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ABSTRACT

This guide is intended to acquaint postsecondary-level administrators, instructors, and counselors with the background, philosophy, components, structure, and use of the OPTIONS program. The first section discusses recent and likely demographic changes that will affect postsecondary education and the work force. It explains the role of the OPTIONS program as a way of preparing workers for rewarding employment in a labor market subject to rapid, unpredictable changes caused by rapid technological advancement. Linking with employers and developing a curriculum in response to change are examined next. Adult career guidance, entrepreneurship education, and literacy enhancement for adults are covered in a section on special services for adult learners. Case studies of programs serving adults and guidelines for using OPTIONS are provided. A 6-page list of documents that have served as source materials in the development of the OPTIONS program are included along with a 17-page list of related readings dealing with linking with employers, developing curricula, and providing special services to adult learners. (MN)

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The Educator's Guide

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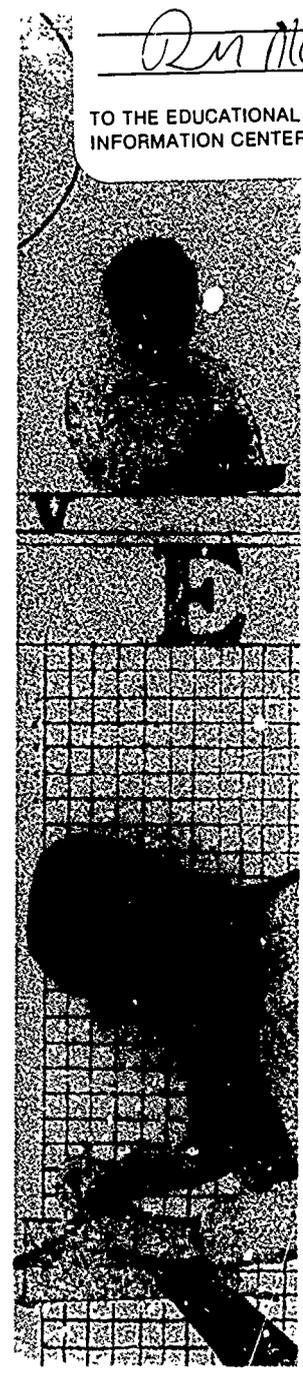
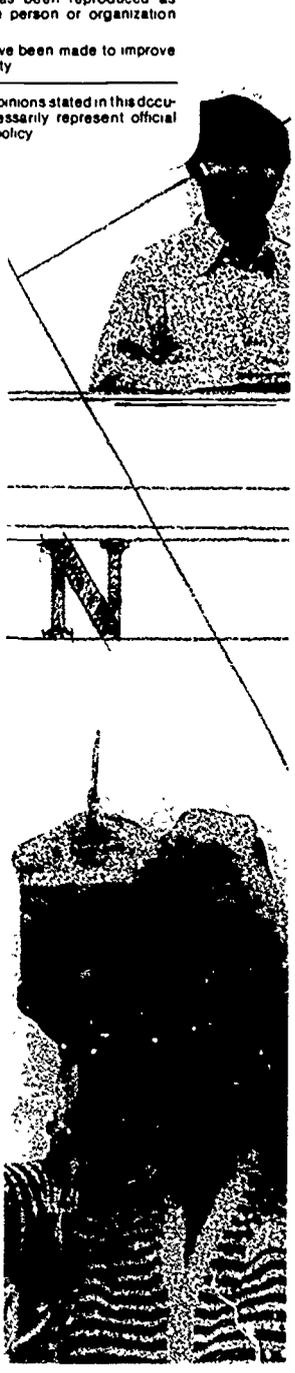
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THE EDUCATOR'S GUIDE

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FOREWORD

Postsecondary education faces major challenges for the future if it is going to remain responsive to changes in the areas of demography, labor force, economy, and societal expectations. If postsecondary education is to remain relevant, new programs to meet changing technological needs must be developed; increased sensitivity to the changing age, sex, and ethnic composition of the student population must be demonstrated; more training designed for part-time participants and for disadvantaged groups must be offered; and increased cooperation between business and educational institutions must be achieved.

