Abstracts of 98 documents of research, instructional, and other materials in vocational and technical education, drawn from the Educational Resources Information Center (ERIC) data base, and abstracts of 112 funded projects in progress are included in this publication. Document resumes are indexed by subject, author, and institution. Projects in progress are organized by state (and indexed by state and by subject), and include resumes or research projects, exemplary and innovative projects, and curriculum development projects. The document also contains a section on organizational resources, which lists names and addresses for research coordinating units, vocational and technical education periodicals, professional associations, and information systems and networks. The Program Improvement Data Base of the National Center Clearinghouse of the National Center for Research in Vocational Education is profiled. Ordering information for documents and subscriptions is is provided. (The full text of most documents announced in this publication is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.)
The National Center Mission Statement

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

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs
Information Products

The Complete VT ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitac, February 1978 ED 164 800

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service


The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems


Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, bilingual vocational training projects administered by the US Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described


Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described


Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2-September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education


Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education


Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations


Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1976 resumes cover research projects, exemplary and innovative projects, and curriculum development projects


Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects

Projects in Progress—FY 1978: A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, January 1979 ED 194 731

Abstracts of 321 new projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE’s Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education

Projects in Progress—FY 1979: A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, June 1980 ED 189 346

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE’s Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitac, February 1978 ED 164 800

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Funding Information

Project Title: National Center for Research in Vocational Education, Dissemination and Utilization Function

Contract Number: 300780032

Project Number: 498MH00014

Educational Act under Which the Funds Were Administered: Education Amendments of 1976, P L 94-482

Source of Contract: U.S. Department of Education
Office of Vocational and Adult Education
Washington, DC

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

Executive Director: Robert E Taylor

Disclaimer: This publication was prepared pursuant to a contract with the Office of Vocational 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. Department of Education position or policy.

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Foreword

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

Resources in Vocational Education is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in Resources in Vocational Education is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

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

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education
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Rutgers, The State Univ., New Brunswick, N.J. Cooperative
Extension Service

DATE PUBLISHED
Contract: 82-2-61104(21)

NOTE: 151 p. The appendix contains small type and may not reproduce well. For related documents see ED 102 725 729
Available from New Jersey Extension Service, Publication Distribution Center, Dudley Road, New Brunswick, N.J. (9093) 152 000

PUB TYPE: Reports - Descriptive (141)

PUB PRICE: ME01 PC 07 Plus Postage


A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases which included consumer outreach, development of educational materials, and evaluation. Three communities with diverse ethnic, religious, and income levels (middle to lower-middle) and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home study course, workshops, educational programs, paraprofessional counselors, and a closed circuit televeision network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices. (1) Participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living. (2) Participants will learn to develop a personal money management plan. (3) Participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use, and (4) Participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs.
The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest or use the subject, author, and institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 177 317
Wheeler, Jeannette D. And Others
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—AIR-66601-3/79-FR(3)
Pub Date—79
Contract—300-77-0318
Note—240p.; Some of the tables in this document may not reproduce well due to light print; For related documents see CE 022 751-755

EDRS Price—MF01/PC01 Plus Postage
Descriptors—Program Effectiveness, Sex Discrimination, Sex Stereotypes, Vocational Education, Activities, Case Studies, Information Sources, Program Costs, Program Descriptions, Program Development, Program Evaluation, Sex Fairness

Information on programs and activities which have been developed to reduce sex inequities in vocational education is provided. The document is organized into two sections: section 1 contains case studies of twelve programs selected from a nationwide search, and section 2 contains brief descriptions of twelve promising approaches to reducing sex inequity, also selected from the nationwide search. Each of the case studies includes the following components: program overview; background and development; program description; target population; staff, facilities, and activities (recruiting, instruction, support services, job development and placement, community involvement, and support); costs and funding sources; program effectiveness; program future; replicating the program; and contact person and program address. Each of the approach descriptions includes the following components: target population, purpose, idea for replication, activities, evaluation and dissemination, funding source, and contact person and address. (JH).

