I. EXECUTIVE SUMMARY

The majority of high school students today are no longer focused on college and future careers, but solely on graduating high school. Due to this mentality, students are overlooking opportunities and are not as prepared to take the next step after high school. With today's advancing economy, higher expectations are inevitable. Early awareness and education are needed for students to be better prepared to pursue a future career in today's society. Career and Technical Education (CTE, formally known as Vocational Education) is needed to expose and broaden the views of students at an earlier age so they can have smoother transitions into secondary education, or even entry-level jobs.

CTE encourages high school students to further their education in different fields of study. CTE not only teaches technical and vocational skills in the classroom, but also emphasizes all the different aspects of an industry. This includes allowing opportunity for students to participate in hands on projects and work in real-life scenarios relating to a career path. It also teaches students day to day skills such as communication skills, organization skills, etc. that are all essential to becoming successful as a person.

Our project consisted of two main focuses; to determine the viability of CTE in Oregon schools, and to establish a connection between education and the industry. Currently the main concern with CTE is that there is a decrease in the programs' importance, its current status, and possibly its existence in the future.

To properly research these problems, we created two web-based surveys directed at two target markets. The results from both surveys include:

- CTE Upper level course enrollment is lower then entry-level courses
- Majority of schools do not offer CTSO's
  (Career Tech Student Organizations- DECA, FFA, FBLA, etc)
- Funding was rated highest as the most important factor affecting the future of CTE, followed by student scheduling
- Businesses are willing to be involved with schools and the majority believe it will greatly impact education of students
- Skill sets considered most important by businesses are also the same skill sets that new employees are lacking.
- CTE involves students with the community.

With all the findings and research from our project, we recommend the following course of action:

- Create a state-wide marketing plan
- Present to all affiliates of CTE
- Lobby politicians
- Involve the industry
- Create pilot programs
- Find model programs to relay to other schools

II. INTRODUCTION

"The great aim of education is not knowledge, but action."

A. Significance of Problem Studied

If you ask any high school senior what their goal is for the year, most will reply, "To graduate." Compared to the past, student's goals switched from wanting to pursue a career and successful future, to simply wanting to make it through high school. Students are becoming less motivated to pursue that successful future and we believe there is a lack in preparation and early exposure to career opportunities. Vocational programs, also known as Career Tech Education (CTE) programs, are under attack in Oregon's high schools. Studies show that students involved in vocational courses versus students who are not, end up happier with their career paths; Also that these students at a high school level have smoother transitions into post-secondary education. "A range of studies show that vocational graduates are more likely to be employed and earn more than their nonvocational counterparts, particularly vocational graduates who worked part time during high school "(Stone 1993). An article studying vocational trends also stated that the majority of employers claimed employees with past work-based learning experience were superior in terms of productivity and attitude compared to those without.

CTE not only teaches skills in an area of an occupation but also enhances day to day skills such as communication, responsibility, organization, and leadership skills that will build character and enhance personal qualities. "There is strong evidence that the generic technical skills and occupationally specific skills provided in vocational education increase worker productivity, skill transfer, job access, and job stability when vocational graduates find training-related jobs "(Bishop 1995). It provides a piece of real

life experience that prepares its learners for a possible future. Based on this information CTE is essential for students.

B. Statement of Problem

The problem this project focused on is to determine the viability of CTE programs in Oregon schools. Importance of CTE has decreased in Oregon's public high schools. We intend to determine what skills industry views as essential, and compare that to skill sets to what existing CTE programs are teaching. Enrollment and current status of courses have also become a concern. Contributing factors may include the following:

- Budget
- Teachers and training
- Staffing
- Students scheduling
- New graduation requirements
- CTE student associations

There is also a lack of communication between the industry and education. Different outlooks of each make it difficult for proper preparation of students. CTE is needed and should be more strongly embraced as it contributes to a student's current education as well as future preparation in an occupational area. It is significant because it allows students to explore different career opportunities both in school and in the work-place, varying in ways of teaching from classroom to hands-on projects in real job training scenarios.

C. Background Information

Originally, CTE was focused on more specialized trades such as welding or mechanics and was taught primarily through apprenticeship. Due to this, CTE was associated with lower social classes. This CTE classes with a bad reputation of being low pay, labor intensive jobs.

Over time, vocational education changed its name to Career and Technical Education (CTE). CTE is now offered through most high schools, community colleges, trade schools, as well as apprenticeships. CTE has diversified over the years and is essential to student's future placement in a career or college.

CTE teaches practical work skills to students. These skills help students become better prepared for careers after high school. These skills vary in many different programs. These programs include:

- Arts and Communications
- Business and Management
- Human Resources
- Health Services
- Industrial and Engineering Systems
- Natural Resource Systems
- Information Technology

While academic programs are important in preparing students to graduate, CTE program prepare students for their career. CTE also teaches students job skills that will be valuable in any occupation.

These programs are very complex and have 2-3 year levels. For example, Business students may start out in Introduction to Business, move on to Marketing, and finally to Management where students manage a student store, promote products and incorporate the skills they learned in business classes. This is unique to CTE programs because students learn about a subject thoroughly and then it is applied in hands on experience.

Another example would be Health Occupations. In Health Occupations, students learn about the health industry and then utilize classroom experience by working hands on, and shadowing health professionals at a medical facility.

Oregon graduation requirements have changed and will continue to change. The following changes will take place beginning with the class of 2009 and full effect of the changes will take place with the graduating class of 2014:

- **Number of credits**: the minimum number of credits needed to graduate was raised from 22 credits to 24 credits.
- **English**: the number of English credits was raised from 3 credits to 4.
- **Math**: the number of math credits required was raised from 2 credits to 3 and these 3 credits must be at the Algebra I content level or above.
- **Science**: the number of science credits was raised from 2 credits to 3.
- **Second Language / Art / Career & Technical Education**: the number of credits required in this area (any combination of the subjects) was raised from 1 credit to 3.
- **Electives**: The number of required electives was reduced from 9 credits to 6.

NOTE: These are the minimum state-wide requirements for graduation. Local high schools may add additional graduation requirements at their discretion.

If the increase of Oregon graduation requirements continues to change it will put CTE classes at risk. Due to increased academic requirements, student's enrollment in CTE classes will decrease. With the loss of these classes student's will be missing out on valuable career skills that they need throughout their life.

III. PROCEDURES AND RESEARCH METHODS USED

A. Description of Secondary Research Conducted

The purpose of our secondary research was to find all relevant information regarding current and previous trends of CTE. This included nationwide and state information for Oregon. Research was also used to gather information regarding industry perspectives of employable skills. Our secondary research included several articles and the internet. These sources provided facts about the different trends and changes in vocational education throughout past years up to more current information. A few examples are facts from the article Vocational in the U.S: towards the year of 2000:

- From 1982 to 1994, there was a general decline in participation of high school students in vocational education. These decreases may be partly due to increases in high school graduation requirements implemented by many states after the publication of *A Nation at Risk in 1983.*

- From the studies, the article states, "Employers do not rate the year of schooling or academic performance as important as attitude and communication skills, when hiring front-line employees from an established applicant pool.

- High school students who concentrate their coursework in a vocational field of study have shown to have better employment and earnings outcomes than those who take fewer then 2.0 credits in a single vocational field.

- There is consensus in the research literature that there are trends toward greater education and training requirements and a greater need for critical thinking, personal responsibility, and social skills among work force participants

- Research has shown that positive employment and earning outcomes accrue to participants in vocational education who concentrate their coursework in a vocational field of study in high school, who complete a postsecondary vocational program and obtain a certificate or degree, and who obtain a job in a field related to their vocational education.

By using the internet we were able to obtain areas of skill sets sought by hiring employers. The areas included:

- Communication
- Research and Planning
- Human Relations
- Organization, management, and leadership
- Work Survival

By gaining this information we were able to incorporate our research with the above areas for further study at an industrial level.

Articles used such as, The Role of VET in Helping Young People's Transition into work, and Vocational Education in the U.S by the NCES, NCVER, and IES presented longitudinal studies of students, employer perspectives, etc. The articles presented findings of participation trends in both post and secondary education,

transitions after high school, academic preparation, and leading up to findings of economic and laboring trends. These studies were used to compare and support our own gathered primary research.

Using the different sources not only allowed us to compare a variety of different studies but was also scientific proof of the value of CTE.

B. Description of Primary Research Conducted

Our primary research consisted of seeking out facts through first hand studies to support ideas and secondary research on CTE. To carry out a study we used the following steps:

- Establish goals and target audience
- Create two online surveys
- Distribute surveys
- Present Findings

Establish goals and target audience

With the help of our advisor, we were able to contact a Southern Oregon vocational coordinator Steve Pine. By interviewing Steve Pine, he assisted our chapter by informing and discussing some current concerns about CTE in Oregon. We had several main focuses for our project, they are listed as follows:

- Determine how teachers, administrators, etc. felt about the current situation of their vocational courses and how it has changed, if it has, for them personally or for their school. We focused on tracking enrollment trends and possible factors that could contribute to the current and future viability of CTE.

