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INSTITUTION Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

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IDENTIFIERS *Oklahoma

ABSTRACT

Part 1 focuses on the following administrative provisions: (1) general aspects of administration, (2) fiscal control and fund accounting procedures, (3) State vocational education programs, (4) vocational education programs for the disadvantaged, (5) vocational education research and personnel training, (6) exemplary programs and projects, (7) residential vocational education schools, (8) consumer and homemaking education, (9) cooperative vocational education programs, and (10) work-study programs for vocational education students. Part 2 provides tabulated data on annual and long-range program plan provisions in the following areas: (1) analysis of manpower needs and job opportunities in Oklahoma, (2) analysis of availability of vocational education, (3) analysis of Oklahoma's population relating to vocational education needs, (4) annual and long-range planning and budgeting, (5) projection of State's enrollments, (6) fiscal year 1975 enrollments, (7) estimates of total funds needed for vocational technical education and annual allocation plan, (8) construction projects for the coming year, (9) actual and projected demand for vocational education personnel development, and (10) financial plan for personnel development based on funds available or anticipated. State educational agency agreements, regulations, directories, and forms are appended. (EC)

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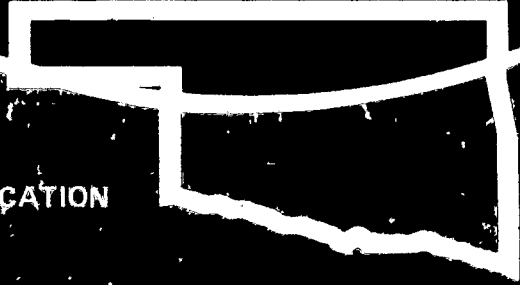
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Oklahoma State Plan

'74-75

PARTS I AND 2
FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION
Under the Vocational Education Amendments of 1968



2

Oklahoma State Board of Vocational and Technical Education

OKLAHOMA STATE PLAN FOR THE
ADMINISTRATION OF VOCATIONAL EDUCATION
UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

2

Sub 1

This publication, printed and issued by the Oklahoma State Department of Vocational and Technical Education, as authorized by the State Board of Vocational and Technical Education. 250 copies have been prepared and distributed at a cost to the taxpayer of the state of Oklahoma \$1,148.17.

A State Plan for the Administration of
Vocational Education under the
Vocational Education Amendments of 1968
and Part F of the Higher Education
Act of 1965

Submitted by the State of Oklahoma

Approved by the State Board of
Vocational and Technical Education

May 23, 1974

To be completed by the Office of Education:

Received by the Office of Education: _____
(Date)

Effective date of State Plan: _____
(Date)

Approved by: _____

(Title)

Date approved: _____



STATE OF OKLAHOMA
OFFICE OF THE GOVERNOR

OKLAHOMA CITY

July 1, 1974

DAVID HALL
GOVERNOR

Dr. Francis Tuttle
State Director
State Department of Vocational
and Technical Education
1515 West Sixth Street
Stillwater, Oklahoma 74074

Dear Dr. Tuttle:

The Oklahoma State Plan for Vocational and Technical Education for the Fiscal Year 1975 has been coordinated and reviewed under the auspices of the Office of Management and Budget Circular A-95.

Your comprehensive State Plan contributes to the fulfillment of existing state goals and objectives and will service the vocational needs of the people of Oklahoma.

Sincerely,

A handwritten signature in cursive script that reads "David Hall".

David Hall

Certificate of State Board

State of Oklahoma

I hereby certify that the attached (State Plan) for Fiscal Year 75 was adopted by the State Board of Vocational and Technical Education on May 23, 1974. The State Plan as submitted constitutes the basis for the operation and administration of the State's program established pursuant to the Vocational Education Amendments of 1968, Public Law 90-576. All information and representations contained in the Plan as of this date are accurate to the best of my knowledge and belief.

STATE BOARD OF VOCATIONAL AND TECHNICAL
EDUCATION

May 23, 1974
(Date)

By:


Francis T. Tuttle
Executive Officer



Oklahoma Advisory Council

Vocational Education

4901 North Lincoln Boulevard □ Oklahoma City, Oklahoma 73105 □ Telephone AC/405-521-3986

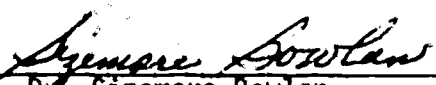
CERTIFICATE OF STATE ADVISORY COUNCIL
STATE OF OKLAHOMA

I hereby certify that the attached State Plan for Fiscal Year 1975 was prepared in consultation with the Oklahoma Advisory Council for Vocational Education.

The Council's State Plan Committee appreciated the opportunity to discuss the Plan with members of the Department staff and school officials, prior to its consideration by the full Oklahoma Advisory Council for Vocational Education.

OKLAHOMA ADVISORY COUNCIL
VOCATIONAL EDUCATION

By


Dr. Sizemore Bowlan
Chairman

May 23, 1974

State Advisory Council Recommendations and Findings

I hereby certify that in the preparation of the State Plan consideration was given to the findings and recommendations of the State Advisory Council in its most recent evaluation report submitted pursuant to Section 104 of P.L. 90-576. A list of the recommendations and the consideration given each recommendation by the State Board is included in Appendix L.

STATE BOARD OF VOCATIONAL AND
TECHNICAL EDUCATION

May 23, 1974
(Date)

Francis Tuttle
Francis Tuttle
Executive Officer

Certificate of Attorney General

State of Oklahoma

I HEREBY CERTIFY:

1. That the State Board of Vocational and Technical Education is the State Board in this State within the meaning of section 108(8) of Public Law 90-576;
2. That said Board has the authority under State Law (70 O.S. 1971, § 14-103) to submit a State Plan;
3. That said Board has authority to administer or supervise the administrator of the foregoing State Plan;
4. That all of the provisions of the foregoing plan can be carried out by the State;
5. That the Executive Officer has been duly authorized by the State Board of Vocational and Technical Education to submit the foregoing State Plan and to represent the State Board in all matters pertaining thereto.

May, 1974
(Date)

(Signed) Larry Derryberry
Attorney General

By: *Jac C. Lockhart*
Assistant Attorney
General

Certificate of Public Hearings and Public Notification

State of Oklahoma

I HEREBY CERTIFY THAT:

1. Notification of dates for public hearings and materials were provided as follows:

<u>Dates of Notification</u>	<u>Sent to</u>	<u>Materials Provided with Notice</u>
May 28, 1974	<u>The Oklahoma Gazette</u>	State Plan on file--Room 329 State Capitol

2. Public hearing on the State Plan for Vocational and Technical Education was held as follows:

<u>Date</u>	<u>Time</u>	<u>Place</u>	<u>Attendance</u>
June 25, 1974	9:15 a.m.	Room 329, State Capitol	

3. The hearing was conducted by:

<u>Name</u>	<u>Title</u>
State Board of Vocational and Technical Education	Dr. Leslie Fisher, Chairman

4. Conclusions or Decisions reached:

A hearing was held by the State Board of Vocational and Technical Education.

STATE BOARD OF VOCATIONAL AND TECHNICAL
EDUCATION

June 25, 1974

Date

Francis Tuttle

Francis Tuttle
Executive Officer

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OKLAHOMA STATE PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION

The State of Oklahoma through the State Board of Vocational and Technical Education hereby submits its State Plan under the provisions of the Vocational Education Amendments of 1968 (P.L. 90-576); the Vocational Education Act of 1963, and supplementary acts, as amended; and the Rules and Regulations with respect thereto.

Part I - ADMINISTRATIVE PROVISIONS

1.0 General

1.1 State Board

1.11 Name and Designation of State Board

The Oklahoma State Board of Vocational and Technical Education is the sole agency responsible for the administration of the State Plan or for the supervision of the administration thereof by local educational agencies and has all necessary power to cooperate with the Office of Education in the administration of the State Plan. Throughout this plan any reference to "State Board" refers to this official board. Also any reference to "vocational education," refers to vocational and technical education. Legal authority for formation and operation of the State Board is contained in 70 O.S. 1971, § 14-103. (See Appendix D)

1.12 Executive Officer Designation

The State Board shall designate a full-time State Director of Vocational and Technical Education who shall be responsible for the general administration, direction, coordination, supervision, promotion, evaluation, and the improvement of the vocational education programs, services, and activities and for the application and implementation of the State policies and procedures approved by the State Board. The State Director also serves as Executive Officer of the State Board. (See Appendix D)

1.13 Authority of State Board

Legal authority for operation of the State Board is contained in 70 O.S. 1971, § 14-103. This statute gives the State Board authority to submit the State Plan and to administer the programs described therein.

1.14 State Board Organization

The State Board of Vocational and Technical Education shall consist of the State Superintendent of Public Instruction and the six appointed members of the State Board of Education as ex officio voting members, plus six members to be appointed by the Governor, five of whom shall be appointed with the advice and consent of the Senate. The Governor shall appoint one such appointive member from each of the

six congressional districts. All appointments made by the Governor shall be initially as follows: One for a term of one year, one for a term of two years, one for a term of three years, one for a term of four years, one for a term of five years, and one for a term of six years. Thereafter all such members appointed by the Governor shall be appointed for a term of six years. All such terms shall expire on the first day of April of the year in which the term of each member expires. The Chairman of the Board shall be the State Superintendent of Public Instruction. The Director of the State Department of Vocational Education shall serve as an ex officio nonvoting member and shall be the Executive Officer of said Board.

The State Board shall appoint a secretary who maintains records of all meetings and proceedings. The secretary is not a member of the State Board.

State Organizational Chart, see page 3. Also see State Directory as Appendix A. The State Organizational Chart, page 3, shows the organizational structure of the State Board of Vocational and Technical Education (which is an organization separate from the State Board of Education and the State Department of Education), and the relationship among the various units of the State Board staff and with other agencies and institutions within the State having responsibilities in connection with vocational education is shown.

1.14-1 Administrative Responsibility for Professional Personnel Preparation and Development

(a) Designation of State Board

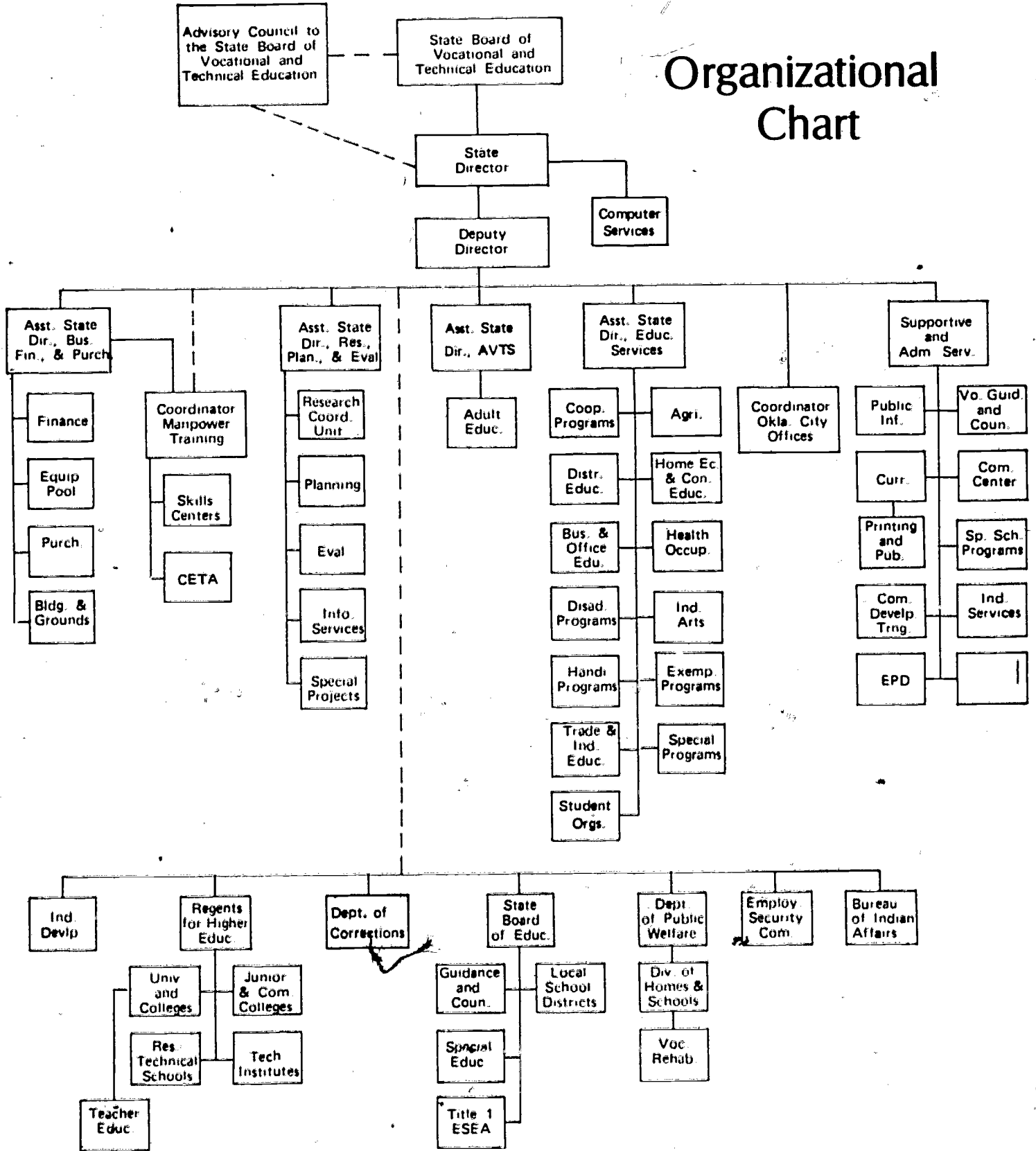
The name of the sole agency for administration of this program is the State Board of Vocational and Technical Education, whose official address is: 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

(b) Administration

(1) The official title and address of the officer authorized to submit the State program is:
Francis T. Tuttle, State Director
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

(2) The official title and address of the officer who has legal authority to receive and to have custody of Federal funds is:
R L Beaty, Director of Finance
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

Organizational Chart



Organizational Chart

State Department of Vocational and Technical Education

(also showing relationship to cooperating agencies)

- (3) The official title and address of the officer who will have authority to authorize expenditures under the State program is:
Francis T. Tuttle, State Director -or-
Arch B. Alexander, Deputy State Director
State Department of Vocational and Technical
Education
- (4) The official titles and addresses of the officers and the sub-administration units in the State Board of Vocational Education which will administer the program are:
Arch B. Alexander, Deputy State Director
William W. Stevenson, Assistant State Director
State Department of Vocational and Technical
Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074
- (5) The official title and address of the officer who is charged with developing, implementing, and coordinating the system is:
Zed F. DeVaughan, Executive Secretary
Professional Personnel Development Council
State Department of Vocational and Technical
Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074
- a. The job description of the Executive Secretary of the Professional Personnel Development Council (PPDC) is as follows:
- 1) Duties and Responsibilities
 - a) Informs PPDC members of the time and date of meetings
 - b) Writes minutes of meetings and distributes them to members and other interested parties
 - c) Performs liaison duties between the Council and other agencies
 - d) Development of a study of Professional Personnel Development for the State of Oklahoma
 - e) Assists in the preparation of reports and budgets related to PPDC
 - f) Takes part in other State Department activities when possible in order to become more familiar with the total concept of the Department

g) Performs any other duties assigned by the State Director or Deputy State Director

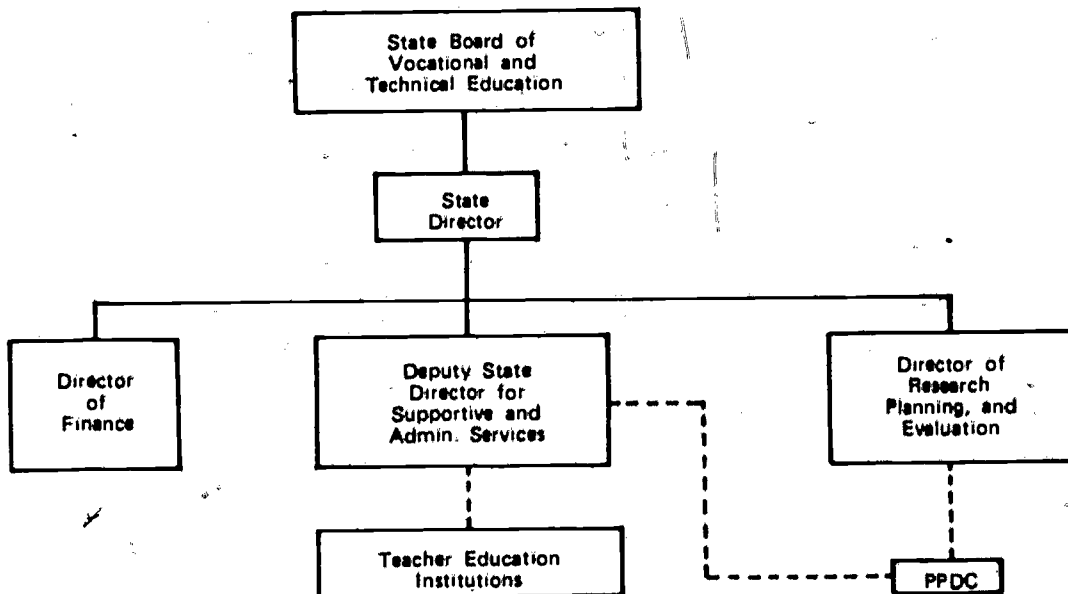
2) Supervision

Receives supervision from the Deputy State Director in charge of Special Services and the Assistant State Director in charge of Research, Planning, and Evaluation

3) Preparation--The following minimum combinations of education and experience are permissible:

- a) Master's degree from an accredited college or university
- b) Five years of successful experience as a teacher, coordinator, or supervisor of an approved program

(6) The organization of the staff of the State Board of Vocational Education administering this program is:



(7) Duties and Qualifications of State Personnel in Professional Positions

The duties and qualifications of State professional personnel to administer this program are:

- a. The director of the professional personnel development program shall be responsible to the State Director, the State Board, and the Professional Personnel Development Council for leadership in general administration, planning, coordination, direction, development, review, and evaluation of the professional personnel development program.
- b. The director shall make recommendations to the State Director and the Professional Personnel Development Council relative to professional personnel development programs to be undertaken; the priority of programs; and industries, institutions, and agencies to be utilized to accomplish professional personnel development objectives.
- c. Qualifications--The minimum qualifications of the director of the professional personnel development program shall include: a master's degree from an accredited college or university and at least five years of successful experience as a teacher, supervisor, or administrator of a vocational education program. At least one year of such experience must have been at the State Department or higher education institution level.
- d. The co-director of the professional personnel development program shall share the duties and responsibilities of the director and shall meet the same general qualifications.
- e. Graduate assistants, interns, and secretarial services may be utilized in fulfilling the duties and responsibilities of the director, the co-director, and the Professional Personnel Development Council.

1.2 Public Hearings and Information

1.21 Public Hearings

Citation concerning public hearings is found in 75 O.S., 1971, § 303.
(See Appendix G)

1.22 Public Information

Initially 200 copies of the State Plan and an equal number of all statements of general policies, rules, regulations and procedures issued by the State Board concerning the administration of such plan will

be produced so that reasonable availability will be made to interested agencies and parties, such as: Members of advisory committee, local school districts, junior and community colleges, four-year universities and colleges, State Department of Education, Oklahoma State Regents for Higher Education, Oklahoma Employment Security Commission, other interested agencies; and providing that additional copies may be published as required. Copies of the State Plan shall be available at the State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma.

Unless otherwise specified by the Board and stated in the notice, all hearings shall be conducted in the office of the State Board of Vocational and Technical Education, Room 329, Capitol Building, Oklahoma City, Oklahoma.

Meetings in addition to official public hearings shall be conducted in locations at such times as are appropriate to insure public understanding of the State Plan.

1.3 Minimum Qualifications of Personnel

1.31 State Administrative and Supervisory Personnel

1.31-1 Duties and Minimum Qualifications of State Director

(a) Duties

The State Director is responsible to the State Board for the administration of the Vocational Education Acts in accordance with policies approved by the State Board. His responsibilities include the planning, coordination, direction, supervision, promotion, development, and improvement of vocational education.

He shall implement policies of the State Board and shall recommend to the Board new policies or changes in policies.

Additional duties and responsibilities of the State Director include the approval of applications for vocational education programs; recommendations for appointment of staff members; authorization of financial budgets; maintenance of complete and accurate system of financial records; auditing; and making required statistical, financial, and descriptive reports.

The State Director shall also be responsible for studies and investigations designed to improve the vocational education program and shall make arrangements and approve all vocational education teacher education as specified in the Regulations and the State Plan.

(b) Qualifications

The minimum qualifications for State Director shall be: A Master's Degree or completion of at least 30 hours of graduate work directly related to the field of education and he shall have five or more years of administrative experience in an approved program of vocational education or five or more years of supervisory or teaching experience in such an approved program as provided for in this State Plan.

1.31-2 Duties and Minimum Qualifications of Deputy State Director

(a) Duties

The Deputy State Director shall be responsible to the State Director and shall assist in the performance of the duties and responsibilities as specified in 1.31-1 (a) and any duties and responsibilities assigned by him. He shall represent the State Director in his absence. In addition, he shall serve as division head of Supportive and Administrative Services.

(b) Qualifications

Minimum qualifications of the Deputy State Director shall be those specified for the State Director. (Refer to 1.31-1 (b).)

1.34-3 Duties and Minimum Qualifications of Assistant State Directors

(a) Duties

Assistant State Directors shall be responsible to the State Director and shall assist in the performance of the duties and responsibilities as specified in 1.31-1 (a) and any other duties and responsibilities assigned by the State Director.

(b) Qualifications

Minimum qualifications of the Assistant State Directors shall be those specified for the State Director. (Refer to 1.31-1 (b).)

1.31-4 Duties and Minimum Qualifications of Assistant State Director and State Coordinator of Area Vocational and Technical Education Schools

(a) Duties

The State Coordinator of Area Vocational and Technical Education Schools shall be responsible to the

State Director for the general administration, planning, coordination, direction, supervision, promotion, development, program reviews, evaluation, and improvement of the area vocational education school program. He shall implement policies applicable to area vocational education schools and shall recommend to the State Director new policies or changes in policies.

The State Coordinator shall make recommendations to the State Director relative to designation of schools, school locations, programs of vocational training to be offered, and other recommendations regarding facilities, including construction projects, equipment, supplies, and teaching materials.

Other duties and responsibilities will include the coordination of adult education for the State Department of Vocational and Technical Education and assistance to local school administrators in the planning, establishment, operation, and evaluation of area vocational education school programs.

He shall assume other duties and responsibilities as assigned by the State Director.

(b) Qualifications

The minimum qualifications of the State Coordinator of Area Vocational and Technical Education Schools shall include: A Master's Degree from an accredited college or university, and at least five years of successful experience as a teacher, supervisor, or administrator of an approved vocational education program as provided for in this State Plan, or ten years of experience in business and industry; or a combination of ten years experience in the fields of business and industry and education as previously specified.

1.31-5 Duties and Minimum Qualifications of Assistant State Coordinators of Area Vocational and Technical Education Schools

(a) Duties

The Assistant State Coordinators of Area Vocational and Technical Education Schools shall assist the State Coordinator with the duties and responsibilities as specified in this State Plan. (Refer to 1.31-4 (a).) In addition, Assistant State Coordinators shall be primarily responsible for curriculum and program development in the Area Vocational and Technical Education Schools.

(b) Qualifications

Minimum qualifications of Assistant State Coordinators of Area Vocational and Technical Education Schools are: (1) The Assistant State Coordinator for Administrative Services shall be the same as specified for the State Coordinator of Area Vocational and Technical Education Schools (Refer to 1.31-4 (b).) (2) The Assistant State Coordinator for Program Services shall have (a) A Bachelor's Degree from an accredited college or university, and at least ten years of successful experience as a teacher, supervisor, or administrator of an approved vocational education program as provided for in this State Plan, or successful experience in business and industry, or a combination of ten years of successful experience from education and business and industry, or (b) A Master's Degree from an accredited college or university and five years experience in education as a teacher, supervisor, or administrator of an approved vocational education program as provided for in this State Plan, or business and industry, or a combination of five years of successful experience from education and business and industry.

1.31-6 Duties and Minimum Qualifications of State Supervisors

(a) Duties

State Supervisors shall be responsible to the State Director for duties and responsibilities associated with planning, administration, coordination, direction, supervision, promotion, development, program reviews, evaluation, and improvement of vocational education programs as provided for in the State Plan.

Other duties and responsibilities of State Supervisors include: The preparation and submissions of State Plans for vocational education in specific occupational fields or related areas; recommendations for approval of applications for vocational education programs; preparation of budgets for operation of programs and services; and, compilation and preparation of statistical and descriptive reports on vocational programs.

State Supervisors shall assist in making arrangements for preservice and in-service teacher education; consult and advise local administrators and vocational education personnel regarding program planning and organization; assist in the establishment of procedures for continuous evaluation of local programs of vocational education; and, State Supervisors shall assume other duties and responsibilities, as assigned by the State Director.

State supervisors shall also provide leadership, direction, and supervision for the following youth organizations: Agriculture--FFA; Business and Office Education--FBLA; Distributive Education--DECA; Home Economics Education--FHA and HERO; Trade and Industrial Education--VICA.

(b) Qualifications

The State Supervisors of Vocational and Technical Education shall have a Master's Degree from a four-year college or university which has been approved for teacher education in an occupational field of vocational education; and shall have at least five years of successful experience as a teacher-coordinator or supervisor of an approved program which meets the standards of the State Plan.

The above qualifications apply to the State Supervisors of Agricultural Education, Distributive Education, Home Economics Education-Consumer and Homemaking Education, Trade and Industrial Education, Health Occupations Education, Business and Office Education, Technical Education, and Industrial Arts Education.

1.31-7 Duties and Minimum Qualifications of Assistant State and District Supervisors

(a) Duties

Assistant State, District, and Special Assistant Supervisors shall have duties and responsibilities as specified in this State Plan for State Supervisors. (Refer to 1.31-6 (a).)

(b) Qualifications

Minimum qualifications of Assistant State, District, and Special Assistant Supervisors shall be the same as specified in this State Plan. (Refer to 1.31-6 (b).), except, that:

(1) Minimum Qualifications for Assistant State Supervisors of Business and Office Education

Assistant State Supervisors of Business and Office Education shall have a Bachelor's Degree with an approved plan for a Master's Degree; shall have acquired three years of successful experience in business and office education as a teacher, counselor, or supervisor, and shall have one year

of experience in a business or office occupation; and, shall have concrete evidence of ability to develop course outlines, teach, and lead conferences and shall have had experience in operating a youth club program.

(2) Minimum Qualifications for Assistant State Supervisors of Technical Education

Assistant State Supervisors of Technical Education shall have a Bachelor's Degree from an accredited college or university; and, shall have five years of successful teaching experience in the vocational and technical education field, or five years of successful technical industrial experience. Preference shall be given to persons who have had training and experience in vocational and technical education.

(3) Minimum Qualifications for Assistant State, District, and Special Assistant Supervisors of Health Occupations Education

Assistant State, District, and Special Assistant Supervisors of the Health Occupations Education Division shall have a Bachelor's Degree with an approved plan for a Master's Degree; shall hold professional credentials in a health field; and, shall have five years of combined experience in clinical practice and in teaching or administration of a health occupations program.

1.31-8 Duties and Minimum Qualifications of the Assistant State Director for Business and Finance

(a) Duties

The Assistant State Director for Business and Finance shall be responsible to the State Director for duties and responsibilities related to the fiscal responsibilities of the Department. He shall also be charged with the supervision of purchasing of all materials and equipment and shall be further responsible for the maintenance of an inventory of all equipment owned by the Department. Other duties and responsibilities shall include supervision of preparation of financial budgets and financial reports, liaison with the State Legislature and the Congress, and such other duties as may be assigned him by the State Director of Vocational and Technical Education. Further, he shall be responsible for the supervision of personnel which may be assigned to him to assist him in accomplishing his duties.

(b) Qualifications

The Assistant State Director for Business and Finance shall have special training in business affairs and shall have a minimum of five years of recent successful experience in the areas of auditing, accounting, purchasing, statistical work, and business administration. At least two years of these five years shall have included supervisory responsibilities.

1.31-9 Duties and Minimum Qualifications of Director and Assistant Director of Finance(a) Duties

The Director of Finance and Assistant Director of Finance shall be responsible to the State Director for fiscal and financial records, accounting, processing of claims and travel expense accounts, auditing of State and local vocational and technical education expenditures and accounts, purchasing, and maintenance of inventories of equipment purchased with vocational and technical education funds.

Other duties and responsibilities shall include: preparation of financial budgets; compiling statistical and financial reports; and, maintaining a system of records which will reflect allotments to various programs and purposes and proration of funds between eligible matching and noneligible matching purposes.

(b) Qualifications

The Director of Finance and Assistant Director of Finance shall have had five years of recent successful experience in auditing, accounting, statistical work, and business administration, two years of which shall have included supervisory responsibility.

1.31-10 Duties and Minimum Qualifications of Program Specialists(a) Duties

Program Specialists shall serve as resource personnel on professional and technical phases of vocational education, and/or on program planning and special services to assist in the development and improvement of vocational programs and instruction. They shall serve as consultants to school administrators; vocational instructors; and other vocational personnel on course organization; curriculum, teaching methods and techniques; shop and laboratory equipment;

instructional aids and teaching materials; vocational buildings including architecture and construction; and other problems related to the development and improvement of vocational programs, activities, and services. Program Specialists shall assist in the evaluation of vocational education programs and make recommendations relative to changes and improvements. They may assist with the conduct of appropriate studies and other research, experimental, developmental, or pilot programs in vocational education.

(b) Qualifications

Program Specialists shall be graduates of a four-year college or university with a major or area of specialization and/or successful experience in an occupational field or educational responsibility which will assure competence as consultants or resource personnel in professional or technical phases of vocational education or special vocational education services and program planning. Standards of experience and education shall be reasonable in relation to the duties to be performed.

1.31-11 Duties and Minimum Qualifications of Public Information Officers

(a) Duties

Public Information Officers shall be responsible to the State Director for duties and activities directed toward maintaining quality in vocational education programs which will tend to assist in extending and improving existing programs and encouraging the development of new programs which will be of high quality and realistic in the light of anticipated needs.

Additional responsibilities of Public Information Officers shall include:

Public information directed toward those within the organization and additional information which will be provided to persons outside the organization, such as the general public;

Development of publications of an informal nature, such as newsletters and special project reports utilizing the written page as well as releases for radio and television programs. In addition, visual media such as still and motion pictures, transparencies, and similar materials will be utilized; and,

Making reports of the formal type covering descriptive, financial, and statistical items and informal reports of a varied nature. Particular emphasis shall be given to youth organization activities and leadership training and to reports and stories on achievements for wide dissemination through all news media and communication channels.

(b) Qualifications

Public Information Officers shall be graduates of accredited four-year colleges or universities preferably in the field of journalism. They shall have a public information background such as college journalism training; newspaper, radio, or television experience; or public relations work; and be familiar with publications and other information disseminating media. They shall have demonstrated competency and ability to write and edit, and preference will be given to those closely familiar with vocational and technical education.

1.31-12 Duties and Minimum Qualifications of Auditors

(a) Duties

Auditors of the State Board shall be responsible to the State Director for assigned duties and responsibilities associated with the activities and functions of the Finance Division. They shall work with, and be directly responsible to, the Director of Finance in the maintaining of an appropriate system of records and accounting, including verification; propriety; adequacy; accuracy; completeness; and conformity to requirements of all expenditures, obligations, and encumbrances at the State and local level.

(b) Qualifications

Auditors shall have had sufficient training in accounting, auditing, statistical work, and business administration to assure competency in their assigned duties and responsibilities.

1.31-13 Duties and Minimum Qualifications of Equipment Coordinator

(a) Duties

The Equipment Coordinator shall be responsible to the Assistant State Director of Business and Finance for assigned duties and responsibilities associated with the activities and functions related to instructional

equipment for vocational and technical education where State and Federal funds are used.

(b) Qualifications

The Equipment Coordinator shall have sufficient training in kinds of equipment needed in occupational areas and knowledge of purveyors of equipment to carry out the functions which may be reasonably expected of him.

1.31-14 Duties and Minimum Qualifications of Purchasing Agent

(a) Duties

The Purchasing Agent shall have the responsibility of purchasing approved items which entails verifying information on requisition, completing such information when necessary, making substitutions when reasonable, and/or necessary, issuing purchase orders or submitting for bids, securing a completed receiving report for such purchase, and the correct payment of the invoice.

(b) Qualifications

The Purchasing Agent shall have a thorough knowledge of office practices and buying procedures in volume purchasing; shall be a graduate of an accredited college or university with not less than three years of experience in commercial or governmental purchasing, or, in lieu of such educational requirements, shall have not less than six years of experience in commercial or governmental purchasing. Two years of this experience shall have included supervisory responsibilities.

1.31-15 Duties and Qualifications of Coordinator of Cooperative Vocational Education

(a) Duties

Same as 1.31-6 (a)

(b) Qualifications

Same as 1.31-6. (b)

1.31-16 Duties and Qualifications of Coordinator of Work Study

(a) Duties

Same as 1.31-6 (a)

(b) Qualifications

Same as 1.31-6 (b)

1.31-17 Duties and Qualifications of Coordinator of Special Needs - Disadvantaged

(a) Duties

Same as 1.31-6 (a)

(b) Qualifications

Same as 1.31-6 (b)

1.31-18 Duties and Qualifications of Coordinator of Special Needs - Handicapped

(a) Duties

Same as 1.31-6 (a)

(b) Qualifications

Same as 1.31-6 (b)

1.31-19 Duties and Qualifications of Coordinator for Exemplary Programs

(a) Duties

Same as 1.31-6 (a)

(b) Qualifications

Same as 1.31-6 (b)

1.31-20 Duties and Minimum Qualifications of State Coordinators of Vocational and Technical Programs and Services

(a) Duties

The State Coordinator of Vocational and Technical Programs and Services shall be responsible to the State Director for the general administration, planning, coordination, direction, supervision, promotion, development, program review, evaluation, and improvement of vocational and technical education programs and services. He shall implement policies applicable and recommend to the State Director new policies or changes in policies.

(b) Qualifications

The minimum qualifications of the State Coordinator of Vocational and Technical Programs and Services shall include: a Master's Degree from an accredited college or university, and at least five years of successful experience as a teacher, supervisor, or administrator of an approved vocational education program.

1.31-21 Duties and Minimum Qualifications of the Coordinator of Special Schools Programs

(a) Duties

The Coordinator of Special Schools program shall be responsible to the Deputy State Director and the State Director of Vocational and Technical Education for the coordination and implementation of a program of training to provide qualified personnel for new and expanding industry. Programs shall be developed and approved based on guidelines which have been adopted by the State Board of Vocational and Technical Education. Special Schools personnel will work with industries, businesses, local schools, technical institutes, and area schools to assist in meeting the training needs of business and industry.

(b) Qualifications

The Coordinator of Special Schools shall have a Master's Degree in an appropriate field of education or a bachelor's degree in industrial engineering. He shall have had experience as a teacher in a vocational-technical education program or as an instructor or supervisor of training in industry or the equivalent.

1.31-22 Duties and Minimum Qualifications of the Coordinator of Industrial and Technical Services

(a) Duties

The Coordinator of Industrial and Technical Services shall be responsible to the Deputy State Director and the State Director for liaison between the State Department of Vocational and Technical Education, business and industry, and the general public. It shall be the responsibility of the Coordinator of Industrial and Technical Services to keep himself apprised of the needs of new and expanding business and industry and trained personnel so that the capabilities of vocational and technical education may be utilized to meet their needs.

(b) Qualifications

The Coordinator of Industrial and Technical Services shall have a Master's Degree from an accredited college or university and at least five years of successful teaching or administrative experience in the field of vocational and technical education or hold a bachelor of industrial engineering degree or its equivalent and have experience as a supervisor in some field of business, industry, or the military service.

1.32 Local Administrative and Supervisory Personnel1.32-1 Duties and Minimum Qualifications of Local Directors(a) Duties

Local Directors shall be responsible for the general administration, planning, coordination, direction, supervision, promotion, development, evaluation, and improvement of vocational education programs operated by local educational agencies or institutions. They may teach courses in a special field and assist with the vocational guidance and counseling programs. They shall also implement policies and procedures in accordance with provisions of the State Plan. Additional duties and responsibilities of the Local Director include the preparation of financial budgets for vocational education programs, maintenance of complete and accurate records, and preparation and submission of required statistical, financial, and descriptive reports. Duties and responsibilities of Local Directors shall be approved by the State Director of Vocational and Technical Education.

(b) Qualifications

The minimum qualifications for Local Directors shall be a degree from a standard four-year college approved for teacher education with a major in a vocational education field and two or more years of teaching experience in an approved vocational education program. They shall hold valid teaching certificates or credentials in a specific vocational field, and preferably should have competence sufficient to direct and assist in the area of vocational guidance and counseling.

1.32-2 Duties and Minimum Qualifications of Assistant Directors of Local Vocational Education Programs(a) Duties

Assistant Directors of Local Vocational Education Programs shall assist the Local Director in the

performance of duties and responsibilities as specified in 1.32-1 (a). In addition, they may be responsible for supervision of the instructional program in one or more specific fields of vocational training and may serve as instructors in vocational education courses or in related subject matter courses and may assist with vocational guidance and counseling. They may also coordinate, direct, and arrange for the cooperative work experience programs as provided for in the State Plan. Duties and responsibilities of Assistant Directors of Vocational Education Programs shall be approved by the State Director of Vocational and Technical Education.

(b) Qualifications

(1) The minimum qualifications for Assistant Directors of Local Vocational Education Programs shall be the same as for the Local Director (Refer to 1.32-1 (b).), except that:

(2) Minimum Qualifications of Local Assistant Directors of Health Occupations Education

A Local Assistant Director of Health Occupations Education shall hold professional credentials in the appropriate health field and shall meet the requirements of the respective accrediting body and the educational institution. He shall have a combined clinical and teaching experience of three years.

1.32-3 Duties and Minimum Qualifications of Supervisors of Local Vocational Education Programs

(a) Duties

Supervisors of Local Vocational Education Programs shall be responsible to school administrative officials for duties and responsibilities as assigned which may include the general administration, planning, supervision, direction, coordination, promotion, development, evaluation, and improvement of vocational education programs and/or specific vocational courses. They may teach courses in a specific occupational field and assist with vocational guidance and counseling of students. Additional duties include the implementation of policies and procedures under the State Plan; maintenance of complete and accurate records; preparation and submission of budgets; and required financial, statistical, and descriptive reports.

They shall keep up to date relative to employment needs and job opportunities and shall maintain close contact with all agencies and individuals who may supply this necessary information. Duties and responsibilities of supervisors of local vocational education programs shall be approved by the appropriate state supervisor in the vocational education field in which they are employed.

(b) Qualifications

Supervisors of Local Vocational and Technical Education Programs shall have a baccalaureate degree and a valid vocational education teaching certificate in a specific vocational education field as required for teachers or coordinators.

1.32-4 Duties and Minimum Qualifications of Area Vocational Education School Administrators, Principals, or Superintendents

(a) Duties

The Area Vocational Education School Administrators shall be the principal administrative officers of the area vocational education schools. He shall be responsible for the organization, curriculum development, evaluation, and improvement of the vocational programs; and, in addition, shall be responsible for selection of students, supervision, promotion, planning, coordination, and direction of the area vocational education school program. The Area Vocational Education School Administrators shall maintain close contact with the employment service, advisory committees, potential employers, and all agencies and institutions, relative to employment needs and job opportunities, in order that training may be closely coordinated with current needs and anticipated opportunities in the employment market. He shall evaluate programs continuously and bring about changes and improvements which will insure that students will obtain the occupational skills and knowledge for which instruction is being provided. The Area Vocational Education School Administrators shall be responsible for maintaining a system of complete and accurate records and shall make such financial, statistical, and descriptive reports as may be required.

(b) Qualifications

The Director or Administrator for area vocational-technical schools and programs shall have valid certificates for the position he or she holds.

In addition, the administrator of area vocational-technical schools and programs shall have had at least five years of experience as a teacher, supervisor, or administrator of an approved vocational education program as provided for in this State Plan.

Persons holding a valid Oklahoma standard vocational certificate shall qualify for a standard area vocational-technical administrator's credential if they also hold at least an appropriate, valid Oklahoma provisional superintendent's certificate. The standard area vocational-technical administrator's credential shall be issued to expire on June 30 the same year the applicant's administrator's certificate expires.

Persons holding an appropriate, valid Oklahoma administrator's credential and not holding a valid Oklahoma vocational teaching certificate shall meet the requirements for an area vocational-technical administrator's credential as approved by the State Board of Vocational-Technical Education. The State Coordinator of Area Vocational-Technical Education shall be responsible for the approval and issuance of said credential.

The issuance of the area vocational-technical education administrator's credential shall be based on the completion of a minimum of 8 semester hours from 3 of the following areas. Also listed under each broad area are the courses at Oklahoma State University that can currently be counted toward meeting the requirements for the credential.

I. History and Philosophy of Vocational-Technical Education

OAED 5113--Principles of Occupational and Adult Education
(Offered Fall and Summer)

II. Vocational-Technical Education Instructional Programs Development

OAED 5153--Curriculum
TECED 4223--Technical Education Program Planning

III. Planning Vocational-Technical Education Programs

AGED 5862--Educational Aspects of Occupational Behavior
AGED 5100--Organizing School and Community Programs

IV. Vocational-Technical Administration

AGED 6100--Current Developments in Agricultural Education
(Course will be modified to cover total vocational-technical education)
OAED 5333--Administration and Supervision of Local Occupational Programs
(For students not previously employed in an area vocational-technical school) (Offered in Spring)
EDUC 5940--Organization in Administration of Vocational Education

V. Career Education

UNIV 5940--Career Education

VI. Legal Aspects of Vocational-Technical Education

EDUC 6453--Legal Aspects (Offered Fall and Summer)

VII. Planning and Administration of Adult Vocational-Technical Administration

AGED 5122--Adult Education; Organization and Method

OAED 5223--Organization and Administration of Adult Education
(Offered in Spring)

NOTE: Graduate courses from other institutions may be acceptable after being reviewed and evaluated by the Oklahoma State Coordinator of Area Vocational-Technical Education.

Persons not holding an appropriate, valid Oklahoma vocational certificate, but holding at least an appropriate, valid Oklahoma administrator's certificate, shall be issued a provisional area vocational-technical administrator's credential and be given three years from the date of issuance to complete the aforementioned requirements.

(c) Administrative Certification in Area Vocational-Technical Schools as Adopted by the State Board of Education.

All administrative personnel of a vocational school or an Area Vocational-Technical School who teach less than 1/2 time shall have an appropriate administrative certificate on or before August 1, 1972, except that those personnel occupying administrative positions in vocational schools or Area Vocational-Technical Schools prior to August 1, 1972, and qualified for such positions under the provisions of the Oklahoma State Plan for Vocational Education in effect at the time of accepting such position shall not be required to qualify for an appropriate administrative certificate so long as they remain in the same position and in the same school.