ED 177 318
Dahl, Peter R. And Others
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—AIR-66600-4/79-FR(4)
Pub Date—79
Contract—300-77-0318
Note—45p.; For related documents see CE 022 751-754

EDRS Price—MF01/PC02 Plus Postage
Descriptors—Sex Discrimination, Sex Stereotypes, Vocational Education, Federal Legislation, National Surveys, Program Evaluation, Research Reports, Sex Fairness, State Agencies

A congressionally mandated study was conducted to assess the nature and extent of sex discrimination and stereotyping in all vocational programs and of efforts which are being made to reduce or eliminate such inequities. Seven major study objectives were developed. Two of these include the following: identify and analyze the various practices and activities at the state and local levels which may facilitate or hinder equal opportunities for both sexes to have equal access to and preparation for a broad range of occupational fields; and develop criteria by which federal, state, and local administrators can measure progress in reducing sex discrimination and stereotyping.
The following statements summarize the author's analysis of changes community and its relevant audiences with a comprehensive, organized approach. Includes a discussion of the importance as well as problems of attempting to develop a classification system for categorizing vocational outcomes. It also explains how the outcome questions are classified and how the reader can locate outcome questions of interest. The second section contains 252 outcome questions categorized into three areas: (1) outcome questions having the individual as the affected entity, (2) outcome questions having social entities or society-in-general as affected entities, and (3) outcome questions having special needs subpopulations as affected entities. Outcome questions are further categorized according to educational level, and those that are economically or occupationally related and those that are economically related. Also included is an index of specific topics which identifies related outcome questions.

ED 177 320
Rosow, Jerome M.
Changing Attitudes to Work and Life Styles.
Work in America Inst. Scarsdale, N.Y.
Pub Date—78
Note—67p.; For related documents see CE 022 824-826 and ED 170 322

ED 177 321
Farley, Joanne
Vocational Education Outcomes: A Thesaurus of Outcome Questions.
Research and Development Series No. 170.
Ohio State Univ. Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—300-78-0032
Note—67p.; For related documents see CE 022 824-826 and ED 170 322

ED 177 322
Taylor, Carolyn M. and Others
Ohio State Univ. Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—300-78-0032
Note—67p.; For related documents see CE 022 824-826 and ED 170 322

ED 177 323
Darcy, Robert L.
Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.
Ohio State Univ. Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—300-78-0032
Note—67p.; For related documents see CE 022 824-826 and ED 170 322

EDRS Price—MF01/PC03 Plus Postage


This thesaurus is designed to provide the vocational education community and its relevant audiences with a comprehensive, organized listing of outcome questions and hypotheses. The first of two sections includes a discussion of the importance as well as problems of attempting to develop a classification system for categorizing vocational outcomes. It also explains how the outcome questions are classified and how the reader can locate outcome questions of interest.
The first four sections provide a rationale for studying educational outcomes. Section 2 focuses on the nature and meaning of educational outcomes and the range and diversity of educational outcomes, and outlines an approach to outcomes evaluation within the general framework of educational evaluation. In addition, this section provides a list of thirty questions concerning possible outcomes of educational education which illustrates the broad and diverse range of possible outcomes. Among the key issues identified in section 3 are (1) the definition of educational outcomes; (2) the specification of educational programs as educational treatments; and (3) sources and uses of educational criteria and experimental controls, and the use of comparison groups in evaluating educational programs with respect to specified outcomes. The final section suggests an agenda for improving outcome education. (LRA).

ED 177 324
EDRS Price—MF01/PC06 Plus Postage

As part of a project designed to identify appropriate and feasible methods of evaluating vocational education with respect to its outcomes, this bibliography contains descriptive and evaluative annotations of a selection of empirical studies of vocational education outcomes. Following a technical introduction discussing the methodological issues emphasized in the evaluative comments, thirty-one descriptive annotations are given. The annotation of each of the studies presents a discussion of the research questions and hypotheses; the study design, sample, and time frame; the statistical analysis; and the results and conclusions. It concludes with an evaluative segment addressing some of the methodological and substantive issues inherent in each study. A summary epilogue provides a discussion of the findings and methodological issues in the collection of studies. Three indexes (author, sponsor, and educational level) are provided. (LRA)