- Determine the differences in taught skill sets at a high school level versus those expected at an industrial level. We intend to track what employers expect from their incoming applicants compared to what applicants' posses. The point is to establish a connection between what education is offering versus what is needed in the growing economy.

- Our target audience includes vocational high school teachers, administrators, ESDs (Education Service Department), those affiliated with ODE (Oregon's Department of Education), and business professionals.

Create two online surveys

In order to cover all the information, we felt we needed to create two separate surveys. Both surveys had to be written not only with the necessary information, but written to easily comprehend and complete.

The first survey was targeted at vocational teachers, ESDs, and those dealing with the Oregon Department of Education. Questions in this survey covered general information about the high school such as:

- Size and total enrollment
- Number of teachers in the different vocational fields
- Number of courses offered in each vocational field
- Added graduation requirements, and expectations of students.

It also had questions dealing with the survey taker's CTE area of study such as:

- Their enrollment trends of classes
- How well supported their program is
- How well it is promoted
- What their sources of funding are and how efficient they are
- How involved their students are as far as community projects
- What their rated opinions were about factors that may impact the future of CTE.

Lastly, this survey included questions about what type of skill sets were taught, rated by its importance for students at the high school level.

The second survey was targeted towards the industrial level; sent to different business employers. This survey questioned the following:

- Industry of business
- # of employees and starting salaries
- Level of education from applicants and required level of education
- Business's involvement with high schools, their willingness to be involved
- Business's opinion about effects of involvement with high schools

- Employers opinion of state of average applicants versus what is wanted
- Employers' view of skill sets incoming applicants are lacking versus what employers believe is most important in the areas of :
    - Communication
    - Research and planning
    - Human relations
    - Organization
    - Management
    - Leadership
    - Day to day skills.

Both were distributed throughout Oregon as an online survey so it could be delivered through e-mail. The surveys were re-formatted using the web-based program survey monkey.com. After the completion of two online surveys, we attached the web link for each survey to a brief description of our project purpose.

Creating an online survey was convenient because it offered automatic tallying and was quick to access. This information was then attached to an e-mail. We utilize e-mail as our distribution source because it is efficient. Not only is it fast, but e-mail is very easy to send out to a mass amount of people at one time. E-mail is also cost effective, easily forwarded, and easy to establish a connection for further communication if needed.

Distribute surveys

In order to reach the maximum exposure of our surveys, we would need to come up with an efficient distribution system for the two different surveys. For the vocational survey, targeted towards CTE teachers, ESD's, etc., our plan was to contact district and state directors, asking them to forward the e-mail containing the survey to as many vocational teachers, and administrators as possible. Steve Pine, a regional vocational director mentioned earlier also assisted. Some other contacts include:

- Ron Dodge - ODE business specialist
- Jim Schoelkopf – ODE CTE Education Specialist
- Chip Massey - Klamath Falls Chamber of Commerce director
- Oregon DECA/ FBLA directors

Students from our chapter also went online and e-mailed vocational teachers from different high schools throughout Oregon. For the industry survey, our main goal was to reach every chamber of commerce in Oregon and ask them to also forward the e-mail to all their business members. We contacted Chip Massey, the Klamath Falls Chamber President, and e-mailed the head coordinator of each Chamber of Commerce throughout Oregon.

C. Description of the Involvement of Chapter Members and Business People

In order to involve our chapter, we organized the different steps for completion:

- Coordinating the project, creating and formatting online survey
- E-mailing online surveys, analyze results
- Surveying chapter members, tallying results
- Contacting business people and presenting data

Coordinating the project, creating and formatting online survey:

As project coordinators, we planned out and came up with the goals and purposes for the project. We created two online surveys, targeted towards those involved with CTE, and one towards the industrial side. We also informed and involved other chapter members with the project.

E-mailing online surveys, analyze results

Chapter members as well as project coordinators contacted district and state coordinators, e-mailed various schools, and the different chamber of commerce's through the internet and direct contact.

Surveying chapter members

In order to further support our project, chapter members further assisted in our project by taking a short survey themselves. This survey was also provided to various classes. The survey consisted of a question concerning the student's outlook of their upcoming future. There was a total of 94 surveys taken showing "receiving a high school diploma" as the student's main focus in high school. The surveys were tallied by hand and results were presented to the coordinators.

Contacting business people and presenting data

Throughout the process of the distribution of our surveys, we contacted business people and groups that stayed in touch and assisted with the further distribution of the surveys. Several also helped edit and make necessary corrections. After collecting all our findings, our project will then be presented to the following along with vocational teachers, local and state directors, etc.

- Ron Dodge – ODE business specialist
- Jim Schoelkopf - ODE CTE Education Specialist
- Steve Pine – regional vocational director
- Oregon Association for Career and Technical Education
- Oregon DECA/ FBLA directors
- Chamber of Commerce groups
- Regional Vocational Planning Alliance
- Oregon Business Plan Association

IV. FINDINGS AND CONCLUSIONS

"Education: being able to differentiate between what you do know and what you don't. It's knowing where to go to find out what you need to know; and it's knowing how to use the information once you get it."

A. Presentation of Findings

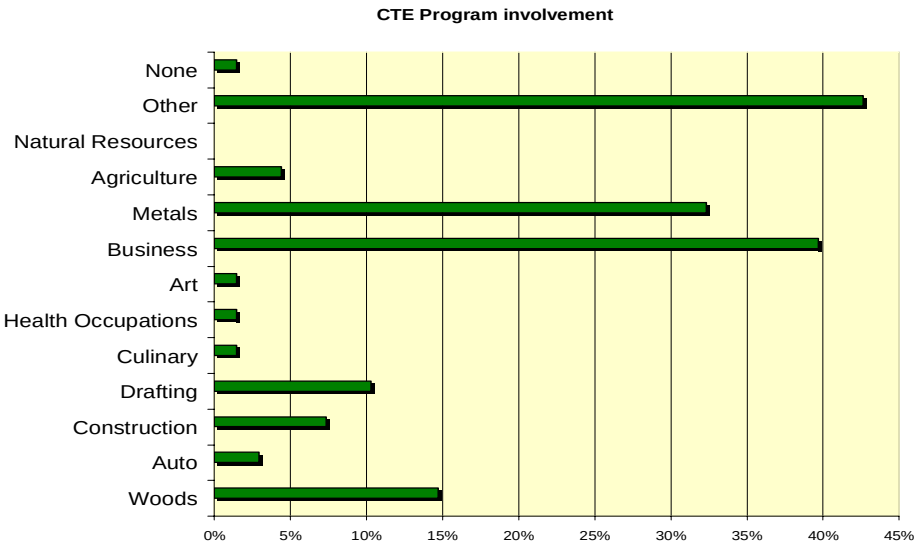
In order to properly present the data we received from the two surveys, we will present the results from one survey at a time in the form of graphs and charts relating to

each individual question. Beginning with the survey dealing with CTE programs at a high school level, some of the questions are summarized as a responder's profile:

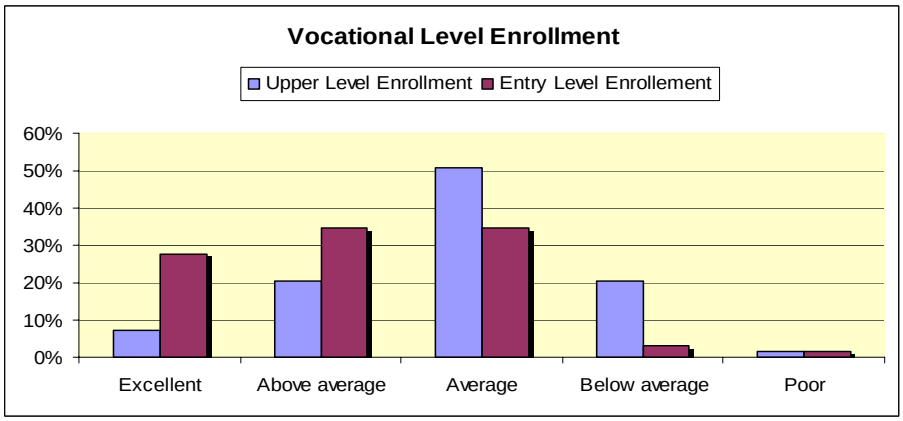
- By sorting the first three digits of all area codes, there were twelve different regions from which people took surveys throughout Oregon.
- Out of all the survey takers, 98% were vocational teachers
- Majority of overall school enrollment was between 700 and 2000 students
- Majority of students view "graduating high school" as their main focus as a senior.
- There was a wide spectrum of responders in all the different areas of CTE.

