This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes in which the documents are arranged alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EN)
Mission of the Center

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research,
- Developing educational programs and products,
- Installing educational programs and outcomes,
- Operating information systems and services,
- Conducting leadership development training programs.

ISSN 0055-3784

This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, U.S. Department of Health, Education, and Welfare (Contract Number 300-75-0141). Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Office of Education position or policy.
Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to helping others find useful information.

*Resources in Vocational Education* is prepared bimonthly by the staff of the AIM/ARM Project under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor, Director
The Center for Vocational Education
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Sample Document Resume

ERIC Accession Number—Identification number sequentially assigned to documents as they are processed.

Author(s)

ED 126,314  95
Schroeder, Paul E., Ed.

Title

Proceedings of a Symposium on Task Analyses/Task Inventories.

Organization where document originated.

Ohio State Univ., Columbus Center for Vocational Education

Date published

Report No.—VT-102-987
Pub Date 75

Contract or Grant Number

Grant—OEG-0-74-1671

Alternate source for obtaining documents.

Note—131p : Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975. Page 121 will not reproduce well in microfiche due to small size of type

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10.5975)

EDRS Price—price through EDRS Reproduction Service. ME means microfiche; HC means hard copy. When listed “not available from EDRS,” other sources are cited above

EDRS Price MF$0.83 HC$7.35 Plus Postage.


Identifiers—Task Inventories

Identifiers—Not found in the Thesaurus of ERIC Descriptors

Informative Abstract

In November 1975, a group of 135 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by the authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: "Formats and Strategies in Information Task Analysis"; "Task and Content Analysis Methods: An Expanding View"; "The Job Analysis Technique of the U.S. Employment Service: Functional Job Analysis"; "The Comprehensive Occupational Data Analysis Program: The Position Analysis Questionnaire: From Theory to Practice"; "Information Mapping: How it Helps Task Analysis"; "The Marine Corps Task Analysis Program: Occupational Analysis in the U.S. Air Force"; "The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners: The Development of Job Task Inventories and Their Use in Job Analysis Research Methods for Curriculum Content Derivation, Task System Analysis, Job Task Analysis in Text and Test Development, and Task Analysis: The Basis for Performance Tests and Instructional Design (ND)"

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Identifiers—additional identifying terms not found in the Subject Index

Abstractor's initials.
DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.


This third of a 3-volume curriculum guide for Grades 1-9, contains master units for Grades 8-9 which incorporate career education concepts into the existing curriculum. The career education program for Grades 8 and 9 focuses on a career-related career-choice, educational planning, decision-making, and personal information and individual differences which will greatly affect an individual's choice of a career. The five master units for Grade 8 are: Physical Science, Survey of Literature, Contemporary English, and Mathematics. The general format for each unit includes: introduction, educational goals, career education concepts, informational (behavioral) objectives, instructional materials, student activities, secondary education, *Teaching Guides, *Vocational Education, *Work Attitudes.

This teaching guide provides vocational teachers with a method for implementing work ethics instruction. Twenty-three lesson plans are included, which are organized into eight instructional units. Learning about Work, Developing Personally; Conducting Yourself Ethically; Developing Human Relations Skills; Getting a Job, Performing on the Job; Managing Money; and Working for Everyone. Each lesson contains student objectives, motivation techniques, learning activities, content summary, teaching aids and references, and an evaluation technique.

More than 20 different student activities are included in the motivation techniques and learning activities throughout the guide. Although the materials may be used in a regular classroom setting, field testing revealed that they are most relevant when taught at the 10th and 11th grade levels. (Author/RC)


Guidelines are presented for developing a career counseling instrument which may be used to identify and select students who can benefit from a particular vocational program. Instrument construction takes approximately two hours and entails selecting appropriate criteria for student evaluation (such as grades, attendance, attitude, mental level, and program of interest) and assigning point values to each. The student is rated on a scale for each of the criteria, resulting in the attainment of points for each scale as well as a total point count for the instrument. Data for the instrument is obtained from student records and teacher evaluation. Sample forms are included. (Author/SG)


The teaching guide provides vocational teachers with a method for implementing work ethics instruction. Twenty-three lesson plans are included, which are organized into eight instructional units. Learning about Work, Developing Personally; Conducting Yourself Ethically; Developing Human Relations Skills; Getting a Job, Performing on the Job; Managing Money; and Working for Everyone. Each lesson contains student objectives, motivation techniques, learning activities, content summary, teaching aids and references, and an evaluation technique.

More than 20 different student activities are included in the motivation techniques and learning activities throughout the guide. Although the materials may be used in a regular classroom setting, field testing revealed that they are most relevant when taught at the 10th and 11th grade levels. (Author/NS)


Report No.--VT-103-247 Pub Date--Jun 76 Note--8p., For a related document see CE 008 916


The technical report documents the methodology of a study reviewing the vocational research and exemplary projects in Oregon, so that successful projects or products may be accessible for transportability to other environments. The three stages of research were: (1) Data collection of information on practices, (2) selection of promising practices, and (3) dissemination of information on those practices designated as promising through publication of a handbook. The review and dissemination procedures are detailed under the headings: Document Review, On-Site Visitation, Selection Process, and Compiling the Handbook. Findings of the study are presented in 13 tables according to such variables as career development level, fiscal characteristics, contacting agencies, and instructional level. The project staff concludes that more practices would have been designated as "promising" if means were available for communicating these to others. Recommendations are offered for proposal preparation, project management, and dissemination, including procedures for updating the handbook. Appendices include a list of references, a list of consultants, project forms, selection criteria, flow charts of procedures, and correspondence. (RG)
ED 130 141

CE 008 917

Thomais, William H., Comp.


Ohio State Univ., Columbus. Center for Vocational Education.

Sponsoring Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-249

Pub Date—July 76

Note—264p.

EDRS Price MF-50.83 HC-514.05 Postage.


The resumes in this document cover a broad range of fields and occupations and are arranged in alphabetical order by title. A cross-reference title index is provided at the end of each section for practices encompassing more than one main area. A glossary and subject index are included. (Author/RC)

ED 130 143

CE 008 954

Luker, William A., Alternaty, Lewis M.


North Texas State Univ., Denton.


Report No.—VT-103-286

Pub Date—Dec 73

Contract—29538

Note—115p.

EDRS Price MF-50.83 HC-56.01 Postage.


Identifiers—Texas

As a possible solution to the problem of inaccurate perceptions toward vocational-technical occupations among teachers and pupils, the project investigated the feasibility of training secondary school teachers in a range of disciplines to act as agents of manpower-economic information dissemination and attitudinal change. Methodology involved in-service seminars and summer institutes for a total of 107 teachers. Regression analysis of the teachers' perceptions indicated that pupils of the trained teachers experienced greater increases in knowledge and developed more positive attitudes toward nonprofessional work modes than did pupils of nonparticipating in-service teachers. However, analysis did not show that pupils of participant teachers experienced a significantly greater increase in realistic attitudes toward nonprofessional work modes. From these findings it was concluded that the program objectives had been actualized. Development of a delivery system utilizing multimedia technology, with a software support system, was recommended. A summary of the teacher training units, tests of participants, evaluation variables, and the study instruments are appended. (Author/RC)

ED 130 144

CE 008 973

School and College Administrators' Seminars: Community Resources. Report and Major Addresses.


Report No.—VT-103-305

Pub Date—July 75

Note—133p.

EDRS Price MF-50.83 HC-57-35 Postage.


Identifiers—Texas

An overview of a series of 10 regional seminars to improve communications between schools and the community is presented in this report. The program format and a list of 1972 seminar sites are included. The major addresses of experts in various fields which were presented at the seminars are included in a statement of objectives as presented in a statement of objectives by a businessman, was to sharpen the local economy ages school products, how, where, and when people get trained, a plan for educational use, and a workable model for school-community relations. (MF)

ED 130 145

CE 008 991

Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System.

North Texas State Univ., Denton.


Report No.—VT-103-313

Pub Date—Oct 75

Contract—30818

Note—44p.

EDRS Price MF-50.83 HC-52.06 Postage.


Identifiers—Texas

The purpose of this project was to determine the effectiveness of a pilot element of a statewide delivery system for career education as a method for preparing secondary teachers to be effective agents of world of work economic information dissemination and attitudinal change. The primary objectives were: (1) to develop a pilot element of a statewide delivery system for career education, (2) to develop, produce, and evaluate a teacher in-service training system utilizing audiovisual components, and (3) to develop an implementation program procedures and activities for the two project phases are described in the report. Phase 1 involved the development of the pilot delivery system while Phase 2 was concerned with the implementation and evaluation. A quasi-experimental design was employed with a sample of 30 teachers. It was found that pupils of teachers participating in the program did not evidence more understanding of the world of work, but did experience a greater increase in positive attitudes toward productivity, self-confidence and motivation than did pupils of nonparticipating teachers. These findings suggest that project objectives were met and that an effective delivery system can be developed. Appended to the document are related to the in-service program. (Author/NJ)

ED 130 148

CE 009 019


Ohio State Bureau of Employment Services, Columbus.

Report No.—VT-103-351

Pub Date—June 76

Note—95p.

EDRS Price MF-50.83 HC-54.67 Postage.


Identifiers—Ohio

This 89 tables present total employment in Ohio (civilian and military) and in each of its 88 counties from 1940 to 1970 as tabulated by the Bureau of Census. Each table indicates the number employed and the percent of the total employed for 1940, 1950, 1960, and 1970 in the following industries: Agriculture, forestry, fishing, mining, construction, manufacturing, transportation and utilities, wholesale and trade, finance, insurance, and real estate, services, public administration, and armed forces. In Ohio as a whole, total employment increased 36.8% from 1940 to 1950, 14.8% from 1950-1960, and 17.1% from 1960 to 1970, in ove rall gain of 75.9% from 1940 to 1970. Six industries
showed absolute decline Agriculture, mining, textile mill products, apparel, railroad transportation, and private households Agriculture, forestry, and fishing and mining; contract construction; construction; manufacturing and transportation and utilities declined in their relative shares of total employment from 1950, while the remaining sectors increased their relative shares. (Analysis) (NJ)

ED 130 149 CE 009 020
Thoenen, Carl E. Ewars, Craig K.
Careers, Counseling, and Control.
Report No.—VT-103-352
Pub Date—[75]
Note—46p. For related papers, see CE 009 021-026, CE 009 028-035, and ED 112 155
EDRS Price MF-S0.83 HC-S0.56 Plus Postage.
Descriptors—Behavioral Science Research, Career Choice, Decision Making, Models, Research Needs, Theory, Vocational Counseling, Vocational Development.

This paper describes and analyzes current research in career development, suggests further issues for investigation, and offers recommendations for research based on the following theory and self-control techniques which would result in a self-management approach to career decisions. A decision-theory model of career choice similar to the scientific method is presented with suggestions for counselor implementation. From the viewpoint of the counselor's role as one of helping clients to engineer their own decisions, some behavioral science knowledge requirements are identified as guides for needed research. The kinds of questions and methods currently pursued in career research are briefly reviewed, and their limitations and possibilities are examined. The career development theories of Holland and Super are described along with typical research questions, methods, and overall results. The social learning model of career selection formulated by Krumboltz is outlined with suggestions for counselor implementation and research possibilities. As a conceptual basis for experimental studies on career relevant behavior, a self-control framework is presented which suggests areas of commitment, awareness, environment, and consequences are discussed as each relates to career issues. A discussion of research needs poses questions about self-control techniques which merit further investigation. (NJ)

ED 130 150 CE 009 021
Yen, Grace
An Analysis of Vocational Education R and D Policies from Three Perspectives.
Pub Date—7 Jul 75
Note—35p. For related papers, see CE 009 020-026, CE 009 028-035, and ED 112 155. Not available in hard copy due to marginal reproducibility of original document. (Analysis) (NJ)
EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Identifiers—United States

The actual impact of research and demonstration projects in professional education is evaluated. Criteria for a reliable research design are specified regarding sample size, sample selection, control groups, and economic and educational benefit and impact. The impact of research and demonstration projects is analyzed in the areas of curriculum, teacher education, learning processes, capital equipment and facilities, supportive services, and innovation input combinations. The actual contribution of these projects to vocational education is examined in two aspects: The characteristics of research and demonstration projects that satisfy the ideal criteria in actual implementation are discussed, and the extent to which educators and policy makers have made use of the research and demonstration projects is evaluated. The general conclusion is that although some demonstration projects have helped modify or improve instruction techniques, limitations still exist: (1) Lack of adequate research design or evaluation methodology, (2) abandons of objectives, (3) weakness in survey technique, and (4) weakness of impact due to small sample size, limited population, or triviality of problem tested. A table displays a sampling of a variety of project-related parts containing 1, of the vocational education amendments. (NJ)

ED 130 152 CE 009 023
Strong, Merle E. Jarold, Daniel
The Status of Research Capabilities in Vocational Education Research and Development.
Pub Date—75

Note—19p. Not available in hard copy due to marginal reproducibility of the original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
EDRS Price MF-S0.83 HC-S0.56 Plus Postage.

Identifiers—United States

The thesis of this paper is that vocational education and the persons it espouses to serve deserve the potential benefits of research and development which are not being maximized at the present time. Following a brief summary of vocational education legislation, the general efficiency and ability of the research and development program is critically reviewed in terms of personnel, policies, and coordination. Factors that inhibit optimum research and development are: (1) Lack of adequate numbers of trained vocational education researchers, (2) lack of confidence in vocational educators by the U.S. Commissioner of Education, (3) problems in developing an organization structure for research, (4) lack of long-range planning for subdisciplines, (5) continued reorganization within the Department of Health, Education, and Welfare, (6) magnitude and continuity of funding, (7) lack of "hard money" research positions, (8) expectations of research, research, and more research, and (9) the need to support other activities. Five conditions are described which, if met, would contribute substantially to a more effective research and development program. (Author/RG)

ED 130 153 CE 009 024
Bice, Barry R.
An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts.
Pub Date—7 Jul 75
Note—29p. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
EDRS Price MF-S0.83 HC-S0.56 Plus Postage.

The interrelationships and problems existent in the dissemination and utilization of the results of research and development efforts in vocational education are explored. The problem areas relate to the responsibilities of the various education agencies, the necessity and types of information or products to be disseminated, target audiences, dissemination techniques, and documentation of utilization. Recommendations offered to alleviate some of the problems are: (1) Develop a taxonomy for classifying and describing research results, (2) define target audiences for specific information needs, (3) analyze personnel and socio-psychological factors involved, (4) develop a process for evaluation of research before dissemination, (5) reexamine procedures for inclusion in information systems, (6) implement a system for disseminating all centers responsible for dissemination and utilization, (7) reexamine federal and state policy, and (8) explore alternative delivery systems for encouraging utilization. A bibliography is included. (RG)
ED 130 154  CE 009 025
Simpson, Elizabeth Jane
Report No.–VT-103-357
Pub Date.–[75]
Note.–Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
EDRS Price MF$20.15 Plus Postage. HC Not Available from EDRS.
Descriptors.—Curriculum Development, Federal Programs, Financial Support, Historical Reviews, Needs Assessment, Occupational Clusters, Program Descriptions, Program Evaluation, Program Improvement, Vocational Education Identifiers.—Vocational Education Amendments 1963
This paper summarizes the purposes, history, and funding history of the curriculum development program which is Part I of the Vocational Education Amendment 1963, describes the major categories of the program effort, and offers recommendations for the future of the program. Problems in career development and management at the national level which have no solutions about the Part I program are identified. In the historical summary of the program, the following topics are covered: Funding mode, the curriculum development branches of funding awards, establishment of priorities, funding procedures, alternative funding modes, and monitoring of Part I projects. Brief descriptions of the 15 major occupational cluster curriculum projects funded under Part I appear with a table showing the distribution of Part I funds by occupational cluster for fiscal years 1971–1974. Recommendations for the future of the program are included.

ED 130 155  CE 009 026
Schaffer, Carol J.
Helter-Skelter: Vocational Education R & D.
Report No.–VT-103-358
Pub Date.–15 Jun 75
Note.–Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
EDRS Price MF$20.15 Plus Postage. HC Not Available from EDRS.
Descriptors.—Administrator Role, Educational Legislation, Educational Policy, Educational Research, Federal Legislation, Federal Programs, Needs Assessment, Research and Development Centers, Research Needs, State of the Art Reviews, Vocational Education Identifiers.—United States
This paper focuses on the federal efforts in vocational research and development (R&D) of the last decade, reviewing major accomplishments, speculating on possible misdirections, and recommending directions for the future. The administration of vocational R&D is briefly described and a historical overview is presented of federal efforts from the passage of the vocational act of 1963 to the present. The status of the administration’s major accomplishment of providing visibility for vocational R&D, several specific accomplishments are enumerated, most of which indicate that the emphasis has been placed on developmental rather than on basic research. In speculating on possible alternatives to past directions, the change in emphasis from research to developmental priorities is traced from the point of view that the haste to operationalize has delayed vocational research efforts, and that research monies into programmatic efforts and failing to engage in interdisciplinary research for a long enough period of time. In addressing the problem of how best to utilize the existing vocational research and development system for improvement, the author argues for more basic research to solve the sociological, psychological, and economic problems encountered in vocational education. An appeal is made to the two national academies to perform their original mission of vocational R&D, and to the research coordinating units to focus more on research coordination. (NJ)

ED 130 156  CE 009 028
Pucaski, Roman
Vocational Research and Development: Key to Survival in America's Third Century.
Report No.–VT-103-360
Pub Date.–[75]
Note.–13p; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
EDRS Price MF$20.83 HC$51.67 Plus Postage.
A primary rationale presented for the continuation of vocational research and development is that major technological changes will require the development of curricular programs to meet the changing needs of industry as new job skills continue to emerge. Additional factors that challenge vocational research are the development of marketable skills for all high school students whether or not they plan to continue their education; retraining of the unemployed, the provision of opportunities for women, the disadvantaged, and handicapped, effective guidance and counseling programs, and the need of statewide management information systems. (RG)

ED 130 157  CE 009 029
Blake, Joseph F.
Dissemination of Research and Development Products and Results in Vocational Education.
Report No.–VT-103-361
Pub Date.–[75]
Note.–60p; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
EDRS Price MF$20.83 HC$51.67 Plus Postage.
Descriptors.—Educational Programs, Federal Programs, Information Centers, Information Dissemination, Information Networks, Information Utilization, State of the Art Reviews, Vocational Education Identifiers.—Educational Resources Information Center, ERIC, ERIC Clearinghouse in Career Education, ERIC Clearinghouse on Vocational Education, Pennsylvania, Tennessee, United States
This paper describes some of the systematic efforts used in the last decade for disseminating the products of research and development in vocational education and provides suggestions for dealing with problems and issues to facilitate the movement of information resources from producers to consumers. The paper (1) describes the role of the Educational Resources Information Center (ERIC) in the dissemination of information in vocational education, (2) reviews the efforts and activities of the Center for Vocational Education (CVE) at the Ohio State University in operating the ERIC Clearinghouse, and (3) describes the scope and purpose of the ERIC Clearinghouse on Career Education along with some recent observations on the Center’s operation while at Northern Illinois University. The role of AIM/ARM (Abstracts of Instructional Materials)/Abstracts of Research Materials) in vocational education information dissemination is described, including the history, goals, funding, and accomplishments of its decade of operation. The state dissemination systems of Tennessee and Pennsylvania are described in detail. Also included are a discussion of the utilization of research and development products and results, a sampling of current projects funded under Parts C, D, and 2 of the Vocational Education Amendments, and suggestions for more systematic ways to assess the impact of research and development efforts. (NJ)

ED 130 158  CE 009 030
Brickell, Henry M.
A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.
Report No.–VT-103-362
Pub Date.–Aug 75
Note.–1p; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
EDRS Price MF$20.83 HC$52.06 Plus Postage.
Descriptors.—Educational Development, Educational Policy, Educational Research, Education Trends, Federal Government, Federal Programs, Futures (of Society), Models, Policy Formation, Program Improvement, Public Policy, Research Utilization, Trend Analysis, Vocational Education Identifiers.—VERD, Vocational Education Research and Development
Based on the experience of the past, current views, and opinions about the future as conceived by the Committee on Vocational Education Research and Development (COVRED), this paper explains a framework for considering alternative policy options and their relationships among the social environment, status and trends in vocational education, and federal policy options for conducting Vocational Education Research and Development (VERD). Policy options for federally supported VERD are profiled on the dimensions of control, funding, performers, continuity, standards, functions, program areas, occupational focus, and population, institutions, and demographic settings served. Included also are illustrative generalizations and a tabulated schematic display of a number of general propositions about the relation between federal policy options and their consequences for the quality of VERD findings and products, their effect on building capacity, the utility of findings and products, and the consequent political support for VERD. Appended is a schematic model for Project Baseline that provides for an analysis of both VERD processes and impacts. The model is described in a cumulative series of five figures using a combination of actual and hypothetical data. (NJ)

ED 130 159  CE 009 031
Bushnell, David S.
Policy Alternatives in the Evaluation of Vocational Education.
Report No.–VT-103-363
Pub Date.–Aug 75
Note.–1p; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
EDRS Price MF$20.83 HC$52.06 Plus Postage.
Descriptors.—Educational Interest, Educational Legislation, Educational Policy, Federal Legislation, Fiscal Relations, Labor Market, Policy Formation, Program Evaluation, Public Policy, Socioeconomic Influences, State of the Art Reviews, Trend Analysis, Vocational Education Identifiers.—United States
This paper describes the formal and informal processes used to evaluate vocational education programs, examines their impact on appropriations,
priorities, and policy recommendations, and ad-
dresses the question of what policy options for voca-
tional education Congress ought to consider as it
races towards legislative renewal. Several criteria are
suggested for policy recommendations that is defined
as the study of empirical relationships between de-
pendent variables of high policy relevance and in-
dependent variables accessible to manipulation and
control. Current socio-economic developments
considered important in planning for vocational
education programs are described. These involve
the changes in the role of workers and in work values,
the rise of new technologies in work, and unequal
distribution of wealth. The employ-
ment outlook through the 1970’s is briefly reviewed
and major trends are identified. The potential effect
of such developments on vocational education is
studied through various legislative programs and
development making structures of the past, and the
application of various evaluation strategies to policy
recommendations is analyzed. Examining how social
and economic changes are reflected in voca-
tional education policy, the recent emphasis on edu-
cational equity is traced as a take off point for broad
spectrum of vocational education policy measure-
tions at local, state, and federal levels (NJ)

ED 130 160

Communitv, and Social Sciences
Report No.—VT-103-366

EDR.S Price MF-S0.83 HC-S2.06 Plus Postage.

Note—f5p. For related papers see CE 009 020-
026, CE 009 028-035, and ED 112 155
EDRS Price MF:50.83 HC53.80 Plus Postage.

Descriptors—Educational Policy, Employee Atti-
tudes—Human Resources, Interdisciplinary, Ap-
proach, Labor Force, Labor Market, Labor Sup-

ED 130 162

Kaufman, Jacob J

Human Resource Development and Vocational Education
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behav-
ioral and Social Sciences
Report No.—VT-103-366

EDR.S Price MF-S0.83 HC-S2.06 Plus Postage.

Note—56p. Not available in hard copy due to mar-
ginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-
035, and ED 112 155
EDRS Price MF:50.83 Plus Postage. HC Not Available from EDRS.

