

DOCUMENT RESUME

ED 267 284

CE 043 984

AUTHOR Martin, Les; Wells, Sherril
TITLE Feasibility Study, Regional Planning, and Initiation of a Regional Approach to Offering Vocational Technical Education in Douglas County. Joint and Cooperative Vocational Education Program. Final Report.

INSTITUTION Douglas Education Service District, Roseburg, Oreg.; Umpqua Community Coll., Roseburg, OR.

SPONS AGENCY Oregon State Dept. of Education, Salem. Div. of Vocational Education.

PUB DATE Sep 85
NOTE 80p.

PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Articulation (Education); Community Colleges; High Schools; *Institutional Cooperation; *Program Attitudes; Program Development; *Regional Cooperation; *Regional Planning; Regional Programs; Shared Services; Two Year Colleges; *Vocational Education; Vocational Schools

IDENTIFIERS *Oregon (Douglas County); Shared Resources

ABSTRACT

A regional approach to offering vocational education in Douglas County, Oregon, had been discussed for many years. In 1984, a feasibility study was conducted to determine whether such a regional approach would be possible in the county and to establish vocational programs determined as high priority in the feasibility study. Through discussions with consultants, high school principals, and community college officials, and observation of programs in other states, the feasibility study was completed and the results reported in December, 1984. Some of the findings of the study are the following: (1) 15 miles is the maximum distance for students to travel to vocational classes; (2) students must be provided with transportation for maximum participation; (3) the use of the community college for instruction of junior and seniors is a highly feasible option; (4) the quality of instruction can be enhanced by sharing instructors among schools; (5) mobile vans are a feasible solution to the sharing of high-technology, high-cost equipment in specialized areas such as office equipment and electronics; (6) a mini-magnet skills center has great potential as a sharing system; and (7) changes must be made in current methods of providing vocational education in order to satisfy business and industry. Since the feasibility study indicated that regional vocational programs could become a reality in Douglas County, two pilot programs were set up and began to function. A north county program provided for the inclusion of word processing equipment and software at four high schools. In a south county program, hardware and software were purchased for an electronics class to be offered in 1985-86 at three high schools. Recommendations were made to continue studying and implementing shared regional vocational education programs in Douglas County. Appendices include the feasibility report, written by Burr Fancher in cooperation with the Oregon Alliance for Program Improvement and including survey instruments; and summaries of the north and south county proposals. (KC)

TABLE OF CONTENTS

Section	Page
I. Abstract	1
A. Project Description	1
B. Project Identification	2
II. Background	4
A. Major Goals	6
B. Chart of Goals and Objectives	7
III. Major Accomplishments and Outcomes	7
A. Feasibility Study	7
B. Pilot Projects	11
C. Charts of Accomplishments by Objectives	14
IV. Problems	18
V. Summative Evaluation	21
VI. Conclusions and Summary	22
VII. Recommendations	23
VIII. Project Follow-Up and Commitment	24
IX. Budget Spendout Summary	26
X. Appendices--Project Products	30

FEASIBILITY STUDY, REGIONAL PLANNING AND INITIATION OF
A REGIONAL APPROACH TO OFFERING VOCATIONAL AND
TECHNICAL EDUCATION IN DOUGLAS COUNTY

I. ABSTRACT

A. Project Description

1. Project Title: Feasibility Study, Regional Planning and Initiation of a Regional Approach to Offering Vocational and Technical Education in Douglas County

2. Principal Investigator and Organization: Dr. Jerry W. Shiveley and Mr. Sherril Wells

Address: Douglas Education Service District and Umpqua Community College

Telephone: (503)440-4759 and (503)440-4600 ext. 605

Congressional District: 45th

3. Special Population Target Groups
Check Primary Group(s)

Racial/Ethnic

American Indian or Alaskan Native	_____	Limited English Proficiency	_____
Asian or Pacific Islander	_____	Handicapped	<u> X </u>
Black, Non-Hispanic	_____	Disadvantaged	<u> X </u>
Hispanic	_____	Displaced Homemaker	<u> X </u>
White, Non-Hispanic	<u> X </u>	Single Head of Home	<u> X </u>
Men	<u> X </u>	Part to Full-Time Employment	<u> X </u>
Women	<u> X </u>	Persons in Non-Traditional Vocations	<u> X </u>
		Others	_____

4. Number of Students Affected: 2,398
Number of Staff Affected: 215

5. Project Objectives: Please see attached charts.

6. Project Procedures (describe the processes to be used in implementing and evaluating this project):

Please see attached charts.

7. Project Products:

- a. Feasibility Study of Douglas County to determine if a regional approach to offering vocational education is appropriate and a vocational program(s) offered in a joint approach.
- b. A "How To" manual on how to develop jointly operated, collaborative partnership programs.
- c. Inservice to vocational personnel.

8. Expected Contribution or Potential Impact on Vocational Education:

- a. Expand vocational offerings available to rural high school students in Douglas County for increased participation of students in vocational education.
- b. Improved planning base to make vocational program decisions in Douglas County.

9. Will the product be placed in a classroom within your district in the five years?

YES NO

B. Project Identification

1. Submitted by Oregon.
2. State Contract No. (encumbrance no.) 10-650-875
3. State Project No. 360-13
4. Project Title: Feasibility Study, Regional Planning and Initiation of a Regional Approach to Offering Vocational and Technical Education in Douglas County
5. Principal Investigators and Organization: Dr. Jerry W. Shiveley, Douglas Education Service District; and Mr. Sherril Wells, Umpqua Community College
6. Telephone: (503)440-4759 and (503)440-4600 ext. 605
7. Organization Type: Intermediate Service Agency
8. Funding Period: April 15, 1984 (start date) thru September 30, 1985 (end date)

9. Source of Public Law 94-482:

	<u>Amount</u>	<u>Fiscal Year</u>
Section 131 (Research)	\$10,000	1984-85
Section 132 (Exemplary and Innovative)	\$40,000	1984-85
Section 133 (Curriculum)		
Section _____(Other)		

10. Level of Activity's Impact: Secondary and Postsecondary

11. Locations: Isolated Rural and Suburban

12. Quality Control of Products:

Quality control was performed directly by project co-directors (Jerry Shiveley, Regional Coordinator, Career and Vocational Education, Douglas ESD; and Sherril Wells, Associate Dean of Occupational Education, Umpqua Community College) and a project coordinator (Roger Haugen, Personnel and Staff Development Director, Umpqua Community College). Burr Fancher and Associates, in cooperation with the Oregon Alliance for Program Improvement, Dan Dunham, Director, was hired to do the major research work and be the principal investigators.

An Ad-Hoc Advisory Council was formed to direct the project and report to the project co-directors. The Advisory Council was comprised of the following individuals:

Bill Vian, Douglas County Commissioner
Richard Smith, Superintendent, Sutherlin School District
Bill Westphal, Principal, North Douglas High School
Mickey Moore, Board Member, South Umpqua School
District
Wayne Crooch, Board Member, Umpqua Community College
Mel Joy, Manager, Pacific Power and Light Company
I. S. 'Bud' Hakanson, President, Umpqua Community College
Thos. F. Huebner, Superintendent, Douglas ESD
Don Rice, Board Chairman, Douglas ESD
Norm Gershon, Administrator, Umpqua Training and
Employment
Georgia Stiles, Owner, Georgia Stiles Realty
Milt Herbert, Owner, Herbert Lumber Company
John Shirtcliff, Owner, Shirtcliff Oil Company
Pat Farley, Manager, Drain Branch, Douglas National Bank
Roy Beltz, Manager, Roseburg Office, Oregon Employment
Service
Pierce Baymiller, Manager, Industrial Relations,
International Paper Company, Gardiner

The Advisory Council met August 7, 1984, September 28, 1984, December 14, 1984, and January 23, 1985, to review progress and to advise the project co-directors.

The Advisory Council was appointed to insure inclusion of representation from business, industry, and agriculture. In making council appointments, consideration was also given to representation of men and women and geographic representation from around the county.

The project co-directors monitored the progress of the project coordinator and principal investigator on a regular basis through joint meetings during the initial stages. The fiscal operation was the responsibility of Umpqua Community College.

II. BACKGROUND

A regional approach to offering vocational education in Douglas County has been discussed for the past number of years by many people. Most of the discussion has been toward the development of a skills center to primarily serve the needs of students of small school districts. Geographically, however, a skills center located centrally in Douglas County would not serve the outlying school districts well because of the distance involved. For example, if we establish Roseburg as the geographic center of the county, students would need to travel the following distances:

Glendale High School	53 miles
Days Creek High School	35 miles
Yoncalla High School	27 miles
Reedsport High School	77 miles

A review of current literature and evaluations of skills centers in various states would indicate that travel of 20 miles is optimum, and over 30 miles participation drops off drastically.

Many school districts have had cooperative ventures between them. One solution to increasing vocational opportunities for students could be to establish "magnet" programs in specific high schools and bus other students to them. This has not been successful in Douglas County or in various states, such as Washington. Studies show that students are least likely to move to a neighboring high school, but will participate in a program "downtown," at a community college or some other place identified as "neutral."

In recent years, many attempts have been made to provide joint cooperative programs between Umpqua Community College and school districts. Currently operating very successfully is a joint program between Roseburg School District and Umpqua Community College (electronics). The instructor is hired by Umpqua Community College, and housed in and supervised by Roseburg High School. Students in the program can receive community college credit. The electronics program is open to students from other high schools; however, space is limited.

Discussions are also going on between Roseburg High School and Umpqua Community College in the program areas of machine shop and agriculture to do some joint programs. That is still in the planning stages.

In light of the recent move by the State Department of Education to increase graduation requirements, the high school principals in Douglas County met and proposed some solutions to meeting the needs of vocational students. In a letter drafted and sent to State Superintendent Verne Duncan, the high school principals suggested that the state should "develop a plan to provide regional skills centers or occupational programs."

In December 1983 the Douglas Education Service District Board of Directors instructed the administration and staff to "assemble relevant information and suggest a plan of attack" to deal with expanding vocational offerings to rural students in Douglas County. On February 23, 1984, the Education Service District Board heard a report from Jerry Shiveley on the status of skills centers and regional approaches to offering vocational education nationally. Specifically, the state of Washington was discussed because of the recent move in that state to develop skills centers. At that meeting, the Board instructed staff "to pursue the subject of vocational centers development in Douglas County."

In a meeting of the Douglas County Career and Vocational Education Advisory Council on March 15, 1984, the Council voted to pursue the issue of a regional approach to offering vocational education in Douglas County and to apply for the joint program grant from the State Department of Education in order to fund a feasibility study and begin the process.

The move to pursue a joint cooperative approach to offering regional vocational education has the support from school districts, district administrators, Umpqua Community College, and Douglas Education Service District.

A. Major Goals

This project was developed with two major goals:

1. To determine if a regional approach to offering vocational education in Douglas County is desirable.
2. To establish a vocational program(s) determined as high-priority in the feasibility study.

The following chart lists each goal with accompanying objectives.

B. Chart of Goals and Objectives

**FEASIBILITY STUDY, REGIONAL PLANNING, AND
INITIATION OF A REGIONAL APPROACH TO
OFFERING VOCATIONAL AND TECHNICAL EDUCATION
IN DOUGLAS COUNTY**

GOALS	OBJECTIVES
1. To determine if a regional approach to offering vocational education in Douglas County is desirable.	1.1 To assess the needs and interest in a regional approach to vocational education in Douglas County. 1.2 To identify the needs for specific vocational programs in Douglas County. 1.3 Assess school district and Umpqua Community College interest and financial commitment to regional vocational education programs in Douglas County. 1.4 Define alternative management and delivery systems for regional vocational programs for Douglas County. 1.5 Determine the cost of the alternative methods for offering regional vocational education in Douglas County.
2. To establish a vocational program(s) determined as high priority in the feasibility study.	2.1 Based upon the results of the feasibility study, implement the highest priority program(s) money allows under the grant.