The rest of the results are presented in the form of graphs following each question:

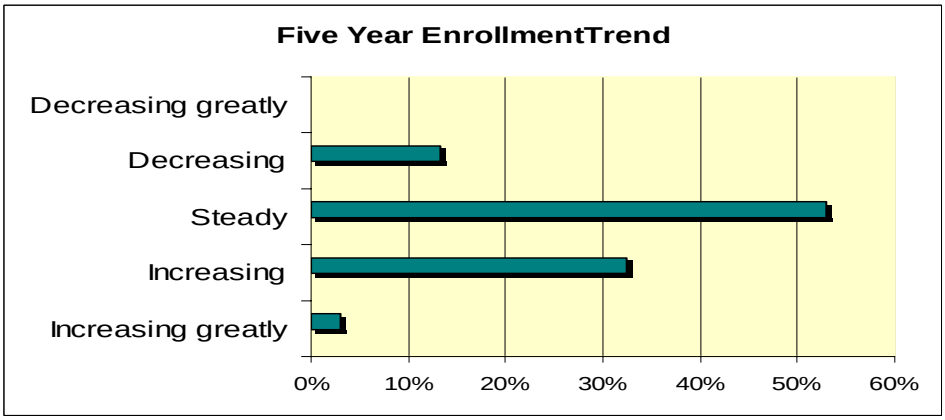
- Question number three: What CTE program areas are you involved with?



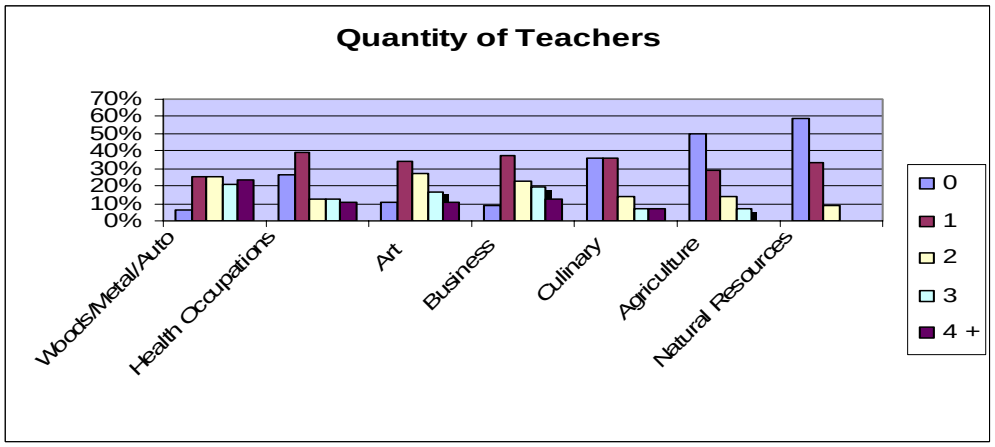
- Question number four: How is the enrollment for your entry level courses?
- Question number five: How is the enrollment for your upper level courses?



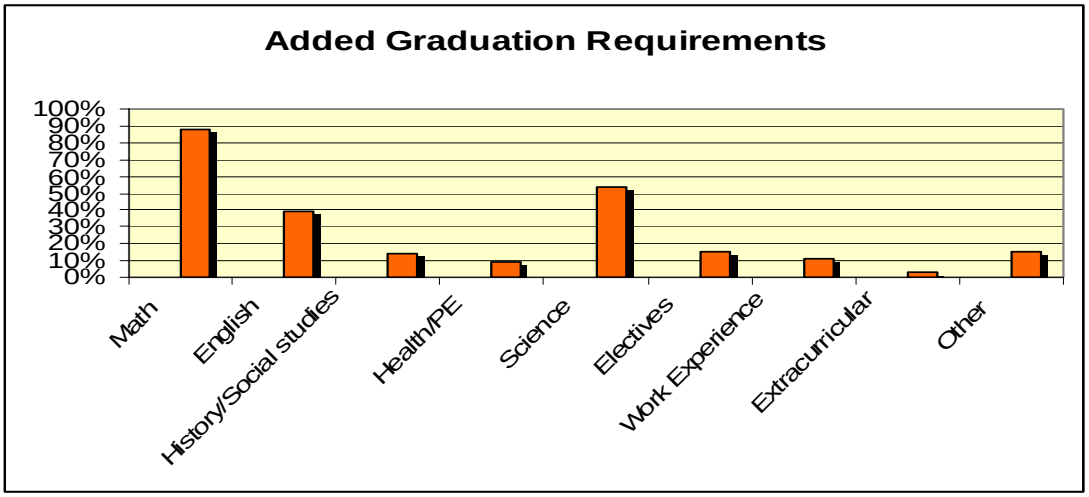
- Question number six: What is the trend for your vocational area within the last five years?



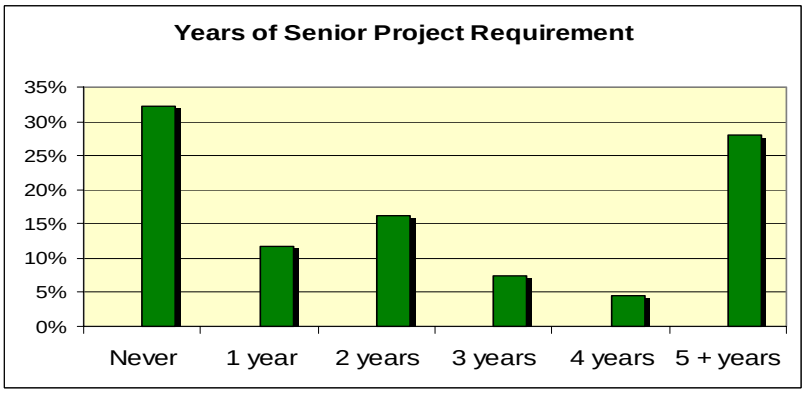
- Question number eight: What is the quantity of teachers in the following areas?



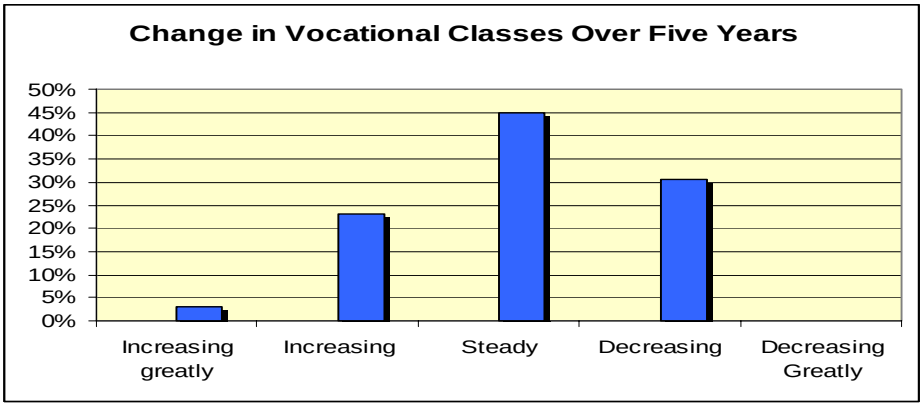
- Question number nine: In which areas have additional graduation requirements been added to your school in the last five years?



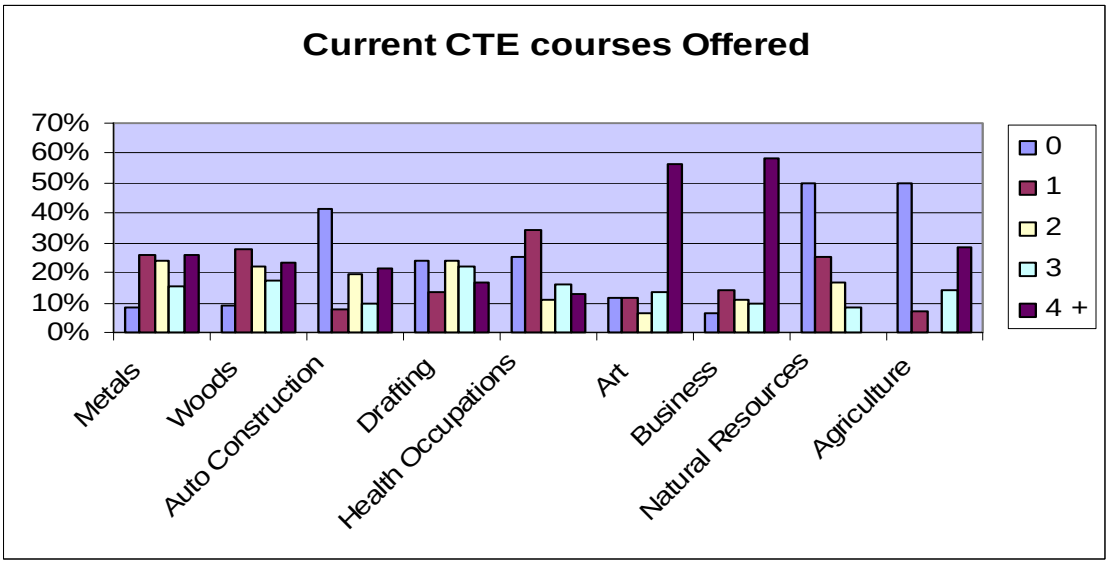
- Question number ten: How long has your high school required a senior project?