1.32-5 Duties and Minimum Qualifications of Assistant Directors, Assistant Principals, or Assistant Superintendents of Area Vocational Education

(a) Duties

Assistant Directors shall be responsible for duties and responsibilities as provided for in 1.32-4 (a) of this State Plan, and other duties assigned to him by the Director.

(b) Qualifications

Minimum qualifications of Assistant Directors shall be the same as for Directors of Area Vocational Education Schools. (Refer to 1.32-4 (b).)

1.33 Public School Instructional Personnel

All Vocational and Technical Education Teachers

Duties

Teachers or Teacher-Coordinators of Vocational Education Courses shall be responsible for instruction and training of students enrolled in approved vocational education courses as provided for in this State Plan. They shall provide vocational instruction, instruction in related subject matter, and arrange for cooperative work experience with the instruction and training being of a character and degree designed to develop vocational skills and technical knowledge necessary to prepare students for employment and attainment of their occupational objectives.

Additional duties shall include the organization of instructional courses, development of course content, preparation and utilization of teaching materials and teaching aids, placement and follow-up of students, and continuous checking and evaluation to effect necessary change and improvement of vocational education programs.

Teachers or Teacher-Coordinators of Vocational Education shall maintain close contact with guidance and counseling personnel, employment agencies, and others to secure information relative to present and anticipated employment opportunities and shall furnish the Employment Security Commission and others appropriate information on students as may be needed for occupational placement.

Teachers or Teacher-Coordinators shall cooperate with guidance and counseling personnel in selecting students through careful determination of their interests and potential, and their ability to profit from the vocational instruction.

Vocational education teachers or teacher-coordinators shall actively support and provide leadership, direction, and supervision in the development and continuing activities of the following youth organizations which relate to their specific occupational areas: Agriculture--FFA; Business and Office Education--FBLA; Distributive Education--DECA; Home Economics Education--FHA and HERO; Trade and Industrial Education--VICA.

Qualifications -- Post Secondary

Teachers of post secondary education shall have a Bachelor's Degree in the field or closely related to the subject to be taught and two (2) years' of occupational work experience in the area of specialization or its equivalent. (Journeyman status or its equivalent plus three (3) years' experience may equal a Bachelor's Degree.)

All personnel employed to direct, supervise, teach or coordinate vocational and technical education programs in post secondary institutions shall be approved and/or reapproved by the State Regents for Higher Education.

1.33-1 Agriculture

(a) Secondary

(1) Regular Teacher

Duties

Same as 1.33

Qualifications

A teacher of Vocational Agriculture shall have a B.S. degree from an approved institution and meet the requirements necessary to hold a valid Standard Vocational Agriculture teaching certificate.

The State Board of Vocational and Technical Education and the Agriculture Education Department, Oklahoma State University, shall determine the validity of vocational agriculture teaching certificates.

Re-Certification

A teacher of vocational agriculture shall complete not less than three semester hours of credit in Agricultural Education and/or technical courses every five years in order to have his certificate renewed. A former teacher re-entering the service shall have three semester hours of credit in Agricultural Education and/or technical courses for every five years he has been out of the vocational agriculture teaching field.

(2) Teacher, Special (Related Occupations)

Duties

Same as 1.33

Qualifications

Same as 1.33-1 a (1)

or may have a B.S. degree in agriculture with a major in the area of specialization, or complete special training conducted by the State Board or teacher education institution.

(3) Cooperative Education Teacher-Cordinator

Duties

Same as 1.33

Qualifications

Same as 1.33-1 a (1)

b. Post Secondary

(1) Regular Teacher

Duties

Same as 1.33

Qualifications

Same as 1.33

(2) Cooperative Education Teacher-Cordinator

Duties

Same as 1.33.

Qualifications

Same as 1.33

c. AdultDuties

Same as 1.33.

Qualifications

Same as 1.33-1 a (2).

1.33-2 Distribution and Marketing

a. Secondary

(1) Regular Teacher

Duties

Same as 1.33

Qualifications

A fully qualified Distribution and Marketing Teacher shall have a baccalaureate degree from an approved university or college, twelve (12) semester hours in professional Distributive Education courses, eighteen (18) semester hours in such courses as marketing, management, accounting, economics, business law, merchandising, etc., and two years (4,000 hours) of experience as a paid employee in a distributive occupation, and shall be certified to teach in his field of service.

Re-Certification

A teacher of distributive education shall complete not less than five (5) semester hours of credit in professional distributive education courses and/or business administration courses, approved by the State Supervisor of Distributive Education, and five (5) weeks' distributive occupational experience every five years in order to have his standard certificate renewed.

(2) Cooperative Education Teacher-Cordinator

Duties

Same as 1.33

Qualifications

Same as 1.33-2 a (1)

b. Post Secondary**(1) Regular Teacher****Duties****Same as 1.33****Qualifications****Same as 1.33****(2) Cooperative Education Teacher-Coordinator****Duties****Same as 1.33****Qualifications**

Same as 1.33 with the following addition: A fully qualified Distribution and Marketing Post Secondary Teacher shall have or be working toward a Master's Degree from an approved university or college, etc.

c. Adult**Duties****Same as 1.33****Qualifications**

Graduate of an approved four-year high school, plus five (5) years of successful experiences in his field of specialization, or a bachelor's degree with emphasis on marketing and two (2) years of successful experience in a distributive occupation. In either case, the person will be required to furnish concrete evidence of his ability to develop course outlines, teach, and lead conferences.

1.33-3 Health Occupations**Duties****Same as 1.33**

Qualifications

The Health Occupations Education Teacher shall have competency in a health occupations specialty. Evidence of competence may be shown by professional or vocational credentials, educational background, work experience, military experience, or a combination of these.

All teachers excepting those in adult programs will be required to meet or work toward standard certification qualifications which include a minimum of an approved Bachelor's Degree, a prescribed program in professional education and specialized education, and work experience; and shall have on file in the State Office evidence of and/or an approved plan for meeting these qualifications.

Health Occupations Education teachers shall be approved and recommended for certification by the State Supervisor of Health Occupations Education.

a. SecondaryDuties

Same as 1.33

Qualifications

Same as 1.33-3 and in addition, these teachers must pursue a baccalaureate degree at a rate of eight (8) college hours per year until a degree is attained, and must be approved by the State Department of Vocational and Technical Education for certification.

b. Post SecondaryDuties

Same as 1.33

Qualifications

Same as 1.33

c. AdultDuties

Same as 1.33

Qualifications

Same as 1.33-3

d. Cooperative EducationDuties

Same as 1.33

Qualifications

Same as 1.33-3 a, if employed by secondary school system

1.33-4 Home Economics

a. Secondary

(1) Consumer and Homemaking Education Teacher

Duties

Same as 1.33

Qualifications

The Consumer and Homemaking Education teacher shall have a baccalaureate degree in home economics from an approved teacher training institution and shall be certified to teach in vocational home economics education.

(2) Occupational Home Economics Education Teacher

Duties

Same as 1.33 and in addition shall work at the local level in organizing, instructing, and evaluating courses for students needing occupational training.

Qualifications

The Occupational Home Economics Education teacher shall have a minimum of an associate degree or the equivalent and two or more years of appropriate work experience and/or laboratory work, in the occupational area in which he will be teaching.

All teachers will be required to meet standard certification, which includes a minimum of an approved Bachelor's Degree, a prescribed program in professional education and specialized education, and work experience.

All occupational home economics teachers shall be approved and recommended for certification by the State Supervisor of Home Economics Education.

(3) Cooperative Education Teacher

Duties

Same as 1.33-4 a (1) (2)

Qualifications

Same as 1.33-4 a (1)

b. Post Secondary

(1) Consumer and Homemaking Education Teacher

Duties

Same as 1.33

Qualifications

Same as 1.33

(2) Occupational Home Economics Education Teacher

Duties

Same as 1.33-4 a (2)

Qualifications

Same as 1.33

(3) Cooperative Education Teacher

Duties

Same as 1.33-4 a (2)

Qualifications

Same as 1.33

c. Adult

State or Local School District Teacher

Duties

Same as 1.33-4 a (1)
and/or 1.33-4 a (2)

Qualifications

Same as 1.33-4 a (1) and/or 1.33-4 a (2) or special competencies and experience in field in which he is to teach.

1.33-5 Business and Office Education

a. Secondary

(1) Regular Teacher

Duties

Same as 1.33

Qualifications

Teachers or Teacher Coordinators of Business and Office Education shall be graduates of accredited colleges or universities approved for teacher education. They shall have completed courses in methodology of office education, theory of cooperative office education, introduction to vocational education, office administration, management, and supervision.

Business and Office Education Teachers or Teacher Coordinators shall have acquired three or more years of experience in business education as a teacher, shall have one or more years of experience in a business or office education. Any deviation from these requirements and final approval of qualifications shall be made by the State Supervisor of Business and Office Education.

(2) Cooperative Education

Duties

Same as 1.33

Qualifications

Same as 1.33-5 a (1)

b. Post Secondary

(1) Regular Teacher

Duties

Same as 1.33

Qualifications

Same as 1.33

(2) Cooperative Education

Duties

Same as 1.33

Qualifications

Same as 1.33

c. AdultDuties

Same as 1.33

Qualifications

Same as 1.33-5 a (1)

1.33-6 Industrial Arts Education

a. Secondary

(1) Regular Teacher (Prevocational)

Duties

Industrial arts education teachers may teach seventh, eighth, ninth, and tenth grade students a basic core curriculum in classrooms and laboratories in pilot prevocational programs designed to provide leadership, career awareness, and exploratory objectives which enables students to make occupational program choices. Upon completion of the industrial arts program, the students will be familiar with tools and have the basic skill development and concepts of industrial processes and technology.

Qualifications

A teacher of an approved Industrial Arts Education program shall have a B.S. degree from an approved institution and meet the requirements necessary to hold a valid Standard Secondary Certificate for teaching industrial arts.

Validity of certification will be determined according to the Oklahoma State Department of Education, the State Department of Vocational and Technical Education, and the appropriate teacher-training institutions.

1.33-7 Technical Education

a. Post Secondary

(1) Regular Teacher

Duties

Same as 1.33

Qualifications

Same as 1.33

(2) Cooperative Education Teacher

Duties

Same as 1.33

Qualifications

Same as 1.33

c. Adult

Duties

Same as 1.33

Qualifications

Same as 1.33-6 a (1)

1.33-8 Trades and Industry

a. Secondary

(1) Regular Teacher

Duties

Same as 1.33

Qualifications

Teachers of Day-trade Trade and Industrial courses must have high school diplomas and two years of recent trade experience to be certified.

For professional improvement and upgrading Day-trade Trade and Industrial teachers are requested to seek additional academic credit at an approved institution of higher education until they have obtained the baccalaureate degree.

All day-trade teachers shall be approved and recommended for certification by the State Supervisor of Trade and Industrial Education.

(2) Cooperative Vocational Education Teacher-Coodinator

Duties

Same as 1.33

Qualifications

Teachers or Coordinators of Industrial Cooperative-Training programs must have a baccalaureate degree and teaching experience. They must complete four (4) credit hours per year in Trade and Industrial Education prescribed courses until they have obtained the basic sixteen (16) hours. The Teacher-Coodinator must have a minimum of two years of recent trade experience above the learning period and must be approved by the State Supervisor of Trade and Industrial Education.

b. Post Secondary

(1) Regular Teacher

Duties

Same as 1.33

Qualifications

Same as 1.33

(2) Cooperative Vocational Education Teacher-Coordinator

Duties

Same as 1.33

Qualifications

Same as 1.33

c. AdultDuties

Same as 1.33

Qualifications

Teachers in adult classes must have a high school diploma and two years' recent training above the learning period. These teachers must be approved by the State Supervisor of Trade and Industrial Education.

1.33-9 Special Vocational Education

Duties

Same as 1.33

Qualifications

Teachers of special vocational education courses, designed for students to increase their employability and to insure the attainment of their occupational objectives, shall meet qualification standards of education and experience necessary to assure competency in the provision of high quality instructional and training programs, to the end that students may obtain the knowledge and skills required in the occupation for which they are being trained.

The competency of such instructors shall be evaluated by local and State supervisory personnel in terms of accredited courses and occupational experience. Minimum qualifications shall meet standards of experience, education, and other requirements which are reasonable in relation to the duties to be performed.

All teachers employed for special vocational education courses shall have the approval of the state supervisor of the appropriate occupational field.

1.33-10 Teacher Aide

(a) Duties

- (1) Shall be responsible to the supervising personnel to assist with the supporting services to promote and enhance vocational education programs.
- (2) Aides should be permitted to do anything not requiring a professional in either training or judgment.
- (3) Only the teacher is legally certificated to conduct and supervise teaching activities and the work of the teacher aide is carried on under the supervision of the teacher.

(b) Qualifications(1) Experience

Shall have had a minimum of successful experience necessary to satisfactorily perform tasks assigned as determined by the State Board.

(2) Education

Shall have at least a high school diploma or shall have an adequate background of education to enable the person to carry out, under supervision, the objectives of the training program as determined by the State Board.

(3) Other

Shall be physically, mentally, and morally capable of performing such duties as may be assigned.

1.33-11 Teacher, Disadvantaged

All Areas of Vocational Education

(1) Regular

Duties

Same as 1.33

Qualifications

The Teacher of the Disadvantaged shall have the same qualifications as the teacher in the area and on the level in which he is to teach.

(2) Special Teacher

Duties

Same as 1.33

Qualifications

The Special Teacher of the Disadvantaged shall have the same qualifications as the teacher in the area and on the level in which he is to teach with special emphasis on occupational competency.

1.33-12 Teacher, Handicapped

All Areas of Vocational Education

(1) Regular

Duties

Same as 1.33

Qualifications

The Teacher for the Handicapped shall have the same qualifications as the teacher in the area and on the level in which he is to teach.

(2) Special Teacher

Duties

Same as 1.33

Qualifications

The Special Teacher for the Handicapped shall have the necessary background of education and experience to carry out the objectives of the training program.

1.33-13 Supporting Teacher

All Areas of Vocational Education

Supporting Teachers shall be employed as required to meet the needs of the State Plan.

Duties

The Supporting Teacher shall teach such subjects as may be designated by the course outline to develop skills and competencies.

Qualifications

Such teachers shall possess adequate education and experience to satisfy that they can function effectively in the position for which employed.

1.33-14 Duties and Minimum Qualifications of Local Coordinators of Vocational Education Programs

(a) Duties

Local Coordinators shall be responsible for the coordination of instructional activities within a specific occupational field of training including vocational instruction, instruction in related subject matter, and cooperative work experience. Additional duties and responsibilities of Local Coordinators may include teaching, development of course outlines and content, teaching methods and procedures, and the preparation of teaching aids and materials. Local Coordinators shall initiate studies relative to effectiveness of training programs and assist in the evaluation procedures necessary for bringing about changes and improvements in specific vocational education programs.

They shall keep up to date, relative to employment needs and job opportunities, by maintaining close contact with all agencies and individuals who may supply such information.

(b) Qualifications

Local Coordinators shall possess the qualifications specified for teachers and a valid teaching certificate as for teacher-coordinators.

1.34 Research, Planning, and Evaluation Personnel

1.34-1 Duties and Minimum Qualifications of the Head of the Division of Research, Planning, and Evaluation

a. Duties

The Division Head shall be responsible for providing the leadership and supervision necessary to insure that the Division fulfills its responsibilities for coordination of research, immediate and long-range program planning, local and state-level evaluation, and data collection and analysis.

b. Qualifications

The minimum combination of education and experience is an earned Master's Degree in vocational, technical, or occupational education, five years' experience in vocational education, and three years' experience in vocational administration.

1.34-2

Duties and Minimum Qualifications of Coordinator of Research

a. Duties

The Coordinator of Research shall have the responsibility of supervising, processing, conducting, and disseminating research for the State Department of Vocational and Technical Education. Additional duties will involve consulting with the State Staff and with local educators in relation to research and research-related activities.

b. Qualifications

The minimum combination of education and experience are permissible. Education should consist of a Master's degree from an accredited college or university with course work in behavioral science research methodology, educational measurements, inferential statistics, and vocational and technical education. Experience should consist of practical experience in research projects, which demonstrate competency in behavioral science experimental techniques and procedures.

1.34-3

Duties and Minimum Qualifications of Coordinator of Planning

a. Duties

The Coordinator of Planning is responsible for providing the necessary data and information to the decision making staff for the planning and implementation of vocational and technical education programs. Activities related to annual and long-range planning are duties of the Planner. The Coordinator of Planning is responsible for assisting in the development of the State Plan and assisting local administrators in planning vocational and technical programs.

b. Qualifications

The minimum combination of education and experience for the Coordinator of Planning is a Master's degree and a minimum of five years' experience in vocational and technical education as a teacher, researcher, supervisor, or coordinator.

1.34-4 Duties and Minimum Qualifications of Coordinator of Evaluation

a. Duties

The Coordinator of Evaluation is responsible for the development of an evaluation system for each division in vocational and technical education, assists the State Advisory Council in the area of evaluation, and coordinates on-going evaluation of vocational programs.

b. Qualifications

The minimum combination of education and experience for the Coordinator of Evaluation shall be a Master's degree from a four year college or university and three years of experience as a vocational teacher, coordinator, or supervisor of an approved program area.

1.34-5 Duties and Minimum Qualifications of Coordinator of Vocational and Technical Management Information Services

a. Duties

The primary responsibility of Management Information Services Coordinator is to supervise, coordinate, and/or perform those tasks which are required to collect, process, analyze, and distribute management information data.

b. Qualifications

The minimum combinations of education and experience are permissible. Education should consist of a Master's degree in a field related to occupational education and two years' experience in manpower research.

1.35 Other Ancillary Service Personnel

1.35-1 Duties and Minimum Qualifications of Teacher Education Personnel

a. Duties

Teacher educators shall interview and select students and conduct professional courses and/or arrange for

subject matter courses for students preparing to teach in vocational education programs as provided for in the State Plan. Teacher education personnel will conduct in-service training for vocational teachers and other vocational education personnel through short unit courses, workshops, institutes, conferences, and visitations. They shall follow-up, observe, and evaluate to determine the effectiveness of teacher education programs and make necessary changes to bring about improvement. Other duties and responsibilities shall include: editing teaching materials; directing and supervising student teaching; making studies and surveys; conducting of research, training, experimental, developmental, or pilot programs in vocational education personnel. They shall assist vocational administrative and supervisory personnel and vocational teachers in making evaluations of vocational programs in terms of effectiveness in meeting education objectives. Teacher educators shall be familiar with the current and projected job opportunities and needs for trained manpower and shall organize and modify their programs to meet these needs. The character and extent of teacher education shall assure that vocational teachers will be competent to give education to students which will enable them to secure the knowledge and skills necessary for attainment of their occupational objectives.

b. Qualifications

Teacher educators of Vocational and Technical Education shall have a Master's degree from a university, land-grant university, or college approved by the State Board of Vocational and Technical Education with a major or minor in an occupational field. They shall have had a minimum of three years of successful experience in teaching vocational education with preference given to those with experience as a cooperating teacher or with other administrative and supervisory experience with teachers of their particular occupational field.

Cooperating instructors selected to supervise student teachers shall have a minimum of three years' successful experience as a teacher of vocational education and shall be located in a school with adequate and approved facilities and equipment. They shall be selected in cooperation with the supervisory staff and have a valid teaching certificate for the occupation.

The above qualifications apply to the Teacher Educators of Agricultural Education, Distributive Education, Home Economics Education-Consumer and Homemaking Education, Trade and Industrial Education, Health Occupations, Business and Office Education, and Technical Education.

1.35-2 Duties and Minimum Qualifications of Research Personnel

(a) Duties

Research personnel shall make recommendations to the State Director relative to approval or disapproval of all research, training, experimental, developmental, or pilot programs undertaken in vocational education. Research personnel shall work closely with the Research Advisory Council in the approval of studies, investigations, surveys, etc., which are to be recommended to the State Director for final approval.

(b) Qualifications

Research personnel employed on a full-time basis shall have a Master's degree from an accredited college or university with course work in methodology in research, planning, and design, statistical computations, and analyses and shall have demonstrated competency in comprehensive research techniques and procedures. They shall be familiar with vocational education programs and shall have had experience in at least one specific vocational field. Research personnel who may be employed for research, training, experimental, developmental, or pilot programs in vocational education on a temporary basis will meet minimum qualifications of standards of experience and education and other requirements which are reasonable in relation to the duties to be performed.

1.35-3 Vocational Guidance and Counseling Personnel

(The Oklahoma State Board of Vocational and Technical Education has entered into a cooperative agreement with the Guidance and Counseling Division of the State Department of Education for a coordinated program of vocational guidance and counseling for the State - Refer to Appendix B, 1.73, and 3.1 H).

1.35-4 Duties and Minimum Qualifications of Assistant Directors of Vocational Education Guidance and Counseling State Department of Education

(a) Duties

Assistant Directors, Division of Guidance and Counseling, State Department of Education, whose responsibilities are vocational guidance, shall be responsible to the State Director of Vocational and Technical Education through the Assistant Director. Their major responsibilities shall be coordination and implementation of a state program of vocational guidance and counseling as provided for in the cooperative agreement between the State Department of Vocational and Technical Education and the Division of Guidance and Counseling of the State Department of Education.

They shall work with vocational education representatives and local guidance and counseling personnel in organizing, supervising, and coordinating guidance, counseling, and testing programs and shall assist in the evaluation of such programs in order to:

- (1) Identify and encourage the enrollment of individuals needing vocational education;
- (2) Provide the individuals with information necessary for realistic vocational planning;
- (3) Assist them while pursuing the plan;
- (4) Aid them in vocational placement; and,
- (5) Conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.

Assistant Directors for Guidance and Counseling shall:

- (1) Develop, secure, and distribute occupational information;
- (2) Provide consultative services concerning the vocational aspect of guidance; and,
- (3) Give leadership to the promotion and supervision of better vocational guidance and counseling services at the local level.

Also, Assistant Directors for Vocational Education Guidance and Counseling shall maintain close and active

contact with representatives of the Employment Security Commission at State and local levels (note cooperative agreement between the State Board for Vocational Education and the Employment Security Commission, Appendix C), and with other agencies, institutions, organizations, and potential employers to secure needed occupational information. They shall make arrangements whereby information and data on students enrolled in vocational education programs may be furnished to the Employment Security Commission and others to increase the probability of employment.

(b) Qualifications

Assistant Directors of Vocational Education Guidance and Counseling shall have a Master's degree and shall qualify for the school counselor certificate, shall have had experience as a school counselor, and/or experience as a teacher in an approved vocational education program. They shall have had sufficient experience in occupational vocational guidance and counseling to assure competency in the planning and implementation of a State program of vocational guidance and counseling which will meet the standards and requirements of the State Plan, the Regulations, and the Vocational Education Acts.

1.35-5 Duties and Minimum Qualifications of Area Vocational and Technical Education School Counselors

(a) Duties

Counselors in Area Vocational and Technical Education schools shall provide guidance and counseling services to students enrolled in Area Vocational and Technical Education schools. Their duties and responsibilities shall include vocational guidance and counseling of students to enable them to make plans and adjustments in solving their education, vocational, and personal problems; give assistance in determining occupational objectives; and, better prepare them for employment in occupations suited to their desires, interests, and needs. They shall assist in placement and follow-up of students on the job. Area Vocational and Technical Education School Counselors shall work closely with vocational teachers in guidance, testing, and scoring and shall maintain files for cumulative records of students and for vocational and educational guidance materials.

(b) Qualifications

Counselors in Area Vocational and Technical Education Schools shall have a valid teaching certificate in a

vocational field and teaching experience in one of the approved vocational education programs. Counselors shall have a school counselor's certificate. (Refer to Appendix J, Teacher Education, Certification, and Assignment Handbook, State Department of Education.)

1.35-6 Duties and Minimum Qualifications of Local Guidance and Counseling Personnel

(Guidance and Counseling Personnel on the local level, except in area vocational education schools, will not be paid from funds available under the Vocational Education Acts at this time. Note: Appendix B for cooperative agreement on guidance and counseling between State Board of Vocational and Technical Education and the Division of Guidance and Counseling, State Department of Education.)

(a) Duties

Local school counselors shall be responsible to local school administrators for guidance, counseling, testing, and scoring services and activities within the school. Such guidance and counseling shall include guidance and counseling to enable students to solve vocational, psychological, personal, and other adjustment problems.

(b) Qualifications

Valid standard counselors' certificates are required for local school counselors.

1.35-7 Duties and Minimum Qualifications of Curriculum Coordinator

(a) Duties

The Coordinator of the Curriculum Center shall be responsible to the State Director for the general administration, planning, coordination, direction, supervision, promotion, and development of the Center.

(b) Qualifications

The Coordinator of the Curriculum Center shall have a Master's degree from an accredited college or university and shall have at least five years of successful experience as a teacher or supervisor of an approved vocational or technical education program which meets the standards of the State Plan.

1.35-8 Duties and Minimum Qualifications of Assistant Curriculum Coordinators

(a) Duties

Assistant Curriculum Coordinators shall be responsible to the Curriculum Coordinator and shall assist in the performance of the duties and responsibilities in 1.35-7 (a).

(b) Qualifications

Same as 1.35-7 (b)

1.36 Other Personnel

(a) Specialists

Specialists shall be used in areas in which the State Board determines their services are needed. They shall work with Vocational and Technical Education as assigned. Specialists may be used in any field or program initiated by the State Board where their expertise is desired. Specialists shall have recognized competency in the specific area in which they serve, both in training and experience. Such qualifications shall include standards of experience and education and other requirements which may be considered as reasonable in relation to the duties to be performed.

(b) Consultants

Consultants shall be used to upgrade and service the vocational education programs in the State. Their activities and responsibilities shall be to consult with State staff members and other vocational education personnel and administrators and to render assistance on professional, technical, legal, and organizational problems which are related to the needs for maintaining, extending, and improving existing programs and developing new programs of vocational education. Additional duties and responsibilities may include the making of studies, reporting of findings, evaluation of programs, and making recommendations for improvements.

Consultants shall have recognized competency in the specific area in which they serve as consultants both in training and experience. Such minimum qualifications shall include standards of experience and education and other requirements which may be considered as reasonable in relation to the duties to be performed.

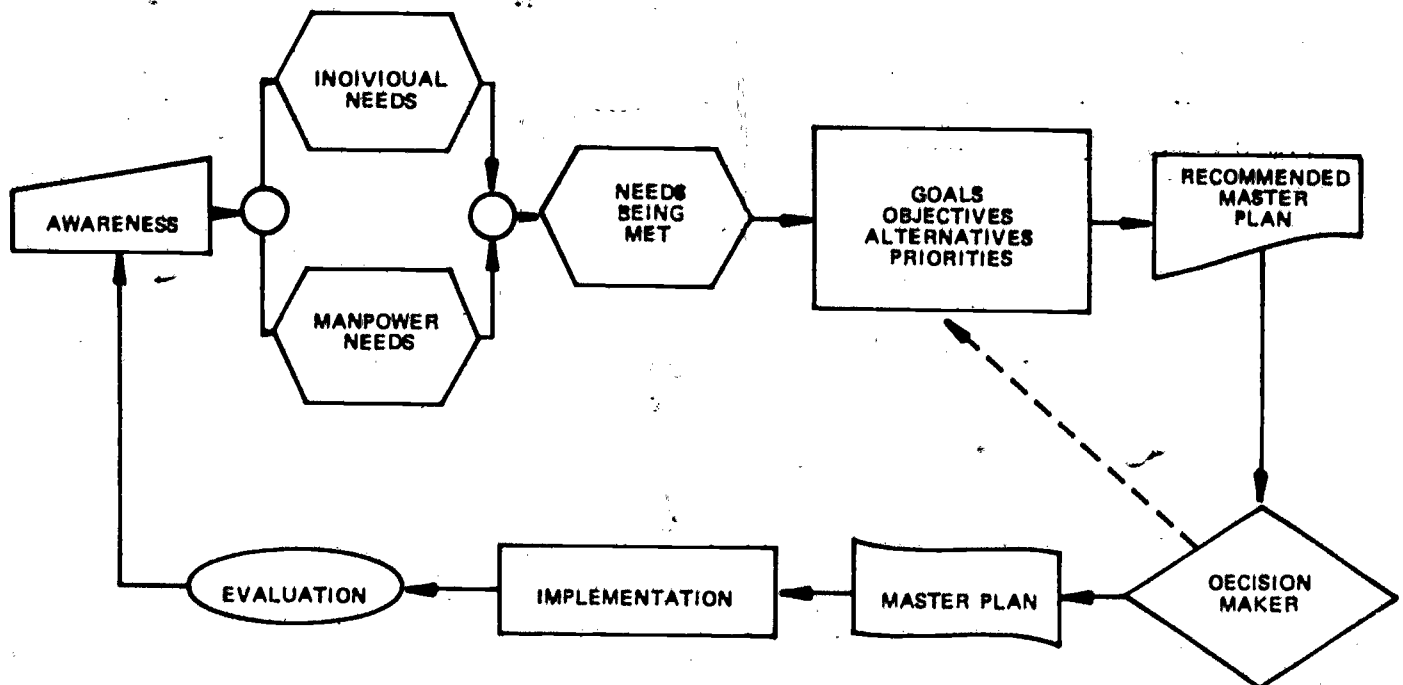
1.4 Professional Personnel Preparation and Development

1:41 Policies and Procedures for Personnel Preparation and Development

Vocational education under the State Plan will include teacher training programs (both preservice and in-service) which are adequate to provide for a sufficient supply of qualified teachers, supervisors, and other vocational education personnel in the State. All teacher training at the professional level shall be done by cooperative institutions. (See Appendix M.) Designated colleges and universities shall enter into written agreements with the State Board to provide all facilities and personnel required for preservice and in-service teacher training, including professional, general, and specialized training required in training programs covered. In cooperation with the Oklahoma State Regents for Higher Education, the State Board shall designate colleges and universities to provide all facilities and personnel required for preservice and in-service teacher training including professional, general, and specialized training required in training programs covered. Written agreements shall be cooperatively developed by the State Board and the Oklahoma State Regents for Higher Education with the teacher training institutions.

The Professional Personnel Development Council, concomitant with their previously described duties and responsibilities, have adopted a systems approach for arriving at a master plan for professional development in Oklahoma. Below is a flow chart that graphically portrays the steps in the development and continual evaluation and revision of the plan.

Every program in vocational and technical education should be based primarily on two needs--these are individual needs and manpower needs. The combination of these makes up societal needs. Manpower information can be obtained from occupational surveys. Individual needs can be determined by knowing something about the characteristics of the individuals to be served by vocational and technical education.



The above model begins with the awareness that, although professional personnel development has evolved to a high degree of effectiveness in Oklahoma, there are many improvements that can and should be made to increase efficiency in the use of time, money, and services.

The two blocks, "Individual Needs" and "Manpower Needs," make up the societal needs.

A study of individual needs involves a personnel profile consisting of such information as personal data, salaries, education, occupational experience, professional organization membership, mobility, and in-service training. The information is collected in a manner allowing it to be kept current, on a yearly basis, and is available for future planning.

A second study of "Manpower Needs" collects information regarding present and future needs from the educational institutions; such as, the number of programs needed to teach the disadvantaged and handicapped, new and emerging occupational areas, leadership needs, and the number of replacement personnel needed each year.

The block "Needs Being Met" is a third study and is concerned primarily with methods of meeting the needs of professional personnel by teacher education centers. Areas for study include: selection and recruitment, organizational structure, curriculum, administrative and supervisory programs of instruction, preparation of teachers of the disadvantaged and handicapped, and certification.

The three studies, together comprising "A Study of Professional Personnel Needs for the State of Oklahoma," provide the Professional Personnel Development Council the information necessary to set up goals, objectives, alternatives, and priorities as a recommended Master Plan for Professional Personnel Development.

The proposed plan is submitted to the State Director. The State Director and the State Board of Vocational and Technical Education in communication with the PPDC establish the Master Plan.

As the implementation of the plan develops, evaluation of the implemented portions of the plan, as well as the process by which the plan was derived, is constantly feeding information back to the PPDC for future recommendations.

The study and plan involve all vocational and technical professional personnel development throughout the State and are not limited in any way by EPDA funds.

If the need should arise and be mutually advantageous, the State Board shall cooperate with one or more states to establish programs for preparation and professional improvement of vocational education personnel. Cooperative arrangements will be made in accordance with State laws applicable to interstate agreements.

1.41-1 Preservice Training

Preservice training programs in each area of service shall be designed to qualify trainees for service in Oklahoma schools. Vocational preservice teacher training shall be conducted in approved teacher education institutions in the State. Plans and programs for preservice training shall be subject to the approval of the State Board.

1.41-2 In-Service Training

Professional courses shall be offered regularly by approved teacher training institutions. The in-service training shall be planned cooperatively by the State staff for vocational and technical education and personnel from the approved teacher training institutions. The in-service training programs shall include, when necessary and feasible, industry and business sponsored programs. In-service training programs for all areas of vocational education may include workshops, seminars, conferences, short courses, and demonstrations. These training programs shall be subject to the approval of the State Director.

1.41-3 Other

Whenever feasible and practical, personnel on the State and local levels shall participate in an exchange program with skilled technicians or supervisors in business and industry and other educational institutions (including those for the handicapped and delinquent) in order to strengthen vocational education programs. Provisions of the exchange program shall include mutual arrangements for preserving employment and retirement status and other employment benefits during the period of exchange. The exchange program shall be determined by the needs of the personnel involved and availability of funds.

Applications for exchange programs which are assisted with Federal funds shall be submitted to the State Director of Vocational and Technical Education for recommendation to the State Board for approval. Applications by local educational agencies for exchange programs which are assisted with Federal funds shall be submitted to the State Director for recommendation to the State Board for approval.

1.42 Review and Modification of Personnel Qualification Standards

The State Board, in cooperation with the State Advisory Council, shall appoint a committee to serve as a team to review, and if necessary, modify personnel qualification standards. This team shall annually review the qualifications of personnel as set forth in the State Plan

to insure that such qualifications continue to reflect a direct relationship with the need for personnel in vocational education programs carried out under the State Plan. This team shall make a written report to the State Director.

1.43 Determination of Personnel Preparation and Development of Priorities

1.43-1 Determining Priorities

Primary consideration in establishing priorities for professional personnel development will be given to personnel needs in new vocational and technical programs where teacher training programs are inadequate or do not exist and to the training of personnel in administrative or leadership positions in order to have maximum impact on programs.

Several sources of data will be used to determine areas of most critical personnel needs in vocational and technical education. The determination of present needs will be based on reports from: (1) supervisory staff personnel of the various divisions of the State Department of Vocational and Technical Education, (2) local directors of vocational and technical education, and (3) directors of area vocational-technical schools.

In estimating future personnel needs, sources of information in addition to the above will be (1) Employment Security Commission, (2) State Industrial Commission, and (3) Planning Division of the State Department of Vocational and Technical Education. The Research Coordinating Unit will collect and analyze information from the above sources and report to the Professional Personnel Development Council. The Council will make recommendations to the State Director of Vocational and Technical Education.

The PPDC uses the following criteria in determining the priorities of personnel development programs: (a) Impact program will have on vocational and technical education, (b) Is program needed to assist in meeting State's goal for realignment of investment in professional personnel development? (c) Is such a training program in operation within the State, and if so, to what degree is it contributing to personnel development? (Higher priority would be given to programs not now in operation or operating at a very low level of production or to a very unsophisticated degree), (d) Is the program innovative in its approach to personnel development? and (e) Do current teacher educators in vocational and technical education in the State lack the expertise necessary to provide the needed program?

Following a discussion of major priority items, each PPDC member ranks the top priorities based on the criteria listed above. Using this information, the State Director and the Assistant State Directors determine the high priority areas for professional personnel development for the next fiscal year. The PPDC shall annually update the recommended priorities for professional personnel development.

1.43-2 Priorities for Fiscal Year 1975

1. To enable teacher educators in all fields (i.e., elementary, middle school, secondary--other than Vocational and Technical) to understand vocational, technical, and career education.
2. To enable Secondary School Administrators, Counselors, and Teachers of all disciplines to understand vocational, technical, and career education.
3. To provide preservice and in-service adult education in effective learning and instruction to Vocational and Technical teachers.
4. To develop expertise within Vocational and Technical Education Teachers and Administrators in working with handicapped students.
5. To develop expertise within Vocational and Technical Education Teachers and Administrators in working with minority groups.
6. To provide in-service training for counselors to enable them to understand Vocational and Technical Education and Career Education.
7. To assist local school Administrators in planning a complete Vocational Education program to include implementation of Management by Objective Programs.
8. To develop leadership skills of Vocational and Technical Educators in working with legislative groups.
9. To place continued emphasis on vocational guidance and counseling.
10. To enable Vocational and Technical Administrators, Counselors, and Teachers to understand school law, rules, and regulations dealing with Vocational and Technical Education at State and Federal levels.
11. To assist vocational and technical education teachers, administrators, and counselors in the development of their abilities to plan, equip, and conduct programs for the physically and mentally handicapped students to include the placement of these students in jobs.
12. To provide in-service training for Vocational and Technical Education Teachers in curriculum educational media development and utilization.

13. To improve the professional expertise of Vocational and Technical teachers and personnel from Industry through an Industry/School exchange program.
14. To provide additional training for Home Economics teachers in early childhood education, nursery operation, and day care centers.
15. To assist programs that provide work experience for vocational teachers.
16. To assist in the development and utilization of videotaped teaching skill-models in vocational and technical teacher education.
17. To provide for exchange participation between vocational and technical education teachers and State Department personnel and also between teacher educators and State Department personnel.
18. To provide appropriate in-service education for teacher educators, administrators, and State Department staff.
19. To provide vocational and technical professional personnel development training for underrepresented groups.

1.43-3 Significance of Cooperative Arrangements

Cooperative arrangements shall be selected based on how well they meet the estimated future personnel needs which are inherently expressed in the priorities listed previously.

1.43-4 Phasing in Project Results

The Oklahoma State Board of Vocational and Technical Education will take the following steps to assure that appropriate standards are developed (to include annual review, and revision if necessary) and made available to institutions of higher education, local educational agencies, and other agencies relative to training programs for prospective teachers and teacher aides:

1. The Professional Personnel Development Council will assess the changes in existing standards both qualitative and quantitative, for programs to attract and train personnel for this program.
2. The Professional Personnel Development Council will make recommendations for revising standards for preservice and in-service training.
3. The Professional Personnel Development Council will provide information to the staffs of higher education institutions and other cooperating agencies on methods of attracting and training personnel for personnel development.

4. Institutions of higher education, local education agencies, and other cooperative agencies will be encouraged to adjust their administrative rules and regulations to facilitate the training and employment of participants in the approved professional personnel development programs such as: (a) utilization of part-time teachers; (b) team teaching utilizing a master teacher for team leadership, provision of stipends for teacher trainees undergoing full-time, intensive, short-term training; and (c) provision of additional compensation for teachers supervising program participants.
5. Participants successfully completing the program shall be awarded an appropriate certificate testifying to such achievement.
6. Program participants are encouraged to participate in the normal activities of similar personnel in the schools, institutions, or other cooperative agencies to which assigned. Opportunities shall be provided for the broadest possible involvement with school, community, and industrial activities.
7. Programs shall be so administered as to provide for participants' suggestions for improvement and in the program evaluation.
8. The program's training processes shall be developed to provide a career lattice to develop more effective use of personnel.

1.44

Advisory Committee

The general composition and method of establishing a State Title V, Part F, Section 553 Advisory Committee is as follows:

The Professional Personnel Development Council shall consist of: (1) the Deputy State Director of Vocational and Technical Education in charge of Special Services and the Assistant State Director in charge of Research, Planning, and Evaluation, who serve as cochairmen; (2) one representative from each State institution involved in the preparation of vocational and technical teachers and administrators; (3) one representative from each occupational training area of the State Department; (4) a local or area vocational-technical education administrator; (5) the President of the Oklahoma Vocational Association; (6) a representative of the State Board of Vocational and Technical Education; and (7) a representative of the State Advisory Council. The Council presently includes the following individuals and agency representatives:

Mr. Arch B. Alexander, Deputy State Director, Chairman
 Dr. William Stevenson, Head, Division of Research, Planning, and Evaluation, Vice Chairman

- Dr. Robert Price, Professor and Head, Agricultural Education, Oklahoma State University
Alternate, Dr. Don Phillips, Professor, Technical Education, Oklahoma State University
- Miss Mary Warren, Home Economics Education, University of Oklahoma
Alternate, Dr. Billie Holcomb, Business and Office Education, University of Oklahoma
- Dr. Alvin White, Professor of Education, Southeastern State College
 Dr. Kenneth St. Clair, Acting Head, Department of Administration and Higher Education, Oklahoma State University
- Dr. Lloyd Briggs, Director of the School of Occupational and Adult Education, Oklahoma State University
- Mr. Dale Hughey, Assistant State Director and Coordinator of Area Vocational and Technical Schools
- Mr. Byrle Killian, Assistant State Director and State Supervisor of Vocational Agriculture Education
- Mr. Victor Van Hook, State Supervisor of Business and Office Education
- Dr. Lucille Patton, Chairman, Department of Vocational and Technical Teacher Education, Central State University
Alternate, Dr. J. W. Weatherford, Distributive Education, Central State University
- Mr. Ted Best, State Supervisor of Distributive Education
- Dr. Pat Jamison, State Supervisor of Health Occupations Education
- Miss Nedra Johnson, State Supervisor of Home Economics Education
- Mrs. Annie West, Home Economics Department Chairman, Langston University
- Dr. Charles Hopkins, Coordinator of Planning, State Department of Vocational and Technical Education
- Mr. Roy Ayres, State Supervisor of Trade and Industrial Education
- Dr. John Bruton, Superintendent of Gordon Cooper Area Vocational-Technical School
Alternate, John Hopper, Superintendent of Central Oklahoma Area Vocational-Technical School
- Mrs. Edna Crow, President, Oklahoma Vocational Association
Alternate, Mrs. Dorothy Hall, Past President, Oklahoma Vocational Association
- Dr. Oliver S. Willham, Member of the State Board of Vocational and Technical Education
Alternate, Mr. Harry Shackelford, Member of the State Board of Vocational and Technical Education
- Mr. Roy P. Stewart, Executive Secretary, State Advisory Council for Vocational and Technical Education
Alternate, Mrs. Caroline Hughes, Member of State and National Advisory Council for Vocational and Technical Education
- Mr. Harold Winburn, State Supervisor of Industrial Arts
- Dr. Zed DeVaughan, Executive Secretary, PPDC, Nonvoting, Ex Officio Member

1.44-1 The Professional Personnel Development Council and the State Director shall be charged with:

1. The assessments of standards and criteria.
2. The development of procedures to be followed in determining critical shortages of vocational education programs as well as the administration of schools offering vocational education.
3. Efforts to employ new techniques for attracting and training persons who can stimulate creativity in occupational education.
4. Efforts to familiarize teachers with new curriculum materials in vocational education.
5. Efforts to encourage integration of vocational education into the mainstream of educational experience of all students.
6. Efforts to expand vocational educational opportunities for all, particularly for minority, poverty, and handicapped groups.
7. Efforts to emphasize a comprehensive approach to preservice and in-service teacher education in both pre- and post-baccalaureate training.
8. Procedures for approval of cooperative arrangement projects.
9. Provision for State supervisory services and leadership assistance for the projects.
10. Procedures for dissemination of information.
11. Procedures for coordination with other appropriate programs.