III. MAJOR ACCOMPLISHMENTS AND OUTCOMES

A. Feasibility Study

The feasibility study was completed and the results reported to the Ad Hoc Advisory Council on December 14, 1984.

The following results were conclusions of the feasibility study and served as a basis for movement toward a regional approach for delivering vocational education in Douglas County:

1. **Travel Distance:** Students can be transported up to 15 miles (one way) to attend vocational classes. Beyond 15 miles the loss of instructional time, student interest and schedule conflicts will become insurmountable barriers to the success of shared programs.
2. **Student Transportation:** Students must be provided transportation to class sites if maximum participation is expected.
3. **Community College Programs:** The use of the community college for instruction of 11th and 12th grade vocational programs is a highly feasible option. For success, this option must be planned, organized and coordinated by local secondary schools. It must be more than merely approving access to programs or providing tuition support for taking community college classes.
4. **Sharing of Instructors:** The quality of instruction can be enhanced by the sharing of expertise between schools. Rotating instructors between schools must be viewed as an expansion of expertise and not as a program survival tactic if success is expected.
5. **Mobile Facilities and Equipment:** Mobile vans are a feasible solution to the sharing of high tech, high cost equipment in such specialized areas as office equipment and electronics.

6. Willingness of Districts to Share: The school districts of Douglas County are at a point where sharing of resources can be effective. The independent attitude and local control considerations are being counterbalanced by the economic gains from resource sharing.
7. Centralized Skills Centers: The mini-magnet school concept has a great potential as a sharing system. This concept should be coupled with centralized facilities at Umpqua Community College, Roseburg High School, and South Umpqua High School.
8. New Educational Technologies: It is feasible to share video cassettes and computer diskettes between all high school programs in Douglas County. Such a sharing service can be effected through the existing ESD film library and courier service.
9. Distance Educational Technologies: Distance education technologies are not feasible at the present time because of their low level of acceptance within the school systems. The implementation of distance education technologies will require long range planning and inservice to overcome its threat to teachers. Furthermore, it lacks the "hands on" component that is essential for a quality vocational program.
10. Satisfaction with Vocational Offerings: Business and industry are not satisfied with the current offerings in vocational education. Parents are mildly pleased with the local programs. The student sample group shows neither agreement or disagreement with the vocational offerings in their schools.

11. Desire for Changing Vocational Programs: Parents and business and industry seek changes to increase options and improve quality of vocational education in Douglas County schools. Students show no concern for changing the traditional delivery system.
12. Vocational Classes During Non-School Hours: Vocational classes during non-school hours will not attract high school students in sufficient numbers to justify the offering.
13. Utilization of Industry Training Sites: The utilization of business and industry sites for vocational classes is not feasible at the present time. However, it could be made feasible through the development of selected industry sites on an individual basis.
14. Program Development: Programs should be developed by local schools and Umpqua Community College and coordinated by the Education Service District.
15. Program Operation: Programs can best be operated through a consortium of local school districts and community college with ESD coordination.
16. Program Funding: Most people believe that state and local funds should be used to pay costs of vocational instruction, with federal funding used to supplement local budgets.
17. Priority Programs: There is a strong demand for instruction in auto mechanics and diesel mechanics in the smaller schools of Douglas County.

18. Program Elimination: Respondents do not want to see vocational programs cut because they feel that student options are already limited.
19. Researcher Opinion: The payoff of program sharing can be maximized by utilizing existing delivery structures. Collectively, the local school districts and Umpqua Community College have adequate facilities and equipment to expand vocational options to their students. The most cost-effective approach to the delivery of vocational instruction is to maximize the use of existing facilities and equipment through sharing arrangements. Some examples are: UCC programs (plan, organize, articulate); use South Umpqua facilities to serve other south county schools; establish mini-magnet programs in north county in existing facilities; establish mini-magnet programs between Oakland and Sutherlin utilizing existing facilities and equipment.

B. Pilot Projects

Based upon the feasibility study and the work of the Ad Hoc Advisory Council, a meeting of all high school principals was held January 7, 1985, for two purposes: 1) to determine pilot activity on which the \$40,000 remaining in the grant could be expended; and 2) to discuss the long-range plans for improving vocational education through a regional delivery system.

Utilizing recommendations of the principals and approval of both the Ad Hoc Advisory Council and the county superintendents, the remaining grant money was used to improve vocational opportunities

majorly in seven districts with spin-offs to the remainder. The north county proposal provided the inclusion of word processing equipment and software into the existing business programs of Reedsport, Elkton, North Douglas and Yoncalla High Schools. Business teachers from the four high schools along with representatives of Umpqua Community College, Umpqua Training and Employment and the State Department of Education made the recommendations for the types of hardware and software.

The system selected to be circulated on a quarterly basis between the four high schools was an IBM networked laboratory utilizing MultiMate software. A training session for Umpqua Community College and participating high school business instructors was conducted at Elkton High School on August 22 and 23, 1985.

The south county proposal will establish an electronics class at Glendale, Riddle and South Umpqua High Schools who currently offer no electronics instruction. Grant monies were used to purchase hardware and software. The program will be offered in the 1985-86 school year in those three schools. The curriculum is similar to the curriculum of the Roseburg School District/Umpqua Community College electronics program. The software and hardware will be shared between all sites teaching electronics.

The spin-off to the remainder of the districts by the south county proposal will be that arrangements will be firmed up with high schools in the central county to send students interested in electronics to the Roseburg School District/Umpqua Community College program.

Even though the grant will allow, in the short run, the two proposals to be implemented, the bigger concern of improving student access to quality vocational education county-wide through a regional approach will be an ongoing activity.

Detailed summaries of the north and south county proposals are included in this final report as Appendix B.

C. Charts of Accomplishments by Objectives

FEASIBILITY STUDY, REGIONAL PLANNING, AND INITIATION OF A REGIONAL APPROACH TO OFFERING VOCATIONAL AND TECHNICAL EDUCATION IN DOUGLAS COUNTY

GOALS	OBJECTIVES	ACTIVITIES	EVIDENCE EXAMINED	STATUS
1. To determine if a regional approach to offering vocational education in Douglas County is desirable.	1.1 To assess the needs and interest in a regional approach to vocational education in Douglas County.	1.1.1 Conduct a student survey (grades 9-12).	Feasibility Study Completed 1/85	Complete
		1.1.2 Conduct a teacher and counselor survey.	Feasibility Study Completed 1/85	Complete
		1.1.3 Conduct a parent survey.	Feasibility Study Completed 1/85	Complete
	1.2 To identify the needs for specific vocational programs in Douglas County.	1.2.1 Conduct a business and industry survey.	Feasibility Study Completed 1/85	Complete
		1.2.2 Gather data and statistics from various agencies as they pertain to Douglas County and Oregon, such as Employment Service, Department of Labor, Economic Division Agencies, et cetera.	Not Utilized	Not Utilized

GOALS	OBJECTIVES	ACTIVITIES	EVIDENCE EXAMINED	STATUS
		1.2.3 Convene a task force representative of business and industry in Douglas County to develop a position statement on regional vocational education programs deemed as desirable.	Ad Hoc Advisory Council meeting minutes 8-7-84, 9-28-84, 12-14-84, and 1-23-85	Complete
	1.3 Assess school district and Umpqua Community College interest and financial commitment to regional vocational education programs in Douglas County.	1.3.1 Conduct a survey of school district boards and Umpqua Community College board and school administrators relative to their attitudes of and commitment to regional vocational education programs.	Feasibility Study completed 1/85 Douglas County principals meeting minutes 1-7-85	Complete
		1.3.2 Convene a task force of administrators and board members to review results of survey and draft a position statement on regional vocational education programs.	Administrator's Planning Meeting Minutes 3-20-85	Complete

GOALS	OBJECTIVES	ACTIVITIES	EVIDENCE EXAMINED	STATUS
	1.4 Define alternative management and delivery systems for regional vocational programs for Douglas County.	1.4.1 Review literature nationally on regional approaches to offering vocational education.	Files of Dr. Jerry Shiveley	Complete
		1.4.2 Outline alternative strategies for offering regional vocational education programs in Douglas County.	Ad Hoc Advisory Council minutes 12-14-84 Feasibility Study Completed 1/85	Complete
	1.5 Determine the cost of the alternative methods for offering regional vocational education in Douglas County.	1.5.1 Prepare a cost analysis of the various alternatives of offering regional vocational education in Douglas County.	Ad Hoc Advisory Council meeting minutes 1-23-85	Complete
2. To establish a vocational program(s) determined as high priority in the feasibility study.	2.1 Based upon the results of the feasibility study, implement the highest priority program(s) as money allows under the grant.	2.1.1 Review the results of the feasibility study with the steering committee.	Ad Hoc Advisory Council meeting minutes 12-14-84 and 1-23-85.	Complete
		2.1.2 Make recommendations to the ESD, UCC, school districts as to the program(s) to be implemented under the grant.	Ad Hoc Advisory Council meeting minutes 1-23-85. Superintendent's Meeting minutes 1-31-85.	Complete

GOALS	OBJECTIVES	ACTIVITIES	EVIDENCE EXAMINED	STATUS
	2.1.3	Implement a vocational program(s) as agreed upon by all parties.	Minutes of Administrator's Planning meeting 3-20-85	
		a. develop curriculum	Files related to instructor certification, program implementation, etc.	Complete
		b. determine facilities		Complete
		c. determine funding		Complete
		d. receive vocational approval		Incomplete
		e. hire staff		Complete
		f. recruit students		Complete
		g. operate program(s)		Implemented 9/85
		h. evaluate program(s)		Incomplete

IV. PROBLEMS

Problems related to implementing a regional approach to vocational education were identified in three ways: the feasibility study, project experience, and administrator review.

The feasibility study summarizes potential problems that were identified prior to selection of the pilot projects (see Section III.A. and Appendix A).

Project experience identified the following problems:

- A. The principal investigator initially hired to conduct the feasibility study did not meet timelines, was unsatisfactory, and necessitated termination. Burr Fancher and Associates were employed and began work in September 1984. The required change hindered the initial stages in development of the project.
- B. The pilot projects were not identified and approved until January 1985. This created some problem for participating districts in the south county project to budget salary and transportation for the electronics instructor for the 1985-86 school year. As the pilot projects will not be completed and evaluated until the end of the 1985-86 school year, this will again necessitate budgeting early for continuation of the project in 1986-87.
- C. The south county pilot project developed a problem with teacher certification for instructors seeking a special vocational certificate for less than one-half time instruction. This is a state-wide problem brought to attention by the regional project and is currently in stages of resolve with LEA's (local education agencies), the State Department of Education, Umpqua Community College,

TSPC (Teacher's Standards and Practices Commission), and SACCVE (State Advisory Council for Career and Vocational Education).

- D. Some problems were created by the change in employment of one of the project co-directors, Dr. Jerry W. Shiveley, in July 1985. His replacement was not employed until late August 1985. This resulted in delay of pursuing teacher certification with TSPC, vocational program approval with the State Department of Education, and preparation of the final report. Further, it delays delivery of the "How To" manual, to be written by Dr. Shiveley, until late September or early October 1985.

