This resource facilitator guide is the product of a project conducted by the National Center for Research in Vocational Education to improve vocational education in black colleges and universities. The guide results from a search of the literature to find materials and services that may be useful and responsive to the needs identified by black colleges and universities for the improvement and delivery of vocational education programs. Included are documents, papers, reports, and journal articles on thirteen priority topics: funding, political astuteness, personnel development, recruitment/admission/retention, facilities, curriculum, research, grantsmanship, communication and articulation, follow-up/follow-through, institutional role and scope, dissemination of information, and youth organizations. For each reference cited, the following information is provided: title, developer, date of publication, availability, type of resource (e.g., paperback, journal article), and a brief abstract. (LRA)
IMPROVING VOCATIONAL EDUCATION IN BLACK COLLEGES AND UNIVERSITIES

Final Report and Resource Guide

Developed By

Ferman B. Moody
William C. Goldwair, Jr.
John E. Jordan, III

The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

January 1981
FUNDING INFORMATION

Project Title: National Center for Research in Vocational Education
Improving Vocational Education in Black Colleges and Universities

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Department of Education
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Office of Vocational and Adult Education
Washington, D.C.

Contractor:
The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio 43210

Executive Director:
Robert E. Taylor

Disclaimer:
The material for this publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Education. 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.

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected
to discrimination under any program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education, like every program or activity receiving financial assistance from the U.S. Department of Education, must operate in compliance with these laws.
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FOREWORD

Since the first school for Negro youth (later became known as Cheney State College) was established in 1837 by a Quaker group, historically black public and private institutions of higher education have trained the largest number of black people with college degrees. Consistent with other public institutions of higher education, the historically black colleges and universities have strong commitments to public service. Their alumni serve in a variety of positions of trust, power, and responsibility both nationally and internationally.

To continue their commitment to public service, black colleges and universities have been given more impetus to offer new fields of study and to improve their existing educational programs amidst problems of limited funding and few resources. The National Center supports such efforts in its mission to increase the ability of diverse agencies, institutions, and organizations to solve educational problems. For that reason the National Center initiated and held a conference on January 24-25, 1980, which was attended by a staff person from the U.S. Department of Education and representatives of black colleges and universities (BCUs) who identified thirteen priorities for the improvement of their vocational education programs. Shortly thereafter, the Department of Education funded this project as a designated study to improve vocational education programs in BCUs.

The black college project has developed and accomplished the following:

- Held a national workshop for representatives from BCUs, September 9-12, 1980
- Verified thirteen priority problem statements listed by BCUs.
- Developed a resource manual of materials and services that may give support to the efforts of BCUs to improve their vocational education programs
- Developed an alliance between BCUs and the National Center
- Drafted a multi-year program development plan, which was written into a proposal and submitted to an appropriate agency for funding
Appreciation is expressed to Ferman Moody, the National Center's Associate Director for Personnel Development; William C. Goldwair, Jr., current project director; Marian Johnson, former project director; Dessie Page, Research Specialist; Aubrey Long, Research Specialist; and John Jordan, III, Graduate Research Associate; for their efforts in implementing this project. Thanks is also given to Barbara Cherry and Roseann Pavlick for their excellent secretarial help.

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education
Historically black colleges and universities have, for over a century, supplied the majority of the nation's college-educated black population. These institutions continue to provide the opportunity for scores of black students to continue their educational development. While the historically black colleges have not been racially exclusive in their admissions policies, they nevertheless have continued to enroll principally black students.

Although the historically black colleges and universities continue to train black professionals in liberal art education, the viability of these institutions is predicated on their adaptability to serve the needs of students and meet the demands of the job market. The job market currently is seeking persons with vocational and technical skills. Black colleges and universities have a vital stake in providing vocational education in its curricula. To do so effectively, there is a need to improve their vocational education program in the areas of funding, staff development, facilities and student enrollment.

These institutions are desperately needed to maintain and foster the rich history and culture of black folk as well as to continue a commitment to equal opportunity and affirmative action in America. In addition, these institutions offer the kind of emotional and social environment where black self-esteem is nurtured.

This report describes the activities and achievements for the project, "Improving Vocational Education in Black Colleges and Universities." The outline of the report is as follows:
• A summary of project activities
• A Resource Facilitator Guide that supports the priorities identified
• A long range plan to improve vocational education in black colleges and universities through interaction with the National Center

The report is presented with great pleasure, and with anticipation of its contribution, to the continuing success of improving vocational education in black colleges and universities in America.
EXECUTIVE SUMMARY

This summary presents an overview of significant activities and major accomplishments of the project "Improving Vocational Education in Black Colleges and Universities." The project has been in operation since February 1, 1980 and all objectives have been met. A summary of those objectives follows:

1. complete needs sensing priority identification activities;
2. identify and package resource materials to address priorities;
3. conduct a national workshop involving black colleges and universities representatives; and
4. develop a long range plan for continued program improvement.

All fifty-eight black colleges and universities having vocational education programs expressed a willingness to participate in project activities. Each of these institutions was contacted to provide input for finalizing priorities. In addition, a variety of techniques including on site visits and technical panel consultation were used to develop and verify the final list of thirteen priorities.

During September, a successful national workshop designed to address priorities and to make plans for the future was held at the National Center involving representatives from eighteen black colleges and universities. The conference met its objectives in that key note consultants/presenters addressed the priorities in a scholarly fashion, participants agreed to form an alliance as a means to plan and implement future joint activities, and pertinent ideas and information were shared and exchanged among participants.
One major activity involved developing a list of reference material appropriate to support and provide insight into each of the thirteen priorities. Those reference materials have been developed and are contained in this report.

A long range plan in the form of a proposal has been drafted and submitted to Washington for funding. The proposal includes endorsement from thirteen black college and university presidents that participated in Year I activities. It is the sincere hope of the National Center, and black college and university representatives, that the project will receive fiscal support appropriate to continue program initiatives in the future.
SECTION I, PART I

AN OVERVIEW OF PROJECT ACTIVITIES AND ACCOMPLISHMENTS TO IMPROVE VOCATIONAL EDUCATION IN BLACK COLLEGES AND UNIVERSITIES
Background/Introduction

In response to President Carter's memorandum of January 17, 1979, pledging the commitment of his administration to "enhancing the strength and prosperity" of historically black colleges and universities, the National Center and the U.S. Department of Education took the initiative to work cooperatively with black higher education institutions to improve their vocational education programs and services.

On January 24-25, 1980, the Department of Education and the National Center held a planning workshop with vocational educators and other representatives from participating black colleges and universities. During that meeting, participants developed seventy-two problem statements. These problem statements were condensed into thirteen priority topics for quality vocational education program service and delivery.*

Immediately following that meeting, the Department of Education funded this project entitled, "Improving Vocational Education in Black Colleges and Universities" as a "designated study," which is designed to continue work with the black colleges and universities. The objectives of the project were to--

- complete the activities of informal needs sensing and problem identification in vocational education programs conducted in black colleges and universities;

- identify major program improvement materials and services nationally that can be made available to black colleges and universities in the areas identified through the needs-sensing activities;

- conduct a workshop involving selected representatives of black colleges and universities to further review needs statements, and materials and services to address needs; and

*See Exhibit A of this section for a listing of the thirteen priority topics.
draft a multi-year program development plan that specifically responds to identified needs for vocational education program development in black colleges and universities in consultation and cooperation with these institutions.

The remaining sections of this report describe major project activities that have occurred in completing the project objectives and scope of work.

**Project Start-up Activities**

In establishing a sound basis upon which project activities could be built, it was necessary to identify black colleges and universities with vocational education programs willing to participate in project activities. The task was not simple because there are 106 historically and predominantly black colleges and universities listed in the U.S. Department of Education directory. Many of these institutions, while offering business and home economics curriculum, indicated that they did not offer vocational education programs. To clarify the issue and identify institutions with vocational education programs, we contacted by letter and telephone all 106 institutions and compiled a list of 58 who offered vocational education programs and were willing to participate in project activities.

The fifty-eight colleges and universities identified were asked to review and determine whether the thirteen tentative vocational education program priorities were appropriate. A 65 percent response received from this inquiry did not reveal any new priorities. However, institutions responding indicated that their problems could be encompassed under the priorities previously identified. This process further substantiated the thirteen priorities.

**Site Visits**

From April through July, site visits were made to seven black colleges and universities with vocational education programs for the purpose of
continuing needs-sensing activities, introducing black college and university personnel to the project, determining resource availability, and soliciting project support. The visits were successful in that the project staff gained a better understanding of the nature of the problems to be addressed, and the college and university personnel had a better opportunity to understand the National Center and the project, as well as to participate first-hand in shaping project activities.

**Developing Resource Materials**

An ongoing activity of the project involved developing a Resource Facilitator Guide. The selection of materials for the Resource Facilitator Guide was based on their relationship to the priority topics. The priority topics with description of appropriate materials for BCUs follow.

- **Funding**
  Materials that deal with financial support solicitation, sources both public and private and techniques of funding at state and federal levels.

- **Political Astuteness**
  Any resources that address the development of proposal writing and program planning skills.

- **Personnel Development**
  Materials that treat the faculty development necessary to implement improvements in vocational education programs.

- **Recruitment/Admission/Remediation/Retention**
  Resources that address the problems relating to the enrollment of minority students.

- **Facilities**
  Materials that discuss facilities and equipment sources and requirements for vocational education programs.

- **Curriculum**
  Materials that may be used to expand and enhance the quality of curriculum experience for vocational teacher preparation, specifically occupational information and performance based teacher education.

- **Research**
  Materials that relate to the research skill development that is a prerequisite for conducting research.
Grantsmanship

Any materials that discuss the procurement of grants, writing of proposals and the identification of grantors.

Communication/Articulation

Any materials that may be shared with BCUs about linkages among BCUs; state and local governments; business, labor and industry.

Follow-up/Follow-through

BCUs did not request nor anticipate resources for this priority. BCUs want assurance that efforts started to improve their vocational education programs will be effectuated through accountability mechanisms and definitions of role relationship and expectations. However, BCUs may redefine this priority in the future with requests for resources. The priority was included for further consideration.

Institutional Role and Scope

Any materials that pertain to the role and scope of black institutions of higher education mission and efforts to develop comprehensive curricula including vocational education programs.

Dissemination of Information

Any materials that describe the process of information flow and provide wide distribution and exchange of ideas among members of the BCUs' alliance. It also includes any materials that are relevant enough to warrant dissemination to all BCUs.

Vocational Student Organizations

Any materials that pertain to youth organizations in vocational education at the college level.

The applicability of references comprising this guide is contingent on the needs of BCUs and should be consistent with their perceptions of specific problem areas. The guide facilitates the identification, knowledge and acquisition of resources through bibliography and annotation. The resources in the guide are presented once behind related priorities. Some of the resources may pertain to more than one of the thirteen priorities. This suggests the adaptable nature of the guide allowing for its creative use.

Each selected black college and university was asked to supply any resource materials, studies, and data that would be useful to other colleges in dealing with the priorities. Although the materials received were
limited, all publications were highly relevant. The materials were catalogued and indexed.

In addition to contacting the colleges and universities directly, a variety of other agencies such as the National Association for the Advancement of Black Americans in Vocational Education (NAABAVE), the National Alliance of Black School Educators, the NAACP (education division), and other such organizations were apprised of the project and asked to submit any reference materials appropriate to address the priorities. These materials were added to the resource.

In conducting a comprehensive search of the literature, the project staff completed six computer searches on the topics. The search was conducted on the sixteen Educational Resources Information Centers (ERIC) using descriptors such as Black Colleges, Black Students, Two-Year Colleges, Black Education, Black Institutions, Postsecondary Education, Higher Education, Vocational Education and Service Areas, Vocational Schools and Technical Institutes. Also a hand search was conducted through the ERIC Subject Index 1975-1976; the ERIC INDEX UPDATE Author, Title, Subject Catalog January 1977-December 1980, and the ERIC Current INDEX to Journal in Education, 1978-1980, to ascertain whether other relevant materials not picked up with descriptors could be found.

Through all of these methods, a comprehensive bibliography of documents, papers, reports and journal articles was developed, organized and assembled.*

Technical Panel Established

A black college and university technical panel was established and a technical panel meeting was held at Florida A & M University in May, 1980.**

*See section 2 of this report that presents the Resource Facilitator Guide.
**See Exhibit B of this section for a listing of technical panel members.
The purpose of the panel meeting was to solicit input for verifying priorities and to plan a national workshop to further address these priorities as identified in objective three of the project.

**National Workshop/Alliance Formation**

One of the most significant aspects of the project was the outcome of a successful national workshop held in September at the National Center with eighteen college representatives participating. The workshop was designed to provide insights about treatment of priorities and to solicit ideas from participants for a plan of long range project activities.*

The workshop included presentations by Dr. Daniel Taylor, assistant secretary for Vocational Education, U.S. Department of Education; Dr. William C. Young, director of the White House Initiative on Black Colleges and Universities; Dr. Grady Taylor, dean, College of Education, Tuskegee Institute; Dr. William Moore, professor, Educational Administration, The Ohio State University; and Dr. Donald Smith, professor, Bernard M. Baruch College. In addition, selected key National Center staff made presentations and participated actively in the workshop.

Institutional representatives at the September workshop agreed that an alliance between black higher education institutions and the National Center would represent the best strategy to solve their problems over time. They also indicated that the formation of such an alliance would have the mutual benefits of (1) strengthening black higher education institutions' capacities to secure funds for vocational program improvement activities, (2) providing a forum for the exchange of information among alliance members and the National Center staff, (3) combining collaborative talents in seeking

*See workshop agenda, exhibit C of this section of the report.*

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funds from outside sources, and (4) providing meeting arrangements for idea exchange and overall program improvement strategies. At the September workshop, a tentative consortium was established and officers for the consortium were elected.*

The director of President Carter's White House Initiative on Black Colleges and Universities suggested during the workshop that the college representatives and the National Center combine their collective ideas and talents immediately for the purpose of writing a joint proposal to be submitted for funding to the Department of Education by November 1980. This proposal would address some of the very critical priorities that representatives have identified during their meeting; namely, professional staff development, recruitment, remediation, and retention. The funds received from such a proposal could also be used as seed money to establish an alliance.