Description—Educational Policy, Employee Atti-
tudes—Human Resources, Interdisciplinary, Ap-
proach, Labor Force, Labor Market, Labor Sup-

Certain structural changes which are taking place in the labor market and in society are examined in an effort to identify the areas of research in human resources to which vocational education could make a contribution. It is suggested that with improved research, knowledge, and educational skills, current educators and counseling personnel are beginning to recognize that there is more to human resources development than skill training. The need to develop an interdisciplinary approach to research in the human resources field is discussed from the point of view that vocational education has tended to ignore the need for and contributions of other social and behavioral sciences to the development of a well-balanced curriculum. Certain structural changes taking place in the labor market are discussed—changes to which, in the author's view, vocational education has not satisfactorily re-
sponded. The need to reallocate educational re-
sources is argued with suggestions offered for redesigning vocational education. Finally, the need
to expand activities in the area of assessment of educational programs is presented as well as the
need for more educational planning. (NJ)

ED 130 164

Creative Career Education Language Arts Project for the Disadvantaged. Final Report
Portland Public Schools, Oreg. Ave. 111 C \C, Spons Agency—Office of Education (DHEW),
Washington, D.C., Oregon State Dept. of Educa-
tion, Salem, Div. of Community Colleges and Vo-
cational Education
Report No.—VT-103-381

EDR.S Price MF:50.83 HC54.80 Plus Postage.

Description—Creative Career Education, *Career Exploration, Community Resources, *Disadvantaged Youth, *Grades 6-8, Junior High School, Language Arts, Program Descriptions, Reading Materials, Reading Skills, School Community Cooperation, "Students Developed Materials, Studen-
t Certification Identifiers—Oregon

A project was conducted to build motivation and increase language arts skills of disadvantaged stu-
dents through a language arts and career exploration program. A class of 28 students reviewed career clusters and identified their personal interest. Em-
ployed representatives from the community with backgrounds similar to the students visited the classroom and discussed their roles, jobs, and re-
Sponsibilities. Following the classroom visit, small
groups of students visited the job sites of those who had visited the classroom. The students made notes and questionnaires, these documents and photographs were then prepared as stories intended for compilation in booklet form for use by other students. Although the project was not completed as intended in the development, the project was also of significant interest in the field testing of the counselor handbook. Based on the correlation scores, it was concluded that the instruments are excellent predictors of student job placements, and that they prepared to have very little difficulty using the handbook to develop instruments. A bibliography, correspondence, the 15 revised career counseling instruments developed, and sample forms are included in the document.

**ED 130 166**

**CE 009 068**

*Wright's, L.*


Pub Date: 1976

Not Available from EDRS.

**EDRS Price MF 025.83 HC-$2.62 Plus Postage.**

**Descriptors:** Demonstration Programs, Federal Programs, High School Guidance, Record Keeping, Program Evaluation, Secondary Education, Vocational Education, Identifiers—Norfolk City Schools VA, Virginia

**Note:** See related document, CE 009 068.

**ED 130 167**

**CE 009 083**

*Jaroch, K.*


Norfolk Public Schools, Va.

Sponsor Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-395

Pub Date—Jun 76


**Descriptors:** Demonstration Programs, Federal Programs, High School Guidance, Record Keeping, Program Evaluation, Secondary Education, Vocational Education, Identifiers—Norfolk City Schools VA, Virginia

**Note:** See related document, CE 009 083.

**ED 131 185**

**CE 007 502**


Sponsor Agency—Employment and Training Administration (DLQ), Washington, D.C. Office of Manpower Research and Development

Pub Date—Dec 75

Conferences: 1975

Note 210p. For a related document, see CE 007 503

**EDRS Price MF 025.83 HC-$1.17 Plus Postage.**

**Descriptors:** Economic Research, Employee Attitudes, Employer Attitudes, Employment, Employment Opportunities, Employment Programs, Employment Services, Employment Statistics, Job Application, Job Placement, Job Search Methods, Labor Market, National Surveys, Personnel Selection, Program Evaluation, Recruitment, Referral, Unemployment, Urban Areas, Identifiers—Employment Service. United States Employment Service (ES) characteristics related to recruitment and job search activities in 20 middle American cities from July through December 1974 are described in this report based on interviews with approximately 600 employers and 2,000 job-seekers. Part 1 covers employer recruitment and job search methods and the role of the ES, Part 2 covers the experiences, attitudes, and perceptions about the ES of user and non-user employers. A brief glossary of terms still not expressed is included as well as a 37-page précis of all principal findings. Findings presented include these: That the ES places high among formal methods used by job seekers, that it generally satisfies the needs of those who use it, and that among non-users the reasons have more to do with the ease with which they find workers or jobs than with negative opinions; It is suggested that an improved method to match those job seekers and employers who traditionally use the ES, a significant improvement in ES placements could be obtained without a corresponding increase in lists or applicants. Some tables are included in the text, the majority, along with the study design and methods, are in volume 2, (the appendices of this report).

**ED 131 189**

**CE 007 554**


Sponsor Agency—American Association of State Colleges and Universities, D.C., National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date—Feb 76

Note—470p.

Available from American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, D.C. 20036 or the National Association of State Universities and Land Grant Colleges, One Dupont Circle, Suite 710, Washington, D.C. 20036

**EDRS Price MF 025.83 HC-$2.56 Plus Postage.**

**Descriptors:** Associate Degrees, College Programs, Educational Trends, National Surveys, Post Secondary Education, Program Development, State Colleges, Student Enrollment, Tables (Data), Technical Education, Universities Identifiers—States

Four-year state colleges and universities belonging to the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land Grant Colleges (NASUGCC) participated in a national survey undertaken to gather information concerning the involvement of less-than-baccalaureate level technical programs in vocational education. Data for the study were collected from the presidents of each of 429 institutions through the use of information forms pertaining to both off-campus and on-campus programs. Analysis of the data indicated that (1) member institutions of AASCU and NASUGCC are involved to a considerable extent in less-than-baccalaureate technical programs and their involvement increased sharply during the period 1973-1975, (2) the less-than-baccalaureate level technical programs continue to be the very sharp increase in both number of programs offered and the student enrollment in these programs. Fourteen supplementary tables are included.
The TI/CODAP was found to produce accurate, reliable, and comprehensive job data. Personal assignment modelling was discussed as a special adaptation of the TI. The creation of a comprehensive person/position/job data set was combined with low cost, accuracy of assignment, and computerized speed. In sum, the relevance, utility, and comprehensiveness of the TI/CODAP seems to offer a significant step forward over other forms of occupational analysis.

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using Rokeach's dogmatism scale, significantly differentiated "good" and "poor" foremen as defined by the objective criterion of union grievances. The "good" foremen had a lower frequency of first-step grievances initiated by their subordinates than did the "poor" foremen. This differentiation was reported by Cattell's 16 PF (personality factor) ratings, in which the "good" (low dogmatic) foremen were shown to be significantly more tough-minded, less effective counterparts. These findings suggest that Rokeach's dogmatism scale may be used effectively in applied settings. (TA)

**ED 134 199**

**CE 007 710**


**ED 131 200**

**CE 007 727**


**ED 131 204**

**CE 007 876**


Observations by trained observers using the Descriptive Observation Record of Individualized Instruction were compiled on 335 teachers, who also completed a self-report of the Individualized Instruction Module. Both data sets were examined with the purpose of determining the relationship between self-reports of the teachers and reported data made by the trained observers, with reference to having individualized instruction programs. The teachers' group was composed of 200 academic, 66 vocational, and 49 special education teachers from 20 school districts located near Austin, Texas. Major findings showed that (1) teacher self-reports yielded higher scores than observed records; (2) discrepancies between scores, derived from teachers' self-reports and observer-reported scores increased as the degree of individualization of instruction, reflected from observations, decreased; (3) scores derived from teachers' self-reports varied in a systematic way from observer-reported scores, which permitted the conversion of teacher self-reports into scores that were reasonable predictors of observer reported scores; (4) teachers who were observed to be individualizing instruction more tended to have more realistic expectations than did teachers who were observed to be individualizing instruction less; and (5) teachers who were from districts which had offered inservice education in individualization of instruction scored more enthusiastically as evidenced by invitations to view materials and student work. (TA)
The primary data-gathering instrument for Project EDNEED (Empirical Determination of Nationally Essential Educational Data) is contained in this second five-volume final report. The instrument consists of a list of questions and associated informational elements grouped into 18 files, and each file contains data, used as a preliminary source book, for the development of vocational education information needs assessment studies at the state and local levels. File content and structure are addressed to public vocational education, covering only state curriculum, staff, property, and expenditures directly associated with public controlled vocational education. The files include the following categories: Vocational curriculum and institutional characteristics; vocational curricular expenditures by activities, by local assignments, and by object; vocational student characteristics; characteristics of the vocational completors/earlies leavers; local education agency (LEA) vocational staff member characteristics; LEA vocational property characteristics; local school characteristics; LEA characteristics; characteristics of the LEA vocational service area area, vocational education characteristics of the state education agency (SEA); SEA vocational expenditures by activities, by assignment, and by object; SEA vocational staff characteristics; SEA vocational property characteristics, and general characteristics of the state. Key definitions are appended. (TA)

ED 131 205

Norden, J. T., and Others


Spons Agency: Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Note—145p.; For related documents see CE 007 876-880

EDRS Price MF-50.83 HC-57.35 Plus Postage.


Contract—OEG-0-74-1654

Note—145p.; For related documents see CE 007 876-880

ED 131 206

Porter, G. William, and Others


North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1654

Note—156p.; For related documents see CE 007 876-880

EDRS Price MF-50.83 HC-57.35 Plus Postage.


Note—156p.; For related documents see CE 007 876-880

ED 131 207

Drews, D. W., and Others


Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1654

Note—1,560p.; For related documents see CE 007 876-880

EDRS Price MF-50.83 HC-57.35 Plus Postage.

Descriptors—Classification, Data Analysis, Information Processing, Information Systems, Program Evaluation, Tables (Data), Vocational Education Identifiers—Empirical Determination NatEssential Edu Data, *Project EDNEED I

Note—Detailed descriptions of the data analysis procedures used in Project EDNEED (Empirical Determination of Nationally Essential Educational Data) are contained in this volume, the last of a five-volume final report. Results of the application of priority assessment procedures are discussed. Categories of planning, operation, evaluation, effectiveness, data analysis, educational needs, educational planning, information dissemination, information needs, information networks, information processing, information services, information systems, national programs, needs assessment, program development, systems development, use studies, vocational education identifications—Empirical Determination NatEssential Edu Data, *Project EDNEED I

Note—1,560p.; For related documents see CE 007 876-880

ED 131 209

Porter, G. William, and Others


Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1654

Note—159p.; For related documents see CE 007 876-880

EDRS Price MF-50.83 HC-57.35 Plus Postage.

Descriptors—Empirical Determination NatEssential Edu Data, *Project EDNEED I

Development of a basic information system for vocational education through Project EDNEED (Empirical Determination of Nationally Essential Educational Data) is summarized in this first volume of a five-volume final report. Objectives of the project were to (1) determine the extent to which selected data questions represent the vocational education informational needs of users at the national, state, and local levels, (2) prioritize the data questions according to their degree of relative importance across levels and use categories of planning, operation, evaluation, finance and budgeting, reporting requirements, and public information, and (3) determine similarities in information of the categories levels and use use categories. Procedures for the four operational phases of the project are summarized along with brief descriptions of the accompanying volumes entitled "Project EDNEED (Empirical Determination of Information)"—Volume II, the EDNEED Lexicon—Volume III; Issues and Recommendations, Reports of Project EDNEED Conferences—Volume IV, and Data Analysis Procedures and Results—Volume V. (Volumes II and III are products of the project; Volumes IV and V present detailed results of the project.) Interpretation of results are given and implications are discussed in an addendum and a source list are appended. (TA)

Identifiers—"Exemplary Community Education Programs, "Michigan

A 75% questionnaire was distributed to all of the Community School Programs in Michigan which were partially reimbursed by the State in 1975-76. Ninety-eight percent of the questionnaires were returned. This component included over 90% of the programs and are considered to be necessary for a viable Community School Program. The results of the study indicate that the necessary components for all Community Programs are: (1) Board supports community education by opening the school building, (2) the program attracts most segments of the community, (3) program activities are started as soon as possible after need has been identified, (4) an advisory committee is formed which helps to determine needs, establish goals, and identify community resource, (5) the director regularly attends inservices, (6) the program establishes contacts with government agencies, volunteer and civic service organizations, and other educational institutions, (7) the program has activities for summer, and (8) evaluation of the program is based to some extent on the data collected on participants. In addition, components which differentiate successful from unsuccessful programs were identified for programs located in rural areas, in urban areas, in existence for three to six years, and in existence for over six years. These components are listed in the report along with recommendations for further research in community education, recommendations for community education programs, and recommendations for the State Department of Education. Appended to the report are (1) prediction models for all programs, for those grouped urban, and for those grouped on length of program and (2) the questionnaire used to gather data. (Author/ST)

ED 131 216 CE 008 172
Teaching Safety and Health in the Workplace. An Instructor's Guide. Occupational Safety and Health Administration, Washington, D.C.

Report No.—OSHA-2255
Pub Date—76
Note—15p.
EDRS Price MF-50.83 HC-51.03 Plus Postage.


The primary objective of this investigation was to determine and rank knowledge and attitude factors contributing toward minority high school students not choosing nursing as a profession in higher numbers than they currently do. A total of 2,057 American Indian, Black, and Caucasian high school seniors were surveyed at three geographically disparate sites to assess their attitudes toward and concepts of nursing education, and to relate these to their demographic and socioeconomic status. The major findings from each of these content areas are briefly summarized in Chapter I. Chapter II covers the implications for a recruitment and guidance program. Chapter III includes background and review of literature. Chapter IV describes the survey design. Chapter V identifies the method. Chapter VI gives the results. Chapter VII discusses the relationship between curricular findings and program research. Approximately half of the document consists of data tables. The appendix includes a sample questionnaire. (HD)

ED 131 218 CE 008 178

Benjamin, Gordon D.


Geological Survey (Dep't of Interior), Reston, Va.

Pub Date—76
Note—183p.
EDRS Price MF-50.83 HC-51.03 Plus Postage.


This programmed text of self-instruction is one of a series of manuals on techniques describing procedures for planning and executing specialized work in water resources investigations. This manual has been prepared on the assumption that the reader has completed standard courses in calculus and college physics and is prepared in eight parts. Part I introduces the fundamentals of hydrologic concepts and definitions. Part II discusses Darcy's law for multidimensional flow. Part III considers the application of Darcy's law to some simple field problems. The concept of ground-water storage is introduced in Part IV. A text format, discussion as the beginning of Part V deals with partial derivatives and their use in groundwater equations, the basic partial differential equation for unidirectional nonequilibrium flow is developed in the programmed material of Part V. In Part VI the partial differential equation for radial coordinated flow is derived and solved, and the solution, describing the effects of an instantaneous injection of fluid into a well, is presented and verified. Part VII includes the general concepts of finite-difference analysis. Part VIII is concerned with electric analog techniques. (HD)

ED 131 219 CE 008 180


Sponsoring Agency—National Institutes of Health (DHEW), M.D. Bureau of Health Manpower Education.

Pub Date—75
Note—220p.


The purpose of the Allied Health Manpower Training Model Project is to develop a comprehensive manpower development program for health professionals that will serve as a model for other training institutions and health care organizations as they undertake continuing manpower planning and reorganization to meet the changing requirements for allied health manpower. This effort has been implemented in the Sunset Park and Bay Ridge areas of Brooklyn, N.Y., the area served by the Lutheran Medical Center, which conducted the project. This document contains six chapters: (1) Overview, (2) Allied Health Manpower Needs of Sunset Park-Bay Ridge, (3) Background of the Sunset Park-Bay Ridge Data Bank, (4) Core Curricula, (5) Affiliation Agreements, and (6) Conclusion. Appendixes are: (1) Health Careers Guide (data sheets of educational and occupational information, each of 19 health occupations, e.g., blood bank technologist, dietitian, medical record technickl, respiratory therapist, and speech pathologist), (2) Health Survey Course Description (unit objectives, activities, and a 3-credit health survey course to be inserted into a standard program of study to facilitate career choice and orientation), (3) list of courses in subjects common to allied health careers, (4) list of factors in the Lutheran Medical Center training program, (5) prototype affiliation agreement between a hospital and educational institutions, (6) list of Sunset Park and Bay Ridge health facilities, (7) list of New York metropolitan area planning agencies, (8) allied health manpower training model project advisory committee, (9) condensed sample of occupation table, and (10) employment survey data. A bibliography is also included. (WIL)

ED 131 220 CE 008 185


Sponsoring Agency— "Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—75
Note—862p.
EDRS Price MF-51.50 HC-464.61 Plus Postage.

Descriptors— "Decision Making, "Decision Making Skills, "In-Service Programs, "Instructional Materials, "Manpower Development, "Office Management, "Organizational Change, "Work...
shops

Identifiers—Local Office Decision Making and Implementation

This guide contains an introduction to and the materials for use in the Local Office Decision-Making and Implementation (LODI) Workshop, a 20-30 person small group workshop designed to teach planning and management techniques for identifying and resolving priority needs of an agency's program. A "need" is defined as the difference between what is desired and what is. The introduction is designed to acquaint the reader with the nature and purpose of LODI Workshop, to aid him in making a decision about conducting the Workshop in his agency, and to assist him in making plans for its implementation. The introduction also lists techniques and procedures taught at the Workshop (the working agreement, determining office needs, turning needs into goals, developing alternatives, and asserting relative advantage, implementing the best alternative, evaluating results, and reassessment) and outlines the teaching design (eight to twelve staff agency to complete the nine chapters of the LODI materials in approximately 20 to 30 hours, five one-hour meeting sessions). It is noted that the Workshop is designed to exonerate staff members to take away with them from their work the concepts and materials used in the Workshop. The guide contains the following: (1) The LODI Participant's Workshop containing worksheets and other information needed for practice exercises and brief summaries of the program's scripts for review purposes, (2) The LODI Convenor's Manual containing scripts and display pages for each chapter, and (3) Five resource packs included to supplement the convenor's script and to be used at the discretion of the participants.

ED 131 222 \( \text{CE 008 190} \)
A Limited Index to the Manpower Literature.
Oregon State Univ., Corvallis. Inst. for Manpower Studies.
Spons Agency—Employment and Training Administration (DLG), Washington, D.C.
Pub Date—Jan 76.
Note—704p.
EDRS Price MF-51.3 HC-538.17 Plus Postage.

Descriptors—Annotating Bibliographies, Educational Research, Indexes (Locators), Manpower Development, Manpower Needs, Program Descriptions

Developed outside the Technical Assistance and Research Project (TARP), this index helps identify, organize, and make available to manpower practitioners the experience acquired in historical operation of manpower programs. The principle contents are listings of manpower literature items, with each listing including a citation number, title, author, subject, organization/sponsoring agency, and an abstract. The listings are arranged alphabetically by document title. Also included in the document are an (1) author index, arranged alphabetically, and containing the document title and citation number, (2) subject index, arranged alphabetically and containing the citation number of each listing which has been assigned a subject term by the data suppliers, and (3) organization/agency listing, which provides names of the agencies and organizations responsible for the documents covered. The index is tentative, the guide and videotaped course use the data supplier, and (3) organization/agency listing, which provides names of the agencies and organizations responsible for the documents included in the index and appendixes sufficient to search profiles used for several major data files. (WL)

ED 131 223 \( \text{CE 008 206} \)
Colorado State Board for Community Colleges and Occupational Education, Denver, Colo.
Pub Date—76.
Note—53p.

Available from—Sheep Industry Development Program, American Sheep Producers Council, Inc., 200 Clayton Street, Denver, CO 80206 ($1.00)

EDRS Price MF-50.83 HC-51.67 Plus Postage.

Descriptors—Academic Achievements, Educational Research, Military Personnel, Military Training, Performance Based Education, Retention, Retention Studies, Skills

Identifiers—Army, Comprehensive Performance Test, CPT, United States

As part of the Army's emphasis on performance-based instruction in Basic Combat Training, a study was conducted to evaluate the Army with data on the retention of skill and knowledge in basic training at Fort Ord, California during March-June, 1974. Selected tests from the Comprehensive Performance Test (CPT) battery were administered to 200 soldiers during their last week of Basic Combat Training (BCT) and were readministered to them six weeks later during their Advanced Individual Training (AIT). A single grade of pass or fail was given for each test. The soldiers comprised Mental Categories II-IV, therefore permitting between-group comparisons. The overall results of the study led to the conclusion that for the measure of retention used, there was an average drop of approximately 18% or 26% in performance on the CPT when it was readministered six weeks after the end of BCT. For individual subscales of the CPT, the drop in performance ranged between 5% and 44%, and soldiers employing a longer retention interval and examining effort necessary for the retention of skills or diminished skills are needed. (HD)

ED 131 224 \( \text{CE 008 207} \)
Health Career Education Program. Instructional Television.
Laredo Independent School District, Tex.
Spons Agency—Health Resources Administration (HRSA), Bethesda, Md. Div. of Regional Medical Programs.
Pub Date—75.
Contract—75-108K

Notes
Available from—Instructional Media Services/Instructional Television, Laredo Independent School District, 1713 Houston Street, Laredo, Texas 78040 (Guides $5.00, Video cassette $5.00 per title plus postage).

Document Not Available from EDRS.


This curriculum guide for teachers and its accompanying bilingual (English-Spanish) videotaped series of lessons is part of the program for improving health education for the Laredo (Texas) district elementary school children, grades K-5. Recommended for children for whom English is not their first language, the guide and videotaped course use the data supplier, and (3) organization/agency listing, which provides names of the agencies and organizations responsible for the documents included in the index and appendixes sufficient to search profiles used for several major data files. (WL)
is designed to reinforce the student’s ability to solve problems and includes eight units. Introduction to Methods, Working with Metric Math, Linear Measurement, Working with Instruments, Mass or Weight, Temperature Measurement, and Metric Threads. Each unit contains from one to six lessons with each lesson including objectives, text material, and learning activities (discussion questions or written exercises). The seven appendixes include numerous conversion charts as well as charts of screw-thread sizes. (HD)

ED 131 226
C 008 232

Friggada, Judith

Spons Agency - New Jersey State Dept. of Educa-
tion, Trenton. Div of Vocational Education
Pub Date—May 76

Note—141p.
Available from—Vocational-Technical Curriculum Laboratories, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey $(3.50)

EDRS Price MF-50.83 HC-47.55 Plus Postage.


This combination text and workbook for the com-
mercial art student is designed for use in an explor-
atory program of approximately 30 hours duration. The
eight chapters are (1) Learning About Com-
mercial Art, (2) Learning the Importance of Type,
(3) Lining the Tools of the Trade, (4) The Shape of
Things, (5) Exploring with Line, (6) Color Dimen-
sions, (7) Processes, and (8) Recking the
West Arts. Each section contains text with draw-
ings, related exercises and projects, and a memory
check (short-answer chapter review). The book also
contains a 13 item bibliography and a 20-page al-
phabetical listing of type faces, to help the reader
compare the various styles of type. (HD)

ED 131 227
C 008 237

Nixon, William J., Jr.
A Resource Guide for Cooperative Work Experi-
ence Programs. Rhode Island State Dept. of Educa-
tion, Providence. Bureau of Technical Assistance. Rhode Island
State Dept. of Education, Providence. Div. of De-
velopment and Operations, Spons Agency—Bureau of Occupational and Adult Education (DHEW/DE), Washington, D.C.

Pub Date—75

Cost—$0.00. 675-7170

Note—239p, Two Rhode Island program descrip-
tions will not reproduce well due to faint type

EDRS Price MF-50.83 HC-312.71 Plus Postage.


