating agency for any student from a district which does not cover the transportation costs of its participating students.
ENABLING ACTIVITIES:
Transportation to and from shared-time and area center programs must be provided by the local educational agency as an integral part of such operations. Since student accessibility to shared-time or area center programs will be directly affected by the availability of transportation to the program, this guideline is intended to assure a district's students equitable access to shared-time and area center programs.
BIBLIOGRAPHY


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