At the March 20, 1985, Administrator's Planning Meeting, Dr. Dan Dunham conducted a session to list concerns, problems and issues (barriers) which needed to be addressed and solved in delivering regional vocational education. The key barriers (problems) identified were:

- Funding
- Where are we going?
- Student interests/views
- State governance, policies and regulations
- Lack of vision
- Transportation
- Scheduling
- Geography--distance

A complete summation of barriers identified follows:

BARRIERS

("Excuses" to delivering quality regional vocational education)

- Transportation (7 votes)
- Funding (19 votes)
- Facilities (2 votes)
- Quality of Instructor
- Job Placement (4 votes)
- Relationship to Labor Market
- Articulation to Additional Education/Training

Territorialism (3 votes)
 Home High School
 Extra Curricular Activities, Clubs, Sports, etc.
 Friendship Groups
 Competition for Student Time (2 votes)
 Extra Curricular Activities
 Geography--Distance (6 votes)
 Administrative Problems, e.g.:
 Teacher Sharing
 Facility Sharing
 Career Information/Career Planning
 Level--Junior High School/Elementary
 Lack of Vision, e.g. (12 votes)
 Skills Teachers Should Have
 Status Quo
 Repetition and Routine
 Lack of Willingness to Risk
 Common View(s) of Goals for Vocational Education (lack of)
 General Lack of Awareness by Public of "Problems" (1 vote)
 Basic Skills Position in Curriculum, especially re: Vocational
 Education
 Programs (3 votes)
 Lack of Effective Use (2 votes)
 Teacher/Student Contact Time
 Planning, Instructing, Other Related Activities
 Some Vocational Education Programs Require Added Time (2 hour block)
 State Governance/Policies/Regulations (12 votes)
 TSPC
 Funding--ADM/FTE
 Clusters
 Financing Process
 Teacher Training
 University Preservice
 Local Inservice
 Using/Involving Advisory Groups
 Lack of Jobs (1 vote)
 Job Development Needs
 Unwilling to Move Away
 Student Interests/Views (12 votes)
 Expectations "Overdetermined"
 Parents Expectations "Overdetermined"
 Cultural Expectations
 Large Number of Small School Districts (1 vote)
 Student-Faculty Expectations, e.g.:
 Results/Outcomes of Learning
 Scheduling--Especially Between Schools (6 votes)
 Differences in:
 Attendance Requirements
 High School Graduation Requirements
 Annual School Calendar
 Entrenched Faculty and Programs (1 vote)

OTHER CONCERNS

Use UCC as "Regional Center"
Define "Vocational Education"
 Long Term Effects
Explore CORD
Why Are We Going?
 What Should Vocational Education Be?
Vision and Leadership
Where Are We Going?

Following a review of the barriers, it was agreed that funding, state governance, and geography were problems which were not impossible to overcome, but would have to be dealt with creatively and aggressively. The remaining barriers were dealt with and major concerns were discussed.

V. SUMMATIVE EVALUATION

On January 23, 1985, the Ad Hoc Advisory Council reviewed and evaluated the Feasibility Study prepared by Burr Fancher and Associates. The Council endorsed the study and recommended the project coordinators proceed with the regional approach to vocational education.

On March 20, 1985, the administrators at a planning meeting reviewed the feasibility study and the planned pilot projects. Participants were positive about the regional concept.

At the August 22 and 23, 1985, IBM training session for the north county project, it was agreed that participating instructors would deliver an evaluation to the project coordinators at the end of their

quarter of use of the laboratory. These evaluations will be analyzed for effectiveness and any proposed changes for the 1986-87 school year. Additionally, the south county electronics program will be evaluated by the instructor at the end of each semester for effectiveness and possible changes for the 1986-87 school year.

VI. CONCLUSIONS AND SUMMARY

The Administrator's Planning Meeting on March 20, 1985, gathered together conclusions and a summary of the regional project up to the point of pilot project implementation.

General agreement was reached that regional programming has a lot of promise for:

- A. Increasing access and options
- B. Improving quality of vocational education programs county-wide
- C. Keeping costs in line with present expenditures

Superintendents and principals present agreed on several important issues:

- A. Funding, state regulations and policies and problems of geography and distance in the county are essentially fixed issues that must be dealt with creatively and aggressively, but not seen as insurmountable barriers.
- B. Meeting the needs and interests of students is one of the most important considerations in planning regional approaches for offering vocational education.

C. Administrators are prepared to take steps toward increasing the extent of regional approaches throughout the county through a variety of approaches, among others including:

- sub-regional consortia
- four-day week
- Saturday programs
- stronger linkages to Umpqua Community College

D. Douglas County School Administrators are committed to a plan that has vision, is not dictated solely by past experience, and will progressively solve problems and remove barriers that currently exist.

The general attitude of administrators is that most of the structural, administrative and program problems can be solved if districts continue to cooperate, share ideas, and focus on the future, not the past.

Administrators expect regional approaches to offering vocational education in Douglas County to be the pace-setter for the rest of the state.

VII. RECOMMENDATIONS

From the Administrator's Planning Meeting came the recommendation that the Douglas Education Service District proceed beyond the pilot project in the following directions:

- A. Continue its cooperation with Umpqua Community College in planning, convening groups, and stimulating action.
- B. Summarize the work session and outline an overall plan of action based on initial agreements on matters of principle and philosophy. For example:
 1. Preparatory nature of secondary vocational education programs.

2. Importance of basic skills integrated in vocational education programs.
 3. Articulation with UCC programs based on basic and vocational skills of students.
 4. That UCC represent the logical "central" delivery system for regional programs that serve the entire county.
 5. Local plans for cooperation and action must be developed at the local school district level and "sold" to local boards, parents and community/business and industry through the involvement of all of those groups in developing such plans.
- C. Conduct inventory of all programs presently offered in secondary schools in Douglas County.
 - D. Convene groups of local district planners to work on specific local and sub-regional plans.
 - E. Provide information from their local planning sessions to other local districts to help them in their planning.
 - F. Ask each district to identify specific areas or tasks it wants to work on for the 1985-86 school year.

VIII. PROJECT FOLLOW-UP AND COMMITMENT

Project follow-up at this date involves the following:

- A. Pursuit of instructor certification with TSPC, the State Department of Education, and the local districts in Douglas County.
- B. Work with the State Department of Education for vocational approval of the south county project.
- C. Development of a recruitment brochure for the south county project.

- D. Development of a plan for continuation of both pilots in 1986-87 and beyond including determination of ownership of equipment, transportation, insurance, etc.
- E. Development of possible "spin off" programs through a survey of all vocational programs in Douglas County and their ability to accept students from other districts.

As the pilot projects operate during the 1985-86 school year there will undoubtedly be additional resultant follow-up and "spin off" in addition to the summarized topics.

IX. BUDGET SPENDOUT SUMMARY

COMBINED

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
INSTRUCTION			
Salaries	\$ 6,800	\$ 6,800	
Employee Benefits	2,040	2,040	
Travel	1,500	1,500	
Other Purchased Services	35,434		\$35,434
Maintenance Agreements (not yet incurred)	1,235		1,235
Supplies	3,131		3,131
Subtotal	\$50,140	\$10,340	\$39,800
IMPROVEMENT OF INSTRUCTIONAL SERVICES			
Salaries	\$10,265	\$ 7,240	\$ 3,025
Employee Benefits	3,284	2,534	750
Travel	1,316	200	1,116
Other Purchased Services	5,175	200	4,975
Supplies	1,126	1,000	126
Subtotal	\$21,166	\$11,174	\$ 9,992
SUPPORT SERVICES			
Indirect Costs	\$ 208		\$ 208
Subtotal	\$ 208		\$ 208
COLUMN TOTAL	\$71,514	\$21,514	\$50,000

FEASIBILITY STUDY
62-02-06-00

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
<hr/>			
INSTRUCTION			
Salaries			
Employee Benefits			
Travel			
Other Purchased Services			
Maintenance Agreements (not yet incurred)			
Supplies			
Subtotal			
<hr/>			
IMPROVEMENT OF INSTRUCTIONAL SERVICES			
Salaries	\$10,265	\$ 7,240	\$ 3,025
Employee Benefits	3,284	2,534	750
Travel	1,316	200	1,116
Other Purchased Services	5,175	200	4,975
Supplies	1,126	1,000	126
Subtotal	\$21,166	\$11,174	\$ 9,992
<hr/>			
SUPPORT SERVICES			
Indirect Costs	\$ 8		\$ 8
Subtotal	\$ 8		\$ 8
<hr/>			
COLUMN TOTAL	\$21,174	\$11,174	\$10,000
<hr/>			

NORTH COUNTY PROJECT
62-02-06-01

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
<hr/>			
INSTRUCTION			
Salaries			
Employee Benefits			
Travel			
Other Purchased Services	\$20,612		\$20,612
Maintenance Agreements (not yet incurred)	1,235		1,235
Supplies			
Subtotal	\$21,847		\$21,847
<hr/>			
IMPROVEMENT OF INSTRUCTIONAL SERVICES			
Salaries			
Employee Benefits			
Travel			
Other Purchased Services			
Supplies			
Subtotal			
<hr/>			
SUPPORT SERVICES			
Indirect Costs			
Subtotal			
<hr/>			
COLUMN TOTAL	\$21,847		\$21,847
<hr/>			

SOUTH COUNTY PROJECT
62-02-06-02

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
INSTRUCTION			
Salaries	\$ 6,800	\$ 6,800	
Employee Benefits	2,040	2,040	
Travel	1,500	1,500	
Other Purchased Services	14,822		\$14,822
Maintenance Agreements (not yet incurred)			
Supplies	3,131		3,131
Subtotal	\$28,293	\$10,340	\$17,953
IMPROVEMENT OF INSTRUCTIONAL SERVICES			
Salaries			
Employee Benefits			
Travel			
Other Purchased Services			
Supplies			
Subtotal			
SUPPORT SERVICES			
Indirect Costs	\$ 200		\$ 200
Subtotal	\$ 200		\$ 200
COLUMN TOTAL	\$28,493	\$10,340	\$18,153

X. APPENDICES--PROJECT PRODUCTS

APPENDIX A FEASIBILITY REPORT

APPENDIX B SUMMARY OF NORTH COUNTY PROPOSAL
SUMMARY OF SOUTH COUNTY PROPOSAL

APPENDIX C LIST OF INSERVICES CONDUCTED BY PROJECT
COORDINATORS

FEASIBILITY REPORT

Regional Approach For Delivering Secondary Vocational Education In Douglas County Schools

Submitted to:

**Douglas Education Service District
and
Umpqua Community College**

**Primary Research Conducted, and
Report Written by:**

**Burr Fancher
Burr Fancher and Associates
5890 N.W. Primrose
Albany, Oregon 97321**

and Submitted in Cooperation with:

**The Oregon Alliance for Program Improvement
OSU, Corvallis
Dan Dunham, Director**

AD HOC ADVISORY COUNCIL

Mr. Richard Smith, Superintendent
Sutherlin School District

Mr. Bill Westphal, Principal
North Douglas School District

Mr. Mickey Moore, Board Member
South Umpqua School District

Mr. Wayne Crooch, Board Member
Umpqua Community College

Mr. Mel Joy, Manager
Pacific Power and Light

Ms. Georgia Stiles, Owner
Georgia Stiles Realty

Mr. Milt Herbert, Owner
Herbert Lumber Company

Mr. John Shirtcliff, Owner
Shirtcliff Oil Company

Dr. I. S. "Bud" Hakanson, President
Umpqua Community College

Mr. Thos. F. Huebner, Superintendent
Douglas Education Service District

Mr. Donald Rice, Chairman
ESD Board of Directors

Mr. Norm Gershor, Administrator
Umpqua Training and Employment

Mr. Bill Vian
Douglas County Commissioner

Ms. Pat Farley, Manager
Douglas National Bank

Mr. Roy Beltz, Manager
Oregon Employment Service

Mr. Pierce Baymiller, Manager
International Paper Co. (Gardiner)

Ex-Officio Members

Dr. Jerry W. Shiveley
Project Co-Director
Regional Coordinator
Douglas Education Service District

Dr. Burr Fancher, Educational Consultant
Burr Fancher and Associates
Albany, Oregon

Dr. Roger Haugen
Associate Dean
Umpqua Community College

Mr. Sherril Wells
Project Co-Director
Associate Dean
Umpqua Community College

Dr. Dan Dunham, Director
Oregon Alliance for Program Improvement
Oregon State University

FORWARD

It has long been the concern of many educational leaders in Douglas County that quality vocational education programs are not equitably available to all high school students throughout the county. This is particularly true of students who attend small rural schools with only one or two vocational programs. Additionally, the new graduation requirements and the continually shrinking resources place pressure on local schools making it difficult for high schools to continue to offer or expand opportunities for students in nonmandated programs.