This resource guide is designed to provide the reader with information about work-study pro-
grams in Rhode Island and other states. The first
section consists of a prototype model (which was
developed in cooperation with educators and other
persons in education, industry, and government)
programs for making work experience based voca-
tional education programs more responsive and
accessible to secondary school students including
the handicapped, disadvantaged, and minority
populations. Designed to serve as a planning tem
plate for the future, the model consists of five pro-
gram goals, their narrower objectives, and functions
to be performed in meeting each objective. A matrix
designed to provide the reader with a cross refer-
ence between the model’s objectives and functions
and their procedures is also included. (HD)

ED 131 228
C 008 239

Rog, Harry L.
Describing a Demonstration Project to Facilitate the Utilization of Its Results. Human Information Research Inst., Los Angeles, Calif.

Publisher—Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency — New Jersey State Dept. of Educa-
tion, Trenton. Div of Vocational Education
Pub Date—May 76

Contract—DL-92-06-72-27

Note—48p; Not available in hard copy due to mar-
ginally reproducible of the original document.

EDRS Price MF-50.83 HC-47.55 Plus Postage.

Descriptors—Consultants, *Demonstration Pro-
gress, Educational Development, Educational Re-
search, Information Utilization, Measurement, *Research Design, Research Pro-
jectors, *Research Utilization

This study reports an attempt to provide research consultants with a planning menu and a con-
ceptual matrix in order to help them initiate and carry out evaluation related activities and, as a by-product of the consultation effort, to add to knowledge about research evaluation and suggest ways of helping funding agencies improve their capabilities to pro-
mote the use of promising project findings. Section I of this report is an introduction to the study. Sec-
tions II-IV present the findings, conclusions, and recommendations that developed from the analysis
of information about the experience. Section V pre-
sents an account of the relationship between the
consultation and the project. (TA)

ED 131 229
C 008 244

Exemplary Competency-Based Vocational Teacher Education Project Trade and Industrial Educa-
tion Component. The Development of a Univer-
sity Level Competency-Based Vocational Teacher Education Program for Industrial Educa-
tion and Training. Florida State University, Tallahassee.

Publisher—Florida State Univ., Tallahassee. Program of Voc,
Continued Education
Pub Date—75

Note—30p., Pages 31-35 (table of competency rat-
ing) and pages 45-61 (table of assessment criteria for competencies) may not reproduce well in hard

copy because of small type. For related docu-
ment see CE 008 244-245, CE 008 366-369, and CE 008 653.

EDRS Price MF-50.83 HC-54.67 Plus Postage.

Descriptors— *Career Education, Job Analysis, *Performance Based Teacher Education, *Per-
certification; Credit/Development; Site, Technical Pro-
grams, *State Surveys, *Tables (Data), *Task Analysis, Teacher Education, Teacher Qualifica-
tions, Vocational Education, *Vocational Educa-
tion Teachers, Identifiers—Florida

One of a series of nine reports of Project ACTIVE
(Assessing Competence for Teaching in Vocational Education), this report focuses on one piece of the
lengthy project which was designed to describe the
competencies of the primary teacher. The report includes a detailed discussion of the competency
model and the criteria and skills used to assess
the competencies. (TA)
EDRS Price MF-50.83 HC44.67 Plus Postage

The Operating Engineers Dual Enrollment Program combines trade union apprenticeship with college study, Young persons are "dually-enrolled" by meeting the requirements for indenture as an apprentice. An Advisory Committee was established to assess and guide the activities of the program. Dual enrollment programs (local and regional) were initiated, serving over 2,300 apprentice operating engineers. Data on current programs and apprentices were collected to provide an ongoing assessment of progress. Links between one- and two-year Associate Degree programs and 4-year degree programs were initiated and are being further developed. The Program will be continued under the sponsorship of the International Union of Operating Engineers. The body of the report includes (1) description of objectives and methodology of the project, (2) descriptions of program development, curriculums, and programs in various local programs and a regional program established in cooperation with Dickinson State College, North Dakota, (3) discussion of results in terms of enrollment and assessment by unions, contractors, and colleges, and (4) recommendations for the future of the program. Appendices (half of the report) include samples of supplementary evaluation reports on individual projects, lists of work processes (tasks) for universal equipment operator, paving equipment operator, plant equipment operator, and heavy duty repairman, several degree program schedule outlines for dual enrollment programs, and a directory of unions and colleges offering programs.

EDRS Price MF-50.83 HC44.67 Plus Postage

The Operating Engineers Dual Enrollment Program combines trade union apprenticeship with college study, Young persons are "dually-enrolled" by meeting the requirements for indenture as an apprentice. An Advisory Committee was established to assess and guide the activities of the program. Dual enrollment programs (local and regional) were initiated, serving over 2,300 apprentice operating engineers. Data on current programs and apprentices were collected to provide an ongoing assessment of progress. Links between one- and two-year Associate Degree programs and 4-year degree programs were initiated and are being further developed. The Program will be continued under the sponsorship of the International Union of Operating Engineers. The body of the report includes (1) description of objectives and methodology of the project, (2) descriptions of program development, curriculums, and programs in various local programs and a regional program established in cooperation with Dickinson State College, North Dakota, (3) discussion of results in terms of enrollment and assessment by unions, contractors, and colleges, and (4) recommendations for the future of the program. Appendices (half of the report) include samples of supplementary evaluation reports on individual projects, lists of work processes (tasks) for universal equipment operator, paving equipment operator, plant equipment operator, and heavy duty repairman, several degree program schedule outlines for dual enrollment programs, and a directory of unions and colleges offering programs.

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EDRIS Price MF 50.83 HC 64.67 Plus Postage
Descriptors: Adult Education, College Programs, Community Education Programs, Consumer Education Programs, Continuous Learning, Economic Development Education, Education Legislation, Federal Legislation, Program Design, State Federal Aid, State Programs, Student Character, State Surveys, Student Characteristics
Identifiers: United States

Note—22p.

EDRIS Price MF 50.83 HC 64.67 Plus Postage
Descriptors: Adult Education, College Programs, Community Education Programs, Consumer Education Programs, Continuous Learning, Economic Development Education, Education Legislation, Federal Legislation, Program Design, State Federal Aid, State Programs, Student Character, State Surveys, Student Characteristics
Identifiers: United States

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Descriptors: Adult Education, College Programs, Community Education Programs, Consumer Education Programs, Continuous Learning, Economic Development Education, Education Legislation, Federal Legislation, Program Design, State Federal Aid, State Programs, Student Character, State Surveys, Student Characteristics
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Identifiers: United States

Note—22p.
mements of education, federal agencies, state and
tional advisory councils, and various professional
organizations. The statements, exhibits, and panel
discussions identified concerns, issues, and method-
tical concerns regarding the conditions of vocational
and occupational education. Official positions of various
organizations on selected issues are also given. (TA)

ED 131 246  CE 008 358
Safety Handbook.
Montgomery County Public Schools, Rockville, Md.
Pub Date—76
Note—175p.

EDRS Price MF 080.83 HC-54.67 Plas Postage.
Descriptive—Accident Prevention, Accidents,
*Administrative Policy, Guides, Manuals, *Public
Safety, *Safety Education, *School
Safety
Identifiers—Maryland

Safety policies, procedures, and related information
are presented in this manual to assist school
personnel in a continuing program of accident prevent-
ion. Chapter 1 discusses safety education and
accident prevention in general. Chapter 2 covers
traffic regulations relating to school safety, school
bus transportation, vehicles, and operation of vehi-
cles, and other matters related to traffic
drills and disaster preparedness. Civil defense and
and disaster preparedness, and radio alerting systems
are discussed. Chapter 4 deals with plans and em-
ployees in the cafeteria and garage and central
repair shop, it also provides employees information.
Chapter 5 discusses the instructional and special activ-
ities area, which includes procedures in emergency
care, first aid, and regulations governing special
school events, such as holidays, paper drives, parades, etc.
Chapter 6 covers buildings and grounds, discussing
responsible of the maintenance division and
emergency closing of schools and central office. A
bibliography and indexes are included. (TA)

ED 131 247  CE 008 364
Hester, Cheryl V And Others
Burn Injuries: Causes, Consequences, Knowledge, Behavior
Education Development Center, Inc., Newton, Mass.
Massachusetts General Hospital, Boston
National Fire Protection Association, Boston


Teacher Education, Tables (Data)

Identifiers—Florida State Univ., Tallahassee
Program of Vocational Education

One of a series of nine reports of Project ACTIVE
(Attaining Competence for Teaching in Vocational Educa-
tion), this report focuses on criteria for assessing
proficiency of the professional competencies
(still) important to school-certified vocational edu-
cation programs. An overview of competency-
based vocational teacher education (CBTE) and
the Florida exemplary CBTE project is presented. Part 1
describes the competency identification phase in
which an examination of the research, questiona-
ries, and student survey of Florida vocational
education teachers, the findings (competencies), and
conclusions, which suggest that since there were a large
number of professional competencies considered important by Florida's
teachers, the current certification re-
maintenance, evaluation, and training for
school personnel. Part 2 describes the procedures
for identifying and validating of specific
competencies and lists the criteria in a 12-page table under 77 competency
statements, grouped into the following categories:
(1) Program planning, development, and evaluation,
(2) school-community and student relations. It is
recommends that the assessment criteria be re-
vise and revised to fit the needs of particular
private or open programs designed to prepare or upgrade
other coordinators in campal programs
ducation programs. Appendices contain instru-
ments used in the study. A bibliography is in-
cluded. (TA)

ED 131 250  CE 008 368
Florida State Univ., Tallahassee Program of Vocational Education

Note—70p., Pages 32-35 (table of competency rat-
ings) and pages 41-49 (table of assessment criteria
for competencies) may not reproduce well in hard
copy because of small, faint type. For related
documents see CE 008 366-369, and CE 008 367

EDRS Price MF 080.83 HC-54.67 Plas Postage.

Identifiers—Florida State Univ., Tallahassee Program of Vocational Education
Identifiers—Florida
One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing the mastery of the professional competencies (skills) important to vocational educators involved in research and evaluation. An overview of competence-based vocational teacher education (CBTBE) and how Project ACTIVE is organized is provided. Part 1 describes the criteria identification phase of the leadership in research and evaluation component including review of related research, report of a survey of 214 representative teacher educators, county vocational directors, administrators, supervisors, coordinators, teachers, and national research personnel in Florida; the findings (mean importance ratings) and conclusions. Part 2 describes the procedures for identifying and validating specific criteria for assessing mastery of the competencies and lists the criteria in a 6-page table under 54 competency statements grouped into the following categories: (1) Review and analysis of completed research, (2) conducting research, (3) evaluation, and (4) management. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular preservice or inservice programs designed to prepare or upgrade persons meeting, evaluating, determining, or applying research and evaluation in vocational education. Appendices contain instruments used in the study. A bibliography is included. (TA)

ED 131 251
Sponsoring Agency—Florida State Dept. of Education, Tallahassee, Div. of Vocational Education. Pub Date—76
Note—62p. Pages 33-38 (the table of competency statements) and pages 49-63 (the table of assessment criteria for competencies) may not reproduce well in hard copy, because of small, faint type. For related documents see CE 008 244-246.
CE 008 369
EDRS Price MF-00.83 HC-54.67 Plus Postage.
Identifiers—Florida
One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational educators serving disadvantaged students. An overview of competence-based vocational teacher education (CBTBE) and the importance of CBTBE is provided. Part 1 describes the criteria identification phase of the disadvantaged component including review of related research, a questionnaire survey of Florida educators, and the CBTBE project is profiled. Part 2 describes the procedures for identifying and validating specific criteria for assessing the mastery of the competencies and lists the criteria in a 15-page table under 95 competency statements grouped into the following categories: (1) Program planning, (2) direction and evaluation of instruction, (3) Instructional planning, (4) teaching methods, (5) student evaluation, (6) management, (7) guidance, (8) school, community, and student relations, and (9) unique competencies. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular inservice or preservice programs designed to prepare or upgrade administrators, supervisors, directors, and teachers of disadvantaged vocational education programs. Appendices contain instruments used in the study. A bibliography is included. (TA)

ED 131 252
American Society of Allied Health Professionals, Waltham, Mass. Sponsoring Agency—Health Resources Administration (DHFW/PHS), Bethesda, Md. Div. of Associated Health Professions. Pub Date—76
Note—86p. Not available in hard copy due to marginal reproducibility of original document.
EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.
Papers, workshop reports, and pertinent recommendations from a conference concerned with barriers faced by minorities seeking training in the allied health professions are presented. Data provided for the conference, gathered from Northeast, Southeast and Northwest United States during a 1-year period related to barriers encountered by Black, Indian, and Spanish-speaking students attempting to enroll in allied health professions in their geographical areas. These barriers were validated and placed under the major headings of need for financial assistance, need for role models, poor academic preparation and lack of tutoring services, lack of career information and counseling, and cultural and social gaps. Five primary recommendations for attacking the barriers were presented: (1) Initiation of a national comprehensive allied health manpower development program, (2) development and implementation of a strategy to identify and remove culturally biased admissions criteria and procedures, (3) public or private capitalization resources for training centers, based on completion of training goals, and (4) registration in a profession by minority students, (4) development and implementation of advocacy programs to overcome barriers to minority students entering the allied health professions, (5) allied health traineeships that would include specific funding for ancillary clinical training costs. A listing of participants is appended. (TA)

ED 131 253
CE 008 391
Note—135p.
EDRS Price MF-00.83 HC-58.69 Plus Postage.
Prepared to aid in the planning and initiation of radiologic technology programs in community colleges and vocational technical schools, this curriculum guide should be useful to school administrators, advisory committees, and faculty, and may be modified to meet local, state, and regional needs. It contains full descriptions of 22 course offerings (covering the majority of the documents), and examples of texts, equipment and costs, and library, faculty, and student qualifications. Included are a bibliography and eight appendices which provide (1) information on The American Registry of Radiologic Technology, (2) a guide for writing contractual agreements in instances of hospital-college affiliation, (3) a glossary, (4) a description, and guidelines for setting up educational programs in radiologic technology, (5) evaluation procedures for college sponsored programs in radiologic technology, (6) criteria for identifying the sponsor of an education program, (7) procedure for accreditation, and (8) a registry requirement change as of 1974. (HD)

ED 131 257
CE 008 415
Barhan, Rahim
Sponsoring Agency—Office of Education (DHEW), Washington, D.C. Pub Date—Jul 76
Contract—OEG-07-3313
Note—17p.
EDRS Price MF-50.83 HC-54.67 Plus Postage.

A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.

A joint project between Indiana and Purdue Universities, sponsored by the National Science Foundation, this project is designed to evaluate the competencies of students in the area of vocational education. The project is based on a comprehensive core curriculum that includes basic skills, vocational education, and various other areas.

EDRS Price MF-50.83 HC-54.50 Plus Postage.

The Comprehensive Career Education System.

The project was designed to evaluate the competencies of students in the area of vocational education. The project is based on a comprehensive core curriculum that includes basic skills, vocational education, and various other areas.

EDRS Price MF-50.83 HC-54.50 Plus Postage.

This project was designed to evaluate the competencies of students in the area of vocational education. The project is based on a comprehensive core curriculum that includes basic skills, vocational education, and various other areas.

EDRS Price MF-50.83 HC-54.50 Plus Postage.

This report details the development and implementation of a comprehensive career education system designed to improve student achievement in various areas.
A Model for the Evaluation of Vocational Teacher Education


Note — 76; For a related document see CE 008 491.

EDRS Price MP 50.83 HC 56.01 Plus Postage. Descriptors — Vocational Education, Objective Setting, Planning, Evaluation, Professional Development, Identifiers Indiana Teachers. (SH)

Evaluated the impact of various strategies for improving teacher education by (1) developing a comprehensive planning and evaluation model, (2) significantly changing preservice teacher education, (3) increasing the number of unsalaried rural teachers, and (4) suggesting a method for measuring teacher effectiveness. (Author)

Exemplary, Community-Based Vocational Teacher Education to Promote Adult Career Development.


Note — 192; Pages 28-31 (the Table of Importance Ratings of Competencies by Business Education Teachers) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 266-269, and CE 008 657.

EDRS Price MP 50.83 HC 52.06 Plus Postage. Descriptors — Business Education Teachers, Adult Education, Vocational Education, Identifiers Florida Vocational Education Teachers, Community-Based Teacher Education, Adult Career Development, Teachers Certification, Competency-Based Teacher Education, Performance Criteria, Program Development, State Surveys, Tables (Data), Vocational Education.

Note — 76; For related documents see CE 008 244-246, CE 008 266-269, and CE 008 657.


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EDRS Price MP 50.83 HC 52.06 Plus Postage. Descriptors — Business Education Teachers, Adult Education, Vocational Education, Identifiers Florida Vocational Education Teachers, Community-Based Teacher Education, Adult Career Development, Teachers Certification, Competency-Based Teacher Education, Performance Criteria, Program Development, State Surveys, Tables (Data), Vocational Education.
ED 131 277  CE 008 714

Whitford, Emma R.

EDRS Price MF51.16 HC432.81 Plus Postage.


ED 131 280  CE 008 731

Mansbach, Alfred J., Ed.
Source Units Developed as Part of an Internship Program in Agriculture/Agribusiness.

EDRS Price MF50.83 HC53.50 Plus Postage.

Descriptors—Agricultural Education, Agricultural Legislation, Agricultural Surveys, Agricultural Training.

ED 131 283  CE 008 871

Davidson, Sanger


EDRS Price MF50.83 HC52.06 Plus Postage.

This page contains information about curriculum development, particularly for vocational education. It discusses the importance of understanding student achievement, using various tests and measurements, and providing a comprehensive curriculum that includes both theoretical and practical aspects.

The curriculum development process involves assessing individual needs, creating learning objectives, and selecting appropriate instructional materials. It emphasizes the importance of aligning the curriculum with the fair labor standards act and ensuring that it meets the requirements for state and federal programs.

The page also mentions the presence of a glossary of helpful terms, which can be useful for students and educators alike. It encourages the use of hands-on learning experiences and the integration of real-world scenarios into the curriculum to enhance student engagement and comprehension.

Overall, the document highlights the importance of a well-planned and effective curriculum in preparing students for the workforce, ensuring they have the necessary skills and knowledge to succeed in their future careers.
EDRIS Price MF$0.83 HC$2.06 Plus Postage.


The Career Assessment Program (CAP) is described as a uniform system by which students, with the aid of their counselor, will be able to assess the status of their post-high school educational and/or career plans. Included in the document is the career assessment form for high school seniors, guidelines for its administration and interpretation of results, and information sheets on the following topics: Business and technical schools, college planning, community college, correspondence study, employment sources, financial aid, independent business, labor unions, and military service. The information sheets present the major factors to be considered for each of the post-graduation options. (Author/ED)

ED 131 291

VOICE 008 904

PERSONS, Ralph

Jacks-A Study of Simple Machines.

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Note—24p.

EDRIS Price MF$0.83 HC$2.06 Plus Postage.


Vocational Education Identifiers—Jacks (Lifts)

This vocational physics individualized student instructional module on jacks (simple machines used to lift heavy objects) contains student prerequisites and objectives, an introduction, and sections on the ratchet bumber jack, the floor jack, the screw jack, and hydraulic press. Designed with a laboratory orientation, each section consists of explanatory material with illustrative drawings, an experiment accompanied by a data sheet, suggested audiovisual materials, and review questions. (NJ)

ED 131 292

VOICE 008 905


Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Note—24p.

EDRIS Price MF$0.83 HC$2.06 Plus Postage.


Identifiers—Thermometers

This vocational physics individualized student instructional module on thermometers consists of the three units: Temperature and Heat, expansion thermometers, and electrical thermometers. Designed to be used with the laboratory orientation, experiments are included on linear expansion, making a bimetallic thermometer, a liquid-in-gas thermometer, and a gas thermometer; making, testing, and using thermometers, comparing thermometers with ordinary thermometers, and calibrating a thermometer. Laboratory data sheets, illustrative drawings, review questions, student prerequisites, and objectives are also included in the module. (NJ)

ED 131 293

VOICE 008 906


Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Note—70p.

EDRIS Price MF$0.83 HC$2.50 Plus Postage.


Identifiers—Alternators (Electric Generators)

This vocational physics individualized student instructional module on the alternator consists of the four units: Current electricity, magnetism from electricity, electricity from magnetism, and energy conversion. Designed with a laboratory orientation, the units present explanations of the concepts and experiments. Laboratory data sheets, illustrative drawings, review questions, student prerequisites and objectives, and lists of suggested audiovisual materials are also included in the module. (NJ)

ED 131 294

VOICE 008 907


Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Note—24p.

EDRIS Price MF$0.83 HC$2.06 Plus Postage.


Identifiers—Alternators (Electric Generators), Jacks (Lifts), Thermometers

This instructor's manual in vocational physics consists of five modules: Jacks, Thermometers, The Alternator, The Pool Table, and The Radiator. It is an individualized approach, designed for use with accompanying student manuals on each of the individual modules. Each module in the instructor's manual consists of a general description plus an outline of student objectives, prerequisites laboratory exercises, equipment, supplies, instructions, audiovisual materials, tests, instructional strategies, and estimated completion time. Appended to the manual is more specific information about equipment and supplies, including sources of supplies and costs. Tests and keys for each of the modules are appended. (NJ)

ED 131 295

VOICE 008 919

Curric Ed

Forestry, A Curriculum Guide.


Report No.—VT-103-251

Pub Date—74

EDRIS Price MF$0.83 HC$2.77 Plus Postage.


The curriculum guide was developed to prepare high school students for positions as forestry aides or for enrollment in higher education forestry programs. It provides a basic core of instruction in forestry in 29 instructional units grouped according to five areas of: Orientation, Related Information, Forest Measurements, Forest Ecology and Silviculture, Forest Protection, and Forest Management. Each instructional unit includes behavioral objectives, suggested activities for teacher and student, information sheets, transparency masters, assignment sheets, job sheets, a test, and test answers. (Author/ED)

ED 131 296

VOICE 008 921

STORM, George

Managing the Occupational Education Laboratory.

Report No.—VT-103-253

Pub Date—76

Note—225p.

EDRIS Price MF$0.83 HC$2.06 Plus Postage.

Sponsors—Wadsworth Publishing Company, Inc., Belmont, California, 94002 ($12.00)

Document Not Available from EDRS.


This guide for occupational educators deals with laboratory and instructional management on an interdisciplinary basis within the broad field of occupational education. The principles discussed are intended to be applied at all levels and in all types of laboratories. The text suggests effective ways of organizing laboratories so that students can best learn occupational skills. The book offers guidelines for selecting instructional equipment and materials, planning the budget, meeting demands for accountability in occupational education, developing positive safety attitudes, and planning new facilities. An instructional management competency is given at the end of each chapter along with discussion questions which relate specific concepts to actual tasks. There are seven major chapters: Equipment and Supply Selection, Facilities Planning, Material Control, Maintenance and Recordkeeping, Safety, Organization Personnel, and Budget Preparation.

ED 131 297

VOICE 008 927


Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-259

Pub Date—14 Jun 76

Contract—OEO-D-72-67457

Note—455p., Pages 9-12 and 10-8 (containing a key to the genera of Oklahoma trees), and 62-8 (containing a conversion factor table) will not reproduce well due to small, faint type

EDRIS Price MF$0.83 HC$2.77 Plus Postage.


A two-phase project was designed to (1) provide...


McCullough, Virginia B.

A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System: Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Research Coordinating Unit.

Report No.—VT-103-272

Pub Date—75

Note—101p., Page 18, containing a diagram of the Model of an Effective Adult Educator, may not reproduce well due to faint, broken type.

EDRS Price MF-S0.83 HC-S6.01 Plus Postage.