The National Center developed the proposal, which serves as the long range plan for continued program improvement.**

Other Significant Activities

There is a close working relationship existing between other National Center functions and this project staff, especially the National Academy for Vocational Education. This interface makes it possible to use the resources and expertise of appropriate National Center staff in implementing the project scope of work.

*See exhibit D of this section for listing of officers of the tentative consortium.
**See section 3 of this report.
In fact, the national workshop conducted in September was sponsored under the auspices of the National Academy for Vocational Education, which is located at the National Center.

The Information Systems Division of the National Center was extremely helpful in identifying resources and dissemination appropriate information to workshop participants and to project clientele within the various institutions.

At the American Vocational Association's annual convention in New Orleans in December, project staff held a special meeting for black college and university personnel who were participants in this project. The meeting was held to give a progress report of project activities and to brief all representatives on the contents of the proposal that had been submitted to Washington for continued funding. Of twenty persons present at the meeting, fifteen represented the various colleges and universities.*

The last major project activity involved making a project status report to black college and university presidents at a meeting called by the director of the White House Initiative on Black Colleges and Universities, Washington, D.C., on December 15. The presidents expressed a strong interest in the project and pledged their support and cooperation in future activities.

In light of the interest that we have generated in our initiative to improve vocational education in black higher education institutions, it is hoped that the resources will be made available to continue project activities as planned for the future.

*See exhibit E of this section for a list of meeting participants.
EXHIBIT A

PRIORITIES IDENTIFIED

I. FUNDING
II. POLITICAL ASTUTENESS
III. PERSONNEL DEVELOPMENT
IV. RECRUITMENT/ADMISSION/RETENTION
V. FACILITIES
VI. CURRICULUM
VII. RESEARCH
VIII. GRANTSMANSHIP
IX. COMMUNICATION AND ARTICULATION
X. FOLLOW-UP/FOLLOW-THROUGH
XI. INSTITUTIONAL ROLE AND SCOPE
XII. DISSEMINATION OF INFORMATION
XIII. YOUTH ORGANIZATIONS
Panel Members

Dr. Herbert Beacham
Director of Voc. Ed.
Florida A&M University
Tallahassee, Florida

Dr. A. E. Lockert, Jr.
Dean
School of Ind. Ed. and
Engr. Tech.
South Carolina State College
Orangeburg, South Carolina

Dr. Bennie Strange
Director, Voc. Ind. Ed.
Prairie View A&M University
Prairie View, Texas

Dr. Jean Wilson
Chairperson
Department of Home Economics
Cheyney State College
Cheyney, Pennsylvania

Others Attending

Dr. Ferman Moody
Associate Director
The National Center for Research
in Vocational Education
The Ohio State University
Columbus, Ohio

Dr. Marion Johnson
Project Director*
The National Center for Research
in Vocational Education
The Ohio State University
Columbus, Ohio

Dr. William Young
Director
White House Initiative on Black
Colleges and Universities
Washington, D. C.

*Resigned 8/26/80
A NATIONAL WORKSHOP
ON
IMPROVING VOCATIONAL EDUCATION PROGRAMS
IN
BLACK COLLEGES AND UNIVERSITIES

September 9-12, 1980
Columbus, Ohio

AGENDA

Tuesday, September 9, 1980

5:00 - 7:00 p.m.  REGISTRATION/CHECK-IN
Stouffer's University Inn

6:00 - 7:00 p.m.  GET ACQUAINTED CASH BAR
Fireside Room, Stouffer's

7:00 - 9:00 p.m.  OPENING SESSION
Buckeye Room, Stouffer's

Presiding:
---Dr. Ferman Moody, Associate Director
The National Center

GREETINGS

---Dr. Chester Hansen, Senior Associate
Director, The National Center

INTRODUCTION OF SPEAKER

---Dr. William Young, Director
White House Initiative on Black
Colleges and Universities

KEYNOTE ADDRESS

---Dr. Dan Taylor, Assistant Secretary for
Vocational and Adult Education,
U.S. Department of Education
Wednesday, September 10, 1980

8:15 a.m. Bus to National Center - Assemble in Stouffer's Lobby

8:30 - 8:45 a.m. Coffee and Doughnuts - National Center

8:45 - 9:30 a.m. SECOND SESSION

Presiding:

--Dr. William Young, Director
  White House Initiative on Black Colleges and Universities

GREETINGS/OBSERVATIONS

--Dr. Frank Hale, Vice Provost
  Minority Affairs, The Ohio State University

OVERVIEW OF THE NATIONAL CENTER

--Dr. Chester Hansen, Senior Associate Director

--Dr. Mark Newton, Director, The National Academy for Vocational Education

CONFERENCE AGENDA OVERVIEW

--Dr. Ferman Moody, Associate Director

9:30 - 10:15 a.m. FUNDING/GRANTSMANSHIP/RESEARCH

--Dr. Mary Lovell, Program Officer
  U.S. Department of Education

--Dr. Steven Gyuro, Associate Director
  Program Management, The National Center

10:15 - 10:30 a.m. Break

10:30 - 12:00 noon FUNDING/GRANTSMANSHIP/RESEARCH Cont'd.

12:00 - 1:30 p.m. Lunch (Catered) - The National Center

THIRD SESSION

Presiding:

--Dr. Dessie Page, Research Specialist
  The National Center
Wednesday, September 10, 1980 Cont'd.

1:30 - 3:00 p.m. PERSONNEL DEVELOPMENT
--Dr. Robert Norton, Research Specialist
   The National Center
--Dr. James Hamilton, Research Specialist
   The National Center

3:00 - 3:15 p.m. Break

3:15 - 4:30 p.m. DISSEMINATION OF INFORMATION
--Dr. Joel Magisos, Associate Director
   The National Center

4:30 p.m. Evening
Bus returns to Stouffer's
Recreation/Relaxation

Thursday, September 11, 1980

8:00 a.m. Bus to National Center - Assemble in
   Stouffer's Lobby

8:15 - 8:30 a.m. Coffee and Doughnuts - National Center
FOURTH SESSION

Presiding:
--Dr. Aubrey Long, Research Specialist
   The National Center

8:30 - 10:00 a.m. RECRUITMENT/ADMISSION/REMEDICATION/
   RETENTION
--Dr. Donald Smith, Professor of Education
   Bernard M. Baruch College
   City University of New York

10:00 - 10:15 a.m. Break

10:15 - 11:30 a.m. COMMUNICATION AND ARTICULATION
--Dr. William Moore, Jr., Professor of
   Educational Administration, The Ohio
   State University

11:30 - 12:00 noon INTRODUCTION TO CONSORTIUM BUILDING
--Dr. Ferman Moody, Associate Director
Thursday, September 11, 1980 Cont'd.

12:00 - 1:00 p.m. Lunch (Catered) - The National Center
INTRODUCTION TO CONSORTIUM BUILDING Cont'd.
--Dr. Ferman Moody, Associate Director

FIFTH SESSION
Presiding:
Dr. Dessie Page, Research Specialist
1:30 - 3:00 p.m.
VOCATIONAL COUNSELING
--Dr. Laurabeth Hicks, Program Director
Bureau of Adult Education
U.S. Office of Education

3:15 - 4:30 p.m.
INSTITUTIONAL ROLE AND SCOPE
--Dr. Grady Taylor, Dean, School of Education, Tuskegee Institute

4:30 p.m.
Bus to Stouffer's
Evening
Open

Friday, September 12, 1980

8:30 a.m.
Bus to National Center - Assemble in Stouffer's Lobby
8:45 - 9:00 a.m.
Coffee and Doughnuts - National Center
SIXTH SESSION
Presiding:
--Dr. Ferman Moody, Associate Director

9:15 - 10:15 a.m.
IMPLICATIONS/APPLICATION

10:15 - 10:30 a.m.
Break

10:30 - 12:00 noon
NEXT STEPS--PLANS FOR THE FUTURE

12:00 p.m.
Adjourn

This conference is jointly sponsored by the National Center's Program to Improve Black Colleges and Universities and the National Academy; with support from the U.S. Department of Education.
BLACK COLLEGES AND UNIVERSITIES CONSORTIUM

EXECUTIVE COMMITTEE

Mr. Rayford L. Harris, President
Virginia State University
Petersburg, Virginia

Dr. A. E. Lockert, Jr., Vice President
South Carolina State College
Orangeburg, South Carolina

Dr. Ferman B. Moody, Secretary
The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

Members-at-Large

Dr. Cearidean Johnson
Tennessee State University
Nashville, Tennessee

Dr. Charles W. Pinckney
North Carolina A & T State University
Greensboro, North Carolina

Dr. L. D. Virdure
Southern University
Baton Rouge, Louisiana
EXHIBIT E

PARTICIPANTS AT THE
BLACK COLLEGES AND UNIVERSITIES BREAKFAST
New Orleans
December 7, 1980

Black College and University Representatives

Dr. William W. Bearden
Kentucky State University

Dr. Arthur P. Bell
North Carolina A & T State University

Dr. Arlington Chrisman
North Carolina A & T State University

Dr. Rayford Harris
Virginia State University

Dr. Edward M. Harrison
Grambling State University

Dr. Thomas W. Inter
Delaware State College

Dr. Geraldine Johnson
Tennessee State University

Dr. Joe King
Jackson State University

Dr. A. E. Lockert, Jr.
South Carolina State College

Dr. Sandy Mazullo
University of District of Columbia

Dr. Vincent Payne
Virginia State College

Dr. Lloyd J. Porchia
Mississippi Valley State University

Dr. L. D. Virdure
Southern University

Dr. Donald E. Vornholt
Delaware State College

Other Participants

Dr. Ferman Moody, National Center for Research in Vocational Education
Dr. Steve Gyuro, National Center for Research in Vocational Education
Dr. Marion Johnson, U.S. Department of Health and Human Services
Dr. Laurabeth H. Hick, U.S. Education Department
Dr. William C. Young, White House Initiative on Black Colleges and Universities
Dr. Muriel Tapman, Program Officer, OVAE
SECTION II, PART I

A RESOURCE FACILITATOR GUIDE ON
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IN BLACK COLLEGES AND UNIVERSITIES
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Foreword

In response to President Carter's memorandum of January 17, 1979, pledging the commitment of his administration to "enhancing the strength and prosperity" of historically black colleges and universities (BCUs), the National Center and the U.S. Department of Education initiated a cooperative effort with BCUs to improve their vocational education programs and services. At a workshop on January 24-25, 1980, vocational educators and other representatives from BCUs identified thirteen priorities for improving the quality and delivery of their vocational education program.

The Department of Education sponsored and designated a study at the National Center to continue those efforts with BCUs. One objective of the study was to develop a resource of materials that would be appropriate and useful to BCUs.

This resource facilitator guide is designed to meet that objective. The guide results from an extensive search of the literature to find materials and services that may be useful and responsive to the needs identified by BCUs for the improvement and delivery of their vocational education programs.

This resource manual was made possible with the help of Ferman B. Moody, Associate Director; William C. Goldwair, Jr., Project Director; and John Jordan, III, Graduate Research Associate. Appreciation goes to Roy L. Butler, Janet Kiplinger, and others for their suggestions and advice. Thanks also goes to Roseann Pavlick and Barbara Cherry and other National Center staff members for secretarial help.

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education
Introduction

Appropriate and available resources are needed to address problems germane to improving vocational education in black colleges and universities (BCUs). This observation restates objective two that calls for the development of resource materials that will support efforts of BCUs to improve their vocational education programs. This Resource Facilitator Guide is written to meet that objective.

The guide results from an extensive search of the literature to find materials and services that may be useful and responsive to the priority topics identified by BCUs for the improvement and delivery of their vocational education programs. The search was conducted on the sixteen Educational Resources Information Center (ERIC) using descriptors such as Black Colleges, Black Students, Two-Year Colleges, Black Education, Black Institutions, Post Secondary Education, Higher Education, Vocational Education and service areas; Vocational Schools and Technical Institutes. Also, a hand search was conducted through the ERIC Subject Index 1975-1976; the ERIC INDEX UPDATE Author, Title, Subject Catalog January 1977 - December 1980, and the ERIC Current INDEX TO Journal in Education, 1978-1980 to ascertain whether other relevant materials not picked up with descriptors could be found.

The selection of materials for the Resource Facilitator Guide was based on their relationship to the priority topics. The priority topics with description of appropriate materials for BCUs follow.

- **Funding**
  Materials that deal with financial support solicitation, sources both public and private and techniques of funding at state and federal levels.

- **Political Astuteness**
  Any resources that address the development of proposal writing and program planning skills.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Development</td>
<td>Materials that treat the faculty development necessary to implement improvements in vocational education programs.</td>
</tr>
<tr>
<td>Recruitment/Admission/Remediation/Retention</td>
<td>Resources that address the problems relating to the enrollment of minority students.</td>
</tr>
<tr>
<td>Facilities</td>
<td>Materials that discuss facilities and equipment sources and requirements for vocational education programs.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Materials that may be used to expand and enhance the quality of curriculum experience for vocational teacher preparation, specifically occupational information and performance based teacher education.</td>
</tr>
<tr>
<td>Research</td>
<td>Materials that relate to the research skill development that is a prerequisite for conducting research.</td>
</tr>
<tr>
<td>Grantsmanship</td>
<td>Any materials that discuss the procurement of grants, writing of proposals and the identification of grantors.</td>
</tr>
<tr>
<td>Communication/Articulation</td>
<td>Any materials that may be shared with BCUs about linkages among BCUs; state and local governments; business, labor and industry.</td>
</tr>
<tr>
<td>Follow-up/Follow-through</td>
<td>BCUs did not request nor anticipate resources for this priority. BCUs want assurance that efforts started to improve their vocational education programs will be effectuated through accountability mechanisms and definitions of role relationship and expectations. However, BCUs may redefine this priority in the future with requests for resources. The priority was included for further consideration.</td>
</tr>
<tr>
<td>Institutional Role and Scope</td>
<td>Any materials that pertain to the role and scope of black institutions of higher education mission and efforts to develop comprehensive curricula including vocational education programs.</td>
</tr>
<tr>
<td>Dissemination of Information</td>
<td>Any materials that describe the process of information flow and provide wide distribution and exchange of ideas among members of the BCUs' alliance. It also includes any materials that are relevant enough to warrant dissemination to all BCUs.</td>
</tr>
</tbody>
</table>
• Youth Organizations

Any materials that pertain to black youth organizations in vocational education at the college level.