1.44-2 The council shall have the following duties and responsibilities:

1. Assess the needs of the State for vocational and technical education personnel and set priorities for programs to meet these needs.
2. Review cooperative arrangement proposals by teacher-training institutions and make recommendations to the State Director.
3. Develop procedures for continuing review and evaluation of training programs.
4. Review all present and possible sources of personnel training funds for the purpose of most effectively utilizing all possible resources. Programs to be coordinated include:
 - a. Education Professions Development Act funds including both Sections 552 and 553 of Section F, Section 504, attracting qualified persons to the field of education; B-1 Teacher Corps; B-2 State Plans, and Parts C, D, and E.

- b. Funds provided under other Office and Education authorities (ESEA I, III; Higher Education Act, etc.).
 - c. Opportunities for training provided by other departments or agencies (The Cooperative Area Manpower Planning System (CAMPS))
 - d. Funds provided by State and local efforts.
5. Evaluate existing vocational and technical education professional personnel preparation programs.
 6. Establish priorities for planned professional development activities for Oklahoma.
 7. Screen proposals by institutions of higher education and local education agencies for carrying out EPDA activities in view of State priorities, personnel supply and demand, impact on the EPDA program, persons to be served, and quality of the program.
 8. Recommended EPDA proposals for funding.
 9. Conduct program audits to determine whether or not the project is being carried out as it was approved.
 10. Insure maximum effectiveness and efficiency in the use of Federal and State funds.

1.45 Procedures for Obtaining and Approving Projects and Activities

The Professional Personnel Development Council shall solicit proposals and receive both solicited and unsolicited proposals from higher education agencies, local education agencies, and other private and public agencies designed to meet identified needs.

1.45-1 Submittal of Applications

The Oklahoma State Board of Vocational and Technical Education will use the following approval procedure (to be revised as necessary) for making available to institutions of higher education and local educational agencies program funds for attracting and training teachers and teacher aides:

1. Proposals will be elicited from cooperative arrangement agencies.
2. Proposals will be submitted initially in abstract form to the Professional Personnel Development Council. Upon receipt by the Professional Personnel Development Council the proposal abstract will be referred to a subcommittee for review.

The policies and procedures to guide cooperative arrangement applicants in identifying and encouraging eligible persons to seek admission to the program are as follows:

1. Appropriate use of mass media.
2. Development of informational brochures and other printed material.
3. Coordination with employment agencies and other community services.
4. Use of techniques which attract persons otherwise engaged into the teaching professions on a full- or part-time basis who can stimulate creativity and develop leadership skills and potential.
5. Stipends may be paid to participants during the time they are participating in full-time training, or for part-time training which is conducted outside of regular school hours.

a. In-Service Applications

The policies and procedures to guide in the designing of the programs are as follows:

- 1) In-service training programs shall be the result of combined divisional planning by the supervisory staff of the State Department, the teacher education staff of the training institution, and the Professional Personnel Development Council.

b. Short-Term Applications

The policies and procedures to guide in designing the programs are as follows:

- 1) Short-term training programs shall be the result of combined divisional planning by the supervisory staff of the State Department, the teacher education staff of the training institution, and the Professional Personnel Development Council.
- 2) Short-term training programs should be based on the recognized needs of vocational teachers as surveyed by the above planning group.

- 3) Wherever practicable, short-term training programs which cut across divisional lines--programs which propose new solutions to common problems of vocational education--will be encouraged.
- 4) Short-term training programs which provide interdisciplinary solutions to problems in vocational education will be encouraged.
- 5) Short-term training programs which are sponsored by business or industry should be designed to modernize or update skills, methodology, or equipment use of present or prospective teachers.

1.45-2 Review of Applications

The subcommittee will review the abstract of the proposal in light of stated State priorities and make recommendations to the Professional Personnel Development Council for approval of the agency to submit a complete proposal; or the subcommittee shall recommend that the Professional Personnel Development Council advise the agency that the proposal was not recommended for further consideration and list reasons for this action.

Complete proposals approved by the Professional Personnel Development Council and the State Director shall be submitted to the BEPD for concurrence before finalizing arrangements.

1.45-3 Criteria for Judging Quality of Proposals

The PPDC, acting on behalf of the State Director of Vocational and Technical Education, will judge the quality and relevance of cooperative arrangement training programs. The judgment shall be made on the basis of the following criteria:

1. A proposal should provide specific experiences for a selected group of participants.
2. The components of a proposal should have direct relationship to the specific behaviors sought from participants.
3. The components of a proposal should be related and integrated in such a manner as to complement and reinforce each other.
4. Every proposal should provide a practicum situation in order that participants may practice newly acquired skills.

5. Proposals should include substantive work readily applicable to classroom situations.
6. Individual proposals should be part of a larger plan to improve the quality of preservice and in-service training programs generally.
7. Proposals should address one or more of the State priority objectives for unmet needs.
8. Proposals should describe the details of the training program and provide for evaluation, dissemination, and feedback into the delivery system.

1.45-4 Action on Applications

Any agency or institution dissatisfied with final action with respect to any application for funds under the Act shall be given reasonable notice and opportunity for a hearing before the State Board. The procedure for providing local educational agencies notice and opportunity for such hearing is as follows:

1. All applications for funding under the Act will be reviewed by a subcommittee of the PPDC designated by the State Director of Vocational and Technical Education.
2. An agency or institution which submits an application which cannot be accepted will immediately be notified of this condition and reasons for nonacceptance.
3. If the agency or institution is not satisfied with the explanation, it will be given an opportunity to discuss reasons for rejection with the State Director or such person(s) as he may designate.
4. If the agency or institution is not satisfied with explanations given for disapproval or the funding level recommended, it may request, in writing, a hearing before the State Board. This written request must be submitted 30 days prior to the date of the next regularly scheduled State Board meeting.
5. The President of the State Board or person(s) whom he may designate shall preside and direct proceedings of such hearings. Recommendations and transcripts of review indicated in Step 3 will be an integral part of such hearings.

Provision for a written record of the hearings shall be made. The agency or institution shall be notified in writing of the decision reached at the hearing and the reason therefor.

1.46 Supplement Funds

Expenditures--The State Board of Vocational and Technical Education provides assurance that Federal funds will supplement, and to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available for purposes which meet the requirements of the Act, and in no case supplant such funds.

The procedures established by the State Board of Vocational Education to assure that Federal funds under this program will not supplant State and local funds normally budgeted and made available for vocational education professional development programs' use are as follows:

1. The Director of Business and Finance of the State Board shall prepare an annual report showing the funds, other than EPDA funds, budgeted and expended for professional personnel development (teacher training).
2. The State Board agrees that no reduction will be made in the funding level of teacher training due to availability of Education Professions Development Act funds; and audits shall be provided to assure this fact.
3. The State Board assures that the level of funding of professional personnel development from funds other than EPDA shall equal or exceed the amount presently budgeted for teacher training, which includes all vocational education professional personnel development programs.
4. It is planned that the budgets from professional personnel development for 1975 through 1979 from other than EPDA funds shall equal or exceed the level of State and local funding for 1974.
5. In no instance will EPDA funds be used to supplant funds presently being expended for professional personnel development.

1.47 Coordination with Other Resources and Programs

The coordination of programs and agencies necessary to insure maximum effectiveness and efficiency in the use of federal and state funds and to avoid duplication of financial and program efforts shall be the responsibility of the Professional Personnel Development Council. It is also the responsibility of the Council to facilitate cooperative funding arrangements and to assure that Part F funds are mutually supportive with other EPDA funds at the State, institutional or local level.

There are cooperative agreements between the State Board of Vocational and Technical Education and the following agencies: (1) Guidance and Counseling Section of the State Department of Education, (2) the Oklahoma Employment Security Commission, (3) Department of Public Welfare, and (4) the Special Education Section of the State Department of Education. Other agencies cooperating in the development of professional personnel include the State colleges' and universities' teacher trainer center, business and industry, the Oklahoma Vocational-Technical Foundation, the Oklahoma State University Research Foundation, the State Regents for Higher Education, and the Educations Professions Development Section of the State Department of Education.

1.5 Program Evaluation

1.51 The State Board of Education, through the State Director, has designated the Evaluation Unit of the Division of Research, Planning, and Evaluation as that unit responsible for coordinating the evaluation of vocational programs.

All vocational programs will be evaluated in five years at the approximate rate of 20 percent per year. The method of evaluation will consist of a Process-Product evaluation in which both the quality of the processes and effectiveness of program outcome will be judged.

Programs under the direction of the State Regents for Higher Education will be evaluated as provided for in the contractual agreement between the State Regents for Higher Education and the State Board for Vocational and Technical Education.

1.52 The evaluation shall consist of two phases:

(a) Phase One - Process Evaluation

(1) The local agency or institution will complete two self-evaluation questionnaires: (a) a Summary Evaluation Questionnaire which yields data on the processes (administrative support, staff, facilities, equipment, etc.), and (b) a Program Evaluation Questionnaire which yields data on expenditures for supplies, value of equipment, size of facility, etc.

(2) An on-site evaluation team will visit the programs and complete a Summary Evaluation Questionnaire on each program.

(3) The process evaluation instrument shall contain parts so that the following items can be analyzed:

- a) Administration & Supervision
- b) Staff
- c) Program Planning & Evaluation
- d) Curriculum
- e) Instructional Content
- f) Instructional Materials & Supplies
- g) Instructional Methods, Activities, & Procedures
- h) Library Materials & Facilities
- i) Community Resources
- j) Home, Business, & Community Relations
- k) Guidance
- l) Placement
- m) Facilities & Equipment
- n) Youth Organizations

(b) Phase Two - Product Evaluation

(1) The local education agency or institution will complete the student enrollment completion and follow-up data and submit to the State Department. A product index will be calculated for each program based on the following criteria:

- a) Completion
- b) Graduates available for labor market
- c) Graduates continuing in related education
- d) Graduates placed in related jobs
- e) Program retention.

(c) The evaluation instrument, when completed by the State Department of Vocational and Technical Education, shall be filed in the State Director's office and shall be made available to the related school district should a request for it be received from that public school superintendent.

1.6 State Reports

The State Board will participate in periodic consultations with the Commissioner and his staff and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under the Acts, keep such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to assure himself that such reports are correct and verifiable. Such reports shall include the annual estimate of projected program needs, the annual report of program activities, the annual evaluative report by the State Advisory Committee, and annual report of status and need for professional personnel development. An Assistant State Director will draw upon staff members as required to ensure submission to such reports.

1.7 Cooperative Arrangements**1.71 State Employment Service**

The State Board of Vocational and Technical Education will work in close harmony with the Oklahoma Employment Security Commission in all areas in which they have a mutual interest. Information supplied by the employment service will be used by the State Board in helping determine occupations for which persons are to be trained. Employment service personnel will be consulted and kept informed of persons trained for employment in vocational and technical programs to facilitate placement. (See Appendix C, agreement between the two agencies.)

1.72 Handicapped Persons

The State Board has entered into a cooperative, written agreement with the Department of Public Welfare and the separate education section of the State Department of Education and these agreements are in Appendix E and Appendix F, respectively.

1.73 Other Agencies, Organizations, and Institutions

The State Board has entered into an agreement with the State Department of Education Guidance and Counseling sections to provide guidance and counseling for all services in Vocational and Technical Education. (See Appendix B.)

The State Board while in the process of development of vocational and technical education programs, services, and activities, may enter into cooperative arrangements with other agencies, organizations, and institutions concerned with manpower needs and job opportunities, such as institutions of higher education, model city, business, labor, and other organizations. Copies of such agreements as may be entered into by the State Board and other agencies, organizations, and institutions providing for such cooperative arrangements shall be submitted, when executed by the State Board, to the United States Office of Education for filing with the State Plan.

The cooperative arrangements listed above also refer to projects under EPDA, Part F.

1.74 Other States

The State Board while in the process of development of vocational education programs may enter into cooperative arrangements with one or more other States for the conduct and administration of programs, services, and activities under the State Plan. Any such cooperative arrangements as may be entered into shall be approved by all appropriate State and/or local officials as required and shall conform to all laws, rules and regulations of those states involved. Copies of such cooperative agreements shall be submitted, when executed by the State Board of each participating State, to the United States Office of Education for filing with the State Plan.

1.8 Vocational Education Under Contract

The State Board or local educational agency will provide vocational education under contract with agencies and institutions other than local educational agencies when that appears to be the best method to offer the education. Written contracts will be drawn which shall describe the portion of instruction to be provided by such agency or institution and incorporate the standards and requirements of vocational instruction as set forth in this State Plan. Such a contract shall be entered into only upon a determination by the State Board or local educational agency of satisfactory assurance that: (1) the contract is in accordance with State or local law, (2) the instruction to be provided under contract will be conducted as a part of the vocational education program of the State and will constitute a reasonable and prudent use of funds available under the State Plan, and (3) the contract contains an assurance that Federal, State, and local funds paid over to the contracting agency or institution will be used only to lower the rate of or eliminate tuition, fees, and other charges which otherwise would be collected from persons benefiting from such portion of the program.

Such contract shall be reviewed at least annually by the parties concerned.

1.81 Private Post Secondary Vocational Training Institutions

Post secondary vocational instruction provided in other than public institutions may be provided through arrangements with private post secondary vocational training institutions only where the State Board determines that such private institutions can make a significant contribution to attaining the objectives of the State Plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public agencies or institutions.

For purposes of this paragraph, a "private post secondary vocational training institution" means a private business or trade school, or technical institution or other vocational schools providing post secondary education in any State which meets the requirements set forth in subparagraphs (A) through (D) of Section 108(11) of the Act.

1.82 Other Agencies and Institutions

The State Board may enter into contract with other agencies and institutions for vocational instruction if it is determined that such training is not available in public agencies or institutions. Provisions contained in part 1.8 of this State Plan will be carefully observed.

1.9 Construction Requirements

1.91 Labor Standards

All laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the Act will be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act (40 U.S.C. 276a-276a-5) and 29 CFR Part 1 (29 F.R. 95), and shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act (40 U.S.C. 327-332), that such contractors and subcontractors shall comply with the provisions of 29 CFR Part 3 (29 F.R. 97), and that all construction contracts and subcontracts shall incorporate the contract clauses required by 29 CFR | 5.5 (a) and (c) (29 F.R. 100, 101, 13463).

1.92 Equal Employment Opportunity

All construction contracts exceeding \$10,000 shall include the employment nondiscrimination clause prescribed by section 203 of Executive Order No. 11246 of September 24, 1965, (30 F.R. 12319), and the State Board or local education agency shall otherwise comply with the requirements of section 301 of said Executive Order.

1.93 Avoidance of Flood Hazards

In the planning of the construction of school facilities under the Act, the State Board or local educational agency shall, in accordance with the provisions of Executive Order No. 11296 of August 10, 1966, (31 F.R. 10663), and such rules and regulations as may be issued by the Department of Health, Education, and Welfare to carry out those provisions, evaluate flood hazards in connection with such school facilities, and as far as practicable, avoid the uneconomic, hazardous, or unnecessary use of flood plains in connection with such construction.

1.94 Accessibility to Handicapped Persons

In the planning of construction of school facilities under the Act, the State Board or local educational agency shall, to the extent appropriate in view of the use to be made of the facilities, take into consideration the accessibility of the facilities to, and the usability of them by, handicapped persons and of their compliance with the minimum standards contained in "American Standard Specifications for Making Building and Facilities Accessible to, and Usable by, the Physically Handicapped" approved by the American Standard Association, Inc., with appropriate usable segments of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide-Department of Veterans Benefits, Regional Offices, Veterans Administration," and with such other standards in that regard as the Secretary of Health, Education, and Welfare may prescribe or approve.

1.95 Competitive Bidding

All construction contracts shall be awarded to the lowest and best qualified bidder on the basis of open competitive bidding as required by Oklahoma law. Architectural firms, after interview and hiring, receive a percentage of the total construction bid. Equipment is purchased through open competitive bidding. Land and buildings are purchased by local educational agencies to fulfill requirements and costs as established by those agencies. Any land or building in which the State Board enters into purchase must be approved by the State Board prior to the purchase of such land or building. The State Board reserves the right to reject any or all bids on projects in which it is sharing the cost. (See Appendix I.).

1.10A Effective Use of Results of Program and Experience

The State Board shall provide that in planning, developing, and carrying out programs, services, and activities under any part of the Act, effective use will be made of the results and experience of other programs and projects supported under Parts C through I of the Act, both through allotments to the State under the Regulations in this part, in its State Plan, and through direct grants and contracts by the Commissioner. Results and experiences of programs and projects will be compiled and made available to any interested agency or persons which might find them helpful. The Department of Vocational and Technical Education will be responsible for

gathering, compiling, and disseminating information relating to vocational education. Each vocational education division, with its supporting professional staff will provide the following: materials, information, research projects, curriculum projects, information on exemplary and innovative programs.

The Curriculum and Instructional Materials Center will serve as the resource center for processing and disseminating vocational education information and materials of all types. Staff meetings, teacher meetings, and workshops will also be devoted to dissemination of information on changing programs and/or new directions in vocational education. When feasible, in-service training and workshops will be conducted by the State Department of Vocational and Technical Education and/or approved teacher training institutions to train persons responsible for gathering and disseminating vocational education information and materials.

1.10B Opportunity for Hearings on Local Applications

Any local agency dissatisfied with final action with respect to any application for funds under the Act shall be given reasonable notice and opportunity for a hearing before the State Board. The procedure for providing local educational agencies notice and opportunity for such hearing is as follows:

- (1) All applications for funding under the Act will be reviewed by staff members designated by the State Director of Vocational and Technical Education.
- (2) A local educational agency which submits an application which cannot be accepted will immediately be notified of this condition and reasons for non-acceptance.
- (3) If the local educational agency is not satisfied with the explanation, it will be given an opportunity to discuss reasons for rejection with the State Director or such person(s) as he may designate.
- (4) If the local educational agency is not satisfied with explanations given for disapproval or the funding level recommended, it may request, in writing, a hearing before the State Board. This written request must be submitted 30 days prior to the date of the next regularly scheduled State Board meeting.
- (5) The President of the State Board or person(s) whom he may designate shall preside and direct proceedings of such hearings. Recommendations and transcripts of review indicated in Step 3 will be an integral part of such hearings.

Provision for a written record of the hearings shall be made. Local educational agencies shall be notified in writing of the decision reached at the hearing and the reason therefor.

If the local educational agency is dissatisfied with the final action of the State Board with respect to decisions reached at the hearing, it may within sixty days after such final action or notice thereof, whichever is later, file with the United States Court of Appeals for the circuit in which the State is located a petition for review of that action.

1.10C Economically Depressed Areas or High Unemployment Areas

The State Board shall rely upon the determinations made by the Secretary of Commerce of areas eligible for designation as "redevelopment areas" pursuant to Section 401 of the Public Works and Economic Development Act of 1964 (42 U.S.C. 3161). These redevelopment areas shall be designated as "economically depressed areas," "economically depressed communities," or "areas of high unemployment." These designations shall be on a county-wide basis.

The State Board shall also rely on current data from additional sources such as the Oklahoma Employment Security Commission, U.S. Bureau of Census, Department of Public Welfare, and other agencies in the designation of "areas as economically depressed" or "areas of high unemployment."

The following criteria based on the most recent data available shall be used for designation of counties and/or cities and communities in addition to those determinations made by the Secretary of Commerce.

- (1) The current rate of unemployment is at least 6 percent, or
- (2) The median family income in the area is not more than 40 percent of the national median.

Data and sources shall be documented to insure recency and reliability. This data so utilized is expected to be updated annually.

Sections 2.1(a) and 2.1(c), Part II of the Long-Range Program Plan Provisions shall provide statistical and graphic data relating to economically depressed and high unemployment areas.

1.10D Areas of High Youth Unemployment or School Dropouts

The State Board shall utilize data from local education agencies in determining areas of high concentration of school dropouts. Data are based on records of dropouts of Grades 9-12 and consist of both public and private school figures. This information is available on an annual basis.

1.10D-1 An area of high concentration of school dropouts is so designated when the current school dropout rate in the area is in excess of the overall State school dropout rate.

1.10D-2 The term "school dropout" refers to a student who leaves an elementary or secondary school before graduation from secondary school or completion of a program of studies without transferring to another school.

The State Board shall rely on current data from the Oklahoma Employment Security Commission, Bureau of the Census, and other agencies in determining areas of high concentration of youth unemployment. These areas shall also be eligible for designation in meeting criteria of Section 1.10D. The latest available information and data shall be used in making such determinations of areas which shall be on a county-wide basis. Such data utilized is expected to be updated annually.

1.10D-3 An area of high concentration of youth unemployment is so designated when the current rate of youth unemployment ages 16-19, in the area is at least 12 percent.

Data and source shall be documented to insure recency and reliability.

Sections 2.1(b) and 2.1(d) of the Long-Range Program Plan Provisions shall provide statistical and graphic data relating to areas of high youth unemployment and school dropouts.

The method used for determining the rate of youth unemployment in Oklahoma follows the same areas of the total unemployment in the State, except in the counties of Comanche, Oklahoma, and Tulsa. These counties are higher during the summer months due to migration. This information is supplied by the Employment Security Commission.

2.0 Fiscal Control and Fund Accounting Procedures

2.1 Custody of Federal Funds

The title and official address of the officer who has the legal authority to receive and hold custody of the Federal funds is the State Treasurer, State Capitol, Oklahoma City, Oklahoma. Authority is granted by 70 O.S. 1961, § 14B-2. The State Treasurer is hereby designated custodian of all funds allotted to this State from the appropriations made by said Act, and he shall receive and provide for the proper custody and disbursement of the same in accordance with said Act.

2.2 Expenditure of Federal Funds

The official title of the officer who will have authority to authorize expenditures under the State Plan is the State Director of Vocational and Technical Education. Authority is granted by 70 O.S., Suppl. 1968, § 14A - 1a. The Director of the Division of Vocational Education shall serve as an ex officio nonvoting member and shall be the Executive Officer of said Board. (See Appendix D.)

2.3 Allotment Availability

Federal funds allotted under the Act for each fiscal year shall be available for use by the State Board and local educational agencies only during such fiscal year, except that the following allotments shall also be available for use during the succeeding fiscal year:

- (1) Federal funds allotted from appropriations under Section 102 (a) of the Act for each fiscal year for the purposes of Parts B and C of the Act and which are either transferred to other allotments or reallocated to other states.
- (2) Federal funds allotted from appropriations under Section 102 (b) of the Act for each fiscal year for vocational education for the disadvantaged and which are reallocated to other states.
- (3) Federal funds allotted under Part D of the Act.

Use of Federal funds under Parts C and D of the Act for grants or contracts for programs and projects shall be the awarding of such grants or contracts by the State Board. Otherwise, a use of Federal funds under the Act by the State Board or local educational agency shall be determined as that prescribed by State and local laws and regulations which govern the allocation of uses of State and local funds.

2.31 Programs and Services

Expenditures for programs and services (non-construction expenditures) shall be charged to a particular fiscal year period for State or local purposes on the obligation basis of precise acts or occurrences as follows:

- (1) Local educational agencies or institutions, when applying for matching federal funds, shall specify the fiscal year period for which the funds are needed and shall certify that local matching funds are available for the purposes contained in the request;
- (2) Any expenditures made under the State Plan for personal services; utilities; travel; acquisition, maintenance, and repair of equipment and supplies; and other allowable items will be charged to that fiscal year in which the purchase order is issued or contractual commitment made, or as permitted by federal regulations.
- (3) Requisitions for reimbursement of funds for purchases of supplies and equipment shall be supported by a copy of the purchase order or other bona fide purchase commitments. Advance funding may be approved by the State Director if the local educational agencies or institutions can justify the need by demonstrating its inability to conduct the program successfully without advance funding.
- (4) Valid obligations shall be liquidated during the subsequent fiscal year period, with the exception that special items of equipment may be paid for at a later date upon certification of reasonable cause for delay in delivery, or as permitted by federal regulations.

2.32 Construction

Costs of construction shall be charged to one or two fiscal year periods for State or local purposes on the basis of precise acts or occurrences as follows:

- (1) Date of project approval by the State Board;
- (2) Certification that local and/or State funds are available for matching the federal funds;
- (3) A construction contract must be made within a period of one year from the date of approval by the State Board of the construction proposal; and,
- (4) The terms of the contract shall designate the amounts and time of payments to the contractor and shall specify the completion date of the construction.

2.4 Fiscal Records

The official fiscal accounts and documents of the State Board will be maintained by the State Board in the office of the Director of Business and Finance, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma.

The State Board shall maintain fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State, including such funds paid by the State to local educational agencies.

Accounts and supporting documents relating to any vocational education program involving Federal financial participation shall be adequate to permit an accurate and expeditious audit of the program.

State and local educational agencies receiving grants under the Act shall keep accessible and intact all records supporting claims for Federal grants or relating to the accountability of the grantee for expenditures of Federal grants and of matching funds. These records shall be retained for five years after the close of the fiscal year in which the expenditure was made by the State Board or any participating local educational agency, or, until the State Board is notified of the completion of the Federal audit, whichever is earlier. Records of questioned expenditures shall be kept until adjustments are made and are approved by the Commissioner of Education, U.S. Department of Health, Education, and Welfare.

2.5 Audits

2.51 State Audit of State Accounts

The accounts of the State Board of Vocational and Technical Education are audited by the State Examiner and Inspector. These audits are made annually and records of such audits are kept in the offices of the State Examiner and Inspector. Copies of the audit reports are available in the office of the Director of Business and Finance.

2.52 Audits of Local Accounts

Whenever required by Federal, State or special program grants and whenever deemed necessary by the State Director, personnel of the State Board of Vocational and Technical Education will audit the fiscal records and documents of local educational agencies pertaining to expenditures of State and Federal funds for approved programs. Preaudits are made on most expenditures and post audits will be made periodically as necessary. Copies of such detailed audits will be available in the office of the State Department of Vocational and Technical Education.

3.0 State Vocational Education Programs

3.1 Allocation of Funds to Part B Purposes

Federal funds appropriated under Section 102 (a) of the Act and allotted to Oklahoma for the purposes of Part B may be used for vocational education programs, services, and activities for the following groups of persons.

Persons in high school,

Persons who have completed or left high school and who are available for study in preparation for entering the labor market,

Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment (other than persons receiving training allowances under the Manpower Development and Training Act of 1962 (42 U.S.C. 2571-2628) or the Trade Expansion Act of 1962 (19 U.S.C. 1801-1991),

Disadvantaged persons, and

Handicapped persons.

3.1A The Programs, services, and activities referred to in paragraph 3.1 shall include:

Arrangements for Instruction

- (1) Vocational instruction shall be provided either under public supervision or control meeting the criteria of subparagraph (2) of this paragraph, or under contract with the State Board or a local educational agency.
- (2) To be under "public supervision and control," a school or class must be organized and operated under the direction of the State Board or a local educational agency responsible for expenditure of public school funds for vocational education in the State.

3.1B Objective of Instruction

- (1) Vocational instruction shall be designed to:
 - (a) prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or subprofessionals in recognized occupations and in new or emerging occupations, or
 - (b) prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs, or
 - (c) assist individuals in the making of informed and meaningful occupational choices, or
 - (d) achieve any combination of the above objectives.

- (2) Vocational instruction with the objective specified in subparagraph 3.1B (1) (a) shall include:
- (a) instruction related to the occupation or occupations for which the students are in training; that is, instruction which is designed upon its completion to fit individuals for employment in a specific occupation or a cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in, or preparing to engage in, such occupation or occupations. Such instruction shall include classroom related academic and technical instruction and field, shop, laboratory, cooperative work, or other occupational experience, and may be provided either to
 - (i) those preparing to enter an occupation upon the completion of the instruction, or
 - (ii) those who have already entered an occupation but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment.
 - (b) instruction necessary for vocational students to benefit from instruction described in subdivision (a); that is, remedial or other instruction which is designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever education deficiencies or handicaps that prevent them from benefiting from such instruction.
- (3) Pre-technical vocational instruction with the objective specified in subparagraph (1) (b) shall include instruction of the type described in subparagraph (2) of this paragraph, except that such instruction need not be designed to fit individuals for employment in a specific occupation, but must be primarily designed to prepare individuals for enrollment in advanced or highly skilled post secondary and technical education programs having the objective specified in subparagraph (1) (a) of this section. It shall not include instruction which is primarily designed to prepare individuals for higher education, or for professional training of the type described in (3.1C) (2) of this section, and which is only incidentally designed for individuals preparing for technical education.
- (4) Prevocational instruction with the objectives specified in subparagraph (1) (c) shall include instruction designed to familiarize individuals with the broad range of occupations for which special skills are required and the requisites for careers in such occupation.

3.1C Noneligible Instruction

- (1) Funds under the Act shall not be available for instruction in general education subjects unless such subjects have objectives specified in

paragraph (3.1A) of this section. However, a program of vocational instruction under the State Plan may be supplemented with such other general education subjects, supported with funds from other sources, as may be necessary to develop a well-rounded individual.

- (2) Funds under the Act will not be available for instruction which is designed to fit individuals for employment in recognized occupations which are generally considered to be professional or as requiring a baccalaureate or higher degree. The Commissioner has determined and specified the following as examples of occupations which are generally considered professional or as requiring a baccalaureate or higher degree, and are therefore excluded from those occupations for which instruction may be provided:

Accountants and auditors
 Actors and actresses
 Architects, artists, and sculptors
 Athletes, professional
 Authors, editors, and reporters
 Clergymen
 Engineers, professional
 Lawyers
 Librarians, archivists, and curators
 Life scientists, including agronomists, biologists, and psychologists
 Mathematicians
 Medical and health professions, including physicians, surgeons, dentists, osteopaths, veterinarians, pharmacists, and professional nurses
 Musicians
 Physical scientists, including chemists, physicists, and astronomers
 Social and welfare workers
 Social scientists, including economists, historians, political scientists, and sociologists
 Teachers and other educators

The above is not intended to exclude from vocational instruction those semiprofessional, technical, or other occupations which are related to those listed, but which do not themselves require a baccalaureate degree.

3.1D Admission of Students

Individuals shall be admitted for enrollment in classes and provided instruction on the basis of their need and their potential for achieving the occupational or other objective of such instruction.

3.1E Content of Vocational Instruction

The content of vocational instruction shall be developed and conducted in accordance with the following standards to assure soundness and quality in such instruction:

- (1) The program of instruction shall be based on a consideration of the skills, attitudes, and knowledge required to achieve the occupational

or other objective of such instruction, and includes a planned sequence of those essentials of education or experience (or both) deemed necessary for the individual to achieve such objective.

- (2) The program of instruction shall be developed and conducted in consultation with employers and other individuals or groups of individuals (such as local advisory committees) having skills in, and substantive knowledge of, the occupations or the occupational fields included in the instruction.
- (3) The program of instruction will include the most up-to-date knowledge and skills necessary for competencies required to meet the occupational or other objectives of such instruction.
- (4) The program of instruction will be sufficiently extensive in duration and intensive within a scheduled unit of time to enable the student to achieve the occupational or other objective of the instruction.
- (5) The program of instruction shall combine and coordinate classroom instruction with field, shop, laboratory, cooperative work, or other occupational experience which:
 - (a) is appropriate to the occupational or other objective of the instruction;
 - (b) is of sufficient duration to develop competencies necessary for the student to achieve such objective; and
 - (c) is supervised, directed, or coordinated by persons qualified under the State Plan.

3.1F Adequate Facilities and Materials for Instruction

Classrooms, libraries, shops, laboratories, and other facilities (including instruction equipment, supplies, teaching aids, and other materials) shall be adequate in supply and quality to meet the occupational or other objectives of the vocational instruction offered. If the State Board or local education agencies cannot provide such facilities and materials, but they are available in a business or industrial service, or other establishment; vocational instruction may be conducted in such establishments provided that such facilities and materials meet the standards and requirements of the Act and the State Plan.

3.1G Teachers and Supervisors

The vocational instruction shall be conducted and supervised by qualified teachers, teacher aides, supervisors, and other supporting personnel. To the extent necessary to provide for a sufficient supply of qualified teachers, teacher aides, and supervisors in the State, the program of instruction shall be accompanied by a teacher education program. (Refer to Part I, 1.4)

3.1H Vocational Guidance and Counseling

The program of instruction shall provide for vocational guidance and counseling personnel and services sufficient to enable such a program to achieve and continue to meet its objectives and the standards and requirements of this section.

3.1I Vocational Youth Organizations

The program of instruction will include activities of vocational education youth organizations which are integral parts of the vocational instruction offered and which are supervised by vocational education personnel; Agriculture--FFA; Business and Office Education--FBLA; Distributive Education--DECA; Home Economics Education--FHA and HERO; Trade and Industrial Education--VICA.

3.1J Evaluation

Evaluation of the program of instruction will be made periodically on the State level by the State Board and the State Advisory Council and continuously on the local level with the results being used for necessary change or improvement in the program through experimentation, curriculum improvement, training of vocational education personnel or other means.

3.1K Vocational Guidance and Counseling

The State Board and local educational agencies conducting programs of instruction shall provide such vocational guidance and counseling personnel and services as are required by such instruction pursuant to subparagraph 3.1H. Such vocational guidance and counseling services shall be designed to:

- (1) Identify and encourage the enrollment of individuals needing vocational education,
- (2) Provide the individuals with information necessary for making a meaningful and informed occupational choice,
- (3) Assist them while pursuing a program of vocational instruction,
- (4) Aid them in vocational placement, and
- (5) Conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.
- (6) The State Board shall make provision for an adequate guidance and counseling supervisory staff to:
 - (a) Develop, secure, and distribute occupational information,
 - (b) Provide consultative services concerning the vocational aspects of guidance, and

- (c) Give leadership to the promotion and supervision of better vocational guidance and counseling service at the local level. In carrying out these responsibilities, the State Board shall utilize the resources of the Oklahoma Employment Security Commission pursuant to the cooperative arrangements provided for in 1.7.

3.1L Construction of Area Vocational Education Schools

Area vocational education schools will be constructed pursuant to rules and regulations as established by the State Board. An area vocational education school is any public school or public institution of which the facilities can be constructed with Federal funds under the provision of Section 122 (a) (5) of the Act. See Paragraph 3.23 of the State Plan.

3.1M Ancillary Services and Activities

The State Board shall provide ancillary services and activities to assure quality in all vocational education programs described in subparagraph 3.1. Such services and activities may include the following:

- (1) State Administration and leadership as provided for in the State Plan;
- (2) Administration and supervision of instructional programs at the local level;
- (3) Evaluation of programs under the State Plan;
- (4) Training of teachers and other program personnel;
- (5) Special demonstration and experimental programs;
- (6) Development of curricula and instructional materials; and,
- (7) Research related to any of the services and activities.

3.1N Differences in Vocational Education Needs

- (1) In allocating funds among local education agencies, the State Board shall give due consideration to the relative vocational education needs of all the population groups referred to in subparagraph 3.1 in all geographic areas and communities in the State, particularly disadvantaged persons, handicapped persons, and unemployed youth.
- (2) In weighing the relative vocational education needs of the State's various population groups, the State Board shall give particular consideration to additional financial burdens which may be placed upon certain local educational agencies by the necessity of providing vocational education students, particularly disadvantaged and handicapped students, with special services such as compensatory or bilingual education, which are not needed in areas or communities served by other local education agencies in the State.

- (3) All available resources will be explored in determining vocational education needs within the State. The State Department of Education; Oklahoma Employment Security Commission; Department of Public Welfare; Department of Institution, Social and Rehabilitative Services; and other divisions will be included in planning. The continuous evaluation on the local levels and periodic evaluation on the State level will be closely studied to determine necessary changes in vocational education offerings and patterns. A continuous effort will be made to encourage reports from local school superintendents, county officials, business and industry leaders and personnel, and any other persons with a knowledge of, and an interest in, vocational education. All the information gained will be used to make a judgement of what training should be offered, how long it should be offered, and how long it should continue.

3.1P Vocational Education Programs for the Disadvantaged

- (1) Funds appropriated under Part 102 (b) of the Act and allotted to the State for the purpose of Section 122 (a) (4) (A) of the Act may be used only for vocational education programs for disadvantaged persons.
- (2) Allotments made to the State from sums appropriated under Section 102 (b) of the Act will be allocated within the State to vocational education programs for disadvantaged persons located in areas of the State with a high concentration of youth unemployment and school dropouts.
- (3) The State Board shall allow students to participate in vocational education programs in private, nonprofit schools when their educational needs are of the type which a program or project under Part B supported with funds allotted under Section 102 (b) of the Act can meet. The State Board will supervise such vocational instruction in accordance with State Plan provisions to assure that such participation by students shall be genuine and meaningful.
- (4) Funds made available under Section 102 (b) of the Act and used to accommodate students in nonprofit, private schools shall not be commingled with State or local funds so as to lose their identity as funds from Federal sources. Accounting methods shall be established which assure that each expenditure of funds made available under Section 102 (b) of the Act can be separately identified as such.

3.11 Percentage Requirements

Federal funds allocated to local educational agencies shall comply with the following requirements with respect to the use of Federal funds. (Percentages apply on a State-wide basis.)

- (1) At least 15 percent of the total allotment for any fiscal year of funds appropriated under Section 102 (a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment,

whichever is greater, shall be used only for vocational education for disadvantaged persons.

(2) ~~At least 15 percent of the total allotment for any fiscal year of funds appropriated under Section 102 (a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for post secondary vocational education.~~

(3) At least 10 percent of the total allotment for any fiscal year of funds appropriated under Section 102 (a) of the Act shall be used only for vocational education for handicapped persons.

3.12 Identification of Disadvantaged Persons

Disadvantaged persons are those persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason, require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons, as defined in paragraph 3.13, unless such persons also suffer from the handicaps described in this paragraph. State agencies and local agencies that deal with disadvantaged persons will be consulted and asked to assist in identifying such persons. Local educational agencies will be assisted in recruiting disadvantaged persons into vocational education programs through all means available.

3.13 Identification of Handicapped Persons

Handicapped persons are those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program without special educational assistance or who require a modified vocational or consumer and homemaking education program. The Department of Public Welfare, the Special Education Division of the State Department of Education, and other agencies will be asked to assist in identifying, testing, and recruiting such persons into vocational education programs. Evaluation shall be made according to criteria established by the State Board.

3.14 Manpower Needs and Job Opportunities

(1) In allocating funds among local educational agencies, the State Board shall give due consideration to information regarding current and projected manpower needs and job opportunities, particularly new and emerging manpower needs and opportunities on the local, State, and National levels.

(2) In complying with paragraph (1), the State Board shall give particular consideration to those vocational education programs which are best designed to:

(a) Fulfill current or projected manpower needs in existing occupations at the local level by preparing students for current or projected job opportunities in such occupations; or,

(b) Fulfill new and emerging manpower needs at the local, State, and National levels by preparing students for new and emerging job opportunities at such levels.

(3) The State Board will consult with other applicable State agencies in helping determine the current and projected manpower needs and job opportunities in the State. Information from the Oklahoma Employment Security Commission, the State Advisory Council, business and industrial leaders, State planning agencies, industrial development department, and others will be assimilated and used in making determinations required in paragraphs (1) and (2). Results of the evaluations will be used in determining if the needs in particular areas are being met. Cooperative arrangements with other State agencies will help supply information needed in making these determinations.

3.15 Vocational Education Needs of Groups to be Served

The State Board shall give due consideration to the vocational education needs of persons of all ages, persons in high school, persons who have completed or left high school who require preparation for entering the labor market, persons already in the labor market who need training or retraining for employment, disadvantaged persons and handicapped persons. The State Board will work with all available local and State agencies which can help determine the categories of persons and vocational education needs of the persons. Vocational Education programs which can benefit the greatest number of persons will be given first consideration by the State Board.

3.2 Allocation of Funds to Local Educational Agencies for Programs, Services, and Activities

The State Board shall allocate funds allotted to it under Part B of the Act among local educational agencies in such a manner as to:

(1) Fulfill the following requirements:

(a) The Federal share of State and local expenditures incurred for the following purposes under the State Plan shall not exceed:

(i) 50 percent of State and local expenditures for State vocational education programs under Part B of the Act except that the Federal share shall be 100 percent for programs for the disadvantaged in areas of high concentration of youth unemployment and school dropouts under Part B of the Act and financed with funds under Section 102 (b) of the Act;

- (ii) 75 percent of expenditures for State research coordination units under Part C of the Act;
 - (iii) 90 percent of expenditures for vocational education research and personnel training programs, developmental, experimental, and pilot programs and dissemination activities under Part C of the Act;
 - (iv) 100 percent of expenditures for exemplary programs and projects under Part D of the Act;
 - (v) 90 percent of expenditures for planning, constructing, and operating residential vocational education facilities under Part E of the Act;
 - (vi) 50 percent of expenditures for consumer and homemaking programs under Part F of the Act except that the Federal share shall be 90 percent for such programs in economically depressed areas or areas of high rates of unemployment under Part F of the Act;
 - (vii) 100 percent of expenditures for cooperative vocational education programs under Part G of the Act; and,
 - (viii) 80 percent of expenditures for vocational work study programs under Part H of the Act.
- (b) Allocation of Federal funds to local educational agencies shall comply with the percentage requirements set forth in Section 3.11.
- (c) Allocation of Federal funds to local educational agencies will give consideration to the following maintenance of effort requirements;
- (i) Federal funds made available under Part B of the Act will not supplant State or local funds but will be so used as to supplement, and to the extent practical, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the purposes set forth in Section 122 (a) of the Act, so that all persons in all communities of the State will as soon as possible have ready access to vocational education suited to their needs, interests, and ability to benefit therefrom.
 - (ii) No payments of Federal funds under the Act will be made in any fiscal year to any local educational agency unless the State Board finds that the combined fiscal effort of that agency and the State with respect to the provision of vocational education by that agency for the preceding fiscal year was no less than such combined fiscal effort for that purpose for the second preceding fiscal year. Any such reduction in combined fiscal effort for any fiscal year by more than five percent will disqualify a local educational

agency unless the local educational agency is able to demonstrate to the satisfaction of the State Board that such a reduction was occasioned by unusual circumstances that could not have been fully anticipated, or reasonably compensated for by the local educational agency and that the fiscal effort of the local educational agency does not otherwise indicate a diminished fiscal effort.