(1) The model was constructed and tested the previous year at the University of Wisconsin-Stout and refined. (2) The general stress was to identify and define the competencies unique to the educator role. (3) The model was developed through a careful analysis of the literature, interviews with educators, and a content analysis of the requirements of different programs and institutions.

The project objective was to develop a model of the effective adult educator. The model was designed to identify the competencies that are unique to the educator role. The model was developed through a careful analysis of the literature, interviews with educators, and a content analysis of the requirements of different programs and institutions.

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from the test results of the state examination. A hospital training manual, developed to furnish informa-
tion to the hospital concerning hospital and col-
lege responsibilities, is appended to the report. The
appendices cover the major portion of the document
and contain student application forms and summary
record, hospital and training records, cooperative
agreements, affiliation, recommended clinical and
ward conferences, classrooms and laboratory cur-
riculum, and lists of laboratory equipment, library
and resource materials, and audiovisual materials.

ED 131 310 CE 008 953
Research and Analysis of Competencies Needed by the
Bilingual Teacher Aide.
Mesa Community Coll., Ariz.
Spons Agency—Arizona Occupational Research
Curriculum Laboratory.
Report No.—VT-103-295
Pub Date—Apr 76
Note—106p.
EDRS Price MF-50.83 HC-66.01 Plus Postage.
Descriptors—Bibliography, *Bilingual Teacher
Aides, *Educational Needs, Educational Re-
search, Elementary Education, *Job Skills, Job
Training, Personnel Evaluation, Program De-
scriptions, *Task Analysis
Identifiers—Arizona

A study identified competencies needed by a
bilingual teacher aide to an elementary school pro-
gram. The methodology involved (1) use of task
analysis in the form of a 341-item questionnaire,
which was disseminated to 131 bilingual teacher
aides in Arizona to determine both the difficulty
and frequency of their tasks, (2) chi-square tests for
significance of the bilingual teacher aides' back
ground data and areas of task performance, (3)
structured interviews with 40 bilingual teacher
aides, (4) structured interviews with their 40 mono-
lingual supervising teachers (conducted separately),
and (5) a review of the literature. Results showed
that the bilingual teacher aides are specifically un
prepared to perform in the very areas for which they
were employed. Courses are recommended and de-
scribed on the basis of the skills which appeared to
be most important to the performance of essential
tasks. Additional bilingual classroom A bibliogra-
phy, intended as a guide for teacher aide trainers, as
incorporated to facilitate the development of appro-
site materials. Recommendations for more effective
screening and placement, and for state certification
are offered. The research questionnaire appended along
with tables presenting chi square analysis of the
data. (Editor/NI)

ED 131 311 CE 008 964
Holcomb, John W. *And Others
Employment Opportunities and Training Needs in
Agricultural Competencies for Horse Production
in the United States.
Texas A and M Univ., College Station. Dept. of
Agricultural Education.
Spons Agency—Texas Education Agency, Austin.
Div. of Occupational Research and Development.
Report No.—VT-103-296
Pub Date—Aug 75
Note—44p.
EDRS Price MF-50.83 HC-$2.06 Plus Postage.
Descriptors—Agricultural Education, *Agricultural
Production, *Crop Production, Occupation, Curriculum Planning, *Job Analysis,
*Job Skills, Research, Task Analysis
Identifiers—*Cotton Production
The competencies necessary for entry and ad-
Vancement in cotton production were determined
by surveying people in the cotton production indus-
try from nine of the ten leading cotton producing
states. A preliminary listing of competencies was
developed from a review of the literature and from
a survey of specialized personnel in soil and crop
sciences. The 43 respondents, identified by state
directors of agricultural education, rated each spe-
cific competency for cotton production in terms of
the relative importance associated with employabil-
ity at the entry and first advancement levels. Re-
sponses were summarized in table form, indicating
the number of people rating a competency as of
important, the number of people not responding,
and the weighted mean for each duty and specific
and general competency. The relative importance of
158 specific competencies and two general compet-
encies for cotton production were ranked ordered
with the weighted mean given for each. Appendices
contain membership lists of advisory and validating
committees, the number of respondents from the
leading cotton producing states, a rank order of
cotton production duties with component general
competencies rank ordered within the duty, and a
sample of curriculum materials developed to sup-
port a single horse production specific competency
statement. (NI)

ED 131 312 CE 008 965
Holcomb, John W. *And Others
Employment Opportunities and Training Needs in
Agricultural Competencies for Cotton Production
in the United States.
Texas A and M Univ., College Station. Dept. of
Agricultural Education.
Spons Agency—Texas Education Agency, Austin.
Div. of Occupational Research and Development.
Report No.—VT-103-297
Pub Date—Aug 75
Note—44p.
EDRS Price MF-50.83 HC-$2.06 Plus Postage.
Descriptors—Agricultural Education, *Agricultural
Production, *Crop Production, Occupation, Curriculum Planning, *Job Analysis,
*Job Skills, Research, Task Analysis
Identifiers—*Cotton Production
The competencies necessary for entry and ad-
Vancement in cotton production were determined
by surveying people in the cotton production indus-
ty from nine of the ten leading cotton producing
states. A preliminary listing of competencies was
developed from a review of the literature and from
a survey of specialized personnel in soil and crop
sciences. The 43 respondents, identified by state
directors of agricultural education, rated each spe-
cific competency for cotton production in terms of
the relative importance associated with employabil-
ity at the entry and first advancement levels. Re-
sponses were summarized in table form, indicating
the number of people rating a competency as of
important, the number of people not responding,
and the weighted mean for each duty and specific
and general competency. The relative importance of
158 specific competencies and two general compet-
encies for cotton production were ranked ordered
with the weighted mean given for each. Appendices
contain membership lists of advisory and validating
committees, the number of respondents from the
leading cotton producing states, a rank order of
cotton production duties with component general
competencies rank ordered within the duty, and a
sample of curriculum materials developed to sup-
port a single horse production specific competency
statement. (NI)

ED 131 313 CE 008 966
Pena, Ralph
The Development of Modular Instructional
Materials for Physics for One-Year Vocational
Students.
Forsyth Technical Inst., Winston-Salem, N.C.
Spons Agency—North Carolina State Dept. of Pub-
lic Instruction, Raleigh, Occupational Research Unit.
Report No.—VT-103-298
Pub Date—30 Jun 76
Note—43p., For related documents, see CE 008
904-907
EDRS Price MF-50.83 HC-$2.06 Plus Postage.
Descriptors—Audiovisual Instruction, *Curriculum
Development, Curriculum Evaluation, *Individualized
Curriculum, *Physics Curriculum, Pilot

Projects, Program Descriptions, Program Evalua-
tion, Reading Level, Student Attitudes, Teacher
Attitudes, *Vocational Education
This report describes a project to develop and test
a number of individualized vocational physics
modules designed to be laboratory-oriented, written
at the lowest reading level, and supplemented with
audiovisual materials. The report includes descrip-
tions of the procedure developed, pilot test, and
disseminate the materials. Each of the five de-
veloped modules (on Jacks, Thermometers, *The
Alternator, The Pool Table, and The Radiator) and the
15 sound/slide programs are described. Tabulated
results of the student and instructor evaluation of
the materials appear in tables. Evaluation results
presented include the following: (1) Interviews with
students and instructors and the evaluation data in-
dicated that the materials are a worthwhile departure
from traditional physics, (2) high initial student
interest supported the contention that the voca-
tional education study was an application-ori-
ted approach, and (3) on the negative side, it was
found that the materials do not adapt well to tradi-
tional classroom techniques and that instructors
without appropriate backgrounds have difficulty
with some of the modules.Appendices consist of student
prerequisites and objectives for the five modules and
the student and instructor evaluation checklists. (NI)

ED 131 314 CE 008 967
Identification of Actual Tasks Performed and Rela-
tive Amount of Time Spent on Tasks by Voc-
EPD Consortium D, Richardson, Tex.
Spons Agency—Texas Education Agency, Austin.
Div. of Occupational Research and Development.
Report No.—VT-103-299
Pub Date—[75]
Note—25p.
EDRS Price MF-50.83 HC-$1.67 Plus Postage.
Descriptors—*Counselors, Educational Research,
*Job Analysis, Performance Based Teacher Edu-
cation, Program Descriptions, State Surveys,
*Teacher Education, Vocational Education, *Vocat-
ional Education, Vocational Education
Identifiers—Texas

The final report describes a research project to
identify tasks actually performed by vocational-
technical personnel in Texas. The primary ob-
tives of the study were to differentiate tasks and
subtasks, then use appropriate question-
naire methodology to obtain data from a representa-
tive sample of vocational-technical teachers,
administrators, and guidance personnel in the State.
Complete findings of the study are presented in
three separate volumes. This report describes plan-
ing and management considerations, the popula-
tion, instrument development, data collection, and
statistical analysis procedures, and also presents the
summary and conclusions. Frequently tabulated data
concerning the number of respondents according to
task category and program area. (Author/NI)

ED 131 315 CE 008 974
Rogers, Richard A.
Impact of TVI's Program and Delivery System
for Comprehensive Career Education in a
Rural Area. Interim Report.
Western Wisconsin Technical Inst., La Crosse.
Spons Agency—Office of Education (DHEW), Washing-
ton, D.C.
Report No.—VT-103-306
Pub Date—30 Jun 76

Document Resumes 25
ED 131 317  CE 008 983  Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record.  
Texas Univ., San Antonio.  
Sponsor Agency—Texas Education Agency, Austin.  
Div. of Occupational Research and Development  
Report No.—VT-103-315  
Pub Date—Feb 76  
Contract DEG-0-74-1739  
Note—25p.; For a related document, see ED 122 939, Prepared within the College of Multidisciplinary Studies.

EDRS Price MF-0.83 HC-$1.67 Plus Postage.  
Identifiers—Texas  
This booklet contains 10 job descriptions formulated from an analysis of the job performance of 684 workers in Texas day care centers. Five of the job descriptions are teaching positions while the other five are considered administrative. Each of the job descriptions, as well as the career progression and individual training records, are defined in terms of the tasks performed under each of nine major duties. The duties are defined according to the number of tasks performed which account for 90% of the work time of the job incumbents for any of the 10 basic jobs. In addition to the 10 job descriptions, the nine duties, together with the tasks performed, are recorded in worksheet format to be used by directors, supervisors, or individuals in the development of the career progression process. Primary tasks within each of the teaching cluster groups are identified and an additional column is provided for indicating tasks for any other job cluster group. Space is also provided within each box to enable the participant to indicate accomplishment. (Author/NJ)

ED 131 320  CE 008 987  Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.  
Texas State Dept. of Corrections, Huntsville.  
Sponsor Agency—Texas Education Agency, Austin.  
Div. of Occupational Research and Development  
Report No.—VT-103-316  
Pub Date—Jun 75  
Note—136p.; For a related document see ED 008 987

EDRS Price MF-0.83 HC$4.67 Plus Postage.  
Identifiers—Texas, Windham School District  
In the second year of an indepth evaluation of the vocational training offered to inmates of the Texas Department of Corrections, personal interviews were held with random samples of three treatment groups from the 1,260 inmates during the calendar year 1973. One group were graduates of the Windham School District Vocational Training courses, others were graduates of other vocational training programs, and the fourth group, with no vocational training, served as a control. Response from the former inmates was low, with only 63 interviews conducted. An additional 24 interviews were obtained with incarcerated subjects. Based on results of the survey, the recommendations offered include: (1) Placing the released offender in a job related to his training, (2) continuation of evaluation of the vocational training programs offered, and (3) instruction in areas related to employment, such as money management and interpersonal development. A bibliography, the survey instrument, and correspondence are included. Part 2 of the report describes the methodology of the followup program and presents a comparison of the results of the surveys for 1973 and 1974. (DG)

Des Moines Area Community Coll., Ankeny, Iowa.  
Sponsor Agency—Office of Education (DHEDW), Washington, D.C.  
Report No.—VT-103-318  
Pub Date—Jul 75  
Contract DEG-0-74-1739  
Note—27p.

EDRS Price MF-0.83 HC-$5.06 Plus Postage.  
Identifiers—Des Moines Area Community College, Iowa  
The report summarizes the followup and evaluation components of a project to establish and assess the effect of a mobile career exploration center in the rural school systems of the Colfax, Clermont, Denison, and Georgetown Community College District. Methodology involved comparing the experimental group of 227 students who participated in the career exploration program with a control group of students. Data collection included the use of the Ohio Vocational Inventory Survey, project staff summaries of each student's involvement in career exploration activities, and a followup survey. Factors included in the evaluation were (1) correlation of job selection or educational program selection with the assessment process, (2) job or educational program changes within six months of graduation, (3) relationship of stated vocational goals with aptitude test results, and (4) relationship of aptitude test results and areas explored for the experimental group. Findings indicated that participants tended to enter postsecondary education at a substantially higher rate than controls, the rate of entering the same area of employment or continuing education was greater, and students were employed in a job related to their highest interest score outcomes. Participants had a lesser tendency to switch occupational areas than the control group, and was much higher for the group with the highest interest score outcomes. Participants had a lesser tendency to switch occupational areas than the control group, and was much higher for the group with the highest interest score outcomes. Participants had a lesser tendency to switch occupational areas than the control group, and was much higher for the group with the highest interest score outcomes. Participants had a lesser tendency to switch occupational areas than the control group, and was much higher for the group with the highest interest score outcomes.
EDRS Price MF 50.83 HC-57.35 Plus Postage.

EDRS Price MF 50.83 HC-57.35 Plus Postage.

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EDRS Price MF 50.83 HC-57.35 Plus Postage.

EDRS Price MF 50.83 HC-57.35 Plus Postage.

EDRS Price MF 50.83 HC-57.35 Plus Postage.

EDRS Price MF 50.83 HC-57.35 Plus Postage.
ED 131 328

Mullen, Herald


Calhoun Area Vocational Center, Battle Creek, Mich.

Spons Agency-Office of Education (DHHS), Washington, D.C.

Report No.-VT-103-379

Pub Date-June 76

Contract-G05-75-00047

Note-287p.


A detailed description is presented for the first year efforts of a practitioner project to demonstrate the application of the cluster concept as an organizational technique to facilitate the delivery of career development skills and occupational preparation skills instruction. The major product components of the project are (1) a management model, (2) an internal process evaluation, (3) the clustering of vocational/technical curriculum, (4) support component (5) a curriculum development, placement/services and skills, and (7) career cluster integration, dissemination, and K-12 articulation. Accomplishments during the first year were largely planning and development in nature, and concerned management design, instructional strategies, staff training, and curriculum development. The third party evaluation by Carkhuff Associates included that the project has effected a solid management base, staff receptivity to project goals, and commitment to training. Appendices, comprising about half the document, include specific objectives for achieving project goals, anticipated outcomes for junior high, senior high, and area vocational students, and student career development survey forms. (Author/RO)

ED 131 329

Staats, James W., Brown, Bruce


North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit, North Dakota Univ., Grand Forks.

Spons Agency-Office of Education (DHHS), Washington, D.C.

Report No.-VT-103-380

Pub Date-June 76

Note-71p.; Pages 31 and 32 of appendix A may not reproduce well

EDRS Price MF-50.83 HC-535.50 Plus Postage.

Descriptors-Curriculum Development, Distributive Education, Distributive Education Teachers, Equations, Instructional Materials, Learning, Learning Environments, Teaching Skills

The research is designed to utilize the model-school store as a distributive education learning laboratory. Objectives were to (1) Determine the competencies required of teacher-coordinators, (2) develop the instructional techniques and equipment needed, (3) develop a model-school store curriculum for secondary education, and (4) provide a model-school store learning laboratory for teacher-coordinators. Based upon a literature review and advisory committee recommendations, 226 teacher-coordinator competencies (developed by Lucy Crawford) were all accepted as essential, and supervisory and instructional units of distribution were designed for inclusion in the program. Specific recommendations are offered for preservice and inservice training of teacher-coordinators. (Author/RO)

ED 131 330

Tate, James B., Kaulin, Alan A.

Competencies Needed by Workers in Horticultural Occupations.

Iowa State Dept. of Public Instruction, Des Moines; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency-Office of Education (DHHS), Washington, D.C.

Report No.-VT-103-371

Pub Date-75

Note-46p.; Pages 31 (Foreword), (Table of Contents), and Table 30 (Nursery Production Employee Competencies) on page 235 may not reproduce well due to faint, broken type

EDRS Price MF-50.83 HC-524.77 Plus Postage.

Descriptors-Horticulture, Job Analysis, Job Skills, Occupational Information, Occupational Surveys, Ornamental Horticulture Occupations, State Surveys, Tables (Data), Task Analysis, Identifiers-Iowa

This study was undertaken to identify occupational areas in the horticultural industry and to identify, describe, and categorize the mental and physical skills needed by workers in horticultural occupations. Competency lists were developed for these occupational areas: arborist services, farm and garden supply centers, golf course management, greenhouse production, landscape services, nursery production, park and highway management, retail florist, and wholesale florist. A survey instrument incorporating the competencies was administered to 1,435 Iowa horticulture employees with a response rate of 36%. Data are presented in two parts. Part 1 contains information relative to occupational areas in each of the nine categories and the number of persons employed in each. Geographic distribution of businesses from which responses were received is also provided. Part 2, covering the majority of document, consists of tables which summarize the competencies perceived by workers in each of the nine areas. Data are presented in the two broad categories of management and sales and labor. The tables list the tasks and indicate performance frequency by number of employees and by overall percent of employees. (NJ)
center practices which may influence training for child care personnel in Texas were surveyed toward: (1) Identify Anglo, Black, and Chicano child rearing practices, (2) identify child care organ practices, (3) compare Angel child rearing in relative to culture, and (4) identify the relative of cultural factors to vocational training for child care personnel. Questions were administered to representative samples of parents, child care practitioners, and professionals in six geographic regions of Texas. A computer program was used to examine relationships and determine significances. Responses are presented in narrative and tabular form. Discussion is organized around response data on family relationships, discipline, feeding-eating practices, sleeping behaviors, toilet-training, verbal interactions, child care center attributes, and perceptions of relationships. It was concluded that there are few major cultural differences in Anglo, Black, and Chicano child-rearing practices and child care center practices, and that cultural factors may not be as important as social economic factors. (MF)

ED 131 332
Junge, Catherine
Development of Instructional Module Orientation to the Health Care Delivery System. Final Report.
Texas Woman's Univ., Denton, Tex.
Sponsoring Agency--Texas Education Agency, Austin.
Div. of Vocational Research and Development.
Report No.--VT-103-388
Pub Date--May 76
Note--48p.
EDRS Price MF 00.83 HC516.73 Plus Postage.

In an effort to fill a need for validated instructional materials in secondary vocational health occupations, an experimental instructional module was developed based on behavioral objectives identified by teacher coordinators in Texas Health Occupations Cooperative Training (HOCT) programs. The module was then pilot tested with students in these programs. The project report section includes needs analysis, discussion of prior literature and research, project methods and procedures, data analysis and findings, and conclusions. Over half of the document consists of appendices which include a description of the experimental module and copies of the three products developed. Teacher Implementation Plan, Student Record Book, and assessment instruments. Designed for use by a group of students with the instructor acting as a facilitator and resource person, the module is divided into eight teaching units. Topics include hygiene, the rights of healthy and infirm, organization, health care personnel, and major health problems. For seven of the units, the teacher implementation plan includes transparency masters and a script for a slide-tape presentation. The Student Record Book includes information sheets, vocabulary list, and study questions for each unit. Pretests and posttests for each unit, along with a scoring key, comprise the assessment instruments. The document includes project forms and a bibliography. (Author/RO)

ED 131 333
CE 009 058
New Educational Directions, Crawfordsville, Ind.
Spencer Agency--Indiana State Board of Vocational and Technical Education, Indianapolis.
Report No.--VT-103-390
Pub Date--Jul 75
Note--49p.
EDRS Price MF 00.83 HC516.06 Plus Postage.
Descriptors--Evaluation Methods, *Literature Reviews, Vocational Education, *Vocational Education Identifiers--United States

Phase I of the project consisted of a survey of the states to determine the type of model used in the states' evaluation of vocational-technical education. In addition, a search was made of RIE and JUB to determine the most recent evaluation research studies conducted in each state. Through responses to inquiries and the literature search, the type of evaluation and research studies conducted in each state was determined. The various methods of evaluation were grouped into the eight categories of self-study, visiting team, follow-up, employer-based, cost-benefit, behavioral objective, nontechnical objective, and job placement-relatedness. Recommendations for each unit of the literature on each of the eight identified evaluation methods is summarized. A discussion of process versus product evaluation is also included. Tables display the type of evaluation used as reported by the states and also the number of reported research studies conducted in or for the states according to type of evaluation method. Appendices contain project correspondence and a 19-page bibliography.

ED 131 334
CE 009 059
Evaluation of Vocational Technical Education. Phase II. A Skeletal Model with Suggested Research and Development Activities.
New Educational Directions, Crawfordsville, Ind.
Spencer Agency--Indiana State Board of Vocational and Technical Education, Indianapolis.
Report No.--VT-103-391
Pub Date--May 76
Note--48p.
EDRS Price MF 00.83 HC516.77 Plus Postage.

In an effort to fill a need for validated instructional materials in secondary vocational health occupations, an experimental instructional module was developed based on behavioral objectives identified by teacher coordinators in Texas Health Occupations Cooperative Training (HOCT) programs. The module was then pilot tested with students in these programs. The project report section includes needs analysis, discussion of prior literature and research, project methods and procedures, data analysis and findings, and conclusions. Over half of the document consists of appendices which include a description of the experimental module and copies of the three products developed. Teacher Implementation Plan, Student Record Book, and assessment instruments. Designed for use by a group of students with the instructor acting as a facilitator and resource person, the module is divided into eight teaching units. Topics include hygiene, the rights of healthy and infirm, organization, health care personnel, and major health problems. For seven of the units, the teacher implementation plan includes transparency masters and a script for a slide-tape presentation. The Student Record Book includes information sheets, vocabulary list, and study questions for each unit. Pretests and posttests for each unit, along with a scoring key, comprise the assessment instruments. The document includes project forms and a bibliography. (Author/RO)

ED 131 335
CE 009 060
A. K. Smith Area Career Center, Michigan City, Ind.
Spencer Agency--Indiana State Board of Vocational and Technical Education, Indianapolis.
Report No.--VT-103-392
Pub Date--Jun 76
Note--23p.
EDRS Price MF 00.83 HC516.67 Plus Postage.