ED 177 326
EDRS Price—MF01/PC08 Plus Postage

Using data provided by the National Longitudinal Study of the High School Class of 1972, this report examines the amount of employment and unemployment from 1972-1976 reported by members of the class of 1972 who did not continue their full-time education beyond high school. A summary of findings is presented in chapter 1. Chapter 2 focuses on the relationship of the transition process of youth to adult to the labor market experience. Chapter 3 reviews the literature on status attainment, examining factors of differential labor market success identified in studies of the attainment of occupations with high prestige and/or high income. The next three chapters investigate unemployment among youth who did enroll in full-time postsecondary education in the first four years after high school. The effects of family background, personal characteristics, educational experiences, and the influence of other persons on cumulative unemployment across the four-year period are presented in chapter 4, along with the analysis of these factors among Black, Hispanic, male, and female subgroups of the sample in chapter 5. Chapter 6 examines unemployment in each of the four years (1972-1976), separately, incorporating the effects of prior labor market experience and transition to adult roles in the prediction of unemployment in later years. The final chapter briefly discusses the characteristics and educational experiences of youth associated with unemployment in the post-high school years. (JH)

ED 177 327
EDRS Price—MF01/PC05 Plus Postage

As part of a general project investigating how home economics teachers can adapt their teaching methods and materials to the special needs of students, this individualized instructional guide is designed to provide practical information, suggestions, and guidance for the classroom teacher. Following a brief description of special needs students, individualized instruction, and suggestions for planning a classroom program, two individualized units of study are presented. The first unit, meeting nutritional requirements for food and water, focuses on six key nutritional requirements (1) carbohydrates, (2) water, (3) minerals, (4) vitamins, (5) fats and (6) proteins. For each objective there are suggested activities to be used in the learning center. Student instructional materials for each activity is included. The second unit, enhancing the self-image, focuses on three areas of personal care, consideration of others, and lasting impressions. Specific student activity cards are presented for each area, along with teacher guidelines for using the activity cards. (LRA)

ED 177 328
EDRS Price—MF01/PC02 Plus Postage

To determine the nature and extent of rural youth and adult educational and employment opportunities, this study assessed existing and
projected job titles in agricultural production and the agribusiness sec-
tor of Montana's economy. Using job position taxonomies identified by
the United States Office of Education, two survey instruments were
prepared. A total of 433 (31%) agricultural production survey instru-
ments were returned with 283 producers indicating that they used
either part-time or full-time labor. Agricultural production job titles
with the greatest number of employees were (1) general livestock
worker, (2) general crops and livestock worker, (3) farm machinery
operator, (4) agricultural mechanics, (5) combination foreman, and
(6) general crops worker. A total of 385 usable agribusiness question-
naires were returned indicating that the overall decrease in posi-
tions appears in agricultural products part-time positions. The lowest
mean full-time salary appeared in ornamental horticulture, and the
highest full-time salary appeared in agricultural products. In addi-
tion, the majority of positions surveyed did not require extensive
previous experience and could be filled by persons with the ap-
propriate education levels who could be trained on the job. (The
survey questionnaire is appended.) (LRA).

ED 177 329
CE 022 881
Roby, Wallace R. Juzwic, William
Developing and Testing an Instrument to Assess Performance Skills
Norwich Board of Education, Conn
Spons Agency—Connecticut State Dept. of Education, Hartford
Div. of Vocational Education
Pub Date—78
Pub Type—Reports—Descriptive (141). Tests, Questionnaires, Evalua-
tion instru ments (160)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—Job Skills, Program Evaluation, Test Construction,
Testing, Vocational Education, Employment Qualifications,
Evaluation Need, Objectives, Performance Specifications, 
Program Descriptions, Secondary Education, Skill Development,
Tests
Identifiers—Connecticut.