The applicability of references comprising this guide is contingent on the needs of BCUs and should be consistent with their perceptions of specific problem areas. The guide has been compiled in a loose leaf notebook so that BCUs can add other information required to fulfill their needs.

The resource guide facilitates the identification, knowledge, and acquisition of resources through an annotated bibliography of documents, papers and reports. Journal articles listed in the guide are given appropriate references which may be used to locate their abstracts in the Current Index to Journals in Education.

There are two parts to the guide. The first part consists of a bibliography of documents, papers, reports, and journal articles on priority topics identified by black colleges and universities. The presentation of resources with only one related priority topic is discretionary. However, some of the resources may pertain to more than one topic. Such determination is left to the creativity of the user.

The second part is an addendum that consists of supporting resources, including a list of black colleges and universities with ERIC microfiche collections, a list of state directors of vocational education, a list of curriculum coordination centers, and a list of research coordinating units. Many of the references were obtained through ERIC. A knowledge of the location of ERIC microfiche collections will expedite access and early review of materials and services for applicability to the priorities identified. The lists of state directors, curriculum coordinating centers, and research coordinating units are provided to encourage articulation.
between BCUs and these supporting services.

Materials and services comprising the guide may be obtained from publishers as indicated, ERIC microfiche collections, and the ERIC document reproduction service.
BIBLIOGRAPHY ON PRIORITY TOPICS
This bibliography presents a representative selection of the documentation available in the field of budgeting and resource allocation. Theoretical discussions as well as practical applications of budgeting techniques and other analytical tools have been included to broaden the knowledge base and understanding of those who are engaged in the day to day management and operations of human service programs.
A cost benefit analysis study was conducted from July 1975 to June 1976 using a consortium approach between the Moraine Park Technical Institute and the Lakeshore Technical Institute. This study presents a cost benefit analysis model that may be used with vocational-technical education.
This report represents David G. Savage's analysis of the Education Amendments of 1978 and how these changes will affect practically every school district in the nation.

The Education Laws 1978 is the story of a federal policy of limited aid directed at specific education problems, a policy that has been tightened up, revised, and reaffirmed.
<table>
<thead>
<tr>
<th><strong>TITLE:</strong></th>
<th>Fundamental Changes Are Needed in Federal Assistance to State and Local Governments</th>
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</thead>
<tbody>
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<td><strong>DEVELOPED BY:</strong></td>
<td>Comptroller General of the United States</td>
</tr>
<tr>
<td><strong>DATE:</strong></td>
<td>1975</td>
</tr>
<tr>
<td><strong>AVAILABLE FROM:</strong></td>
<td>U.S. General Accounting Office Distribution Section  P.O. Box 1020  Washington, DC  20013  VT 031 353</td>
</tr>
<tr>
<td><strong>TYPE OF RESOURCE:</strong></td>
<td>Paperback (91 pages)</td>
</tr>
</tbody>
</table>

This document is a report on the ways that the delivery of federal assistance to state and local governments can be improved by the Congress and the executive branch.
The Grantmanship Center News

Cathleen Collins, Managing Editor

1031 South Grand Avenue
Los Angeles, CA 90015

Journal (8 times a year, 24 pages)

Reports center activities of developing professionalism and self-help in non-profit organizations and encouraging cooperation between funding sources and applicant organization.
This pamphlet contains sections that describe the grant-making and funding scope of the Office of Education (OE), the Fund for the Improvement of Postsecondary Education, the Office of Career Education, the National Institute of Education (NIE), CETA (Comprehensive Employment and Training Act), the National Science Foundation, and such programs as Guidance and Counseling, the Handicapped Innovation Program, and the Women's Educational Equity Act of 1974 Program. Also described are programs of national significance sponsored by the Bureau of Occupational and Adult Education. These include Personnel Development, the National Center for Research in Vocational Education, the Curriculum Coordination Centers, Bilingual Vocational Education, the Contract program for Indian Tribes and Organizations, and the State Vocational Research Coordinating Units. An introductory section outlines the history of the Coordinating Committee on Research in Vocational Education.
This publication is an introduction to federal education funding in the specific areas of career education, vocational education, and education and work. In all cases, prospective contractors and grantees who want more information on programs and procedures should contact the program offices that appear to best fit their interests.
This guide provides an outline of the federal programs available that actually or potentially support new careers programs, and suggests some methods for increasing the chances of getting funds. All legislation passed by Congress through the second session of the ninetyeth Congress is included.
This booklet is designed to assist individuals and organizations to learn how the funding process of CETA works at the local level and how to intelligently apply for CETA monies. It tells you how to find out who and where your CETA prime sponsor is and who on the staff you should contact. It describes the steps to take in submitting a proposal to a prime sponsor, and contains a list of terms commonly used in CETA. Also included are the addresses of CETA State Manpower Services Councils, as well as information about sources of statistics and other demographic data vital in preparing any proposal.
This report on the methods used in appropriating state funds was sponsored by the Research Committee of the National Association of State Budget Officers. Information was obtained from the budget officers of all fifty states and Guam and Puerto Rico, who replied to a questionnaire and supplied copies of appropriate bills.

The information will provide answers to questions that are frequently raised concerning details of appropriations legislation.
The intent of this work is to explore the results of the rapid and massive infusion of resources and demands by the federal government, and the role of state education agencies (SEAs) in managing those resources and satisfying those demands. SEAs were charged with overseeing the distribution and implementation of programs funded as a result of the growth in federal categorical aid.
This booklet provides descriptive data on differences found among states, institutional sectors, and income groups with respect to (a) student costs and sources of funding, (b) the reduction in cost of attendance due to the distribution of aid, and (c) the resulting amount of overmet or undermet financial need of students.
Faculty members, department heads, administrators, alumni, legislators, and trustees need to become familiar enough with the concepts and terminology involved in budgeting so that they can participate more fully in discussions of budgetary matters and in the budgeting process itself.

This monograph is therefore written with the two-fold mission of dispelling the mystery which shrouds budgeting matters, and replacing it with information and insight.
JOURNAL ARTICLES ON FUNDING


Battaglia, Carmen L. "How to Ask for Federal Funding." American Education 13, no. 6 (July 1977):6-9. (EJ 165 334)


Clodfelter, Elizabeth. "If We Can Do It, Then You can Too." Journal of College Placement 38, no. 4 (Summer 1978):59-60. (EJ 181 093)


Luce, Priscilla M., and Martineau, Allen L. "Seven Wrong Reasons." *AGB Reports* 20, no. 2 (March/April 1978): 45-47. (EJ 177 902)


Reinhardt, James. "Know Your Funding Sources." *Parks and Recreation* 13, no. 10 (October 1978): 24-27. (EJ 197 180)

Ring, Rand. "You Can Get Your Project Funded." *Graduate Woman* 73, no. 4 (July/August 1979): 9-11. (EJ 203 400)


Young, James H. "Shotgunning for Dollars." *Community and Junior College Journal* 49, no. 3 (November 1978): 42-44. (EJ 190 946)
POLITICAL ASTUTENESS
This is a practical and well-tested guide to help those wishing to write proposals for research, demonstration, or development projects to do it well. The guidelines given here have federal funding agencies uppermost in mind, but can also be applied to other funding sources—both public and private.
The published proceedings of the symposium link relevant past events to significant trends in educational governance and policymaking and contribute to an understanding of the influences and demands that will shape educational policy analysis in future research, teaching, and practice of educational administration.
This paper presents a speech given by Charles M. Fallstrom. The speech deals with common learning, career awareness programs, and community advisory councils. This paper also contains questions and answers on the speech.
This book has been organized as a logical sequence of ten chapters relating to important aspects of comprehensive planning. To the fullest extent possible, the emphasis has been placed on conceptualizing comprehensive planning for vocational education in relation to federal legislation, state laws, policies of state boards for vocational education, recommendations of advisory groups, and findings and recommendations of many individuals and groups involved in planning activities.
The principal aim of this book is to describe patterns of school organization and to examine their consequences for teacher performance. This study examines relevant data in an effort to verify or refute some of the assumptions about school reform. This book was written for school personnel and policymakers.
This book presents the belief of Research for Better Schools that schools of the future should be influenced by planning in the present. The essays in this book emphasize the trends now shaping society that will have a profound effect on schools in the decades to come. Following each essay, Louis Rubin, of the University of Illinois, highlights the inherent implications for education and extracts significant research and development issues.
This brochure encourages an understanding of the functions and responsibilities of the Bureau and improve communication with students, educators, legislators, and the public.

In addition to providing general information about the Bureau and its various divisions, including addresses and telephone numbers, the most recent organizational chart showing the names of the current program managers has been included with the hope that it will aid in understanding the administrative structure of the Bureau and permit communication with the managers on a name basis.
The primary purpose of this book is to better educate bureaucrats and educational researchers as to each others' roles.
This is a directory in the series, Congressional Sourcebooks, that contains an inventory of approximately 1,700 evaluation reports produced by and for eighteen selected federal agencies, including Government Accounting Office evaluation reports that relate to the programs of these agencies.

This directory is intended to be an important link between the federal agencies who develop evaluation information and the congressional staff who may wish to use such information for legislative and overview purposes.
This handbook is designed for use when requesting vocational education funds for projects concerning:

- Research and Development
- Teacher Education
- Education Professional Development
- Exemplary Programs
- Dissemination-Diffusion Programs
- Vocational Guidance
- Planning
- Data Collection and Utilization
- Evaluation
- Curriculum Development

The Guide also contains the information necessary to meet the Kentucky Bureau of Vocational Education and U. S. Department of Education requirements in the writing of progress and final reports once proposals are funded.
The effective implementation of a federal statute, such as Public Law 94-482, The Education Amendments of 1976, calls for a high degree of understanding on the part of administrators, planners, evaluators and researchers who are concerned with vocational education.

This legislative reference handbook is designed to facilitate just such an understanding of the Vocational Education Act. It brings together the provisions of the Act, the regulations, selected provisions from other related statutes, significant policy, and statements based on public hearings issues in a format intended for quick and comprehensive reference.
The intent of this resource is to help the proposal writer secure appropriate consideration of their ideas. The report further stated that rejection of the proposal should not mean that the idea lacks intrinsic merit but, the presentation may be weak.
This book gives a checklist for testing the adequacy of a proposal and its preparation. It can be used as the writing progresses, and as a final check before submission. It can also be used as a basis for critiquing other proposals.
This booklet explains that application for support of a research project is made by submitting a properly executed standard application form and the appropriate number of copies of a formal proposal which describes the activity or activities, explains their significance, identifies key personnel, and estimates costs.

These instructions pertain specifically to the preparation of a proposal. Separate instructions on the preparation of an application are provided separately in this packet.
This report examines the several "mechanisms," i.e., advisory committees, commissions, boards, and other groups established as part of the delivery system for vocational manpower training. It makes recommendations as to how vocational personnel may interact with such "mechanisms."
This paper presents a discussion of the field of needs assessment, along with a bibliography of various publications and reports published in the 1970s.

The first two sections of the paper discuss various definitions of educational needs currently used and the types of needs assessment methods commonly applied. Two of these types, subjective discrepancy analysis and objective needs assessment, are prominent in vocational education.

The state of the art of needs assessment in vocational education is also examined. A number of significant issues and problems that exist are delineated in the last section of the paper.
This paper discusses the increasing concern with centralized planning and coordination for institutions of higher learning.
This book reports on policy research that is based on a comprehensive theoretical framework developed explicitly to facilitate systematic, scientific study of policy and policy making.
This material should serve as a basic guide for helping an individual get acquainted with the techniques and procedures needed to actually plan, prepare and submit a proposal.
This book maps the present terrain of federal spending and regulatory activities that bear on higher education, examines the policymaking structures, accounts for the absence of a comprehensive national policy, and explains some of the difficulties inherent in any effort to formulate policies.
This paper encourages vocational education to increase public awareness of the crucial link between vocational education and the economic wellbeing of our country.
The Guide emphasizes the impact a vocational educator can have on the passage of legislation favorable to vocational education, and seeks to stimulate vocational educators to organize effectively for legislative success.
JOURNAL ARTICLES ON POLITICAL ASTUTENESS


PERSONNEL DEVELOPMENT
Advisory Committees in Vocational Administration

James P. Key
1976
Marshall University
Dept. of Occupational, Adult, and Safety Education
Huntington, WV 25701
VT 033 380
Paperback (35 pages)

This book gives information on the National Advisory Council on Vocational Education; the State Advisory Council on Vocational Education; and how to organize, utilize, and evaluate local advisory committees.

The publication sets forth the following objectives:

1. the learner will demonstrate understanding of the national and state advisory councils by selecting the correct requirements, purposes, and organization with 90 percent accuracy;
2. the learner will also demonstrate a knowledge of advantages and limitations of local advisory committees in writing following a visit to an advisory committee meeting; and
3. the learner shall then prepare a plan to organize, use, and evaluate an advisory committee for the learner's local situation.
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<thead>
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<th>TITLE:</th>
<th>College Administration: Concepts and Techniques</th>
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<tr>
<td>DEVELOPED BY:</td>
<td>Institute of Higher Education</td>
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<tr>
<td></td>
<td>University of Georgia</td>
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<td>University of Georgia</td>
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<td>Athens, GA 30601</td>
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<td>TYPE OF RESOURCE:</td>
<td>Paperback (51 pages)</td>
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</tbody>
</table>

This monograph presents three topics titled (1) Functions of Administration, (2) Higher Education in the Southeast: Implications for Administration, and (3) The Administrative Team: Implementation of the Goals and Objectives of a College. These were presented at a 1970 conference for the project, "Administrative Team Leadership for Developing Colleges in the Southeast," in Georgia.
This research phase of a larger project entitled "Development of Competency-Based Instructional Materials for Local Vocational Education Administrators" contributes to the improvement of training programs for local administrators by conducting research to identify and nationally verify the competencies considered important to local administrators of vocational education.
This book offers an overview of the problems of teacher professional growth. It provides the school principal with an understanding of the organizational conditions that are prerequisite to professional staff development. Finally, it gives insight into the connection between a course of study or a program of instruction and the person who translates ideas into reality.
This report identifies inservice educational needs of persons working with disadvantaged and handicapped students. This report discusses the results of the workshop held at the University of Kentucky to train personnel to work successfully with the disadvantaged and handicapped.
This project develops alternative methods of teaching in order to meet the individual needs of students in the food service, metals, and electrical cluster programs. These clusters are competency based and allow each student to proceed at his own rate with criterion referenced testing being used to determine competency level.
The field of human resource development is composed of many people doing the same kind of related work, but is devoid of models that clearly express these relationships. Recognizing this, the American Society for Training and Development Board, at its meeting in December 1979, accepted the recommendation of the Professional Development Committee that attention be given to developing models.
In considering the personnel function in education administration, this book includes hypotheses, concepts, and practices for resolving problems in the educational system. Special attention is devoted to the problems of human resource planning, compensation, collective negotiations, personnel information, and continuity of personnel service.
The 1980 Report on Educational Personnel Development brings together in one place the current status of federal and state involvements in educational personnel development. It includes a list of members of Congressional committees dealing with education legislation and how to contact them. The second part of the report includes (1) an analysis of how much funding is used for educational personnel development activities, (2) who the recipients of it are, (3) the number of projects funded and the average funding per project, and (4) the number of educational personnel served. This part of the report concludes with information on how to apply for funding from each discretionary program discussed.