In order to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information, the National Center has developed a packaged set of materials entitled *OPTIONS: Expanding Educational Services for Adults*. This package is the result of a major review and synthesis of the premiere appropriate materials available. Organized around three highly targeted issues, the *OPTIONS* package contains an educator's guide, a videocassette, three books, and three monographs.

This publication, *The Educator's Guide*, orients administrators, instructors, and counselors to *OPTIONS*--its background, philosophy, components, structure, and use. An accompanying videocassette discusses the issues and forces impacting on educational institutions serving adults and motivates postsecondary personnel to work for program success.

Linking with Employers provides a rationale for cooperative efforts with business and industry. This book describes procedures for establishing linkages and conducting programs such as co-op education, customized training, retraining and upgrading, apprenticeship, resource sharing, and economic development.

Developing Curriculum in Response to Change, prepares program staff to design and adapt curricula to conform to technological changes in the workplace and to meet the learning needs of adults. This book discusses the six-stage process of curriculum development: assessing needs, defining objectives, identifying resources, developing curriculum content, implementing the curriculum, and monitoring and evaluating implementation.

The three monographs enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult populations. *Adult Career Guidance* prepares counselors to provide intake, assessment, employability skill development, and career guidance to multicultural, handicapped, and older adults, as well as dislocated workers and women reentering the work force. *Entrepreneurship Education* provides models for planning and implementing an entrepreneurship education program for adults. *Literacy Enhancement for Adults* provides models for planning and implementing adult literacy programs.

Case Studies of Programs Serving Adults describes exemplary practices and programs that have successfully improved or expanded educational services for adults. This book integrates the three major foci of linking with employers, developing curriculum in response to change, and providing special services for adults.

The National Center wishes to acknowledge the leadership provided to this effort by Dr. Robert E. Taylor, recently retired Executive Director. Appreciation also is extended to the following individuals who served as a panel of experts in assisting staff in planning strategy, recommending document content, and critically reviewing drafts of the documents: Dr. Larry Hackney, Associate Dean of Counseling and Life Career Development, Macomb Community College; Dr. Ronald M. Hutkin, Vice President of Academic Affairs, North Dakota State School of Science; Dr. H. James Owen, President, Tri-Cities State Technical Institute; and Dr. Roger Perry, Vice President of Academic Affairs, Champlain College.

Special recognition is due to Roxi A. Liming and Catharine P. Warmbrod who prepared this publication. Recognition and appreciation are deserved by the following National Center Staff who played major individual roles in the development of the *OPTIONS* package: Richard J. Miguel, Associate Director for Applied Research and Development, and Catharine P. Warmbrod, Research Specialist 2 and Project Director, for leadership and direction of the project; Judith A. Samuelson, Research Specialist 2; James O. Belcher, Program Associate; Roxi A. Liming, Program Assistant; and David J. Kalamas, Graduate Research Associate, for synthesizing and developing the documents; and Monyeene Elliott, for her word processing expertise and dedication to a major typing endeavor. Appreciation is extended to Judy Balogh and her staff for providing final editorial review of the documents.

Chester K. Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Postsecondary education faces major challenges for the future if it is going to remain responsive to changes in the demography, labor force, economy, and societal expectations. New programs to meet changing technological needs must be developed. Increased cooperation between business and educational institutions must be achieved. Postsecondary institutions must respond to the changing age, sex, and ethnic composition of the student population.

In order to help educators meet these challenges, the National Center for Research in Vocational Education has developed **OPTIONS: EXPANDING EDUCATIONAL SERVICES FOR ADULTS**. This coordinated set of resources assists administrators, program directors, counselors, department heads, and instructors to meet the educational needs of adults. The resource books and monographs in **OPTIONS** serve as active references that help postsecondary educators in the creation of new programs and services or expansion and improvement of current programs. These resources prepare postsecondary educators to create and optimize linkages with local employers, keep individual program curricula abreast of the latest technological changes, and provide counseling services appropriate to adults.