A library of audiovisual instructional materials and curriculum guides were developed to train members of volunteer fire departments in LaPorte County, Indiana. The report briefly summarizes the report and includes a guide describing the audiovisual and instructional materials developed. The guide, containing 10 units, presents brief descriptions of each unit (which consists of a series of transparencies and an accompanying instructor guide). An illustration of one sample transparency from each unit is shown. The units are entitled Fireable Entry, Hose Layout Practices, Electrical Hazards and Fires, Transportation Fires, Company Officer Leadership, Overhead and Ventilation, Fire Stream Practices, and Fireground Search and Rescue. (NJ)

ED 131 336
CE 009 061
Dittman, Jennette K.
Sex Role Perceptions of North Dakota Vocational Education Students. Final Report No. 38.
North Dakota State Univ., Fargo. Coll. of Home Economics.
Spencer Agency--North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit, Office of Education (DHEW), Washington, D.C.
Report No.--VT-103-393
Pub Date--Jun 76
Note--54p.
EDRS Price MF 00.83 HC516.50 Plus Postage.
Descriptors--Administrator Attitudes, Counselor Attitudes, Sex Differences, *Sex Role, *Sex Stereotypes, Surveys, Teacher Attitudes, *Vocational Education Identifiers--North Dakota

The assessment of sex-role perceptions of vocational educators was planned as a means of addressing the issue of sexism and sex-role stereotyping in vocational education in North Dakota. The stratified random sample consisted of 396 vocational teachers, administrators, and counselors. Beh's Sex-Role Inventory was used to assess the subjects' sex-role perceptions. The testing of the hypotheses resulted in the following conclusions: (1) Vocational educators were highly consistent in the sex-role perceptions; (2) subjects in all subsamples perceived males as masculine-typed and females as feminine-typed, suggesting predominantly stereotyped views, (2) female subjects viewed themselves as being significantly less sex-typed than did male subjects, (3) both male and female subjects described males and females as more significantly sex-typed than they perceived themselves to be, (4) androgynous subjects perceived a significantly smaller difference between males and females than did more sex-typed subjects, and (5) there appeared to be a tempering of the exaggerations of masculinity and femininity of the more proggy individual. In addition to a description of the procedures and presentation of the results, the report presents a review of the literature and a bibliography. The Beh Sex-Role Inventory is appended. (Author/NJ)

ED 131 337
CE 009 062
Phelan, Joseph F.
Students in Placement Service, Final Report.
Richmond Public Schools, Va.
Spencer Agency--Office of Education (DHEW), Washington, D.C.
Report No.--VT-103-394
Pub Date--Jun 76
Note--44p.
Note--Not available in hard copy due to marginal reproducibility of the original document.
EDRS Price MF 50.83 Plus Postage. HC Not Available from EDRS.


Identifiers—George Wythe High School, Virginia (Richmond) Area.

This 3-year pilot project demonstrated the feasibility of schools assuming responsibility for the job placement of students at every exit level, and established a systematic, effective job placement service capable of serving secondary students. The project was operational at a high school serving 1,303 students of which the racial balance is 75% black and 25% white. Through the cooperation of the business community, the job placement service acted as an employment agency and also provided students the opportunity to prepare themselves for the world of work through programs focused on employer expectations. Of the 884 graduates using the service during the 3-year period, 613 requested job assistance. Of these, 109 full-time and 208 part-time placements were found. Over 900 other students requested assistance in part-time and summer placements. Students most difficult to place were school dropouts with behavior problems. The cooperation from business leaders, counselors, teachers, administrators, and community resource people contributed to the success of the project. Recommendations are offered for the establishment of similar services. Project forms are appended. (RG)

ED 131 339


Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 76

Contract—OE-75-02-2019

Note—83p.

EDRS Price MF 50.83 HC-54.67 Plus Postage.


Identifiers—Franco Americans, Maine.

This project was an attempt to provide bilingual educational services to elderly Franco-Americans on a cooperative basis among three Maine universities. Seventy-seven adult unemployed or underemployed Franco-Americans participated in a human services worker training program based on the Bangor-based certificate level curriculum in gerontology. Part 1 of the report is a compilation of programmatic and administrative information concerning recruitment, curriculum, support services, objectives, and administration. Part 2 is an independent evaluation of the project which consisted of onsite visits and surveys of faculty, staff, students, and practitioners. Data from onsite visits were structured and analyzed according to the level of bilingualism, extent of bicultural emphasis, adequacy of human services training, practicum placements, student, faculty, staff, consortium approach, and the one-year certificate. The surveys included questions on most of the same topics addressed by the onsite visit evaluation. Survey responses, received from approximately one-half of each group, indicated high levels of satisfaction across all groups. Sample instruments are included.

ED 131 339

Bausch, Klaus Dieter


Spons Agency—Texas Education Agency, Austin.

Dept. of Occupational Education and Technology.

Ret No.—VT-103-399

Pub Date—Aug 76

Contract—62300127

Note—317p.

EDRS Price MF 50.83 HC-516.73 Plus Postage.


The study was designed to investigate the effects of Numerical Control Technology and Computer-Aided Manufacturing (NC/CAM) in American industry on educational and engineering technology education. The specific purpose was to identify specific impacts and rationales for curriculum development in NC/CAM through a comparison of views by industrial NC users and educators regarding appropriate instructional content for educational programs in this technology. Methodology involved a national survey requiring the completion of a two-part questionnaire by over 400 industries and approximately 100 educational institutions. Based on survey findings areas are offered for curriculum development to meet industry needs. Five major areas of NC/CAM are suggested in three levels from introductory, intermediate, to advanced programs with the specific number of courses required to be determined by the particular institution. These areas are basic and general NC concepts, manual programming for NC, computer-aided programming for NC, management and economic aspects of NC, and advanced technologies. Appendixes to the report include correspondence, the survey instruments, and tables analyzing the data obtained. (RG)

ED 131 341

CE 009 263

Census Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIME/ARM), Volume 5, Number 5.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupations and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—9,873p.

EDRS Price MF 517.20 Plus Postage. HC Not Available from EDRS.


Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIME/ARM, Volume 9, Number 5. The microfiche available in the following sequence:

1. A VT number list of those documents in the microfiche set for Volume 9, Number 5, and
2. The full text of documents listed, in ascending VT-number order. The documents are filmed continu-

outly. (Author/HD)

ED 132 240

CE 007 519

Fitzle, Cecilia H.


Pub Date—76

Note—357p.

Available from—Garrett Park Press, Garrett Park, Maryland 20766 (37.50).

This project was an attempt to provide bilingual vocational education to elderly Franco-Americans through Vocational Education. Final Report. Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

ED 132 241

CE 007 523

Williams, Paul; Carpenter, Bruce

Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.


Report No.—VT-103-430

Pub Date—74

Note—37p.

EDRS Price MF 50.83 HC-52.06 Plus Postage.


This 5-week unit on constructing wood agricultural buildings is designed for the junior or senior year of the regular agricultural science course of study or as part of the agricultural mechanics program. In outline form, the unit is divided into eight major performance objectives. Each objective is subdivided into the areas of content, suggested teaching-learning activities, resources, and evaluation. The major objective (consisting of separate sections) relate to the subjects of the importance of wood products to modern agriculture, (2) materials, (3) calculating a "bill of materials", (4) laying out a frame building, (5) framing a building, (6) cutting a common rafter, (7) roofing a building, and (8) constructing exterior walls. (Author)
ED 132 242 CE 007 538
Apply Pesticides Correctly. A Programmed Instruction Program for Private Applications
Environmental Protection Agency, Washington, D.C.
Report No.—VT-103-442
Pub Date—May 76
Note—169p.
EDRS Price MF-$0.83 HC-$2.09 Plus Postage.
Descriptors—Applications, Application Equipment Utilization, Federal Legislation, Pesticides, Programmed Instruction, Programmed Texts, Vocational Agriculture
This programmed text on application of pesticides provides practical information needed to meet the minimum Federal regulation requirements for the use of certain pesticides. Each chapter consists of a pretest, posttest, and learning program, which consists of a series of items (e.g., multiple choice questions and word matching) requiring learner responses, allowing immediate feedback to the responses. The seven chapters cover pest and pest control, pesticides, labels and labeling, application equipment, use and maintenance of pesticide application equipment, using pesticides safely, and the environment and the law. (NJ)
ED 132 243 CE 007 624
Aviation Support Equipment Technician M 3 & Z Rate Rating Manual and Nonresident Career Course
National Aviation and Training Command, Pensacola, Fla.
Report No.—NAVEDTRA-10315-B
Pub Date—July 66
Note—564p.
For a related document see ED 109 303
EDRS Price MF-$8.00 HC-$18.00 Plus Postage.
Descriptors—Aviation Equipment, Aircraft Maintenance, Aircraft Mechanics, Aviation Technology, Correspondence Courses, Instructional Materials, Job Training, Instructor's Aid, Programmed Texts, Textbooks, Technical Occupations, Textbooks
Identifiers—Navy
ED 132 246 CE 007 709
Lee, Jasper S. Comp.
Teaching the Meaning and Importance of Agriculture (A Teaching Plan Designed for Use with "A Reference Unit on the Meaning and Importance of Agriculture"). Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College
Spons Agency—Mississippi State Dept. of Education, Jackson, Div. of Vocational and Technical Education.
Pub Date—74
Note—29p.
For a related document see CE 009 312
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agriculture, Agricultural Education, *Concept Formation, Instructional Aids, Lesson Plans, Secondary Education, Teaching Guides, Teaching Techniques, *Unit Plan, Vocational Education
Intended for supplementary use with "A Reference Unit on the Meaning and Importance of Agriculture," this suggested teaching plan is designed to assist in teaching certain fundamental concepts associated with the meaning and importance of agriculture. It is composed of the following sections: Purpose, Behavioral objectives, situation, detailed outline, suggested supplementary learning activities, evaluation techniques, suggested supplementary references and other aids, and transparency masters. The section on the detailed outline covers the majority of the document and presents detailed teaching procedures. A two-column format is used: the left column lists the teaching tasks of the instruction, and the right column gives the step-by-step detail for accomplishing each teaching task. (HID)
ED 132 247 CE 007 715
The American Wholesale Grocery and the Tennessee Supermarket Industry and Clinical Project
Memphis State Univ., Tenn.
Report No.—VT-103-432
Note—69p.
EDRS Price MF-$0.83 HC-$2.09 Plus Postage.
This instructional materials and procedures for a formal education student project are designed as a 2 week or 25-hour rotation unit which requires two students working simultaneously in a simulated business correspondence situation. The two students "work" for two different companies and exchange letters, invoices, purchase orders, and memos. A complete set of instructions for each company is included, including guidelines to help the student identify consumer fraud. Digital computers and flowcharting are the subjects of an appendix. A career referral section includes a list of career objectives associated with the occupation of consumer fraud. A sample lesson plan and lesson plan formats also appear. (NJ)
Other education programs differ in format and in types of learning activities presented. The learning activity package for accounting is a lesson sequence developed by the straight line method. Business English is represented by a programmed unit on similar word drills intended for use in a business English or transcription class and a self-instructional unit in punctuation practice with commas. A programmed unit in business mathematics provides the student with a 1-week introduction to calculating commission. A career, resource, and planning unit in second-year typing courses, contains of exercises designed to increase student self-awareness. The resource unit in consumer education provides information and activities to help the student identify consumer fraud. Digital computers and flowcharting are the subjects of the data processing unit, and the office procedures lessons exist for two case studies, an integrated exercise for clerk typist, a filing exercise, and a dramatization related to the occupation of receptionist. (NJ)
ED 132 249 CE 007 754
Lutz, Justin
Guidelines for Health Occupations Education Programs in Secondary Schools.
Tennessee State Board for Vocational Education, Nashville.
Report No.—VT-103-433
Note—52p.
EDRS Price MF-$0.83 HC-$2.09 Plus Postage.
This manual for school administrators and teachers is designed to aid in developing, planning, and conducting health occupations education programs at the secondary level. Guidelines for program organization and administration are offered regarding advisory committees, procedures for establishing programs, educational facilities, selection of clinical training agencies, transportation, teacher responsibilities and qualifications, students, and program evaluation. Also presented is a description of a program based on a general core curriculum. These suggested units may be adapted to meet local needs in a 1-, 2-, or 3-year plan. General guidelines are offered for curriculum design, testing methods, and suggested curricular materials. Also suggested are core subjects, course outlines, class and unit experience, scheduling procedures, and evaluation of students. A sample lesson plan and lesson plan format also appear. Appendix material includes suggested reference books, equipment, teaching aids and audiovisuals, supplies, and supply sources. A schematic design for a health occupations education facility is also appended. (NJ)
These general guidelines for establishing a practical nursing education program define the roles and responsibilities of the administrative and instructional leadership, and of cooperative organizations. They provide for Vocational Education, Tennessee Board of Nursing, local advisory committees, and cooperative hospital, the philosophy, definitions, objectives, and rationale for a practical nursing course. The nursing course is presented as well as a guide to the curriculum of programs in Tennessee. Student application procedures and forms are included along with records required by the State. In describing the course, information is provided about scheduling, suggested curricula, equipment and materials needed, teaching aids, lesson plans, and methods of teaching. Additional guidelines refer to counseling, psychiatric affiliation, utilization of research, teaching materials, and graduation exercises. Approximately one-half of the guide (139 pages) consists of course outlines, each containing time length, teaching methods, bibliography, and instructional units further detailed as content to be taught, resources from, and management procedures. (NJ)

ED 132 251

CE 007 776

Wilson, Aubry


Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Note No.-VT-103-439

Pub Date--76

EDRS Price MF 058.57 HC-58.69 Plus Postage.


These course study in ornamental horticulture for secondary and adult technical education levels are based on a 1972 Rutgers University study and are designed to accommodate occupational needs in the field of ornamental horticulture. Job titles emphasized in the secondary level are caretaker, nurseryman, flower grower, and flower salesperson, those for the adult level are nurserymen, forester, and flower salesperson. "Dictionary of Occupational Titles" descriptions are presented for each of these occupations. General course descriptions with instructional and student backgrounds are included for the first and second semesters of the program for the grade levels of 9 through 12, and for the 1-year adult technical program. Information is also provided on course length, entrance requirements, diploma, where offered, and equipment and facilities. A major portion of the document consists of shop practice outlines for the secondary and adult course levels. Outlines for related mathematics, science, and drawing courses are also included. The outlines, set up by job classification, consist of functional objective, operations, and related information and show content of courses at the various grade levels. A bibliography of texts and reference books is included with each outline. (NJ)

ED 132 252

CE 007 787

Najarian, Michael

Project Ranch (Career Guidance and Counseling Unit, Board Resource Person).

Massachusetts State Board of Regional Community Colleges, Boston.

Spons Agency--Massachusetts State Dept. of Education. Div. of Vocational Education.

Pub Date--76

Note--22p.

EDRS Price MF 058.57 HC-58.69 Plus Postage.


Identifiers--Maine (South Portland) Project Ranch. The impact of a 3-year effort to implement career education into the South Portland school system through Project REVAMP (Revitalize the Vocational and Academic Multifaceted Program through Career Education) is examined. Evaluation assessed observable curriculum changes, guidance services in response to the career development needs of all students, greater community involvement, and commitment to career education. While specific objectives were written in terms of elementary career awareness, junior high career orientation, senior high preparation, postsecondary liaison and improved, career guidance, the overall plan was to provide leadership and resources for substantial philosophical and administrative changes in the schools. These goals have been achieved. Major curriculum changes and a restructured guidance program has resulted from the project. The district has committed its operational funds to the support of many of the career education concepts. Professionals have been assigned responsibilities designed to insure that the changes achieved are long-lasting. Future directions should include monitoring of the evaluation of the implementation of change, planning of the results, and teacher inservice education. (TA)
...
ED 123 266

Course, the Mountain School seventh grade at Charles County Pottery Workshop in Georgia, but that material is adaptable to a regular school building if it is supplemented by field trips and out-of-school activities and if teachers experienced in the craft are eager to learn with the students and share to do some research and careful preparation. Contents include (1) list of masts, science, social studies, and (2) background information on pottery; (3) student activities in local clay (finding, preparing, testing), in forming clay, in primitive firing, and in glaze-making; (4) pottery vocabulary glossary; and (7) suggested resources (books, magazines, films). (HD)

ED 123 270

EC 008 439


Pub Date—76

Note—25p.

EDRS Price MF-50.83 HC-51.67 Plus Postage.

Descriptors—Activity Units, Art Activities, Curriculum Guides, Handicrafts, Interdisciplinary Approach, Learning Activities, Mathematics Instruction, Secondary Education, Sewing Instruction, Short Courses, Social Studies Units, Student Projects, Vocational Education.

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Mountain School Project, *Quilting

Based on two quilting minicourses conducted by the author with students from grades 7 though 10, this curriculum guide provides interdisciplinary objectives, student activities, and teaching procedures for 45 lessons in which the fundamentals of quilting are taught and practiced. Contents include (1) list of objectives and concepts under headings of language arts, mathematics, social studies, and art, (2) back ground information in quilting, (3) student activities in quilting, (4) quilting and using local weavers, spinners, and crocheters, as teaching assistants as the school or for special activities in artists studios. The guide contains: (1) course concepts (in language arts, mathematics, social studies, and art), (2) student activities, (3) writing vocabulary (4) computer use, (5) a list of teaching aids, and (6) a list of suggested resources (books, magazines, films, etc.). (HD)

ED 132 271

EC 008 440


Pub Date—76

Note—25p.

EDRS Price MF-50.83 HC-51.67 Plus Postage.

Descriptors—Activity Units, Art Activities, Curriculum Guides, Handicrafts, Interdisciplinary Approach, Learning Activities, Mathematics Instruction, Secondary Education, Sewing Instruction, Short Courses, Social Studies Units, Student Projects, Vocational Education. Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Mountain School Project, *Quilting

Based on two quilting minicourses taught by the author for students in grades 7 through 10 at the Mountain School (Lookout Mountain, Georgia), this curriculum guide provides the integration of several curricular areas into the teaching of leathercraft. Contents include (1) concepts and objectives for the...
course listed under the headings of language arts, mathematics, science, social studies, related arts, and vocational studies, (2) background information on resource materials system, (3) instructions for student activities (types of leather, wristbands, threading and tying, coin purse, dyeing leather, leather footing, wristbands, medallions, and hanging candle holder), (4) leather vocabulary glossary, and (5) an 8-item bibliography. (HD)

ED 132 272 CE 008 444
Aviation Electrician's Mate 1 & 2 Rate Training Manual and Nonresident Career Course.
Naval Education and Training Command, Pensacola, Fla.
Report No.: NAVEDTRA-10349-D
Pub Date—76
Note—39p.
EDRS Price MF50.83 HC $50.75 Plus Postage.
Descriptors—Autoinstructional Aids; Aviation Technology; Correspondence Courses; Electric Technical Systems; Electricians, Instructional Materials; Job Training, Manuals, Military—Training, Textbooks
Identifiers—Aviation Electronics, Navy
One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve who are studying for advancement in the Aviation Electrical Mate (AEM) rating, this text is based upon the Navy's professional occupational standards for AEM and AEC Contems include a 10-chapter text followed by a subject index and the associated materials for each course objective (right-hand page assignments and technical questions based upon each occupational standard in the respective assignment). Recommended use includes individual preparation for advancement examinations as well as everyday on-the-job training. Chapter headings are (1) Aviation Electrician's Mate Rating, (2) Supply and Publications, (3) Aircraft Electrical Control and Distribution, (4) Air Data Computer System, (5) Attitude Heading Reference Bombing Computer System, (6) Inertial Navigation, (7) Automatic Flight Control System, (8) Power Plant and Auxiliary Environmental Systems, (9) Maintenance, Techniques, and (10) Test Equipment. The appendix includes the U.S. customary and metric system units of measurement. (HD)

ED 132 273 CE 008 445
Lambert, Roger H. And Others
Sponsor—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.
Pub Date—76
Note—39p.
EDRS Price MF50.83 HC-S50.66 Plus Postage.
Descriptors—Annotated Bibliographies, Curriculum Guides, Home Economics Education, Resource Materials, Vocational Education
This bibliography, part of the Vocational Education Resource Materials, is designed to (1) encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 274 CE 008 446
Lambert, Roger H. And Others
Sponsor—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.
Pub Date—76
Note—39p.
EDRS Price MF50.83 HC-S50.66 Plus Postage.
Descriptors—Annotated Bibliographies, Curriculum Guides, Vocational Education Resource Materials
This bibliography, part of the Vocational Education Resource Materials system, is designed to (1) encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 275 CE 008 447
Lambert, Roger H. And Others
Sponsor—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.
Pub Date—76
Note—25p.
EDRS Price MF50.83 HC $51.67 Plus Postage.
Descriptors—Annotated Bibliographies, Curriculum Guides, Health Occupations Education, Resource Materials, Vocational Education
This bibliography, part of the Vocational Education Resource Materials system, is designed to (1) encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 277 CE 008 449
Lambert, Roger H. And Others
Sponsor—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.
Pub Date—76
Note—25p.
EDRS Price MF50.83 HC $51.67 Plus Postage.
Descriptors—Annotated Bibliographies, Curriculum Guides, Distributive Education, Resource Materials, Vocational Education
This bibliography, part of the Vocational Education Resource Materials system, is designed to (1) encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)
This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials; (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities; and (3) encourage the use of resources and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), address (for ordering purpose), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 278
Lambert, Roger H. And Others
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.
Pub Date—76
Note—47p.
EDRS Price MF-50.83 HC-52.06 Postage.

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials; (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities; and (3) encourage the use of resources and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), address (for ordering purpose), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 279
Lambert, Roger H. And Others
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.
Pub Date—76
Note—40p.
EDRS Price MF-50.83 HC-52.06 Postage.

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials; (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities; and (3) encourage the use of resources and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), address (for ordering purpose), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 280
Tiddall, Lloyd W., Comp. And Others
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts.
Spons Agency—Wisconsin State Board of Vocational Technical and Adult Education, Madison.
Pub Date—76
Note—89p.
EDRS Price MF-50.83 HC-52.06 Postage.
Identifiers—Wisconsin.

This catalog provides information on the 159 vocational/technical education programs which have been funded by the 1968 Vocational Amendments and Wisconsin's 16 vocational technical and adult education districts to provide services to special needs students. The preface indicates that many innovative methods and techniques for training special needs students can be found in the various programs, which provide pre-vocational and support services to special needs students in addition to modifications in vocational curricular areas. The intended audience is high school and vocational/technical adult education (VTAE) counselors and agencies, and persons who are working with special needs students. The table of contents provides a listing of the disadvantaged and handicapped occupational programs. Each program includes title, address, name, and phone number of an information contact and an administrative contact, type of handicapped student served, and a one- or two- sentence program description. The index provides quick reference for the identification of programs by pre-vocational, support, service, and curricular areas. (HD)

ED 132 281
Resp, Margaret Casey
Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.
Publisher—University of Houston.
Pub Date—Aug 76
Note—205p., E.D.D. Dissertation, University of Houston.
EDRS Price MF-50.83 HC-51.37 Postage.

In an attempt to identify the discrepancies between work and training, a questionnaire for a beginning accountant or bookkeeping worker, and thereby provide either verification of the current curriculum or needed direction for refinements; this study posed three questions. The present study is a replication of the research conducted covering the 1968-1975 period. Forty-six studies were identified. To determine the job tasks performed by the beginning accounting and bookkeeping worker (question 1), a comprehensive search of the literature was made covering the 1968-1975 period. Forty-six studies were identified. To determine the job tasks performed by the beginning accounting and bookkeeping worker (question 2), a comprehensive search of the literature was made covering the 1968-1975 period. Forty-six studies were identified. To determine the job tasks performed by the beginning accounting and bookkeeping worker (question 3), the textbooks most commonly used in the curriculum were identified and analyzed. To determine the extent to which the high school curriculum and pre-vocational job tasks performed by the worker the other representing the curriculum. Two of the major findings were (1) no significant relationship was found when statistical applications were applied to the two lists grouped either by occupational or specific job tasks common to both lists and (2) 52% of textbook volume contained none of the job tasks taken from the list representing the study. The study is presented in three parts. Chapter I presents general introductory material, chapters 2 through 4 each cover separately the three questions posed at the beginning of the study, chapter 5 presents detailed conclusions and recommendations. (HD)

ED 132 282
Hoffman, Allan M., Hoffman, Diane B.
A History of Vocational Education.
Publisher—Columbia University Press.
Pub Date—76
Note—47p.
EDRS Price MF-50.83 HC-52.06 Postage.
Identifiers—United States.