The Douglas Education Service District Board and Administration, as well as the Umpqua Community College Board and Administration, have attempted to assist districts to deliver high quality vocational education to students throughout the 14 high schools in the 16 school districts of the county. Finding ways to reduce vocational program costs and to increase student accessibility to quality vocational programs are also goals of the Oregon Department of Education, Oregon Education Coordinating Commission, and the Oregon State Advisory Council for Career and Vocational Education.

Early in 1984 the Division of Vocational Education, Oregon State Department of Education, released a notice of availability of two grants designed to assist the development of cooperative and joint delivery of vocational education to students of more than two local education agencies. The application of one of these grants seemed to be the appropriate next step in the effort to move toward a regional delivery of vocational education in Douglas County.

A proposal was written by Dr. Jerry Shiveley, Mr. Sherril Wells, and Dr. Roger Haugen and submitted to the Oregon State Department of Education by a consortium of school districts, Douglas Education Service District and Umpqua Community College. Written in two parts, the first part of the proposal was to fund a feasibility study of a regional approach of delivery of secondary vocational education in Douglas County. Part two was designed to fund pilot activities if a regional approach was feasible.

The Douglas County proposal was one of two rural proposals funded. The following document is part one--the feasibility study designed to determine if it is feasible to deliver secondary vocational education on a regional basis.

Dr. Jerry W. Shiveley
Regional Coordinator
Career and Vocational Education
Douglas Education Service District

TABLE OF CONTENTS

	Page
FORWARD	iii
I. INTRODUCTION	1
A. Purpose of Study	1
B. Past Efforts in Program Sharing	1
C. Sharing Projects in Oregon Schools	2
II. METHODOLOGY	3
A. Type of Study	3
B. Sample	3
C. Data Collection	5
D. Data Analysis	5
III. FINDINGS	6
A. Travel Distances	6
B. Community College Programs for 11th and 12th Graders	7
C. Sharing Instructors Between Schools	7
D. Mobile Facilities and Equipment	8
E. Willingness of Districts to Share	9
F. Centralized Skills Centers/Mini-Magnet Schools	10
G. New Educational Technologies	11
H. Distance Education Approaches	11
I. Satisfaction with Existing Vocational Programs	12
J. Desire to Change Status Quo	13
K. Vocational Classes During Non-School Hours	14
L. Utilization of Industry Training Sites	15
M. Responsibility Agents	15
N. Priority Programs	16
IV. CONCLUSIONS	18
V. RECOMMENDATIONS	21
VI. APPENDICES	22
A. Benchmark Questions	22
B. Sample	24
C. Mail Survey	25
1. Questionnaire Example	25
2. Cover Letter	29
D. Regional Profile of Oral Interviews	30
E. Comments of Survey Respondents	33
1. Student	33
2. Parent	35
3. Business and Industry	37

I. INTRODUCTION

A. Purpose of Study

The concept of a cooperative approach to the delivery of vocational education was introduced in 1966 through a study of Douglas County Schools. The concept of sharing resources has been discussed repeatedly since that time.

Academic excellence is receiving national attention and results in more required credits being added to the high school curriculum. As required courses are added, the enrollments in elective classes are decreased. As enrollments in vocational education decrease, many programs cease to be cost effective and are dropped from the curriculum. The number of vocational program options available to students become less and less with each new thrust toward academic excellence and/or more cost effective education. Small schools are the first victims in the loss of program options.

The local school districts believe that vocational programs can be maintained and improved through sharing arrangements. A variety of sharing approaches have been discussed over the past years. In order to be successful, the approaches must have full cooperation of the school districts and be cost effective.

The Oregon Department of Education funded a proposal to conduct a feasibility study of a regional approach to offering secondary vocational education in Douglas County. A feasibility test must consider the attitude of educators, parents, students and business and industry toward sharing their resources between districts. Also, the cost effectiveness of "sharing" must be advantageous to all cooperating districts. The quality of the vocational programs must remain at levels equal to or greater than can be delivered in individual schools. Within the context of cost effectiveness, program quality and acceptance by all partners, a careful analysis must be made on the common barriers to cooperation--local control, distance of travel and personality conflicts.

This study was designed to test the level of acceptance for various sharing arrangements; determine local districts willingness to cooperate with each other; and identify those approaches that are feasible and cost effective for Douglas County Schools. Conclusions are based upon the findings from oral interviews and a mail questionnaire survey.

B. Past Efforts in Program Sharing

Sharing of resources is not new in Douglas County schools. Individual schools have informal sharing arrangements that serve a limited number of students.

Several schools support their students in taking courses at Umpqua Community College by paying tuition costs. In practice, it appears that mostly academic students are taking advantage of Umpqua Community College classes.

The electronics program at Roseburg High School is staffed by Umpqua Community College. This program basically serves Roseburg High School students, but is open to secondary students from Oakland and Glide. The number of participants from outlying high schools is very small.

South Umpqua High School makes its vocational programs available to Riddle students through informal arrangements between the two schools.

The vocational agriculture instructors in Douglas County do extensive sharing of resources between their departments. Although informal and highly personalized, their sharing attitude is exemplary.

One project in Douglas County involved a region-wide inventory of equipment that was available for sharing. Although the districts were willing to share equipment, only a limited number of requests were transmitted through the ESD for the equipment.

C. Sharing Projects in Other Oregon Schools

Although regional sharing has long been a topic of conversation among educators, there are few good models in operation in Oregon which could be replicated in Douglas County. Some past efforts are worthy of mention, however.

The SIXCO project in Eastern Oregon utilized mobile laboratories to bring vocational education to small rural high schools. The mobile labs seemed to act as a catalyst for local program development. Once local programs were in place, the mobile labs were no longer needed.

The Clatsop ESD skill center in Astoria is a centralized skill center for several high schools. Its continuous operation during the past 16 years is a strong testimony for its success.

Linn-Benton ESD is currently involved in an articulated electronics program between Linn-Benton Community College and local high schools. The project is in a developmental stage at the present time.

The Jackson Education Service District coordinates a program for school dropouts which serves the entire county at a central location, is co-funded by several agencies, and is often described as an "alternative" school.

Vocational Village in Portland is a public school serving the entire Portland school system, operated as a regional program, and concentrating on the special learning needs of disadvantaged students.

The Sabin Occupational Skills Center, operated by the North Clackamas School District, is a shared time, regional vocational facility offering a variety of cluster programs to secondary students from throughout the county.

II. METHODOLOGY

A. Type of Study

This study involves descriptive and statistical analyses of the feasibility of resource sharing in Douglas County schools. Basically, it is a descriptive study supported by statistical analysis of some types of data.

The study is based on 18 benchmark questions. (Appendix A) An Ad Hoc Advisory Council defined the benchmark questions to be answered by the findings of the study. All survey instruments (interview guides, questionnaires) were developed directly from the benchmark questions. Collected data were summarized to the benchmark questions and conclusions made on each question.

B. Sample

The study population samples included educators, students, parents and business and industry. (Appendix B) A fixed random sample was used for educators, students and parents. Random sampling was used to identify businesses and industries to be included in the study. A table of random numbers was used to achieve true randomization of the sample.

Within each secondary school in Douglas County, the superintendent and principal were part of a fixed sample. One or more counselors were selected at random, depending on the size of the school. The vocational teachers were randomly selected from a staff list. The teacher sample within each school amounted to 10% of the total staff.

Two classes of students responded to a questionnaire survey in a class setting at each school. The student sample was selected from required classes in the 9th and 11th grades. The sample represents 10% of the students in each of the schools. During the student survey, each student was asked to write their home address on the survey form. This became the mailing list for the parent survey.

The business and industry sample was pulled from a total listing of Douglas County firms. A 10% sample and 5% alternates were selected from each city or community in Douglas County. In order to get statistically meaningful returns, another sample of 15% was mailed out at a later date. The total sample includes 30% of all business and industry firms in Douglas County.

A sampling matrix shows numbers in each sample group and school location.

SAMPLING MATRIX

ORAL INTERVIEW

QUESTIONNAIRE

School	ORAL INTERVIEW			QUESTIONNAIRE		
	Administrators	Counselors	Teachers	Students	Parents	Bus/Ind
Glendale	2	1	3	25	25	7
Days Creek	1	1	1	7	7	3
Riddle	2	1	2	23	23	13
South Umpqua	2	1	4	60	60	54
Winston Dillard	2	1	4	48	48	25
Camas Valley	1	1	1	6	6	4
Roseburg	3	2	8	140	140	351
Glide	2	1	3	30	30	7
Oakland	2	1	3	19	19	11
Sutherlin	2	1	3	39	39	9
Reedsport	2	1	4	41	41	40
Elkton	2	1	2	7	7	4
North Douglas	2	1	3	21	21	16
Yoncalla	2	1	2	15	15	7
Umpqua Community College	3	2	4	-	-	-

TOTALS 30 17 47 481 481 551

C. Data Collection

Oral interviews were conducted at each school site with superintendents, principals, counselors and teachers. Questionnaires were administered to students in 9th and 11th grade English or social studies classes at each school site. The oral interviews for each site were summarized into an individual school profile that reflects a composite of all interviews.

Questionnaires were mailed to parents and business and industry from the ESD. (Appendix C 1). A cover letter and a return stamped envelope were included with each questionnaire. (Appendix C 2).

D. Data Analysis

An individual school profile was prepared by the investigators. These profiles were then synthesized into a regional profile. (Appendix D). This regional profile reflects a composite of all interviews in Douglas County schools and was combined with the questionnaire survey findings as a basis for conclusions.

Questionnaire returns were coded by sample group, location and respondent number. The returns were submitted to the OSU computer center for keypunching and a statistical analysis of the data. The questionnaire used a 5 point Likert scale with ratings from strongly disagree (1) to strongly agree (5). Ratings of 3 indicated that the respondent did not agree or disagree with the statement.