(d) Consideration will be given to the tax effort requirements specified in allocation of Federal funds to local educational agencies:

(i) No local educational agency which is making a reasonable tax effort, as determined pursuant to paragraphs (ii) and (iii) below, will be denied funds for establishing new vocational education programs solely because it is unable to pay the non-Federal share of the cost of such programs.

(ii) The tax effort of a local educational agency shall be represented by the ratio between the total annual local tax revenues available to the agency for educational purposes and the total wealth of the local area or community served by the agency. In computing local tax effort, the State Board may measure local revenues and local wealth by whatever means it considers fair and equitable to all local educational agencies in the State.

(iii) A local educational agency's tax effort shall be considered reasonable whenever it is equal to, or greater than, the average local tax effort in the State.

(iv) Records of the Finance Division of the State Department of Education will be used in administering this section of the State Plan. Records will be kept up-to-date, with annual check of all schools requesting Federal funds for vocational education programs.

(2) Maintain compatibility with the long-range objectives set forth in its long-range program plan and the estimated allocation of funds to program purposes set forth in its annual program plan.

3.21 Local Application

See local application, Appendix K.

3.22 Procedures for Processing Local Applications for Vocational Programs, Services, and Activities

Local applications will be reviewed by the State Board. If a program request cannot be granted, a committee made up of State Board Staff members will review the application together, make a finding, and notify the local educational agency. Programs approved will receive written notification of the approval.

3.22-1 Programs, Services, and Activities Undertaken by the State Board

Immediately upon determining that a program, activity, or service should be initiated in an area vocational education school or other State School or institution, the State Board shall notify such agency of its determination. That agency then may make application for the program, service, or activity, and that application will be handled through a policy established by the State Board. See Appendix H for policy for the establishment of area vocational-technical schools. Criteria found in part II of this Plan will be used in making a determination of programs to be implemented.

3.22-2 Programs, Services, and Activities Undertaken by Local Educational Agencies

Each proposal or application by a local educational agency shall be submitted to the State Director of Vocational and Technical Education for review and study by appropriate staff personnel designated. Applications shall be in sufficient detail in accordance with 3.21 for a satisfactory appraisal of their contributions to meeting objectives of the State Plan. The use of advisory committees, the assurance of employment opportunities, and the establishment of evaluation procedures shall be included in the application. The State Director of Vocational and Technical Education shall approve, disapprove, or defer application. Notification in writing of action shall be forwarded to the local educational agency, and an award letter shall include approved budget and condition of approval.

3.22-3 Coordination with Other Agencies

Cooperative arrangements may be made with other agencies, organizations, and institutions concerned with manpower needs and job opportunities, such as institutions of higher education, model city, business, labor, and other organizations. A cooperative agreement has been entered into with the Oklahoma Employment Security Commission for purposes relating to labor market needs. Arrangements have been made for the joint development of a comprehensive plan for the vocational education of handicapped persons between the State Board, Division of Vocational Rehabilitation, and Special Education Section of the State Department of Education. Additional coordination activities with other State agencies are described in 1.7.

3.23 Procedures for Processing Local Applications for Construction

3.23-1 Projects Undertaken by the State Board

The State Board will receive applications from local school districts who have called for an election, meeting the

minimum criteria established for the State Board, for establishing area vocational-technical schools where matching funds are available for this purpose. The State Director of Vocational and Technical Education shall recommend to the State Board those projects to be approved. All projects must meet the criteria as set forth in 1.9 of part I.

3.23-2 Projects Undertaken by Local Educational Agencies

Proposals or applications by local educational agencies shall be submitted to the State Director of Vocational and Technical Education for review and study by appropriate staff personnel designated. Applications shall be in sufficient detail for a satisfactory appraisal of their contributions to meeting objectives of the State Plan. Only such projects where matching funds are available and which meet eligibility criteria of designation as area vocational schools shall be considered for approval. The State Director of Vocational and Technical Education shall submit applications which meet applicable criteria and provisions of the State Plan pursuant to construction projects to the State Board for its action.

3.23-3 Coordination with Other State Agencies

(Does not apply.) Oklahoma's statutes do not require approval of other State agencies.

3.24 Maintenance of Effort

Maintenance of effort requirements are assured by section 3.2 (1) (c) (i) (ii).

3.25 Matching

3.25.1 Overall State Matching

The State Board assures that for every dollar of Federal funds expended for vocational education programs, services, and activities under Part B of the Act, excepting Section 102(b), one dollar of State and/or local funds will be expended on a state-wide basis. Federal funds shall not be allocated in a manner which will require local educational agencies to match Federal funds at a percentage ratio uniform throughout the State.

The Federal share of expenditures under Part B, as financed with funds under Section 102(b), for programs for the disadvantaged in areas of high concentration of youth unemployment and school dropouts may be 100 percent. Funds will be allocated in accordance with 3.26.

3.25-2 Reasonable Tax Effort

Refer to 3.2 (1) (d) for tax effort requirements.

- A. The following factors shall be utilized in determining the tax effort of the local educational agency and the average local tax effort in the state.

Millage levied and amounts collected for school purposes by each of the 77 counties and 456 high school districts in the State shall be ascertained for purposes of determining tax revenues. The following categories shall be included:

1. Ad valorem taxes:

- (a) No less than five mills to schools of 15 mills apportioned by County Excise Board.
- (b) Constitutional 4 mill levy.
- (c) Emergency 5 mill levy voted each year by school district patrons.
- (d) Local support levy of up to 10 mills voted each year by school district patrons.
- (e) Building fund levy of up to 5 mills voted each year by school district patrons.
- (f) Sinking fund requirements related to debt limitations. School districts limited to debt not exceeding 10 percent of assessed valuation.

2. State aid:

- (a) Foundation and incentive aid-based upon local district voting millage.
- (b) Free textbooks.
- (c) Special education programs.

3. State dedicated funds apportioned to school districts by the State Department of Education;

- (a) Auto license fees.
- (b) Oil and gas gross production taxes.
- (c) Rural Electrification Act tax.
- (d) State School Land Commission earnings.

These data are compiled annually by the Finance Division of the State Department of Education.

B. For the purposes of ascertaining the total wealth of a particular area, the following shall be used:

1. The net assessed value of all real estate and personal property by school districts as compiled by the State Department of Education.
2. Personal income estimates by county as provided by the State Industrial Development Department and the State Employment Security Commission.

C. For the purposes of determining the average local tax effort, such shall be computed from totals of data specified in 3.25-2A and 3.25-2B of this Section.

D. Appropriate weighted factors may be applied to data in 3.25-2C of this Section in computing the tax effort of the local educational agency and the average local tax effort in the State as may be deemed necessary to account for unusual circumstances or to compensate for differences in base of assessed valuations or tax revenues.

The method established shall apply consistently to each local educational agency.

The provisions of 3.25-2 do not apply to local educational agencies such as state-operated schools and institutions funded through direct appropriations of the State Legislature.

3.26 Criteria for Determining Relative Priority of Local Applications

The State Board shall carefully study each local application to determine its priority. Final determination of the priority of the applications will be based on numbers of populations being served, need for particular skills in that area, number of dropouts, number of unemployed, number of socioeconomic depressed, and all other regulations contained within the Act that will assist in making a determination.

The State Advisory Council shall study the needs for vocational education in the State and shall advise the State Board of its findings or criteria for determining relative priority of local applications.

3.26-1 Manpower Needs and Job Opportunities

In allocating funds among local educational agencies, the State Board shall give due consideration to information

regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, State, and National levels. The Oklahoma Employment Security Commission, industrial leaders, the State Advisory Council, and other groups will be consulted in helping make these determinations.

The State Board shall give particular consideration to those local educational agencies whose proposed vocational education programs are best designed to:

- (a) Fulfill current or projected manpower needs in existing occupations at the local level by preparing students for current or projected job opportunities in such occupations, or
- (b) Fulfill new and emerging manpower needs at the local, State, and National levels by preparing students for new and emerging job opportunities at such levels.
- (c) Data shall be evaluated and studied for implementing best possible ways for training programs to meet those needs for trained manpower and job opportunities. Long-range manpower and job opportunity projections based on the most reliable sources of data available will be carefully considered for incorporation into Part II, Long-Range Program Plan Provisions.

3.26-2 Vocational Education Needs

In allocating funds among local educational agencies, the State Board shall give due consideration to the relative vocational education needs of all the population groups referred to in Part 3.1 of the Plan, in all geographic areas and communities in the State, particularly disadvantaged persons, handicapped persons, and unemployed youth.

In weighing the relative vocational education needs of the State's various population groups, the State Board shall give particular consideration to additional financial burdens which may be placed upon certain local education agencies by the necessity of providing vocational education students, particularly disadvantaged and handicapped students, with special services such as compensatory or bilingual education, which are not needed in areas or communities served by other local educational agencies in the State.

The identification of vocational education needs, including the need for special education programs for handicapped and disadvantaged persons, shall be a continuous function of the Department of Vocational Education. Specific responsibilities have been assigned to members of the State

staff by the State Director of Vocational and Technical Education that include periodic assessments of the vocational education needs on the State level. Assistance shall be provided local educational agencies by the State staff in these activities. Application data submitted by local agencies shall, as indicated in 3.2, provide assurance that such identification of vocational education needs are made and that programs are so directed to meet these needs. Special emphasis shall be given to the identification of disadvantaged and handicapped persons. Refer to 3.12 and 3.13. Special emphasis shall be placed on identification of programs for disadvantaged and handicapped which have additional financial burdens. Program evaluations by appropriate staff personnel and functions of the State Advisory Council in this area shall provide adequate data for identification of vocational education needs.

Information compiled on vocational education needs shall be the basis for relative priorities as pertains to Part B program purposes. Such priorities shall be used in developing the long-range program plan for the State.

Periodic evaluations as described in 1.5 shall be used in assigning priorities for vocational education needs. These evaluations shall contain areas of recommended change, re-direction, and upgrading of programs to insure that the needs of population groups shall be assessed and shall be served adequately through vocational education.

Local advisory committees as well as the State Advisory Council shall study the relationship between current and projected vocational education programs and how adequately the needs of population groups shall be met. Recommendations of these groups, as well as studies or findings of the Research, Planning, and Evaluation Division shall be used by the State Board in program planning to meet the needs of different population groups in the State.

3.26-3 Relative Ability to Provide Resources

In allocating funds among local educational agencies, the State Board shall give due consideration to the relative ability of the local educational agencies in the State, particularly those in economically depressed areas and those with high rates of unemployment, to provide the resources necessary to meet the vocational education needs in the areas or communities served by such agencies.

In determining the local educational agency's ability to provide such resources, the State Board shall give primary consideration to the total wealth of the area of community served by the local education agency in relation to the total

number of students it is educating. The State Board will determine relative ability to provide resources by whatever means it deems to be fair and equitable to all local educational agencies in the State.

A scale of weights and indices shall be used for establishing the degree of priority of local agencies serving areas which have been designated as economically depressed or high unemployment areas over local educational agencies not serving such areas.

Within each of the classes of local educational agencies indicated in 3.26-3A of this section, relative ability to provide resources may be determined by:

- a. Comparing the wealth of the area of each of the 77 counties in relation to the number of students which each is educating which shall provide "wealth per student"; or,
- b. Comparing per capita incomes of the areas served by each local education agency; or,
- c. A formula utilizing factors in the Equilization Formula of the Minimum Foundation Aid Data shall be furnished by the Finance Section, Oklahoma State Department of Education.

The wealth of the area indicated in 3.26-3a of this section shall be determined by: (a) the net valuation of each school district divided by the school enumeration of the district. This data is collected annually from each district by the State Department of Education. The source of data for (b) above is available from the State Industrial Development Department and Oklahoma Employment Security Commission.

3.26-4 Relative Costs of Programs, Services, and Activities

In allocating funds among local educational agencies, the State Board shall give due consideration to the cost of the programs, services, and activities these local educational agencies provide which is in excess of the cost which may be normally attributed to the cost of education in such local educational agencies.

In considering the relative priority of local educational agencies in terms of costs of education, the State Board shall give primary consideration to:

- (a) Differences in the cost to local educational agencies of material and services, such as construction or equipment

costs of teachers' salaries, which are due to variations in price and wage levels of other economic conditions existing in the areas served by the local educational agencies; and,

- (b) Local educational agencies with relative costs in excess of state-wide averages may be reimbursed at a greater rate, but relative to the degree of excess costs. Each case shall be determined upon its own merits. Primary consideration shall be given to excessive costs attributable to construction, wages, equipment, supplies, maintenance costs, and other relevant categories.
- (c) Information for computing state-wide average shall be collected from the most recent information and data which apply to local educational agencies. Sufficient information and data shall be collected on an annual basis for establishing reliable state-wide average indexes.

3.26-5 Other Criteria of the State

The State Board shall use the criteria described in 3.26-1 through 3.26-4 in determining relative priority of local applications. Other criteria as may be needed for particular situations and/or to comply with the State law shall be established.

3.27

Application of Criteria in Determining the Relative Priority of Local Applications

The State Board will use a weighted systems approach in determining the relative priority of local applications, in the event that the State Board is unable to meet all bonafide requests for vocational programs due to lack of funds. This weighted systems approach will include manpower needs, vocational needs, ability of the school district to pay, and excess costs. Other factors may be considered from time to time as the situation and conditions demand.

The weighted systems approach will also be used by the State Board in determining the percentage amount of the Federal share of vocational-technical programs. Following is a description of the approach:

3.27-1 Weighted Systems Approach

- A. The weighted systems approach involves the use of a series of scales where the local educational agencies are ranked. From this the scales may be divided into six portions and values of 0 to 5 assigned. The four factors and their relative weights are as follows:

- (1) Manpower Needs
Weight: 5 Points Possible: 25

The local educational agencies are ranked on the basis of criteria outlined in 3.26-1 of this section. If a local educational agency is ranked in the second level (2nd of six levels) of the scale, its total points for this factor would be 20 ($5 \times 4=20$).

- (2) Vocational Education Needs
Weight: 5 Points Possible: 25

Types of data as outlined in 3.26-2 of this section will be considered to obtain a scale of rank the local educational agencies. Those local educational agencies which rank highest in this scale would receive the most points. A local educational agency ranking in the fifth level (5th of six levels) would have a point total of 5 ($5 \times 1=5$).

- (3) Relative Ability to Pay
Weight: 3 Points Possible: 15

The criteria outlined in 3.26-3 of this section will be used to achieve a ranking of local educational agencies by their ability to pay. Those local educational agencies having the least ability to pay will be given the most points.

- (4) Excess Cost
Weight: 2 Points Possible: 10

The criteria outlined in 3.26-4 of this section will be used to achieve a ranking of local educational agencies. Those local educational agencies having the highest costs will be given the most points.

B. Additional Considerations:

Local education agencies will not be denied opportunity to participate in vocational education programs due to an inability to provide local matching funds. Additional consideration will be given to those agencies which are in areas considered to be economically depressed. An additional eight points may be awarded to local educational agencies located within economically depressed areas.

To help assist local educational agencies which are located in areas considered to be high dropout areas or high youth unemployment areas, projects from those agencies may be awarded an additional seven points.

Projects that have special features which are considered to be demonstration or pilot in nature and which help to meet special needs of the State program may be awarded an additional ten points.

C. Application of the Factors:

The State will review each local application in terms of the rank it has on the State scales and the combined total of each local educational agencies' points. The maximum possible point total would appear as follows:

(1) Manpower Needs	Wt. 5 Pts. 25
Scale of 5	
(2) Vocational Education Needs	Wt. 5 Pts. 25
Scale rate of 5	
(3) Relative Ability to Pay	Wt. 3 Pts. 15
Scale rate of 5	
(4) Excess Costs	Wt. 2 Pts. 10
Scale rate of 5	

Additional Considerations:

Economically depressed areas	Pts. 8
Schools in high dropout of youth unemployment areas	Pts. 7
Demonstration or pilot projects	Pts. 10

Total Points Possible: 100

- D. Each local educational agency will be ranked following the above process and those local educational agencies with the highest point total will achieve highest priority for funding. Those local educational agencies having a low point total will have lowest priority for funding.

3.27-2 Federal Funds to be Paid to Local Educational Agencies

It will be the intent of the State Board to see that persons of all ages in all communities of the State have ready access to training or retraining.

The range of differences among the amounts received by each local educational agency will not necessarily be wide or great. The State School Laws provide aid equalization to all schools, thus enabling a school in a low-valuation area to have a vocational program as easy as a school having a high valuation; therefore, the amounts received by the various local educational agencies will be along the following lines:

- A. Secondary high schools-A maximum of \$125 per month for each approved vocational program to

supplement the basic State aid provisions for teachers' salaries. The range of differences for Federal funds disbursement may be:

Top 16 2/3% of schools with most priority points	\$125 per month
Second 16 2/3% of schools with most priority points	100 per month
Third 16 2/3% of schools with most priority points	95 per month
Fourth 16 2/3% of schools with most priority points	80 per month
Fifth 15 2/3% of schools with most priority points	65 per month
Sixth 16 2/3% of schools with least priority points	50 per month

- B. Area Vocational-Technical Schools--Federal funds in an amount equal to 15 percent of the total costs of a program will be granted to area vocational-technical schools that offer approved programs that rank in the top 50 percent utilizing the Weighted Systems Approach. If sufficient funds are available, increased reimbursement may be made based on the number of points added for reasons listed under Additional Considerations.

3.27-3 Post Secondary and Technical Institutes

Funding of vocational-technical education programs in the State supported colleges and technical institutes shall be based on the contractual agreement with the State Regents for Higher Education (Appendix O).

3.27-4 Adult Education

The priority for funding approved adult vocational education programs shall be based on the Weighted Systems Approach outlined in 3.27-1.

In no case would the funding for a program exceed the rate of pay of the instructor of the program. In order to receive the appropriate rate of funding, 12 students must complete the class--a student leaving the class to accept employment in the occupational area for which the training is offered shall be considered a completion. If fewer than 12 students complete the course, the approved rate of funding will be prorated according to the number of students completing the course. For example, if six students complete the course, funding will be made at 50 percent of the approved rate. In case of a critical need of trained personnel in limited numbers in a geographic area, application for waiver of the above criteria may be submitted and approved by the State Board.

4.0 Vocational Education Programs for the Disadvantaged

In addition to the provisions in 1.0 through 3.0 of this part of the State Plan, the following special provisions apply to programs for the disadvantaged supported with Federal funds under Section 102(b) of the Act.

4.1 Required Allocation of Funds to Certain Areas

Allocation of funds will be made for programs for the disadvantaged located in areas of the State having high concentration of youth unemployment or school dropouts. See Section 1.10D of the State Plan.

4.2 Participation of Students in Nonprofit, Private Schools

The State Board shall carefully ascertain that there will be genuine and meaningful participation in all vocational education programs for the disadvantaged of students enrolled in nonprofit, private schools to the extent consistent with the number of such students in the area to be served whose educational needs are of the type which such programs are designed to meet.

The participation of students enrolled in private, nonprofit schools in vocational education programs or projects under Part B supported with funds allotted under Section 102 (b) and under Parts D and G of the Act shall be in accordance with the following requirements:

- (a) Each program shall be designed to include, to the extent consistent with the number of students enrolled in private, nonprofit schools in the geographic area served by the program or project, vocational education services which will meet the vocational education needs of such students.
- (b) The vocational education needs of students enrolled in private, nonprofit schools located within the geographic areas served by the program or project, and the types of vocational education services which will be provided for them shall be determined after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing such vocational services to students enrolled in public schools. Each application submitted by the local educational agency to the State Board shall indicate the number of students enrolled in private, nonprofit schools who are expected to participate in each program and project proposed by such agency and the degree and manner of their expected participation.
- (c) Public school personnel may be made available in other than public school facilities only to the extent necessary to provide vocational education services required by the students for whose needs such services were designed, and only when such services are not normally provided at the private school. The State Board or local educational agency providing such vocational education services to students in private, nonprofit schools shall maintain administrative control and direction over such services, and each application from a local educational agency providing such services shall so provide.

- (d) Any program or project to be carried out in public facilities and involving joint participation by students enrolled in private, nonprofit schools and students enrolled in public schools shall include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such students.

4.3 Noncommingling of Funds

A vocational education program or project for disadvantaged persons will be approved and funded under Section 102 (b) of the Act only if the State Board determines that effective policies and procedures will be adopted which assure that funds from Federal sources used to accommodate students in nonprofit, private schools pursuant to 4.2 will not be commingled with State or local funds so as to lose their identity as funds from Federal sources.

Disbursements will be made to local educational agencies by claims which detail the purposes for which reimbursement is claimed. A separate accounting record will be maintained which will identify Federal expenditures for programs for disadvantaged from other expenditures.

5.0 Vocational Education Research and Personnel Training

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with Federal funds under Part C of the Act.

5.1 Division of Research, Planning, and Evaluation

The Division of Research, Planning, and Evaluation was established as the Oklahoma Research Coordinating Unit in July, 1965. It is administered jointly by the State Director of Vocational and Technical Education as a Division of the State Department, and by Oklahoma State University through the Head of the School of Occupational and Adult Education. The Division is made up of a Head; four Unit Coordinators for Research, Planning, Evaluation, and Data Analysis; six other professional staff and nine graduate assistants within the units; and three secretaries. Three special projects, VIEW (Vocational Information for Education and Work), Linear Programming, and National Management by Objectives for State Departments of Vocational Education are also administered by the Division.

Members of the staff of the Division of Research, Planning, and Evaluation attend the regular staff meetings of the State Department of Vocational and Technical Education and work individually and in groups with supervisory personnel of the various program divisions of the State Department of Vocational and Technical Education and with the State Advisory Council. The professional personnel who hold academic appointments in the University also attend the staff meetings of the College of Education and the School of Occupational and Adult Education. Division staff confer individually with vocational and technical teachers, teacher educators, and educational researchers throughout the State.

The Research Unit serves as the research arm of the State Department of Vocational and Technical Education. The objectives of the Unit are: (1) to coordinate intrastate vocational-technical research, and to cooperate with Research Coordinating Units in other states in the coordination of interstate vocational research; (2) to provide assistance to researchers in vocational-technical education in the areas of research design and methodology, review of proposals, identification of problems, and identification of funding agencies; (3) to stimulate activities which will result in increased interest and improved competence in vocational research; (4) to develop and conduct exploratory research in vocational-technical education; (5) to develop procedures whereby relevant research findings may be disseminated to those individuals in vocational education who have need of such information, and to stimulate the use of research results toward the development of innovative practices in the improvement of vocational-technical programs in local schools; and (6) to encourage the development of curriculum guides and teaching materials as directed by research in vocational education.

The Planning Unit serves as the planning arm of the State Department of Vocational and Technical Education. Its objectives are: (1) to coordinate the development of the short range and long range plans of the State Department of Vocational and Technical Education; (2) to assist local education agencies in the development of their local application and long-range vocational plans;

(3) to conduct training programs for local education agencies and assist in the planning of vocational and technical education in the State; (4) and to conduct research projects supportive of the planning and management activities of the State Department of Vocational and Technical Education.

The Evaluation Unit serves as the evaluation arm of the State Department of Vocational and Technical Education. Its objectives are: (1) to coordinate the evaluation of 20 percent of all regular vocational programs in the State each year, and to prepare evaluation reports on each; (2) to coordinate the evaluation of all special programs and projects; (3) to provide the State Advisory Council with information, data, data analysis, and other assistance as requested by the Council in the performance of its duties; and (4) to conduct research to identify appropriate variables to include in evaluation instruments.

The Management Information System Unit serves as the information arm to the Division of Research, Planning, and Evaluation and to the State Department of Vocational and Technical Education. Its objectives are: (1) to coordinate OTIS activities and prepare an annual occupational demand and supply report, and to furnish special reports relating to occupational supply and demand as requested, (2) to develop automated information storage and retrieval packages to meet any information needs at the State Department level and; (3) to complete data analyses in support of vocational research projects as requested.

The operation of the Division of Research, Planning, and Evaluation is supported by the State Board of Vocational and Technical Education with 75 percent Federal monies and 25 percent State funds.

5.2 Application Procedures

Additional research projects may be funded by the State Director of Vocational and Technical Education from monies received under Part C of P.L. 90-576 upon the recommendation of the Research Coordinating Unit or the State Advisory Committee. Staff members of the RCU will assist with the development of proposals and will provide liaison between the State Director and the Project Staff. The projects may be funded with 90 percent Federal funds and 10 percent local or institutional funds.

5.21 Submittal of Applications

Five copies of a one-page abstract which outlines the proposed research project should be submitted to the State Director by an individual authorized to act for the applicant. This abstract should include: (1) A statement of the problem; (2) The procedures and personnel involved; (3) Expected outcomes; (4) The approximate cost; (5) and qualifications of the personnel who will be responsible for the program or project. These abstracts will be reviewed by the staff of the RCU and by supervisory personnel from the appropriate division of the State Department. This review will result in a recommendation to the State Director that the person submitting the abstract be encouraged to develop a full proposal or that further activity on this project be discouraged.

The format should be adopted to the activity, but the proposal should contain, in general, the following items:

- I. Title Page
- II. The Abstract
- III. The Body of the Proposal
 - a. Problems and objectives
 1. Statement of the problem or purposes
 2. Review of literature and/or related research
 3. Statement of objectives
 4. Rational of the study
 - b. Description of Activities (Procedures)
 - c. Use to be made of Findings
 - d. Duration
- IV. Personnel and Facilities
- V. Budget Section

5.22 Review of Applications

The State Director of Vocational and Technical Education has designated appropriate staff personnel for the purpose of reviewing and studying of applications received. Applications shall be in sufficient detail pursuant to Sections 5.21 and 5.22 for a satisfactory appraisal of their contributions to meeting the objectives of the State Plan.

The applications which request grants and contracts pursuant to this section shall be reviewed and evaluated in terms of meeting the following appropriate criteria:

- (a) Relevance to priority areas in vocational education specified in the long-range program plan and to vocational education programs, services, and activities described in the annual plan;
- (b) Adequacy and competence of personnel designated to carry out the program or project;
- (c) Adequacy of facilities;
- (d) Reasonableness of cost estimates;
- (e) Expected potential of the proposed program or project being made a part of the regular vocational education program; and
- (f) The expected potential for utilizing the results of the proposed program or project in exemplary or regular vocational education programs.

5.23 Action on Applications

The State Director of Vocational and Technical Education shall: (1) approve the proposal in whole or in part, (2) disapprove the proposal, or (3) defer action on the proposal for such reasons as lack of funds or need for further evaluation. Each applicant shall be notified in

writing on the action of the proposals. In the case of approved proposals, notification to applicants shall include the grant or contract award conditions which the applicant must accept in accordance with State law. Deferral or disapproval of the proposal shall not preclude resubmission of the proposal for reconsideration.

5.3 Notification to Commissioner

Within 15 days after approval of a grant or contract, the State Board through the State Director of Vocational and Technical Education shall forward to the Commissioner of Education, U. S. Department of Health, Education, and Welfare, an information copy of the approved proposal.

6.0 Exemplary Programs and Projects

In addition to the Provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with Federal funds under part D of the Act. Grants or contracts pursuant to this part may be made, upon compliance with the policies and procedures of the State Plan, to pay all or part of the cost of: (1) planning and developing exemplary programs or projects or (2) establishing, operating, or evaluating exemplary programs or projects designed to carry out the purposes set forth in this part.

Exemplary programs and projects will be designed to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps.

Exemplary programs or projects will have major features which have promise or have proven to the highest quality and would serve as a model of the vocational education community.

6.1 Application Procedures

- 6.11 Applications (5 copies) shall be submitted to the State Board by an individual authorized to act for the applicant and shall be described in the following manner:
- 6.11-1 Statement of the purpose of the proposed program or project.
 - 6.11-2 Listing of the general and specific objectives of the program or project with a detailed plan of how the objectives will be achieved.
 - 6.11-3 Description of the nature of the program or project. Information as to how this particular program has worked in other environments and why it should be successful in the area of the state applying.
 - 6.11-4 Duration of program or project, provide date for start of program development and start and termination of the program while students are involved.
 - 6.11-5 Explain how the results of the program or project will be used for the improvement of the vocational education program in local school and/or in the State.
 - 6.11-6 Financial arrangements - the grant award period will generally be for one year, but may be for three years and applicants will be required to submit a projected budget for each year of the project. The total amount of the grant award will be considered obligated on the date of the grant award even though funds will be requested by programs and projects on a quarterly basis.

- 6.11-7 The amount of grants and contract funds requested will be justified through submitting a detailed budget in which budget items will be consistent with the objectives of the program or project.
- 6.11-8 The portion of the cost of the proposed program or project that will be borne by the applicant must be designated in the program or project budget.
- 6.11-9 Qualifications of the staff personnel responsible for the proposed program or project shall include a listing of the staff positions necessary to carry out the program or project, salaries, and percent of time each will be on the program or project with a brief description of the responsibilities of each position and the minimum acceptable qualifications, including experience and educational background.
- 6.11-10 Each application submitted by the local educational agency to the State Board shall indicate the number of students enrolled in private, nonprofit schools who are expected to participate in each program and project proposed by such agency and the degree and manner of their expected participation.
- 6.11-11 The State Board or local education agency providing such vocational education services to students in private, nonprofit schools shall maintain administrative control and direction over such services, and each application from a local educational agency providing such services, shall so provide.
- 6.12 Review of Applications - requests for grants and contracts will be reviewed and evaluated in terms of the following criteria:
- 6.12-1 Is the proposed program or project designed to meet the vocational education needs of disadvantaged, handicapped, and post secondary?
- 6.12-2 Will the proposed program or project have an impact on reducing youth unemployment?
- 6.12-3 Will the proposed program or project contribute to the solution of important vocational education problems?
- 6.12-4 Does the proposed program or project promote cooperation between public education and manpower agencies?
- 6.12-5 Will the proposed program or project be integrated into the presently existing vocational program in the local school and/or State?
- 6.12-6 Does this proposed program or project meet the priority areas in vocational education specified in the long-range program plan and annual plan?

- 6.12-7 Are the personnel designated to carry out the proposed program or project adequate in number and competent for the proposed positions?
- 6.12-8 Are the cost estimates reasonable for the program or project proposed?
- 6.12-9 Are the procedures to be used in achieving the objectives appropriate, adequate, and efficient?
- 6.12-10. Are the facilities, equipment, and materials adequate to allow the proposed program or project to attain the objectives set forth?
- 6.12-11 Is the proposed program or project reasonably and substantially exemplary?
- 6.12-12 Does the proposed program or project make provision for the participation of students in private, nonprofit schools, and will participation be genuine and meaningful?
- 6.12-13 Have effective policies and procedures been provided for assuring that Federal funds to be used for the proposed program will not be commingled with State or local funds?
- 6.12-14 Are the provisions made for evaluating the proposed program or project appropriate and adequate, providing for a reasonable degree of objectivity?
- 6.12-15 Are the local provisions for providing information to the State Board about the proposed program or project appropriate and adequate?
- 6.12-16 Does the proposed program or project reveal adequate planning by the local district and is there documentation showing the extent of involvement in planning, implementation and appraising project activities of teachers, students, or other school personnel, and others, including persons broadly representative of the vocational education resources of the public in the area to be served?

6.13 Action on Applications

The following policies and procedures will be followed in acting on application:

- 6.13-1 All applications will be reviewed by a committee appointed by the State Director on the following criteria:
- A. Form
 - B. Clarity
 - C. Applicability
 - D. Meeting requirements of the Law

- 6.13-2 The application is then either accepted or is returned to the applicant for corrections or improvement. If application is accepted, applicant is then notified by letter that the application is accepted for evaluation.
- 6.13-3 Accepted applications are then evaluated by the following review committee:
- A. A committee for Program Services
 - B. Appropriate Vocational Education Division Supervisors
- 6.13-4 Applications which need revision or clarification as determined by the review committee are returned to submitter with written suggestions for improvement, or are reviewed with submitter by personal consultation.
- 6.13-5 The submitter will then revise the application, if appropriate, and re-submit it to the Coordinator of Special Programs.
- 6.13-6 The Coordinator of Special Programs will present the proposal to the committee for review.
- 6.13-7 After the committee reviews the proposal, it will be either:
- A. Approved in whole
 - B. Approved in part
 - C. Disapproved or rejected
 - D. Deferred action (due to lack of funds or need for further evaluation)
- 6.13-8 Applicants whose applications are approved will be notified by a letter from the State Director. The letter shall include notification of the approved budget and the conditions under which the applicant will accept the contract or grant in accordance with State law.
- 6.13-9 Applicants whose applications are not approved will be notified by letter that the deferral or disapproval of the application will not preclude its reconsideration or re-submission at a later date.

6.2 Program or Project Requirements

Exemplary programs or projects for which the State Board makes grants or contracts will meet the following requirements:

6.21 Coordination with Other Programs

Coordination and cooperation with other programs in the development of Exemplary Programs and Projects will be accomplished by the State and local educational agencies through the following policies and procedures:

6.21-1 State Policies and Procedures include:

- A. Exemplary programs and projects will be coordinated through the program committee designated by the State Director including supervisors of cooperative vocational education, exemplary, disadvantaged, and handicapped.

Coordination will also include consultation with other agencies and advisory committees that are developing programs for the disadvantaged.

- B. Information of such coordinating meetings will be a matter of record in the office of the State Board.

6.21-2 Local Policies and Procedures include:

- A. The administrator in the local education agency in charge of vocational education programs will have the responsibility of working with the local advisory council on vocational education and coordinate with other agencies and advisory committees that are developing exemplary programs and projects.

- B. The administrator in charge of local vocational education programs will also be responsible for providing the State Board with reports of program planning, program operation, and action of local advisory and coordinating meetings on exemplary vocational education programs and projects.

6.22 Participation of Students in Nonprofit, Private Schools

The State Board assures participation of students in private, nonprofit schools in exemplary programs and projects under Part D supported with funds allotted under the Act shall be in accordance with the following requirements:

- 6.22-1 Proposals shall be designed to include, to the extent consistent with the number of students enrolled in nonprofit, private schools in the geographic area served by the exemplary program or project, vocational education needs of such students.

- 6.22-2 The number of students and vocational needs of students attending nonprofit, private schools shall be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board shall indicate the number of students enrolled in private, nonprofit schools who will participate in each program proposed and the degree and the manner of their participation.

6.22-3 Proposals will indicate the use made of public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational and technical education needs of the students designated in the proposal. The State Board or local public educational agency providing vocational services in private, nonprofit schools shall maintain administrative control and direction over such services, and each application from public school shall provide a complete explanation of how this will be done.

Teachers or employees of nonprofit, private schools may be paid salaries from Federal monies if they are employed outside of their regular hours of duty and are performing vocational services under the supervision and control of public school administration. Proposals to the State Board will explain these arrangements. The use of mobile or portable equipment on private school premises will be allowed only for the duration of the current program or project for which the equipment is intended to be used and is necessary for the successful completion of the program. This arrangement of equipment use will be set forth in the proposal to the State Board.

6.22-4 Proposals for any exemplary program or project to be carried out in public facilities and involving joint participation by students enrolled in private, non-profit schools and students enrolled in public schools shall include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such students.

6.22-5 Each proposal shall include information relative to supervision and evaluation arrangements for programs where students from nonprofit, private schools are provided vocational services through the local educational agency. The State Board will also be responsible for supervision and evaluation of these program arrangements.

6.23 Noncommingling of Funds

6.23-1 Funds from Federal sources made available under Part D of the Act to accommodate students in nonprofit, private schools will not be commingled with State or local funds so as to lose their identity as Federal funds. Accounting methods are established that assure that each expenditure of Federal funds made available under Part D of the Act can be separately identified as such (See 2.4 and 2.5 of State State Plan).

6.23-2 The local educational agency, in its proposal for an exemplary program or project, is to be required to identify Federal monies by providing a separate bank account or

separate ledger account to insure noncommingling of funds, and also is to provide a separate procedure for allocation of funds according to established standards.

6.23-3 An annual audit of State and local school district fiscal matters is required by law. (See 2.3 and 2.5 of State Plan.)

6.24 Notification to Commissioner

Within 15 days after approval of a grant or contract under Part D of the Act, the State Board through the State Director of Vocational and Technical Education shall forward to the Commissioner of Education, U.S. Department of Health, Education, and Welfare, an information copy of the approved proposal for which the grant or contract was made.

7.0 Residential Vocational Education Schools

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to residential vocational education schools supported with Federal funds under Part E of the Act.

7.1 Procedures for Establishing Residential Facilities

7.11 State-Operated

The policies and procedures used in planning, construction, and operation of facilities for which the State Board will have direct administrative responsibilities are:

7.11-1 Planning

The plans and procedures to determine the need for and the size and location of facilities and type of programs to be offered shall include:

- (a) Substantial information from all available sources which relate to the need and justification for a residential vocational school shall be gathered, analyzed, and studied.
- (b) The specific location and area of the State to be served, with specific emphasis on economically depressed areas and/or areas with excessive dropout rates and other related aspects, shall be reviewed.
- (c) Job opportunities for prospective students with emphasis on curriculum to be taught shall be reviewed.
- (d) Financial support, staff, operational budget, other financial aspects of operation, and the availability of matching funds shall be reviewed.
- (e) Consideration shall be given to the use of existing area vocational school facilities under the direction of the State Board which are serving vocational education needs in certain geographic areas and which may be used for residential school purposes.

7.11-2 Constructing

The channels and procedures through which the State Board may initiate and undertake the construction of residential vocational education schools shall be pursuant to Section 1.9 and 3.23-1 of the State Plan. The State Board will use appropriate staff members of the State Department of Vocational and Technical Education in coordinating construction activities, meeting criteria of appropriate State

agencies which require safety, health, or other standards in public building, and making periodic progress reviews or reports as may be required.

7.11-3 Operating

The channels and procedures through which the State Board may initiate and undertake the administration and operation of residential vocational education schools shall include administrative functions, organizational structure, instructional programs and scheduling, staffing requirements, curriculum and course content, selection of students based on established criteria, provisions for housing, and dormitory use.

7.12 Locally Operated

The policies and procedures in receiving, reviewing, and approving applications follow. These policies and procedures assure that all approved applications comply with the special requirements for the establishment of residential vocational education school facilities specified in Section 7.1 of the State Plan.

A committee will be appointed by the State Director of Vocational Education and will make appropriate forms to meet the specified requirements of Section 7.2 of the State Plan. Forms will be mailed to all agencies which request them. Five executed copies will be requested from all agencies making application. The committee will review and approve applications that comply with the State Plan as long as there is money to finance applications.

7.12-1 Submittal of Application

The procedures for submission of applications, which include justification in relationship to serving areas of high concentration of unemployed youth and school dropouts and information on the degree of availability of existing facilities, and adherence to standards of construction are:

- (a) Appropriate application forms will gather the information on high concentration of unemployed youth and school dropouts.
- (b) Priorities will be given those areas which have the largest numbers of unemployed youth and school dropouts.
- (c) Availability of existing facilities will be a weighted factor in establishing more centers so that more disadvantaged youth may be served.
- (d) Federal standards of construction will be strictly adhered to.

7.12-2 Review of Applications

The procedure for review of applications, including the use of such criteria as impact on needs of disadvantaged youth, impact on reducing youth unemployment, relevance to annual and long-range plans, adequacy of facilities, and reasonableness of cost estimates, follow:

- (a) The committee will give priorities to the information contained in the Guide for the Development of a State Plan.
- (b) Adequacy of facilities and cost estimates can be projected from the information contained in the above tables.

7.12-3 Action on Applications

The procedure for acting on applications, including approval, disapproval or deferral notification to applicant, and provision of letter of award or contract are:

- (a) Deadline will be set for filing of application for disadvantaged youths.
- (b) Applicants will be notified as to approval or disapproval of their application within 15 working days after the deadline for filing applications with the State Committee.

7.13 Priority Allocation of Funds to Certain Ages

Priority in the allowance of funds for residential vocational education schools will:

- (a) Give special consideration to needs in geographical areas having substantial or disproportionate number of youths who have dropped out of school or are unemployed.
- (b) The cost of educating such youths (14-21) will include room, board, and other necessities.
- (c) The youths will be those who need full-time study on a residential basis and those who can profit by it.

7.2 Requirements

Planning, construction and operation of residential school facilities will meet the requirements noted below.

7.21 Purpose of Program

The residential school facilities will be operated and maintained for the purpose of conducting a residential vocational education school

program, including room, board, and other necessities for youths at least age fourteen, but who have not attained age twenty-one at the time of admission of the training program; who need full-time study on a residential basis and who can profit from vocational education instruction; but in no case may juveniles be assigned to such schools as the result of their delinquent conduct.

7.22 Nondiscrimination

Adequate provisions will be made for the appropriate selection of students needing education and training at such school without regard to sex, race, color, religion, national origin, or place of residence within the State. Such facilities may not be used in a manner resulting in racial segregation.

7.23 Employment Opportunities

Vocational course offerings at such school will include fields for which available labor market analysis indicate a present or continuing need for trained manpower and the courses offered will be appropriately designed to prepare enrollees for entry into employment or advancement in such fields.

7.24 No Fees or Charges

No fees, tuition, or other charges will be required of students who occupy the residential vocational education facility.

7.3 Notification to Commissioner

Within 15 days after approval of an application under Part E of the Act, the State Board through the State Director of Vocational and Technical Education shall forward to the Commissioner of Education, U.S. Department of Health, Education, and Welfare, an information copy of the approved application.

8.0 Consumer and Homemaking Education

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with Federal funds under Part F of the Act:

8.1 Establishing and Operating Programs

8.11 State-Operated

Consumer and homemaking education programs are administered either directly by the State Board or by local educational agencies pursuant to applications approved by the State Board. Programs shall be initiated, extended, and/or expanded in relation to projections of need. These will be based on findings from such means as surveys, studies, and consultation with advisory committees. Programs shall meet the requirements specified under 8.2.

8.12 Locally Operated

The local educational agency requesting a consumer and homemaking education program shall submit an application form to the State Department of Vocational and Technical Education, Home Economics division, for review and approval by the State Board of Vocational and Technical Education.

8.12-1 Submittal of Applications

The local educational agency submitting an application for approval must show justification for the program in terms of the extent of the economic depression and unemployment in the area; the inclusion of consumer education as an integral part of the homemaking program; professional leadership plans; and program development of youth and adults who are preparing for the dual role of homemaker and wage earner.

8.12-2 Review of Applications

The application from the local educational agency will be reviewed in light of criteria submitted, such as: the impact on disadvantaged youth and adults, relevancy to annual and long-range planning, adequacy of facilities, reasonableness of cost estimates, plans for staffing, and provision for supervision and evaluation of the program.

8.12-3 Action on Applications

The application from the local educational agency shall be approved, disapproved, or deferred. The applicant will be notified of the action taken and if approved, a contract will be written.

8.13 Required Allocation of Funds to Certain Areas

At least one-third of the Federal funds allotted to the State under Part F of the Act shall be used for consumer and homemaking programs in economically depressed areas or areas with high rates of unemployment.