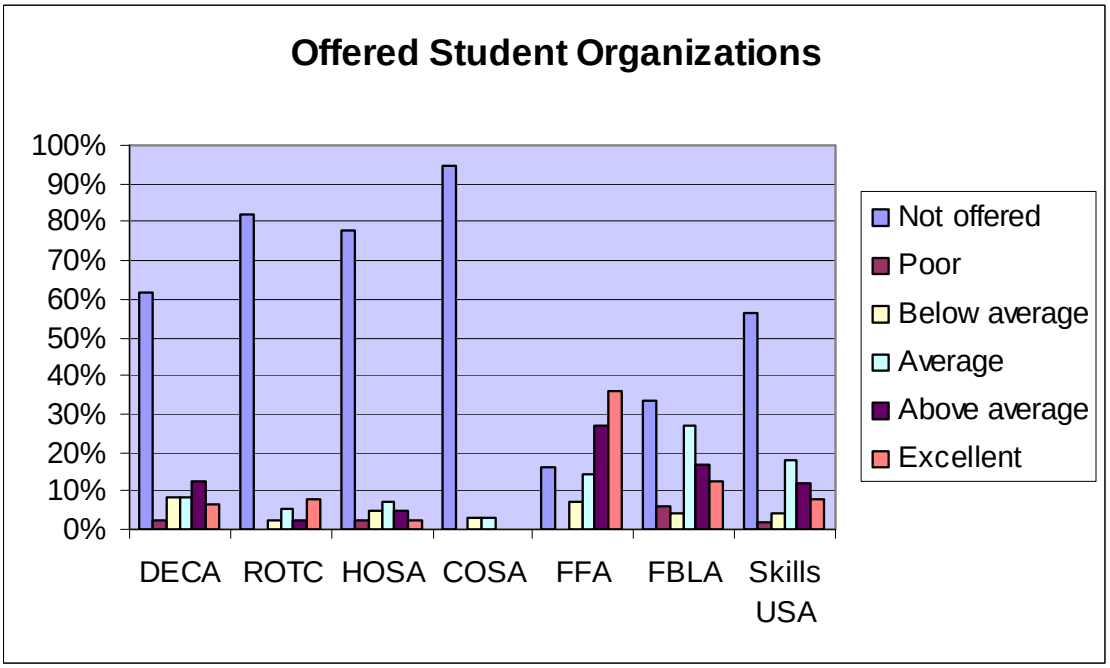
- Question number eleven: What is the change in the number of vocational courses offered?



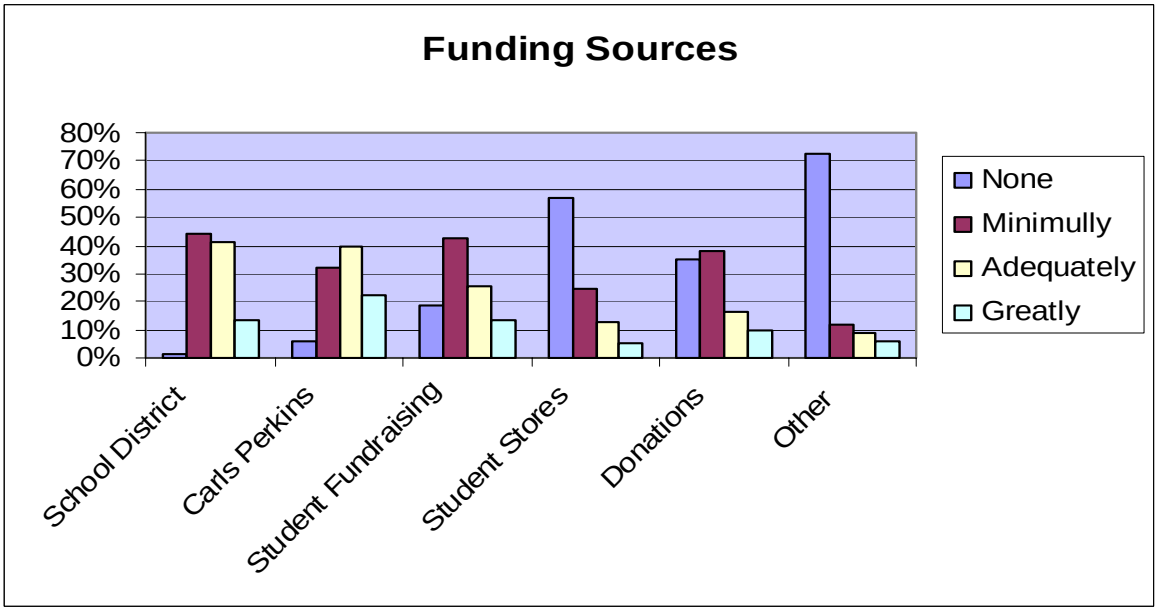
- Question number twelve: What Vocational courses are currently offered at your school? Check in the number as they apply:



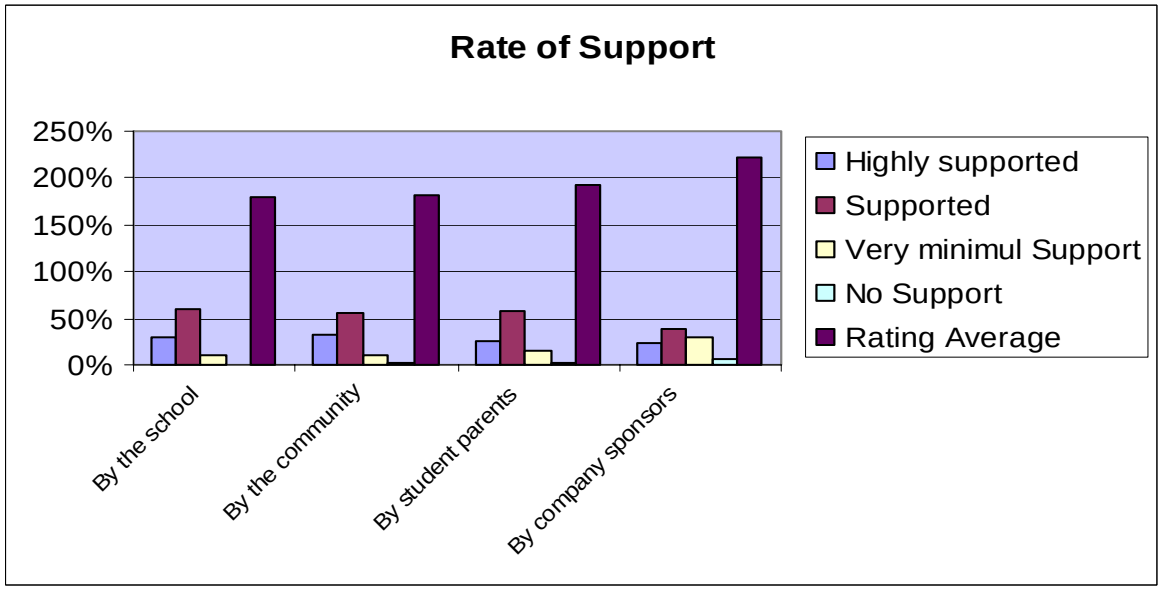
- Question number thirteen: Which of the following student organizations does your school offer? If offered, check in the participation rate of each:



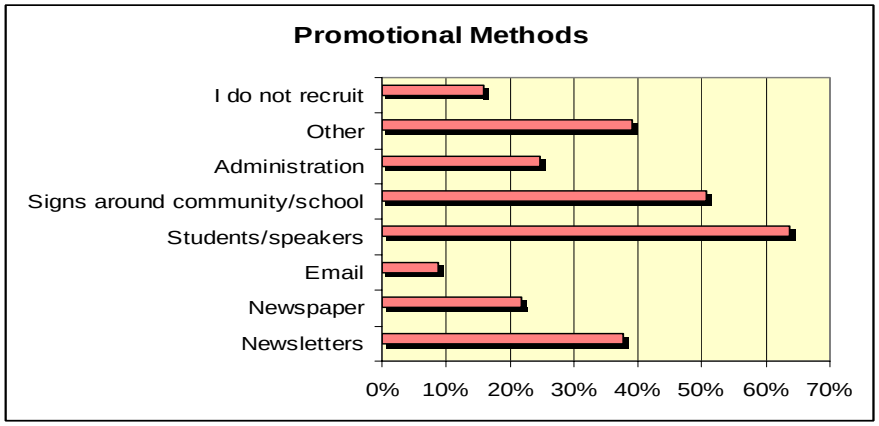
- Question number fourteen: What are your funding sources for vocational courses/programs? If they apply, how much does each of these sources supply?