The choice of statistical treatments was an analysis of variance between school locations and sample groups. Where significant differences were found, the Least Significant Difference Test was applied to determine the source of the differences. The initial computer printout did not show good results in regard to the 14 school locations because some cell numbers were too weak. A second run combined several schools into South County, Central County and North County locations to enhance the statistical validity of the results. Means were computed for each item on the questionnaire and used to make comparisons between school locations and sample groups.

The computer printout was closely analyzed by the researcher and the results were combined with the oral interview findings to make conclusions on the study.

Comments of educators, students, parents and business and industry were collected through an open-ended question (#18). These comments are included in Appendices E-1, E-2 and E-3.

Conclusions on each of the benchmark issues were provided to the Ad Hoc Advisory Council. The council made recommendations for the implementation of sharing arrangements based on the conclusions of the study.

III. FINDINGS

A. Travel Distances

The survey findings are consistent with the findings of the oral interviews. The data indicates that students can be transported up to 15 miles to access vocational programs.

There is a significant difference between the means of the various respondent groups to the issue of travel. Parents have stronger concerns about the district providing transportation and with the distance students must travel to programs. A summary of group responses are shown below.

* Significant Difference

Question	Entire Population	9th	11th	Parents	Bus/Ind
1.a. Will furnish own transportation.	3.1050	3.0124	3.1095	3.1957	3.2522
b. Will travel only if school provides transportation.	3.2012	3.0124	3.1213	4.1064*	3.4174
c. Travel up to 15 miles.	3.7382	3.7759	3.6971	3.9130	3.6870
d. Travel 15-30 miles.	3.2938	3.4042	3.2555	2.9565	3.2895
e. Travel more than 30 miles.	2.7685	2.9500	2.7409	2.1304*	2.7105

The willingness to travel is strongest in North County and South County schools. A summary of response means by locations are shown below.

Question	Entire Population	South County	Central County	North County
1.a. Will furnish own transportation.	3.1067	3.1497	3.0468	3.4407
b. Will travel only with school transportation.	3.200	3.0920	3.2340	3.2373
c. Travel up to 15 miles.	3.737	3.8084	3.6829	3.9649
d. Travel 15-30 miles.	3.2927	3.3193	3.2478	3.5593
e. Travel more than 30 miles.	2.7667	2.7425	2.7629	2.8644

B. Community College Programs for 11th and 12th Grades

There is no significant difference in the way respondent groups view community college programs for 11th and 12th grade students. This sharing concept is acceptable to the community. Travel to the Roseburg campus is a problem for the outlying schools. A summary of group means shows the strength of responses to this question.

Question	Entire Population	9th	11th	Parents	Bus/Ind
2. Community college courses for 11th and 12th grade.	3.9343	4.0413	3.9635	3.8980	3.6667

Location did not have a significant difference on the responses to this question. A means summary by location is shown below.

Question	Entire Population	South County	Central County	North County
2. Community college classes for 11th and 12th grades.	3.9327	3.8876	3.9300	4.0862

The strength of the responses to this question indicates that serious consideration should be given to this concept of program sharing. Strategies beyond tuition support must be implemented if community college programs are to be utilized by a significant number of secondary students. Those strategies must include transportation for groups of students to UCC or satellite centers in South County, North County and Reedsport.

C. Sharing Instructors Between Schools

The concept of sharing instructors between schools is accepted by all respondent groups. There is no significant difference between group responses. A means summary shows the strength of the responses.

Question	Entire Population	9th	11th	Parents	Bus/Ind
3. Share instructors between schools.	3.5637	3.6167	3.4051	3.7143	3.7583

The groups of survey respondents view instructor sharing as a means for bringing technical expertise into programs. The educator groups tend to view this concept as a means of program survival or as solutions to staffing problems in small programs. Further pursuit of this concept should be preceded by clarifying the philosophy of instructor sharing between all groups.

Although there was no significant difference in locations, the North County respondents were in somewhat stronger agreement with this concept. A means summary, by location, is shown.

Question	Entire Population	South County	Central County	North County
3. Share instructors between schools.	3.5630	3.6964	3.4945	3.7119

D. Mobile Facilities and Equipment

There appears to be good acceptance of the mobile lab concept as a means of providing high cost programs to a number of schools in Douglas County, i.e. electronics, word processing? There was no significant difference in the way sample groups viewed mobile labs.

Question	Entire Population	9th	11th	Parents	Bus/Ind
4. Use of mobile labs and equipment.	3.6735	3.6929	3.6241	3.9783	3.6303

The mobile lab concept was viewed more favorably in the North and South County schools that are more distant from community college facilities.

However, there was no statistical significance between locations. A means summary, by location, is shown below.

Question	Entire Population	South County	Central County	North County
4. Use of mobile labs and equipment.	3.6760	3.6726	3.6490	3.8621

The survey data and oral interviews suggest that this concept should receive further consideration in bringing specialized instruction to local schools.

E. Willingness of Districts to Share

Based on past efforts, many educators are skeptical that local control, athletic rivalry and personality conflicts will allow sharing of money resources across school district boundaries. The trend toward shrinking budget resources has, however, moved districts toward a sharing mode. It appears that the time for sharing has arrived in Douglas County schools. The means show a highly significant acceptance of the sharing concept among the adult sample groups that are concerned with cost effectiveness.

Question	Entire Population	9th	11th	Parents	Bus/Ind
5. Are districts willing to share resources to deliver vocational education.	3.3206	3.1120	3.0730	4.0638	4.0083

The North County schools and respondents were more in agreement with sharing of resources than the other regions.

Question	Entire Population	South County	Central County	North County
5. Are districts willing to share resources to deliver vocational education.	3.3196	3.3114	3.2476	3.5172

F. Centralized Skills Centers/Mini-Magnet Schools

There was a highly significant difference between students responses and those of parents and business and industry. Parents and business and industry strongly support the concept while students neither agree or disagree. This difference may be due to student reluctance to leave their home school, athletic rivalry or not understanding the question. In-school interviews show this to be a highly viable concept among educators, especially the mini-magnet school concept of sharing programs between adjoining districts. Those attitudes are shared by parents and by local business and industry. Differences in group responses are shown in the following means summary.

Question	Entire Population	9th	11th	Parents	Bus/Ind
6. Attend classes at a centralized location.	3.4204	3.3333	3.3911	3.6170	3.5833

There is no significant difference between locations. The means for North County schools show stronger support for the concept as the distances from Roseburg are increased.

Question	Entire Population	South County	Central County	North County
6. Attend classes at a centralized location.	3.4195	3.4880	3.3761	3.5593

A centralized skill center appears to be prohibitive under the current funding structure. The mini-magnet school concept offers good possibilities for program sharing. The sharing of South Umpqua facilities by South County schools

is a highly feasible concept. The three North County schools are favorable toward mini-magnet programs to be shared by their neighbors. Oakland and Sutherlin are good prospects for the implementation of mini-magnet programs. Roseburg High School and Umpqua Community College offer a centralized location for sharing of vocational programs in Central County. Reedsport poses a geographic problem in relation to a centralized location for skills development. A special relationship between Reedsport, Florence and Southwest Oregon Community College should be considered in the future.

G. New Educational Technologies

There is a general level of agreement that video and computer technologies should be utilized in expanding vocational training options for students. Adult responses show somewhat stronger agreement than student responses.

Question	Entire Population	9th	11th	Parents	Bus/Ind
7. Use new instructional technologies, i.e. video, computer.	4.0132	4.0581	3.8869	4.2917	4.0992

Location did not seem to affect the responses to an appreciable degree although North County has the greater mean.

Question	Entire Population	South County	Central County	North County
7. Use new instructional technologies.	4.0117	4.0298	3.9956	4.0847

During the oral interviews, there were many suggestions directed toward the development of an ESD service to distribute cassettes and diskettes to local schools. This would be an extension of the ESD film distribution system.

H. Distance Education Techniques

The statistical means of the questionnaire survey are not consistent with educator views on distance education. Most educators showed very weak support of televised instruction and other types of distance education technologies.

Many were responding to the technology on the basis of their own experience in televised college classes. Students, parents and local business and industry showed solid support for distance education technologies as evidenced by the means summary below.

Question	Entire Population	9th	11th	Parents	Bus/Ind
8. Use instructional television and correspondence study to deliver vocational education.	3.6272	3.6446	3.5678	3.9717	3.6612

There was no significant difference in the responses from the three general locations in Douglas County.

Question	Entire Population	South County	Central County	North County
8. Use instructional television and correspondence study to deliver vocational education.	3.6252	3.6071	3.6206	3.7119

The use of televised instruction, microwave transmission and correspondence study is a feasible alternative for delivery of related vocational training. Hands-on skill training is more difficult to deliver through "distance" technologies. Perhaps such technologies should be used to supplement "hands on" training in school laboratories.

I. Satisfaction with Existing Vocational Programs

The survey results show that respondents do not know about existing programs or do not care enough to express an opinion of agreement or disagreement about vocational education in Douglas County. Business and industry show a dissatisfaction with the quality and quantity of vocational education in Douglas County Schools. Their responses show a significant difference from the other three respondent groups.

Question	Entire Population	9th	11th	Parents	Bus/Ind
9. Are you satisfied with the quality and quantity of vocational programs.	3.0176	3.0373	3.1250	3.3673	2.5950

There was no significant difference in location responses. Each location shows a "don't know" average.

Question	Entire Population	South County	Central County	North County
9. Are you satisfied with the quality and quantity of vocational programs.	3.0205	3.0655	3.0110	2.9661

These findings seem consistent with the oral interviews. Local educators have not been receiving pressure from the community to implement vocational programs for students. Several described their communities as being apathetic to vocational education for fear of increasing taxes.

J. Desire to Change the Status Quo

Students show little desire to change the traditional delivery system. Their responses show a "don't know" mean. Parents and business and industry are interested in changing the vocational delivery system. The differences between student responses and adult level responses are highly significant.

Question	Entire Population	9th	11th	Parents	Bus/Ind
10. Should the existing delivery system be changed?	3.1374	3.0249	2.9307	3.7292*	3.9550*

There was no significant difference in location responses.

Question	Entire Population	South County	Central County	North County
10. Should the existing delivery system be changed?	3.1362	3.1198	3.1379	3.1695

K. Vocational Classes During Non-School Hours

There appears to be a general rejection of the concept of holding vocational classes during non-school hours. These survey findings are consistent to the in-school interview summaries. Educators cite student involvement in extra-curricular activities as the limiting factor in operating evening and weekend classes for secondary students. The students, their parents, local business and industry are more favorable to the idea of holding vocational classes during non-school hours. There was a significant difference between the responses of the groups.

Question	Entire Population	9th	11th	Parents	Bus/Ind
11. Attend vocational classes during non-school hours, i.e. evenings, weekends.	2.5557	2.4167	2.3297	2.6531	3.3083*

There was no significant difference in the way the three geographic locations responded to this question.

Question	Entire Population	South County	Central County	North County
11. Attend vocational classes during non-school hours, i.e. evenings, weekends.	2.5536	2.4675	2.5872	2.5424

If more schools adopt the four day school week, vocational classes could be offered as a fifth day of elective instruction. This concept offers an alternative if vocational program options are crowded from the day school

curriculum by increasing academic requirements. The level of acceptance is too weak for consideration at the present time.

L. Utilization of Industry Training Sites

There is a significant difference between groups in the response to this question. It seems that everyone is favorable to the use of industry sites except the business and industry respondents. The use of industry training sites will require careful development by school coordinators. Blanket approval of the concept by business and industry is not a realistic expectation.