8.2 Required Content of Programs

Consumer and homemaking programs must meet the following requirements for approval:

- 8.21 The program will encourage greater consideration of the social and cultural conditions and needs, especially in economically depressed areas.
- 8.22 The program will encourage preparation for professional leadership in home economics and consumer education.
- 8.23 The program will be designed for youth and adults who have entered or are preparing to enter the world of work.
- 8.24 The program will be designed to prepare such youth and adults for the role of homemaker or contribute to their employability in the dual role of homemaker and wage earner.
- 8.25 The program will include consumer education as an integral part thereof.

Exemplary home economics programs will be designed for early childhood education, elementary, middle school, pre-vocational, secondary, post secondary, and adults. Emphasis will be placed on programs in economically depressed areas or areas of high rates of unemployment to help improve home environments and the quality of family life.

Programs may be developed with various vocational and technical education divisions as well as with other disciplines in the school and community.

An organization of Future Homemakers of America and of Young Homemakers may be integral parts of the homemaking program.

8.3 Ancillary Services and Activities

In addition to the general provisions in the State Plan in 1.3 with regard to State administration and leadership and to teacher education, provision shall be made or arrangements made for the provision of other ancillary services and activities and other means of assuring quality in consumer and homemaking education programs. These shall include: curriculum development, innovations in instruction, studies, research, special demonstration and experimental programs, development of instructional materials, program evaluation, and

provision of equipment. The consumer and homemaking education staff shall be adequate in number and capability to assure quality in programs and to assess and evaluate programs, services, and activities.

9.0 Cooperative Vocational Education Programs

In addition to the provisions in 1.0 through 2.0 of Section I of the State Plan, the following special provisions apply to cooperative vocational education programs.

9.1 Procedures for Approval of Cooperative Vocational Education Programs

9.11 Submittal of Application

Applications for cooperative programs must be submitted to the State Board in five copies - by the administrator, or his designated representative of the local educational agency, which will include the following:

- 9.11-1 Statement of the purpose of the proposed program or project.
- 9.11-2 Listing of the general and specific objectives of the program or project with a detailed plan of how the objectives will be achieved.
- 9.11-3 Description of the nature of the program or project.
- 9.11-4 Duration of program or project, provide date for start of program development, and start and termination of the program while students are involved.
- 9.11-5 Explain how the results of the program or project will be used for the improvement of the vocational education program in local school and/or in the State.
- 9.11-6 Financial arrangements - the grant award period will generally be for one year, but may be for two years and applicants will be required to submit a projected budget for each year of the project. The total amount of the grant will be considered obligated on the date of the grant award even though funds will be requested by programs and projects on an annual basis.
- 9.11-7 The amount of grants and contract funds requested will be justified through submitting a detailed budget in which budget items will be consistent with the objectives of the program or project.
- 9.11-8 Portion of the cost of the proposed program or project that will be borne by the applicant must be designated in the program or project budget.
- 9.11-9 Qualifications of the staff personnel responsible for the proposed program or project shall include: Listing of the staff positions necessary to carry out the program or project, salaries, and percent of time each will be on the program

or project with a brief description of the responsibilities of each position and the minimum acceptable qualifications, including experience and educational background.

9.11-10 Each application submitted by the local educational agency to the State Board shall indicate the number of students enrolled in private, nonprofit schools who are expected to participate in each program and project proposed by such agency and the degree and manner of their expected participation.

9.11-11 The State Board or local educational agency providing such vocational education services to students in private, nonprofit schools shall maintain administrative control and direction over such services, and each application from a local educational agency providing such services shall so provide.

9.12 Review of Applications - requests for grants and contracts will be reviewed and evaluated in terms of the following criteria:

9.12-1 Is the proposed program or project designed to meet the vocational education needs of disadvantaged youth?

9.12-2 Will the proposed program or project have an impact on reducing youth unemployment?

9.12-3 Will the proposed program or project contribute to the solution of important vocational education problems?

9.12-4 Does the proposed program or project promote cooperation between public education and manpower agencies?

9.12-5 Will the proposed program or project be integrated into the presently existing vocational program in the local school and/or state?

9.12-6 Does this proposed program or project meet the priority areas in vocational education specified in the long-range program plan and annual plan?

9.12-7 Are the personnel designated to carry out the proposed program or project adequate in number and competent for the proposed positions?

9.12-8 Are the cost estimates reasonable for the program or project proposed?

9.12-9 Are the procedures to be used in achieving the objectives appropriate, adequate, and efficient?

9.12-10 Are the facilities, equipment, and materials adequate to allow the proposed program or project to attain the objectives set forth?

- 9.12-11 Does the proposed program or project make provision for the participation of students in private, nonprofit schools, and will participation be genuine and meaningful?
- 9.12-12 Have effective policies and procedures been provided for assuring that Federal funds to be used for the proposed program will not be commingled with State or local funds?
- 9.12-13 Are the provisions made for evaluating the proposed program or project appropriate and adequate, providing for a reasonable degree of objectivity?
- 9.12-14 Are the local provisions for providing information to the State Board about the proposed program or project appropriate and adequate?
- 9.12-15 Does the proposed program or project reveal adequate planning by the local district and is there documentation showing the extent of involvement in planning, implementing and appraising project activities of teachers, students, or other school personnel, and others, including persons broadly representative of the vocational education resources of the public in the area to be served?

9.13 Action on Applications

The following policies and procedures will be followed in acting on applications:

- 9.13-1 All applications will be reviewed by the State Board on the following criteria:
- A. Form
 - B. Clarity
 - C. Applicability
 - D. Meeting requirements of the Law
- 9.13-2 The application is then either accepted or is returned to the applicant for corrections or improvement. If application is accepted, applicant is then notified by letter that the application is accepted for evaluation.
- 9.13-3 Accepted applications are then evaluated by the following:
- A. State Director of Vocational and Technical Education
 - B. Committee for Program Services
 - C. Appropriate Vocational Education Division Supervisors
- 9.13-4 Applications which need revision or clarification as determined by the review committee are returned to submitter with written suggestions for improvement, or are reviewed with submitter by personal consultation.

9.13-5 The submitter will then revise the application, if appropriate, and resubmit it to the State Board.

9.13-6 After reviewing the proposal, it will be either:

- A. Approved in whole
- B. Approved in part
- C. Disapproved or rejected
- D. Deferred action (due to lack of funds or need for further evaluation)

9.13-7 Applicants whose applications are approved will be notified by a letter from the Supervision. The letter shall include notification of the approved budget and the conditions under which the applicant will accept the contract or grant in accordance with State law.

9.13-8 Applicants whose applications are not approved will be notified by letter that the deferral or disapproval of the application will not preclude its reconsideration or resubmission at a later date.

9.2 Requirements of Cooperative Vocational Education Programs

Cooperative vocational education programs will be approved by the State Board when:

- (1) Necessary procedures have been established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative vocational education programs.
- (2) Priority for funding cooperative programs through local educational agencies is given to areas that have high rates of school dropouts and youth unemployment.
- (3) To the extent consistent with the number of students enrolled in nonprofit, private schools in the area to be served, whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students.
- (4) Federal funds made available under this part will not be commingled with State or local funds.
- (5) Such accounting, evaluation, and follow-up procedures as the Commissioner deems necessary will be provided.

9.21 Purpose

For purposes of this part, the term "cooperative education program" means a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive

instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. Said experiences must be planned and supervised by the school and employers so that each contributed to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative occupation program.

9.22 On-the-Job Training Standards

The cooperative vocational education program shall provide on-the-job training that: (1) is related to existing career opportunities allowing for promotion and advancement; (2) does not displace other workers who perform such work; and (3) employs and compensates student-learners in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain. Programs must be conducted in accordance with written training agreements between local agencies and employers. Copies of the agreements shall be submitted to the State Department for filing with the local application.

9.23 Identification of Jobs

The State Board shall develop a cooperative advisory committee and designate a chairman for cooperative education. The purpose of the committee shall be to consult with and advise the State Board in identifying suitable jobs for cooperative education.

9.24 Additional Cost to Employers

9.24-1 Reimbursement of added costs to employers for on-the-job training of students enrolled in cooperative education programs may be made, provided that such on-the-job training is related to existing career opportunities allowing for promotion and advancement and does not displace other workers who perform such work.

9.24-2 Added costs to employers should be identified prior to the employment of the student-trainee and should be outlined in the training agreement. The employer should be paid only if it is apparent that without reimbursement he cannot provide quality training.

Such added employer costs will not include the cost of construction of facilities, purchases of equipment, and other capital costs which would inure to the benefit of the employer.

9.24-3 Added costs may be considered unusual costs or expenditures made by an employer for the education and training of a cooperative education student which otherwise would not be available. Reimbursement of added costs to employers for training may include, but shall not be limited to, the following:

- (a) Specialized kinds of instruction which may be necessary in training disadvantaged students. As soon as the student-trainee can carry his share of the work load and becomes a productive worker, reimbursement should be discontinued.
- (b) Additional secretarial help required to keep and maintain records.
- (c) Special training sessions for students by the personnel department of other executives and specialists.
- (d) Costs incurred by an employer for procurement of related instructional materials for cooperative education students.

9.24-4 Such added employer costs shall be set forth in training agreements, identifying and justifying the cost factors applied, the amount of funds to be paid, and the duration of reimbursement.

9.25 Costs to Students

Reimbursement may be made to schools for added costs of providing services to the student that participates in the program. These services may be, but are not limited to:

- (a) Transportation of students
- (b) Placement of students completing program
- (c) Costs incurred by an employer for procurement of supplies, uniforms, equipment, tools and other necessary items that would be used exclusively for training.
- (d) These expenses must not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

9.26 Participation of Students in Nonprofit, Private Schools

Policies and procedures to be followed in cooperative vocational education programs approved and funded under Part G of the Act shall assure, to the extent consistent with the number of students enrolled in nonprofit, private schools in the area to be served whose educational needs are of the type which such a program shall be designed to meet, that provisions have been made for participation of such students in accordance with 4.2, State Plan.

No expenditures of Federal funds shall be made for private school construction or equipment except for mobile or portable equipment. No funds shall be expended for salaries of teachers performing regular duties.

- 9.26-1 Proposals shall be designed to include, to the extent consistent with the number of students enrolled in private, nonprofit schools in the geographic area served by the exemplary program or project, vocational education needs of such students.
- 9.26-2 The number of students shall be determined and vocational needs of students attending nonprofit, private schools shall be met, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board shall indicate the number of students enrolled in private, nonprofit schools who will participate in each program proposed and the degree and the manner of their participation.
- 9.26-3 Proposals will indicate the use made of public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational education needs of those students designated in the proposal.

9.27 Noncommingling of Funds

- 9.27-1 The State board will set forth policies and procedures to assure that funds from Federal sources made available under Part G of the Act will not be commingled with State or local funds so as to lose their identity as Federal funds. Accounting methods will be established that assure that each expenditure of Federal funds made available under Part G of the Act can be separately identified as such.
- 9.27-2 The local educational agency, in its proposal for a cooperative education program or project, is required to identify Federal monies by providing a separate bank account or separate ledger account to insure noncommingling of funds, and also provide procedures for allocation of funds according to established standards.
- 9.27-3 An annual audit of State and local school district fiscal matters is required by law.

9.28 Local Evaluation and Follow-Up Procedures

Local educational agencies conducting cooperative educational programs shall provide for continuous supervision and evaluation of students while engaged in on-the-job training. Procedures for supervision and evaluation shall be included in training plans submitted to the State Board. In addition, training plans shall include, but not be limited to:

- (a) The selection and employment of coordinating staff
- (b) Duties and responsibilities of the staff
- (c) Agreements for supervision of students to be entered into between the local educational agency and cooperating employers
- (d) Procedure for follow-up of students
- (e) Evaluation criteria for on-the-job training experiences
- (f) Reporting of on-the-job training to the State Board.

Procedures for evaluating are as follows:

- (a) Have local agencies designated proper person to supervise students?
- (b) Have students been employed based on needs, labor information, and socioeconomic status?
- (c) Does training lead to employment?
- (d) Does training assist students in reaching overall educational objectives?
- (e) Is curriculum designed to meet the needs of the particular students and coordinated with employment opportunities?
- (f) Have local educational agencies supplied follow-up information on persons in training and those completing training?

9.3 Ancillary Services and Activities

9.31 The State Board shall provide for ancillary services and activities to assure quality in cooperative education programs. Ancillary services and activities may include, but not be limited to, the following:

- 9.31-1 Develop programs with teacher training institutions in teacher education for the training of cooperative education teacher-coordinators, local administrators, and supervisors to work in interdisciplinary areas.
- 9.31-2 Develop in-service workshops for teacher-coordinators, local administrators, counselors, and employers of cooperative education students.
- 9.31-3 Develop curriculum materials and guidelines for evaluation of cooperative education programs.
- 9.31-4 Support the development of a related instructional materials center which will be maintained and supplied by the State Board.
- 9.31-5 Provide job placement for cooperative occupation students in cooperation with district and regional employment and/or other agencies.
- 9.31-6 Provide for guidance and counseling for cooperative education students.
- 9.31-7 The training plan shall provide for adequate local administration and supervision of the cooperative education program or project.

10.0 Work-Study Programs for Vocational Education Students

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to work-study programs for Vocational Education students supported with Federal funds under Part H of the Act.

10.1 Procedures for Approval of Work-Study Programs

The State Board will use the following criteria in determining the relative priority of projects and will approve work-study programs in the order determined by the application of such criteria insofar as financial resources (Federal, State, and local funds) are available for such programs:

- (a) Information contained in applications from local educational agencies or institutions relative to the number of school dropouts and unemployed youth with those having a substantial number of dropouts and unemployed youth receiving preference;
- (b) Estimates contained in application as to the number of dropouts and unemployed youth who need financial assistance to enroll and continue full-time in an approved vocational program which meets the standards and requirements of the State Plan;
- (c) Statements regarding the character and number of employment opportunities in the local educational agency or institution or other public agency or institution;
- (d) Work or employment shall be as closely related as possible to the instruction, training, and occupational objective;
- (e) The arrangements made locally for adequate supervision to insure that all requirements of the State Plan are met;
- (f) The extent to which local educational agencies or institutions are using guidance and counseling and other related services designed to achieve the purposes of the work-study program, namely, keeping needy students in school; and,
- (g) Assurance that written agreements will be entered into between the local educational agency or institution and other public agencies cooperative by furnishing employment to youth eligible to participate under the work-study program.

10.11 Submittal of Applications

A local educational agency having determined the need for a work-study program as provided under Section 10.0 shall submit an application to the State Department of Vocational and Technical Education. This application shall outline nature, duration, and plan of the program, the existing local conditions relative to the need for such work-study program,

the probable number of participants, the training facilities available, the type of work assignments possible, financial provisions as they apply to 10.23, State Plan, and other data as may be required. The local agency shall indicate the extent to which local fundings is available in order to meet matching requirements, and shall indicate financial arrangements for payment to students.

The application shall indicate the place(s) of employment with assurance that a written agreement between the local education agency shall be entered into with other public agencies or institutions (Federal, State or local) and that provisions shall be made for adequate supervision of student employment.

10.12 Review of Application

Upon receipt of an application for a work-study program in the State Department of Vocational and Technical Education, the Supervisor of Work-Study shall assign a priority of need as specified in criteria established. Priority for approval of work-study programs shall be given to those local educational agencies located in areas of high youth unemployment and school dropouts. (See Section 1.10D, State Plan) Localities with a history of shortages in skilled occupations shall also be given consideration for approval.

The Supervisor of Work-Study shall be assisted in reviewing the applications by appropriate committee members appointed by the State Director of Vocational and Technical Education. Review procedures shall include criteria such as relevance to annual and long-range plans, adequacy and competence of staff, reasonableness of cost estimates, and expected outcomes.

10.13 Action on Applications

Recommendations by the Supervisor of Work-Study pursuant to criteria in 10.11 and 10.12 concerning content of the applications of work-study programs shall be made to the State Director of Vocational and Technical Education.

Relative priority shall be assigned by the State Director of Vocational and Technical Education. Programs shall be implemented based on priorities established but in accordance with the availability of funds. The local educational agency shall thus be notified in writing as to approval, disapproval, or deferral status of application, and award letter shall include approved budget and conditions of award.

10.2 Requirements of Work-Study Programs

Except as provided in Section 10.3 below, funds allocated to the State under Part H of the Act will be expended solely for the payment of compensation to students who are employed pursuant to work-study programs which are approved by the State Board and meet the following requirements:

10.21 Administration of Program

The work-study program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youth, in the area served by such agency, who are able to meet the requirements in 10.22 of this Plan and the Regulations.

10.22 Eligible Students

Employment under the work-study program will be furnished only to a student who:

- (1) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the 1968 Act and the State Plan;
- (2) is in need of the earnings from such employment to commence or continue his vocational education program; and,
- (3) is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment and is capable in the opinion of the appropriate school authorities of maintaining good standing in his school program while employed under the work-study program.

10.23 Limitation on Hours and Compensation

- (1) No student shall be employed more than fifteen hours in any week during which classes in which he is enrolled are in session, or for compensation which exceeds \$45 per month or \$350 per academic year or its equivalent, unless the student is attending a school which is not within reasonable commuting distance from his house, in which case his compensation may not exceed \$60 per month or \$500 per academic year or its equivalent.

- (2) A student attending a class on a full-time basis in the summer school term shall be limited to fifteen hours of employment per week and the monthly compensation of \$45 or \$60 as described in paragraph (1); if the student is not attending classes during the summer, there is no limitation upon his hours of employment or the amount of compensation which he may earn. The total of his summer earnings shall not be limited by, or have the effect of limiting the compensation paid to him for the academic year pursuant to paragraph (1).

10.24 Employment for Public Agency or Institution

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (Federal, State, or local) pursuant to a written arrangement between the local educational agency and such other agency or institution; and work so performed will be adequately supervised and coordinated and will not supplant present employees of such instances where employment under work-study programs is for a Federal agency or institution, the written arrangement between the local educational agency and the Federal agency or institution will state that students so employed are not Federal employees for any purpose.

10.25 Maintenance of Effort

In each fiscal year during which a work-study program remains in effect, the local educational agency will expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work-study program of such local educational agency was approved.

10.3 Funds for State Plan Development and Administration

The amount of Federal funds used to pay the cost of developing the provisions in the State Plan applicable to work-study programs and the cost of administering such provisions after their approval by the commissioner will not exceed one percent of the State's allotment under Part H of the Act for vocational work-study programs, or \$10,000.00, whichever is greater.

PART II
ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

1.0 Analysis of Manpower Needs and Job Opportunities in the State of Oklahoma

1.1 Table 1-A and B summarized the State's projected labor demand and supply for Fiscal Years 1975 and 1979.

1.2 Sources of data for Table 1-A and B: Oklahoma Employment Security Commission Manpower Reports; Enrollment Reports; OTIS--Occupational Training Information System--Oklahoma, 1974.

TABLE 1-A
NET ADDITIONAL MANPOWER REQUIREMENTS
1975

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Public Post Secondary	Adult	Federal MDTA	Other Federal			Private Schools
Cluster No. 10									
*180.118.0 Fieldman	60								
**400.000.0 Farm Manager	816								
*404.880.0 Pruner-Picker	80								
*413.181.0 Feedlot Worker	66								
**421.883.0 Farm Hand, Gen.	64								
466.887.0 Livestock Caretaker	159	31	798	1					010100 Agricultural Production
TOTAL	1,245	31	798	1			415		
Cluster No. 20									
162.158.0 Buyer (Wholesale/Retail)	133	52							
*520.885.0 Feed/Fertilizer Mixer	43		34	1					010200 Agricultural Supplies and Services
TOTAL	176	52	34	1			89		

*Employment Opportunities and Educational Needs in Off-Farm Agri-Business Occupations - Jesse Mitchell
**Oklahoma State University Farm Manpower Projections



TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 30										
*919.887.0 Yardman		115								
TOTAL		115	9	9					106	010400 Agricultural Products
Cluster No. 40										
*521.782.0 Mill Operator		51								
*626.281.0 Agricultural Mech.		227	361	19					-102	010300 Agricultural Mechanics 179902 Farm Machinery Repair
TOTAL		278	380							
Cluster No. 50										
*142.081.0 Floral Design		110						22		
*406.168.0 Greenhouse Man		149								
407.884.0 Groundskeeper		232	38	21	5			22	405	010500 Ornamental Horticulture 040500 Floristry
TOTAL		491	38	26						

*Employment Opportunities and Educational Needs in Off-Farm Agri-Business Occupations - Jesse Mitchell

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools		
Cluster No. 70										
166.168.0 Special Agent	54	20								
169.188.0 Underwriter	46	13								
241.168.0 Claim Adjuster	51	21								
250.258.0 Insurance Salesman	179	41								041300 Insurance
TOTAL	330	95							235	
Cluster No. 80										
191.287.0 Real Estate Appraiser	33	6	9	152			17			041700 Real Estate
TOTAL	33	6	9	152			17		-151	



TABLE 1-A (Continued)

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Public	Adult	MDTA	Federal			Private Schools
Cluster No. 90									
260,289.0 Sales Occupations (Goods)	1,118	276	29						010200 Agricultural Supplies and Services
290,478.0 Sales Clerk	3,107	563	96			2			040200 Apparel and Accessories
292,358.0 Salesman-Driver (Routeman)	283	68	22	2		37			040300 Automotive
915,867.0 Service Station Attendant	395	122	100		1				040800 Food Distribution
			104					24	040800 General Merchandise
			25						040800 Hardware, Building Materials, Farm Supplies & Equipment
			6						041000 Home Furnishing
			2						041200 Industrial Marketing
			6						041400 International Trade
			2						041600 Petroleum
			90					140	041800 Recreation & Tourism
			2					140	042000 Retail Trade
			484					24	043100 Wholesale Trade
TOTAL	4,903	1,029	484	3	44			3,179	

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal		Private Schools		
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 100	189,168.0 Management Trainee	363	114	42	92						
TOTAL		363	114	42	92				115	049901 Mid Management	
Cluster No. 110	242,368.0 Hotel Clerk	171	36								
TOTAL		171	36						135	041100 Hotel and Lodging	
Cluster No. 120	252,358.0 Service Salesman	382	67	10	35	45	2	92		040100 Advertising Services 040400 Finance and Credit 041500 Personal Services 041900 Transportation	
TOTAL		382	67	10	35	45	2	92	223		



TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
				OEESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools			
Cluster No. 130													
	132.088.0	Copywriter	11	4									
	132.288.0	Copy Reader	26	6									
	165.068.0	Public Relations	75	23									
	TOTAL		112	33	5	5						74	040100 Advertising Services
Cluster No. 140													
	184.168.0	Traffic Manager	42	12									
	902.883.0	Dump Truck Driver	144	24									
	904.883.0	Tractor Trailer Truck Driver	418	136									
	905.883.0	Truck Driver (Heavy)	550	224									
	906.883.0	Truck Driver (Light)	570	149									
	913.463.0	Bus Driver	180	37									
	922.883.0	Forklift Operator	286	64									
	929.887.0	Material Handler	1,129	248									
	TOTAL		3,319	893	1	1	28	28	8	8	360	2,029	179901 Truck Driver

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Public		Federal			
				Post Secondary	Adult	MDTA	Other Federal		
Cluster No. 150									
321.138.0 Housekeeper	547	48	9				3		090205 Institutional & Home Management Service
TOTAL	547	48	9				3	487	
Cluster No. 160									
310.868.0 Hostess	128	23							
311.878.0 Waitress or Waiter	1,671	572							
318.887.0 Dishwasher	566	378							
319.138.0 Food Service Supervisor	86	8	102	1					040700 Food Services 080203 Food Management 172900 Other Food Occupations 172904 Waiter or Waitress
TOTAL	2,451	981	212	1	1			1,256	

TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
				OESC Registrants	Secondary	Post Secondary	Adult	Federal		Private Schools		
								MDTA	Other Federal			
Cluster No. 163												
079.378.1	Dental Office Assistant	123	29	51				19	19	24	070101 Dental Assistant	
TOTAL		123	29	51								
Cluster No. 165												
078.368.3	Dental Hygienist	20	10		30					-20	070102 Dental Hygienist (Assoc)	
TOTAL		20	10		30							
Cluster No. 170												
355.878.1	Psychiatric Aide	59	12							47	070304 Psychiatric Aide	
TOTAL		59	12									

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Public			Federal			
			Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 180									
078.281.0 Medical Technologist	86	8							
078.381.0 Medical Laboratory Assistant	104	41				9	7		
078.381.2 Medical Laboratory Technician	79	10	35						070203 Medical Laboratory Technician
TOTAL	269	59	44	79		9	7	115	
Cluster No. 190									
075.378.0 Registered Nurse Bacc, Dipl, Assoc	865	28	203	120	8				070299 Nursing (Bacc) 070300 Nursing (Diploma Program) 070301 Nursing (Associate Degree)
TOTAL	865	28	588		8			241	

TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
				OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools		
Cluster No. 200											
079.378.0	Licensed Practical Nurse (L.P.N.)	823	98			518					207
TOTAL		823	98			518					
Cluster No. 210											
365.878.0	Nurse Aide	1,658	635	173	3	238	6		22		581
TOTAL		1,658	635	173	3	238	6		22		
Cluster No. 220											
079.378.2	Surgical Technician	68	16		6	5					41
TOTAL		68	16		6	5					

TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
				OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 230												
079.128.0	Occupational Therapist	14	2									
079.128.1	Recreational Therapist	27	2									
079.368.1	Occupational Therapist Aide	13	11	9								
365.878.2	Physical Therapist Aide	31	22	8	4							070403 Occupational Therapy Assistant
TOTAL		85	37	21						27		
Cluster No. 240												
078.368.0	E.E.G. Technician	6										
TOTAL		6								6		070801 E.E.G. Technician

TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
				OESC Registrants	Public			Federal					Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal				
Cluster No. 250												
078.368.1	E.K.G. Technician	10	10								0	070902 E.K.G. Technician
TOTAL		10	10									
Cluster No. 260												
078.368.2	Radiologic Technician	80	80		64	64			128	128	-112	070501 Radiologic Technician 070504 Radiologic Technician (X-Ray)
TOTAL		80	80		64	64			128	128	-112	
Cluster No. 265												
079.378.3	Environmental Health Tech.	4	4		38	38					-35	070721 Environmental Health Tech.
TOTAL		4	4		38	38					-35	

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Public Post Secondary	Adult	Federal MDTA	Other Federal			Private Schools
Cluster No. 270									
079.368.0 Inhalation Therapy Technician	38	11		43					070903 Inhalation Therapy Technician
TOTAL	38	11		43				-16	
Cluster No. 275									
079.368.2 Medical Office Assistant	96	44	40	7 14	12		166		070904 Medical Office Ast. 070914 Medical Assistant
TOTAL	96	44	40	21	12		166	-188	
Cluster No. 280									
023.887.0 Central Supply Worker	42	9							070905 Central Supply Tech.
TOTAL	42	9						33	



TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
				Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools			
Cluster No. 283	041.381.0	Medical Emergency Technician	22		3	11					8	070907 Medical Emergency Technician
TOTAL			22		3	11						
Cluster No. 287	195.168.0	Community Health Worker	37		8						27	070915 Community Mental Health
TOTAL			37		8							
Cluster No. 290	249.388.1	Medical Record Clerk	49								5	079901 Medical Record Clerk
TOTAL			49								44	

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Public			Federal		Private Schools		
			Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 300										
219.388.1 Ward Clerk	172	23	3	10						079902 Ward Clerk
TOTAL	172	23	3	10				136		
Cluster No. 303										
079.588.0 Clinical Dietetic Technician	23	2		7						079911 Dietary Technician
TOTAL	23	2		7				14		
Cluster No. 307										
729.281.0 Biomedical Equipment Technician	5			4						079921 Biomedical Electronic Technician
TOTAL	5			4				1		

TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
				OESC Registrants	Public			Federal					Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal				
Cluster No. 310												
100.388.0	Medical Record Librarian	17		3	2							
TOTAL		17		3	2						12	070210 Medical Record Technician
Cluster No. 320												
359.878.0	Nursery School Attendant	173										
359.878.1	Teacher Aide	212			19							
TOTAL		385		56	19						182	090201 Care and Guidance of Children



TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 330									
781.884.0 Cutter (Hand or Machine)	62	17							
785.381.0 Seamstress or Tailor	133	45							
786.787.0 Sewing Machine Operator	2,030	397	77	4	2				090202 Clothing Management Production & Service
TOTAL	2,225	459	90	4	6	3	3	1,663	090204 Home Furnishing Services 173302 Tailoring

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public	Federal	Private Schools	MDTA	Other Federal		
	Cluster No. 340			Secondary	Post Secondary	Adult				
	Cost Estimator	67	12							
	Claims Examiner	17	9							
	Bank Cashier	36	9							
	Statement Clerk	55	15							
	Hand Bookkeeper	763	204							
	Cashier	853	102							
	Banking Teller	304	53							
	Bookkeeping	351								
	Machine Operator		44							
	Payroll Clerk	236	53							
	Transit Clerk	48	22							
	Accounting Clerk	576	139							
	Credit Clerk	36	14							
	Claims Clerk (Insurance)	103	12							
	New Account Clerk	81								
	TOTAL	3,527	688	23	26	28	160	160	2,602	140100 Accounting & Computing

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Public	Federal	Private Schools	Adult		
				Post Secondary	MDTA	Other Federal			
Cluster No. 350									
162.158.1 Purchasing Agent	88	11							
162.288.0 Title Clerk	24	8	8					140800 Supervisory and Administrative Mgt.	
TOTAL	112	19	8				85		
Cluster No. 360									
209.388.0 Clerk-Typist	1,372	339			10	110			
219.388.3 General Office Clerk	1,927	591					3		
237.368.0 Admitting Clerk	44	6							
249.388.0 Loan Closer	31	12						140300 General Office Clerical Occupation	
TOTAL	3,374	948	698	30	10	110	1,205	140900 Typing & Related Occupations	

TABLE 1-A (Continued)

Statewide Total	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			Public			Federal				
			Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools		
	Cluster No. 370									
	232.368.0 Post Office Clerk	312	46							
	233.388.0 Mail Carrier	202	40							
	TOTAL	514	86						428	140403 Mail and Postal Clerks
	Cluster No. 380									
	235.862.0 Telephone Operator	358	88	20		2				140400 Information, Communications Occupation
	TOTAL	358	88	20		2			248	
	Cluster No. 390									
	205.368.0 Personnel Clerk	197	48							140600 Personnel, Training & Related
	Total	197	48						149	

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools		
Cluster No. 400										
201.368.0 Secretary	1,913	469				55	40	495		
202.388.0 Stenographer	657	178	724	62	69	87		23		140700 Secretary or Stenographer 140703 Medical Secretary
TOTAL	2,570	647	724	92	69	201	40	518	279	
Cluster No. 410										
213.382.0 Card-Tape Converter Operator	36	5								
213.582.0 Keypunch Operator	395	165		40						
213.782.0 Tabulating Machine Operator	55	14	210	19	34			249		140200 Business Data Processing
TOTAL	486	184	210	59	34			249	-250	

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TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
	Cluster No. 420										
	001.281.0 Draftsman, Architectural	54	19								
	003.281.0 Draftsman, Electrical	49	7								
	003.281.1 Draftsman, Electronic	16	5								
	005.281.0 Draftsman, Civil	44	20								
	007.181.1 Die Tool Designer	34	3								
	007.281.0 Draftsman, Mechanical	224	44								
	010.281.0 Draftsman, Geological	40	5	2	50						
	017.281.0 Draftsman, Map	16	4	161							
	TOTAL	477	107	163	50	19	9	26	103	160103 Architectural Technology 160198 Drafting & Design 171300 Drafting	
	Cluster No. 430										
	022.081.0 Chemist	57	12								
	029.281.0 Laboratory Tester	81	9			1				160105 Chemical Technology	
	TOTAL	138	21			1			116		

TABLE 1-A (Continued)

Statewide Total

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
		OESC Registrants	Public			Federal				Private Schools
			Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 440										
005.181.0 Civil Engineering Technician	134	2								
018.188.0 Surveyor	55	13							160106 Civil Technology	
TOTAL	189	15						174		
Cluster No. 450										
003.181.0 Electronics Technician	209	16								
003.181.1 Electrical Technician	64	30	16	80	1		161		160107 Electricity 160108 Electronic Technology 160109 Electromechanical Technology	
TOTAL	273	46	24	81	1		161	-40		

TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
				OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 460												
012.288.0	Industrial Technician	51	7									
019.281.0	Quality Control Technician	173	16			9						160111 Industrial Technology
TOTAL		224	23			9					192	
Cluster No. 470												
710.281.0	Instrument Man	53	5			22						160112 Instrumentation Technology
						5						172100 Instrument Maintenance & Repair
TOTAL		53	5			27					21	

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
		OESC Registrants	Public			Federal				Private Schools
			Secondary	Post Secondary	Adult	MDFA	Other Federal			
Cluster No. 480										
007.181.0 Mechanical Technician	37	10								
638.281.0 Maintenance Mechanic Millwright	137	21								
710.281.1 Electromechanical Technician	37		9	4					160109 Electromechanic Technology 160113 Mechanical Technology	
TOTAL	211	31	9	15	19		152			
Cluster No. 490										
542.280.0 Stillman (Petroleum Refining)	21	6								
549.280.0 Pumpman (Petroleum Refining)	17								160116 Petroleum Technology	
TOTAL	38	6					32			

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 510										
139.288.0	Technical Publications Writer	16	4							
TOTAL		16	4						12	160699 Technical Writing
Cluster No. 520										
012.168.1	System Analyst	80	17							
020.188.0	Business Programmer	183	43							
020.188.1	Scientific Programmer	13								
213.382.1	Digital Computer Operator	142	19							
219.388.2	Program Coder	201	44		81	1		16		160401 Computer Science
TOTAL		619	123		81	1		16	398	

TABLE 1-A (Continued)

Statewide Totals		SUPPLY							DEMAND	DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
CLUSTERS OF OCCUPATIONS	DEMAND	Public			Federal		Private Schools				
		Secondary	Post Secondary	Adult	MDTA	Other Federal					
Cluster No. 530											
168,168.0 Building Inspector	19										
373,884.0 Fireman	121										
TOTAL	140									119	169602 Fire and Fire Safety Tech. 172801 Fireman Training
Cluster No. 540											
375,268.0 Policeman	174										
377,868.0 Sheriff	30										
TOTAL	204									165	160605 Police Science Tech. 172802 Law Enforcement Trng.
Cluster No. 550											
195,108.0 Social Worker	190		61								
105,228.0 Recreation Leader	59										
TOTAL	249		61							114	172899 Public Service Occupations

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 560											
637.281.0	Air Conditioning and Refrigeration Mechanic	179	30	116	42	64	48	9	89	170100 Air Conditioning and Heating	
TOTAL		179	30	116	42	64	48	9	89	-219	
Cluster No. 570											
862.381.0	Plumber	233	63								
899.281.0	Maintenance Man, Equipment	434	18	8	25	15		13	12	170102 Plumbing and 171007 Plumbing and Pipefitting	
TOTAL		667	81	8	25	15		13	12	513	
Cluster No. 580											
723.884.0	Appliance Repairman	102	16	6					19	170200 Appliance Repair	
TOTAL		102	16	6					19	60	

TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
				OESC Registrants	Public			Federal	Private Schools		
					Secondary	Post Secondary	Adult				
Cluster No. 590											
807.381.0	Auto Body Repairman	220	41								
845.781.0	Auto Painter	93	25	144	39	15	31	13	39		170301 Body and Fender
TOTAL		313	66	144	39	15	31	13	39	-34	
Cluster No. 600											
620.281.0	Auto Mechanic	922	141				162				
620.281.1	Auto - Air Conditioning	80	8	519	112	62		42	153	-197	170302 Auto Mechanics
TOTAL		1,002	149	519	112	62	162	42	153		
Cluster No. 610											
185.168.0	Auto Parts Mgr.	44	34								
223.387.0	Auto Parts Clerk	176	54	19	20						040300 Automotive 170399 Automotive Services
TOTAL		220	88	40	20					72	



TABLE 1-A (continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
				OESC Registrants	Public	Federal	Private Schools	Adult	MDTA			Other Federal
				Secondary	Post Secondary							
Cluster No. 620												
621.281.0	Aircraft and Engine Mechanic	68	53									
621.281.1	Jet Engine Mechanic	20	3									
621.781.0	Aircraft Accessories Mechanic	19	8	64				13		172		170401 Aircraft Maintenance
TOTAL		107	64	64				13		172	-206	
Cluster No. 630												
141.081.0	Illustrator-Commercial Artist	56	21									
141.081.1	Layout Man (Print, & Publishing)	36	6	15	29			9		7		170700 Commercial Art
TOTAL		91	27	15	29			9		7	4	



TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 640										
143.062.0	Photographer or Cameraman	67	9	18	7			6		
TOTAL		67	9	18	7			6	27	170900 Commercial Photography
Cluster No. 650										
741.884.0	Spray Painter	185	28							
841.781.0	Painter or Paperhanger	176	10							
860.381.0	Carpenter	701	129							
899.381.0	Maintenance Man, Building	321	98	9	3		13	9		160197 Building Construction 171001 Carpentry
TOTAL		1,383	265	376	29	15	13	18	658	

TABLE 1-A (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
Cluster No.	Description			OESC Registrants	Secondary	Public		MDTA	Other Federal	Private Schools		
						Post Secondary	Adult					
721.281.0	Electric Motor Repairman	7	66									
726.781.0	Electronics Assembler	276	809				140					
821.381.0	Lineman	30	103									
822.381.0	Telephone Installer	18	78									
824.281.0	Electrician	92	477									
828.281.0	Electronics Mechanic	48	89	44	32							171002 Electricity
829.381.0	Cable Splicer	10	30	103	31				41			171502 Electronics
TOTAL		481	1,652	147	63	58	204	41	41	658		
Cluster No. 670												
382.884.0	Janitor	169	561	26	21				13			171100 Custodial Services
TOTAL		169	561	26	21				13	332		

TABLE 1-A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 680									
625.281.0 Diesel Mechanic	359	35	110	26	4				171200 Diesel Mechanics
TOTAL	359	35	110	26	4		184		
Cluster No. 690									
720.281.0 Radio and TV Repairman	108	30							160191 Elec Repairman Radio/TV
823.281.0 Radio Mechanic	34	14	11	28	25				171503 Radio/TV
TOTAL	142	44	11	28	25		21		



TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
	Cluster No. 700										
	650.582.0 Linotype Operator		11								
	651.782.0 Cylinder-Press man	49	9								
	651.782.1 Offset-Press Man	111	21	91			15			171902 Printing	
	TOTAL	160	41	91			15		13		
	Cluster No. 710										
	518.381.0 Coremaker	30	5							172301 Foundry	
	TOTAL	30	5						25		

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 720											
600.280.0 Machinist, All Round		434	8					18			
600.381.0 Layout Man (Machine Shop)		61	7								
601.280.0 Tool and Die Makers		59	3			19					
601.280.1 Tool Machine Setup Operator		58	7			39					
603.280.0 Precision Grinder		448	43								
609.885.0 Production Machine Tool Operator		105	14	162	35	9				172302 Machine Shop 172303 Machine Tool Operation	
705.884.0 Bench Grinder										172307 Tool and Die Making	
TOTAL		1,152	82	162	35	58	32	18	756		

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
	Cluster No. 730										
	500.380.0 Plater (Electro Plating)	28	6								172399 Metalworking
	TOTAL	28	6						22		
	Cluster No. 740										
	806.781.0 Aircraft-Structure Assembler	80	21								
	807.884.0 Aircraft Sub-Assembly Assembler	80	21								172304 Metal Trades, Combined
	TOTAL	160	42						118		

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS		
			OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools	
	Cluster No. 760											
	615.782.0 Shear Press Operator	77	22									
	617.380.0 Brake Operator	55	8									
	619.380.0 Metal Fabricator	148	10									
	804.281.0 Sheet Metal Worker	297	56	18			10					172305 Sheet Metal
	TOTAL	577	96	18			10				453	
	Cluster No. 770											
	504.782.0 Heat Treater	32	8									
	TOTAL	32	8								24	172400 Metallurgy

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
	Cluster No. 780									
	801.781.0 Structural Steel Worker	141	32							
	809.381.0 Layout Man (Structural)	68	16					30		171099 Construction and Maintenance Trade
	TOTAL	209	48			8		30	123	
	Cluster No. 790									
	810.782.0 Welding Machine Operator	132	16							
	810.884.0 Welder, Arc					62				
	812.884.0 Welder, Combination	839	150			93				
	816.782.0 Flame Cutter Machine Operator	28	9							
	816.884.0 Flame Cutter, Hand	12	8							
	TOTAL	1,011	183			63		141	152	160114 Metals Technology 172306 Welding & Cutting

TABLE 1.A (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
		OESC Registrants	Public			Federal				Private Schools
			Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 800										
526.781.0 Baker	83	19	1	6			18		172901 Baker	
TOTAL	83	19	1	6			18	39		
Cluster No. 810										
313.131.0 Chef	42	14					12			
313.381.0 Cook	1,295	247	27	12	11		12	1,014	172902 Cook/Chef	
TOTAL	1,337	261	27	12	11		12			
Cluster No. 820										
361.885.0 Laundry Personnel	195	25	1				28		171600 Laundering & Dry Cleaning	
TOTAL	195	25	1				37	132		

TABLE 1-A (Continued)

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
		OESC Registrants	Public			Federal				Private Schools
			Secondary	Post Secondary	Adult	MDTA	Other Federal			
Statewide Totals										
Cluster No. 825										
625.251.1 Small Engine Repairman	302	48	10	28	28				173100 Small Gasoline Engine Repair	
TOTAL	302	48	10	28	28			188		
Cluster No. 830										
950.782.0 Stationary Engineer	89	17								
952.782.0 Power Plant Operator	52	14							173200 Stationary Energy Sources OCC	
TOTAL	141	31						110		
Cluster No. 840										
316.884.0 Meat Cutter	207	60				11				
525.381.0 Butcher, All Round	112	47								
525.884.0 Boner or Skinner	36	18							172903 Butcher (Meatcutter)	
TOTAL	355	125	13			11		179		

TABLE 1-A (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal		Private Schools			
				Secondary	Post Secondary	Adult	MDTA	Other Federal				
												7	15	24	11
Cluster No. 850	780.381.0 Furniture Upholsterer	81	13	7	15	24					11	173500 Upholstery
TOTAL		81	13	7	15	24					11	
Cluster No. 860	660.280.0 Cabinet Maker 669.180.0 Mill Man 763.381.0 Furniture Finisher	135 87 90	23 6 12	41 41	25 25						205	173601 Cabinet Making
TOTAL		312	41	41	25						205	
Cluster No. 870	844.884.0 Cement Mason 861.381.0 Brick Layer	122 324	36 54	43 43	3 3						301	171004 Masonry
TOTAL		446	90	43	3						301	