The historical evolution of vocational education is discussed in an attempt to show that obvious comparisons can be drawn between the industrial education movement and debate of American educational history and the concepts of career education today. The documentation covers the period from the mid-1800's to the present. Major factors influencing the development of vocational education are highlighted, the establishment of trade schools in the 1800's, Industrial Revolution, the industrial education movement, the American Civil War, federal legislation (e.g. Morrill Land Grant Act), foreign educational influence, the manual education movement, the formation of industrial arts associations, and various industrial shifts and societal changes. A bibliography is appended. (SH)

ED 132 283
Hoffman, Allan M., Hoffman, Diane B.
A History of Vocational Education.
Publisher—Columbia University Press.
Pub Date—76
Note—47p.
EDRS Price MF-50.83 HC-52.06 Postage.
Identifiers—United States.

The historical evolution of vocational education is discussed in an attempt to show that obvious comparisons can be drawn between the industrial education movement and debate of American educational history and the concepts of career education today. The documentation covers the period from the mid-1800's to the present. Major factors influencing the development of vocational education are highlighted, the establishment of trade schools in the 1800's, Industrial Revolution, the industrial education movement, the American Civil War, federal legislation (e.g. Morrill Land Grant Act), foreign educational influence, the manual education movement, the formation of industrial arts associations, and various industrial shifts and societal changes. A bibliography is appended. (SH)

ED 132 284
Career Education Projects Funded under Sections 402 and 406 of Public Law 95-380. (Second Year Program—Fiscal Year 1976 Funding).
Publisher—Office of Career Education (DHEW/DB), Washington, D.C.
Pub Date—Jul 76
Note—47p.; For a related document see ED 114 586 (First Year’s Program—Fiscal Year 1975 Funding).
EDRS Price MF-50.83 HC-52.06 Postage.

information on career education activities is provided in this compilation of career education projects. Activities are categorized into six areas: (1) activities designed to effect incremental improvements in K-12 career education programs, (2) activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education, (3) activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as non-disabled and talented, minority and low income youth, and to reduce sex stereotyping in career chords, (4) activities designed to demonstrate the most effective methods and techniques for training and retraining persons for conducting career education
programs; (5) activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public; and (6) projects for development of state plans for implementation of career education in the local educational agencies of the states, under the provisions of Subpart C of 45 CFR Part 160d. Information on each project is arranged according to state and project number, grant or contract number and Office of Career Education team, project director, and organization, title of project, and federal funding. (TA)

ED 132 285

Brantley, Michael B.


Pub Date-Jun 76

Note-87p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.


This program is designed to provide an individualized series of vocationally useful sub-skills in a wide variety of areas to trainable mentally handicapped students in a vocational program. The introduction and General Information section is categorized into What the Program Is Designed to Do, Who Can Use the Program, How to Modify the Program for Use with Higher Functioning Students, How the Program Works. The tasks are outlined in 18 different units with each unit listing goals, comments, materials required, how to proceed, and modifications for higher functioning students. Units also include sample forms and detailed drawings when appropriate. The 18 units are (1) Telephone Book, (2) Wiring, (3) Fine Motor, (4) Alphabet Cards, (5) Order Filling, (6) Pipe Assembly, (7) Sorting, (8) Packaging, (9) Mail Sorting, (10) Measurement, (11) Stapling, (12) Collating, (13) Wrench and Socket, (14) Wrapping, (15) Woodburning, (16) Soldering, (17) Perceptual, and (18) Stringing. (HIG)
### Subject Index

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The American Wholesale Grocery and the Tennessee Supermarket. Integrated Clerical Project. ED 132 247

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Coordinated Effort for Career Education. Final Report. ED 131 235

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**Sample Project Resume**

**Title**: Correlation of Local Employment Needs and Vocational Progress.

**Principal Investigator**: Glenn Sample

**Recipient Institution**: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905

**Start—End Dates**: September 1, 1976 to August 31, 1977

**Supporting Agency**: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

**Contract and/or Control No.**: 5-77-C-15

**Abstract**

Summary of Project: The overall purpose of this project is to determine local employment needs and the corresponding vocational technical programs that will supply the necessary trained manpower. Specific objectives are: (1) to develop employment profiles that include information on projected needs, skill, and training requirements; (2) to develop a market share prediction model to determine the number of job opportunities for graduates of vocational technical programs; (3) to determine the performance skills developed in vocational technical programs; (4) to develop a methodology for correlating local employment needs with vocational technical programs performance skills in Region 4; and (5) to communicate the findings of this project to regional and state vocational technical educators and industrial and legislative leaders. The general design of the first phase is to implement tasks one through eight of the Educational Needs Assessment Methodology. The second phase deals with developing a methodology to match employer required performance skills for various job titles with the performance skills developed in the Ivy Tech training programs. The third phase is to develop a market share equation of the various employment needs of the region for use by Ivy Tech program planners.
PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968 (P.L. 90-576), Parts C, D, I, and J. The projects are arranged alphabetically, first by state and then by title within each state. Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2821
Campus-Wide Metric Laboratory.
Principal Investigator: Durham, James A.
Recipient Institution: Okaloosa-Walton Junior College, Niceville, Florida 32578
Start—End Dates: Start Date 10 Feb 77, End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-007
Summary of Project: The purpose of the project is to develop a self-paced metrics laboratory for the use of vocational/technical students, staff, and faculty. Procedures will include: (1) providing students with orientation theory and supportive metric activities in the metric laboratory; (2) conducting a workshop on campus for area vocational instructors; (3) using group discussion and filmstrip/cassette material to cover the content of six units; and (4) disseminating metrics data to instructors in the local district.

VTP-2822
Community Outreach.
Principal Investigator: Anderson, Robert C.
Recipient Institution: Pinellas County School District, 1900 East Druid Road, Clearwater, Florida 33756
Start—End Dates: Start Date 1 Mar 77; End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-011
Summary of Project: The purpose of the project is to initiate a program in which students will create displays, advertisements, window signs, and other promotional activities for the local business community. Specific objectives are to (1) make small businessmen aware of the capabilities of students, (2) make small businessmen more competitive in the marketplace, and (3) give an opportunity for employment and a chance to develop skills and confidence of students who have never been gainfully employed. Procedures will include: (1) student preparation of a brochure to inform the business community of the program; (2) each student contacting a minimum of three retailers to inform them of the program; (3) students submitting a proposal of services which can be performed for specific retailers; (4) performing the services as described; and (5) evaluating the student work by the retailer and the teacher. During the program, students will arrange for publicity releases and a slide series will be made to use as a student recruitment tool and a public relations device.

VTP-2823
A Demonstration of Inter-Institutional Collaboration for the Design of a Competency-Based Cooperation Program for Teacher Certification.
Principal Investigator: Rehwinkel, Carl H.
Recipient Institution: Leon County School District (Lively Vocational Technical School), 500 North Appleyard Drive, Tallahassee, Florida 32304
Start—End Dates: Start Date 1 Jan 77; End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-010
Summary of Project: The purpose of the project is to attain collaboration between Leon County and surrounding school districts, the Leon County Teacher Education Center, Florida A & M University, Florida State University, and Tallahassee Community College to develop a cooperative, field-based program of entering teacher preparation and inservice, allowing for possible transfer toward degree credit. Procedures will include: (1) analyzing the existing model processes; (2) describing an optimum program and working relationship; (3) identifying specific needs; (4) analyzing programs and competency-based research projects; (5) detailing a program addressed to all identified needs; and (6) developing a plan and procedures for implementing the program via a written agreement.

VTP-2824
Develop and Test a Plan for Validating Catalogs of Competency in Industrial Arts.
Principal Investigator: Hinley, W. Hugh
Recipient Institution: Florida State University, Tallahassee, Florida 32306
Start—End Dates: Start Date 24 Mar 77; End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-014
Summary of Project: The purpose of the project is to develop a plan to validate the objectives for competency-based instruction in seven technically oriented courses offered at the secondary level. Procedures will include: (1) conducting surveys of vocational education directors and industrial arts supervisors in ten selected counties to secure nominations of teachers to be involved in the study, (2) instructing selected teachers about the project and obtaining their ratings on objectives, (3) analyzing the ratings by computer and determining the relative importance of each objective, (4) conducting a workshop to provide feedback on the objectives' evaluation and help the director revise the validation plan, and (5) submitting study results to the Division of Vocational Education.

VTP-2825
Establishing and Operating an Advisory Council and Program Service Area Committees for Vocational Teacher Education FIU.
Principal Investigator: Mohanjid, Domini A.
Recipient Institution: Florida International University, Miami, Florida 33199
Start—End Dates: Start Date 6 Apr 77; End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-001
Summary of Project: The purpose of the project is to establish and operate an advisory council and program service area committees for vocational teacher education at FIU. Procedures will include: (1) selecting general advisory council members; (2) giving council members a detailed explanation of their responsibilities and duties and a general statement of council goals and objectives; (3) reviewing the state's role and scope of FIU's total service
Project Resumes

VTP-2826
The Evaluation of a Vocational Education Program by Potential Major Employers in the Community College.
Principal Investigator: Wheeler, Richard
Recipient Institution: Gulf Coast Community College, 5230 West Highway 98, Panama City, Florida 32401
Start—End Dates: Start Date 1 Mar 77; End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-012
Summary of Project: The purpose of the study is to show the results of an action research study using an evaluation instrument designed to evaluate and assess the value of one vocational education program, the Saleship Certificate Program. Specific objectives are to (1) provide the college and students with a description of the job market for sales persons in the local economy; (2) produce a set of realistic expectations for graduates, and (3) obtain a curriculum critique by major employers of salespersons in the area. Procedures will include: (1) designing a survey questionnaire; (2) pretesting the questionnaire; (3) obtaining qualified survey participants; (4) administering the survey; and (5) analyzing the results.

VTP-2827
Perpetuate Puppetry.
Principal Investigator: Biggins, Clarice F.
Recipient Institution: Volusia County School District, Campbell Center, 601 South Ketch Street, Daytona Beach, Florida 32114
Start—End Dates: Start Date 1 Feb 77; End Date 1 Feb 78
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-013
Summary of Project: The purpose of the project is to field test and evaluate the results of Human Relations/Communication Arts modules and submit revised modules to the State Department of Education for use in training vocational education teachers. Procedures will include: (1) outlining specific modules; (2) arranging for field testing of modules; (3) evaluating field tests; (4) revising modules based on testing evaluation and guidelines from vocational educators; and (5) submitting revised modules to the State Department of Education.

VTP-2828
Solar Hot Water System for Heating Plant Propagation Beds.
Principal Investigator: Roberts, Bert R.
Recipient Institution: Washington-Holmes Area Vocational Technical Center, 209 Hoyt Street, Chipley, Florida 32428
Start—End Dates: Start Date 13 Apr 77; End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-018
Summary of Project: This project proposes to provide an inexpensive source of solar energy to heat plant propagating beds and to provide students in plumbing and horticulture classes knowledge of possibilities of solar energy use. Procedures will include: (1) design and construction of a solar hot water heating system in plant propagating beds and (2) design, construction, and maintenance of the solar hot water system by students.

VTP-2830
Developing, Field Testing and Demonstrating the Comprehensive High School Instructional Business Data Processing Cluster Curriculum.
Principal Investigator: Richardson, Jose
Recipient Institution: Muscogee County Board of Education, Columbus, Georgia
Start—End Dates: Start Date 1 Feb 77; End Date 1 Feb 78
Supporting Agency: Georgia State Department of Education, Atlanta, Georgia 30334
Summary of Project: The purpose of the project is to produce a stemmed curriculum product for Business Data Processing and furnish 50 copies of the curriculum guide to the State Department of Education. Procedures will include: (1) assessing school curriculum and determining the potential for incorporating the Instructional Data Processing cluster into it; (2) performing a community survey to determine the availability of potential jobs, training stations, and resource personnel; (3) developing a matrix for analyzing the content of Central Texas College and other curriculum guides for Instructional Data Processing programs; (4) performing a task analysis for each Instructional Data Processing occupation and preparing general instructional objectives for each set of tasks; (5) designing a comprehensive delivery system for the Instructional Data Processing cluster; (6) developing and validating student-centered curriculum materials for implementation of a sequential program; (7) field testing curriculum materials; (8) conducting presentations and staff development workshops for interested school systems.

VTP-2831
Development of Office Applications Demonstration Laboratory for Area Vocational-Technical Schools.
Principal Investigator: Leverette, L. L
Recipient Institution: Five School Consortium—Carroll, Marietta-Cobb, Pickens, Marion, and Columbus Vocational Technical Schools
Start—End Dates: Start Date 1 Feb 77; End Date 1 Feb 78
Supporting Agency: Georgia State Department of Education, Atlanta, Georgia 30334
Summary of Project: The purpose of the project is to develop and operate an office simulation laboratory. Procedures will include: (1) identifying office tasks common to most offices; (2) setting up an office learning environment with the necessary hardware in existing facilities; (3) determining the most effective interactive communication system for training students in a simulated office environment; (4) identifying and assembling student and teacher software to be used in the simulations laboratory; (5) establishing five office applications demonstration centers; and (6) utilizing contacts with the business world.

VTP-2832
Vocational Evaluation Instruments for Local Evaluation of Occupational Training Programs.
Principal Investigator: Shetrott, Robert
Recipient Institution: Clarke County Schools, Athens, Georgia 30602
Start—End Dates: Start Date 1 Apr 77; End Date 31 Mar 78
Supporting Agency: Georgia State Board for Vocational Education, Atlanta, Georgia 30334
Summary of Project: The purpose of the project is to provide a model which will (1) identify criteria for staff development programs for instructors and administrators, (2) identify program strengths and weaknesses, (3) identify strengths and weaknesses of administration and support services, and (4) assist administrators in collecting, analyzing, and utilizing data for effective decision-making in the use of staff, equipment, physical facilities, and financial resources. Procedures will include: (1) locating available evaluation models; (2) designing a system for accomplishment of objectives; (3) developing evaluation instruments; (4) field testing evaluation instruments in individual programs in various schools; (5) implementing the evaluation system; (6) serving as a demonstration center to other school systems in the state; and (7) giving presentations and providing staff development workshops for interested school systems.

VTP-2833
Identifying Local Employment Potential and Needs.
Principal Investigator: Eberly, Glenn
Recipient Institution: Lake Central School Corporation, St. John, Indiana 46373
Start—End Dates: Start Date 1 Jan 77; End Date 31 Dec 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 677-D-9
Summary of Project The purpose of the project is to identify job opportunities in the immediate area and to develop a proficient facility for vocational education students. Procedures will include: (1) obtaining area business and industrial profiles, (2) personally contacting potential places of employment, (3) making data analyses on these places, (4) constructing employment profiles, (5) maintaining communication with placed students and their employers for evaluation purposes, and (6) sharing data collecting with other area schools.

VTP-2834
Modification of Indiana Vocational Technical College Curricula Structure.
Principal Investigator: Ullery, William
Recipient Institution: Indiana Vocational Technical College, P.O. Box 1763, Indianapolis, Indiana 46206
Start—End Dates: Start Date 1 Mar 77; End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 6-77-D-10
Summary of Project: The purpose of the project is to implement a statewide curricula revision that must meet postsecondary occupational education needs. Procedures will include: (1) revising and restructuring curricula components by faculty members; (2) documenting the revisions on worksheets for review and modification by other faculty members, (3) developing preliminary instructional task force, (4) developing specific occupational programs by a curricula advisory committee; and (5) reflecting the results in publications describing the curricula.

VTP-2835
Normative Study of Indiana Students Using Vision Test.
Principal Investigator: Dudley, Gerald
Recipient Institution: Penn-Harris-Madison School Corporation, South Bend, Indiana 46615
Start—End Dates: Start Date 1 Sep 77; End Date 1 Jul 78
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 6-77-D-13
Summary of Project: The purpose of the project is to extend, by developing norm tables for interpretive V.I.S.L.O.N., that it can be used by Indiana vocational counselors in helping young students identify their vocational interests. Procedures will include: (1) producing a filmstrip version of the V.I.S.L.O.N. test in multiple copies, (2) producing a machine readable answer and interpretation form for V.I.S.L.O.N. in multiple copies; (3) developing and analyzing the computer score capability for the form; (4) administering the test; and (5) reporting the normative results of a large sample student testing using the instrument.

VTP-2836
Analyze the Potential and Demonstrate Components of an Experience Based Career Education (EBCE) Model in Meeting the Career Education Needs of Mildly Mentally Disabled Adolescents in Secondary Schools.
Principal Investigator: Larson, Carl
Recipient Institution: Iowa Central Community College, Fort Dodge, Iowa 50501
Start—End Dates: Start Date 1 Mar 77; End Date 30 Aug 77
Supporting Agency: Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319
Summary of Project: The purpose of the project is to analyze the potential and demonstrate components of an EBCE-AEL model for mentally disabled adolescents. Specific objectives are to (1) establish a community base of operation; (2) establish administrative procedures; (3) provide necessary resources for re-editing and rewriting of EBCE-AEL component parts; (4) develop experimental sites; (5) conduct necessary field work for EBCE-MD models; and (6) implement EBCE-MD program for 30 students. Procedures will include: (1) forming committees; (2) developing EBCE materials; (3) training learning coordination; (4) developing curriculum; (5) conducting pilot testing; (6) reviewing materials; and (7) employing two training coordinators to serve 30 students and to implement the programs at four sites.

VTP-2837
Development and Field Testing of a Model of Implementing Career Program Assessment.
Principal Investigator: McGlone, Ronald B.
Recipient Institution: Des Moines Area Community College, 2006 S. Ankeny Boulevard, Ankeny, Iowa 50021
Start—End Dates: Start Date 1 Mar 77; End Date 30 Sep 77
Supporting Agency: Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319
Summary of Project: The purpose of the project is to develop and field test a model for implementing career program assessment. Specific objectives are to (1) develop a model for systematic assessment of preparatory education programs based on the Program Assessment Procedures, (2) implement and field test the model on no less that two secondary and twelve postsecondary programs, and (3) evaluate the model and field test exercise to prepare a report and manual for other institutions to use in program assessment. Procedures will include: (1) selecting personnel and forming an advisory committee; (2) reviewing literature and formulating a conceptual mode; (3) refining and using a working model; (4) developing preliminary strategies for resolving typical deficiencies identified in the literature review; (5) selecting programs for analysis and implementing the field test exercises; (6) analyzing and evaluating the field test exercise and model; and (7) submitting articles based on the project to AACG Journal, ICA, AAY, and ERIC Clearinghouse.

VTP-2838
A Project for the Development of Video Tapes for the Practical Arts Program.
Principal Investigator: Thon, Ernest G.
Recipient Institution: Hardin County Board of Education, 110 South Main Street, Elizabethtown, Kentucky 42701
Start—End Dates: Start Date 1 Mar 77; End Date 30 Apr 78
Supporting Agency: Bureau of Vocational Education, Kentucky State Department of Education, Frankfort, Kentucky 40601
Summary of Project: The purpose of the project is to develop ten color video tapes of career opportunities available in Kentucky. Career opportunities in coal mining, medicine, ecology, energy, the mail system, building construction, law, television, trucking, and recreation will be featured in the tapes. Procedures will include: (1) producing television tapes; (2) developing implementation guides; (3) developing field testing strategy, and (4) planning dissemination procedures.

VTP-2839
Comparison of Teaching/Learning Techniques by Teachers and Students of Vocational Technical Institutes.
Principal Investigator: Drummond, Robert J.
Recipient Institution: University of Maine at Orono, Orono, Maine 04473
Start—End Dates: Start Date 30 Jan 77; End Date 30 Sep 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330
Summary of Project: The purpose of the project is to gather information on teaching methods now utilized and to find out how students view the effectiveness of these methods. Specific objectives are to (1) identify the different types of teaching techniques which are used by instructors in the Vocational Technical Institute by course and program; (2) assess how helpful students feel these techniques are; and (3) evaluate the students' opinions of instructional procedures by type of program, achievement, level of students, learning style, sex, and focus of control. Procedures will include: (1) surveying teachers to identify teaching techniques, (2) constructing survey instrument, (3) administering survey instrument to find out student attitudes, (4) evaluating results; and (5) writing report and submitting it to ERIC and appropriate professional journals.

VTP-2840
Developmental Progress to Occupational Guidance for Disadvantaged Youth.
Principal Investigator: Sager, Eleanor
Recipient Institution: H.O.M.E. Co-op, Box 408, Orland, Maine 04472
Start—End Dates: Start Date 1 Jan 77; End Date 1 Jan 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330
Summary of Project: The purpose of the project is to widen boundaries of awareness and experience of the selected students between the ages of 16 and 21 at the H.O.M.E. Center in order that they might become better able to develop planning skills and initiate needed career choices and other major decisions. Procedures will include: (1) conducting a minor field experience of a five-day wilderness/urban course and conduct of a one-day followup session four to five weeks after the course itself. The course consists of two parts: (1) one and one-half days in a wilderness setting spent in developing group awareness, cooperation, and self-motivation through problem solving, games, and a ropes course and (2) three and one-half days in Portland becoming acclimated to life, work, and movement in a city environment.

VTP-2841
Attributes of Vocational Center Training Nature of Programs and Students Perceptions and Plans.
Principal Investigator: Edin, Stanley A.
Project Resumes

Recipient Institution: Staples AVTS, Staples, Minnesota 56479
Start—End Dates: Start Date 1 Jan 77, End Date 30 Dec 77
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101

Summary of Project: The purpose of the project is to develop a curriculum for short-term re-entry courses for licensed practical nurses who wish to return to employment after some absence. Procedures developed will contain a combination of continuing education and work experiences. Procedures will include: (1) use of an advisory committee of registered nurses and licensed practical nurses to identify objectives, contents, and

VTP-2842
Assessment of Consumer Education Status and Needs of Consumer Educators in Missouri Schools.
Principal Investigator: Martin, Betty
Recipient Institution: College of Education, Department of Practical Arts and Vocational-Technical Education, University of Missouri-Columbia, Columbia, Missouri 65201
Start—End Dates: Start Date 1 Feb 77; End Date 1 Jul 77
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Summary of Project: The project's purpose is to conduct a needs assessment regarding consumer education and preparation of consumer educators in Missouri. Procedures will include: (1) mailing a questionnaire to a representative sample of junior and senior high school teachers in the state to gather demographic data and to assess the teachers' needs for various types of assistance; (2) distributing a second questionnaire to a sample of junior and senior high school principals to determine demographics, characteristics of students and attitudes of administrators toward consumer education.

VTP-2843
Computer Program to Generate Multiple Forms of Objective Tests.
Principal Investigator: Dunbar, Dean A.
Recipient Institution: St. Louis Community College at Forest Park, 5600 Oakland Avenue, St. Louis, Missouri 63110
Start—End Dates: Start Date 1 Feb 77; End Date 1 Jul 77
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Summary of Project: This project will involve writing a computer program which will generate a maximum of four different forms of multiple choice exams. Each test will have a maximum of 200 questions from a data bank containing 9,999 questions. The tests generated will mock radiology technology, nursing, and pharmacy exams so that students in the program can practice and become familiar with the actual registry exam. Radiology technology instructors will use the program to generate regular course tests to administer to students.

VTP-2844
Curriculum Development of Re-Entry Course for License Practical Nurses.
Principal Investigator: King, Franklin
Recipient Institution: University of Missouri-Columbia, Columbia, Missouri 65201
Start—End Dates: Start Date 9 Feb 77, End Date 30 Dec 77
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Summary of Project: The purpose of the project is to develop a training outline for the VICA Club Achievement Program as a Model of Instruction.