This publication, *The Educator's Guide*, orients administrators, instructors, and counselors to **OPTIONS**. The guide leads users through the various components in the resource package, illustrates their use, and shows how the various publications support and supplement each other.



The Challenge Facing Postsecondary Education

There is little question that the remaining years of the 20th century will be a time of rapid change. The economy, responding to the combined influences of technological change and foreign competition, is shifting from one based primarily on the production of goods to one based primarily on the exchange of information and services. At the same time, the workplace is expected to change significantly with some jobs becoming obsolete and technology altering how other jobs are performed. Changes in the demographic composition of the work force and the aging of the work force also will impact significantly upon training and retraining needs of workers.

In such a period of transition, it is difficult to know how best to prepare workers for rewarding employment in a future whose structure can only be dimly perceived. As difficult as the task is, it is essential that postsecondary instructors, counselors, curriculum developers, program planners, department heads, and administrators understand the key demographic factors of the 1990s and the year 2000. By assessing the impact of these factors, postsecondary educators can develop policies that will address the education and training needs of the work force of the future.

Demographic Changes That Affect Postsecondary Education

Perceptions of the traditional college student being 18-21 years old are quickly changing. The following data substantiates this change.

- Currently, one out of three college students is 25 years or older.
- In the next 10 years, the 18- to 21-year-old population in the United States will decline an additional 29 percent.
- By the year 2000, approximately 60 percent of the college population will be over 30 years of age. At least one-half of this group will be studying part-time.

- A 1982 College Board national study reported that 60 million persons, or one-half of the adult population 25 years of age or older, studied one or more topics during the preceding year in a classroom setting.
- The National Center for Education Statistics reports that, each year, 20 percent of the adult population, or 24 million persons 25 years of age or older, enroll in classes offering coursework leading to a certificate or diploma.

Other demographic data that affect postsecondary education are as follows:

- The 1980 Census reported that 52 million out-of-school adults (age 18 and over) lack a high school diploma.
- Approximately 2.3 million adults pursue basic skills and high school equivalency programs each year.
- The U.S. Department of Education estimates that 15 percent of the work force is functionally illiterate. This translates into 25 million adults being functionally illiterate, with an additional 46 million adults who are not proficiently literate.
- Each year 750,000 to 1 million functionally illiterate youth graduate from high school.
- In the United States, 18 million persons aged 18 or older speak a language other than English in the home. Of these adults, 4 million do not speak English well or at all.

Demographic Changes That Affect the Work Force

Many demographic changes in the next 10 to 15 years will affect the composition of the work force. Some of these are detailed below.

- The proportion of the 16- to 24-year-old labor force will shrink from 30 percent in 1985 to 16 percent in the year 2000.
- Over 90 percent of those who will be working in 1990, and 75 percent of those who will be working in the year 2000, are already in the work force.
- By the year 2000, an estimated 5 to 15 million manufacturing jobs will be restructured.
- Between 2 and 3 percent of the work force--which is projected to reach about 135 million by the year 2000--may need to be retrained each year.
- Experts are saying that many people will need to be retrained 6 to 10 times in the course of their working lives.
- An estimated 29 percent of the net growth in the work force between 1985 and 2000 will be in minority groups.
- Women will account for about 63 percent of the new entrants into the labor force during the next 15 years.
- The National Alliance of Business estimates that by 1990, three out of four jobs will require some education or training beyond high school.

Other factors that affect the work force are as follows:

- Approximately \$30 billion a year is spent by the federal government on continuing education.
- Business and industries spend about \$30 billion to \$40 billion annually on educating and training their employees.
- State and local governments, non-profit organizations, and individuals spend an additional \$20 billion each year on continuing education and training.
- One in eight working Americans receives at least one formal training course each year.
- In the next 10 years, about 6 million more jobs are projected in the

most skilled occupation--executive, professional, and technical.