The third part of this document reports on state involvement in educational personnel development. It concludes with a listing of professional associations and organizations that are actively involved in educational personnel development, and educational laboratories, dissemination networks, and foundations that provide resources for the professional development of educational personnel.
The development of this resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. identify various types and sources of information appropriate to the business, industry, and labor interests of vocational teacher education departments;

2. describe for vocational teacher educators appropriate ways to gain access to and utilize selected business, industry, and labor information resources; and

3. organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.
This report presents guidelines for the person or persons responsible for planning and conducting staff development programs for career education. It should be useful to the inservice coordinator, career education program director, administrators and others concerned with programs for professional growth.

The procedures, suggested inservice programs, management techniques, and sample instruments contained within the guidelines should be very useful as they work with local school personnel who are planning and conducting inservice programs.
The Staff Development Program for Promoting More Effective Use of Community Resources in Career Education has been developed specifically for use with educators whose roles in career education will necessitate utilization of community resources. The program has been designed to help coordinators plan and conduct inservice sessions for teachers and other instructional staff responsible for the utilization of such resources.
The Staff Development Program for Promoting More Effective Use of Community Resources in Career Education has been developed specifically for use with educators whose roles in career education will necessitate utilization of community resources. The program has been designed to help local coordinators plan and conduct inservice sessions for teachers and other instructional staff responsible for the utilization of such resources.

Section II: Inservice Program consists of eight additional documents, namely:

- Module A - Community Resources and Career Education
- Module B - Use of Local Community Resources
- Module C - Using Resource Persons
- Module D - Using Field Trips
- Module E - Experiencing the Work Setting
- Module F - Using Community-School Advisory Committees
- Module G - Involving Community Organizations
- Module H - Application Activity
The training program of which this module is a part is directed first at selected leaders in vocational teacher education, and then at teacher education faculty members in the participating institutions. These individuals can, in turn, organize their teacher education courses and programs so as to be able to train vocational teachers to install competency-based instruction in vocational programs in secondary and postsecondary schools.
Firth, Gerald R. "Ten Issues on Staff Development." Educational Leadership 35, no. 3 (December 1977):215-221. (EJ 171 496)


"Personnel Development After EPDA." (no author) American Vocational Journal 53, no. 2 (February 1978):89. (EJ 175 151)


Tully, G. Emerson. "Credit by Examination and the Professional Development of Vocational Education Teachers." Journal of Vocational Education Research 2, no. 3 (Summer 1977):41-47. (EJ 169 231)

RECRUITMENT/ADMISSION/REMEDICATION/RETENTION
Adapting to Changes in the Characteristics of College-Age Youth

Cathy Henderson and Janet C. Plummer

1978

American Council on Education
Washington, D.C. 20036

Paperback (31 pages)

The report communicates the findings of the Policy Analysis Service (PAS) on a follow-up and expansion of an earlier PAS study, Changes in Enrollment by 1985 by Cathy Henderson (PAS Reports, Volume 3, Number 1, June 1977). This report focuses on a larger age group and looks in greater detail at changes in the characteristics and college-going patterns of young people. Alternative strategies for maintaining enrollment levels are presented.
This handbook covers in detail all the functional responsibilities of registrars and admission officers, including the interpretation and enforcement of academic policies and standards.
This report consists of the student information forms and tables of weighted national norms for freshman men, women, all freshman, and geographic regions for fall 1979.
This report examines current practices and explores future directions for the federal programs known as "TRIO"--Talent Search, Upward Bound, Special Services for Disadvantaged Students; and Educational Opportunity Centers (EOC)--as well as the more recent Educational Information Centers (EIC) program.

The TRIO programs identify low income and educationally disadvantaged students, motivate and counsel them in their pursuit of postsecondary alternatives, and following college entry, provide guidance, tutorial, and other services to improve these students' chances of receiving degrees.

This report examines policy options for the information, counseling, referral, and retention services under Title IV of the Higher Education Act.
This report focuses on vocational aspects of education in terms of career enhancement. Fields of study and concentration of blacks in various areas are reviewed according to employment opportunities.
The national study reported in this document answers the following three questions:

- Is it desirable for black students to enter and complete vocational education programs?
- What kind of vocational education programs will help more black students successfully enroll in and complete programs?
- How can vocational education programs better meet the training and employment needs of black students?

Two groups of black leaders helped administrators find answers to these questions. Combined, the two sets of data—the survey findings and the policy recommendations—may be used by administrators to make decisions that will benefit black students as well as other target populations.
This report provides the national normative data for comparing the characteristics of black students in different types of institutions and for comparing the characteristics of black students with their white counterparts. These data may also be used at some future time to assess changes produced by the new programs which directly affect the education of black students.
This document is a collection of three papers: (1) "Some Variables For Why So Few Black High School Graduates Attend Post-High School Area Vocational Schools," by Max Fanning, (2) "The Role of Simulation in Teaching Complex Problem Solving Skills," by Curtis R. Finch and Patrick A. O'Reilly, and (3) "Investigation of the Effectiveness of a Design to Initiate Curriculum Change," by Mary Bach Kievit.
This paper discusses cultural and educational differences and those relevant implications for nursing educators.
This book brings together some 10,000 selected references bearing on the education of the minority child in the United States and elsewhere. Central emphasis is on the black child; lesser stress is on Mexican American, Puerto Rican, and American Indian children; and some attention is given to children from Oriental, poor white, Jewish, and European immigrant backgrounds.

The time-span of the volume is necessarily inclusive. For black and American Indian children, references go back to the colonial period of American history.
This report evaluates the equity of student financial aid as it is distributed among students of different parental incomes and at various types of institutions.
Establish a Student Placement Service and Coordinate Follow-Up Studies

Robert E. Norton, Kristy L. Ross, Gonzalo García, Barry Hobart

1977

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

VT 035 136

Spiral bound (98 pages)

This booklet gives the skills needed to meet placement and follow-up study responsibilities and to help schools fulfill their responsibilities to former, current, and future students.
This survey focuses on selected characteristics of student aid recipients at 3,000 colleges and universities in the United States, including their distribution by sex, by racial/ethnic group, and by enrollment status (full-time vs. part-time, undergraduates vs. graduate students). In addition, data on family income were obtained for dependent undergraduate recipients, and an estimate of the average amount of aid awarded was obtained for full-time students.

The five federally sponsored assistance programs covered in this study are:

- Basic Educational Opportunity Grant Program (BEOG)
- Supplemental Educational Opportunity Grant Program (SEOG)
- College Work-Study Program (CWS)
- National Direct Student Loan Program (NDSL)
- Guaranteed Student Loan Program (GSL)
This handbook is strongly user oriented but is more than a cookbook approach. It not only contains specific techniques that can be applied but also contains information about:

- Legislation requirements
- Development of forms and instruments
- Sampling pros and cons
- Guides for interpreting data
- Alternatives for reporting

A bibliography of selected related materials and a glossary are also enclosed. Also, the handbook—(1) provides clarification of the content necessary for follow-up studies, (2) provides guidelines for improving the technical aspects of follow-up, and (3) provides information to increase efficiency and effectiveness of follow-up studies.
Guidelines and Practices for Follow-up Studies of Special Populations, Volume 2

Stephen J. Franchak and Janet E. Spirer

1979

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
ED 185 238

Paperback (273 pages)

Recognizing the need to improve vocational education follow-up studies, the Bureau of Occupational and Adult Education, under terms of the U.S. Office of Education contracted with The National Center for Research in Vocational Education to develop two handbooks on follow-up studies. This handbook on follow-up studies of special populations is a complement to Evaluation Handbook: Guidelines and Practices for Conducting Follow-up Studies, Volume One.

The handbook is designed to stimulate dialogue, change, and improvement in vocational education for special populations. It is specifically addressed to program administrators, evaluators, and other professionals engaged in this important work.
The **Handbook** provides up-to-date information that is essential for potential employers or graduate school representatives who may be planning recruitment visits to traditionally black colleges. The facts and data herein are provided by the institutions themselves.
This report contains information about the Vocational Education Management Information System. The system requires that vocational students be individually registered into the system after they begin their vocational curriculum.
This paper presents a model course of action for black colleges and universities for promoting access and choice.
This report is concerned with obtaining and using student follow-up data as a most critical requirement for evaluating the impact of vocational programs. A detailed guide is provided, including a questionnaire, collection procedures, and examples of possible output formats.
This directory provides a comprehensive listing of organizations established by and for the benefit of minority group members. For the purposes of this directory, minority groups are defined to include Native Americans (both Alaska Natives and American Indians), blacks, Hispanics, and Asian Americans. These are the groups which have been discriminated against in employment, education, housing, and other civil liberties.
This present volume places research on minority students in a broader framework than is customary. Factors treated at some length include historical and legal background, the ideology of racism, a continuing reexamination and questioning of prevailing views of the role of social class and race in learning, and the impact of minority communities upon the schools. Separate chapters deal with Spanish-surnamed and Indian American students. The impact of schooling is examined in the areas of academic achievement, self-conception and aspirations, and the relationship of students among themselves and with their teachers.

A comprehensive range of studies has been examined in an effort to cover all major approaches and represent contrasting viewpoints.
This report completed by the College Board Admissions Testing Program contributes information needed for the rational and responsible management of college entrance and completion as it relates to college-bound seniors for 1979.
This brochure lists postsecondary educational opportunities for minorities and women. Specific information is provided on loans, scholarships, and fellowship opportunities. Also provided is general information on how and where to seek out general assistance to prepare oneself to pursue education and career goals. Included with the listed sources are the addresses used to contact the offices which administer the programs to facilitate receipt of needed additional information.
The report includes fifteen statistical tables, a sample survey instrument and information on institutional response to the survey, a stratification design for weighing, and information about the reliability of estimates as they relate to special programs for women and minority graduate students.
Higher Education Panel Survey Number 27 was designed to collect information, for the 1974-75 academic year, on the extent of student participation in the United States Office of Education programs, the characteristics of aid recipients, student charges, and the amounts and sources of student aid available at institutions of higher education, and to elicit suggestions for improving the operation of federal student aid programs.

The six programs for which data were requested are:

- Basic Educational Opportunity Grant Program (BEOG)
- Supplemental Educational Opportunity Grant Program (SEOG)
- State Student Incentive Grant Program (SSIG)
- College Work-Study Program (CWS)
- National Direct Student Loan Program (NDSL)
- Guaranteed Student Loan Program (GSL)
This study discovered the vocational interests of disadvantaged students undergoing cooperative occupational experiences. This study has implications for planners of vocational programs.
This paper treats challenges and pitfalls—teenage childbearing, what the government should or should not do for youth, minimum wages, youth unemployment, and compensatory education.
This study conducted by the American Council on Education examines recent changes in the pool of students interested in careers in health fields, with special emphasis on women and minority groups in this pool.
JOURNAL ARTICLES ON RECRUITMENT/ADMISSION/REMEDIATION/RETENTION


Dembowski, Federick L. "A Model for Predicting Student College Choice." College and University 55, no. 2 (Winter 1980):103-112. (EJ 221 992)


JOURNAL ARTICLES ON RECRUITMENT/ADMISSION/REMEDICATION/RETENTION


Sedlacek, William E., and Webster, Dennis W. "Admission and Retention of Minority Students in Large Universities." Journal of College Student Personnel 19, no. 3 (May 1978):242-248. (EJ 179 057)


FACILITIES
This book details the procedures that will enable school districts to initiate and develop their community schools through assistance from the community. It discusses financing, planning, building, staffing, and operating facilities that are shared by schools, health services, parks and recreation, day care centers, senior citizens services, and legal aid associations.
In this guide, Educational Facilities Laboratories presents basic information on how school districts are financing new construction outside of conventional methods. Some of these ideas may be applicable to your local school building programs. To help determine this, the information is accompanied by a chart that illustrates some major financing alternatives, and the routes of decision making which have led school districts to adopt one approach or another.
This report does not seek to answer questions about the quality of vocational education services, nor does it attempt to specify the factors affecting the performance of these systems. Rather, it is intended solely to provide a description of some of the major characteristics of these systems.
This document contains descriptive "profiles" of the vocational education governance, funding, and delivery systems of the fifty-six states and territories. The information contained in these profiles was originally obtained to supplement other aspects of this study and does not represent the product of an analysis of state vocational education systems per se.
This report contains exercises for the user to complete individualized modules on the following topics:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual
This brochure explains how a school used surplus property to expand vocational offerings to students. It describes how to obtain equipment that is needed and the rules and regulations of the Federal Surplus Property Section of General Service of the State of Illinois.

The objective of this brochure is to help other schools meet the needs of education by using federal surplus property as a form of state aid to their school.
This book investigates the development of the industrial training programs of black people in this country beginning with those on the plantations during slavery and continuing through those in educational institutions that were established exclusively for persons of African descent.
This paper deals with the problem of communication in organizational settings, as such communication is affected by workforces composed of different racial backgrounds. It is limited to communication in organizational settings involving employment. Major topics involve (1) the interracial context of communication, (2) the communication process, and (3) organizational structural factors. The final sections of the paper present summary conclusions, implications for practice, and research needs.
This report presents data on demographic variables, nineteen competency-based course descriptors, and six competency-based criterion questions. Several comparisons are made between the public and private sectors, and descriptor scores are compared to other variables in the survey. Other analyses included linear regression and canonical correlations to determine the descriptors and criterion questions most closely related to strong programs of competency-based adult vocational instruction. A profile of an exemplary competency-based adult vocational program is described.
This article deals with the thinking processes of human beings that must be considered to process and make sure that competency-based curricula are instituted only in areas where germane and not in isolation.