TABLE 1-B
NET ADDITIONAL MANPOWER REQUIREMENTS
1979

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 10											
	*180.118.0 Fieldman	63									
	**400.000.0 Farm Manager	857									
	*404.880.0 Pruner-Picker	84									
	*413.181.0 Feedlot Worker	69									
	**421.883.0 Farm Hand, Gen.	67									
	466.887.0 Livestock Caretaker	167	31								
	TOTAL	1,307	31	1,092						010100 Agricultural Production	
Cluster No. 20											
	162.158.0 Buyer (Wholesale/Retail)	140	52								
	*520.885.0 Feed	45		43							
	TOTAL	185	52	43				90		010200 Agricultural Supplies and Services	
Cluster No. 30											
	*919.887.0 Yardman	121		10							
	TOTAL	121		10						010400 Agricultural Products	

*Employment Opportunities and Educational Needs in Off-Farm Agri-Business Occupations - Jesse Mitchell
 **Oklahoma State University Farm Manpower Projections

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 40										
*521.782.0 Mill Operator	54									
*624.281.0 Agricultural Mech.	238									
TOTAL	292		370	23	393					-101
Cluster No. 50										
*142.081.0 Floral Design	116									
*406.168.0 Greenhouse Man	156									
407.884.0 Groundskeeper	244		38	28	7	35				443
TOTAL	516		38	28	7	35				
Cluster No. 70										
166.168.0 Special Agent	57		20							
169.188.0 Underwriter	48		13							
241.168.0 Claim Adjuster	54		21							
250.258.0 Insurance Salesman	188		41							
TOTAL	347		95							252

*Employment Opportunities and Educational Needs in Off-Farm Agri-Business Occupations - Jesse Mitchell

TABLE 1-B (Continued)

Statewide		CLUSTERS OF PROGRAMS		DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY				CLUSTERS OF PROGRAMS
		Secondary	Post Secondary	Adult	MDTA
Cluster No. 80	35	9			
191.287.0 Real Estate Appraiser	35	9			041700 Real Estate
TOTAL		6	6	180	-165

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS		
			OESC Registrants	Public			Federal		Private Schools				
				Secondary	Post Secondary	Adult	MDTA	Other Federal					
Cluster No. 90													
260,289.0	Sales Occupations (Goods)	1,174	276										010200 Agricultural Supplies and Services
290,478.0	Sales Clerk	3,262	563										040200 Apparel and Accessories
292,358.0	Salesman-Driver (Routeman)	297	68										040300 Automotive
915,867.0	Service Station Attendant	415	122	60		3							040600 Food Distribution
				213		44							040800 General Merchandise
				45									040900 Hdw. Bldg. Mat., Farm Supplies & Equip.
				224									041000 Home Furnishing
				136									041200 Industrial Marketing
				56									041400 International Trade
				15									041600 Petroleum
				9									041800 Recreation and Tourism
				15									042000 Retail Trade
				9						140			043100 Wholesale Trade
				990						140			
	TOTAL	5,148	1,029	990		54				24		2,911	

TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 100									
189,168.0 Management Trainee	381	114	88	108					
TOTAL	381	114	88	108			71	049901 Mid-Management	
Cluster No. 110									
242,368.0 Hotel Clerk	180	36							
TOTAL	180	36					144	041100 Hotel and Lodging	
Cluster No. 120									
252,358.0 Service Salesman	401	67	28	74					
TOTAL	401	67	76	9	187		147	040100 Advertising Services 040400 Finance and Credit 041500 Personal Services 041900 Transportation	

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
	Cluster No. 130										
	132.088.0 Copywriter	12	4								
	132.288.0 Copy Reader	27	6								
	165.068.0 Public Relations	79	23	7						040100 Advertising Services	
	TOTAL	118	33	7				78			
	Cluster No. 140										
	184.168.0 Traffic Manager	44	12								
	902.883.0 Dump Truck Driver	151	24								
	904.883.0 Tractor Trailer Truck Driver	439	135								
	905.883.0 Truck Driver (Heavy)	578	224								
	906.883.0 Truck Driver (Light)	599	149								
	913.663.0 Bus Driver	184	37								
	922.883.0 Forklift Operator	300	64								
	929.887.0 Material Handler	1,185	248	1		28	8			179901 Truck Driver	
	TOTAL	3,319	893	1		28	8	360	2,029		

TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Public			Federal			
			Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 150	574	48	114				3		
321.138.0 Housekeeper							3	090205 Institutional and Home Management Services	
TOTAL	574	48	114				3		409
Cluster No. 160	134	23	104	1	2				
310.868.0 Hostess	1,755	572	137						
311.878.0 Waitress	594	378	32						
318.887.0 Dishwasher	90	8	75						
319.138.0 Food Service Supervisor									
TOTAL	2,573	981	348	1	2				1,241

040700 Food Service
 090203 Food Management
 Production and Service
 172900 Other Food Occupations
 172906 Waiter or Waitress

TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	Federal				Private Schools
Cluster No. 163									
079.378.1 Dental Office Assistant	145	29	91				19	6	070101 Dental Assistant
Total	145	29	91				19		
Cluster No. 165									
078.368.3 Dental Hygienist	21	10		30				-19	070102 Dental Hygienist (Assoc.)
Total	21	10		30					
Cluster No. 170									
355.878.1 Psychiatric Aide	62	12						50	070304 Psychiatric Aide
Total	62	12							

TABLE 1-B (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
				OESC Registrants	Secondary	Public		Federal				Private Schools
						Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 180												
	078.281.0 Medical Technologist	90	8									
	078.381.0 Medical Laboratory Assistant	109	41									
	078.381.2 Medical Laboratory Technician	83	10	119				7			070203 Medical Laboratory Technician	
TOTAL		282	59	119			9	7		88		
Cluster No. 190												
	075.378.0 Registered Nurse Bacc. Dipl. Assoc	908	28	203	11						070299 Nursing (Baccalaureate)	
				180							070300 Nursing (Diploma Program)	
				325							070301 Nursing (Associate Degree)	
TOTAL		908	28	708	11					161		

TABLE 1-B (Continued)

Statewide Totals		CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
				OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools			
Cluster No. 200												
079.378.0 Licensed Practical Nurse (L.P.N.)	864	98	758								8	070302 Practical (Voc.) Nursing
TOTAL	-864	98	758									
Cluster No. 210												
355.878.0 Nurse Aide	1,741	635	251	3	3	6	22		22	471		070303 Nurse Assistant (Aide/Orderly)
TOTAL	1,741	635	251	3	3	6	22		22			
Cluster No. 220												
079.378.2 Surgical Technician	71		7	6	6						58	070305 Surgical Technician
TOTAL	71		7	6	6							

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 230		15	2								
079.128.0 Occupational Therapist		28	2								
079.128.1 Recreational Therapist		14	11								
079.368.1 Occupational Therapist Aide		33	22								
355.878.2 Physical Therapist Aide		90	37					2	070403 Occupational Therapy Assistant		
TOTAL											
Cluster No. 240		7									
078.368.0 E.E.G. Technician		7						7	070901 E.E.G. Technician		
TOTAL											
Cluster No. 250		11	10								
078.368.1 E.K.G. Technician		11	10					1	070902 E.K.G. Technician		
TOTAL											



TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public	Federal	Private Schools	MDTA	Other Federal		
			Secondary	Post Secondary	Adult					
Cluster No. 260										
078.368.2 Radiologic Technician		84		64			128			070501 Radiologic Technician 070504 Radiologic Technician (X-Ray)
TOTAL		84		64			128		-108	
Cluster No. 265										
079.378.3 Environmental Health Technician		5		38						070721 Environmental Health Technician
TOTAL		5		38					-34	
Cluster No. 270										
079.368.0 Inhalation Therapy Technician		40		43						070903 Inhalation Therapy Technician
TOTAL		40		43					-14	

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS		
			OESC Registrants	Public			Federal				Private Schools	
				Secondary	Post Secondary	Adult	MDTA	Other Federal				
	Cluster No. 275	101	44	40	7	16			165			
	079.368.2 Medical Office Assistant										070904 Medical Office Assistant 070914 Medical Assistant	
	TOTAL	101	44	40	21	16			165	-185		
	Cluster No. 280	44	9									
	223.887.0 Central Supply Worker										070905 Central Supply Technician	
	TOTAL	44	9							35		
	Cluster No. 283	23			3							
	041.381.0 Medical Emergency Technician										070907 Medical Emergency Technician	
	TOTAL	23			3					6		

TABLE 1-B (Continued)

Statewide Totals		SUPPLY							DEMAND	DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
CLUSTERS OF OCCUPATIONS	Cluster No.	Public			Federal		Private Schools				
		Secondary	Post Secondary	Adult	MDTA	Other Federal					
	Cluster No. 287										
	195.168.0 Community Health Worker		8					2	29	070915 Community Mental Health	
	TOTAL		8					2			
	Cluster No. 290										
	249.388.1 Medical Record Clerk							5	6	079901 Medical Record Clerk	
	TOTAL							5			
	Cluster No. 300										
	219.388.1 Ward Clerk							23	108	079902 Ward Clerk	
	TOTAL							23			

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal				Private Schools
			Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 303		24								
079.588.0 Clinical Dietetic Technician		24		7					15	
TOTAL		24		7					15	
Cluster No. 307		6		4						
729.281.0 Biomedical Equipment Technician		6		4					2	
TOTAL		6		4					2	
Cluster No. 310		18		2						
100.388.0 Medical Record Librarian		18	3	2					13	
TOTAL		18	3	2					13	

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
	Cluster No. 320										
	359.878.0 Nursery School Attendant	182	65								
	359.878.1 Teacher Aide	223	63	19					090201 Care and Guidance of Children		
	TOTAL	405	128	19					152		
	Cluster No. 330										
	781.884.0 Cutter (Hand or Machine)	65	17							090202 Clothing Management, Production & Service	
	785.381.0 Seamstress or Tailor	140	45								
	786.787.0 Sewing Machine Operator	2,132	397								
	TOTAL	2,337	459	4	4	34	46	80	1,504	090202 Home Furnishing Services 173302 Tailoring	

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
	Cluster No. 340									
	160,288.0 Cost Estimator	70	12							
	168,288.0 Claims Examiner	18	9							
	186,168.0 Bank Cashier	38	9							
	209,388.1 Statement Clerk	58	15							
	210,388.0 Hand Bookkeeper	801	204							
	211,368.0 Cashier	896	102							
	212,368.0 Banking Teller	319	53							
	215,388.0 Bookkeeping Machine Operator	369	44							
	215,488.0 Payroll Clerk	248	53							
	217,388.0 Transit Clerk	51	22							
	219,488.0 Accounting Clerk	601	139							
	249,368.0 Credit Clerk	38	14							
	249,368.1 Claims Clerk (Insurance)	108	12							
	249,368.2 New Account Clerk	85								
	TOTAL	3,704	688	131	26	54	160	160	2,645	140100 Accounting and Computing



TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Public	Private Schools	Federal	Other Federal		
Cluster No. 350									
162.158.1 Purchasing Agent	92	11		8	20				
162.288.0 Title Clerk	25	8							
TOTAL	117	19		8	20			70	140800 Supervisory Admin. Management
Cluster No. 360									
209.388.0 Clerk-Typist	1,441	339			59		3		
219.388.3 General Office Clerk	2,023	591					110		
237.368.0 Admitting Clerk	46	6					10		
249.388.0 Loan Closer	33	12							
TOTAL	3,543	948		547	179		10	917	140300 General Office Clerical Occupations 140900 Typing and Related Occupations
Cluster No. 370									
232.368.0 Post Office Clerk	328	46							
233.388.0 Mail Carrier	212	40							
TOTAL	540	86						454	140403 Mail and Postal Clerks

TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
		OESC Registrants	Public			Federal				Private Schools
			Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 380										
235.862.0 Telephone Operator	376	88	20	2					140400 Information Communications Occupations	
TOTAL	376	88	20	2			266			
Cluster No. 390										
205.368.0 Personnel Clerk	207	48		80					140600 Personnel, Training and Related	
TOTAL	207	48		80			79			
Cluster No. 400										
201.368.0 Secretary	2,004	469	724	139	55	40		495	140700 Secretary or Stenographer	
202.388.0 Stenographer	690	178			87			23	140703 Medical Secretary	
TOTAL	2,694	647	724	139	59	40	333	518		

TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 410									
213.382.0 Card-Tape Converter Operator	38	5							
213.582.0 Keypunch Operator	415	165		40					
213.782.0 Tabulating Machine Operator	58	14							
TOTAL	511	184	210 210	19 59	34 34		249 249	-225	140200 Business Data Processing
Cluster No. 420									
001.281.0 Draftsman, Architectural	57	19							
003.281.0 Draftsman, Electrical	51	7							
003.281.1 Draftsman, Electronic	17	5							
005.281.0 Draftsman, Civil	46	20							
007.181.1 Die Tool Designer	36	3							
007.281.0 Draftsman, Mechanical	235	44							
010.281.0 Draftsman, Geological	42	5							
017.281.0 Draftsman, Map	17	4							
TOTAL	501	107	2 161 163	130 130	19 19		14 12 26	47	160103 Architectural Technology 160198 Drafting and Design 171300 Drafting

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
	Cluster No. 430										
	022.081.0 Chemist	60	12	60	1						
	029.281.0 Laboratory Tester	85	9	60	1						
	TOTAL	145	21	60	1				63	160105 Chemical Technology	
	Cluster No. 440										
	005.181.0 Civil Engineering Technician	141	2	144							
	018.188.0 Surveyor	58	13	144							
	TOTAL	199	15	144					40	160106 Civil Technology	
	Cluster No. 450										
	003.181.0 Electronics Technician	219	16	80	1						
	003.181.1 Electrical Technician	67	30	1							
	TOTAL	286	46	81	1				-27	160107 Electricity 160108 Electronic Technology 160109 Electro-Mechanical Technology	

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Private Schools			
				Secondary	Post Secondary	Adult		MDTA			Other Federal
Cluster No. 460										
	012.288.0 Industrial Technician	54	7							
	019.281.0 Quality Control Technician	181	16							
	TOTAL	235	23	153	153				59	160111 Industrial Technology
Cluster No. 470										
	710.281.0 Instrument Man	56	5	22	5					160112 Instrumentation Technology 172100 Instrument Maintenance and Repair
	TOTAL	56	5	27	27			24		
Cluster No. 480										
	007.181.0 Mechanical Technician	39	10							
	638.281.0 Maintenance Mechanic Millwright	144	21							
	710.281.1 Electromechanical Technician	39		45	96					160109 Electromechanic Technology 160113 Mechanical Technology
	TOTAL	222	31	45	121			25		

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OEESC Registrants	Public	Federal	Private Schools	Other Federal	MDTA		
				Secondary	Post Secondary	Adult				
Cluster No. 490										
542.280.0 Stillman (Petroleum Refining)		22	6							
549.280.0 Pumpman (Petroleum Refining)		18								
TOTAL		40	6						34	160116 Petroleum Technology
Cluster No. 510										
139.288.0 Technical Publications Writer		17	4							
TOTAL		17	4						13	160699 Technical Writing

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS		
			OESC Registrants	Secondary	Public Secondary	Adult	MDTA	Other Federal			Private Schools	
	Cluster No. 520											
	012.168.1 System Analyst	84	17									
	020.188.0 Business Programmer	192	43									
	020.188.1 Scientific Programmer	14										
	213.382.1 Digital Computer Operator	149	19									
	219.382.2 Program Coder	211	44									
	TOTAL	650	123	81	1				16	16	429	160401 Computer Science
	Cluster No. 530											
	168.168.0 Building Inspector	20	3									
	373.894.0 Fireman	127	18									160602 Fire and Fire Safety Technology 172801 Fireman Training
	TOTAL	147	21								126	

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal		Private Schools			
				Secondary	Post Secondary	Adult	MDTA	Other Federal				
Cluster No. 540												
375.268.0 Policeman		183										
377.868.0 Sheriff		32										
TOTAL		215									176	
Cluster No. 550												
195.108.0 Social Worker		200										
195.228.0 Recreation Leader		62	61									
TOTAL		262	61								127	
Cluster No. 560												
637.281.0 Air Conditioning and Refrigeration Mechanic		480	188	42	77	48	9	89				
TOTAL		480	188	42	77	48	9	89			-3	



TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Public			Federal			
			Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools	
Cluster No. 570									
862.381.0 Plumber	245	63							
899.281.0 Maintenance Man, Equipment	456	18	80	25	19		13	12	170102 Plumbing 171007 Plumbing and Pipefitting
TOTAL	701	81	80	25	19		13	12	471
Cluster No. 580									
723.884.0 Appliance Repairman	107	16	78		3			19	170200 Appliance Repair
TOTAL	107	16			3			19	.9
Cluster No. 590									
807.381.0 Auto Body Repairman	321	41							
845.781.0 Auto Painter	108	25	216	39	20	31	13	39	170301 Body and Fender
TOTAL	429	66	216	39	20	31	13	39	5

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 600										
620.281.0 Auto Mechanic	968	141	591	112	74	162	42	153		
620.281.1 Auto A/C Mechanic	84	8	591	112	74	162	42	153		
TOTAL	1,052	149	591	112	74	162	42	153	231	170302 Auto Mechanics
Cluster No. 610										
185.168.0 Auto Parts Manager	46	34	37	20						
223.387.0 Auto Parts Clerk	185	54	39	20					47	040300 Automotive 170399 Automotive Services
TOTAL	231	88	76	20						
Cluster No. 620										
621.281.0 Aircraft and Engine Mechanic	71	53	64					172		
621.281.1 Jet Engine Mechanic	21	3	64					172		
621.781.0 Aircraft Accessories Mechanic	20	8	64		13					
TOTAL	112	64	64		13			172	201	170401 Aircraft Maintenance

TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 630									
141.081.0 Illustrator-Commercial Artist	99	21							
141.081.1 Layout Man, Printing and Publishing	57	6							
TOTAL	156	27	75	29	9		7	9	170700 Commercial Art
Cluster No. 640									
143.062.0 Photographer or Cameraman	70	9	18		7		6	30	170900 Commercial Photography
TOTAL	70	9	18		7		6		

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS		
			OESC Registrants	Secondary	Public Post Secondary	Adult	Federal MDTA	Other Federal			Private Schools	
	Cluster No. 650											
	741.884.0 Spray Painter	194	28	37	3	84	13	9				
	841.781.0 Painter or Paperhanger	185	10	636	12	84	9	9				
	860.381.0 Carpenter	736	129	673	15	84	13	18				
	899.381.0 Maintenance Man, Building	337	98									
	TOTAL	1,452	265	673	15	84	13	18				384
	Cluster No. 660											
	721.281.0 Electric Motor Repairman	69	7									
	726.781.0 Electronics Assembler	849	276					140				
	821.381.0 Lineman	108	30									
	822.381.0 Telephone Installer	82	18									
	824.281.0 Electrician	501	92									
	828.281.0 Electronics Mechanic	93	48									
	829.381.0 Cable Splicer	32	10									
	TOTAL	1,734	481	327	58	166		204				457

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS			
			OESC Registrants	Secondary	Public	Adult	Federal	Private Schools	Other Federal					
	Cluster No. 670	589	169	66		25			13					
	382.884.0 Janitor	589	169	66		25			13					171100 Custodial Services
	TOTAL													316
	Cluster No. 680	377	35	218		20								
	625.281.0 Diesel Mechanic	377	35	218		20								171200 Diesel Mechanics
	TOTAL													78
	Cluster No. 690	138	30											
	720.281.0 Radio and TV Repairman	36	14											160191 Elec. Repairman (Radio/TV)
	823.281.0 Radio Mechanic	174	44	47		35								171503 Radio/TV
	TOTAL													7

TABLE 1-8 (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 700									
650.582.0 Linotype Operator	62	11							
651.782.0 Cylinder-Press Man	167	9							
651.783.1 Offset-Press Man		21	130	25					
TOTAL	229	41	130	25			33	171902 Printing	
Cluster No. 710									
518.381.0 Coremaker	32	5							
TOTAL	32	5					27	172301 Foundry	

TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	OESC Registrants	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			Secondary	Post Secondary	Adult	Federal		Private Schools		
Cluster No. 720										
600.280.0 Machinist, All Round	410	6								
600.381.0 Layout Man (Machine Shop)	46	2						18		
601.280.0 Tool and Die Makers	64	7						19		
601.280.1 Tool Machine Set-Up Operator	62	3						39		
603.280.0 Precision Grinder	56	7								
609.885.0 Production Machine Tool Operator	462	43								172302 Machine Shop
705.884.0 Bench Grinder	110	14	270	35	29		32			172303 Machine Tool Operator
TOTAL	1,210	82	270	35	29		58	18	686	172307 Tool and Die Making
Cluster No. 730										
500.380.0 Plater (Electro Plating)	29	6								
TOTAL	29	6							23	172399 Metalworking

TABLE 1-B (Continued)

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
		OESC Registrants	Public			Private Schools	Federal		
			Secondary	Post Secondary	Adult				
Cluster No. 740									
806.781.0 Aircraft-Structure Assembler	84	21							
807.884.0 Aircraft Sub-Assembly Assembler	84	24						172304 Metal Trades Combined	
TOTAL	168	45					123		
Cluster No. 760									
615.782.0 Shear Press Operator	81	22							
617.380.0 Brake Operator	58	8							
619.380.0 Metal Fabricator	155	10							
804.281.0 Sheet Metal Worker	312	56	90		28		392	172305 Sheet Metal	
TOTAL	606	96	90		28		392		
Cluster No. 770									
504.782.0 Heat Treater	34	8						172400 Metallurgy	
TOTAL	34	8					26		

Statewide Totals

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 780										
801.781.0	Structural Steel Worker	148	32							
809.381.0	Layout Man (Structural)	71	16			10			30	171099 Construction and Maintenance Trade
TOTAL		219	48			10			30	
Cluster No. 790										
810.782.0	Welding Machine Operator	139	16							
810.884.0	Welder, Arc and	881	150				62		5	
812.884.0	Welder, Combination									
816.782.0	Flame Cutter Machine Operator	29	9							
816.884.0	Flame Cutter, Hand	13	8							
TOTAL		1,062	183			76	93	4	23	160114 Metals Technology 172306 Welding and Cutting
				425	1	76	159	39	141	
				425	1	76	159	39	169	-10



TABLE 1-B (Continued)

Statewide Totals

CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
		OESC Registrants	Public			Federal				Private Schools
			Secondary	Post Secondary	Adult	MDTA	Other Federal			
Cluster No. 800										
526.781.0 Baker	87	19	37	6		18	7	172901 Baker		
TOTAL	87	19	37	6		18				
Cluster No. 810										
313.131.0 Chef	44	14	117	12	30	12	961	172902 Cook/Chef		
313.381.0 Cook	1,360	247	117	12	30	12				
TOTAL	1,404	261	117	12	30	12				
Cluster No. 820										
361.885.0 Laundry Personnel	205	25	1			28	142	171600 Laundering and Dry Cleaning		
TOTAL	205	25	1			37				
Cluster No. 825										
625.281.1 Small Engine Repairman	317	48	118	28	38		85	173100 Small Gasoline Engine Repair		
TOTAL	317	48	118	28	38					

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS
			OESC Registrants	Public			Federal			
				Secondary	Post Secondary	Adult	MDTA	Other Federal			Private Schools
Cluster No. 830										
950.7820 Stationary Engineer	93	17								
952.782.0 Power Plant Operator	55	14								
TOTAL	148	31							117	173200 Stationary Engine Sources Occupation
Cluster No. 840										
316.884.0 Meat Cutter	217	60								
525.381.0 Butcher, All Round	118	47								
525.884.0 Boner or Skinner	38	18	13			11	3	24		172903 Butcher (Meat Cutter)
TOTAL	373	125	13			11	3	24	197	
Cluster No. 850										
780.381.0 Furniture Upholsterer	85	13								
TOTAL	85	13	7	15	28		11		11	173500 Upholstery
			7	15	28		11			

TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY						DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS	
			OESC Registrants	Public			Federal				Private Schools
				Secondary	Post Secondary	Adult	MDTA	Other Federal			
	Cluster No. 860										
	680.280.0 Cabinet Maker	142	23								
	689.180.0 Mill Man	91	6								
	763.381.0 Furniture Finisher	95	12								
	TOTAL	328	41	113	113	32	32			142	173601 Cabinet Making
	Cluster No. 870										
	844.884.0 Cement Mason	128	36								
	861.381.0 Brick Layer	340	54								
	TOTAL	468	90	223	223	23	23			123	171004 Masonry
	Cluster No. 880										
	515.782.0 Grinding Mill Operator (Mining)	24									
	859.883.0 Heavy Equipment Operator	404	74								
	TOTAL	428	74			19	19	4	4	331	171003 Heavy Equipment

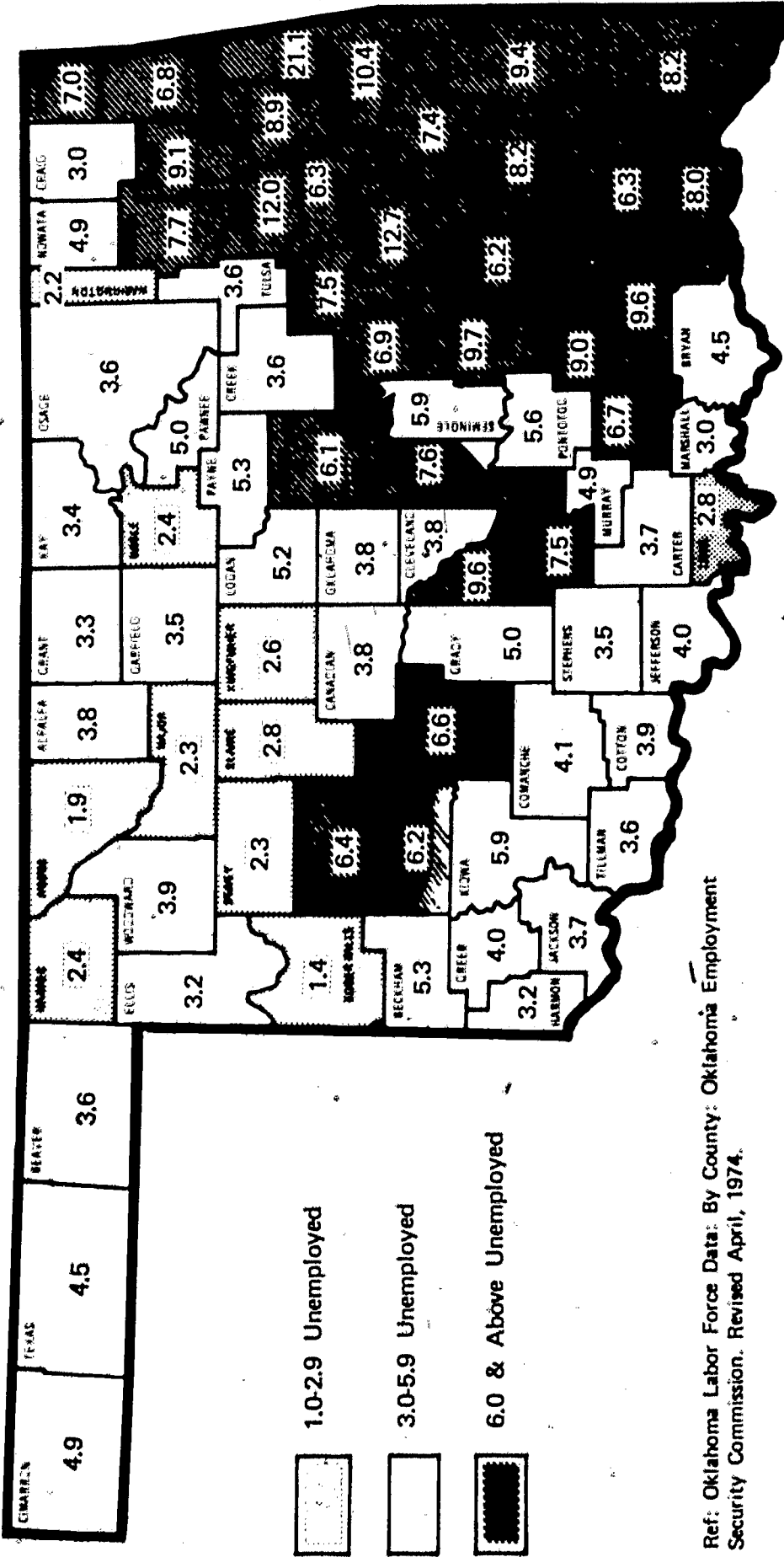
TABLE 1-B (Continued)

Statewide Totals	CLUSTERS OF OCCUPATIONS	DEMAND	SUPPLY							DEMAND MINUS SUPPLY	CLUSTERS OF PROGRAMS		
			OESC Registrants	Secondary	Post Secondary	Adult	MDTA	Other Federal	Private Schools				
	Cluster No. 890												
	750.281.0 Tire Technician	61											
	750.384.0 Greentire Inspector	20											
	750.387.0 Tire Classifier	22											
	750.884.0 Tire Builder	108											
	TOTAL	211									211		179800 Tire Manufacturing
	Cluster No. 900												
	706.884.0 Assembler, Metal Products	763											
	TOTAL	763									645		179900 Trade and Industrial Occupations

2.0 Analysis of Availability of Vocational Education

- 2.1 The following maps specify: (a) designated depressed area--page 211, (b) and (c) high rates of unemployment of youth and adults--pages 212 and 213, (d) areas with high rates of school dropout--page 214 and (3) areas of greatest population density--page 215.

HIGH RATES OF UNEMPLOYMENT FOR ADULTS



- 1.0-2.9 Unemployed
- 3.0-5.9 Unemployed
- 6.0 & Above Unemployed

Ref: Oklahoma Labor Force Data: By County: Oklahoma Employment Security Commission. Revised April, 1974.

3.0 Analysis of State's Population Relating to Vocational Education Needs

3.1 Table 2 provides population characteristics data used in determining vocational education needs in Oklahoma.

3.2 Sources of data for Table 2:

- a. Census of Oklahoma--1970
- b. United States Department of Commerce
- c. State Department of Education
- d. Oklahoma State Regents for Higher Education
- e. Oklahoma Employment Security Commission
- f. Oklahoma Department of Institutions, Social and Rehabilitative Services
- g. The Oklahoma State University Research Foundation
- h. 1971 Standard Education Almanac

Table 2

Statistics on Population to be Served

Data	Latest Available Date 1970-1974	1975 (Estimated)	1979 (Projected)
I. General Population			
A. Total population ¹	2,559,229	2,688,445	2,796,499
Urban	1,740,137	1,828,142	1,901,620
Rural	819,092	860,303	894,879
B. Race ²			
White	2,280,362	2,395,403	2,491,680
Male	1,113,345	1,173,747	1,220,923
Female	1,167,017	1,221,656	1,270,757
Negro	171,892	180,663	187,924
Male	81,299	84,911	88,324
Female	90,593	95,752	99,600
Indian	98,468	103,504	107,665
Male	47,576	49,681	51,679
Female	50,892	53,823	55,986
Oriental	2,407	2,419	2,516
Male	979	992	1,031
Female	1,428	1,427	1,485
Other	6,100	6,452	6,711
Male	3,156	3,356	3,490
Female	2,944	3,096	3,221
II. 16 through 21 year old population			
Male	278,892	316,607	324,424
Female	141,093	161,640	164,573
White	137,799	154,967	159,851
Male	244,746	287,304	278,931
Female	1,24,239	146,897	142,974
Negro	120,507	140,407	135,957
Male	21,500	27,902	28,910
Female	10,630	14,096	14,442
Other	10,870	13,806	14,468

Table 2 Cont'd

Data	Latest Available Date 1970-1974	1975 (Estimated)	1979 (Projected)
American Indian	11,649	12,158	12,458
Male	5,849	6,127	6,229
Female	5,800	6,031	6,229
Oriental	282	282	289
Male	119	121	124
Female	163	161	165
Other	725	745	763
Male	389	404	411
Female	336	341	352
III. 14 through 18 year old population ³	246,689	264,576	261,663
Male	125,823	135,250	133,670
Female	120,866	129,326	127,993
White	214,469	227,770	224,262
Male	109,783	116,821	114,909
Female	104,686	110,949	109,353
Negro	19,810	23,120	23,588
Male	9,843	11,636	11,796
Female	9,967	11,484	11,792
American Indian	11,422	12,158	12,458
Male	5,790	6,127	6,231
Female	5,632	6,031	6,227
Oriental	274	236	233
Male	117	102	100
Female	157	134	133
Other	714	623	616
Male	386	338	334
Female	328	285	282
IV. Secondary School enrollment (14-18 year olds) ⁴	188,506	202,136	199,911
Male	96,138	103,089	101,955
Female	92,368	99,047	97,956

Table 2 Cont'd

Data	Latest Available Date 1970-1974	1975 (Estimated)	1979 (Projected)
V. 19 through 21 year old population ⁵	133,651	158,418	167,264
Male	67,137	80,928	85,322
Female	66,514	77,490	81,942
White	118,017	137,302	143,874
Male	59,412	70,314	73,662
Female	58,605	66,988	70,212
Negro	10,045	12,882	14,738
Male	5,008	6,494	7,383
Female	5,037	6,388	7,355
American Indian	5,144	5,382	5,573
Male	2,564	2,529	2,589
Female	2,580	2,853	2,984
Oriental	126	127	131
Male	53	51	52
Female	73	76	79
Other	319	335	347
Male	170	171	175
Female	149	164	172
VI. Two-year college enrollment ⁶	23,390	24,091	26,196
VII. Two-year school dropouts	8,085	9,608	10,144
VIII. Adult Unemployment ⁸ (Ages 25-over)	56,099	59,739	57,268
Disadvantaged Population			
A. Unemployment (Annual average) ⁹	9,324	9,794	10,077
B. Persons designated as poor ¹⁰	139,701	146,741	150,973
C. Welfare (Persons on public assistance ¹¹)	211,204	221,849	228,248
IX. Handicapped population ¹²	445,941	468,420	487,246
X. Working women ¹³	375,191	455,407	485,252
XI. Private school enrollment (total)	30,646	25,760	24,188
(1971) Elementary ¹⁴	9,100	3,200	1,249
(1971) Secondary ¹⁵	3,000	2,587	2,249
(1974) Higher education ¹⁶	18,566	19,421	20,793
Volunteer Fire Fighters	3,431	3,946	4,357

1. Number of Inhabitants: Oklahoma, A United States Department of Commerce publication PC (1) A-38, 1970, Table 9, pp. 16-17.
2. General Population Characteristics: Oklahoma, A United States Department of Commerce publication PC (1) B-38, 1970, Table 17, p. 46.
3. Ibid., Table 19, p. 48.
4. Original Entrees in Oklahoma Public Schools: First Through Twelfth Grades, 1959-72 School Years, (unpublished material).
5. General Population Characteristics; Oklahoma, A United States Department of Commerce publication PC (1) B-38, 1970, Table 19, p.48.
6. Enrollments in Oklahoma Higher Education: Spring Semester, 1974, Oklahoma State Regents for Higher Education, State Capitol, 1974, Table 1.
7. Junior College Education in Oklahoma: A Report of a State-Wide Study, Oklahoma State Regents for Higher Education, State Capitol, February, 1970, Table 22, p. 42.
8. General Population Characteristics: Oklahoma, A United States Department of Commerce publication PC (1) B-38, 1970, Table 19, p. 48.
9. Plan for Service: Manpower Data Summary for FY '72, Oklahoma Employment Security Commission, 1970, p. 1.
10. Ibid.
11. Annual Report: Fiscal Year 1970-1971, Oklahoma Department of Institutions, Social and Rehabilitative Services, 1971, Table 8, p. A-16.
12. Disabilities in Oklahoma: Estimates and Projections, The Oklahoma State University Research Foundation, 1967, Table 1-B, p. 11.
13. Labor Force Estimates Revised 2-1-72, Oklahoma Employment Security Commission, 1972, p. 1.
14. 1971 Standard Education Almanac, Academic Media, Los Angeles, California, 1971, Table 39, p. 64.
15. Ibid.
16. Enrollments in Oklahoma Higher Education: Spring Semester, 1974, Oklahoma State Regents for Higher Education, State Capitol, 1974, Table 1.

4.0 Annual and Long Range Planning and Budgeting

4.1 Vocational Education Program Needs

A strong demand for trained personnel in virtually all occupational areas continues to be evident. A favorable industrial climate created by an abundance of natural resources, governmental legislation which favors new and expanded industry, and the provisions for training an adequate and efficient work force all point to increased economic activity and population growth. Along with economic growth in the state are changes which are occurring in the occupational structure of the labor force. Consideration will be given to factors influencing occupational characteristics, economic and social characteristics and the State's population. Vocational and technical education programs shall be redirected in areas where required to meet changing economic and social patterns. The basic objective of the five year plan shall be toward the preparation of persons for gainful employment in existing and new job opportunities.

Employment Opportunities Related to Vocational Education Programs, Labor Demand and Supply, was utilized in determining the instructional program offerings.

Information to develop instructional programs was secured from the Occupational Training Information System (OTIS) for Oklahoma and the Oklahoma Employment Security Commission with the projected labor and demands for 1975-1979. This labor demand was projected for thirteen distinct areas in the State. The projected labor supply in Vocational and Technical Education is projected in keeping with the ongoing courses that are in operation designed to meet the labor demands and expansion of Vocational and Technical Education courses and based 100 percent upon the projected needs for labor, industry, and management.

The information used in Table 2, had a direct bearing on the occupational programs offered at the secondary, post secondary, and adult levels. These programs are based on aids, distribution, secondary and post secondary enrollment, adults, and unemployment with special emphasis on the disadvantaged at all levels, handicapped personnel at all levels, and consumer homemaking education with special emphasis on secondary, post secondary, and working women.

A very realistic projection indicates that all three levels of learning, that is, secondary, post secondary, and adult, will have a large expansion by 1979. This expansion is due to new programs which will be introduced in the areas of health, business and office, trade and industrial education, cooperative programs, programs for the disadvantaged, handicapped, and exemplary programs.

4.11 Secondary

Secondary vocational education programs will be conducted primarily in 425 regular secondary schools throughout the State. However, nineteen area vocational-technical schools will accommodate a number of the secondary students. Program offerings will exist for secondary students in every occupational area. Expanded programs will be

planned in many areas with emphasis placed on redirection to meet the needs of business and industry employment demands. New and expanded secondary programs in vocational education will be emphasized in areas where school dropout rates are excessive. Major emphasis will be placed on making program objectives relevant to the needs exhibited by business and industry for employment purposes.

4.12 Post Secondary

Persons enrolled in post secondary programs in Oklahoma are primarily youth or adults, who have completed or left high school and are available for an organized program of study in preparation for entering the labor market. Post secondary offerings will be conducted in every occupational area.

Additional course offerings will supplement present courses and provide for more training opportunities in emerging occupational areas. Health occupations in particular needs to be strengthened and expanded to accommodate the large increases registered in the labor market for trained persons in this field. Technical education, as it applies to the training of technicians, needs to be strengthened with expanded courses.

4.13 Adult

There exists substantial demand for the development and implementation of adult programs on a comprehensive basis. This demand is expected to increase; consequently, additional programs have been planned to meet projected needs. Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment to meet the needs of business and industry will be served in these programs. Emphasis will be placed on preparatory training programs designed to train underemployed and unemployed adults. In every instructional area, it is expected that adult enrollment will be increased. Trade and industrial education in all occupational areas represented will be greatly increased for meeting additional job opportunities in the labor market.

4.14 Disadvantaged

Additional programs will be made available in vocational education for disadvantaged persons. The needs of these persons constitute a particular type of group of persons who are desirous of and who are in need of vocational education. This group will be made up of many different types of individuals namely, the elementary and high school dropout, the disinterested student, the slow learner, the culturally deprived person, the academically deficient person, and persons with other handicaps which prevent them from succeeding in the regular vocational education programs. An extensive number of programs will be operated whereby the needs of this group of persons will be served adequately. Special classes which will serve disadvantaged persons exclusively will be operated. In addition, many of these persons will be served in regular vocational education classes if their particular deficiencies will enable them to be enrolled in regular classes.

Persons in the disadvantaged group who will be served include the elderly, persons in correctional institutions, potential school dropouts, school dropouts, economically and culturally deprived, persons from minority groups, and those who are academically disadvantaged.

4.15 Handicapped Persons

Persons who are handicapped by virtue of being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons will be served by vocational education programs. The development of programs for the handicapped will be related to areas whereby deficiencies will not be major obstacles to training success and subsequent job placement.

4.16 Multi-Group

Vocational education programs planned will be flexible and geared to the needs of persons who are desirous of and have the aptitude to participate in such training. A wide range of occupational offerings shall be offered with diversification so as not only to meet precise job requirements but to meet needs reflecting deficiencies in economic, social, and educational aspects. Those persons meeting criteria for identification as having academic, socioeconomic, or other handicaps, that prevent them from succeeding in regular vocational programs, shall be afforded opportunities for acquiring vocational training in regular and special classes.

Priority for program funding will be based on economically depressed areas of the State, counties, communities, and/or cities where the rates of school dropouts are considered high and where family income is substantially low.

The CVET programs include a combination of vocational and modified related instruction that provides the educational opportunities of acquiring a salable vocational skill while also acquiring basic knowledge in the related fields of math, science, English, and social studies.

- 4.2 Table 3 contains the levels of programs and target populations composing the annual and long-range program and budgeting plan for Fiscal Years 1975 and 1979.