- In the next decade, only about 1 million new jobs are projected in the less-skilled and laborer categories.
- In the 5 years between 1979 and 1984, an estimated 11.5 million

people lost their jobs through plant closing, relocations, or technological innovations. An estimated 20 percent of those people need to improve their basic skills in reading, writing, mathematics, and communications if they are to find jobs with good chances for advancement.

Implications for Postsecondary Education

As changes in the population and labor force occur, and as skill level demands fluctuate as technology advances, postsecondary education must adapt. All of the demographic factors previously mentioned influence the types of workers who now, and in the future, are most likely to need vocational-technical education--new entrants, displaced workers, reentrants, or others. Some specific implications are as follows:

- With decreasing enrollments, postsecondary schools will be more aggressive in recruiting students who have usually been underrepresented: blacks, Hispanics, residents of aging central cities and rural areas, and older students.
- There will be a sharp rise in new student groups. Most notable among these will be adults who are 35 and older, women reentering the labor force, women currently holding part-time jobs, and men and women seeking to upgrade their skills and make midcareer changes.
- Educationally disadvantaged groups will comprise a larger percentage of postsecondary education's enrollment. This development implies that programs of remedial basic skill courses will be needed along with regular vocational/occupational skill courses.
- Curriculum changes will be needed to adjust for new technology, a

changing student population, and more part-time students.

- As sophisticated new technologies offer more efficient ways to accomplish certain tasks, many more companies are likely to offer employees opportunities for retraining and upgrading skill levels.
- An increase in tuition-aid programs and many more business-education joint enterprises are likely.
- Many adult workers will find themselves in obsolete jobs. They will need better information on available jobs and a better understanding of their aptitudes in order to be channeled effectively into new careers. This will place greater demands on adult career guidance systems.

The next few years will place many demands upon postsecondary education. It will be called upon to conduct traditional instruction, to help ensure that students have basic communication and computational skills, to play an expanded role in training the disadvantaged, and to retrain and upgrade more adult workers than ever before. The challenges are many and many program adjustments will be needed.

To help postsecondary educators meet these challenges, the National Center for Research in Vocational Education presents **OPTIONS: EXPANDING EDUCATIONAL SERVICES FOR ADULTS**. Over the past few

years, much research has been conducted on these issues. Often, practitioners do not have the time to read through volumes of materials in order to find specific solutions to these problems. OPTIONS: EXPANDING EDUCATIONAL SERVICES FOR ADULTS presents solutions to these challenges in a format that is easily accessible. Specific steps, procedures, and guidelines are presented that will help practitioners implement new programs and update existing programs to meet the needs of the workers of the future.

OPTIONS: EXPANDING EDUCATIONAL SERVICES FOR ADULTS consists of the following four books:

- *Linking with Employers*
- *Developing Curriculum in Response to Change*
- *Special Services for Adult Learners*

- *Case Studies of Programs Serving Adults*

In addition to these books, a videocassette and a publicity kit also are included in the OPTIONS package. The videocassette gives a quick overview of the challenges facing postsecondary education and orients viewers to the OPTIONS package. It is designed to motivate staff to work for improved programs that serve the needs of adults. The handy publicity kit contains art work, layouts, copy, and ideas to help in publicizing programs that serve adult students.

The following sections describe the books in the OPTIONS package and how they can help instructors, counselors, curriculum developers, program planners, department heads, and administrators plan and implement programs and services for adults.



Linking with Employers

Long-term success in linkage development requires effective planning, solid marketing strategies, superior organization, and timely provision of quality products and services. In short, it requires sound management of available resources--whether they be people, money, materials, or time. *Linking with Employers* provides detailed guidelines that help prospective and experienced linkers acquire the skills and knowledge necessary to manage an institution's linking efforts. These guidelines are based upon extensive research into the strategies of successful linking agents and their institutions.