This article also deals with thinking types.
This catalog includes information pertaining to the availability of Competency-Based Vocational Education (CBVE) materials from the state of Kentucky. Individual instructional modules have been developed for the following areas:

- Air Conditioning I & II
- Alterationist I & II
- Auto Body
- Auto Mechanics I & II
- Bank Teller
- Bookkeeper
- Carpentry I & II
- Cashier Checker
- Child Care Worker
- Court Reporter I
- Employability Skills
- Floral Design
- Food Preparation I
- Gardening and Groundskeeping
- Home Furnishings I & II
- Legal Secretary
- Machine Shop I & II
- Nursery Production
- Secretary
- Tractor Mechanics
- Welding
This study was intended to serve as a data base for professional development needs and programs in Massachusetts.
The main intent of this mini-module number 1.3 on curriculum development is that of identifying and, in some cases, completing the major components and procedures of curriculum development which vocational administrators need while attempting to coordinate vocational curriculum development.
The three main sections in this book are preceded by an introductory chapter that gives an overview of curriculum development in vocational and technical education.

Section I deals with the essentials of curriculum planning. Section II deals with establishing curriculum content. The actual business of implementing the curriculum is described in Section III.

Collectively, these chapters provide a detailed set of guidelines for use in the systematic development of high quality vocational and technical education curricula.
This paper discusses changes, innovation, purposes, functions, handbooks, dominant concerns, and issues relating to curricula reform.
This bulletin provides users of statistics on racial and ethnic minority groups with a comprehensive annotated reference to many sources of data on minority groups published by the federal government. It identifies and describes a large and diverse number of federal agencies, and directs users to appropriate sources, consistent with their needs.
This report is a sampling of coordinated planning activities now taking place in the South. It is believed that the information will be of interest both to state agencies in postsecondary education and to institutions where conditions are favorable for joint planning between two-year and four-year institutions to coordinate course sequences leading to baccalaureate degrees in technical fields.
TITLE: Index to Black History and Studies (Multimedia)

DEVELOPED BY: National Information Center for Educational Media (NICEM)

DATE: 1973

AVAILABLE FROM: University of Southern California
University Park
Los Angeles, CA 90007
VT 021 803

TYPE OF RESOURCE: Paperback (189 pages)

This index provides media staff, library personnel, and educators with a bibliographical guide to nonbook media in the curriculum area of black history and studies.
The purposes of this individualized module are to--

- Explain through example the theory of linkage as a sociological concept that is useful in relating educational programs,

- Demonstrate an understanding of the linkages that could be established between general and vocational education, and

- Explain how procedures are to be followed in establishing and maintaining these linkages.
This commentary is concerned with the undergraduate curriculum. It seeks to do four things--

1. contribute to the slowly enlarging discussion on many campuses of curricular problems and possibilities,

2. set forth some essential information that may help in understanding the existing curricular situation,

3. present a view of the major issues of the current period and some suggested directions for change, and

4. indicate some of the more effective methods in obtaining desired curricular change.
This seminar report assists personnel in state research coordinating units and other educational leaders in planning and conducting comprehensive state programs of research and development.
This book examines the foundations, understandings, meanings, and importance of the movement toward competency-based education in American colleges and universities.
This book contains exercises for the user to complete individualized modules on the following topics:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual
Presentations of exemplary programs contained in these Proceedings include (1) an instructor initiated and operated program; (2) a large, comprehensive program; (3) a statewide program involving local schools, the State Department of Education, and the Vocational-Technical Education Consortium of States (V-TECS); (4) the Adult Competency Education Project; (5) the adult performance level (APL) approach in adult vocational education; and (6) administration, development, and operation of a school-wide competency-based adult vocational program.
This report develops a system that was instituted to produce competent teachers, supervisors, and administrators of vocational and applied arts using the tenets of competency-based instruction. The report also ascribes the elements and procedures necessary to develop and implement an instructional system.
This booklet contains (1) a brief description of H.R. 4949; (2) some implications of a test disclosure, provisions for poor and minority students; (3) extracts from testimony of Harold Howe, Albert Shanker, and Kenneth B. Clark; and (4) some optional educational pieces and press articles.
This manual primarily addresses developing vocational education programs and services for youth and adults with academic or economic handicaps which prevent them from succeeding in regular vocational education programs.

Part II applies primarily to the handicapped youth and young adults covered by P.L. 94-142, Education of the Handicapped Act, the strategies and techniques apply to handicapped out-of-school youth and adults.

This manual reflects ideas, which, when implemented, can enhance learning opportunities and increase the effectiveness of programs and services provided.
This book includes an introductory overview of the history of curriculum development during the past two decades, chapters in which nine developers describe and analyze the developmental procedures they use and recommend, and a concluding analysis of their similarities and differences.
This report addresses the problem of using manpower information for vocational education planning. Following a review of the manpower and educational contexts of vocational education planning, the report examines the concept of manpower demand and some techniques for its estimation, discusses sources of manpower supply and systems for providing information about them, considers criteria for determining vocational education priorities, and describes a method for allocating resources among vocational programs.
This monograph examines what is known about the way people learn and the materials now available for aiding learning.
JOURNAL ARTICLES ON CURRICULUM

Bell, Wendell D. "Caveat on Competency Based Education." Journal of Industrial Teacher Education 17, no. 3 (Spring 1980):6-21. (EJ 227 177)


Goodman, Gay. "New Dimensions in Competency Based Teacher Education." Improving College and University Teaching 15, no. 4 (April 1977):244-246. (EJ 178 009)


McCormick, Floyd G. "Implementing a Competency-Based Curriculum." Agricultural Education Magazine 52, no. 10 (April 1980):8-10. (EJ 224 859)


This paper represents a comprehensive study of the nature and types of impact evaluation available to vocational administrators, researchers, and evaluation experts. It includes a working definition of impact evaluation applicable to vocational education, a discussion of reasons for the importance of this type of evaluation, an analysis of existing models, a description of developments in this area, and a prognosis for the future.
This paper is a summary and analysis of significant literature on the evaluation of vocational education.
This book provides instruction in basic research techniques so that the student can begin the pursuit of independent research associated with the graduate program. The orientation of the text is toward the quantitative procedures of dealing with the data involved in a research study.
This paper addresses the emergence of theories of knowledge utilization, some relevant empirical studies, and needed research and development on knowledge utilization.
This report studies the information flow and exchange resulting from research grants and contracts in four federal agencies. This report presents four descriptive profiles that follow an analytic framework.
This report expresses concern that the National and State Advisory Councils on Vocational Education have been enunciating for some years. The criticisms directed at the vocational education system are grouped into five categories: the role of federal funds, planning, targeting of funds, utilization of resources, and the relation of training to employment.
This Review and Synthesis of Research: Analysis for Curriculum Development in Vocational Education is one of a series of "state of the art" papers in vocational and technical education and related fields. It should assist in identifying substantive problems and methodological approaches for researchers and curriculum development specialists, as well as providing practitioners with a summary of research findings which have application to educational programs.

This review provides researchers, curriculum development specialists, and practitioners with an authoritative analysis of the literature in the field.
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<th>TITLE:</th>
<th>Review and Synthesis of Research in Individualizing Instruction in Vocational and Technical Education</th>
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<td>DEVELOPED BY:</td>
<td>Joseph T. Impellitteri and Curtis K. Finch</td>
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<td>TYPE OF RESOURCE:</td>
<td>Paperback (86 pages)</td>
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This Review and Synthesis of Research on Individualizing Instruction in Vocational and Technical Education is one of a series of "state of the art" papers in vocational and technical education and related fields. This publication assists in identifying substantive problems and methodological approaches for researchers and curriculum development specialists as well as providing practitioners with a summary of research findings that have application to educational programs.
This publication gives some of the major contributions that have been made in the field of technical education since Milton Larson's *Review and Synthesis of Research in Technical Education* published in August, 1966. The report provides an overview of research in the field which should be helpful in appraising the current status of research, in identifying trends, and in planning additional research. This report also facilitates literature reviews relative to specific topics.
This paper treats the use of evaluative data by vocational educators. It represents an attempt to deal with the lack of commentary on the nature and extent of use of evaluative data by administrators of vocational education. Topics discussed include conditions governing the use of evaluative data, the use of these data for state planning and improvement of public relations, the extent of use of these data, and some observations on the effectiveness of and problems in the use of evaluative data in vocational education.


Brown, Robert D. and Braskamp, Larry A. "Summary: Common Themes and a Checklist." New Directions for Program Evaluation; (Utilization of Evaluative Information) no. 5 (1980):91-97. (EJ 229 197)


GRANTS-MANSHIP
This handbook provides a guideline for using the Federal Register and related publications, as well as an explanation of how to solve a sample research problem. This handbook also provides a discussion of how the consumer can be a participant in the regulatory process.
This book looks at the larger implications of the grants institution and the grants market of society and sees it as an increasingly important supplement not only to ordinary markets in which things are exchanged, but also to the bureaucratic budget system in which the activities of organizations are directed from above.
The Grants Administration Manual is designed to provide guidance on the various aspects of grant management to all granting agencies of the Department.

The manual is intended to serve as a basic reference for those who are operationally engaged in the administrative and financial management of grants, as well as those program directors and others within the granting agencies who are involved in the award, review, or other program management aspects of grants.

The material in this manual is applicable to all granting agencies of the Department unless otherwise specified.
This document describes the areas of inquiry in desegregation research, eligibility criteria, types of awards and available funds, application preparation and submission, review procedures and evaluation criteria, and award administration for grants from the National Institute of Education.
This book provides a basic guide for an acceptable proposal, and suggests a format for approaching and applying to potential funders once they have been identified. General sources of information for all grant-making sectors are described and each sector is dealt with in detail. The material is arranged in order of grant-making volume: government sources, foundations, and business and industry. The application process is described in a separate section.
This is a general guide for the average overall fund raiser or development officer. The ideas, and processes contained in this article would be applicable to most types of gift solicitation, either through foundations, government agencies, or corporations.
The Grantsmanship Workplan could be helpful in obtaining needed project funding and locating potential sources of support. The workplan discusses grantsmanship as a step-by-step process.
This register provides a useful catalogue of the awards that are available to professionals and scholars at or above graduate level in a wide range of studies.
JOURNAL ARTICLES ON GRANTSMANSHIP


Grossman, Howard J. "It Takes More than Money to Win a Grant." Water and Sewage Works 125, no. 6 (June 1978):70-71. (EJ 185 860)


Isett, Philip E. "Grantsmanship Faculty Committee Yields Dividends." Journalism Educator 34, no. 2 (July 1979):21. (EJ 126 834)

Kravas, Constance H., and Orlich, Donald C. "Winning the Grantsmanship Game." Phi Delta Kappa 59, no. 8 (April 1978):537-539. (EJ 175 645)


Thompson, Margery. "Somewhere There's a Small Foundation that Would Just Love to Give Grant Money to Your Schools." American School Board Journal 166, no. 2 (February 1979):33-35. (EJ 197 849)


This report constitutes final recommendations made by vocational educators in agriculture, auto body repair and painting, carpentry, and distributive education for student transitions from one school to another within and between the secondary and postsecondary levels of education.
The report is the second in a series geared at generating policy and focusing national attention on the participation of blacks in higher education. It explores the concept and practice of institutional diversification in the United States and the implications and benefits of diversity for blacks seeking postsecondary education. Appended are lists of historically black colleges and newer predominantly black colleges, criteria for Carnegie classification of four-year institutions, and charts outlining federal financial obligations to historically black colleges (organized accordingly by federal agency). A list of references is included.
Why are black high school graduates not attending public junior colleges in their communities in as large numbers as might be expected? What are their attitudes toward the junior college? What factors influence black students' choices about attendance and type of post-high school education? How do black students feel about the junior colleges they attend?

This report presents the one-year study made of the attitudes of black students enrolled in high schools and junior colleges in five communities in an effort to answer the above questions.
This information analysis paper includes program development aspects of business, industry, and labor linkages with vocational education as they concern advantages to educators in establishing linkages, and constraints to establishing these linkages.
This journal contains articles reporting on different aspects of black higher education in the United States.
The financial condition of traditionally black graduate schools is analyzed based on data from the report, "Maximizing Productivity in Thirty-Two Black Graduate Schools," prepared with federal support. In addition to the financial analysis, information is presented about the school's history, purpose, mission, goals, students, faculty, programs, and plans. The following six financial health variables are discussed, views of graduate deans, faculty salaries, fellowships and assistantships, libraries, research and development, and revenues/expenditures.

Appendices provide (1) a list of black graduate schools; (2) data on faculty salaries, race, educational background by degree obtained; and (3) student revenues/expenditures data.
| TITLE: | First Annual Convention of the National Association for the Advancement of Black Americans in Vocational Education Proceedings |
| DEVELOPED BY: | William C. Young, Editor |
| DATE: | 1978 |
| AVAILABLE FROM: | Dr. Alan Sheppard, President NAABAVE 3385 S. Stafford Street Arlington, VA 22206 |
| TYPE OF RESOURCE: | Paperback (88 pages) |

These Proceedings address the critical issues in vocational education for black Americans.
The National Center for Research in Vocational Education joined with the National Advisory Council on Vocational Education to make available the papers presented at the National Bicentennial Conference on Vocational Education. The conference was the highlight of the bicentennial year for vocational education.

These presentations by twenty-one leaders in various fields provided valuable insight into the problems and issues that face us in the nation's third century. Manpower policy, planning, curriculum content, the needs of special populations, and delivery systems were each considered from diverse perspectives. The opinions expressed in these papers are those of the authors and do not necessarily reflect the position or policy of the National Center.