VTP-2845
Identification, Selection, and Measurement of Adaptive Work Skills in Missouri's Vocational Education Programs.
Principal Investigator: Kazee, David
Recipient Institution: Department of Practical Arts and Vocational-Technical Education, 103 Industrial-Education Building, University of Missouri-Columbia, Columbia, Missouri 65201
Start—End Dates: Start Date 1 Apr 77; End Date 31 Mar 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Summary of Project: The purpose of the project is to examine the criteria commonly included as part of the agricultural education program; (2) selecting an advisory committee; (3) surveying representatives of agricultural industries in each occupational area to determine most common job titles for which they offer employeed skills and competencies important to job success in the agricultural occupation; (4) developing a format to be used in identifying skills and competencies important to job success in the agricultural occupation; (5) determining which of these should be included as part of the curriculum; (6) developing a format to be used in identifying skills and competencies important to job success in the agricultural occupation; (7) developing a rating scale designed to measure effectiveness of the occupational training program of secondary and post-secondary students in meeting the employment requirements of the selected occupations; (8) testing effectiveness of developed occupational experience training outline and evaluating project, and (9) printing 300 copies of each manual and distributing one copy of each training outline to each vocational agriculture department in Missouri and a copy to each institution offering post-secondary agri-business training.

VTP-2846
Procedures for Area Vocational School Student Selection.
Principal Investigator: Good, Marvin
Recipient Institution: Crawford County R-II School District, 208 Elm Street, Cuba, Missouri 65453
Start—End Dates: Start Date 18 Mar 77; End Date 25 Jan 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Summary of Project: The purpose of the project is to examine the criteria for selecting local high school students to determine potential for success in the area vocational school. Specific objectives will be to determine: (1) suggested selection procedure disseminated to local high schools by area vocational schools; (2) criteria used by local high schools in determining which students will attend local vocational schools; (3) candidate characteristics more predictive of success or lack of it in the area vocational school program; and (4) which reported criteria appear to be most feasible for use in selecting potential enrollees in area vocational schools. Procedures will include: (1) developing and piloting a questionnaire in area vocational schools with an expert panel of educators about admission criteria being used; (2) mailing a similar questionnaire to local high schools to gather selection criteria for area vocational school attendance; (3) analyzing students who attended the area vocational school during 1973-76 in an attempt to identify those characteristics most predictive of area vocational school success; and (4) using an advisory committee to guide the research.

VTP-2847
Curriculum Development of Re-Entry Course for License Practical Nurses.
Principal Investigator: Good, Marvin
Recipient Institution: Crawford County R-II School District, 208 Elm Street, Cuba, Missouri 65453
Start—End Dates: Start Date 18 Mar 77; End Date 25 Jan 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Summary of Project: The purpose of the project is to develop an outline for the VICA Club Achievement Program as a Model of Instruction.

VTP-2848
Development and Dissemination of an Individualized Curriculum Guide to Utilize the VICA Club Achievement Program as a Model of Instruction.
Principal Investigator: King, Franklin
Recipient Institution: University of Missouri-Columbia, Columbia, Missouri 65201
Start—End Dates: Start Date 9 Feb 77, End Date 30 Dec 77
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Summary of Project: The purpose of the project is to develop an individualized curriculum guide to utilize the VICA Club Achievement Program as a Model of Instruction.

VTP-2849
Identification, Selection, and Measurement of Adaptive Work Skills in Missouri's Vocational Education Programs.
Principal Investigator: Kazee, David
Recipient Institution: Department of Practical Arts and Vocational-Technical Education, 103 Industrial-Education Building, University of Missouri-Columbia, Columbia, Missouri 65201
Start—End Dates: Start Date 1 Apr 77; End Date 31 Mar 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Summary of Project: The purpose of the project is to develop a training outline for the VICA Club Achievement Program as a Model of Instruction.
VTP-2849
Evaluation of Vocational Home Economics Programs in Terms of Competence Needed to Function Effectively as a Homemaker and/or Homemaker and Wage-Earner.
Principal Investigator: Colson, Lyle; Bokenkamp, Sue
Recipient Institution: Kearney State College, Kearney, Nebraska 68847
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to conduct an evaluation through a follow-up study to determine competencies needed to function effectively in the homemaking occupation and those needed to function effectively in the field of homemaker and wage-earner. Procedures will include: (1) designing and testing two instruments to use in a statewide follow-up study, (2) selecting a random sample of schools in the state in which to conduct the follow-up studies; (3) identifying the high school graduates for the follow-up; (4) developing a Program Evaluation Review Technique and in accomplishing the objectives of the project and to present an overview of sequential events, establish priorities, and designate responsibility; and (5) preparing a report of the findings and making it available to leaders in the field.

VTP-2850
Expanding Vocational Training Opportunities for Secondary Students Through ESU Coordination.
Principal Investigator: Stern, Ivan D.
Recipient Institution: Educational Service Unit # 5, Beatrice, Nebraska 68310
Start—End Dates: Start Date 21 Feb 77; End Date 28 Feb 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to implement a plan to provide an alternative method to meet vocational education needs to help students bridge the gap between education and employment while they are still in secondary schools. Procedures will include: (1) discussing and investigating cooperative alternative vocational training opportunities; (2) examining existing programs in the state that might be available to students of the cooperative program; (3) determining program sites using criteria of distance and time of travel; (4) using Vocational Training Center Advisory Groups to assist in planning, curriculum development, interim review, and program evaluation; (5) appointing representatives from participating school districts to serve on a cooperative steering council, and (6) entering into local cooperative agreements and contracts via Educational Services Unit Number Five Board.

VTP-2851
A Feasibility Study—Cooperative Vocational Education for Schools in Educational Services Unit Number Two.
Principal Investigator: Hansce, Allan W.
Recipient Institution: Educational Service Unit Number Two, 2320 North Colorado Avenue, Fremont, Nebraska 68025
Start—End Dates: Start Date 1 Apr 77; End Date 1 Apr 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the study is to determine the feasibility of establishing one or more cooperative vocational education centers in Educational Service Unit Number Two and adjacent areas. Specific objectives are to (1) collect and analyze data on job markets, existing programs, population, resources, and local schools' abilities to provide adequate vocational programs, (2) determine student enrollments, population density, job opportunities, and other characteristics, and (3) recommend criteria for establishment of a cooperative vocational program and guidelines for its administration. Procedures will include: (1) defining data needs, (2) conduct of survey, (3) analysis of data; (4) compilation of report, and (5) dissemination of data.

VTP-2852
Identification of Vocational Curriculum Priority Needs for Nebraska Secondary and Postsecondary Schools.
Principal Investigator: Nelson, Beverley J.
Recipient Institution: Nebraska Vocational Curriculum Resource Center, Kearney, Kearney State College, Kearney, Nebraska 68847
Summary of Project: The purpose of the project is to broaden and improve knowledge concerning curriculum needs in vocational education so that a systematic method may be used in developing and revising curriculum. Specific objectives are to (1) promote increased awareness and usage of the NVCRC among vocational teachers; (2) develop a list of needs and directions for curriculum materials development and revision; and (3) provide essential secretarial assistance in the reorganization of the center. Procedures will include: (1) design of an evaluation instrument to measure viability of the NVCRC among vocational teachers and determine the directions curriculum development and revision should be taking in the state; (2) approval and administration of evaluation instrument, and (3) presentation of data collected to center advisory council.

VTP-2853
Implementation of the Nebraska Core Curriculum for Vocational Agriculture.
Principal Investigator: Blezek, Allen G.
Recipient Institution: Department of Agriculture, University of Nebraska, Lincoln, Nebraska 68583
Start—End Dates: Start Date 1 May 77; End Date 30 Apr 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to provide for the improvement of Nebraska Vocational Agriculture instructional programs. Procedures will include: (1) distributing the teacher's edition of the Nebraska Core Curriculum to all vocational agriculture departments, (2) identifying five geographic areas of the state, (3) conducting regularly scheduled inservice sessions in model districts; (4) evaluating course content of undergraduate teacher preparation, taking necessary steps to incorporate the "core approach" into the course, and (5) coordinating materials distribution efforts with the Nebraska State Vocational Curriculum Center.

VTP-2854
Principal Investigator: Mendenhall, Elton B.; Larson, Fay G.
Recipient Institution: Nebraska Research Coordinating Center for Vocational Education, University of Nebraska, Lincoln, Nebraska 68583
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to provide the conversion of the Nebraska State Department of Labor's employment projections and needs into vocational instructional training programs for use in vocational program planning. Procedures will include: (1) obtaining employment data from the Division of Employment, Department of Labor; (2) using the Bureau of Labor Statistics conversion system to convert employment data into vocational program projections; (3) preparing a publication displaying employment projections and employment needs in Nebraska as related to vocational instructional training programs; and (4) disseminating the employment data to educators responsible for planning vocational programs.

VTP-2855
Preparing Regional Occupational Personnel to Better Education.
Principal Investigator: High Polk, Public Schools, Education District V, High Point, North Carolina
Start—End Dates: Start Date 1 Mar 78; End Date 31 Mar 78
Supporting Agency: North Carolina Department of Public Instruction, Occupational Research Unit, Raleigh, North Carolina 27611
Summary of Project: The purpose of the project is to develop more effective means of training and retraining teachers to meet current and future demands of business and industry and the changing requirements of the teaching profession. The specific objective is to present a model of a model which will provide a unified approach to occupational education at secondary and postsecondary levels in which pre and inservice education, pupil proficiency, and alternative approaches to occupational instruction are vital segments. Procedures will include: (1) encouraging teachers to use materials in two Teaching and Resource Coordinating Centers, (2) developing an individualized professional development profile and plan for each occupational teacher in the consortium; (3) using resources of universities and community colleges, (4) identifying training program and consultant services in business and industry applicable to the program; and (5) disseminating results to area occupational directors, regional center directors, regional superintendents' aides, regional facilitators, and the State Department of Public Instruction.
Project Resumes

VTP-2856
Statewide Dissemination of Promising Occupational Education Products Developed Through Research and Development Programs.
Principal Investigator: Mullen, Robert A.; Rogers, Charles H.
Recipient Institution: North Carolina Department of Public Instruction, Division of Occupational Education, Raleigh, North Carolina 27611
Principal Investigator: North Carolina Department of Public Instruction, Raleigh, North Carolina 27611
Recipient Institution: North Carolina Board of Education, Raleigh, North Carolina 27602
Summary of Project: The project's purpose is to procure, screen, and make available to local education personnel validated occupational education and development products (model programs, curricula, delivery systems, instructional materials, etc.) for adoption and adoption in local educational programs. Procedures will include: (1) identification of sources of research and development products, (2) meeting with Regional Dissemination Teams for orientation to their role and responsibilities, (3) conduct of onsite visits by Raleigh based and regional personnel, (4) completion of workshop draft guide, (5) duplication and delivery of essential materials for dissemination at summer conferences and regional workshops, (6) providing regional teams with evaluation data collection instruments, and (7) conduct of regional in-service workshops.

VTP-2857
Competency Based Curriculum Writer's Workshop.
Principal Investigator: Straza, Jim
Recipient Institution: University of North Dakota, Grand Forks, North Dakota 58201
Start—End Dates: Start Date 1 July 77; End Date 1 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Summary of Project: The purpose of the project is to develop, with coordinators, the ability of the competencies based curriculum. Procedures will include: (1) developing learning activities which may be used as part of curricula, (2) identifying specific competencies needed for employment, (3) learning to use the competency based curriculum materials to facilitate open entry/open exit classroom activities, and (4) sending developed materials to National DECA for dissemination in other states and for possible use at the National DECA Career Development Conference.

VTP-2858
North Dakota Post-Secondary Distributive Education Core Curriculum Identification and experimentation.
Principal Investigator: Straza, Jim
Recipient Institution: University of North Dakota, Grand Forks, North Dakota 58201
Start—End Dates: Start Date 1 July 77; End Date 1 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Summary of Project: The purpose of the project is to determine a core curriculum for the postsecondary marketing programs in North Dakota. Specific objectives are to allow: (1) utilization and interchange between programs of resource materials to better meet student needs, (2) better articulation and consistency of program offerings for students from high school programs continuing to postsecondary institutions, and (3) for a more relevant and current curriculum for students with marketing occupations as their career objective. Procedures will include conduct of a workshop at which there will be (1) identification of core curriculum, (2) listing basic text and resource materials used in core courses; (3) listing course and unit objectives; and (4) reviewing new materials.

VTP-2859
Principal Investigator: Bender, Myron
Recipient Institution: University of North Dakota, Grand Forks, North Dakota 58202
Start—End Dates: Start Date 1 Feb 77; End Date 1 Sep 77
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Summary of Project: The purpose of the project is to provide a curriculum guide for industrial arts education in North Dakota. Procedures will include: (1) reviewing, analyzing, and synthesizing evaluation reports from eight pilot projects being conducted in secondary schools field testing materials developed through the 1975-76 REU unit, "Development of Instructional Materials for Industrial Arts Education in North Dakota," (2) developing a final format for the curriculum guide; (3) preparing the guide, including cluster areas, and disseminating the guide to every industrial arts teacher in the state. The cluster areas are: (1) insights into industry and technology, (2) communication technology, (3) manufacturing technology, (4) construction technology, and (5) energy/power technology.

VTP-2860
Conceptualization of a Practical Arts Program Component for Junior High/Middle School Use.
Principal Investigator: Ray, Willis E.
Recipient Institution: Ohio State University Research Foundation, 1314 Kinnear Road, Columbus, Ohio 43215
Start—End Dates: Start Date 1 Apr 77; End Date 31 Dec 77
Supporting Agency: Ohio State University Research Foundation, Division of Vocational Education, 65 South Front Street, Columbus, Ohio 43215
Contract and/or Control No.: R-7-77
Summary of Project: The project proposes to build a rationale for a practical arts component of the junior high/middle school curriculum and outline a school program for teaching the practical arts. Procedures will include: (1) review of literature and contemporary thought, (2) preparation of draft position, (3) conduct of a conference of 20 selected school administrators, supervisors, and experienced teachers to develop a statement of concepts and principles inherent in each practical arts area, (4) preparation of objectives and scheduling strategies for the practical arts program, (5) consideration of staffing strategies and economic feasibility of program; and (6) conduct of general meeting, second general conference to evaluate overall plan.

VTP-2861
Performance-Based Teacher Education/Service Application Project.
Principal Investigator: Housholder, Larry D.
Recipient Institution: Upper Valley Vocational Education Planning District, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Start—End Dates: Start Date 1 Mar 77; End Date 30 Jun 78
Supporting Agency: Ohio State Department of Education, Division of Vocational Education, Columbus, Ohio 43215
Contract and/or Control No.: R-6-77
Summary of Project: The purpose of the project is to test the adaptability of the performance-based teacher education materials developed by The Center for Vocational Education, Columbus, Ohio, to in-service applications in vocational education at the secondary and adult levels. Specific objectives are to (1) develop and implement a strategy for PBTE materials for in-service application in vocational and/or technical education; (2) determine teacher competencies through in-service implementation of the PBTE program; and (3) identify strengths and weaknesses of PBTE concepts and materials for in-service education. Procedures will include: (1) conduct of a pre-implementation analysis of the teacher education materials, (2) conduct of in-service workshops for regional education teams, (3) identification and experimentation. Dissemination Teams for orientation to their project rules and responsibilities, (4) conduct of a pre-implementation analysis of the teacher education materials, (5) identification and experimentation. Dissemination Teams for orientation to their project rules and responsibilities, (6) conduct of a pre-implementation analysis of the teacher education materials, (7) identification and experimentation. Dissemination Teams for orientation to their project rules and responsibilities, (8) conduct of on-site visits by Raleigh based and regional personnel, (9) conduct of workshop draft guide, (10) duplication and delivery of essential materials for dissemination at summer conferences and regional workshops, (11) conducting regional in-service workshops, (12) providing regional teams with evaluation data collection instruments, and (13) conduct of regional in-service workshops.

VTP-2862
Comprehensive Followup of 1971-72 PN Graduates that are not Available for the Labor Market.
Principal Investigator: Morton, J. B.
Recipient Institution: Information Services Unit, Division of Research, Planning and Evaluation, Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Start—End Dates: Start Date 15 Feb 77; End Date 1 Sep 77
Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Summary of Project: The purpose of the project is to test the adaptability of the performance-based teacher education materials developed by The Center for Vocational Education, Columbus, Ohio, to in-service applications in vocational education at the secondary and adult levels. Specific objectives are to (1) develop and implement a strategy for PBTE materials for in-service application in vocational and/or technical education; (2) determine teacher competencies through in-service implementation of the PBTE program; and (3) identify strengths and weaknesses of PBTE concepts and materials for in-service education. Procedures will include: (1) conduct of a pre-implementation analysis of the teacher education materials, (2) conduct of in-service workshops for regional education teams, (3) identification and experimentation. Dissemination Teams for orientation to their project rules and responsibilities, (4) conduct of on-site visits by Raleigh based and regional personnel, (5) identification and experimentation. Dissemination Teams for orientation to their project rules and responsibilities, (6) conduct of a pre-implementation analysis of the teacher education materials, (7) identification and experimentation. Dissemination Teams for orientation to their project rules and responsibilities, (8) conduct of on-site visits by Raleigh based and regional personnel, (9) conduct of workshop draft guide, (10) duplication and delivery of essential materials for dissemination at summer conferences and regional workshops, (11) conducting regional in-service workshops, (12) providing regional teams with evaluation data collection instruments, and (13) conduct of regional in-service workshops.

VTP-2863
A Comprehensive In-Service Training for Vocational Agriculture Teachers in Oklahoma with Emphasis on New and Returning Teachers.
Principal Investigator: Terry, Robert
Recipient Institution: Agricultural Education Department, Oklahoma State University, Stillwater, Oklahoma 74074
Start—End Dates: Start Date 1 Jun 77; End Date 31 May 78
Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Summary of Project: The project's purpose is to determine the demand for and supply of vocational and technical education teachers in Oklahoma for 1977 through 1982. Specific objectives are to determine (1) the number of projected new programs in Oklahoma by division and program (2) teacher turnover rates for Oklahoma by division and program, and (3) the projected number of new teachers in teacher training institutions that will be available to fill teaching jobs. Procedures will include (1) employing a "Oklahoma State Plan for Vocational and Technical Education" to obtain the number of programs, (2) contacting teacher educators in Oklahoma to obtain the number of teachers who have graduated annually for the past five years and the percent that entered the teaching profession in the same time period, and (3) contacting state supervisors for each division to determine vocational and technical education turnover rates.

VTP-2865
Parallel Follow-Up, 1976.
Principal Investigator: Morton, J B
Recipient Institution: Information Services Unit, Division of Research, Planning and Evaluation, Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Start—End Dates: Start Date 1 Sep 76, End Date 15 Jun 77
Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Summary of Project: The purpose of the project is to determine the demand for and supply of vocational and technical education teachers in Oklahoma for 1977 through 1982. Specific objectives are to determine (1) the number of projected new programs in Oklahoma by division and program (2) teacher turnover rates for Oklahoma by division and program, and (3) the projected number of new teachers in teacher training institutions that will be available to fill teaching jobs. Procedures will include (1) employing the "Oklahoma State Plan for Vocational and Technical Education" to obtain the number of programs, (2) contacting teacher educators in Oklahoma to obtain the number of teachers who have graduated annually for the past five years and the percent that entered the teaching profession in the same time period, and (3) contacting state supervisors for each division to determine vocational and technical education turnover rates.

VTP-2866
Development of Model Work Experience Program for Grades 7-12.
Principal Investigator: Pambrun, Sam
Recipient Institution: Stu-School District. 38875 Northwest First Avenue.
Silo, Oregon 97374
Start—End Dates: Start Date 1 Feb 77, End Date 1 Feb 78
Supporting Agency: Oregon State Department of Education, Salem, Oregon 97310

Summary of Project: The purpose of the project is to determine the demand for and supply of vocational and technical education teachers in Oklahoma for 1977 through 1982. Specific objectives are to determine (1) the number of projected new programs in Oklahoma by division and program (2) teacher turnover rates for Oklahoma by division and program, and (3) the projected number of new teachers in teacher training institutions that will be available to fill teaching jobs. Procedures will include (1) employing the "Oklahoma State Plan for Vocational and Technical Education" to obtain the number of programs, (2) contacting teacher educators in Oklahoma to obtain the number of teachers who have graduated annually for the past five years and the percent that entered the teaching profession in the same time period, and (3) contacting state supervisors for each division to determine vocational and technical education turnover rates.

VTP-2867
Model of Vocational Work-Experience Program for Grades 7-12.
Principal Investigator: Lipper, Sam
Recipient Institution: Lincoln County School District, P.O. Box 1110, Newport, Oregon 97365
Start—End Dates: Start Date 1 Mar 78, End Date 1 Mar 79
Supporting Agency: Oregon State Department of Education, Salem, Oregon 97310

Summary of Project: The purpose of the project is to develop an exploratory work experience component which will assist students in making sound decisions in selection of a vocational curriculum. Procedures will include (1) research of legal requirements for employment of minors, (2) use of advisory committee in securing volunteer transportation, (3) conduct of inservice training for sponsors, (4) conduct of inservice training on program articulation, (5) development of a system for "community labor programs" on a campus basis, (6) conduct of monthly meeting for staff, (7) utilization of safety inspector to advise on training site hazard potential, and (8) development of program assessment instrument.

VTP-2868
Refine and Field Test Models for the Use of a Data Base in Planning State and Local Vocational Education Programs at the Secondary Level.
Principal Investigator: Rasmussen, Mary
Recipient Institution: Portland Public Schools, 631 Northeast Clackamas Street, Portland, Oregon 97208
Start—End Dates: Start Date 14 Mar 77; End Date 30 Jun 77
Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310

Summary of Project: The purpose of the project is to develop an exploratory work experience component which will assist students in making sound decisions in selection of a vocational curriculum. Procedures will include (1) research of legal requirements for employment of minors, (2) use of advisory committee in securing volunteer transportation, (3) conduct of inservice training for sponsors, (4) conduct of inservice training on program articulation, (5) development of a system for "community labor programs" on a campus basis, (6) conduct of monthly meeting for staff, (7) utilization of safety inspector to advise on training site hazard potential, and (8) development of program assessment instrument.
Project Resumes

VTP-2871
Area Vocational-Technical School Auto/Power Mechanics—Prevocational Program.
Principal Investigator: Zimmerman, C. Robert
Recipient Institution: Berks AVTS, Agricultural Center, R.D. #1, Box 602, Leesport, Pennsylvania 15533
Start—End Dates: Start Date 1 Jul 77; End Date 30 Sep 77

Summary of Project: The purpose of the project is to develop and operate a program of prevocational education in power mechanics with the main thrust in automotive mechanics and engine replacement. Specific objectives are to provide, (1) a prevocational exploratory program which will assist the student in making a vocational education choice, and (2) a prevocational curriculum that will develop the students' basic skill competencies common to an automotive cluster. Procedures will include: (1) developing and implementing a modified auto/ power mechanics occupation curriculum with basic knowledge and skill competencies required in automotive mechanics and engine repair; (2) utilizing individualized instructional materials currently available; and (3) supplementing the former by using additional, locally developed materials, including slide modules.

VTP-2872
Curriculum Pilot in Agriculture Supplies.
Principal Investigator: Reichard, Gerald W.
Recipient Institution: Waynesboro Area School District, Second Street, Waynesboro, Pennsylvania 17268
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Summary of Project: The purpose of the project is to develop and operate a pilot program in agricultural supplies for expanded offerings in vocational education in agriculture to meet more effectively the needs of prospective employees in this field. Procedures will include: (1) preparing instructional packages of the eleventh and twelfth grade agriculture supply curriculum in cooperation with the Vocational Agriculture Department Advisory Council; (2) reviewing and evaluating the curriculum; (3) conducting periodic evaluation by Pennsylvania State University agriculture education faculty, Department of Education professional staff, and agriculture supplies industry personnel; (4) selecting vocational agriculture teachers who will evaluate the curriculum to determine its potential utilization for their respective departments; (5) using evaluation to recommend modification of short courses, adult courses, and semester courses; and (6) preparing a recommended list of equipment, instructional supplies, reference materials, and types of facilities needed for each instructional unit.