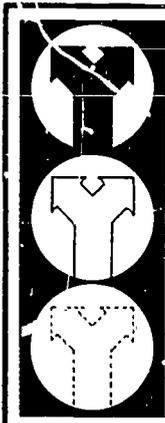
Part I, "An Introduction to Linkages," discusses business, industry, and labor leaders' needs, interests, and expectations. It creates an awareness of the many opportunities available for cooperative activity and an understanding of post-secondary education's role in economic development. Two individuals responsible for the management of large private enterprises present their views toward education and training in the United States. The perspectives of organized labor also are discussed.

Part II, "Building Linker Skills," describes the general skills needed by the individual chosen to fill the role of linking agent. The reader is provided with an outline of what the linking agent should know about the educational arena, the business, industry, and labor arena, organ-

izational development, interpersonal interaction, and the management of institutional resources. Self-assessment and self-development strategies are provided and will be useful to anyone assigned to or contemplating a linking role. Guidelines for developing and evaluating an institutional linkage plan and techniques for establishing linkages are provided. Special emphasis is placed upon the development of promotional materials.

Part III, "Taking Action," provides action guidelines for carrying through the linkage plans of an institution. The major focus is on customized or contract training and describes how to provide effectively the training and training-related products required and desired by business, industry, and labor. Guidelines for developing and maintaining cooperative education and apprenticeship programs also are provided. A summary of the many barriers to effective linkages and possible solutions to common linkage problems are included.

This comprehensive reference in an easy-to-use, three-ring binder provides positive guidelines and practical suggestions for establishing cooperative efforts with employers. This straightforward, factual, and informative reference will be useful to persons performing business and industry liaison responsibilities--administrators, department heads, program planners, instructors, and business-industry coordinators.



Developing Curriculum in Response to Change

If vocational-technical education is to remain relevant, educational institutions must be responsive to changes in technology used by business and industry. Processes for monitoring new and emerging skills must be refined. The procedures for modifying existing programs and developing new ones must be streamlined and made more efficient. Staff must be encouraged to keep their knowledge and skill levels up-to-date.

Developing Curriculum in Response to Change provides strategies that educators of adults can use to design and adapt curricula that meet the changing needs of the workplace and adults. It provides vocational-technical educators with an awareness of the magnitude of the challenge facing them. It stimulates interest in developing programs to meet the challenge, and it provides information on how to develop programs and curricula that respond to the needs of students as well as business and industry.

Part I, "The Challenge of Change," discusses the changing workplace and its effects on vocational-technical education. A discussion of how technology is altering the economy and social institutions is included. The effects that telecommunications, computer applications, and advanced manufacturing technologies have on labor demand and on occupations are reviewed and the future of vocational-technical education is explored.

An analysis of the ways that a vocational-technical institution can re-

spond to technological innovations is also presented in Part I. Strategies and processes used to identify emerging skills and the strategic long-range planning process also are discussed.

Part II, "Stages of Curriculum Development," describes six stages involved in the curriculum development process. These stages are as follows:

- Assessing needs
- Defining objectives
- Identifying resources
- Developing curricular content
- Implementing a curriculum
- Monitoring and evaluating implementation

Accurate appraisal of employer, curricular, and staff development needs is the first stage in the curriculum development process. A systematic approach to the process of reviewing employer and employee needs is outlined in Part II. In addition, a discussion of how a needs assessment can determine the difference between existing and desired levels of attainment in a program area is presented. The process and tasks involved in keeping teachers up-to-date are reviewed.

Defining objectives is the second stage in the curriculum development process. A description of how information can

be used to establish needs, goals, and objectives is presented. Two methods for establishing priorities, the fatal flaw analysis method and the feature analysis method, are described.

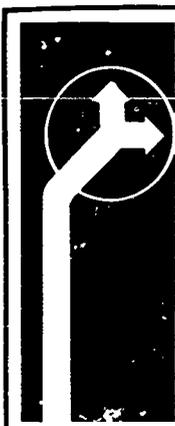
The third stage is identifying resources. A variety of information sources, their location, and their use are suggested. In addition, three small group techniques for gathering information are discussed.

The fourth stage is developing curricular content. A curriculum development model and the steps involved are outlined. The DACUM process and how it can be used in occupational analysis and curriculum development is discussed. Information about adult development theory, its implications for program development and instruction, and some practical guidelines for promoting adult student retention are given.