The National Center joins with the National Council in the hope that these papers will provide a valuable source of information for the future direction and planning of vocational education.
These guidelines result from the National Center for Research in Vocational Education's project to identify, study, and disseminate information about industry/education cooperation. These guidelines are designed for the individual who wants to begin such a program or as a guide to evaluate the program already in operation.
This report is a distillation of the discussion, interaction, and conclusions that were drawn from the National Seminar on Cooperative Education on August 1-5, 1966. The contribution and suggestions made by seminar participants were particularly valuable. The report provides material assistance to state staff members for improving and extending effective cooperative education programs in their states.
This book is designed to prepare today's administrator for informed and competent leadership. It uses the past and deals with the present. However, it is unique in that it explores more than one hundred trends that promise to be areas in which the administrator will become involved in the upcoming decades.

Throughout the book, the authors have sought to maintain a balance between theory and practice.

Thirty chapters cover educational responsibilities and relationships at the federal, state, intermediate-unit, and district levels. Education, both public and private, is considered a federal concern, a state responsibility, an intermediate-unit service, and a district operation.
One of the principal objectives of the Office of Education is to provide the means by which the American educational system can undergo continuing qualitative improvement. The fundamental reason for improving the system is to provide the best possible education for all students at all levels of learning. This publication is concerned with cooperative efforts to further that improvement through research and related activities.
This paper describes the areas in which neglect of the opportunities for mutual support and cooperation is working against the best interests of black people, and proposes ways in which working together can help promote and achieve parity for blacks in higher education.
The conference proceedings contained in this document represents the first time that black vocational educators have had a forum during an AVA Convention where their opinions, ideas, and observations could be presented in a very significant way.
This report appraises the social, economic, political, and educational status of blacks and black families in 1978. Final recommendations to the American government comprise the issues of unemployment, urban policy and housing, education, health care, welfare reform, youth development, political participation, and human rights.
This report analyzes the important events that occurred within black America during 1978 in a number of crucial areas.
This report provides an overview of the nation's historically black colleges which for many years were virtually the sole avenues of higher education open to black Americans and which, even today, play a major role in the production of a credentialed black population.


"Marketing and Recruitment: Articulation--Secondary School-College and Junior-Senior College Relations." College and University 52, no. 4 (Summer 1977):575-659. (EJ 166 319)


DISSEMINATION OF INFORMATION
This is a special Brown V. Board of Education commemoration series. This report assesses equality of educational opportunity during the twenty-five years since the Brown decision. Some topics discussed are "Education in Social Context, Strategies for Equal Access; Expanding the Legacy of Brown; and Competition Between Different 'Special Needs' Populations."
This book is a history of the educational experience of black, Mexican-American, Indian-American, and Puerto Rican children in the United States.

Several issues repeatedly dealt with throughout the book include:

1. How did minority groups organize themselves to gain an effective voice in the education of their children?

2. Did entry into American society result in gains for each minority in contrast with the source society?

3. What were the specific bases for antagonism against the minorities by the dominant American society?

4. How did the schools adapt themselves to these antagonisms?

5. In what ways did the relative political subordination of minorities permit them to be forced to finance majority schools?

6. To what degree were legal rights enforced by government and school authorities?
This publication contains information on a variety of subjects within the field of education statistics, including the number of schools and colleges, enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development.
This digest is a product of the Phi Delta Kappa Commission on the impact of court decisions on education. It serves as a ready reference tool for practitioners and others interested in school law. The principal source material for this digest consists of Supreme Court decisions directly affecting students and staff. The digest includes cases decided by the Court as of July 1977.
This book summarizes the main problems and trends of education in the world today. The result is a book which reflects Unesco's guiding principles and preoccupations based on the educational policies and activities of its member states.

The point of departure of this book is the thirty-fifth session of the International Conference on Education (Geneva, 1975). That conference examined major trends in education and devoted special attention to the following four topics: recent changes in policies in education and major educational problems; access to education, and more especially to higher education; innovation in education; and lifelong education. The present work is pivoted around these topics.
This book attempts to furnish evaluation workers with a comprehensive, coherent, and integrated view of educational evaluation. Accordingly, there is a fair amount of "how to" in the book along with a theoretical base for such a practice. A number of major ideas about educational evaluation that have proved their worth have been pulled together and incorporated into a comprehensive framework for evaluation. One goal of this book is to reduce the confusion about what evaluation is and is not, how it should be organized and carried out, how the results of evaluation studies should be reported, and how they can be used.
This book includes three main features: (a) a composite state-by-state profile of higher education, (b) an enlargement of information concerning education of blacks, and (c) a set of alternate college enrollment projections.
This guide helps individuals to receive needed information and satisfactory assistance through products and services designed for the groups with which these individuals identify. This guide facilitates the dissemination of information in vocational-technical education.
This report discusses the following problems facing vocational education within predominately black colleges and universities. The problems are:

1. Funding
2. Political Astuteness
3. Personnel Development
4. Recruitment/Admission/Retention
5. Facilities
6. Curriculum
7. Research
8. Grantsmanship
9. Communication and Articulation
10. Follow-up/Follow-through
11. Institutional Role and Scope
12. Dissemination of Information
13. Youth Organizations
This study discusses three general sections. "Information, Dissemination, and Diffusion" covers publications that report data on efforts to determine dissemination. "General Users Studies" reports on techniques for observing or detecting information users and their needs. Studies on the determination of actual information needs and sources of information of selected targeted audiences are reported in "Programmatic Efforts." A final section summarizes the need for the present study.
This report presents user profiles for local administrators, teacher educators, state directors, and state supervisors of vocational and technical education. Guidelines are developed for information dissemination based on the user profiles.
These writings address directly or indirectly issues as to (1) whether advertising "is a prime source of consumer deception," (2) whether it distorts consumer tastes, and (3) whether it promotes monopoly power. The volume provides some evidence bearing on the most prominent issues in consumer protection and antitrust, along with some refinements and extensions of existing economic and legal theory.
This report discusses the relationship of the licensing and/or approving agency to other units of state government. The report contains a table about licensing/approval organization authority for the fifty states covering private and proprietary degree granting and non-degree granting institutions.
This manual helps planners and evaluators package vocational education information. It discusses uses of information, strategies and techniques for converting data to information, and gives a summary of general suggestions about packaging information.
This report discusses a National Conference on Increasing the Participation of Black Americans in Vocational Education held March 13-16, 1977 at Blacksburg, Virginia. The conference report identifies documents and makes recommendations about the concerns idiosyncratic to black people in vocational and technical education. This report also contains keynote speeches from the conference.
This report presents an historical view of changes in the demographic, social, and economic characteristics of the black population in the United States. The historical profile is the distinguishing feature of this report, which is the ninth in the series on black Americans. The study focuses on changes which have occurred in population distribution, income levels, labor force participation, employment, education, family composition, mortality, fertility, housing, voting, public officeholding, armed forces participation, and other major aspects of life.

Detailed information on advances and other measurable aspects of the living conditions of blacks from 1790 to 1978 are presented in the ten chapters of this report.
This book discusses minority history, family patterns, school achievement, and counseling needs of ethnic minorities.
INSTITUTIONAL ROLE AND SCOPE
This monograph documents how from their very beginnings black colleges have had as their mission training and educating black children who had to overcome the legacy of slavery and compensate for the disadvantages they suffered.
This paper analyzes the role and competencies needed by teachers or coordinators who supervise experiential education. Guidelines are presented for the selection and preparation of personnel responsible for programs in which students are placed in work settings.
This publication develops a concept of the emerging role of the state division of vocational education in terms of new functions as indicated by the trends and forces in the various sectors of society. This report contains nine background papers prepared by scholars on major forces and factors relevant to state department of education operations, and three papers prepared by individuals charged with synthesizing the various viewpoints and drawing major implications for the emerging role of state departments and vocational education divisions.
Highlighted in this Annual Report is an overview of the research which the Committee has commissioned. These commissioned papers are supplemented by extensive staff research and analysis.

Prior to the issuance of its recommendations, the Committee is reviewing and analyzing all pertinent socioeconomic and educational data on blacks in higher education so that it may recommend what types of activities or tasks must be accomplished and the policies that should be developed by the federal government.
This report is the second in a series about institutions of higher education which serve black students. It builds on an earlier report and presents more information about these institutions. This report describes 92 of the nation's 106 traditionally black institutions of higher education.
Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics

William H. Turner and John A. Michael

1978

U.S. Government Printing Office
Washington, DC 20402

VT 034 508

Paperback (10 pages)

This report identifies the 106 traditionally black institutions, explains the procedures for classifying them, and provides descriptive information about each one.
JOURNAL ARTICLES ON INSTITUTIONAL ROLE AND SCOPE


Dorsey, Carolyn A. "Blacks and Higher Education: Reconstruction or Restoration?" Western Journal of Black Studies 1, no. 2 (June 1977):70-75. (EJ 208 879)


Jordan, Vernon E. "How Far We Still Must Go." ABG Reports 21, no. 4 (July-August 1979):10-14. (EJ 208 313)


Noel, Margaret M., and Burbach, Harold J. "Black Versus White Colleges: A Study of the Perceptual Distinctions of Black Students." College Student Journal 12, no. 2 (Summer 1978):158-163. (EJ 188 449)


Thompson, Daniel C. "Black Colleges: Continuing Challenges." Phylon 40, no. 2 (January 1979):183-188. (EJ 208 984)

Williams, Lea E. "Youth Initiatives and the Black College." Thrust: The Journal for Employment and Training Professionals 1, no. 3 (Summer 1979):303-313. (EJ 220 687)


YOUTH ORGANIZATIONS
YOUTH ORGANIZATIONS

Historically black college and university representatives express their institutional concerns about declining student enrollment. They feel that black youth organizations could help recruit and retain students through active participation in vocational organizations.

The review of the literature did not reveal any black youth organizations in vocational education at the college level. However, in the event that such organizations develop vis a vis resource materials, this priority topic is included.
FOLLOW-UP/FOLLOW-THROUGH
FOLLOW-UP/FOLLOW-THROUGH CONCERNS OF BLACK COLLEGES AND UNIVERSITIES

The historically black college and university (BCUs) representatives did not request nor anticipate resources for this priority. BCUs felt that in the past there has been a failure to commit a continuous flow of resources for program implementation after the initial concerns and problems were identified. BCUs want assurance that efforts started to improve their vocational education programs will be effectuated through accountability mechanisms and definitions of role relationship and expectations. However, BCUs may redefine this priority in the future with requests for resources. The priority was included for further consideration.
BLACK COLLEGES AND UNIVERSITIES
WITH
ERIC MICROFICHE COLLECTIONS

*Alabama State Department of Education
   Alabama Information and Development System (AIDS)
   Room 347 State Office Building
   Montgomery, Alabama 36130
   Telephone: (205) 832-8072
   Contact: R. Melvin Guy
   Collection Status: Complete from 1975
   Equipment: 2 microfiche readers; 1 reader printer
   Services: Microfiche reproduction at $1.10 per copy
   Access Hours: Mon.-Fri.: 8:00 a.m.-6:00 p.m.

*Alabama State University
   915 South Jackson Street
   Montgomery, Alabama 36101
   Telephone: (205) 832-8072
   Contact: Patricia M. Singleton
   Collection Status: Complete
   Equipment: 4 microfiche readers; 2 reader printers
   Services: Microfiche reproduction at $1.10 per copy
   Access Hours: Mon.-Thurs.: 8:00 a.m.-10:00 p.m.
                  Fri.: 8:00 a.m.-5:00 p.m.
                  Sat.: 8:30 a.m.-4:00 p.m.
                  Sun.: 1:00 p.m.-5:00 p.m.

*Albemarle Agricultural and Mechanical University
   J. F. Drake Memorial Learning Resources Center
   Normal, Alabama 35762
   Telephone: (205) 859-7309
   Contact: Birdie O. Weir
   Collection Status: Complete
   Equipment: 4 microfiche reader printers
   Services: Hard copy reproduction at $1.15 per page;
             microfiche reproduction at $1.10 per copy
   Access Hours: Mon.-Thurs.: 8:00 a.m.-10:00 p.m.
                  Fri.: 8:00 a.m.-5:00 p.m.
                  Sat.: 8:30 a.m.-3:00 p.m.
                  Sun.: 1:00 p.m.-5:00 p.m.

*University of Alabama at Huntsville
   Library
   One Campus Mall
   Huntsville, Arkansas 72000
   Telephone: (870) 571-2160
   Contact: Mary L. Honeycutt
   Collection Status: Complete from 1977
   Equipment: 4 microfiche readers
   Services: Hard copy reproduction at $1.25 per page
   Access Hours: Mon.-Fri.: 8:00 a.m.-4:30 p.m.

*University of Arkansas
   University of Arkansas at Pine Bluff
   Library
   Pine Bluff, Arkansas 71601
   Telephone: (501) 641-8825
   Contact: Serita Lamberty
   Collection Status: Complete
   Equipment: 6 microfiche readers; 1 reader printer
   Services: Hard copy reproduction at $1.15 per page
   Access Hours: Mon.-Thurs.: 8:00 a.m.-10:00 p.m.
                  Fri.: 8:00 a.m.-5:00 p.m.
                  Sat.: 8:00 a.m.-4:00 p.m.
                  Sun.: 2:00 p.m.-6:00 p.m.

*University of the District of Columbia
   Van Ness Campus
   4300 Connecticut Avenue, N.W.
   Washington, D.C. 20008
   Telephone: (202) 282-7504
   Contact: Ruhe Counts
   Collection Status: Complete
   Equipment: 3 microfiche readers; 1 reader printer
   Services: Hard copy reproduction at $1.10 per page
   Access Hours: Mon.-Thurs.: 8:00 a.m.-9:00 p.m.
                  Fri.: 8:00 a.m.-6:00 p.m.
                  Sat.: 9:00 a.m.-1:00 p.m.

*Florida International University
   Library
   Tamiami Trail
   Miami, Florida 33199
   Telephone: (305) 552-9479
   Contact: Rose Sparks
   Collection Status: Complete
   Equipment: 5 microfiche readers; 2 reader printers
   Services: Hard copy reproduction at $1.10 per page
   Access Hours: Mon.-Thurs.: 8:00 a.m.-11:00 p.m.
                  Fri.: 8:00 a.m.-6:00 p.m.
                  Sat.: 9:00 a.m.-6:00 p.m.
                  Sun.: 1:00 p.m.-11:00 p.m.