Table 3 Annual and Long-Range Planning and Budgeting

Level: Secondary
 Population Served: General

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Benefits
		Current 1974	1975	1979		Local	State	Federal	
1. To expand and improve vocational and technical educational opportunities to general education students in Oklahoma.	1. To increase enrollments in vocational programs.	68,832	72,290	79,728	Employ 74 vocational educators.	\$327,250	\$208,800	\$ 51,800	1976-1979 Training programs will offer a wide choice of occupations for students and greater employment possibilities. Occupational training programs should make an impact on reducing demand in areas where trained manpower is needed. Provide cooperative training experiences for students enrolled in occupational training. Provide instructional materials that are stated in behavioral terms that will improve the overall programs of vocational and technical education. Increase the opportunity for students to gain employment by providing the most equipment necessary for training.
	2. (a) To increase enrollments in Vocational Agriculture by adding <u>two</u> new programs, expanding <u>nine</u> programs, and redirecting <u>ten</u> existing programs into cooperative agriculture business training.	18,902	19,847		Purchase equipment for new vocational offerings.	82,000	61,000	19,500	
	(b) To increase enrollments in Vocational Agriculture by 8% by FY 1979.			20,414	Redirect 10 Vocational Agriculture programs and 10 Home Economics programs to cooperative programs.	20,000		30,000	
	3. (a) To increase enrollments in Distributive Education Programs by adding <u>ten</u> new programs.	2,789	2,928		Establish 8 new cooperative programs (CVE Part G).	24,000		24,000	
	(b) To increase enrollments in Distributive Education 40% by FY 1979.			3,904	Conduct innovative approaches in exemplary programs.	5,000		20,000	
	4. (a) To increase the enrollment in Health Education by adding <u>seven</u> new Health Occupations programs.	1,020	71		Revise and develop curriculum in all occupational program areas.	2,000	40,000	10,000	
	(b) To increase enrollments in Health Education by 76% by FY 1979.			1,795	Employ administrative and supportive personnel in local programs of vocational and technical education.	45,000	36,000	4,000	
					Conduct research in areas where needed.	2,000	2,000	10,000	
					Provide increased emphasis in teacher training in occupational areas where it is needed.	5,000	5,000	10,000	

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Table 3 Cont'd

Level: Secondary

Population Served: General Cont'd

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
	5. (a) To increase the enrollment in Home Economics by adding <u>four</u> new programs, expanding 9 1/2 programs, and redirecting <u>ten</u> existing programs into cooperative occupational training. (b) To increase enrollments in Homemaking Education by 10% by FY 1979.	27,601	28,981	30,361	Occupational services for new area vocational-technical education schools	\$ 200,000	\$126,000	\$ 57,000	B	1976-1979
	6. (a) To increase enrollments in Business and Office Programs by adding <u>eight</u> new programs in Cooperative Office Education (b) To increase enrollments in Business and Office Education 44% by FY 1979.	3,858	4,051	5,556						
	7. (a) To increase the enrollment in Trade and Industrial Education by adding <u>seven</u> new building trade programs, <u>thirteen</u> new mechanical programs, <u>four</u> new metal fabrication programs, and <u>one</u> new cooperative program. (b) To increase enrollments in Trade and Industrial Education by 32% by FY 1979.	14,662	19,412	19,354						

Table 3 Cont'd

Level: Secondary

Population Served: General Cont'd

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
2. Maintain existing program at current level.	8. To increase Industrial Arts enrollment.	45,103	46,456	49,613		5,000	5,000		B	1976-1979
					20,000	10,000	8,750		B	
						5,000	5,000		B	
						\$747,250	\$498,800	\$255,050		
						\$12,083,750	\$4,379,200	\$3,480,000		
						\$12,831,000	\$4,878,000	\$3,735,050		

Table 3 Cont'd

Level: Secondary

Population Served: Multi-Group

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
1. To provide coordinated educational experiences to students in schools where there exists a large population that is potential dropouts.	1. To increase the number of potential dropouts that will be enrolled in vocational programs.	1,069	1,288	1,512	Employ staff to conduct Coordinated Vocational Education Training Programs.	\$ 48,000	\$ 24,000	\$ 24,000	B (b)	1976-1979 Identify individuals that may be potential dropouts and provide them coordinated experiences that are relevant to their needs and increase the possibility of the students to complete their high school training.
	2. (a) To increase Coordinated Vocational Educational Training (CVET) by adding eight new programs. (b) To increase CVET programs 17% by FY 1979.	38	46	54	Purchase equipment and materials for CVET programs. Revise and develop curriculum for CVET programs.	20,000	5,000	7,000	(b)	
2. Maintain existing programs at current level.	1. To continue existing operations.				Total New Programs	\$ 68,000	\$ 29,000	\$ 51,000		Provide curriculum that is coordinated to occupational training.
					Total Existing Programs	189,000	3,000	310,176		Increase the awareness in teachers of the disadvantaged students.
					Total Secondary Multi-group	\$257,000	\$ 32,000	\$361,176		

Table 3 Cont'd

Level: Secondary

Population Served: Disadvantaged

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
1. To provide services to those individuals that possess characteristics that keep them from succeeding in a regular program of vocational and technical education.	1. To increase the number of individuals receiving special designed instruction in vocational and technical education. 2. (a) To increase special designed educational offerings by adding one new program for the potential dropout or persons that have already dropped out of school. (b) To increase special designed educational offerings 25% by FY 1979.	4,106	4,275	5,343	Employ staff for special design programs.	\$ 5,000	---	\$ 20,000	B	Provide training and experiences to students that are relevant to their needs.
		24			Purchase equipment and materials for programs.	2,000	---	3,000	B	Identify students that may be potential dropouts and enroll them in programs that encourage them to stay in school and develop a salable skill.
2. Maintain existing programs at current level.	1. To continue existing operations.			31	Total New Programs	\$ 12,000	---	\$ 28,000		Provide orientation to vocational education to students in order for the disadvantaged individual to see the opportunities that are available to them.
					Total Existing Programs	3,768,000	620,000	1,011,000		Identify those individuals that have a handicap and provide occupational training that fits their needs that will enhance their opportunity to enter into employment.
					Total Secondary Disadvantaged	3,780,000	620,000	1,039,000		

Table 3 Cont'd

Level: Secondary

Population Served: Handicapped

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
1. To expand and improve vocational education offerings to the handicapped population.	1. To increase the number of handicapped individuals receiving vocational and technical education.	4,902	5,325	6,922	To provide staff for new handicapped programs.	\$ 5,000	---	\$ 15,000	B	Identify those individuals that have a handicap and provide occupational training that fits their needs that will enhance their opportunity to enter into employment.
	2. (a) To add two new special designed programs for the handicapped. (b) To increase special designed programs for the handicapped 30% by FY 1979.	23	25	32	To purchase equipment and materials for special programs.	6,000	---	6,000	B	
2. To maintain existing programs at current levels.	1. To continue existing programs.				Total New Programs	\$ 11,000	---	\$ 21,000		
					Total Existing Programs	500,000	\$ 24,000	420,000		
					Total Secondary Handicapped	\$511,000	\$ 24,000	\$441,000		

Table 3 Cont'd

Level: Post Secondary/Full Time AdultPopulation Served: General

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
1. To expand and improve post secondary occupational training opportunities in Oklahoma.	<p>4</p> <p>1. To increase the enrollments in post secondary education programs</p> <p>2. (a) To increase enrollments in post secondary agriculture business by adding one new program.</p> <p>(b) To increase enrollments in agriculture by 100% by FY 1979.</p> <p>3. (a) To increase enrollment in post secondary Distributive Education by adding one new mid-management program.</p> <p>(b) To increase enrollments in Distributive Education by 100% by FY 1979.</p> <p>4. (a) To increase enrollment in post secondary Health Occupations by adding 3 new associate degree nursing one new physical therapy, one new occupational therapy technician program, one new medical record technician program.</p> <p>(b) To increase enrollments in Health Education by 40% by FY 1979.</p>	7,875	8,268	9,843	Employ staff for 20 new post secondary programs. Purchase equipment for post secondary vocational and technical training programs. Conduct new innovative approaches with exemplary funds. Provide teacher training occupational programs where increased teacher output is needed. Conduct research in post secondary vocational and technical education where needed.	\$110,000	\$ 18,000	\$ 72,000	B	1976-1979
		59	104	208		40,000	10,000	10,000	B	Provide more options for students to choose the occupational areas they seek to develop skills in, in order to gain employment. Provide more occupational training programs for post secondary students. Training programs are directed toward areas where the demand for trained manpower is high and therefore should assist in reducing the demand for trained manpower.
		1,057	1,101	2,114		15,000	3,000	5,000	B	
		1,732	2,012	2,425		2,000		10,000	C	

Level: Post Secondary/ Full Time Adult

Population Served: General

Goals	Objectives	Outcomes		Activities	Budgeted Funds - 1975			Benefits
		Current 1974	1975		1979	Local	State		Federal
	5. (a) To increase enrollments in post secondary Home Economics education by adding one new occupational program. (b) To increase enrollments in Home Economics Education by 100% by FY 1979.	216	227					1976-1979
	6. (a) To increase enrollment in post secondary Business and Office by adding one new medical-legal program, two new accounting and computing programs, and one new legal secretary program. (b) To increase enrollments in Business and Office by 68% by FY 1979.	821	965	-432				233
	7. (a) To increase enrollment in Technical Education by adding two mechanical technology, one civil technology, one chemical technology, one industrial technology program, one drafting and design technology and two electromechanical technology programs. (b) To increase enrollments in Technical Education by 12% by FY 1979.	2,901	3,141	1,379				4.2

Table 3 Cont'd

Level: Post Secondary/Full Time Adult

Population Served: General Cont'd

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
2. To maintain existing programs at current levels.	1. To continue existing programs.				Total New Programs	\$ 168,000	\$ 31,000	\$ 107,000		1976-1979
					Total Existing Programs	2,934,000	325,000	1,611,000		
					Total Post Secondary General	3,102,000	356,000	1,718,000		



Level: Post Secondary/Full Time Adult

Population Served: Handicapped

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
1. To provide services to those individuals that possess characteristics that keep them from succeeding in a regular program of vocational and technical education.	1. To increase the number of individuals receiving special designed instruction in vocational and technical education. 2. (a) To increase special designed educational offerings by adding <u>one</u> new program for handicapped post secondary training. (b) To increase special designed handicapped programs for post secondary training by 100% by FY 1979.		380	975	Employ staff for special designed programs.	\$ 9,000	--	\$ 4,500	B	1976-1979 Provide training and experiences to students that are relevant to their needs. Identify students that may be potential dropouts because of physical handicaps and enroll them in programs that encourage them to stay in school and develop a salable skill. Provide orientation to vocational education to students handicapped in order for the handicapped individuals to see the opportunities that are available to them.
			1		Purchase equipment and materials for programs.	3,000	--	3,000	B	
2. Maintain existing programs at current level.	1. To continue existing operations.				Total New Programs	\$ 12,000	--	\$ 7,500		235
				2	Total Existing Programs	\$ 12,000	--	\$ 7,500		

Table 3 Cont'd

Level: Post Secondary/Full Time Adult

Population Served: Disadvantaged

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
1. To provide services to those individuals that possess characteristics that keep them from succeeding in a regular program of vocational and technical education.	1. To increase the number of individuals receiving special designed instruction in vocational and technical education.	24	50	100	Employ staff for special design programs.	\$ 4,000	--	\$ 20,000	B	1976-1979
	2. (a) To increase special designed educational offerings by adding one new program for potential dropouts from post secondary training.	1	2		Purchase equipment and materials for programs.		--	3,000	B	Provide training and experiences to students that are relevant to their needs. Identify students that may be potential dropouts and enroll them in programs that encourage them to stay in school and develop a salable skill.
2. Maintain existing programs at current level.	(b) To increase special designed dropout programs for post secondary training by 100% by FY 1979.			4	Total New Programs	\$ 4,000	--	\$ 23,000		Provide orientation to vocational education to students in order for the disadvantaged individuals to see the opportunities that are available to them.
	1. To continue existing operations.				Total Existing Programs	210,000	--	381,000		
					Total Post Secondary Disadvantaged	\$214,000	--	\$404,000		

Table 3 Cont'd

Level: Adult

Population Served: General

Goals	Objectives	Outcomes			Activities	Budgeted 1979			Benefits
		Current 1974	1975	1979		Local	State	Federal		Purpose
1. To provide training for those persons who need to develop a skill in order to gain employment and to those persons who desire or need upgrading training in their present occupation. 2. To maintain existing programs at current level.	1. To increase the number of adults served by occupational educational programs in all available facilities. a. Comprehensive High Schools b. Area Schools c. Other Institutions 1. To continue existing operations.	16,751	17,634	21,160	Employ staff to conduct Adult programs. Employ administrative and supportive personnel in local programs of vocational and technical education. Total New Programs Total Existing Programs Total Adult General	\$ 20,000	\$ 8,000	\$ 10,000	1976-1979 Increase the opportunity for adults to train for new jobs and/or upgrade their current skills. Provide more training programs in order that the adult has a wider choice of occupational offerings. To provide an avenue to train persons for industries as a new technology is developed. To provide training in order to attract new industries into the state. To offer a training facility and programs accessible to adults within a reasonable commuting distance in order that they may develop their skills to gain employment or move up the career ladder as advanced positions are available. To improve the overall economic condition of the community, area, and state.
		11,103	11,687	14,024		10,000	2,000	2,000		B
		11,376	11,977	14,371		\$ 30,000	\$ 10,000	\$ 12,000	B
						\$958,000	\$780,000	\$320,000	
						\$988,000	\$790,000	\$332,000	

Table 3 Cont'd

Level: Adult

Population Served: Disadvantaged

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
1. To provide services to those individuals that possess characteristics that keep them from succeeding in a regular program of vocational and technical education.	1. To increase the number of individuals receiving special designed instruction in vocational and technical education.	75	125	209	Employ staff for special designed programs.	\$ 14,000		\$ 9,000	B	1976-1979 Provide training and experiences that are relevant to adult needs. Provide orientation to vocational education to adults in order for the disadvantaged individual to see the opportunities that are available to them.
	2. (a) To increase special designed educational offerings by adding two new programs. (a) To increase special designed educational programs 32% by FY 1979.	3	5	9	Purchase equipment and materials for programs.	6,000	--	6,000	B	
2. Maintain existing programs at current level.	1. To continue existing operations.				Total New Programs	\$ 20,000		\$ 15,000		238
					Total Existing Programs	190,000	--	380,000		
					Total Adult Disadvantaged	\$210,000		\$395,000		

Table 3 Cont'd

Level: Adult

Population Served: Handicapped

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975			Purpose	Benefits
		Current 1974	1975	1979		Local	State	Federal		
1. To expand and improve vocational education offerings to the handicapped population.	1. To increase the number of handicapped individuals receiving vocational and technical education. 2. (a) To add two new special designed programs for the Handicapped. (b) To increase special designed programs for the handicapped 67% by FY 1979.	75	125	209	To provide staff for new handicapped programs.	\$ 17,000	\$ 9,000	\$ 9,000	B	Identify those individuals that have a handicap and provide occupational training that fits their needs and will enhance their opportunity to enter into employment.
		3	5	9	To purchase equipment and materials for special programs.	6,000	6,000	6,000	B	
2. To maintain existing programs at current levels.	1. To continue existing programs.				Total New Programs	\$ 23,000	\$ 15,000	\$ 15,000		
					Total Existing Programs	68,000	141,835	141,835		
					Total Secondary Handicapped	\$ 91,000	\$ 156,835	\$ 156,835		

Table 3 Cont'd
SUMMARY

Level:

Population Served:

Goals	Objectives	Outcomes			Activities	Budgeted Total Funds - 1975		
		Current 1974	1975	1979		Local	State	Federal
					Secondary General	\$12,831,000	\$ 4,278,000	\$ 3,735,050
					Secondary Multi-group	257,000	32,000	361,176
					Secondary Disadvantaged	3,780,000	620,000	1,039,000
					Secondary Handicapped	511,000	24,000	441,000
					Post Secondary/Full Time Adult General	3,102,000	366,000	1,718,000
					Post Secondary/Full Time Adult Handicapped	12,000	-	7,500
					Post Secondary/Full Time Adult Disadvantaged	214,000	-	404,000
					Adult General	988,000	790,000	332,000
					Adult Disadvantaged	210,000	-	395,000
					Adult Handicapped	91,000	-	156,835
					GRAND TOTAL	21,996,000	6,700,000	8,589,561
								240

5.0 Projection of State's Enrollments

5.1 Table 4 contains the State's projected enrollments in programs of vocational and technical education for the Fiscal Years 1975 and 1979.

Table 4

Projections of State's Enrollments

Occupational Programs Summarized by O.E. Codes (Gainful Only) <u>1/</u>	<u>1974</u>	<u>1975</u>	<u>1979</u>
	current xxx	xxx	xxx
01.	25,598	26,938	29,006
04.	6,689	7,022	9,609
07.	4,087	4,489	5,907
09.02	2,560	2,815	3,537
14.	8,575	9,118	11,857
16.	4,693	5,028	5,513
17.	38,273	40,192	49,109
99. Group Guidance	1,896	2,107	2,528
99. Industrial Arts	45,103	47,358	56,379
TOTAL	137,474	145,067	173,445
Level of Instruction (Gainful Only) <u>1/</u>		xxx	xxx
Secondary	90,370	95,130	112,777
Post Secondary	7,875	8,639	11,113
Adult	39,229	41,298	49,555
TOTAL	137,474	145,067	173,445
Special Programs/ Purposes <u>2/</u>	xxx	xxx	xxx
Disadvantaged	48,818	51,365	58,660
Handicapped	13,267	13,857	16,458
Cooperative Education Part G Only	1,752	2,288	2,733
Work Study	378	509	525
Exemplary	2,110	3,741	4,039
09.01 Consumer & Homemaking Part F	32,624	34,149	37,564

1/ Unduplicated Count

2/ May be Duplicated Count

6.0 Fiscal Year 1975 Enrollments

6.1 Table 5 is a summary of the estimated vocational and technical education enrollments for gainful employment and other funded enrollments for Fiscal Year 1975.

Table 5
FISCAL YEAR 1975 ENROLLMENTS 1/

Occupational Programs Summarized by O.E. Codes (Gainful Only)	Secondary			Post Secondary			Adult			Cooperative					
										Part B			Part G		
	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H
01.	12,647	5,696	1,504	66	30	8	4,438	2,005	544	671	293	83	114	413	46
04.	1,866	840	222	702	316	83	1,902	858	233	1,894	828	235	98	354	39
07.	683	307	81	1,283	577	152	894	403	109	112	49	14	4	16	2
09.02	1,513	681	179	138	61	17	138	61	16	26	11	3	71	257	29
14.	2,582	1,162	307	827	65	73	2,606	1,177	319	1,112	486	138	104	373	41
16.	...	...	...	2,781	277	83	1,197	541	149	...	...	...	...	...	...
17.	9,810	4,418	1,167	538	313	238	15,055	6,804	1,849	1,506	658	187	66	235	426
99. Group Guidance	...	1,943	164	...	...	...	...	...	...	...	...	...	...	...	...
99. Industrial Arts	29,819	13,030	3,697	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	58,920	28,077	7,321	6,335	1,639	654	26,230	11,849	3,219	5,321	2,325	660	457	1,648	183
09.01 Consumer & Home- making Part F	16,897	7,636	2,075	...	...	...	4,789	2,164	588	...	...	...	...	...	...
Work Study	...	469	40	...	...	...	...	...	...	...	...	...	...	...	...
Exemplary	2,173	950	270	178	78	22	49	21	...	...	...	...	...	...	...

R = Regular
D = Disadvantaged
H = Handicapped

1/ Record information only where applicable

7.0 Estimates of Total Funds Needed for Vocational and Technical Education and Annual Allocation Plan

7.1 Table 6 contains an estimate of the funds needed for vocational and technical education for Fiscal Years 1975 and 1979.

Table 6

ESTIMATES OF TOTAL FUNDS NEEDED FOR VOCATIONAL EDUCATION AND ANNUAL ALLOCATION PLAN

(Federal, State and Local to obtain State Plan Objectives regardless of funding sources)

Program/Purpose	Funds	Current (000)		Long Range Plan	
		1974	1975	1/ (000)	2/ (000)
State Programs	Total	26,150	31,888	37,308	37,308
Part B	Federal	5,925	6,984	7,976	7,976
	S & L	20,225	24,904	29,333	29,333
	Total	7,121	9,199	10,337	10,337
1. Secondary	Federal	1,254	2,081	2,093	2,093
	S & L	5,867	7,118	8,244	8,244
	Total	4,455	4,678	5,614	5,614
2. Post Secondary	Federal	1,195	1,255	1,506	1,506
	S & L	3,260	3,423	4,108	4,108
	Total	2,145	2,252	2,702	2,702
3. Adult	Federal	445	467	560	560
	S & L	1,700	1,785	2,142	2,142
	Total	7,040	7,392	8,870	8,870
4. Disadvantaged	Federal	940	987	1,184	1,184
	S & L	6,100	6,405	7,686	7,686
	Total	864	907	1,088	1,088
5. Handicapped	Federal	664	697	836	836
	S & L	200	210	252	252
	Total	1,640	4,432	5,065	5,065
6. Construction	Federal	150	157	188	188
	S & L	1,490	4,275	4,877	4,877
	Total	620	650	780	780
7. Guidance and Counseling	Federal	270	283	340	340
	S & L	350	367	440	440

Table 6 Continued

Program/Purpose	Funds			
8. Contracted Instruction	Total			
	Federal			
	S & L			
9. Ancillary Services	Total	1,735	1,821	2,185
	Federal	710	745	894
	S & L	1,025	1,076	1,291
Administration	Total	48	50	60
	Federal	22	23	28
	S & L	26	27	32
Evaluation	Total	287	300	360
	Federal	195	204	245
	S & L	92	96	115
Teacher Training	Total	12	15	18
	Federal	3	4	5
	S & L	9	11	13
Research and Demonstration Projects	Total	183	192	230
	Federal	77	81	97
	S & L	106	111	133
Curriculum Development	Total	432	650	779
	Federal	287	361	433
	S & L	145	289	346
Section 102 (b) State Programs Disadvantaged	Total	224	250	299
	Federal	129	149	179
	S & L	95	101	120
Research and Training Part C	Total	208	244	292
	Federal	133	163	195
	S & L	75	81	97
Exemplary Programs Part D	Total	2,625	2,757	3,308
	Federal	445	467	560
	S & L	2,180	2,290	2,748
Consumer and Homemaking Education Part F	Total	1,260	1,368	1,642
	Federal	310	364	437
	S & L	950	1,004	1,205
Cooperative Education Part G	Total	122	129	154
	Federal	97	102	122
	S & L	25	27	32
Work Study Part H	Total	31,021	37,286	43,783
	Federal	7,326	8,590	9,902
	S & L	23,695	28,696	33,881
GRAND TOTAL	Total			
	Federal			
	S & L			

Footnotes (Table 6)

- 1/ Funds to be expended during the fiscal year of this plan.
- 2/ Projected need for funds for Fiscal Year 1979.
- 3/ Indicate here the amount of the above funds, allocated by purpose (except construction), which is to be contracted. Do not include these amounts in the grand total at bottom.

8.0 Construction Projects on Which Construction Will Start in Coming Year

8.1 Listed in Table 7 are the construction projects which will start in Fiscal Year 1975 and a projection for each year for the next four years in order to conduct the State's projected programs of vocational and technical education.

Table 7

Construction Projects on Which Construction Will Start in Coming Year*

Name and Address County and Cong. District	Estimated Beginning Construction Date (Month - Date)	Estimated Completion Date (Month - Year)	Building Capacity 1/
Moore-Norman Area Vocational-Technical School District No. 17; Post Office Box 1101; Norman, Oklahoma 73069; Cleveland County; 4th Congressional District	September, 1974	July, 1976	600

* Report all construction projects regardless of funding source.

1/ Vocational student capacity at any one time.

Project the Number of Construction Projects Needed Each Year for the Next Five Years.

<u>Year</u>	<u>Number Projects</u>	<u>Total Building Capacity</u>
1975	0	0
1976	1	400
1977	1	300
1978	1	300
1979	1	400

9.0 Actual and Projected Demand for Vocational Education Personnel Development

9.1 Contained in Table 8 is the current status of professional personnel and a projection of the State's need for each of the Fiscal Years 1975 through 1979.

TABLE 8

Projection of State's Enrollments in Vocational Education Personnel Preparation and Development.

Vocational Programs Specified by O.E. Codes 1/	Preservice 2/										In-Service 3/							
	1974					1975					1979 4/							
	Number Needed	Number Available	Difference	Number Needed	Number Available	Difference	Number Needed	Number Available	Difference	Number Needed	Number Available	Difference	1974	1975	1979	1974	1975	1979	Full-Time Adult/Post Secondary Teachers Available
Grand Total Unduplicated For Teachers	316	318	2	340	315	-25	1,307	1,265	-42	1,458	1,485	1,667	240	274	369			
01. Agriculture	50	77	27	40	67	+27	195	250	+55	389	395	410	7	10	20			
04. Distributive Education	10	5	-5	12	6	-6	45	30	-15	71	75	105	16	20	33			
07. Health	37	2	-35	39	4	-35	188	20	-168	64	70	110	73	85	106			
09.01 Home Economics	62	101	+39	62	90	+28	309	450	+141	362	362	362	0	0	0			
09.02 Gainful	4	4	0	5	5	0	25	25	0	23	25	60	3	6	15			
14. Business & Office	30	54	+24	35	65	+30	150	180	+30	112	115	150	13	15	30			
16. Technical Education	21	15	-6	23	15	-8	105	50	-55	10	8	0	126	135	160			
17. Trade & Industrial	38	20	-18	40	23	-17	190	100	-90	427	435	470	2	3	5			
CVÉ (Part G)	64	40	-24	84	40	-44	100	60	-40	64	84	100						
Grand Total for Administrators	15	8	-7	30	10	-20	75	42	-33	281	292	332	23	33	46			
Local Administrators	5	2	-3	10	2	-8	25	10	-15	95	100	130	17	19	28			
Teacher Educators	2	4	+2	4	4	0	10	12	+2	30	32	37	4	4	8			
State Dept. of Vo-Tech Ed. Staff	8	2	-6	16	4	-12	40	20	-20	156	160	165	2	10	10			

- 1/ Includes personnel by major and/or minor teaching area as applicable
- 2/ Preservice refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.
- 3/ In-service refers to persons under contract for employment in a vocational education activity
- 4/ Cumulative for five years

10.0 Financial Plan for Personnel Development Based on Funds Available or Anticipated

10.1 Table 9 presents a projection of the breakout of funds needed for professional personnel development for Fiscal Year 1976.

Table 9
 1975-76 Financial Plan for Personnel Preparation and Development
 Based on Funds Available or Anticipated

Programs/Purpose	Total Funds Needed for Personnel Development 1975-76	Total Funds Needed for Unmet Personnel Development Needs 1975-76	Total Funds Expected to be Available for School Year 1975-76	Additional Funding to be Requested 1/ 1975-76
Regular Vocational Education Programs (Part B)	634,752	390,000	244,752	Other Sources EPDA
Administrators and Support Personnel	120,000	40,000	80,000	
Consumer and Homemaking Educ. (Part F)	155,645	103,000	52,645	
Cooperative Vocational Prog. (Part G)	82,538	60,000	22,538	
Grand Total	992,935	593,000	399,935	

State Oklahoma

Fiscal Year 1975

Request for Transfer of Federal Funds Allotted Under Section 102(a)

Allotment from which transfer is to be made	Allotment to which transfer is to be made	Amount
Part B	Part C D E F G H	
Part C	Part B D E F G H	

Explanation of transfer: Indicate how the annual plan will be affected by the transfer and provide information which assures consideration of criteria in Regulation §102.156(b).

No transfers anticipated

May 23, 1974
(Date)

Francis Tuttle
(Signed)

State Director
(Title)

APPENDIX A
STATE STAFF DIRECTORY

1515 West Sixth Avenue
Stillwater, Oklahoma 74074
405/377-2000

<u>Name</u>	<u>Title</u>	<u>Area(s) of Responsibility</u>
Dr. Francis Tuttle	State Director	Vocational and Technical Education
Arch B. Alexander	Deputy Director	Supportive and Adm. Services
Byrle Killian	Assistant Director	Educational Services and Special Programs
Larry Hansen	Assistant Director	Business, Finance, and Purchasing
Dr. Wm. W. Stevenson	Assistant Director	Research, Planning, and Evaluation
Dale Hughey	Assistant Director	Area Vocational-Technical Schools
Dr. Gene Smith	Manager	Systems Design & Computer Services
Dale A. Cotton	Pub. Info. Officer	Public Information
Ronald J. Wilkerson	Asst. Pub. Info. Officer	Public Information
Mrs. Karen Thomas	Manager	Communications Center
Byrle Killian	State Supervisor	Vocational Agriculture
Ralph Dreessen	Asst. State Supervisor	Vocational Agriculture
Cleo A. Collins	District Supervisor	Vocational Agriculture
John D. Jones	District Supervisor	Vocational Agriculture
Donald D. Brown	District Supervisor	Vocational Agriculture
Joe Raunikar	District Supervisor	Vocational Agriculture
Verlin Hart	District Supervisor	Vocational Agriculture
Bob Mitchell	District Supervisor	Vocational Agriculture
Paul W. Newlin	Executive Secretary	FFA
Garvin A. Isaacs	Asst. State Coordinator	Area Vocational-Technical Schools
John Talbott	Asst. State Coordinator	Area Vocational-Technical Schools
Jess Banks	Asst. State Coordinator	Area Vocational-Technical Schools
Dick Bayless	Asst. State Coordinator	Area Vocational-Technical Schools
Victor Van Hook	Coordinator	Cooperative Programs and State Supervisor, Business and Office Education
Rex M. Moore	Asst. State Supervisor	Business and Office Education
Miss Denise Ann Pierce	Specialist	Systems
Ted Best	State Supervisor	Distributive Education
Bruce Gray	Asst. State Supervisor	Distributive Education
R L Beaty	Director	Finance
James Hall	Field Auditor	Finance
	Field Auditor	Finance
Norman Filtz	Accountant	Finance
Hugh Lacy	State Coordinator	Manpower Development and Training
Will Anderson	Asst. State Supervisor	Manpower Development and Training
Bill White	Asst. State Supervisor	Manpower Development and Training
Dyton Matthews	Asst. State Supervisor	Manpower Development and Training
Eugene Dollar	Teacher Trainer	Manpower Development and Training
Ellis McHendry	Purchasing Agent	Purchasing
Jack Webb	Asst. Purchasing Agent	Purchasing
Dr. Wm. D. Frazier	Director	Research Coordinating Unit
Dr. Charles O. Hopkins	Coordinator	Planning

Dr. J. B. Morton
Ralph W. Ross
Leslie V. Miller
Ronald J. Kraft
Dale Allen
Ronald Meek
Bob Patton

Coordinator
Coordinator
Director
Specialist
Project Coordinator
Coordinator
Asst. Coordinator

Information Services
Evaluation
VIEW
Manpower Supply
Dropout Restoration Project
Curriculum & Instructional Materials
Curriculum & Instructional Materials
and Supervisor, Printing &
Publications

Dr. Irene Clements
Mrs. Helen Rogers
Dr. Wayman Penner
Dr. Pete Braker
Mrs. Ann Benson
Mrs. Sheila Stone
Mrs. Nancy Skach
Hallard Randell
Edmund D. Simank
William Heister
Olen D. Joyner
Dan Lindsey
Robert Belter
A. D. Matlock
Kenneth King
Roger Ragland
Lee Burton
Kenneth Domnick
Dr. Zed F. DeVaughan

Asst. Coordinator
Curriculum Specialist
Curriculum Specialist
Curriculum Specialist
Curriculum Specialist
Editor
Librarian
Equipment Specialist
Warehouse Supervisor
Inventory Specialist
Coordinator
Program Specialist
Program Specialist
Program Specialist
Technical Writer
Technical Writer
Technical Assistant
Area Coordinator
Consultant

Curriculum & Instructional Materials
Curriculum & Instructional Materials
Curriculum & Instructional Materials
Curriculum & Instructional Materials
Curriculum & Instructional Materials
Curriculum & Instructional Materials
Curriculum & Instructional Materials
Equipment Pool
Equipment Pool
Equipment Pool
Special Schools
Special Schools
Special Schools
Special Schools
Special Schools
Special Schools
Community Development Training
Industrial & Technical Services
Supervisory Development Training
and Personnel Development
Trade and Industrial Education
Trade and Industrial Education
Trade and Industrial Education
Trade and Industrial Education
Trade and Industrial Education
VICA
Special Programs
Cooperative Vocational Education
Disadvantaged and Handicapped
Exemplary Programs
Industrial Arts Education

Roy Ayres
Charles T. Haraughty
Jack Hefner
Ray Meritt
Leonard Cokeley
Bill Reding
Clyde Matthews
Harry A. Robinson
Jack Herron
Ralph Dreessen
Harold Winburn

State Supervisor
Asst. State Supervisor
District Supervisor
District Supervisor
District Supervisor
District Supervisor
Director
Coordinator
Program Specialist
Program Specialist
Program Specialist
State Supervisor

4100 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105 405/521-3305

Bill Phillips
Dr. Patricia Jamison
Miss Yvonne Bender
Clyde Hamer
Miss Nedra Johnson
Mrs. Frances Summers
Miss Martha Frizzell
Miss Helen Jensen
Miss Joyce Thompson
Mrs. Lenorah Polk

Coordinator
State Supervisor
Asst. State Supervisor
Asst. State Supervisor
State Supervisor
NE District Supervisor
NW District Supervisor
SW District Supervisor
SE District Supervisor
East District Supervisor
and Special Assistant
West District Supervisor
and Special Assistant

Oklahoma City Vo-Tech Offices
Health Occupations Education
Health Occupations Education
Health Occupations Education
Home Economics Education
Home Economics Education
Home Economics Education
Home Economics Education
Home Economics Education
Home Economics Education
Home Economics Education
Home Economics Education
Home Economics Education
Home Economics Education

Mrs. Wanda Wilson

4545 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105 405/528-5594

Bill Phillips	Director	Marketing Tech. & Adult Education Training Specialist
John Friedemann	Training Specialist	Adult Education
* Mrs. Zelma King	Director	Real Estate Institute
*	Training Specialist	Real Estate Institute
Miss Blanche Portwood	Staff Specialist	Work Study

Will Rogers/Sequoyah Building Tunnel, Oklahoma City, Oklahoma 73105 405/521-3474

Steve Tims	Programmer	Vo-Tech Data Center
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State Department of Education, State Capitol, Oklahoma City, Oklahoma 73105
405/478-2681

* Murl Venard	Coordinator	Guidance and Counseling
* Merle Collins	Coordinator	Guidance and Counseling
Jack Taylor	Coordinator	VIEW

108 N.E. 48th, Oklahoma City, Oklahoma 73105 405/524-2319

John Provence	Director	Oklahoma City Skills Center
LeRoy Ward	Assistant Director	Oklahoma City Skills Center

507 Will Rogers Building, Oklahoma City, Oklahoma 73105 405/521-2195

H. R. "Hank" Jacobs	Coordinator	Industrial and Technical Services
Jimmy F. Roblyer	Area Coordinator	Industrial and Technical Services

616 South Boston, Tulsa, Oklahoma 74119 918/585-1201

John Marrs	Area Coordinator	Industrial and Technical Services
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718 East 36th Street, Tulsa, Oklahoma 74106 918/425-7555

Leon Nash	Director	Tulsa Skills Center
Quentin Walkup	Assistant Director	Tulsa Skills Center

Box 478, Sulphur, Oklahoma 73086 405/622-2173

W. M. Whitley	Director	Southern Oklahoma Rural Skills Center
Jerry Holman	Assistant Director	Southern Oklahoma Rural Skills Center

Star Route, Box 68, Hodgens, Oklahoma 74939 918/653-4826

Monroe Henson	Director	Ouachita Inmate Training Center
B. W. Plummer	Asst. Supervisor for Program Evaluation	Ouachita Inmate Training Center

P. O. Box 530, Wilburton, Oklahoma 74578 918/465-3949

Ross B. Stivers	Area Coordinator	Vo. Ed. & Program Director, Mobile Career Development
Eldred Chronister	Asst. Program Director	Mobile Career Development
Mrs. Bettie A. Cross	Career Specialist	Mobile Career Development
Jimmie Archey	Career Specialist	Mobile Career Development
Harvey Clagg	Career Specialist	Mobile Career Development
Mrs. Leona Edwards	Career Specialist	Mobile Career Development
Dwight Blankenship	Career Specialist	Mobile Career Development
Raymond Wilson	Career Specialist	Mobile Career Development
Buddy Taylor	Project Coordinator	Dropout Restoration Project

* Persons not supported under the State Plan for Vocational Education.

APPENDIX B

Cooperative Agreement for Guidance and Counseling Services

This agreement is by and between the State Board of Vocational and Technical Education and the Guidance and Counseling section of the State Department of Education.

Purposes of the Agreement

1. To provide a program of Vocational Guidance and Counseling which will effectively safeguard and promote the program outlined in the State Plan for Vocational and Technical Education.
2. Specifically it shall be the purpose of this agreement to provide the personnel, services, materials, and administrative structure to promote vocational guidance and counseling services which are designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary for realistic vocational planning, (3) assist them while pursuing the plan, (4) aid them in vocational placement, and (5) conduct follow-up procedures to determine the effectiveness of the vocational instruction and the guidance and counseling program.

Responsibilities of the Guidance and Counseling Division

1. Use every means possible to effectively promote "Vocational Guidance and Counseling Programs" as described in the purposes of this agreement.
2. To use the personnel, services, and materials furnished and assigned to the Guidance and Counseling Section for vocational guidance as described under the purposes of this agreement or which may hereinafter be determined to achieve the purposes of the Vocational Education Amendments of 1968.
3. To assign areas of responsibility to the personnel assigned under this agreement and provide the Director of Vocational and Technical Education with a list of assignments.
4. Maintain a close contact and relationship with the Oklahoma Employment Security Commission, Industrial Development and Park Department, labor organizations, business and industry organizations, and other State agencies or groups who may provide information on employment needs and opportunities.
5. Provide for a flow of information to the State Director of Vocational and Technical Education and the Divisions of Vocational and Technical Education which will keep them informed of the current information available.
6. Provide for the filing of an annual report to the Director of Vocational and Technical Education and other such reports as may be required by the State Director and/or the Department of Health, Education, and Welfare.
7. Provide a budget to be presented to the State Director and the State Board of Vocational and Technical Education which will be desirable to accomplish the purposes of this agree. This budget information will be supplied on dates to be determined.

8. To meet with the State Director or the State Board each year to negotiate the operating budget for the next fiscal year.
9. To keep accurate fiscal records which shall be open for accounting or auditing by the representatives of the State Board or the Department of Health, Education, and Welfare.
10. To provide for a close working relationship between regular members of the Guidance and Counseling Division and the assigned members for vocational counseling so there will be a free exchange of information which may promote the purposes of each group.
11. To employ the personnel provided for under the terms of this agreement and upon approval of the budget who have at least the minimum qualifications of the other assistant directors of the division. To employ those who have vocational and/or backgrounds in industry.
12. To designate the vocational guidance personnel as assistant directors and to pay them on the same scale as the regular assistant directors. The State Superintendent will recommend and the State Board of Vocational and Technical Education will approve employment of all personnel employed under this agreement.
13. To work with the State Director or a person designated by the Director and recommend a plan for evaluation of the services provided. The plan shall be approved by the State Board of Vocational and Technical Education.

Responsibility of the State Board of Vocational and Technical Education

1. To obtain an arrangement with the Director of the Guidance and Counseling Division whereby a program of vocational guidance and counseling will include personnel and services sufficient to meet the standards and requirements of the instructional programs of the State Plan.
2. Approve the operating budget and provide for the assignment of adequate personnel, materials, equipment, and services to accomplish the purposes of the agreement.
3. Provide one person in addition to the Director of Vocational and Technical Education who shall be assigned by the Director for liaison between the State Board and the Guidance and Counseling section. All requests and contacts shall be provided through the Director or the person assigned. This, however, does not exclude the working relationships which should develop between the divisions of Vocational and Technical Education and the Guidance and Counseling section.
4. Provide to the Director of Guidance and Counseling those report forms which shall be expected.

This is an agreement to which the undersigned agree in a spirit of professional cooperation, and it shall be binding on both parties. Either party may void this agreement upon 30 days notice prior to the beginning of any fiscal year.

State Department of Education:

Leslie Fisher
Leslie Fisher

Blan Sandfin
Blan Sandfin

State Superintendent of Public Instruction

Director of Guidance and Counseling

May 24, 1972

Date

State Board of Vocational and Technical Education:

Leslie Fisher
Leslie Fisher

Francis Tuttle
Francis Tuttle

President

Director of Vocational and Technical Education

May 24, 1972

Date

APPENDIX C

A Cooperative Agreement Between the State Board of Vocational and Technical Education and the Oklahoma Employment Security Commission (Pursuant to P.L. 90-576, section 123 (a) (8))

This agreement is by and between the State Board of Vocational and Technical Education and the Oklahoma Employment Security Commission.

The purposes of this agreement are:

- (1) To bring about a close and harmonious working relationship between the two agencies who are parties hereto in order that the best interests of those needing training for employment, or the upgrading or retraining of those seeking to improve their employment opportunities may be served.
- (2) To furnish occupational information to those who are interested in training for employment, re-employment or the upgrading of their employment opportunities.
- (3) To utilize the maximum efforts of the two agencies in the provision of training, employment opportunities, and placement services to secondary school students, post secondary school students or those who have dropped out of high school, adults who are employed or unemployed and who need training or retraining to secure employment, achieve stability or advancement in employment.
- (4) To make available training and employment opportunities to those persons who have academic, socioeconomics, or other handicaps.

Responsibilities of the Oklahoma Employment Security Commission Under the Agreement:

- (1) The Employment Security Commission will make available to the State Board occupational information regarding reasonable prospects for employment throughout the State.
- (2) Work closely with the State Board representatives on both State and local levels to the end that training may be kept as closely related as possible to the occupational needs of the State.
- (3) Work cooperatively with the Vocational Guidance and Counseling section of the State Board on State and local levels.

Responsibilities of the State Board of Vocational and Technical Education Under the Agreement:

- (1) The State Board will actively seek information and consult with State Employment Security Commission personnel relative to occupational opportunities.

- (2) The State Board will furnish to the Employment Security Commission lists of persons, including their occupational qualifications, who have completed or are completing vocational education courses in schools.
- (3) The State Board, through its vocational guidance and counseling personnel, will maintain a close working relationship with the guidance and counseling personnel of the Oklahoma Employment Security Commission.

General

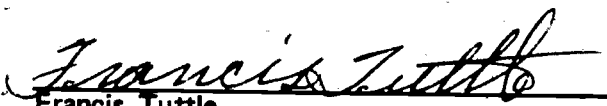
If the State Board of Vocational and Technical Education requires services or information that is not normally available through the regular programming of the Oklahoma Employment Security Commission, the State Board will negotiate with the Oklahoma Employment Security Commission for the payment for these special services.

Representatives of the State Board of Vocational and Technical Education and the State Employment Security Commission will meet periodically throughout the year in order to develop a close working relationship on the mutual problems outlined in this agreement and to add to and improve their respective contributions to the program of training and placement to the end that the best interests of those seeking training, employment, and advancement may be better served.

Date: May 24, 1972

Signed: 

Morris Leonhard
Employment Service Director
Oklahoma Employment Security Commission


Francis Tuttle
State Director
State Board of Vocational and Technical
Education

APPENDIX D

(70 O.S. 1971, § 14-101)

State Board of Vocational and Technical Education
- Membership - Appointments and Tenure.

There is hereby created the State Board of Vocational and Technical Education which shall succeed to all of the powers and duties heretofore invested in the State Board for Vocational Education. The membership of the State Board of Vocational and Technical Education shall consist of the State Superintendent of Public Instruction and the six (6) appointed members of the State Board of Education as ex officio voting members, plus six (6) members to be appointed by the Governor, five (5) of whom shall be appointed with the advice and consent of the Senate. The Governor shall appoint one such appointive member from each of the six (6) congressional districts. All appointments made by the Governor shall be initially as follows: One for a term of one (1) year, one for a term of two (2) years, one for a term of three (3) years, one for a term of four (4) years, one for a term of five (5) years, and one for a term of six (6) years. Thereafter all such members appointed by the Governor shall be appointed for a term of six (6) years. All such terms shall expire on the first day of April of the year in which the term of each member expires. The chairman of the board shall be the State Superintendent of Public Instruction. The director of the Department of Vocational and Technical Education shall serve as an ex officio nonvoting member and shall be the executive officer of said board. Added Laws 1971, c. 281, § 14-101. Eff. July 2, 1971.