VTP-2873
Design of a Decision Model for Adjusting Curriculum, Facilities and Personnel.
Principal Investigator: Cohen, Stanley B.
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Summary of Project: The purpose of the project is to construct and implement an integrated vocational education decision model. Specific objectives are to (1) analyze new and changing occupational needs in the labor market; (2) assess student needs; and (3) analyze current and forecast future needs for personnel facilities and services affected by new occupations and new curriculum needs. Procedures will include: (1) using the Temple University Economics Department—Speckman-Econometric Model (TECEM) to analyze the labor market and to provide enrollment requirements for each industry; (2) developing a matrix of occupations by industry; (3) conducting a task analysis of new occupations; and (4) designing survey instruments for a student needs assessment and analysis.

VTP-2874
Determining the Feasibility and Acceptability of the Cluster Concept in a Comprehensive AVTS.
Principal Investigator: Thomas, Donald
Recipient Institution: Greater Johnstown AVTS, 445 Schoolhouse Road, Johnstown, Pennsylvania 15904
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Summary of Project: The purpose of the project is to determine the feasibility and acceptability of the cluster concept in modifying the existing curriculum in a comprehensive AVTS. Procedures will include: (1) seminars to assure common understanding of vital topics with project personnel, (2) work sessions; and (3) planning and evaluation sessions.

VTP-2875
Facilitating Metric Instruction to Teacher and Student Through the Use of Developed Instructional Packages.
Principal Investigator: Nagle, Robert A.
Recipient Institution: Leigh County AVTS, 2300 Main Street, Schnecksville, Pennsylvania 18078
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Summary of Project: The purpose of the project is to provide, through the use of developed instructional packages, teaching staff and students with a working knowledge of the metric system as it applies to their individual laboratories and shops. Procedures will include: (1) two six-hour instructional periods, (2) developing teacher competencies in understanding and using the metric system, (3) using two consultants to conduct small group instruction and discussion with teachers; and (4) a conference to evaluate the program.

VTP-2876
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students.
Principal Investigator: Farmer, Edgar L.
Recipient Institution: Pennsylvania State University, 245 Chambers Building, University Park, Pennsylvania 16802
Start—End Dates: Start Date 1 Jul 76; End Date 30 Sep 77

Summary of Project: The purpose of the project is to conduct a study to identify the basic pedagogical skill competencies for vocational teacher educators in the inner cities of Pennsylvania and to list instructional alternatives which will enhance the chances for vocational teachers' success in an inner city classroom. Procedures will include: (1) a pilot study for vocational education teachers and administrators in an inner city high school in Harrisburg, Pennsylvania; (2) surveying samples from four cities; and (3) analyzing data.

VTP-2877
An Investigation of Job Opportunities and Job Requirements for Medical Secretaries.
Principal Investigator: Stampien, Elaine F.
Recipient Institution: Riverside School District, Davis and Storm Streets, Taylor, Pennsylvania 18517
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Summary of Project: The objective of the project is to determine the current job opportunities and job requirements for beginning medical secretaries in Lackawanna and Luzerne counties. Procedures will include: (1) visiting and researching locations within the prime job market area for potential medical secretarial graduates of Riverside Junior-Junior Senior High School; (2) visiting Hershey Medical Center, Geisinger Medical Center, and Robert Packers Hospital; and (3) making an indepth inquiry into a variety of topics affecting a medical-secretarial student and in forming a framework of courses which should be offered in local school districts.

VTP-2878
Mainstreaming Special Needs Students.
Principal Investigator: Clark, William H., Jr.
Recipient Institution: Venango County AVTS, One Vocational-Technical Drive, Oil City, Pennsylvania 16301
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Summary of Project: The purpose of the project is to develop and test alternative strategies for training personnel and for delivering regular vocational programs with the special needs student. The primary focus will be on mainstreaming. Specific objectives are to (1) develop a reverse chaining educational model focusing primarily on those aspects of career education necessary for gainful employment; (2) developing the program in the reverse chaining model using appropriate resources of society, e.g., parents, employers, social agencies, educational agencies, trade associations and the media; (3) identifying missing links in the special needs student career education chain and providing the necessary support services to develop these links; and (4) evaluating the viability of the special model through follow-up studies and developing a replicable model, for adaptation or development by vocational-technical schools.
VTP-2879

Pilot Music Program.

Principal Investigator: Down, William C.

Recipient Institution: Central Westmoreland AVTS, R.D. #1, Aroha Road, New Stanton, Pennsylvania 15672

Start-End Dates: Start Date 1 Oct 76; End Date 30 Sep 77


Summary of Project: The purpose of the project is to prepare instructors to teach (in ten formal instructional hours) the metric system and help students develop an awareness of the perils to their chosen occupations. Procedures will include: (1) conducting a two-day, workshop on the general use of the metric system and specific metric devices in various trade areas, and (2) disseminating project results to the Western Regional Office of Vocational, Education Field Services.

VTP-2880

School-to-Occupational Career Exploration Program.

Principal Investigator: School-to-Intermediate Unit # 29, 420 North Centre Street, Pottsville, Pennsylvania 17901

Start-End Dates: Start Date 1 Oct 76; End Date 30 Sep 77


Summary of Project: The purpose of the project is to develop a cooperative program between secondary and vocational schools in order to provide vocational materials for high school students in the area of school-to-occupational career exploration. The materials will be developed and evaluated through the project.

VTP-2881

Teacher Attitude Change.

Principal Investigator: Silkman, William R.

Recipient Institution: Erie County AVTS, 8500 Oliver Road, Erie, Pennsylvania 16509

Start-End Dates: Start Date 1 Oct 76; End Date 30 Sep 77


Summary of Project: The purpose of the project is to change in a positive direction the attitudes of an academically oriented teaching and counseling staff and their students toward the value of vocational technical educational and occupational opportunities. Procedures will include: (1) developing an attitude inventory to establish a baseline, (2) developing and implementing a systematic attitude assessment program, (3) designing and implementing a multimedia training package for teachers, (4) conducting an attitude assessment of teachers per teacher that follow a standard curriculum development format, and (5) developing career units for each vocational program selected (units will include job ladder concepts, labor market information, working conditions, lifestyle, and community resource activities).

VTP-2882

A Work Experience Video-Tape/Satellite Project for EMR Students.

Principal Investigator: Caci, William P.

Recipient Institution: Hempfield School District, Staple Avenue, Landisville, Pennsylvania 17538

Start-End Dates: Start Date 1 Jul 76; End Date 30 Jun 77


Summary of Project: The purpose of this project is to continue to enable EMR students to view and assess their work performance skills via video-tape. Objectives of the third year phase of the project are to (1) refine the 20 existing tapes by adding narration, interviews, and other information necessary to produce quality finished video-tape for classroom use in various phases of the state's EMR curriculum and (2) develop approximately ten new video-tapes in areas such as job seeking, techniques, language awareness, greenhouse keeper, shoe factory production, textile work, and the interviewing process.

VTP-2883

Business and Office Career Development.

Principal Investigator: Lloyd, Gary

Recipient Institution: Utah State University, Logan, Utah 84322

Start-End Dates: Start Date 1 Sep 76; End Date 30 Jun 77

Supporting Agency: Utah State Board for Vocational Education, 1400 University City Building, 156 East South Temple, Salt Lake City, Utah 84111

Summary of Project: The purpose of the project is to develop business and office occupations curricula for junior high schools in Utah. Specific objectives will help individual students (1) develop positive attitudes toward business careers, (2) explore a number of business occupations and job families, (3) have hands-on experiences with business activities, (4) understand the variety of jobs in business, (5) know the worker qualifications needed to perform business jobs, (6) develop an understanding of the interpersonal relationships resulting from interactions of people in a business environment, and (7) understand the need to avoid discrimination in all aspects of business and life. To carry out the project, business and office occupations will be divided into three major areas: (1) management and business ownership, (2) clerical and secretarial, and (3) accounting and data processing. Experience modules and informational modules will be developed. Each module will address a more realistic and more complete picture of the occupation. Students will operate, as nearly as possible, actual equipment which would be used on the job. A Stall's career information module for each experience module will be developed. Prototype modules will be pilot tested to provide input for development of additional modules. Twenty modules will be developed in all.

VTP-2884

Distributive Education Career Exploration Curriculum Development.

Principal Investigator: Winn, Charles S.

Recipient Institution: Bridgeport Area Vocational Center, Logan, Utah 84321

Start-End Dates: Start Date 1 Oct 76; End Date 1 Oct 77

Supporting Agency: Utah State Board for Vocational Education, 1400 University City Building, 156 East South Temple, Salt Lake City, Utah 84111

Summary of Project: The purpose of the project is to develop and implement a marketing distributive education program at the junior high and early high school level. Emphasis will be placed on developing greater understanding of career opportunities and requirements relating to industry and careers. Specific objectives are to (1) develop learner-centered experiences designed to develop the educational and career needs of students, and (2) use the USOE cluster concept in relating learning experiences to occupational, curricula. A diversified advisory committee will be established and maintained for the project's duration. The program will be coordinated by a variety of personnel and agencies. Ten pilot junior high schools will be selected to develop and implement the materials. Vocational directors of the test schools will be involved in the implementation of the materials. The Distributive education learning units will be developed in various marketing and distributive education careers. A teacher guide and resource guide will be developed in each area. The distributive education teacher educator will provide training for project teachers and school administrators. The state specialist for distributive education will direct the development, evaluation, field test, and program implementation. Testing, posttesting, and evaluation will be conducted by the state research coordinating unit.

VTP-2885

Adult Basic Education/Experience-Based Career Education Project.

Principal Investigator: Bloomer, Nancy H.

Recipient Institution: Adult Basic Education, 110 East Spring Street, Winooski, Vermont 05404

Start-End Dates: Start Date 1 Apr 77; End Date 30 Jun 78

Supporting Agency: Vermont State Department of Education, Division of Vocational-Technical Education, Montpelier, Vermont 05602

Summary of Project: The purpose of this project is to develop curriculum modules for the ABE student in content and depth level to help him/her integrate career planning, vocational interests, and life skills with basic communication and math skills. The modules will include a variety of career and pre-vocational experiences for students, including on-the-job experience-based knowledge of various occupations, and (5) explore long-term employment ties with local business, community resources and develop career plans for the on-the-job experiences, vocations, vocational training, human services, and life skill competencies which students need. Procedures will include: (1) development of learning packets at the beginning level on various occupations; and (2) conduct of a Validation Project. The project is to develop a job interview clinic, career exploration, teacher training; (4) development of exploration packages for student on-site experiences; (5) onsite career experiences for student; (6) establishment of career information library; and (7) development, and dissemination of curriculum.
Project Resumes

VTP-2886
Adult Education and Postsecondary Vocational Curriculum Development.
Principal Investigator: Major, Andrew L.
Recipient Institution: Springfield Public Schools, Springfield, Vermont 05156
Start-End Dates: Start Date 1 Apr 77; End Date 31 Jul 77
Supporting Agency: Vermont State Department of Education, Montpelier, Vermont 05602

Summary of Project: The purpose of the project is to develop usable curricula in the business, science, and technology content areas. Specific objectives are to: (1) develop competency statements in each of the three content areas; (2) develop a needs assessment process; (3) study the feasibility of using technology in education; and (4) develop a comprehensive computerized curriculum development system for use in the state's schools.

VTP-2887
Artistic Related Trades Project.
Principal Investigator: Tabor, Luther G.
Recipient Institution: Burlington Area Vocational-Technical Center, 52 Institute Road, Burlington, Vermont 05401
Start-End Dates: Start Date 1 Apr 77; End Date 30 Jun 78
Supporting Agency: Vermont State Department of Education, Division of Vocational-Technical Education, Montpelier, Vermont 05602

Summary of Project: The purpose of the project is to implement a new program in commercial art as part of the Burlington Area Vocational-Technical Center's comprehensive program. Specific objectives are to: (1) equip the facility with the necessary facilities and equipment; (2) develop a curriculum that meets the needs of the current and future marketplace; (3) develop and implement a comprehensive instruction program; (4) develop and implement a comprehensive assessment program; and (5) develop and implement a comprehensive advisory program.

VTP-2888
A Chance to Choose.
Principal Investigator: Birch, Hinda
Recipient Institution: Valley Northern Supervisory Union, Anson Street Building, Bellows Falls, Vermont 05602
Start-End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Vermont State Department of Education, Montpelier, Vermont 05602

Summary of Project: The purpose of the project is to develop a new program in vocational education that is designed to meet the needs of students who are interested in the arts. Specific objectives are to: (1) develop a comprehensive curriculum that is designed to meet the needs of students who are interested in the arts; (2) develop a comprehensive program of instruction that is designed to meet the needs of students who are interested in the arts; (3) develop a comprehensive program of assessment that is designed to meet the needs of students who are interested in the arts; and (4) develop a comprehensive program of evaluation that is designed to meet the needs of students who are interested in the arts.

VTP-2889
Individualized Learning Package Development for Combined Electrical-Electronic Occupational Training Program.
Principal Investigator: Persico, Alfred M.
Recipient Institution: Bellows Free Academy, South Main Street, St. Albans, Vermont 05478
Start-End Dates: Start Date 1 Apr 77; End Date 31 Mar 78
Supporting Agency: Vermont State Department of Education, Division of Vocational-Technical Education, Montpelier, Vermont 05602

Summary of Project: The purpose of the project is to improve student learning in a two-year electrical-electronic program by developing a self-paced and individualized instructional program. Procedures will include: (1) development and/or procurement of instructional material; (2) development of a comprehensive instructional program; (3) development of a comprehensive assessment program; and (4) development of a comprehensive evaluation program.

VTP-2890
A Long Range Look at the Impact of Exemplary Programs in the State of Vermont.
Principal Investigator: Gustafson, Richard A.
Recipient Institution: TEDAR Associates, 22 Drummer Road, Keene, New Hampshire 03431
Start-End Dates: Start Date 1 Apr 77; End Date 30 Jun 78
Supporting Agency: Vermont State Department of Education, Division of Vocational-Technical Education, Montpelier, Vermont 05602

Summary of Project: The purpose of the project is to examine the long-range impact of 30 previously-funded exemplary projects and to provide an analysis of the findings to assist decision-makers in isolating factors enhancing success in funded projects. Procedures will include: (1) identification of projects to be included in study; (2) development of a comprehensive assessment instrument; (3) collection of data; (4) development of a comprehensive assessment instrument; (5) compilation of information gathered; (6) preparation of a comprehensive report; and (7) dissemination of the findings.

VTP-2891
Community Resource Training Program in Big Horn.
Principal Investigator: Lowe, J. Allen
Recipient Institution: Lincoln County School District Number Two, Star Valley High School, Afton, Wyoming 83110
Start-End Dates: Start Date 1 Jul 77, End Date 30 Jun 77
Supporting Agency: Wyoming State Department of Education, Cheyenne, Wyoming 82002

Summary of Project: The purpose of the project is to develop an occupational program for vocational students in small, rural, and isolated schools in Wyoming. Specific objectives are to: (1) develop a comprehensive curriculum that is designed to meet the needs of students who are interested in the arts; (2) develop a comprehensive program of instruction that is designed to meet the needs of students who are interested in the arts; (3) develop a comprehensive program of assessment that is designed to meet the needs of students who are interested in the arts; and (4) develop a comprehensive program of evaluation that is designed to meet the needs of students who are interested in the arts.

VTP-2892
Community Resource Training Program in Big Horn.
Principal Investigator: Ribble, George D.
Recipient Institution: Lincoln County School District Number Two, Star Valley High School, Afton, Wyoming 83110
Start-End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Wyoming State Department of Education, Cheyenne, Wyoming 82002

Summary of Project: The purpose of the project is to study the long-range impact of 30 previously-funded exemplary projects and to provide an analysis of the findings to assist decision-makers in isolating factors enhancing success in funded projects. Procedures will include: (1) identification of projects to be included in study; (2) development of a comprehensive assessment instrument; (3) collection of data; (4) development of a comprehensive assessment instrument; (5) compilation of information gathered; (6) preparation of a comprehensive report; and (7) dissemination of the findings.
## Project Title List (by state)

### Florida
- Campus-Wide-Metric Laboratory
  - Community Outreach
- Demonstration of Inter-Institutional Collaboration for the Design of a Competency-Based Cooperation Program for Teacher Certification
- Develop and Test a Plan for Validating Catalogs of Competency in Industrial Arts
- Establishing and Operating an Advisory Council and Program Service Area Committees for Vocational Teacher Education FIU
- Evaluation of a Vocational Education Program by Potential Major Employers in the Community College
- Human Relations/Communications Module
- Perpetuate Puppetry
- Solar Hot Water System for Heating Plant Propagation Beds

### Georgia
- Developing, Field Testing and Demonstrating the Comprehensive High School Instructional Business Data Processing Cluster Curriculum
- Development of Office Applications Demonstration Laboratory for Area Vocational—Technical Schools
- Vocational Evaluation Instruments for Local Evaluation of Occupational Training Programs

### Indiana
- Identifying Local Employment Potential and Needs
- Modification of Indiana Vocational Technical College Curricula Structure
- Normative Study of Indiana Students Using Vision Test

### Iowa
- Analyze the Potential and Demonstrate Components of an Experience-Based Career Education (EBCE) Model in Meeting the Career Education Needs of Mildly Mentally Disabled Adolescents in Secondary Schools
- Development and Field Testing of a Model of Implementing Career Program Assessment

### Kentucky
- Project for the Development of Video Tapes for the Practical Arts Program
- Comparison of Teaching/Learning Techniques by Teachers and Students of Vocational Technical Institutes
- Supplemental Program to Occupational Guidance for Disadvantaged Youth

### Minnesota
- Attributes of Secondary Vocational Center Training: Nature of Programs and Student Perceptions and Plans

### Missouri
- Assessment of Consumer Education Status and Needs of Consumer Educators in Missouri Schools
- Computer Program to Generate Multiple Forms of Objective Tests
- Development and Dissemination of an Individualized Curriculum Guide to Utilize the VIOA Club Achievement Program as a Model of Instruction
- Identification, Selection, and Measurement of Adaptive Work Skills in Missouri's Vocational Education Programs
- Procedures for Area Vocational School Student Selection
- Project to Develop and Test Occupational Experience Training Outlines for the 20-25 Most Common Careers Obtained by Graduates of Best Secondary Agri-Business Programs in Missouri
North Dakota
Curriculum Development of Re Entry Course for Licensed Practical Nurses.
Evaluation of Vocational Home Economics Programs in Terms of Competencies Needed to Function Effectively as a Homemaker and/or Homemaker and Wage-Earner.
Expanding Vocational Training Opportunities for Secondary Students Through ESU Coordination.
Feasibility Study—Cooperative Vocational Education for Schools in Educational Service Unit Number Two.
Implementation of the Nebraska Core Curriculum for Vocational Agriculture.
North Carolina
Preparing Regional Occupational Personnel to Better Education.
Statewide Dissemination of Promising Occupational Education Products Developed Through Research and Development Programs.
North Dakota
Competency-Based Curriculum Writer’s Workshop.
North Dakota Post-Secondary Distributive Education Core Curriculum Identification and Experimentation.
Ohio
Conceptualization of a Practical Arts Program Component for Junior, High/Middle School Youth,
Performance-Based Teacher Education/Service Application Project.
Oklahoma
Comprehensive Follow-up of 1971-72 PN Graduates that are not Available for the Labor Market.
Comprehensive In-Service Training Program for Vocational Agriculture Teachers in Oklahoma with Emphasis on New and Returning Teachers.
Demand for and Supply of Vocational and Technical Education Teachers in Oklahoma 1978-1982.
Parallel Follow-up, 1976.
Oregon
Development of Model Work Experience Program for Grades 7-12.
Model Exploratory Work Experience Program for Grades 7-12.
Refine and Field Test Models for the Use of a Data Base in Planting State and Local Vocational Education Programs at the Secondary Level.
Research on the Utilization of Oregon Department of Education Materials in Approved Vocational Programs in Linn, Benton, and Lincoln Counties.
Springfield Model Career Guidance Program.
Pennsylvania
Area Vocational Technical School Auto/Power Mechanics Pre-vocational Program.
Curriculum Pilot in Agriculture Supplies.
Design of a Decision Model for Adjusting Curricula, Facilities and Personnel.
Determining the Feasibility and Acceptability of the Cluster Concept as a Modification of Existing Curriculum in a Comprehensive AVTS.
Facilitating Metric Instruction to Teacher and Student Through the Use of Developmental Instructional Packages.
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students.
Investigation of Job Opportunities and Job Requirements for Medical Secretaries.
Mainstreaming Special Needs Students.
Pilot Metric Program.  
Schuylkill Occupational Career Education Program.  
Teacher Attitude Change.  
Work Experience Video-Tape Satellite Project for EMR Students (Continuation of 19-5814).  

Utah  
Business and Office Career Development.  
Distributive Education Career Exploration Curriculum Development.  

Vermont  
Adult Basic Education/Experience-Based Career Education Project.  
Adult Education and Post-Secondary Vocational Curriculum Development.  
Artistic Related Trades Project.  
Chance to Choose.  
Individualized Learning Package Development for Combined Electrical- Electronic Occupational Training Program.  
Long Range Look at the Impact of Exemplary Programs in the State of Vermont.  

Wyoming  
Community Resource Trainee (CRT).  
Community Resource Training Program in Big Horn.  
Wyoming Vocational/Occupational Education Research Project.
Organizational Resources

Curriculum Coordination Centers

EASTERN CENTRAL CURRICULUM MANAGEMENT CENTER
DELAWARE, DISTRICT OF COLUMBIA, ILLINOIS, INDIANA, MARYLAND, MICHIGAN, MINNESOTA, OHIO, PENNSYLVANIA, VIRGINIA, WEST VIRGINIA, WISCONSIN

Rebecca Douglass, Director
Professional and Curriculum Development Unit
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100 N. First Street
Springfield, Illinois 62777
(217) 782-7084

MIDWEST CURRICULUM COORDINATION CENTER
ARKANSAS, IOWA, KANSAS, LOUISIANA, MISSOURI, NEBRASKA, NEW MEXICO, OKLAHOMA, TEXAS

Bob Patton, Director
State Department of Vocational and Technical Education
1515 W. Sixth Avenue
Lawton, Oklahoma 73501
(405) 377-2000 ext. 261

ALABAMA
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858 State Office Building
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Acting Director of Vocational-Education
State Department of Education
Juneau, Alaska 99811
(907) 465-2830

ARIZONA
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Phoenix, Arizona 85007
(602) 271-5832

ARKANSAS
Jack D. Nichols, Director
Research Coordinating Unit
Arch Ford Education Center
Little Rock, Arkansas 72201
(501) 371-1855

NORTHEAST CURRICULUM COORDINATION CENTER
CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, NEW JERSEY, NEW YORK, PUERTO RICO, RHODE ISLAND, VERMONT, VIRGIN ISLANDS

Joseph Kelly, Director
Bureau of Occupational and Career Research Development
Division of Vocational Education
225 W. State Street
Trenton, New Jersey 08625
(609) 292-6552

NORTHERN CURRICULUM COORDINATION CENTER
ALASKA, COLORADO, IDAHO, MONTANA, NORTH DAKOTA, OREGON, SOUTH DAKOTA, UTAH, WASHINGTON, WYOMING

Bill Daniels, Director
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