*Florida State University
   Robert M. Sirozer Library
   Tallahassee, Florida 32306
   Telephone: (904) 644-3764
   Contact: Jo Kennedy
   Collection Status: Complete
   Equipment: 4 microfiche readers; 1 reader printer
   Services: Hard copy reproduction available
   Access Hours: Mon.-Fri.: 8:00 a.m.-4:30 p.m.
                  Sat.: 1:00 p.m.-4:30 p.m.
                  Sun.: 2:00 p.m.-5:30 p.m.

*Albany State College
   Margaret Reid Haddad Library
   604 College Drive
   Albany, Georgia 31705
   Telephone: (912) 438-4285
   Contact: Barbara W. Carroll
   Collection Status: Complete from 1968
   Equipment: 6 microfiche readers
   Services: Hard copy reproduction available
   Access Hours: Mon.-Thurs.: 8:00 a.m.-10:00 p.m.
                  Fri.: 8:00 a.m.-5:00 p.m.
                  Sat.: 8:00 a.m.-12:00 p.m.
                  Sun.: 2:00 p.m.-5:00 p.m.

*Georgia Department of Education
   Education Information Center
   812 State Office Building
   Atlanta, Georgia 30334
   Telephone: (404) 656-2402
   Contact: Anne Loughlin
   Collection Status: Complete
   Equipment: 13 microfiche readers
   Services: Microfiche reproduction at no cost to
             Department-defined user groups
   Access Hours: Mon.-Fri.: 8:30 a.m.-5:00 p.m.

An asterisk preceding a name identifies an organization which has
indicated that it provides computer search services.
Tennessee State University
Library
Tenth and Charlotte Streets
Nashville, Tennessee 37203
Telephone: (615) 251-1419
Contact: Reference Desk
Collection Status: Complete to August 1978
Equipment: 2 microfiche reader printers
Services: Microfiche reproduction at $.10 per copy
Access Hours: Mon.-Fri.: 8:00 a.m.-10:00 p.m.
Sat.: 8:00 a.m.- 5:00 p.m.
Sun.: 2:00 p.m.- 5:00 p.m.

Prairie View Agricultural and Mechanical University
W. R. Banks Library
Prairie View, Texas 77445
Telephone: (713) 857 2012
Contact: Alma Dawson
Collection Status: Complete
Equipment: 5 microfiche readers
Access Hours: Mon.-Fri.: 8:00 a.m.-10:00 p.m.
Sat.: 8:00 a.m.- 5:00 p.m.
Sun.: 2:00 p.m.- 5:00 p.m.

Hampton Institute
Huntington Memorial Library
Hampton, Virginia 23668
Telephone: (804) 727-2371
Contact: Jason G. Grant
Collection Status: Complete
Equipment: 2 microfiche readers; 3 reader printers
Services: Hard copy reproduction at $.10 per page;
microfiche reproduction at $.10 per copy
Access Hours: Mon.-Thurs.: 8:00 a.m.-10:45 p.m.
Fri.: 8:00 a.m.- 5:00 p.m.
Sat.: 8:00 a.m.- 5:00 p.m.
Sun.: 2:00 p.m.- 5:00 p.m.

Virginia State University
Johnston Memorial Library
Petersburg, Virginia 23805
Telephone: (804) 520-6900; 520-6783
Contact: Mary Ann Bailey
Collection Status: Complete from 1968 including Pacesetters in
Innovation and Manpower Research
Equipment: 7 microfiche readers; 1 reader printer
Services: Hard copy reproduction at $.10 per page
Access Hours: Mon.-Thurs.: 8:00 a.m.-10:00 p.m.
Fri.: 8:00 a.m.- 6:00 p.m.

Virginia State Department of Education
1212 East Grace Street, Room 224
Richmond, Virginia 23219
Telephone: (804) 786-3065
Contact: Jan L. Harris
Collection Status: Complete
Equipment: 1 microfiche reader printer
Services: Hard copy reproduction available at no cost;
microfiche reproduction available at no cost.
Access Hours: Mon.-Fri.: 8:30 a.m.- 4:30 p.m.
The people who hold these positions have the responsibility for coordinating all the vocational education programs in their respective states. This information is taken from Information Series No. 182, State Directory of Educational Dissemination for Adult, Career, and Vocational Education.

<table>
<thead>
<tr>
<th>STATE</th>
<th>DIRECTORS OF VOCATIONAL EDUCATION</th>
</tr>
</thead>
</table>
| ALABAMA | Mr. B. P. Dilworth  
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Curriculum Coordination Centers

EAST CENTRAL CURRICULUM
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MICHIGAN, MINNESOTA, OHIO,
Pennsylvania, Virginia, West
Virginia, Wisconsin

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Education
100 North First Street, E-426
Springfield, IL 62777
(217) 782-0755

MIDWEST CURRICULUM
COORDINATION CENTER

ARKANSAS, IOWA, KANSAS, LOUISIANA,
MISSOURI, NEBRASKA, NEW MEXICO,
OKLAHOMA, TEXAS

Bob Patton, Director
State Department of Vocational-Technical
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NORTH CENTRAL CURRICULUM
COORDINATION CENTER

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NEW HAMPSHIRE, NEW JERSEY, NEW
YORK, PUERTO RICO, VERMONT,
RHODE ISLAND, VIRGIN ISLANDS

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225 West State Street
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NORTHEAST CURRICULUM
COORDINATION CENTER

ALABAMA, FLORIDA, GEORGIA,
KENTUCKY, MISSISSIPPI, NORTH
CAROLINA, SOUTH CAROLINA,
TENNESSEE

James F. Shill, Director
College of Education
Mississippi State University
Drawer DX
Mississippi State, MS 39762
(601) 325-2610

NORTHWESTERN CURRICULUM
COORDINATION CENTER

ALASKA, COLORADO, IDAHO, MONTANA,
NORTH DAKOTA, OREGON, SOUTH
DAKOTA, UTAH, WASHINGTON,
WYOMING

William Daniels, Director
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SOUTHEAST CURRICULUM
COORDINATION CENTER

AMERICAN SAMOA, ARIZONA,
CALIFORNIA, GUAM, HAWAII, NEVADA
TRUST TERRITORY OF THE PACIFIC
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Guam Main Facility
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TRUST TERRITORY OF THE PACIFIC ISLANDS

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SECTION III, PART I

LONG RANGE PLAN TO IMPROVE VOCATIONAL EDUCATION IN BLACK COLLEGES AND UNIVERSITIES
INTRODUCTION AND BACKGROUND

A major concern of vocational education representatives from black colleges and universities during the past year has been the continuation of important initiatives over time. In fact, "follow-up and follow-through" on major programs has been identified as one of the 13 priorities for their institutions. The point is that representatives from these institutions stated that several important projects designed to improve their curricula and delivery systems have been started, but very few have been maintained over the years. It is from this prospective that this long range plan is being presented.

The plan was developed as a direct consequence of joint decisions made among the black college and university representatives and the National Center during its September 1980 workshop.

A national workshop was held at the National Center during September 1980 consistent with the project scope of work. It was the consensus of the representatives that the formation of an alliance among the black colleges and universities and the National Center would be the best long range plan for solving problems over time. Such an alliance would provide an opportunity for institutions to work together with combined resources in search of answers to common problems. Moreover, such an alliance would (1) strengthen the capacity of black colleges and universities to engage in program improvement activities, (2) provide a forum for the exchange of information among alliance members and the U.S. Department of Education, (3) combine talents in seeking support from external sources, and (4) provide opportunities for the exchange of ideas.

Representatives at the September meeting agreed with the alliance idea and immediately pledged their individual support for the concept. Although
they could not represent their institutions in an official capacity, officers were elected and the core of an alliance was formed.*

During that same workshop, the Director of the President's White House Initiative on Black Colleges and Universities suggested that the fledgling alliance might want to develop a joint proposal to be submitted to the U.S. Department of Education. This proposal would address three of the most critical priorities that representatives had identified during their meetings. Namely, professional staff development; recruitment, remediation and retention; and institutional research capacity.

The group requested that the National Center develop a long range plan (proposal) in its behalf and submit it through the Office of the White House Initiative on Black Colleges and Universities to an appropriate agency within the federal government for funding.

The overall purpose of the long range plan would be to conduct a series of activities designed to address the critical vocational education priorities faced by black colleges and universities. The specific objectives of the proposal follow:

1. Provide training through workshops to improve the capacity of black colleges and universities to conduct quality research, demonstration and innovation programs and to improve the leadership capacities of their vocational education staff.

2. Conduct a series of workshops to assist black colleges and universities with recruiting and retaining students; including remediation activities.

3. Disseminate appropriate information related to the content areas in objectives one and two.

*See copy of BCU unofficial and unsigned alliance membership agreement, this section of the proposal.
4. Provide technical assistance and follow-up services to selected colleges and universities following each workshop, seminar and conference.

5. Provide a forum for black colleges and universities and the National Center to move forward in its plan to establish a consortium for continued vocational education improvement within these institutions.

The National Center has complied with the request of the black college and university representatives and has developed and submitted a proposal to an appropriate agency of the federal government through the White House Initiative on Black Colleges and Universities. The proposal is not only designed to address the five objectives stated above, but to also provide a forum for implementing an alliance agreement similar to the one included in this plan. The proposal has letters of support from thirteen college and university presidents.* It is our sincere hope that it will receive appropriate funding to meet objectives.

*See letters of support from university presidents in this section.
SECTION III, PART II

LETTERS OF SUPPORT FROM BLACK COLLEGES AND UNIVERSITIES
October 30, 1980

Dr. Ferman B. Moody
Associate Director of Personnel Development
THE NATIONAL CENTER FOR RESEARCH IN
VOCATIONAL EDUCATION
1960 Kenny Road
Columbus, Ohio 43210

Dear Dr. Moody:

As per your earlier discussion with Mr. Harris, this is to confirm in writing Virginia State University’s endorsement of the proposal effort on behalf of the Black institutions for new funding to improve vocational education. I support the alliance of the Vocational Educators of these institutions in cooperation with the National Center for Research in Vocational Education as you coordinate resources to solve common problems.

According to the annual survey report by the Federal Interagency Committee (FICE) regarding the participation of black colleges in Federal educational support programs, it is important to note that historically black colleges received less than 8 percent of all Federal funds to higher education in 1978.

Your concerted effort should strengthen the capacities of black colleges to secure needed funds to improve Vocational Education to meet demanding needs in a technological society as we face the decades ahead.

Mr. Rayford L. Harris, Associate Professor of Industrial Arts and Vocational Education, has represented the University in
working with you in this important endeavor. He has reported to me the merits of forming an alliance. We, therefore, support the idea and join with other institutions and the National Center to bring about the goals you seek together. We look forward to continue to work with you in the future to achieve the objective outlined in your letter.

Sincerely,

Thomas M. Law, PRESIDENT

TML/egp

c: Mr. Rayford L. Harris
Dr. W. Vincent Payne
TO WHOM IT MAY CONCERN:

This communication is to express interest of North Carolina Agricultural and Technical State University in participating in a proposed consortium for the purpose of Improving Vocational Education Programs in Historically Black Colleges and Universities. As an institution that has throughout its existence provided extensive services in this basic academic discipline and one that is committed to continuing its leadership role in this state and region, we are looking forward to further development of programs in this regard.

The decade upon which we are now embarking is placing greater responsibility on institutions that prepare vocational teachers and administrators who are responsive to changing socio-economic conditions and clients that represent diverse aspirational and ethnic backgrounds. To succeed in the challenge that lies ahead will require combining resources of kindred institutions, including their personnel, programs, research efforts and professional experiences to maximize impact in this arena. Our institutional experience in consorting in other academic disciplines has proven very fruitful to us as well as other participants in such co-operative endeavors.

The prospects of immediate and enduring benefits that could result from a consortium of black colleges for the improvement of vocational education have elicited our interest in participating in such an arrangement.

The concepts embodied in the accompanying proposal to form such a consortium has our institutional endorsement.

SIGNED

Lewis C. Dowdy, Chancellor

/s
Mr. Ferman B. Moody, Associate Director  
The National Center for Research in Vocational Education  
1960 Kenny Road  
Columbus, Ohio 43210

Dear Dr. Moody:

We commend your prompt and thorough follow-through on tasks agreed upon at the September 9-12, 1980 workshop of black college representatives for improving vocational education at our institutions. I would like to repeat my expression of appreciation to you and the Center’s staff for having conducted such a meaningful and inspirational meeting in the interest of launching new initiatives for a traditional academic area that has always held promise of enduring fulfillment.

We are excited about the prospect of participation in a consortium and are convinced that it will provide a vehicle through which many, many mutually beneficial goals may be achieved.

Attached is a statement of endorsement of the proposal concept by our Chancellor, Dr. L. C. Dowdy, who shares enthusiasm for the prospects of this endeavor.

In closing, I would like to emphasize the importance of gaining external funding for the consortium because our University, like most others who have been invited to participate, has stringent fiscal restraints that limit operations of our existing vocational education programs. Therefore any innovations or initiatives involving added services will require accompanying funding.

You have our fullest support and best wishes on the success of this venture.

Very truly yours,

C. W. Pinckney, Director

Enclosure
Dr. Ferman B. Moody, Associate Director  
The National Center for Research in Vocational Education  
1960 Kenny Road  
Columbus, OH 43210  

RE: SUPPORT OF PROPOSAL EFFORT IN VOCATIONAL EDUCATION  

Dear Dr. Moody:  

I have enclosed a letter pledging institutional, college and departmental endorsement, support and cooperation regarding a proposal which will address current needs in vocational education training. You may receive a similar letter from President Joseph B. Johnson.  

Sincerely,  

Lamore J. Carter  
Vice President for Academic Affairs  

LJC/mb
TO WHOM IT MAY CONCERN:

Vocational education has been a core area of training at Grambling State University throughout its history; yet this University, like most other historically Black Universities, has serious limitations in vocational education offerings that could be very effectively eliminated via the combined strengths of a consortium such as that being proposed by the National Center for Research in Vocational Education.

Grambling State University, in recognition of the incalculable value to accrue to the combining of resources of historically Black institutions, endorses wholeheartily the proposal to support a consortium to address the vocational education priorities identified during the national workshop on September 9-12, 1980.