Implementing the curriculum is the fifth stage. The planning process for implementation is outlined and strategies for overcoming resistance to new programs or curricula are described. Six strategies for updating teacher skills also are analyzed.

Monitoring and evaluating implementation is the sixth stage. A description of program evaluation and how it is accomplished is presented. In addition, an outline for developing an evaluation system is included.

This planning guidebook outlines procedures for developing or adapting curricula. Packaged in a three-ring binder, it is a valuable reference for instructors, curriculum developers, and others who design and adapt curricula in response to changes in the workplace.



Special Services for Adult Learners

This collection of three books provides guidelines, recruitment strategies, client characteristics and needs, program planning and implementation approaches, and assessment strategies. Packaged in a convenient three-ring binder, these books will be useful to administrators, program planners, counselors, and instructors as they plan and implement the special programs

needed to serve adult students. Topics included in this collection are as follows:

- *Adult Career Guidance*
- *Entrepreneurship Education*
- *Literacy Enhancement for Adults*

Adult Career Guidance

This book provides important demographic information as well as program guidelines needed to effectively plan and implement programs geared to serving adults. Each chapter stresses the importance of realistic and thorough planning activities that take into account the characteristics and needs of the major adult populations now enrolling in postsecondary educational programs.

Program planners and counselors can use this information to develop programs that serve the needs of dislocated workers, displaced homemakers, women reentering the work force, displaced farmers, handicapped adults, multicultural adults, and older adults.

Entrepreneurship Education

This book describes the characteristics of entrepreneurs and the specific planning information needed by the entrepreneurship education program developer. An important feature of this book is its wealth of curriculum and organizational resource listings, which are designed to enable the program developer to tap into the emerging entrepreneurship networks.

Topical areas included in *Entrepreneurship Education* include the following:

- Establishing program goals and objectives
- Locating support services and facilities
- Budgeting

- Obtaining funding
- Marketing the program
- Selecting an advisory committee
- Evaluating the program

Literacy Enhancement for Adults

This book provides detailed information concerning the characteristics and the educational needs of illiterate and semi-literate adults. Strategies for remediation are provided along with discussions of resource materials and assessment instruments.

The second part of this book focuses exclusively on the limited English-

proficiency (LEP) client. Vital demographic and cultural information is provided to sensitize the program planner and the instructor to the needs and abilities of limited English-proficient students. This part of the book is designed to facilitate the planning and implementation of a bilingual vocational education program.



Case Studies of Programs Serving Adults

This comprehensive resource describes successful programs that have improved or expanded services for adults. Organized in a three-ring binder for quick, easy reference, this book illustrates how educational institutions can plan, implement, and conduct programs that meet the needs of adult students. These 61 different case studies describe a variety of programs, in various stages of development, at both established and developing institutions.

These case studies are helpful in numerous ways. They serve as idea sources and help educators of adults find solutions to existing needs. They provide examples of successful programs that can be easily adapted. Insights are provided into the processes that these institutions have used in developing programs. Case studies serve as motivators to administrators and faculty to set new goals for programs. They also help educators verify that current program goals and operating methods are in line with the current trends in postsecondary education.

Case Studies of Programs Serving Adults is divided into four parts with each part organized around a central theme. Each part is then separated into sections that focus on specific topics.

Part I, "Case Studies of Services for Employers and Their Workers," discusses postsecondary linkages with employers in order to provide services to workers. Section 1 focuses on customized training and retraining programs and how postsecondary institutions have responded to indus-

try's needs. Section 2 describes several literacy programs that are sponsored by major corporations and offered through postsecondary institutions. Section 3 describes how different postsecondary institutions are involved in their local communities' economic development efforts.

Part II, "Case Studies of Programs for Organized Labor," discusses organized labor's educational offerings to workers. Section 4 focuses on both long-term and short-term education and training programs offered through unions. The cooperative effort that exists between postsecondary institutions and industry in offering apprenticeship training programs is described in Section 5.