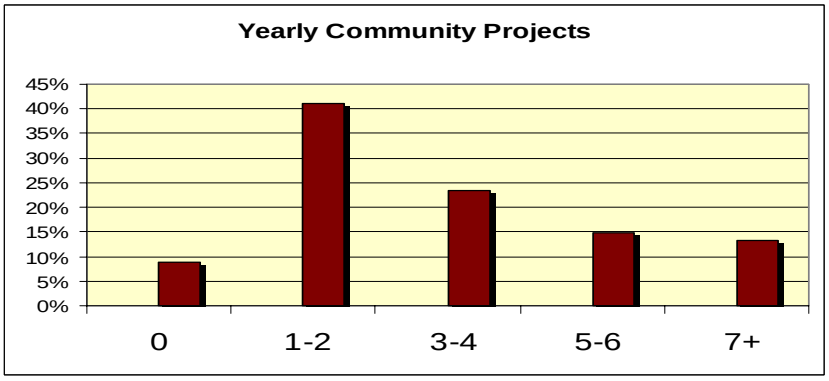
- Question number fifteen: How well is vocational educational supported?



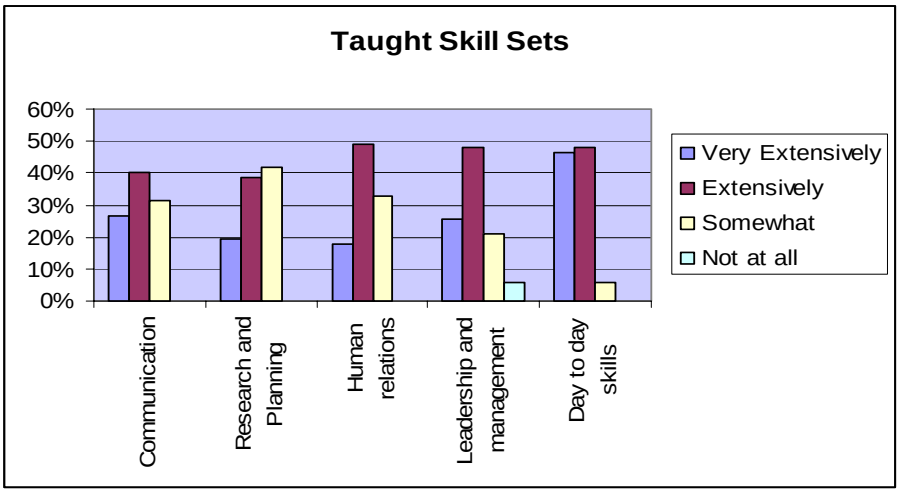
- Question number sixteen: What promotional methods are used to recruit students?



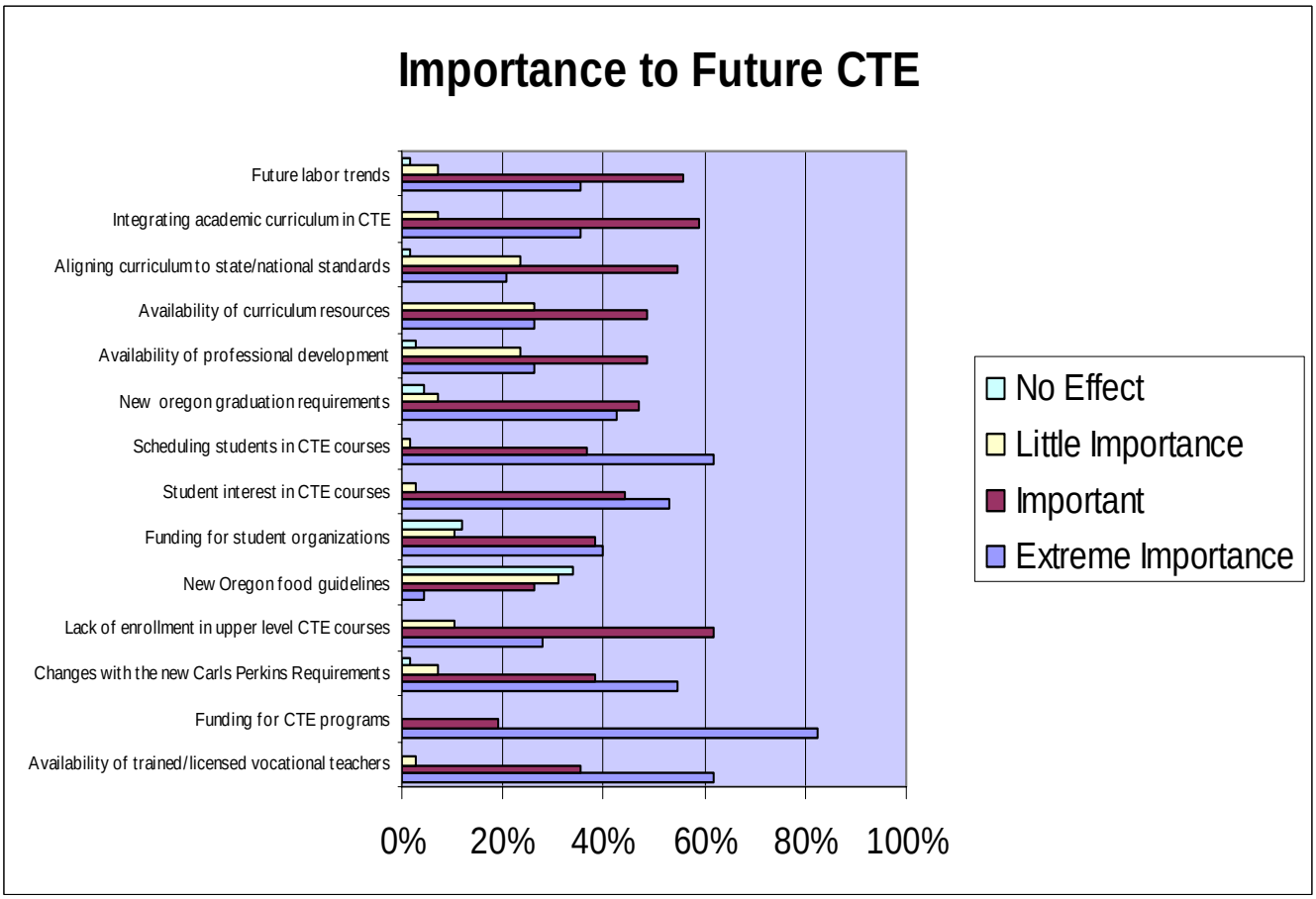
- Question number seventeen: Approximately how many community projects are your students involved in during a typical school year?



- Question number nineteen: How extensively are you teaching the following skills to your students?



- Question number twenty: Rate the following factors based on your opinion of their impact on the future growth of CTE programs?

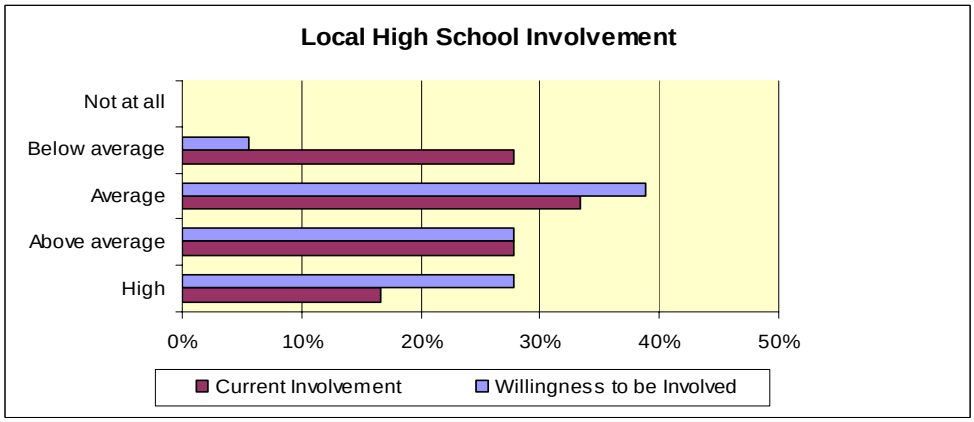


Next are the results for the second survey targeted towards industry and employers.

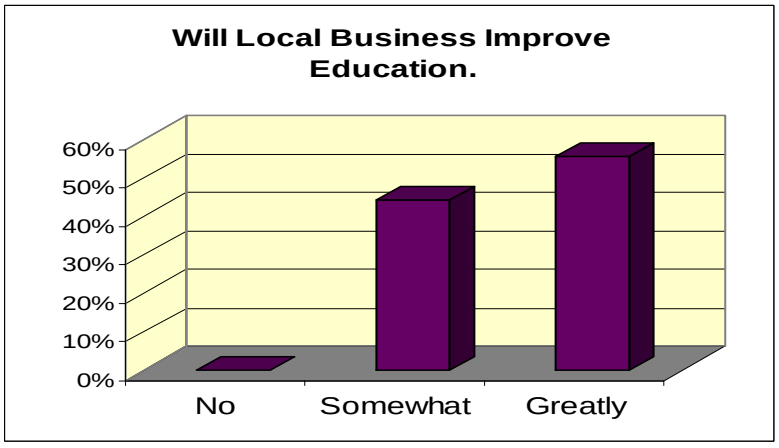
Responders profile:

- The majority of responders were in the government industry
- Over 25 % of businesses had 200 + employees. The remaining majority were between 10-100 employees.
- The average businesses employees were paid between $13-17 starting salary
- The average business required employees to have a HS diploma.
- The average employee had a HS diploma

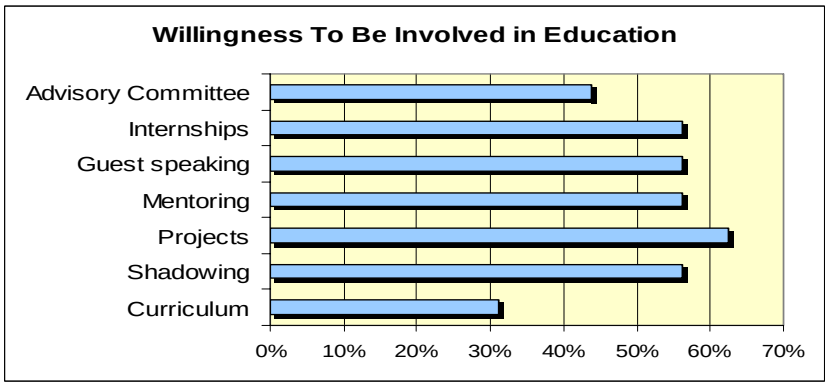
- Question number seven: At what level are you involved with your high schools?
- Question number eight: How willing are you to be involved in your local high schools?