A project was conducted to (1) develop test exercises for identified
skills important to success in many occupations, (2) field test their
practicality of administration in Norwich, Connecticut, vocational
programs, and (3) survey opinions of employers and educators regard-
ing test exercise generalizability across occupational fields and poten-
tial to measure on-the-job behaviors. Based upon skills identified by
the National Assessment of Educational Progress (NAEP) as being
generally useful in careers, basic work skill exercises were prepared for
the forty-seven objectives published by NAEP. A questionnaire was
designed as a guide for evaluating the exercises by persons who had
close contact with upper grade students or graduates now working on
jobs. Among the findings of the questionnaire were that reviewers
rated the stated objectives as important to the job success of high
school graduates and the work skill exercises as generalizable to a
broad range of occupations. (Appended material includes the assess-
ment exercises for work-skill goal areas and objectives generally useful
in a broad range of occupations and careers.) (LRA).

ED 177 330
CE 022 886
Understanding the Attitudes of Secondary School Principals and
Superintendents in the State of Washington toward Vocational
Renton School District 403; Wash
Spons Agency—Washington State Commission for Vocational
Education, Olympia.
Pub Date—79
Pub Type—Reports—Research/Technical (143).
EDRS Price—MF01/PC03 Plus Postage
Descriptors—Administrator Attitudes, Program Effectiveness,
Secondary Education, Vocational Education, Administrator
Charact ei stics, Induction, Relevance Education
Identifiers—Washington.

This study was conducted to gain an in-depth understanding of the
currently held feelings and beliefs of school administrators toward
vocational education. One hundred thirty-five secondary school prin-
cipals and superintendents were interviewed using inductive
methodology to gather empirical data. Based on the interviews, ad
ministrators were classified into two major categories. true believers
and non-believers. Among the findings of the study were that (1) true
believers contended that students needed to possess saleable job skills
upon leaving high school, (2) non-believers were comprised of persons
who perceived the role of vocational education to be ex-
ploratory rather than specialized training or who totally rejected the
worth of job training at the secondary school level, and (3) all ad-
ministrators indicated a concern for compliance with statutes, rules,
and regulations associated with approved vocational programs, but
there were dramatic differences in how administrators allowed these
requirements to impact on program development and implementa-
tion. (LRA).

ED 177 331
CE 022 889
Bayne, G. Keith Caton, Hilda
Developing Teacher Competencies in Working with Handicapped
Louisville Univ. Ky. Dept. of Occupational and Career Education
Spons Agency—Kentucky State Dept of Education, Frankfort.
Bureau of Vocational Education
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—Competence, Handicapped Students, Mainstream-
ing, Teacher Education, Vocational Education, Competency
Based Teacher Education, Handicapped Children, Intervene
Teacher Education, Research Reports, Special Education, Surveys, Vocational Education Teachers

A project was conducted to (1) identify teacher competencies need-
ed for mainstreaming handicapped students into regular vocational
programs and (2) identify, modify, and/or develop strategies for
developing vocational teacher competencies needed for mainstream-
ing. Based on a review of the literature, 123 competency statements
were selected and grouped into seven areas: classroom management,
planning, and teaching methods; coordination of cooperative voca-
tional education, counseling and human relations; curriculum
development; assessment of student progress and analysis of student
needs, program management, and professional development. From
this list a panel of consultants selected sixty-two competencies which
were essential but not a part of the regular vocational teacher educa-
tion curriculum. Special education teachers, special-vocational educa-
tion teachers, and vocational teachers were surveyed using an instru-
ment based on the sixty-two competencies. Survey findings indicated a
high level of agreement between vocational teachers and special
education teachers regarding the importance of competencies. In addi-
tion, it was found that special educators perform the competencies
daily or weekly, whereas the vocational and special vocational
teachers performed the tasks occasionally or never. (A model pro-
gram consisting of a set of competencies, along with performance ob-
jectives for achieving them, is presented. The survey questionnaire
is appended.) (LRA).