APPENDIX E

A cooperative agreement between the State Board of Vocational and Technical Education and the Department of Public Welfare. (Pursuant to P.L. 90-576, Section 123 (a) (9))

This agreement is by and between the State Board of Vocational and Technical Education and the Department of Public Welfare.

The purposes of this agreement are:

- (1) To bring about a close and harmonious working relationship between the two agencies who are parties hereto in order that the best interests of those handicapped persons who need training for employment, or the upgrading or retraining of those handicapped persons seeking to improve their employment opportunities may be served.
- (2) To furnish pertinent information to handicapped persons who are in need of training for employment, re-employment or the upgrading of their employment opportunities.
- (3) To utilize the maximum efforts of the two agencies in training, rehabilitative, and placement services to handicapped persons.

Responsibilities of the Department of Public Welfare under the agreement:

- (1) The Department of Public Welfare will make available to the State Board information regarding handicapped persons who are in need of vocational education.
- (2) Work closely with the State Board Representatives on both State and local levels to the end that training of the handicapped persons may be kept as closely related as possible to employment opportunities in the State.
- (3) Provide guidance and testing services for persons receiving vocational and technical education training where feasible.
- (4) Assist in establishing guidelines and evaluating programs of vocational education for the handicapped.

Responsibilities of the State Board of Vocational and Technical Education under the agreement:

- (1) The State Board will actively seek information and consult with personnel of the Department of Public Welfare relative to handicapped persons in need of vocational training.
- (2) The State Board will furnish to the Department of Public Welfare lists of handicapped persons who are completing vocational training courses, type of training completed, and level of achievement.
- (3) Provide information in regard to evaluation of vocational education training programs for the handicapped.


General


If the State Board of Vocational and Technical Education requires services or information that is not normally available through the regular programming of the Department of Public Welfare, the State Board will negotiate with the agency for payment for these special services.

Representatives of the State Board of Vocational and Technical Education and the Department of Public Welfare will meet periodically throughout the year in order to develop a close working relationship on the mutual problems outlined in this agreement and to add to and improve their respective contributions to the program of training and placement of handicapped persons to the end that the interests of these persons may be better served.

Date: May 24, 1972

Signed: _____


L. E. Rader
Director of Public Welfare
Department of Public Welfare


Francis Tuttle, State Director
State Department of Vocational and
Technical Education

APPENDIX F

A cooperative agreement between the State Board of Vocational and Technical Education and the Special Education Section of the State Department of Education. (Pursuant to P.L. 90-576, Section 123 (a) (9))

This agreement is by and between the State Board of Vocational and Technical Education and the Special Education Section of the State Department of Education.

The purposes of this agreement are:

- (1) To bring about a close and harmonious working relationship between the two agencies who are parties hereto in order that the best interests of (a) handicapped and/or (b) disadvantaged persons who need training for employment, or the upgrading or retraining of those handicapped and/or disadvantaged persons seeking to improve their employment opportunities may be served.
- (2) To furnish pertinent information to handicapped and/or disadvantaged persons who are in need of training for employment, re-employment or the upgrading of their employment opportunities.
- (3) To utilize the maximum efforts of the two agencies in training, rehabilitative, and placement services to handicapped and/or disadvantaged persons.

Responsibilities of the Special Education Section of the State Department of Education under this agreement:

- (1) The Special Education Section will make available to the State Board information regarding handicapped and/or disadvantaged persons who are in need of vocational education.
- (2) Work closely with State Board Representatives on both State and local levels to the end that training of handicapped and/or disadvantaged persons may be kept as closely related as possible to employment opportunities in the State.
- (3) Provide guidance and testing services for persons receiving vocational and technical education where feasible.
- (4) Assist in establishing and evaluating programs of vocational education for the handicapped and/or the disadvantaged.

Responsibilities of the State Board of Vocational and Technical Education under the agreement:

- (1) The State Board will actively seek information and consult with personnel of the Special Education Section relative to handicapped and/or disadvantaged persons in need of vocational training.

- (2) The State Board will furnish to the Special Education Section lists of handicapped and/or disadvantaged persons who are completing vocational education courses, type of training completed, and level of achievement.
- (3) Provide information in regard to evaluation of vocational education programs for the handicapped and/or disadvantaged,

General

If the State Board of Vocational and Technical Education requires services or information that is not normally available through the regular programming of the Special Education Section, the State Board will negotiate with the agency for payment for those special services.

Representatives of the State Board of Vocational and Technical Education and the Special Education Section of the State Department of Education will meet periodically throughout the year in order to develop a close working relationship on the mutual problems outlined in this agreement and to add to and improve their respective contributions to the program of training and placement of handicapped and/or disadvantaged persons to the end that the interests of these persons may be better served.

Date: May 24, 1972

Signed: _____

Leslie R. Fisher

Leslie R. Fisher
Superintendent of Public Instruction
State Department of Education

Francis Tuttle

Francis Tuttle, State Director
State Department of Vocational and
Technical Education

APPENDIX G

Adoption, amendment or repeal of rules - Notice and opportunity to be heard - Emergency rules.

(a) Prior to the adoption, amendment, or repeal of any rule, the agency shall:

- (1) Give at least twenty (20) days' notice of its intended action. The notice shall include a statement of either the terms or substance of the intended action or a description of the subjects and issues involved, and the time when, the place where, and the manner in which interested persons may present their views thereon. The notice shall be mailed to all persons who have made timely request of the agency for advance notice of its rule-making proceedings and shall be published in the Oklahoma Gazette, or successor publication;
- (2) Afford all interested persons reasonable opportunity to submit data, views, or arguments, orally or in writing. In case of substantive rules, opportunity for oral hearing must be granted if requested in writing by at least twenty-five (25) persons, by a governmental subdivision or agency, or by an association having not less than twenty-five (25) members. The agency shall consider fully all written and oral submissions respecting the proposed rule.

(b) If an agency finds that an imminent peril to the public health safety, or welfare requires adoption of a rule upon fewer than twenty (20) days' notice and states in writing its reasons for that finding, it may proceed without prior notice or hearing or upon any abbreviated notice or hearing that it finds practicable, to adopt an emergency rule. The rule may be effective for a period of not longer than one hundred twenty (120) days, but the adoption of an identical rule under the procedure set by sub-section (a) is not precluded. The sufficiency of the reasons for a finding of imminent peril to the public health, safety or welfare shall be subject to judicial review.

(c) No rule hereafter adopted is valid unless adopted in substantial compliance with this Section. A proceeding to contest any rule on the ground of noncompliance with the procedural requirements of this Section must be commenced within two (2) years from the effective date of the rule. Laws, 1963, c. 371, § 3.

APPENDIX H

Rules and Regulations of the State Board of Vocational and Technical Education Governing the Establishment and Operation of Area School Districts For Vocational and/or Technical Education

Criteria for Establishment of Area School Districts for Vocational and/or Technical Schools

Section 1. A proposed area school district shall have a total minimum scholastic population of 15,000 or serve a 50-mile radius from the proposed site of the school or one of the schools of the district.

Section 2. A proposed area school district shall have a minimum net assessed valuation of \$40,000,000 after homestead exemptions.

Section 3. The establishment of a proposed area school district shall be subject to a determination by the State Board of Vocational and Technical Education, hereinafter referred to in these Rules and Regulations as the State Board, that there is a need for the district and that the operation of the school or schools of the district can be adequately funded. To aid the Board in making such determination, there shall be filed with the Board an application which provides a complete picture of the proposed district in regard to size, population, assessed valuation, current school enrollments, estimated secondary school enrollments, estimated post high school and adult enrollments, employment opportunities, and other information relating to the justification of an area school district.

PART III

Procedures for Establishment of Area School Districts for Vocational and/or Technical Schools

Section 1. An area school district shall not be established unless a written application therefore has been filed with the State Board. Establishment of the district shall have been requested in a resolution adopted by the board of education of each independent or dependent school district having territory that would be included in the proposed area school district. If, however, the proposed area school district would include an unusually large area and establishment of the district shall have been requested in a resolution adopted by the board of county commissioners of each county having territory that would be included, the State Board may waive the requirement of resolutions by the boards of education. Signed or certified copies of all resolutions required under this Section shall accompany the application filed with the State Board.

Section 2. When an application is filed with the State Board as provided by the preceding Section, the State Board will cause a study of the proposed area school district to be made; and if the State Board determines that the proposed district meets criteria and requirements prescribed by the State board, and that there is a need for the district, and that the operation of the school or schools of the district can be adequately funded, the State Board will call an election to be held in each independent and dependent school district having territory that would be included in the proposed area school district, for the purpose of permitting school district electors of the district to vote on the question of whether the territory comprising the independent or dependent school district shall be included in the proposed area school district.

Section 3. The board of education of each such independent or dependent school district shall conduct the election in the district at the time specified by the State Board, and shall certify the results to the State Board within 24 hours after the polls close. The expense of holding the election shall be paid by the independent or dependent school district.

Section 4. (a) The territory comprising an independent or dependent school district will not be included in the proposed area school district unless a majority of the school district electors of the independent or dependent school district, voting on the question at such election, vote in favor thereof. (b) Notwithstanding an unfavorable vote in an independent or dependent school district, an area school district may be established and the territory comprising other independent and dependent school districts in which the votes have been favorable may be included in the area school district, if criteria prescribed by the State Board can be met. (c) If the criteria cannot be met because of unfavorable votes in one or more independent or dependent school districts, the State Board may hold establishment of the proposed area school district in suspension for not to exceed one year, and in the meantime may, at the request of the board of education thereof, call another election on the same question in any independent or dependent school district that voted unfavorably more than 90 days previously.

Section 5. Whenever there has been a compliance with these Rules and Regulations, the State board will issue an Order declaring the area school district to be established and designating its name.

APPENDIX I

(70 O.S., 1971, § 5-123)

Expenditures - Limitations

No expenditure involving an amount greater than Five Hundred Dollars (\$500.00) shall be made by a board of education except in accordance with the provisions of a written contract, and no contract involving an expenditure of more than One Thousand Dollars (\$1,000.00) for the purpose of erecting any public building or making any improvements shall be made except upon sealed proposals and to the lowest responsible bidder. Provided this Section shall not be construed to prohibit a school district from erecting a building or making improvements on a force account basis. Added Laws 1971, c. 281, § 5-123.

APPENDIX J

Requirements for a School Counselors Certificate (From Teacher Education, Certification, and Assignment Handbook, State Department of Education)

An approved program shall include a minimum of 22 semester hours of graduate work distributed as follows:

1. Basic guidance courses--twelve semester hours.
Principals of administration of Guidance-1 course
Techniques of Counseling-1 course
Vocational and occupational information-1 course
Counseling practicum-1 course
2. Curriculum construction--two semester hours.
3. Educational and/or psychological measurements--three semester hours.
(The major emphasis in this area shall be on the administration and nature of group tests and the use of the results or such tests in helping children.)
4. Growth, development, learning, and adjustments--five semester hours.

A master's degree shall be required of all who complete the program.

State Board of Vocational & Technical Education
APPLICATION FOR VOCATIONAL EDUCATION PROGRAM(S)
for School Year 19__

NAME OF SCHOOL	SCHOOL DISTRICT NO.	DATE
P.O. ADDRESS	COUNTY	

The above named school district requests Vocational & Technical Education funds as reimbursement on the salary or salaries of Vocational Education personnel in the following occupational area(s):

- | | | | |
|------------------------|-------|---------------------|-------|
| Vocational Agriculture | _____ | Trade & Industrial | _____ |
| Distributive | _____ | Health Occupations | _____ |
| Home Economics | _____ | Business & Office | _____ |
| Local Director(s) | _____ | Technical Education | _____ |
| Special Programs | _____ | Local Supervisor | _____ |

It is understood and agreed that if this request is approved, the Vocational Education program will be operated and the Vocational Education funds utilized in accordance with the policies established by the State Board of Vocational and Technical Education and P. L. 90-576.

It is further understood and agreed that Vocational Education funds will be used to assist in the development and maintenance of a Vocational Education program which meets the standards, provisions, and requirements contained in the State Plan for Vocational Education, the Vocational Education Acts, State Laws, and Federal and State Rules and Regulations, and policies pertaining to Vocational Education. Additional funds necessary for an adequate program will be provided and a report of such expenditures made to the State Department.

It is also understood and agreed that necessary records shall be kept, and reports required by the State Board shall be submitted to the State Department of Vocational and Technical Education by their due dates. If required reports are not submitted by the date due, those programs delinquent are subject to reimbursement being withheld or withdrawn by the State Board.

The local vocational program will be evaluated on the basis of criteria provided by the State Department of Vocational and Technical Education.

Each vocational program has a five-year plan developed to meet the needs of potential students. This plan will have as its objective the preparation of students for a career.

The teacher, teachers, or other Vocational Education personnel listed on the Attachment Number 1 hereto have a valid teaching certificate in the specific subject matter area and/or meet the minimum requirements for the duties and responsibilities for which funds are requested and have been employed for the periods and at salaries stated on such attachment.

The teaching schedule and requirements for each Vocational Education teacher and the daily schedule of activities and requirements for other Vocational Education personnel are submitted on Attachment Number 2. (A separate Attachment Number 2 will be submitted for each teacher in each subject matter area and for local directors, assistant local directors, and local supervisors.)

This application for Vocational Education program(s), when approved by an authorized representative of the State Board, shall constitute a cooperative agreement between the school district and the State Board of Vocational and Technical Education.

This application is submitted after consultation with other educational and training resources in the area to be served.

We, the undersigned, have been authorized by the Board of Education to submit this application for Vocational Education program(s) and upon approval, to request reimbursement on an annual basis.

School District Number _____ of _____ County, Oklahoma

Approved:
State Board for Vocational Education

By _____
President, Board of Education

By _____
Educational Program Director

Superintendent of Schools

DUE JUNE 1

REGULAR VOCATIONAL PROGRAMS

AGRICULTURE

Agricultural Products
Agricultural Supplies/Services
Agricultural Mechanics
Agriculture, Other
Horticulture
Production Agriculture
Vocational Agriculture
Occupations Training
Forestry

DISTRIBUTIVE EDUCATION

Distributive Education
Real Estate

HEALTH OCCUPATIONS

Cytology
Dental Assistant (Dental
Office Assistant)
Health Service Occupations
Inhalation Therapy Technology
Medical Assistant (Medical
Office Assistant)
Medical-Lab Assistant
Medical Record Clerk
Nurse Aide
Nursing (Associate)
Orthopedic Assistant
Practical Nursing
Radiological Technology
Surgical Technician (Oper.
Room Technician)
Ward Clerk

HOME ECONOMICS

Care & Guidance of Children
Clothing Management, Pro-
duction & Services
(Sewing Services)
Coop. Gainful Employment
Food Management, Pro-
duction & Services
Home Economics (Useful)

OFFICE OCCUPATIONS

Accountant
Coop. Office Education
General Office Clerk
Keypunch Operators, Periph-
eral Equipment

Office Occupations--cont'd.

Operators (Unit Record)
Secretary
Stenographer

TECHNICAL

Aeronautical Technology
Architectural Technology
(Bldg. Construction)
Chemical Technology
Civil Technology (Road-
way Technology)
Computer Programming
Data Processing (Com-
puter Science)
Drafting & Design
Electrical Technology
Electronics
Fire & Safety Technology
Forestry
Industrial Technology
Instrumentation
Technology
Mechanical Technology
Metal Technology
Petroleum Technology
Ranch Operation
Technical Writing

TRADE & INDUSTRIAL

Air Conditioning &
Refrigeration
Aircraft Mechanics
(Power Plant)
Appliance Repair
Auto Body
Auto Mechanic
Baker
Barber
Brick Masonry
Business Machine Repair
Carpenter
Commercial Art
Commercial Photography
Composition Makeup &
Typesetting (Linotype)
Cook/Chef
Cosmetologist
Diesel Mechanic
Drafting
Dry Cleaning
Electrician

Trade & Industrial--cont'd.

Electronics
Electronics Assembler
Farm Engine Repair
Firemen Training
Ground Operations
Heating & Plumbing
Heavy Equipment Operator
Industrial Cooperative Training
Law Enforcement Training
Machine Shop
Machine Tool Operator
Maintenance Mechanic
Meat Cutter
Mechanic, Diesel
Millwork and Cabinetmaking
Mining Machine Operator
Printing Operations
Radio/Television Repair
Sewage Plant Operator
Sewing Machine Repairman
Sheet Metal
Small Engine Repair
Tailor
Upholstering
Welding
Boiler Operations
Book Binding
Painting and Paper Hanging

SPECIAL PROGRAMS

Cooperative (CVE-Part G)
Disadvantaged
Exemplary
Handicapped
Pre-vocational
Work Study (Part H)
Others (To be specified)

PHYSICAL FACILITIES FOR NEW PROGRAMS PLANNED

OCCUPATIONAL AREA	Estimated Square Feet of Classroom or Building	Year Constructed	Type of Structure	Estimated Value
<u>Regular</u>				
<u>Special Programs</u>				

NOTE: List only on this page the facilities planned for the new programs listed on the previous page.



VE 6006
1-C

Number Of Persons Projected To Be Served By Your
Current Vocational And Technical Education Programs

1974-75
Number of Students

1978-79
Number of Students

Elementary		
Secondary		
Adult		

Note: Fill in only those blanks applicable to your institution.

1. Check the agencies or sources that were used in developing the local application for vocational and technical education programs.

- Local Advisory Council
- Local and/or Area Employment Office(s)
- Industrial Surveys
- Occupational Training Information System (OTIS)
- Oklahoma Employment Security Commission Publications
- Bureau of Labor Statistics Publications
- State Department of Vocational and Technical Education
- Governmental agencies for Economic and Manpower Development (Manpower Planning Council, E.D.A., CAMPS, OZARKA, etc.)
- Other Sources (Specify)

2. Check the methods that it is anticipated will be used to evaluate the vocational and technical education programs contained in this application.

- Teacher Evaluation
- Local School Self-Evaluation
- Local Advisory Council
- Employers of Graduates
- State Department of Vocational and Technical Education Evaluation Teams
- State Advisory Council for Vocational and Technical Education
- Student Follow-up
- Student Evaluation

APPENDIX L

RECOMMENDATIONS OF THE STATE ADVISORY COUNCIL AND REACTIONS OF THE STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

1. **RECOMMENDATION ON FUNDING OF PROGRAMS:** A funding procedure should be developed for secondary programs that is based more upon community and area needs, with consideration of supply-demand job factors, than on instructor reimbursement only; this should be applicable also to redirection of certain traditional programs where factors above are evident.

Reaction: The Planning Unit is currently in the process of developing alternative funding procedures to be recommended for consideration. This process has involved surveying the procedures used by other states in funding local programs. One of the alternative approaches being developed is based on the community or school need. It will be in the form of a basic grant to a local education agency with built-in auditing factors to insure the proper use of funds.

2. **RECOMMENDATION ON TEACHERS AND TEACHER TRAINING:** In-service training should be improved to make it more meaningful and available to teachers, with more balance in consideration of their needs than convenience of the offering institution; that appropriate credit be given for this training; that equivalency credit be given for on-job training.

Reaction: The answer to this recommendation possibly is a lack of communication since each occupational area surveys the needs of their teachers and set up priorities for their program offerings based on the number of requests from the occupational area. Some of the courses offered are given for professional improvement only and given full credit for the renewal of their certificates. An example of this type of activity is animal reproduction and health care offered by the Division of Vocational Agriculture under a certified inseminator and veterinarians who are capable of teaching this type of skill training. This has become so popular that area schools are now offering this as an adult education program in addition to in-service education for agriculture teachers.

In checking with the state supervisors on April 17, this was the information they supplied and in most cases teacher committees are used to determine which courses will be recommended for in-service training.

Institutions offering teacher training for vocational and technical education have been most cooperative in redirecting their programs to meet these special needs. This is evidenced by the institutions offering one hour of credit for those who attend the five-day vocational education conference workshop.

3. **RECOMMENDATION ON PROGRAM AVAILABILITY:** Due to the increasing discussion about individual career choice, less rigidity in the time frame except perhaps for the senior year, would provide a student with better choice of options through exposure to more vocational possibilities.

Reaction: We agree with statement. More than one career option will provide some measure of flexibility that will allow the worker to adjust to the everchanging job market. It will also provide a broader base of information for the individual's career decisions.

4. **RECOMMENDATION ON QUALITY OF TRAINING:** That the Department proceed with such a study (Follow-up to the student survey made for supplement V of Cycle Three, OTIS, 1971). Further, that proper use of findings be made by the Department, its divisions and local school districts in relation to instructional quality.

Reaction: Data has been gathered from a sample of 1973 Vo-Tech graduates which will give information on additional training received since graduation, present employment, employer's name and address, the student's evaluation of his vocational-technical curriculum, training, facilities, equipment, instruction, and school services. We have mailed employer questionnaires to those employers who have hired students working in the area in which they have been trained. The final report on the study will be written by July 1, 1974.

5. **RECOMMENDATION ON PREVOCATIONAL AND CAREER EDUCATION:** Value of exploratory or prevocational programs appears unquestioned. Needed is support for the concept, and resources, from the legislature and local districts.

Reaction: We believe that support for exploratory or prevocational programs is certainly desirable. Exploratory experiences would help students understand themselves in relation to education and occupational alternatives including the occupational outlook available to them. We believe that exploratory programs will provide visibility to vocational and technical occupations that will provide good financial rewards and satisfying work.

6. **RECOMMENDATION ON DEMAND AREAS AND ENROLLMENT:** The percentage enrolled in the seven lowest demand areas is not alarming. A student follow-up indicates that placement in these areas is good. Enrollment in the highest demand areas is of concern. Almost 80 percent of the total vocational enrollment is spread over skill areas of average to marginal demand. More attention by guidance and counseling personnel and instructors in the specified areas should be created. There is a companion need for more orientation on employment requirements and opportunities at an earlier level for the high demand categories. Students cannot be and should not be forced into any program but they are entitled to facts about potential careers-rewards and preparation.

Reaction:

We recommend programs in the highest demand areas in priority of the demand. Each year more programs are approved for funding than are implemented by the local educational agency. This is due to the availability of qualified teachers, the start-up cost in some cases, and the lack of student interest.

It is true that a high percentage of the enrollment is in the areas of average to marginal demand. Programs have been implemented in these areas to meet

the demand that has occurred over the past years. We strive to maintain programs in this area and recommend redesigning these programs to meet the emerging occupations.

Each local educational agency is supplied with a copy of the Occupational Information Training System (OTIS) in order to inform them of the current needs for training in the occupational areas and request the administrator to pass this on to the counselor.

Three hundred and twenty-two local educational agencies have a deck of Vital Information for Education and Work (VIEW).

OTHER RECOMMENDATIONS

7. The Council desires to again place emphasis on the use of local advisory committees in planning, monitoring, and evaluating local programs.

Reaction: The supervisory staff in the occupational areas and in area vocational-technical schools have conducted organized informal programs with teachers on the value of local advisory committees. The brochures on local advisory committees supplied by the State Advisory Council have been distributed to all occupational areas and were mailed to teachers in each respective division. April 15, during the staff meeting of supervisors and heads of divisions, local advisory committees were discussed in detail and each division reported on the status of local advisory committees. The Division of Home Economics leads with the percentage of local advisory committees organized. In all cases advisory committees were utilized at least on an informal basis. In some cases school administrators have a policy against using advisory committees in their local programs. The total staff in occupational education agrees that local advisory committees are important in conducting programs of high quality. All divisions have an organized state advisory council for their occupational area.

8. The Council again requests that the respective Education and Appropriation Committees of the Legislature amend state law to permit funds to be carried over from one school year to the next, to provide a depreciation fund for replacement of worn out vocational equipment.

Reaction: Presently, local schools can carry funds from one year to the next. We see no need for permission to carry over funds. From the state level, if we have funds left over, we spend them for equipment. The real problem: there are not enough funds for equipment. We need to have more help to exert greater efforts in competing for the legislative dollar. Within the next several months, we will have greater capabilities in determining what annual state needs for Vo-Tech replacement equipment amount to in dollars. In essence this would be classified as depreciation.

With the multitude of needs the legislature is handed each year, "funding depreciation" would not be the best terminology. "Replacement equipment" would not earn a very high priority. "Equipment needed to train unemployed persons and students for employment" might be the line item request that would receive the most attention.

At the local level, funding depreciation is only part of the answer because most programs aren't fully equipped and inflation is playing havoc with certain entities that now "fund depreciation." The average citizen (taxpayer or school patron) doesn't understand the practical processes such as "funding depreciation" or "accumulating funds for equipment."

In summary, the idea or suggestion has merit but we believe the efforts would bear more fruit if directed at more funds--"cash now."

9. Since the Board of Regents for Higher Education has responsibility for post secondary vocational and technical training; the Council recommends to the Board that it continue Vocational Youth Clubs (FFA, PBL, DECA, and VICA) where they exist; encourage and support others, for the value to students in auxiliary benefits such as leadership training, public speaking and educational interest enhancement through competitive skill events.

Reaction: We recommended that the State Regents for Higher Education continue sponsoring and supporting vocational youth clubs in all of the junior colleges where the programs were established and to establish additional programs for youth clubs where needed. Letters from the Chancellor have been sent on two occasions to presidents of state colleges where youth clubs were organized, asking the presidents to request assistance from the State Department of Vocational and Technical Education if they desire assistance to the vocational youth clubs that are in operation. Response to the Chancellor's letters was very limited. We will continue emphasizing the need for vocational youth clubs in connection with post secondary programs; however, it is the responsibility of the regents to carry out these programs.

10. The Council recommends that the Department prepare long range plans for CVE programs, in that PL 90-576 provides 100 percent support for high density areas and areas of high youth unemployment and dropouts. Why has the State Department used 100 percent the first year, 75 percent the second year, 50 percent the third year, then phased into regular programs?

Reaction: This recommendation was made because CVE programs have been reduced from 100 percent to 25 percent in three years. In FY '75 the funding will be \$1,250 annually for the instructor and \$3,000 for equipment for new programs. We could fund from Part G funds at any level as far as can be determined by reading PL 90-576. The reduction is made in order to add new programs. This policy is now being studied.

11. The Council recommends to the legislature that HB No. 1541 (O.S. Supp. 1972 effective Oct. 1, 1972) requiring school administrators, public and private, to report dropouts on secondary and post secondary levels to the Department of Vocational and Technical Education, be amended to include some form of penalty for non-compliance with the law.

Reaction: House Bill No. 1541, requiring all school administrators, public and private, to report dropouts on secondary and post secondary levels to the State Department of Vocational and Technical Education, has put into action a

program by the State Department to attempt to bring dropout students back into training programs. We are dependent upon the school administrators for reporting the names of dropouts to us. Most of the schools have cooperated in an excellent manner and we feel that we are receiving the majority of the names of dropouts. Up to this date, April 15, 1974, we have received the names of over 10,000 students who have left school during this school year 1973-74. This is over 3,000 high school students, approximately 6,500 senior college students, and about 1,500 junior college students.

The reporting situation is as follows:

74 High Schools haven't sent in a report. Approximately 80% of these are rural schools.

With the exception of one, all state-owned universities and colleges are reporting.

2 Community Jr. Colleges have not reported.

3 Independent Sr. Colleges have not reported.

3 Independent Jr. Colleges have not reported.

Approximately 50% of the high schools that have reported their dropouts do so on a regular basis. The other half have only sent in one to three reports since the beginning of the 73-74 school term.

Each senior college and university reporting does so on a regular basis. A few of the junior colleges have only reported one or two times during the school term.

The State Department does not feel that it is in a position to bring any pressure on these schools but we have contacted them repeatedly explaining this system to them and have requested their cooperation. Additional leverage for further influencing them to report would, we feel, need to come from another source.

12. The Council recommends to the State Board that, because the Board is a party to contracts for construction of area schools through its disbursement of federal and state funds, it take a more active and--if necessary--an adversary role under appropriate laws and regulations, on exercising its full authority and control in letting of such construction contracts to the lowest qualified bidder.

Reaction: After a legal period of advertising for bids, the procedure in letting contracts for construction of area vocational-technical schools, regardless of the source of funds, local, state, federal or any combination of such, is to the construction company submitting the lowest and best bid. When the architect prepares specification for alternate bids there may be add on or deducts. The number of days to be used in the construction of the project may be considered in determining bid acceptance. Normally the area board of education has 30 days after bids are read to accept or reject any bids.

To our knowledge, only one area board of education did not take the lowest bid, but the one which the board considered the best because the time of construction offered was less. This acceptance was contrary to the advice of the State Coordinator of Area Vocational-Technical Schools.

13. The Council recommends that the Department devise some form of recognition for successful course completers that has more intrinsic value than a certificate of completion. (A previous recommendation concerning a proficiency rating card might be considered in relation to this.)

Reaction: A proficiency rating card might be possible; however, unless a standardized testing system is devised it would be impossible for instructors at different locations to rate their graduates with any hope of common grading. Possibly a proficiency test in some areas with a simple "yes" or "no" regarding passing or failure would be simplest. Some problems might arise in regard to union regulations if we attempt to rate our graduates.

As always the whole process hinges back on the local instructor. If local employers have confidence in the instructor his recommendation would be sufficient.

We believe a certificate of completion is probably of more value than a rating card on which the individual may have been rated low. It is our thinking that the certificate of completion is sufficient recognition at this time.

14. The Council recommends that a broader base of training is more adaptable for use in expanded or refresher skills.

Reaction: We believe the student-trainee should complete his training program as an advanced learner with a broad basic knowledge of his trade suitable for job placement. After placement refresher or expanded skills at the specialist level update and upgrade the mechanic toward a broader base of training.

APPENDIX M

Vocational-Technical Teacher Education Institution Directory

Name and Address of Institution	Service Areas Offered	Teacher Educators (Heads*)	Number Degrees Awarded		
			Summer 73, Fall 73, Spring 74	Bacca- laureate	Masters Doc- torate
Central State Univ. Edmond, Oklahoma 73-34	Chairman	Dr. Lucille Patton*			
	Computer Science	Dr. Joe Kinzer, Jr.	0	0	0
	Health Occupations	Dr. Leroy Overstreet	2	0	0
	Distributive Ed.	Dr. J. W. Weatherford	4	1	0
Langston Univ. Langston, Okla. 73050	Home Economics	Mrs. Annie West*	7	0	0
		Dr. Doretha Gaffney			
Oklahoma College of Liberal Arts Chickasha, Okla. 73018	Home Economics	Dr. Bonnie Bell Buchanan*	18	0	0
Oklahoma State University Stillwater, Okla. 74074	Agriculture	Dr. Robert Price*	77	15	6
		Mr. George Cook			
		Dr. James P. Key			
		Dr. Jack Pritchard			
	Business Admin.	Dr. Robert Terry			
		Dr. Lloyd Garrison*	35	17	4
		Dr. Walter Starks	0	4	0
	Home Economics	Dr. Dennis L. Mott			
		Dr. Elaine Jorgenson*	58	5	0
		Dr. Lora Cacy			
Dr. Elizabeth Hillier					
Mrs. Beulah Hirschlein					
	Dr. Ruth Pestle				
	Dr. Margaret Callsen				

Vocational-Technical Teacher Education Institution Directory

Name and Address of Institution	Service Areas Offered	Teacher Educators (Heads*)	Number Degrees Awarded		
			Summer 73, Fall 73, Spring 74	Bacca- laureate	Masters Doc- torate
Oklahoma State University Stillwater, Okla. 74074	Industrial Arts	Dr. Harold Polk* Dr. John Tate Mr. Jim Sloan	10	1	2
	Occupational and Adult Ed.	Dr. Lloyd Briggs* Dr. Lloyd Wiggins			
	Trade & Industrial Ed.	Prof. T. Pete Chapman Mr. Clyde Knight Mr. Jack Berry	25	21	0
	Technical Education	Dr. Donald Phillips* Dr. Cecil Dugger Mr. Dick Tinnell	25	22	2
Oklahoma Univ. Norman, Okla. 73069	Business & Office	Dr. Billie Holcomb*	54	10	2
	Home Economics	Miss Mary Warren*	23	2	0

APPENDIX N
AGREEMENT

WHEREAS, the State Department of Vocational and Technical Education and Oklahoma State University wish to continue the operation of the Research Coordinating Unit for Vocational and Technical Education, and

WHEREAS, the appropriations for support of the Research Coordinating Unit (Part C, Section 131B, 1968 Vocational Education Amendments) will come directly to the State Department of Vocational and Technical Education,

Oklahoma State University agrees to:

1. Supply office space and related services such as lights, janitorial service, etc.
2. Coordinate with the State Department on Administration and Direction of the functions of the Unit.
3. Administer and account for funds through the Research Foundation.

The State Department of Vocational and Technical Education agrees to:

1. Furnish funds for personnel and operation of the RCU in accordance with the budget to be determined.
2. Coordinate with Oklahoma State University in Administration and Direction of the functions of the Unit.

It is further agreed that the Director of the State Department of Vocational and Technical Education, Director of the Research Foundation, and Director of the RCU meet twice a year to plan and coordinate activities of the Unit.

It is further understood that the proposed budget is an approximation and that flexibility between categories will be allowed.



Dr. Robert Kamm, President
Oklahoma State University of
Agriculture and Applied Science



Francis Tuttle, State Director
State Department of Vocational and
Technical Education

APPENDIX O

MEMORANDUM OF UNDERSTANDING AND AGREEMENT

WHEREAS, the advance of technology over the past decade has made it essential that a greater emphasis on vocational, technical and occupational education be given in the educational programming at all levels of learning; and,

WHEREAS, the increasing demands upon financial resources of public education make it imperative that there be a high degree of cooperation in the planning and administration of vocational, technical and occupational programs of education in order to achieve the greatest return on the tax dollar invested by the people in this field of education; and,

WHEREAS, the State Board of Education with its chief administrative officer, the State Superintendent of Public Instruction, has responsibility for state-level planning, development and coordination of elementary and secondary education (K-12); and,

WHEREAS, the Oklahoma State Regents for Higher Education with its chief administrative officer, the Chancellor, has responsibility for state-level planning, development and coordination of higher education including the determination of functions and courses of study, the prescribing of standards of education, the granting of degrees and other forms of academic recognition for completion of prescribed courses of study, and the allocation of budgetary resources; and,

WHEREAS, the State Board of Vocational and Technical Education with its chief administrative officer, the Director of Vocational and Technical Education, has responsibility for state-level planning, development and coordination of the area vocational-technical schools, and for promoting the development of vocational and technical education at all levels of learning through providing consulting services in the preparation of programs and through the supplemental funding of approved programs.

NOW, THEREFORE, being aware of the responsibilities assigned by the Constitution and Statutes to the Oklahoma State Regents for Higher Education, hereinafter referred to as the State Regents, and the State Board of Vocational and Technical Education, hereinafter referred to as the State Board, and realizing the urgent need for cooperation and teamwork in areas of common interest and responsibility, these boards and their chief administrative officers subscribe to the following points of understanding which shall serve as guidelines in working together for more effective and efficient development of technical and occupational education at the post secondary level:

Part A--Educational Programming

1. The development of vocational and occupational education which involves manipulative skills such as machine shop, printing, carpentry, stenography, and distributive education should be accomplished primarily at the secondary level of learning in programs provided by the high schools and area vocational-technical schools. The State Board of Vocational and Technical Education in cooperation with the State Board of Education should assure that such programs are occupationally oriented and of high quality.

2. The development of technical and occupational education that is more theory oriented and requires knowledge of mathematics and/or the physical sciences for specialization in the engineering and/or scientific fields for preparation of support technician personnel such as engineering technicians, registered nurses and medical technicians, though not exclusive of other similar areas, will be accomplished in institutions of higher education under the jurisdiction of the State Regents. The State Regents will assure that such programs are occupationally oriented and of high quality.
3. Educational programs in practical nursing, cosmetology, and other skill-type programs requiring the completion of a certain number of clock hours of training for licensing should be the responsibility of the area vocational-technical schools under the jurisdiction of the State Board.
4. Programs in initial skill training, refresher skill training, and upgrade skill training for out-of-school youth and adults should be the responsibility of the State Board.
5. It is a responsibility of the State Board to cooperate with the industrial development efforts of the state by providing special training programs to support the activity. The State Board will continue to provide this assistance in the area of initial skill training for workers to be employed in new industry locations.
6. Technical and occupational education programs to be operated at the post secondary level must be authorized and approved by the State Regents. Programs of technical and occupational education when approved by the State Regents may be eligible for supplemental funding provided by the State Board in accordance with terms of a contract existing between the State Board and the State Regents.
7. In order to avoid duplication of the staff and thus effect economy in state-level administration, the professional staff of the office of the Director of Vocational and Technical Education will be available and provide technical assistance to the Chancellor's staff in the development and review of technical and occupational education programs proposed by junior colleges and other institutions in the State System for approval by the State Regents.
8. The State Board maintains a system which gathers manpower supply and demand data, and it shall be the responsibility of the State Board to convey to the State Regents such manpower supply and demand data and recommend the initiation of programs of occupational education in areas where such education is not available or for the expansion of such programs or to recommend the discontinuance of programs no longer in demand.
9. Research and planning for the further development of higher education programs is accomplished by the State Regents. Also, reports relating to enrollments, program operations, admissions, finances, and the like, are submitted by colleges and universities to the State Regents as provided by law and regulation. Information gathered from surveys and reports is analyzed and utilized by the State Regents in evaluating the progress of Oklahoma higher education and in planning for its future development. The State Regents will make reports to the State Board regarding the operation

of those programs for which the State Board provides supplemental funding and will share results of other research as may be appropriate and useful.

10. It is agreed that the State Board and the State Regents will work cooperatively to the end of avoiding duplication which results in an oversupply of trained manpower.
11. The Director and staff of the State Board will cooperate with the Chancellor and staff of the State Regents in a comprehensive review and assessment of the needs, status and direction of vocational, technical and occupational education in Oklahoma with the view of preparing a statewide plan for the orderly, systematic and coordinated development of programs as deemed necessary to meet the needs of the people of Oklahoma in this field of education. The plan will particularly delineate between educational programs to be offered at the secondary level and those to be offered at the post secondary level in order that any unnecessary duplication or overlap existing will be eliminated and that this will be avoided in the development of secondary-post secondary programs of vocational, technical and occupational education in the future.
12. Nothing in this agreement shall preclude cooperative arrangements by both parties to meet special occupational training needs of the people of the state; however, any deviation from the terms of this Memorandum will require the joint approval of both parties.

Part B--Funding of Programs

1. The State Regents will budget funds for the primary support of Regents' approved technical and occupational programs of education at junior colleges, technical institutes and other institutions in the State System to the extent of financial resources available and will anticipate supplemental funding from the State Board as needed and as may be available.
2. The State Board will budget a portion of its funds received from state and federal sources for supplementing the funding of post secondary programs of technical and occupational education offered in The Oklahoma State System of Higher Education. The number of post secondary educational programs being offered and the number of students enrolled and receiving education in these programs at junior colleges, technical institutes, and other institutions in the State System will be taken into consideration in the State Board's determination of the amount of funds to be allotted for supplementing the funding of post secondary programs.
3. The State Board will contract with the State Regents for the administration of the amount of funds set aside for supplementing the funding of programs. The State Regents will assume responsibility under terms of the contract to allocate the funds for supplemental support of bona fide programs consistent with federal laws and regulations and will be accountable for expenditure of the funds accordingly.
4. The State Board will provide in its supplemental funding contract with the State Regents for an amount of funds to underwrite the costs of one or

more professional positions on the staff of the State Regents for the purpose of working with institutions in the promotion and development of technical and occupational education.

5. The contract between the State Regents and the State Board will be negotiated early in the spring of the year to allow for the planning and budgeting for best use of the funds by the various institutions to receive supplemental allocations.

Part C--Federal Programs

1. The State Board, acting as the designated state agency for the federal Vocational Education Act of 1963 as amended, will contract with the State Regents for the administration of that portion of federal funds received for allotment and expenditure for supplemental funding of post secondary technical and occupational education programs approved by the State Regents.
2. The State Board, acting as the state agency for administration of vocational and technical education funds referred to in Item "1" above, will involve representation from the State Regents in the preparation of the Oklahoma State Plan for Administration of Vocational Education as it concerns post secondary education programs. This includes representation on the State Advisory Council on Vocational Education provided for in the Vocational Education Amendments of 1968.
3. The State Regents, acting as the Section 1202 Commission provided for in P.L. 92-318, will involve representation from the State Board in developing a comprehensive statewide plan for post secondary education. This will include representation on the State Advisory Council on Community Colleges to be established by the State Commission pursuant to Title X--Part A, and a similar advisory group to be established regarding planning for development of post secondary occupational education provided for in Title X--Part B.
4. If it is determined that Title X--Part B of the Federal Aid Law known as P.L. 92-318 is principally for occupational education offered at post secondary institutions (those fitting the definition of junior colleges, post secondary technical institutes, etc.), then the State Regents functioning as the state agency for administering federal funds received for occupational education programs would, by contract arrangement with the State Board, share certain of the federal funds as appropriate for allocation by the State Board for supplemental support of programs operated by institutions under the jurisdiction of the Board (the area vocational-technical schools).
5. The State Board would, of course, be accountable for administration of the funds so shared with it by the State Regents in accordance with appropriate federal laws and regulations. The number of educational programs offered and the number of students enrolled in them (coming under the purview of Title X--Part B) would be taken in consideration in arriving at appropriate division of the state's allotment of funds to be shared with the State Board.
6. If it is determined that Title X--Part B of the Federal Aid Law known as P.L. 92-318 is principally for occupational education offered at non-post secondary institutions, it would then become the responsibility of the State Board to function as the state agency for administering federal funds as described in Items "4" and "5" and a reverse arrangement of the contractual agreements referred to therein would prevail.

It is the purpose of this Memorandum to record certain interpretations, understandings and agreements for a close working relationship between the State Regents and the State Board and their respective administrative offices in the conduct of activities relating to technical and occupational education. It is intended that activities in this regard be carried out on a board-to-board contract basis and an office-to-office administrative relationship in order to avoid overlap, duplication, confusion and inefficiency in the planning, development and operation of programs of technical and occupational education.

We, the undersigned chief administrative officers of the two boards referred to herein, subscribe fully to the contents of this Memorandum and, with the concurrence of our respective boards, commit ourselves to cooperation and teamwork in the administrative leadership of the two agencies involved. We recommend the ratification of this Memorandum by our respective boards.

STATE BOARD OF VOCATIONAL AND
TECHNICAL EDUCATION:


Francis Tuttle, Director

Date March 5, 1973

Ratified by the State Board


Leslie F. Fisher, Chairman


Date March 29, 1973

OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION:


E. T. Dunlap, Chancellor

Date March 5, 1973

Ratified by the State Regents


John J. Vater, Jr., Chairman

Date March 29, 1973