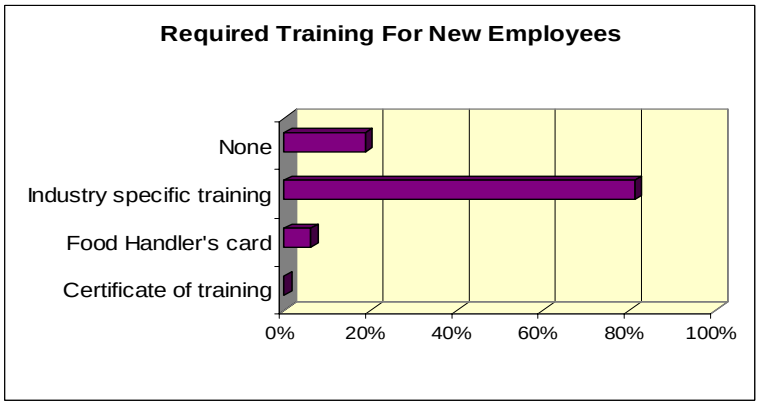
- Question number nine: Do you believe that local business involvement will improve education?



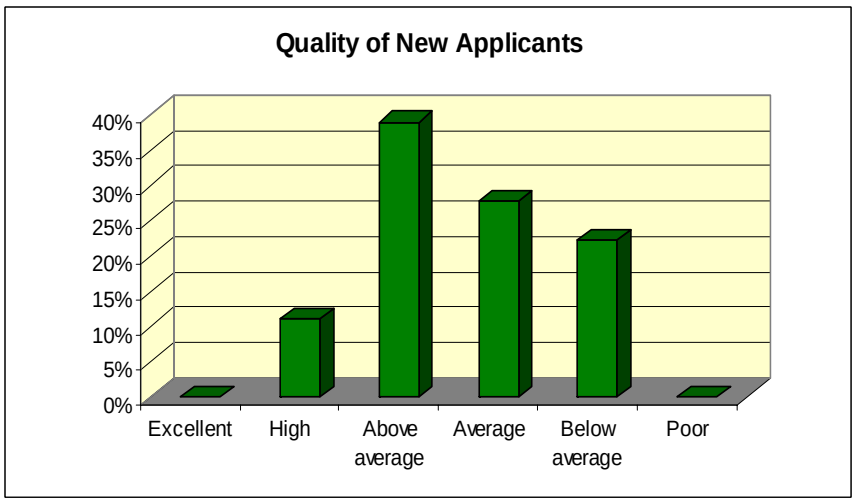
- Question number ten: What part of education would you be willing to participate in?



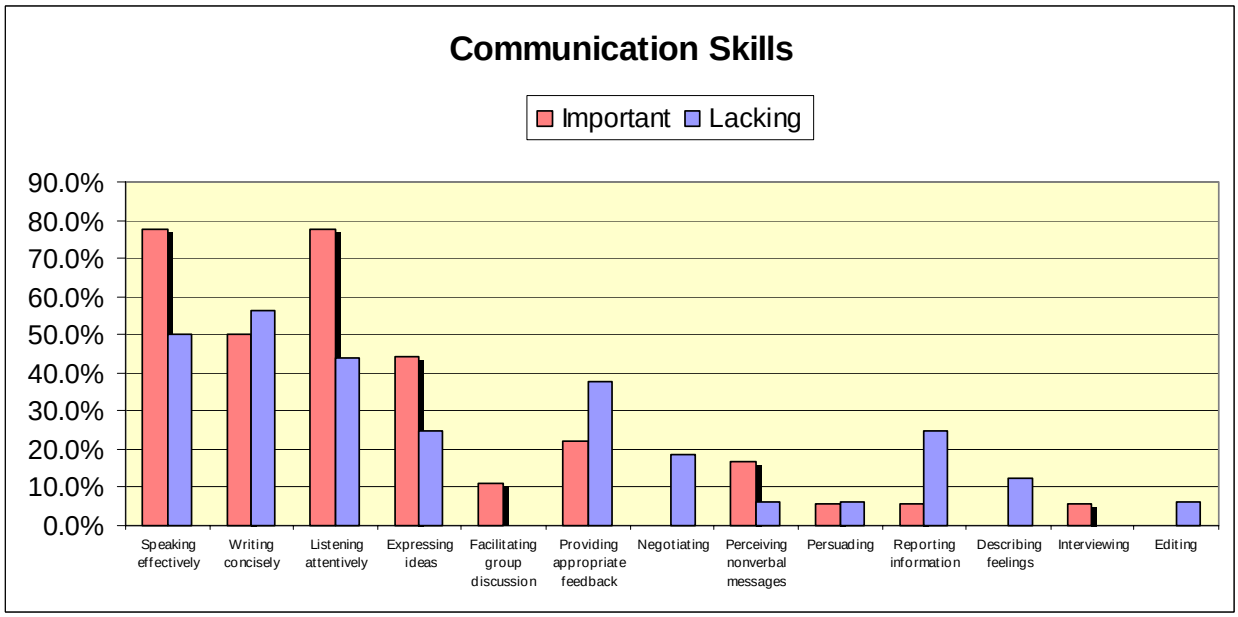
- Question number eleven: What specialized industry training is required for new employees?



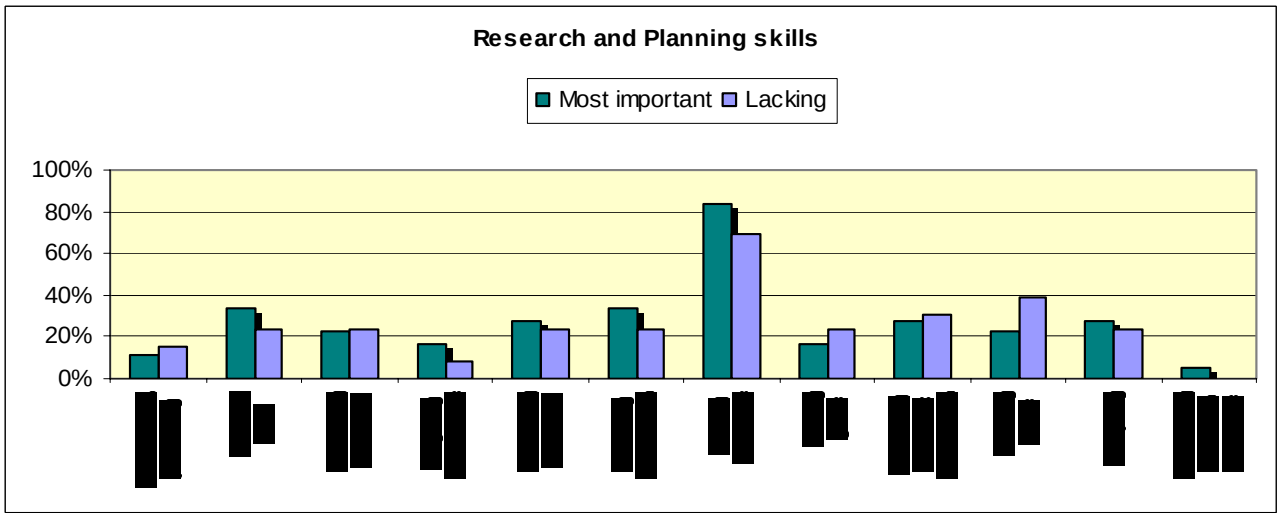
- Question number twelve: What is the quality of new applicants that apply for jobs?