Question	Entire Population	9th	11th	Parents	Bus/Ind
12. Should business and industry sites be utilized?	3.4721	3.5620	3.6314	3.5918	2.8522*

The North County showed a higher degree of agreement on this question.

Question	Entire Population	South County	Central County	North County
12. Should business and industry sites be utilized?	3.4713	3.4024	3.4701	3.6780

M. Responsibility Agents

The questionnaire asked respondents to identify choices of institutions to lead schools in the development of shared programs. The responses show the following priority and the overall mean values.

- | | |
|---|--------|
| 1. Local school districts working with community college. | 3.8240 |
| 2. Local school districts working together. | 3.6903 |
| 3. Local school districts working with ESD. | 3.6142 |
| 4. Business and industry. | 3.6071 |

The in-school interviews identified the ESD as a leader in the development of shared programs that included both secondary and community college participation. This is expected since the secondary schools are closely linked with ESD services.

Question #14 asked who should be responsible for operating shared vocational programs. The priority of those responses and overall means are shown below.

- | | |
|------------------------------------|--------|
| 1. Local schools working together. | 3.6293 |
| 2. Community college. | 3.4688 |
| 3. ESD. | 3.3991 |
| 4. Business and industry. | 3.3103 |

Question #15 seeks to identify respondents' views on who should pay for regional programs in vocational education. The priority of funding agents and corresponding means values are shown below.

- | | |
|---------------------------------------|--------|
| 1. State of Oregon. | 3.5601 |
| 2. State plus local schools. | 3.5083 |
| 3. JTPA or other federal funds. | 3.3009 |
| 4. Local schools. | 2.9878 |
| 5. Tuition paid by student or parent. | 2.7186 |

N. Priority Programs

An open-ended question asked questionnaire respondents and oral interviewees to identify programs appropriate for regional sharing. The following table shows the five programs that received the most write-ins.

Programs	Students	Parents	Business/Industry	Total
Mechanics	70	10	14	94
Computers	53	12	13	78
Secretarial/Business Mgt.	38	5	7	50
Electronics	40	6	—	46
Forestry	23	4	—	27

A second question asked respondents to identify vocational programs that should be eliminated from the curriculum as budgets are diminished. Students identified four program areas to be eliminated. Parents and business and industry were reluctant to pinpoint programs to be axed from the curriculum. They commented that the schools have too few options for students at the present time. There were many suggestions for cutting non-vocational electives from the curriculum, i.e. art, physical education, athletics, foreign languages.

The programs recommended for elimination are shown in the following table.

Programs	Students	Parents	Business/Industry	Total
Home Economics	33	Too few to make conclusions.		33
Wood Shop	28			28
Agriculture	16			16
Metal Shop	15			15

The order of cut recommended by students is reasonably consistent with those identified in oral interviews with educators in the local high schools.

IV. CONCLUSIONS

CONCLUSION 1: TRAVEL DISTANCE

Students can be transported up to 15 miles (one way) to attend vocational classes. Beyond 15 miles the loss of instructional time, student interest and schedule conflicts will become insurmountable barriers to the success of shared programs.

CONCLUSION 1A: STUDENT TRANSPORTATION

Students must be provided transportation to class sites if maximum participation is expected.

CONCLUSION 2: COMMUNITY COLLEGE PROGRAMS

The use of the community college for instruction of 11th and 12th grade vocational programs is a highly feasible option. For success, this option must be planned, organized and coordinated by local secondary schools. It must be more than merely approving access to programs or providing tuition support for taking community college classes.

CONCLUSION 3: SHARING OF INSTRUCTORS

The quality of instruction can be enhanced by the sharing of expertise between schools. Rotating instructors between schools must be viewed as an expansion of expertise and not as a program survival tactic if success is expected.

CONCLUSION 4: MOBILE FACILITIES AND EQUIPMENT

Mobile vans are a feasible solution to the sharing of high tech, high cost equipment in such specialized areas as office equipment and electronics.

CONCLUSION 5: WILLINGNESS OF DISTRICTS TO SHARE

The school districts of Douglas County are at a point where sharing of resources can be effective. The independent attitude and local control considerations are being counterbalanced by the economic gains from resource sharing.

CONCLUSION 6: CENTRALIZED SKILLS CENTERS

The mini-magnet school concept has a great potential as a sharing system. This concept should be coupled with centralized facilities at Umpqua Community College, Roseburg High School and South Umpqua High School.

CONCLUSION 7: NEW EDUCATIONAL TECHNOLOGIES

It is feasible to share video cassettes and computer diskettes between all high school programs in Douglas County. Such a sharing service can be effected through the existing ESD film library and courier service.

CONCLUSION 8: DISTANCE EDUCATIONAL TECHNOLOGIES

Distance education technologies are not feasible at the present time because of their low level of acceptance within the school systems. The implementation of distance education technologies will require long range planning and inservice to overcome its threat to teachers. Furthermore, it lacks the "hands on" component that is essential for a quality vocational program.

CONCLUSION 9: SATISFACTION WITH VOCATIONAL OFFERINGS

Business and industry are not satisfied with the current offerings in vocational education. Parents are mildly pleased with the local programs. The student sample group shows neither agreement or disagreement with the vocational offerings in their schools.

CONCLUSION 10: DESIRE FOR CHANGING VOCATIONAL PROGRAMS

Parents and business and industry seek changes to increase options and improve quality of vocational education in Douglas County schools. Students show no concern for changing the traditional delivery system.

CONCLUSION 11: VOCATIONAL CLASSES DURING NON-SCHOOL HOURS

Vocational classes during non-school hours will not attract high school students in sufficient numbers to justify the offering.

CONCLUSION 12: UTILIZATION OF INDUSTRY TRAINING SITES

The utilization of business and industry sites for vocational classes is not feasible at the present time. However, it could be made feasible through the development of selected industry sites on an individual basis.

CONCLUSION 13: PROGRAM DEVELOPMENT

Programs should be developed by local schools and Umpqua Community College and coordinated by the Education Service District.

CONCLUSION 14: PROGRAM OPERATION

Programs can best be operated through a consortium of local school districts and community college with ESD coordination.

CONCLUSION 15: PROGRAM FUNDING

Most people believe that state and local funds should be used to pay costs of vocational instruction, with federal funding used to supplement local budgets.

CONCLUSION 16: PRIORITY PROGRAMS

There is a strong demand for instruction in auto mechanics and diesel mechanics in the smaller schools of Douglas County.

CONCLUSION 17: PROGRAM ELIMINATION

Respondents do not want to see vocational programs cut because they feel that student options are already limited.

CONCLUSION 18: RESEARCHER OPINION

The payoff of program sharing can be maximized by utilizing existing delivery structures. Collectively, the local school districts and Umpqua Community College have adequate facilities and equipment to expand vocational options to their students. The most cost effective approach to the delivery of vocational instruction is to maximize the use of existing facilities and equipment through sharing arrangements. Some examples are:

- UCC programs (plan, organize, articulate)
- Use South Umpqua facilities to serve other South County schools
- Establish mini-magnet programs in North County in existing facilities
- Establish mini-magnet programs between Oakland and Sutherlin utilizing existing facilities and equipment

V. RECOMMENDATIONS

The following recommendations result from input provided by the Ad Hoc Advisory Council following presentation of the draft report by the researchers. In making these recommendations, the Advisory Council and the researchers have taken into account the findings and conclusions of the study reported herein.

1. The project co-directors should prepare a plan of action for one or more approaches for offering vocational education on a regional or sub-regional basis based on the study report findings and conclusions. This plan of action should be prepared for review and approval of the Advisory Council by January 15, 1985.
2. In developing a plan of action the project co-directors should make every effort to be as equitable as possible regarding the sharing of project resources in or among the three geographic regions of the county.
3. The plan of action should provide a list of alternative approaches for delivering vocational education on a regional basis, and these should be placed in priority order.
4. The plan of action should provide information or approaches for supporting any regional approach implemented beyond the initial funding period.
5. If a pilot or demonstration approach is recommended in the action plan, and is located in only one geographic area of the county, the co-directors should make special effort to assure that positive results of such a pilot effort have a reasonable chance of being transported to other areas of the county.
6. As one part of the action plan there should be attention given to improving public (especially business and industry) awareness and knowledge of vocational education programs in Douglas County.
7. If necessary to implement the plan of action, the project co-directors should request an extension of time or a variance from specific contract requirements to spend project funds on instruction only from the sponsor, Oregon Department of Education.

BENCHMARK QUESTIONS

1. What is the maximum distance that students will travel to access a regional vocational education program?
 - a. With transportation provided?
 - b. Providing their own transportation?
2. Is it feasible to offer 11th and 12th grade secondary vocational programs at Umpqua Community College?
3. Is it feasible to have vocational instructors rotate between secondary school sites to conduct vocational programs?
4. Is it feasible to use mobile facilities and equipment that can be rotated between secondary school sites in vocational instruction?
5. Are districts willing to pool and/or share available resources (people, money, supplies, equipment, facilities, curriculum) with other nearby school districts?
6. Would a centralized skill center be acceptable as a place for offering programs on a regional basis?
7. Are Douglas County citizens interested in new educational technologies as part of a regional approach to vocational education, i.e. video assisted instruction, computer assisted video instruction?
8. Are Douglas County citizens interested in utilizing approaches of "distance education" such as correspondence, televised instruction and "circuit riding" teachers in the delivery of vocational education to students?
9. What are citizen perceptions of the present vocational education system in Douglas County schools?
10. Are Douglas County citizens satisfied with the "status quo" of vocational education or do they seek changes in the system?
11. Are Douglas County students willing to take vocational preparation classes on weekends and evenings?

12. Can businesses and industries be utilized as sites for secondary vocational training programs?
 - a. Are businesses and industries willing to provide their sites for secondary vocational training?
 - b. Are students willing to attend programs conducted at a business or industry site?
13. Who should be responsible for developing regional programs in vocational education?
14. Who should be responsible for operating regional programs in vocational education?
15. Who should pay the bill for regional programs in vocational education?
16. Which vocational instructional programs should receive priority in the development of regional programs? Please list five.
17. Which vocational instructional programs should be eliminated as funding continues to shrink at the local school level? Please list five.
18. Do you have suggestions for improving the quality and cost effectiveness of vocational education by sharing of resources among school districts and the community college?

SAMPLE SUMMARY

GROUP	QUESTIONNAIRES MAILED OR ADMINISTERED TO STUDENTS	QUESTIONNAIRES RETURNED	PERCENTAGE RETURN
*1. Students (9th grade)	275	241	87.6
*2. Students (11th grade)	275	270	98.2
**3. Parents	324	49	15.1
4. Business and Industry	551	120	21.8
TOTAL	1425	680	47.7

* High return rate is due to method of data collection. The questionnaires were handed out and completed in class by students. Some unusable returns are responsible for the return rate being less than 100%.

** Parent mailing addresses were collected from students. Many failed to provide their home address which resulted in a smaller mail out than was planned.