Sincerely,

Lamore J. Carter
Vice President for Academic Affairs

LJC/mb

xc: President Joseph B. Johnson
TO WHOM IT MAY CONCERN:

Vocational education has been a core area of training at Grambling State University throughout its history; yet this University, like most other historically Black universities, has serious limitations in vocational education offerings that could be very effectively eliminated via the combined strengths of a consortium such as that being proposed by the National Center for Research in Vocational Education.

Grambling State University, in recognition of the incalculable value to accrue from the combining of resources of Black institutions, endorses wholeheartedly the proposal to support a consortium to address the vocational education priorities identified during the national workshop on September 9-12, 1980.

Sincerely,

Joseph B. Johnson
President
Dr. Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Dear Dr. Taylor:

Tuskegee Institute heartily endorses the idea that an alliance of the black higher education institutions and the National Center for Research in Vocational Education be formed. We were delayed in replying to your letter of September 26, which was not received at Tuskegee until October 9.

Dean Grady Taylor and his colleagues in the School of Education will discuss possibilities of Tuskegee's joining the consortium and will follow up with you.

Kind regards.

Sincerely yours,

L. H. Foster
President

LHF:p
October 6, 1980

Dr. Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Dear Dr. Taylor:

In response to your letter which reached my desk on October 2, we are extremely pleased to learn of your plans to develop a proposal on behalf of Black institutions. The improvement of vocational education is a high priority at Mississippi Valley State University. Thus, we endorse your efforts wholeheartedly and concur with the specific areas of concern that are to be immediately addressed.

If funds are made available by the United States Government, this institution will carry out fully its part and purpose in implementing the program. You may also be assured that we will comply with Federal regulations applicable to Mississippi Valley State as Title VI of the Civil Rights Act of 1964; the Rehabilitation Act of 1973; as amended, Section 504, Title IX of the Education Amendments of 1972, et cetera.

Again, thank you for writing. We look forward to increased professional relationships.

Sincerely yours,

E. A. Boykins
PRESIDENT

EAB/I

Copy to: Dr. Lloyd Porchia
TO WHOM IT MAY CONCERN:

This is to endorse the proposal being initiated by the National Center for Research in Vocational Education, to "Improve Vocational Education Programs in Historically and Predominately Black Colleges and Universities." This Project seems especially worthy since the Bureau of Occupational and Adult Education and the National Center have the responsibility to increase the ability of diverse agencies, institutions and organizations to solve educational problems relating to program planning, assessment, and evaluation.

There is definite need for the creation of an organization that will afford these Colleges and Universities a better opportunity to consolidate limited resources, share ideas and expertise and develop a solid political base. We believe the consortium arrangement will make it possible for the Historically Black Institutions to join together in a unique partnership to strengthen Vocational Education Programs.

We look forward to cooperating with you in this endeavor.

Sincerely yours,

M. Maceo Nance, Jr.
President
Dr. Ferman B. Moody  
Associate Director of Personnel Development  
The National Center for Research in Vocational Education  
The Ohio State University  
1960 Kenny Road  
Columbus, Ohio 43210

Dear Dr. Moody:

I am in happy receipt of the letter from Dr. Taylor with reference to our appointment of a representative to the alliance on improving vocational education programs in Black colleges and universities.

We are pleased to recommend Mr. Donald Stewart for this appointment. He has our full confidence and is an ardent worker in our Department of Industrial and Technical Education. Dr. Bryant Crawford fully supports this nomination and I promise that the University accepts this opportunity as a commitment and will do all it can to cooperate with and work for improving vocational education at the University.

With best wishes to you for success, I remain

Sincerely yours,

Lionel H. Newsom  
President

LHN:cs

cc: Dr. Bryant Crawford  
Mr. Donald Stewart

Dictated but typed, signed and mailed during Dr. Newsom's absence. cls.
Dr. Robert E. Taylor  
Executive Director  
The National Center for  
Research in Vocational Education  
Ohio State University  
1960 Kenny Road  
Columbus, Ohio 43210

Dear Dr. Taylor:

Southern University, Shreveport-Bossier City Campus heartily endorses the development of a proposal by The National Center for Research in Vocational Education for submission to an appropriate governmental agency to address professional staff development and student recruitment, remediation and retention.

It would be a pleasure to consider joining in an alliance or consortium with other institutions and the National Center in the future.

Sincerely,

Leonard C. Barnes  
Chancellor

/mdj
October 7, 1980

Dr. Robert E. Taylor, Executive Director
The National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, OH 43210

Dear Dr. Taylor:

This is to acknowledge receipt of your communication dated September 26, 1980 apropos the Black institutions proposal for new funds to be submitted to an appropriate governmental agency on October 11, 1980.

Dr. Ledell D. Virdure, Director of the Division of Vocational Education, Southern University, the institution's representative, and I have appraised the aims, purposes and goals of the said proposal. I am pleased to inform you that Southern University and A & M College will participate in the proposal effort to improve vocational education programs in historically and predominately Black colleges and universities.

Southern University will foster and perpetuate an alliance or consortium with other Black institutions and the National Center to improve vocational education programs. See the attached letter of endorsement addressed to "To Whom It May Concern".

Please keep me informed on the progress of the proposal.

Sincerely,

Jesse N. Stone, Jr., President
Southern University System

/m

Attachment
TO WHOM IT MAY CONCERN:

Be it known that the said named institution, Southern University and Agricultural and Mechanical College does hereby agree to participate in an alliance or consortium with other institutions and the National Center to solve common problems in vocational education.

Southern University is a people's institution serving the needs of the people throughout the state and nation, therefore, this office is committed to improve vocational education programs for social and economic welfare.

The proposal for new funds to be submitted to an appropriate governmental agency by October 11, 1980 to address priorities identified; namely, professional staff development and student recruitment, remediation and retention is endorsed by Southern University.

I pledge my full support to the proposal for "Improving Vocational Education Programs in Historically and Predominately Black Colleges and Universities".

Very truly yours,

Jesse N. Stone, Jr.
President
October 6, 1980

Dr. William C. Young
Bureau of Occupational and
Adult Education
U.S. Department of Education
Washington, D.C.

Dear Dr. Young:

Since our establishment by the Tennessee State Legislature in 1909, Tennessee State University has provided a program for the preparation and improvement of teachers for the various vocational and practical arts service areas for Tennesseans.

In order for Tennessee State University, an 1890 institution, to enrich its program quality, and to provide professional services for the 1990's, it is paramount that organizations such as the National Center for Research in Vocational Education concentrate a portion of its efforts to assisting Black Colleges and Universities, thereby, assisting President Carter in accomplishing his administration pledge in achieving a significant increase in the participation of historically Black colleges and universities in federally funded programs.

The administration, faculty and students at Tennessee State University, wishes to express sincere gratitude and support to Bob Taylor, Ferman Moody and other staff members at the National Center for proposals addressing priorities that were identified during our National Workshop on Improving Vocational Education Programs in Black Colleges and Universities held September 9-12, 1980 in Columbus, Ohio at the National Center.

Sincerely,

Frederick S. Humphries
President

FSH:ff

cc: Robert E. Taylor
October 6, 1980

TO WHOM IT MAY CONCERN:

The University of the District of Columbia endorses the formation of an alliance or consortium of Black Higher Education institutions and the National Center.

Concurrently, the University strongly endorses and supports the proposal effort initiated by the National Center.

I am pleased to know that a representative from this institution, Dr. Santo P. Marzullo, has been a participant with the group. Dr. Marzullo has the support of the University to continue working on this valuable project.

[Signature]

Lucy Keith, Jr.
Executive Vice President
November 26, 1980

Dr. Ferman B. Moody
Associate Director of Personnel Development
The National Center for Research in Vocational Education
The Ohio State University
1600 Kenny Road
Columbus, Ohio 43210

Dear Dr. Moody:

I am happy to endorse the establishment of an Alliance of Black Higher Education Institutions and to pledge our support of its proposal to the Federal Government for funds for professional staff development and student recruitment, remediation and retention.

I understand that the ultimate goal of the Alliance is the improvement of vocational education through the conduct of needed and timely research projects. I commend the National Center for Research in Vocational Education for initiating the effort and pledge our support of it.

With best wishes for the success of the project, I am

Sincerely yours,

[Signature]

John A. Peoples, Jr.
President

JAP:cf

Copy: Dr. Robert E. Taylor
Executive Director
APPENDIX A

BLACK FOUR-YEAR COLLEGE AND UNIVERSITY PARTICIPANTS IN PROJECT - ACTIVITIES

Dr. Herbert C. Beacham
Director of Voc. Ed.
Florida A & M University
Tallahassee South Blvd.
Tallahassee, FL 32307

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Director, Vocational Education
Kentucky State University
East Main Street
Frankfort, KY 40601

Dr. Grace Black
Head, Div. of Business and Economics
Fayetteville State University
Murchison Road
Fayetteville, NC 28301

Dr. Gordon C. Bliss
Dean of College of Ed.
Alabama State University
915 South Jackson Street
Montgomery, AL 36101

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2404 North Grand Ave.
Tyler, TX 75702

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Chairperson, Bus. Ed.
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1315 Oakwood Avenue
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Dr. Willa Combs
Chairperson, Home Economics Vocational
Langston University
Langston, OK 73050

Dr. Jean Cooper
Chairperson, Home Economics Dept.
Morris Brown College
643 Martin Luther Drive, N.W.
Atlanta, GA 30314

Mrs. Julia Covington
Chairperson, Bus. Ed.
Bennett College
Washington Street
Greensboro, NC 27402

Dr. Bryant Crawford
Chairman, Ind. & Tech. Ed.
Central State University
Wilberforce, OH 45384

Dr. Donald Escarraz
Chairperson, Bus. Ed.
Winston-Salem State University
Winston-Salem, NC 27102

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Chairperson
Southwestern Christian College
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Terrell, TX 75160

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Lincoln University
Jefferson City, MO 65101

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Mary Holmes College
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West Point, MS 39773

Dr. Esther Gill
Acting Chairperson
Business Education
Oakwood College
Huntsville, AL 35806

Ms. Chippey Greer
Chairperson, Medical Technology
Meharry Medical College
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Nashville, TN 37208

291
Dr. Evelyn Hallman  
Chairperson, Bus. Ed.  
Knoxville College  
901 College Street  
Knoxville, TN 37921

Dr. John Hardy  
Head Director  
School of Business  
Hampton Institute  
East Queen Street  
Hampton, VA 23368

Dr. Johnnie Harris, Director  
Vocational Education  
Alabama A & M University  
Normal, AL 35762

Mr. Rayford L. Harris  
Associate Professor & Coordinator  
Industrial Arts Ed.  
Virginia State University  
Petersburg, VA 23803

Dr. Charles L. Hayes  
President  
Albany State College  
Hazard Drive  
Albany, GA 31705

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Hawkins, TX 75765

Dr. Ivar Homberg  
Chairperson, Agr. Ed.  
University of Maryland  
(Eastern Shore Campus)  
Princess Anne, MD 21853

Dean Thomas Inter  
Director of Voc. Ed.  
Delaware State College  
Dover, DE 19901

Dr. Gregory James  
Chairperson, Bus. Ed.  
Miles College  
5500 Avenue G.  
Fairfield, AL 35208

Dr. Gerald Johnson  
Chairperson  
Home Economics Education  
Tennessee State University  
3500 Centennial Blvd.  
Nashville, TN 37203

Dr. Lester B. Johnson, Jr.  
Associate Professor and Head  
Dept. of Engineering Technology  
Savannah State College  
State College Branch  
Savannah, GA 31404

Dr. Joe King  
Head, Ind. Tech. & Mngmt.  
Jackson State University  
1440 J.R. Lynch Street  
Jackson, MS 39217

Dr. A.E. Lockert, Jr.  
Dean of School of Ind. Ed. in Eng. Tech.  
South Carolina State College  
P. O. Box 1885  
Orangeburg, SC 29117

Dr. Ivory Lyons  
Chairperson, Bus. Ed.  
Shaw University  
118 East South Street  
Raleigh, NC 27602

Mr. Robert MacElhiney  
Chairperson, Bus. Ed.  
Allen University  
1530 Harden Street  
Columbia, SC 29204

Mr. Santo Marzello  
Chairman  
Dept. of Technical Teacher Ed.  
University of the District of Columbia  
4200 Connecticut Ave., N.W.  
Room 301  
Washington, DC 20008

Dr. Mary McCrary, Head  
Business Education  
The Fort Valley State College  
Fort Valley, GA 31030

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<th>Name</th>
<th>Title</th>
<th>Institution</th>
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<td>Dr. Walt McLarty</td>
<td>Chairman</td>
<td>Vocational Education</td>
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<td>Dr. Charles W. Pinckney</td>
<td>Director</td>
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<td>North Carolina A &amp; T State University</td>
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<td>Dr. Lloyd J. Porchia</td>
<td>Div. of Voc. Tec. Ed.</td>
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<td>Mrs. C.L. Ratcliff</td>
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<td>Dr. Tyronza Richmond</td>
<td>Dean of Business</td>
<td>North Carolina Central University</td>
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<td>Dean</td>
<td>School of Bus &amp; Mgmt.</td>
<td>Morgan State University</td>
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<td>Dr. Samuel Vassar</td>
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<td>Dr. L.D. Virdue</td>
<td>Director</td>
<td>Div. of Voc. Ed.</td>
<td>Southern University</td>
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Dr. Paul Weslowski  
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Miami, FL 33054

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Richmond, VA 23220

Dr. Clayton A. Wiley  
Director, Vocational Education  
Grambling State University  
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Grambling, LA 71245

Dr. Jean Wilson  
Chairperson, Dept of  
Home Economics  
Cheyney State College  
Cheyney, PA 19319

Mrs. Manatha Young  
Chairperson, Bus. Ed.  
Benedict College  
Harden & Blanding Streets  
Columbia, SC 29204
APPENDIX B

BLACK TWO-YEAR COLLEGES
CONTACT PERSON

Dr. Aaron Jones
Academic Dean
Natchez Junior College
1010 North Union Exit
Natchez, MS 39120

Dr. Aubrey E. Long
Chairperson, Bus. Ed.
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3837 Simpson-Stuart Rd.
Dallas, TX 75241

Mr. Leonard Wilmer
Chairperson
Health Occupations
Southern University of
Shreveport, Bossier Campus
3050 Cooper Road
Shreveport, LA 71107