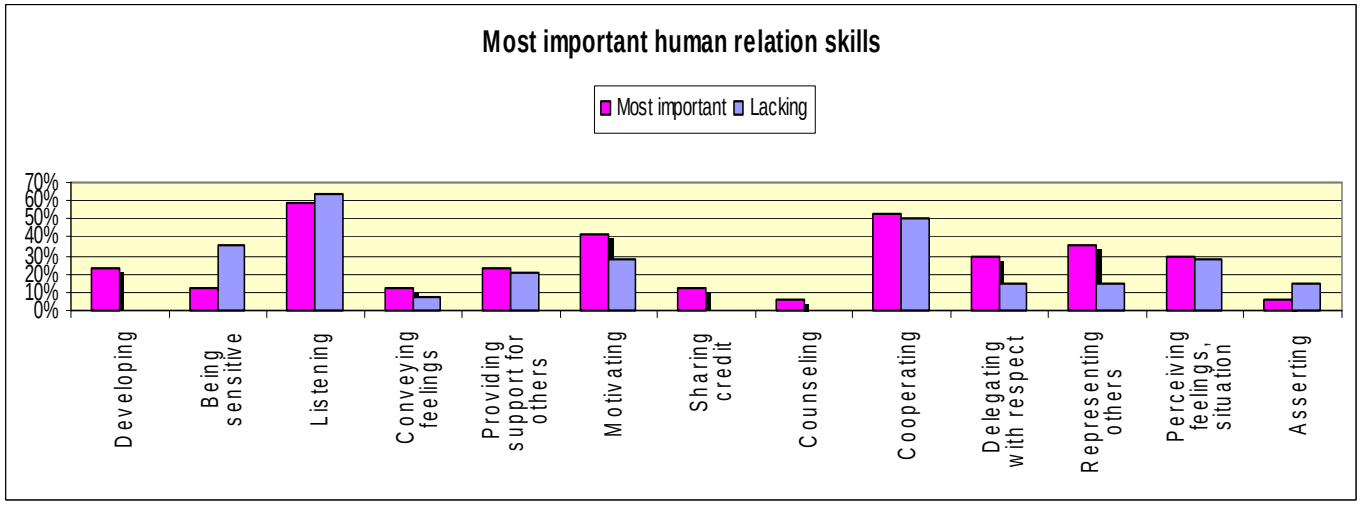
- Question number thirteen: What are the most important communication skills for new employees? (Choose top three)
- Question number fourteen: What communication skills are new employees lacking? (Choose top three)



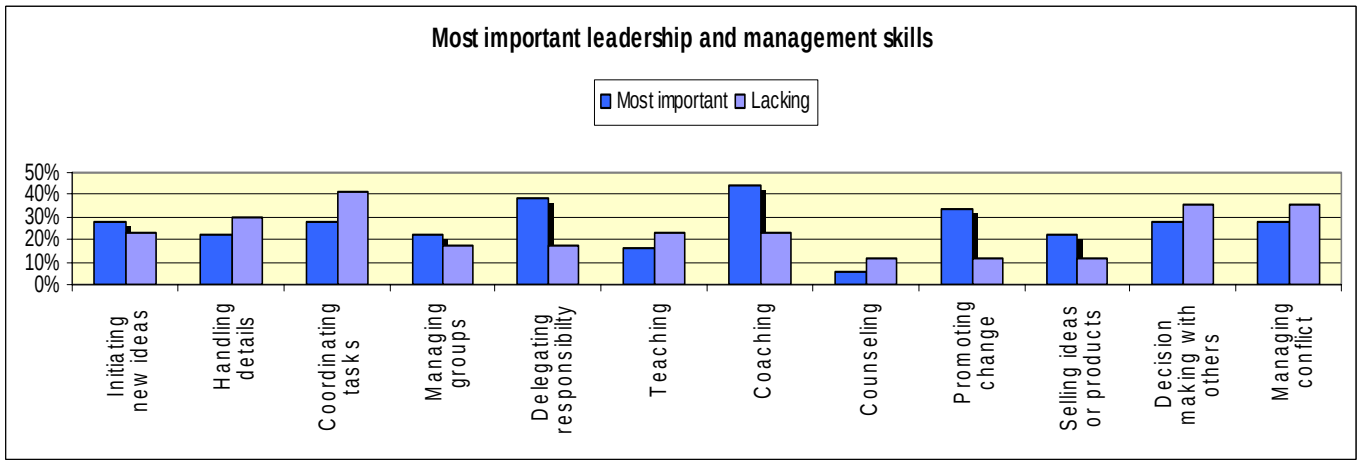
- Question number fifteen: What are the most important research and planning skills for new employees? (Choose top three)
- Question number sixteen: What research and planning skills are developing new employees lacking? (Choose three)



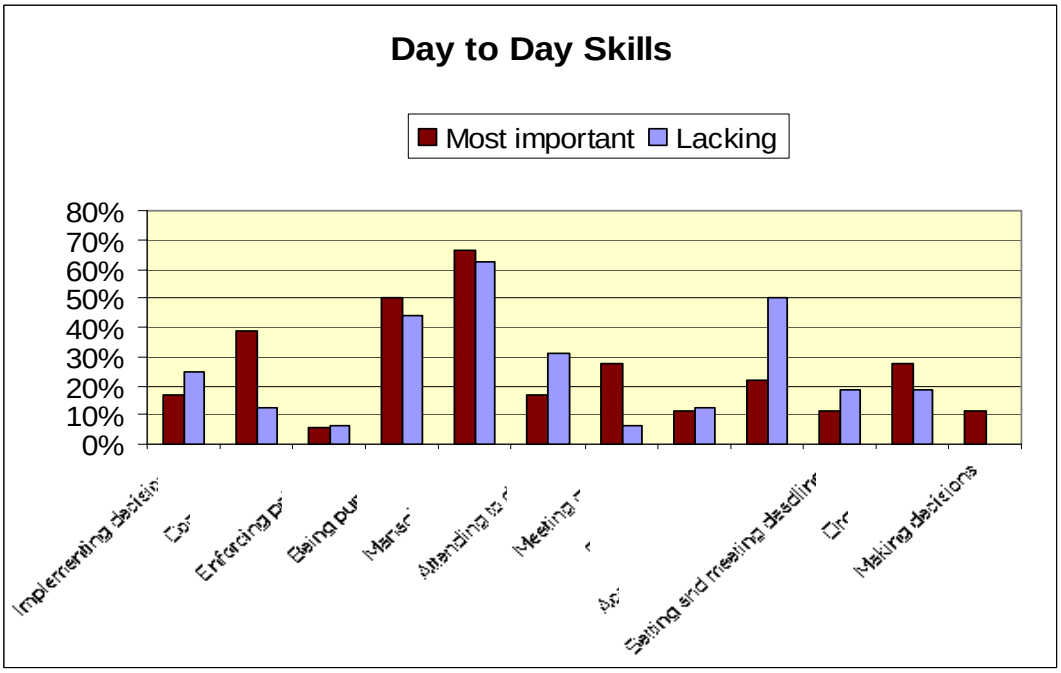
- Question number seventeen: What are the most important Human relation skills for new employees? (Choose top three)
- Question number eighteen: What human relation skills are new employees lacking? (Choose three)



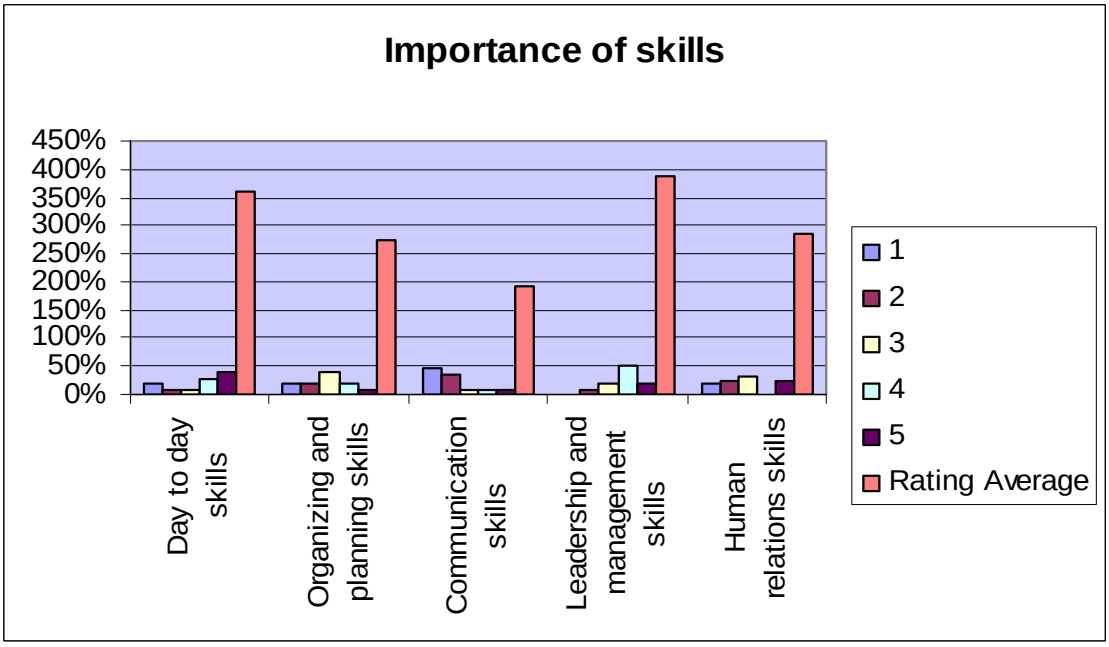
- Question number nineteen: What are the most important leadership and management skills for new employees? (Choose top three)
- Question number twenty: What leadership and management skills are new employees lacking? (Choose three)



- Question number twenty-one: What are the most important day to day skills for new employees? (Choose top three)
- Question number twenty-two: Which of the following day to day skills are employees lacking? (Choose three)



- Question number twenty-three: Rank the following skills in order of importance:



B. Presentation of Conclusions

After analyzing the results, we have the following conclusions categorized:

- Upper level enrollment in CTE is less than lower level enrollment
- Enrollment in CTE programs is steady
- Few schools offer Career Tech Student Organizations (CTSO)
- Importance of Support and funding
- Value of Business involvement
- Most jobs require specific industry training
- The most important skills to employers were the skills new employees' lack
- Comparison of skill assets being taught vs. skill assets sought by industry
- Factors impacting future of CTE
- CTE involves students with the community

- Upper level enrollment in CTE is less than lower level enrollment:

By comparing two of our survey questions, the results showed that although enrollment at an entry level began as average and above average, the enrollment trend of the upper level courses decreased to just being average. Therefore, there is a decrease in enrollment of CTE courses as students advance in grade level.