Part III, "Case Studies on Industry-Education Joint Ventures," focuses on collaboration between industry and education. Section 6 discusses industry and education's roles in establishing and developing high technology programs. Section 7 describes the cooperation that exists between education and industry in providing cooperative education programs for students and return-to-industry programs for faculty.

Part IV, "Case Studies of Special Services and Programs for Adults," focuses on postsecondary institutions responses to students with special needs. Section 8 describes programs developed to serve dislocated workers. Section 9 discusses programs for persons with disabilities. Section 10 describes different programs, some operated at the college level and some

operated in cooperation with industry, for improving occupationally related basic skills.

Each case study provides a brief description of the program and how it

operates. Where possible, the case study describes funding and staffing patterns and the reasons that a program was initiated. Linkages with employers and other institutions also are detailed.



Using Options

OPTIONS: EXPANDING EDUCATION SERVICES FOR ADULTS is designed for one purpose: helping postsecondary institutions make existing structures flexible and responsive to diverse student populations. Establishing linkages with employers, developing and updating curricula, and providing special services for adult learners are three important ways that postsecondary institutions can achieve this goal.

Although each book in OPTIONS is based on a specific topic, the four books supplement and support each other. Users of this material will find helpful and practical guidelines relevant to specific topical or program areas in one or more publications. In addition, a variety of programmatic options are discussed that can be adapted to an institution's specific needs.

For example, assume that XYZ Community College has assessed its and the local community's needs, resources, and goals. XYZ Community College has decided that it must strengthen its customized training and retraining department in order to provide more effective services to business and industry. By using the resources available in OPTIONS, XYZ Community College's administrators, instructors, and business and industry coordinators can discover ways to achieve its goal.

First, persons concerned with linkages should read *Linking with Employers*

and, in particular, read the following chapters:

- Chapter 1, "Business and Industry Perspectives"
- Chapter 4, "The Effective Linker"
- Chapter 5, "Developing a Linkage Plan"
- Chapter 6, "Techniques for Establishing Linkages"
- Chapter 7, "Providing Customized Training"
- Chapter 10, "Dealing with Business and Industries' Barriers to Linkages"

After reading this material and assessing the current program's strengths and weaknesses, those involved with the customized training and retraining programs should read sections one and three in *Case Studies of Programs Serving Adults*. These case studies give XYZ Community College some specific models on which it may want to base its program.

When XYZ Community College develops its linking strategy, those involved with the customized training program should refamiliarize themselves with the curriculum development process. Specifically, they should read chapters three through eight in *Developing Curriculum in Response*

to Change. Because many of the trainees may need special services, they also should familiarize themselves with the special services they might provide by reading chapters one and two in *Adult Career Guidance* and chapters one through five in *Literacy Enhancement for Adults*.

In another example, suppose that ABC Technical Institute has been asked by a major employer to develop a literacy program for its workers. The representatives of ABC Technical Institute first should read chapters one through five in *Literacy Enhancement for Adults*. These chapters' topical areas are as follows:

- Characteristics of illiterate adults
- Literacy competencies for work
- Assessing students' basic skills
- Providing remedial instruction
- Guidelines for program development

After ABC Technical Institute's representatives have an understanding of the issues and programming options, they should read sections two and ten of *Case Studies of Programs Serving Adults* for specific examples of successful programs.

In addition, ABC Technical Institute's representatives should read chapters three through eight in *Developing Curriculum in Response to Change* in order to develop appropriate instructional methods and materials. The representatives also should become familiar with the information in chapters one and three of *Adult Career Guidance*: "Implementing Adult Intake and

Assessment" and "Providing Career Guidance for Multicultural Adults."