ED 177 332
CE 022 896
Martin, Wanda M. Ed. Terry, Arthur F. Ed
Sex Equity Guidelines for Teacher Educators.
Interinstitutional Consortium for Career Education, Salem, Oreg
Spons Agency—Oregon State Dept. of Education, Salem
Pub Date—79
Pub Type—Guides/Methods—Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—Sex Discrimination, Sex Fairness, Sex Stereotypes
Identifiers—Oregon

Designed to facilitate the ongoing efforts of Oregon colleges and
universities in preparing educational personnel for the development
and conduct of career education activities, this document recommends
values for sex equity in teacher education programs. Following a
brief review of the literature documenting sex bias in public schools,
guidelines are presented in eight areas: (1) policies, (2) staffing, (3)
scholarly activity, (4) instruction, (5) curriculum, (6) counseling, (7)
institutional and interinstitutional leadership, and (8) community
outreach. In addition, suggestions for the implementation strategies.
The purpose of this study was to determine and report the impact of high school agricultural education upon the occupational success of 1974 graduates in Virginia and to compare this data with nine other Southern states. One hundred sixty-eight 1974 graduates were identified by the 10% of the Virginia agricultural education departments selected for the study. A total of eighty-two graduates responded to the questionnaire, which was designed to (1) determine the current status of high school graduates with regard to occupations. Further education, economic level, and other demographic factors, (2) ascertain the perceived value of the various components of the agricultural education program by program completers, and (3) determine the reaction of program completers to recent and proposed changes in the agricultural education program. Among the findings for Virginia were that 22.0% of the graduates had gone as far as post-high school education, 54.9%, had completed three years of high school agricultural education, 46.3% had belonged to the Future Farmers of America for three years, and 44.9% had had a supervised occupational experience for two years or less. In addition, the median income was $8,437.50 for Virginia graduates as compared to $11,133.37 for the ten Southern states. (The survey questionnaire is appended.)
strategy for determining the vocational skills required for a particular job and transferring this information into a relevant training program for a student. This document presents the strategy of four phases: (1) initiating the contacts within the business community; (2) accumulating job skill inventories; (3) determining the discrepancies between the existing skills and the vocational skills required on the job; and (4) transferring that information or more detailed job descriptions back to the Student Functional Profile (CE 022 948) for relevant training.

A narrative history of the project, a resource bibliography, and examples of additional core skills are appended. (BM).

ED 177 339
Miller, Geoffrey Clark
Student Functional Profile
Alpha Group, Wellesley Hills, Mass
Spons Agency—Alabama Consortium for the Development of Higher Education, Demopolis
Pub Date—78
Contract—G0076003723
Note—272p.; For related documents see CE 022 946-947. Parts may not reproduce clearly
Pub Type—Tests, Questionnaires, Evaluation instruments (160)
Descriptors—*Economic Diagnosis, Handicapped Students, Individualized Programs, Student Evaluation, Vocational Education, Demopolis
Identifiers—Massachusetts (Palmer), Proud Option

This document contains one of two assessment tools developed by Project Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job, (2) the functional skill levels of a particular student, (3) a process to determine the discrepancies between required job skills and existing student skills, (4) an open-ended strategy for generating age-appropriate curriculum, and (5) a relevant individualized education program for handicapped people based on real world tasks. The Student Functional Profile, the assessment guide contained in this document, presents a process for assessing a student’s functional skill levels in five developmental areas: activities of daily living, motor, communication, quantitative, and independent living skills. Also, forms are provided for identifying key objectives, summarizing the individual student’s skills on a scan profile, and matching student’s profile with the job profile. Examples, resources, and additional forms are appended. (BM).

ED 177 340
Mitchell, Brenda
EPD Consortium D. Richardson, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Research/Technical (140)
EDRS Price—MF01/PC07 Plus Postage
Identifiers—Texas

A survey of useful homemaking teachers in the state of Texas was conducted to identify the status of home visitations as a part of vocational homemaking education. All useful homemaking teachers (2,501) were mailed questionnaires which addressed specific concerns related to home visitations. Seventeen research questions provided the framework for development of the survey instrument. The first question evaluated, variables which might be related to the percentage of students visited during the regular school year. Other research questions were concerned with qualitative aspects of home visitation as a part of vocational homemaking education. Analysis of the questionnaires returned by seventy-two percent of the teachers revealed that useful homemaking teachers believe that home visitations are somewhat important and should continue to be a part of homemaking education.
programs, although they are not satisfied with the current status of home visits. Furthermore, it was concluded that a majority of the homemaking teachers perceived that school administrators considered home visits as somewhat important, but unimportant to the total vocational homemaking program at their schools. (Included in the appendices is a copy of the research instrument.) (LRA).