- Enrollment in CTE programs is steady

The overall enrollment trend for the last five years has been mainly steady. The change in vocational courses offered in the last five years ranked highest with over 45% as steady, 32% as decreasing, and 23% increasing.

- Few schools offer Career Tech Student Organizations (CTSO)

Our results show that the majority of schools don't even offer CSTO programs such as DECA, ROTC, HOSA, COSA, FFA, FBLA, and Skills USA. 6 of 7 of these programs were ranked highest for not being offered. Out of the following that are offered, their enrollment trends are mainly average.

- Importance of support and funding

Funding was rated as the most important factor affecting the future of CTE, therefore is a main concern. From our surveys, the high schools are receiving mostly minimal to adequate funding from programs such as Carl Perkins and local school district. The same applies to student fundraising. However, student stores, donations, and other sources rated highest, all breaking 35%, as providing nothing to the area. Not one of these sources were rated highest as providing "greatly" to CTE programs.

Our results show that there is support from all the following options: the school, community, student's parents, company sponsors and others. But the least amount of support comes from company sponsors and others.

- Value of business involvement

From our survey, we were able to determine that businesses are willing to be involved with local high schools. 60% of all survey takers were willing to be above average and highly involved, while another 38% were willing to be involved at an average level. Currently, business involvement is rated at 27% below average, 33% average, and 27% above average. Over 50% of survey takers believe that local business involvement will "greatly" improve education. Over 55% are also willing to be involved in education by the following:

- Internships
- Guest speaking
- Mentoring
- Projects
- Shadowing

- Most jobs require industry specific training

  80% of all businesses that took the survey require industry specific training for new employees.

- The most important skills to employers were also the skills new employees' lack.

  The skill assets that employers rated most important breaking 40% are listed on the following page on the left column. The right column represents also the top eight skills that employers rated, but as what employees were lacking the most.

Most Important Skill Assets	**Lacking Employee Skill Assets**
1. Listening	1. Listening
2. Cooperating	2. Cooperating
3. Accepting Responsibility	3. Coordinating tasks
4. Managing time	4. Being punctual
5. Being punctual	5. Managing time
6. Solving problems	6. Accepting responsibility
7. Speaking effectively	7. Solving problems
8. Writing concisely	8. Speaking effectively
9. Coordinating Tasks	9. Writing concisely

- Comparison of skill assets being taught vs. skill assets sought by industry

  The results from our surveys showed that the top skill sets taught by teachers "very extensively" are in the order as follows listed in the left column. These results can be compared to the skill assets rated in order of importance by the industry on the right column. Education and Industry are not in full agreement.

Top Skills taught by Teachers	**Top Skills Sought by Industry**
1. Day to day skills	1. Communication
2. Communication	2. Human relations
3. Leadership & management skills	3. Research & planning skills
4. Research and planning	4. Leadership & management skills
5. Human relations	5. Day to day skills

- Factors impacting the future of CTE

  From our survey, were able to determine that funding was the very top factor affecting the future of CTE. Funding was rated over 80% as extremely important, followed by scheduling and availability of CTE teachers at over 60%. Seven different factors broke 40% as extremely important and eight different factors broke 40% as important. With both extremely important and important ratings combined, new Oregon graduation requirements and student interest broke 40%.

- CTE involves students with the community

  93% of responders involved with CTE, participate in one or more community projects throughout the year. Only 7% of all survey takers did not complete a community project. What other area of education establishes this type of hands on involvement and offers this connection with the community?

V. RECOMMENDATIONS

A. Recommendations Resulting from the Study

After analyzing our results and concluding findings, we derived recommendations for the project. Our focus is to notify and provide more knowledge dealing with the future and current CTE. Our recommendations are the following:

- Create a state-wide marketing plan
- Present data and lobby state and federal politicians
- Create an informative document
- Involve industry in more aspects of education
- Create pilot programs for all schools
- Find existing programs and relay to other schools

Present data and lobby politicians

Now that we collected a wide variety of information regarding CTE, next is to put to use. In order to improve the area of CTE, we recommend lobbying politicians, and those highly influential to the CTE programs. Our surveys show that main concerns such as funding and graduation requirements contribute to the decline of CTE programs, for example, the enrollment in upper level CTE courses. Something needs to also be done about CTSO's (Career Tech Student Organizations) which currently are not even offered at the majority of Oregon's high schools. We also recommend creating some type of article summarizing our findings and research to be presented to the community, therefore raising the awareness in the public

Create an informative document

We believe that it is also important to make CTE teachers and regional directors aware of our findings. We recommend creating a document, or flyer that can be sent out stating the skill sets that are rated most important by the industry, so we can better establish a connection between education and industry. Teachers should incorporate the skills into their teaching. In doing so, students will increase their assets as they transition into a working environment.

Involve industry

Agreeing with the businesses that took our survey, we believe that industrial involvement will improve education for students and better prepare them to pursue a future career. We suggest that CTE educators involve businesses through activities with students such as: internships, guest speaking, mentoring, projects, shadowing, curriculum, advisory committee.

Create pilot program

For students to experience opportunities, we propose creating a pilot program involving more businesses and business people to market and introduce areas of CTE from a different perspective. By creating a pilot program, schools can analyze the affects it has, and the affects it may have on students and further its education accordingly.

Find model programs and relay to other schools

Another way to introduce programs to schools that are unaware or don't offer CTE or CTSO programs, is to seek out existing current programs as "model programs" and relay it to other high schools throughout Oregon. Doing so will allow teachers and instructors to have a direct source of learning to start a successful program.

B. Projected Outcomes from Implementation

By implementing the recommendations, they would contribute to the following outcomes:

- Increased awareness of CTE, impact on future program - Through articles and planned promotion, community awareness will increase. This not only includes residents but also teachers, board directors, politicians, etc. By properly allocating our findings, this will further the support of CTE and influence future choices with taking our findings into consideration. Promotion will bring curiosity, willingness, and excitement for opportunity.

- Increased involvement of Industry to Education - Involving businesses will be an addition to students' education for future career opportunities. Early and direct exposure to the industry will enhance skill assets in students and better their transitions into the future. A better connection will be established.

- Increased CTSO programs and CTE courses - By creating programs such as pilot programs, and relaying model programs to other schools, this will increase opportunities to students to enroll in courses related to possible careers.

C. Plan for Implementing the Recommendations

In order to carry out our recommendations, we will begin by writing the informative article presenting a summary of all our research and findings. This will be distributed and presented to the community, ESD's, ODE's, various local and state directors, then hopefully grow to more superior contacts from this point. Our project coordinators plan to personally present the project to several organizations throughout the rest of the year. We trust that our findings will have a snow ball effect, continuing to roll and grow as there is an increase in exposure not only from our chapter but also those that were already informed. Another document will be written for teachers containing the skill sets rated in order of importance by the industry that teachers should incorporate into their courses. Businesses will also be made aware of our project.

D. Evidence that the project as been presented

After the completion of our project, we presented to the following organizations. We also have several presentations scheduled throughout the rest of the year:

- February 2008 – Southern Oregon ESD's and the RVPA (Regional Vocational Planning Alliance)
- March 2008 – Klamath County Committee
  – Lars Larson West Coast Radio Talk Show
- April 2008 – OACTE (Oregon Association for Career and Technical Education) a statewide organization
  – Oregon CTE Network Taskforce
- January 2009 – Oregon Business Plan Association, a framework of Oregon's elected business leaders working together to build a stronger economy.

As we present our data to larger organizations, we hope to increase our exposure as they continue to inform affiliates and others in association. With every presentation, we have been offered more opportunities to again present. Our presentations have influenced further support as each new proposal has been for a higher level association. Throughout the year we will continue to distribute our written article summarizing our project and work to make an influential impact.

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