No. _____

STUDENT QUESTIONNAIRE

FEASIBILITY OF REGIONAL APPROACHES TO VOCATIONAL EDUCATION

INSTRUCTIONS FOR COMPLETING QUESTIONNAIRE

Circle the answer which best shows how you feel about each statement:

- 1 -- if you strongly disagree with the statement
- 2 -- if you merely disagree with statement
- 3 -- if you don't know or neither agree or disagree with the statement
- 4 -- if you merely agree with the statement
- 5 -- if you strongly agree with the statement

	STRONGLY DISAGREE	DIS- AGREE	DON'T KNOW	AGREE	STRONGLY AGREE
1. I am willing to travel outside my own school district to attend vocational training programs in an area of my career interest.					
a. I would be willing to furnish my own transportation.	1	2	3	4	5
b. I would travel only if transportation were provided by the school.	1	2	3	4	5
c. I would be willing to travel a distance of 15 miles to a training site.	1	2	3	4	5
d. I would be willing to travel 15 to 30 miles to a training site.	1	2	3	4	5
e. I would be willing to travel 30 or more miles to a training site.	1	2	3	4	5
2. If Umpqua Community College offered courses that meet my interest, I would be willing to attend classes there during my 11th and 12th grade years.	1	2	3	4	5

	STRONGLY DISAGREE	DIS- AGREE	DON'T KNOW	AGREE	STRONGLY AGREE
3. Vocational instructors should be rotated between different high schools so that more students can benefit from their expertise.	1	2	3	4	5
4. Equipment should be rotated through high schools in mobile trailers or vans so that students can benefit from more specialized equipment than can be provided in the home high school.	1	2	3	4	5
5. Resources such as teachers, equipment and facilities should be shared between high schools.	1	2	3	4	5
6. A centralized vocational education facility could serve the vocational education needs of two or more local high schools.	1	2	3	4	5
7. Video and computer assisted instruction should be used to make vocational education more interesting to students.	1	2	3	4	5
8. Instructional television and correspondence study would be useful in bringing vocational education to secondary students in rural areas.	1	2	3	4	5
9. The vocational education programs in my school are adequate for my needs.	1	2	3	4	5
10. The vocational education programs in my school should be changed to meet my needs.	1	2	3	4	5
11. Weekends and evenings would be a good time for vocational preparation classes.	1	2	3	4	5
12. I am willing to attend vocational classes in a business and industry site.	1	2	3	4	5

	STRONGLY DISAGREE	DIS- AGREE	DON'T KNOW	AGREE	STRONGLY AGREE
13. Regional programs in vocational education should be developed by:					
a. Local school districts working together.	1	2	3	4	5
b. Local school districts working with community college.	1	2	3	4	5
c. Local school districts working with education service districts.	1	2	3	4	5
d. Business and industry.	1	2	3	4	5
14. Regional programs in vocational education should be operated by:					
a. Community college.	1	2	3	4	5
b. Local school districts working together.	1	2	3	4	5
c. Education Service District (ESD)	1	2	3	4	5
d. Business and industry.	1	2	3	4	5
15. Who should pay for the costs of vocational education when operated on a regional basis?					
a. Local school budgets.	1	2	3	4	5
b. State of Oregon.	1	2	3	4	5
c. State plus local school budget.	1	2	3	4	5
d. Tuition paid by student.	1	2	3	4	5
e. JTPA or other federal funding.	1	2	3	4	5
16. List five types of vocational programs that should be offered on a regional basis that are not readily available to students at the present time.					
a. _____					
b. _____					
c. _____					
d. _____					
e. _____					

17. If funds are not available to operate all of the vocational programs in your school, which programs should be eliminated? List five.

a. _____

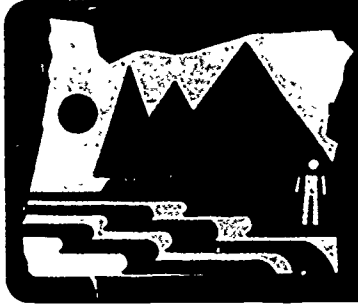
d. _____

b. _____

e. _____

c. _____

18. Do you have suggestions for improving the quality and cost effectiveness of vocational education through cooperation between school districts and the community college in Douglas County?



DOUGLAS EDUCATION SERVICE DISTRICT

Douglas Education Service District, 1871 N.E. Stephens Street, Roseburg, Oregon 97470-1483 Phone (503) 440-4777

THOMAS F. HUEBNER, SUPT.

VERNA M. DELANEY, BUS. MGR.

Dear Respondent,

The national attention being given to the need for academic excellence has resulted in increased pressure on financial resources for education. If we are to have strong vocational education in our secondary schools, we must look toward programs that are more cost effective than the traditional programs of past years. The Douglas Education Service District and Umpqua Community College are exploring new ways to provide vocational education to high school students in the future.

Traditionally, vocational education in the high schools has been agriculture, business education, distributive education/marketing, home economics, and trades and industries. For the purpose of this survey, high school vocational education is instruction which provides a student with the attitudes, knowledge and skills for entering employment or for further education and training.

Some states have been successful in sharing instructors, equipment and facilities among school districts to cut the costs of instruction. Whether regional sharing is appropriate for Douglas County can only be determined by asking parents, students, business and industry and school planners if they are willing to share programs between districts and their ideas of sharing arrangements that are most likely to succeed. This study will determine if it is feasible for Douglas County school districts to share their resources in the delivery of vocational education. Sharing of resources might involve two or three schools in one end of the county or several schools sharing with Umpqua Community College.

Will you please take a few minutes of your time to respond to the attached questionnaire? We must assume that regional programs will be equal to or of better quality than current programs and that the instruction will be more cost effective.

Thank you for your assistance in completing the questionnaire.

Sincerely yours,

Thomas F. Huebner, Superintendent
Douglas Education Service District

I. S. (Bud) Hakanson, President
Umpqua Community College

REGIONAL PROFILE OF ORAL INTERVIEWS IN SCHOOLS

1. What is the maximum distance that students will travel to access a regional vocational education program?

Students can be transported up to 15 miles (one way) to access vocational programs. Beyond that distance, the participation will drop sharply. The loss of instructional time during travel is the greatest single reason given for not traveling further.

2. Is it feasible to offer 11th and 12th grade secondary vocational programs at Umpqua Community College?

Programs have been open and available to students in some districts. However, it has depended on student initiative and student transportation. Although, most are in favor of a 2 + 2 program, it will require a different level of support to develop an appreciable participation in such programs. Districts must provide transportation and guidance to bring students into programs.

3. Is it feasible to have vocational instructors rotate between secondary school sites to conduct vocational programs?

Rotating instructors is not a strong choice of local districts. They perceive this approach to be viable as a program survival strategy but do not endorse it as a means of improving programs through a sharing of highly qualified instructors. Problems of supervision, evaluation and collective bargaining appear to be deterrents to rotation of instructors.

4. Is it feasible to use mobile facilities and equipment that can be rotated between secondary school sites in vocational instruction?

The mobile facility is an acceptable approach to vocational programs that require sophisticated equipment, i.e. word processing, electronics and drafting. Administrators are open to the concept while teachers, in general, are opposed to it. Teacher identity and scheduling with local schools are the major barriers to success.

5. Are districts willing to pool and/or share available resources (people, money, supplies, equipment, facilities, curriculum) with other nearby school districts?

The economic situation has brought districts to a point at which they are willing to share resources. Local control issues can be suppressed. Athletic rivalry between districts is one of the greatest barriers to overcome for student acceptance of some sharing programs.

6. Would a centralized skill center be acceptable as a place for offering programs on a regional basis?

All districts are supportive of centralized skills centers as a way to

deliver quality programs. Most decision makers understand that new facility construction is not appropriate at this time. A mini-magnet school concept receives strong endorsement. Management centers in North County, South County and the Roseburg area would be appropriate to meet the needs of most schools. Separate agreements should be made between Reedsport and SWOCC for serving Reedsport Students.

7. Are Douglas County citizens interested in new educational technologies as part of a regional approach to vocational education, i.e. video assisted instruction, computer assisted video instruction?

Douglas County is receptive to sharing of new technologies. Diskettes and cassettes should be shared through the ESD's in the same way that 16 mm film has been shared in the past.

8. Are Douglas County citizens interested in utilizing approaches of "distance education" such as correspondence, televised instruction and "circuit riding" teachers in the delivery of vocational education to students?

Televised instruction would be acceptable as a supplement to instruction but not as a replacement of traditional programs. Video is accepted as being educational whereas televised instruction is not.

9. What are citizen perceptions of the present vocational education system in Douglas County schools?

In general, the citizens of Douglas County would like to expand career options for their students. At the same time, cost effectiveness is an overriding concern. Some districts are happy with the status quo; others want specific programs; and a few are apathetic toward all vocational options.

10. Are Douglas County citizens satisfied with the "status quo" of vocational education or do they seek changes in the system?

In most districts, an expressed need for updating and improvement of vocational programs was voiced. Only a few new programs were identified as being needed, i.e. mechanics.

11. Are Douglas County students willing to take vocational preparation classes on weekends and evenings?

Some students would attend during non-school hours. The involvement of students in athletics and other extracurricular activities would make it difficult for students in small schools to participate during non-school hours. Programs scheduled during non-school hours will need to be sold to students. The four day school week opens up training options for the fifth day, i.e. Days Creek.

12. Can businesses and industries be utilized as sites for secondary vocational training programs?

The use of industry as training sites for vocational students is acceptable to all parties except the businesses and industries themselves. Training sites will have to be developed through private treaty with selected firms

if this approach is to be widely utilized.

13. Who should be responsible for developing regional programs in vocational education?

Most respondents believe the ESD is the logical base for leadership in the development of regional shared programs. A consortium of local school districts with ESD coordination is the most acceptable choice.

14. Who should be responsible for operating regional programs in vocational education?

A consortium of local school districts will operate the shared programs. ESD coordination is desirable but supervision and evaluation should remain the responsibility of the districts involved in the consortium.

15. Who should pay the bill for regional programs in vocational education?

Local school budgets should be the base of financial support for shared programs. Federal vocational funds should be used to supplement local funds.

16. Which vocational instructional programs should receive priority in the development of regional programs? Please list five.

Auto Mechanics
Drafting
Electronics
Metals
Advanced Office Education

17. Which vocational instructional programs should be eliminated as funding continues to shrink at the local school level? Please list five.

Agriculture
Home Economics
Industrial Arts

18. Do you have suggestions for improving the quality and cost effectiveness of vocational education by sharing of resources among school districts and the community college?

Most respondents feel that the idea of sharing resources must be pursued as means of program survival and a way of maintaining vocational options for students.

STUDENT COMMENTS

- * Us students in Sutherlin have had most of our vocational training.
- * I believe that we should get an education to help us for in the future, because without anyone helping us, a lot of us just won't make it anywhere in the future without some kind of help.
- * Get students to pay at least half tuition and provide their own transportation. If schools share equipment, you should only have to buy half as much as you normally would. That way there are many other things the school could invest in.
- * Umpqua Community College has the facilities to handle many advanced classes (Computer Programming and/or Engineering, Chemistry, Physics). Students could pay tuition fees (which would fund the college) for these advanced courses. Students could also take regular college courses and receive school and college credit (if they plan to attend there).
- * They didn't have to cut all of these classes: drafting, power mechanics, drafting and construction. They could have cut two and cut a couple of cooking classes and sewing classes to at least make it even. Because now if I go to college it will be pretty embarrassing not knowing any of that stuff.
- * If they would combine the really low classes with other low classes in the same area it would save some money.
- * I think there should be some type of transportation provided.
- * Go in as partners and share the cost.
- * Classes should be held at the community college at the last part of school.
- * Get more voters.
- * When schools are within 5-10 miles and there are 2 or 3, an idea would be to have one unified high school.
- * The vocational programs are enough for me right now.
- * There needs to be more programs for the student whether they are offered in the school or at a college. This prepares students for further experience in college.
- * I think we should get together to talk above this type of thing and you should also talk to students about the things to.
- * I don't think schools are fully aware of the vocational education programs. If they are, the students don't know about them and they are not made available to them.