In a third example, assume that RST Vocational-Technical Institute is located in an area with a high unemployment rate. The administrator of the institute has been asked to sit on a local economic development board and will be representing the institute. To help the administrator analyze his or her role, the administrator should read chapters three and ten in *Linking with Employers*: "The Two-Year College and Economic Development" and "Dealing with Business and Industries' Barriers to Linkages." The administrator also should read section three of *Case Studies of Programs Serving Adults* to find out more about other institutions' roles in economic development activities. Plus, all of the information in *Entrepreneurship Education* will be of use to an institution wanting to provide a program that will help local economic development efforts.

The following matrix is designed to help readers use the OPTIONS resources effectively. The matrix highlights those sections or chapters of the various books that relate to specific programming options, such as customized training and retraining programs, apprenticeship programs, high technology programs, and so forth. Each reader approaches the information in the OPTIONS resources from a different perspective and with different needs; therefore, different sections will be of various interest and usefulness to each reader. The sections recommended in the matrix should be used as starting points for the reader. The reader is encouraged to review other sections within the OPTIONS material, in addition to the material recommended in the matrix.

Program Areas

Books in OPTIONS

	<i>Customized Training and Retraining Programs</i>	<i>Industrial Literacy Programs</i>	<i>Economic Development Programs</i>	<i>Education and Training Programs for Organized Labor</i>	<i>Apprenticeship Training Programs</i>	<i>High Technology Programs</i>
Linking with Employers	Chapters 1, 4, 5, 6, 7, and 10	-----	Chapters 3 and 10	Chapters 2, 7, and 10	Chapters 2, 8, and 11	-----
Developing Curriculum in Response to Change	Chapters 3 - 8	Chapters 3 - 8	-----	Chapters 3 - 8	Chapters 3 - 8	Chapters 1 - 8 Appends. A - D
Special Services for Adult Learners						
• Adult Career Guidance	Chapters 1 and 2	Chapters 1 and 3	-----	Chapters 1 and 2	Chapters 1 and 2	-----
• Entrepreneurship Education	all	-----	all	-----	-----	-----
• Literacy Enhancement for Adults	Chapters 1 - 5	Chapters 1 - 5	-----	Chapters 1 - 5	Chapters 1 - 5	-----
Case Studies of Programs Serving Adults	Sections 1 and 3	Sections 2 and 10	Section 3	Section 4	Section 5	Section 6

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Program Areas

Books in OPTIONS

	<i>Cooperative Education Programs</i>	<i>Faculty Return-To-Works Programs</i>	<i>Dislocated Worker Programs</i>	<i>Programs for Persons with Disabilities</i>	<i>Programs for Improving Occupationally Related Basic Skills</i>	<i>Programs for Multicultural Adults</i>
Linking with Employers	Chapters 9 and 10	-----	-----	-----	-----	-----
Developing Curriculum in Response to Change	-----	Chapter 7	Chapters 3 - 8	Chapters 3 - 8	Chapters 3 - 8	Chapters 3 - 8
Special Services for Adult Learners						
• Adult Career Guidance	-----	-----	Chapters 1 and 6	Chapters 1 and 5	Chapters 1 and 2	Chapters 1 and 3
• Entrepreneurship Education	-----	-----	all	-----	-----	-----
• Literacy Enhancement for Adults	-----	-----	Chapters 1 - 5	-----	Chapters 1 - 5	Chapters 1 - 5
Case Studies of Programs Serving Adults	Section 7	Section 7	Sections 8 and 3	Section 9	Sections 10 and 2	-----

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Program Areas

Books in OPTIONS

	<i>Programs for Older Persons</i>	<i>Programs for Dislocated Farmers</i>	<i>Programs for Displaced Homemakers</i>			
Linking with Employers	-----	-----	-----			
Developing Curriculum in Response to Change	Chapters 3 - 8	Chapters 3 - 8	Chapters 3 - 8			
Special Services for Adult Learners						
• Adult Career Guidance	Chapters 1 and 4	Chapters 1 and 7	Chapters 1 and 8			
• Entrepreneurship Education	-----	-----	-----			
• Literacy Enhancement for Adults	Chapters 1 - 5	Chapters 1 - 5	Chapters 1 - 5			
Case Studies of Programs Serving Adults	-----	-----	-----			

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