- * Experiment with programs more like on-line computer and things like that.
- * Bring back mechanics and construction. I want to major in these subjects.
- * We have already dropped the ag careers at our school.
- * Get JROTC teacher that is regular and doesn't work for Roseburg.
- * I don't understand all the things happening.
- * We don't need JROTC or typing. If we wanted to type we could learn on our own.
- * My suggestion is to get more people to agree to do certain things so the citizens in Douglas County can get jobs done faster and better.
- * I feel that the programs should be run through the state to give a broader vocational training for Douglas County students.
- * You got big problems. Solve them yourself and don't get us mixed up in them.
- * I think there should be a 50/50 split between the student tuition and the amount the school district pays for. The vocational classes should be held at the community college.
- * Better teachers with better attitudes.
- * They need to improve a lot!
- * I think that all the cost for the welding shop and machine shop should be lowered. (I mean for materials such as metals, tools, gases, etc.) The quality of education is great.
- * I don't take any extra classes like that.
- * Some people cannot afford to go to college but are very good at their studies and will do a little extra effort if need be on their work or anything else. I think the State of Oregon should pay for problems like that.
- * More community college classes available to high school students. Students may pay a small tuition for the class.
- * I feel for 8th and 9th grade levels. There should be a program to help introduce fields of careers and help you to learn more about a career. Also, to visit people that are a job example. If you want to be a physical therapist, visit the physical therapy section at the hospital. If such programs now exist, they should be made more aware to the students.
- * Have Reagan donate money to the schools.
- * I think that it would be very neat to have vocational education.
- * Give us more money.
- * Have more vocational facilities or make the facilities we have more enjoyable.

PARENT COMMENTS

- * It all has to begin somewhere and our teaching staff are generally speaking not totally prepared to teach the things our students of today must have in order to deal with the world they will enter upon finishing high school. Unfortunately, it has been this way far too long. I graduated 20 years ago and felt this way then, also. Reading and writing properly absolutely must be a priority or nothing else will be masterable. We need emphasis on this as well as science and math fields. We also need all phases of business education and management as well. I feel that our schools are trying very hard to meet the demands but need all our help.
- * Contact the State of Vermont for a general view of their program. They have separate facilities for vocational education but adjacent to the high school campus. We visited several of these last year and were very impressed with their programs. They have various departments for varied machinery—auto, farm, industrial, food preparation, printing, medical and others. Their students concentrate on vocational ed other than having it as an elective while still taking core academic programs.
- * I am satisfied with the quality of education in our district. Where we need improvement is something for students not going on to college. We need an alternative to being forced to work in the logging industry which, in my opinion, has little future beyond the year 2000.
- * I think a lot of equipment is duplicated. I think some vocational equipment could be done away with when there is more than one.
- * Don't keep building new administrative offices and buildings. Put the money into schools for the children, not new parking lots for the administrators.
- * The teachers don't satisfy me. Some of them are not very good teachers. Instead of helping you to learn, they let you do it on your own.
- * First, I would eliminate the school districts and have a county school board composed of board members elected from districts. This then frees teachers to move throughout the county and set up special programs. Then we could start to have schools structured for specialities. We lose a lot of resources because of the inflexibility of the system.
- * I think schools, college and business should all share. After all, they will benefit, won't they?
- * A central vocational education facility for those individuals who prefer to educate themselves with dedicated staff.
- * Good idea. Will be especially workable in areas such as computer tech, electronics, etc, where hardware is very expensive. If at all possible, however, vocational programs should be on school by school basis. Larger districts such as Roseburg can offer in-house as opposed to smaller ones.
- * Need more vocational classes in evening for working class to improve self.

- * If we go for moving people for study, it should be done in such a way to move the fewest people to accomplish this. This in regard to busses moving lots of kids in reverse, moving the teacher to the schools for tutoring, further or advanced study.
- * I just wish more classes were available to juniors and seniors at the college that would help them in their careers.
- * I feel vocational education is a very important part of education for all students including college bound students. My sons plan to attend college, but all of them have greatly benefitted from the woodshops, and metal shops of the junior high and high schools in the South Umpqua District.
- * Have heard several people say that it is a shame someone doesn't teach a class in home maintenance. Most people have to learn this on their own and miss really learning the correct way of doing things.

BUSINESS/INDUSTRY COMMENTS

- * Share classes with neighboring schools. If one school offers a good vocational program, make it possible for other neighboring schools to share and cut costs. We would like to see an effective FFA program started in Yoncalla and shared with North Douglas.
- * We in Reedsport, being so far from Roseburg, it is hard to be aware of the community college.
- * I don't think young people in the 11th and 12th grades have any idea what they would like to do when they finish high school. I believe they should at least finish high school before trying to train them in a vocation.
- * Working more closely with each other. Finding needs and funding for student demands with their capabilities.
- * I think schools should be able to hire expert teachers and share them between small districts to teach such things as math, science, English, foreign languages. I suppose this could be used for vocational classes also.
- * Effective advisory groups meeting together with schools, college and ESD. Elimination of tunnel vision and proprietary interests when assessing the total picture.
- * Members of business, commercial and industrial groups could be used to teach certain subjects or classes on a volunteer basis.
- * I wish the survey had identified specific training planned.
- * We need some way to direct our young people in a more positive way.
- * They should make sure that all students receive a high school diploma before making them eligible for the completion and reception of vocational programs.
- * It is our opinion that not enough vocational education of any kind is available in high schools of all Douglas County. More should be offered in the high school and less useful subjects done away with.
- * Perhaps the vocational programs now existing should be reevaluated. How many welders can Douglas County use? How many young men graduate with that skill and are unable to utilize it because of lack of need?
- * More support to education and less to athletics.
- * Eliminate all voc-ed from secondary level except one term course to be used as "samples". Move all other training to UCC. Allow no one to enter voc-ed program without high school diploma or GED.
- * I don't think UCC has any business in high school vocational classes. Any co-op should be between the school districts and ESD. Vocational education classes should be offered only after the students have a basic education,

which I don't believe they are now getting.

- * Put landscape students on the county crews to do some of that work and save us tax money.
- * It is important to emphasize voc-ed as not all students will be college bound. It should not be offered at all if it replaces general education skills, i.e. English, math, communication. Without these voc-ed is worthless. Recent applicants for summer employment can't even write a simple resume or submit it adequately.
- * Don't make students make binding decisions on their careers so early. Give them the skills for a variety of occupations and the desire for lifetime learning experiences. Teach them more about being good citizens in their local community. Expose students to job samples in junior high.
- * Secure instructors who have had practical, actual working experience as well as training.
- * One to two hours per day should be spent on job training.
- * Schools should work together to obtain quality instructors to be shared between schools.
- * My suggestion is to eliminate transfer classes. The intensity of study is far greater at the four year college. Make U.C.C. a vocational school only.
- * I do not think the taxpayer should be asked for money for this. If funds were used wisely by districts, there would be plenty of money. Ways of improving quality would be more effective and efficient use of funds and facilities already available.
- * Far more important than what specific vocational skills are taught are such things as the ability to read and express oneself coherently, the ability to do basic mathematical functions quickly and accurately, an understanding of the basic workings of our society, how we got where we are and how to cope with life as it is. Fundamental to that are attitudes towards work, school, society and life in general. Vocational education that ignores these concepts is worthless, no matter how much money you spend on it. Vocational education that emphasizes these concepts doesn't require a great deal of expensive equipment. As a side note, Umpqua Community College has little impact on Western Douglas County. Whatever you do, please don't forget that we on the coast are still part of Douglas County.
- * Quit busing students great distances for sports. Much too much emphasis on sports and social activities. Public monies should be used for educating only. We have raised a generation of uneducated children. Let the community provide the "fun".

APPENDIX B

NORTH COUNTY PROPOSAL

Districts

Reedsport School District
Yoncalla School District
Elkton School District
North Douglas School District
Umpqua Community College

Vocational Program Affected

Business Education

Proposed Instruction Improvement

Integrate word processing basic concepts instruction into the existing four high school business education programs by purchasing hardware and software and sharing them with the four high schools.

Steps and Strategies for Implementation

- I. Convene a meeting of the business education teachers of the four high schools, UCC representative, business education state specialist, and UT&E. They would determine:
 - Type and amount of hardware
 - Software
 - Strategies for infusion into existing programs
 - Schedule for software and equipment for 1985-86 school year
 - Inservice on software and hardware in new system
 - Articulation between high schools and UCC
- II. Explore the possibilities of using JTPA funds in the program costs.
- III. Purchase hardware and software.
- IV. Inservice staff on use of hardware and software.
- V. Determine ownership of hardware, software, and maintenance.
- VI. Develop a plan for continuation after initial year.
- VII. Develop an evaluation plan to determine effectiveness of program.
- VIII. Develop strategies for inclusion of disadvantaged and handicapped.
- IX. Develop strategies to assure that the resultant program is non-sexist and open to all students.

SOUTH COUNTY PROPOSAL

Districts

Riddle School District
South Umpqua School District
Glendale School District
Umpqua Community College

Vocational Program Affected

Electronics

Proposed Instructional Improvement

Implement an electronics course for students of Riddle, South Umpqua, and Glendale High Schools. Instruction will occur for one semester at Glendale High School and one semester between Riddle and South Umpqua High Schools. Grant monies will purchase instructional equipment and software. The equipment and instructional materials and software will be shared with the joint Roseburg High School/UCC Electronics Program at Roseburg High School. The curriculum of the one semester course will be similar to and coordinated with the Roseburg High School/UCC program.

Steps and Strategies for Implementation

- I. Develop the curriculum for a one semester one hour per day electronics course.
- II. Develop a list of materials and equipment needed to teach the course.
- III. Articulate the hardware, software, and curriculum with the existing Roseburg High School/UCC Electronics Program.
- IV. Assist Glendale, Riddle, South Umpqua and UCC to reach an agreement to fund and staff the electronics course.
- V. Develop a coordinated procedure so that students could progress from the one semester electronics course to the Roseburg High School/UCC electronics program and identify options for program completers.
- VI. Develop a brochure and procedure for recruiting students from other high schools within a 15-20 mile radius of Roseburg High School to the existing electronics program.
- VII. Explore the possibilities of using JTPA funds in the program costs.
- VIII. Purchase hardware and software.
- IX. Determine ownership of hardware and software.
- X. Develop a plan for continuation after initial year.
- XI. Develop an evaluation plan to determine effectiveness of program.

- XII. Develop strategies for inclusion of disadvantaged and handicapped.
- XIII. Develop strategies to assure that the resultant program is non-sexist and open to all students.
- XIV. The one semester south county course curriculum will be approved by the existing Electronics Advisory Committee currently functioning for the Roseburg School District/UCC Electronics Program.

APPENDIX C

**INSERVICES CONDUCTED BY PROJECT COORDINATORS ON
FEASIBILITY, REGIONAL PLANNING AND INITIATION OF A
REGIONAL APPROACH TO OFFERING
VOCATIONAL TECHNICAL EDUCATION
IN DOUGLAS COUNTY**

- I. Oregon Council for Career and Vocational Administrators (OCCVA)
Annual Convention
Salishan, Oregon
April 11 & 12, 1985

- II. Oregon School Boards Association (OSBA)
Portland, Oregon
November 11, 1984

- III. Articulation: An Action Planning Conference
Seattle, Washington
October 31 & November 1, 1985