ED 177 341
Cepica, M. J.
Texas Tech Univ. Lubbock
Spons Agency—Texas Education Agency, Austin. Dept. of Vocational Education and Technology
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MFOI/PC04 Postage
Identifiers—Texas
A study was conducted to (1) identify basic components included in Texas vocational agriculture summer programs, (2) determine teacher, administrator, summer staff, and teacher educator perceptions of the relative importance of groups of activities included in the summer program, and (3) recommend guidelines for basic summer program operation. Three survey instruments were developed based on nine major areas of importance to the summer program identified by the state advisory committee: supervising occupational experience programs, working with new students, professional improvement, program planning, adult and young farmer education, conducting Future Farmers of America projects, improving facilities, public relations, and records and report. Questionnaires were returned by 956 teachers, 265 administrators, and 54 state staff personnel and teacher educators. Findings indicate that those administrators responsible for planning and supervision of the summer program are not in agreement with teachers responsible for conducting it. Administrators ranked program planning as most important of the nine areas, and supervision of occupational experience programs as second. Teachers, state staff, and teacher educators ranked supervision of occupational experience programs first. (Guidelines for summer programs in each of the nine areas are presented, along with the three survey instruments.) (LRA).

ED 177 343
Competency-Based Preservice Construction Trades Curriculum.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC24 Plus Postage
This curriculum guide consists of a comprehensive list of competency-based performance objectives dealing with selected skill and knowledge competencies considered basic to the preparation of teacher-educators in residential building construction. Thirteen units of instruction subclassified into forty-one teaching sections are included with accompanying statements of objectives and instructional formats. Each section contains suggested teaching activities, instructional methods, instructional materials needed, and references. Also included are content information sheets, transparency masters, and assignment sheets with answers. The titles of the units are as follows: preconstructional planning; laying out the structure; building foundations; masonry/concrete walls; roofing, placing, and finishing concrete (horizontal); carpentry (framing the structure); carpentry (enclosing the structure); plumbing (rough-in); heating and cooling (rough-in); and electrical (rough-in); carpentry (interior finish); painting and finishing; mechanical trades (completion); and landscape design. (JH).

ED 177 344
Wirczenski, Jerry L. Comp.
Handbook for the Identification and Assessment of Disadvantaged Learners.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF04/PC04 Plus Postage
Identifiers—United States
Designed to generate evaluative information to support instructional decision-making and to support administrative operations, this handbook consists of two major sections: (1) an overview of a comprehensive system for learner identification and assessment, and (2) a selection of sample resource procedures and forms that will facilitate implementation of the system. The identification and assessment system includes alternative methods of evaluating student needs and designing instructional strategies to meet these needs. Furthermore, the system includes activities that will provide feedback to students and teachers so that progress can be monitored and changes implemented. The second section contains evaluation instruments that have been found to provide useful identification assessment information when working with special needs learners in vocational education. Included are sample identification forms, sample preassessment forms, sample formative and summative assessment forms, and sample follow-up assessment forms. Appended material includes a classification system for the disadvantaged and federal guidelines for identifying disadvantaged and handicapped persons in vocational education programs (LRA).

ED 177 345
CE 023 015
Research for Better Schools, Inc. Philadelphia, Pa
Spons Agency—National Inst. of Education (DHHEW), Washington, D.C.
Pub Date—77
Contract—NE-C-004-0011
Note—103p. For related documents see CE 023 064-067. CE 023 166, and CE 023 170-172
Available from—Research for Better Schools, Inc. 444 North Third Street, Philadelphia, PA 19123 ($8.00)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC25 Plus Postage
Prepared for use with the Research for Better Schools experience-based career education model, this handbook is designed to assist school personnel to formulate concrete and flexible responses to the challenges of developing exploration programs in collaboration with personnel from community resource sites. The handbook is divided into five chapters. Presenting an overview of exploration program development, the first chapter describes pre-operational tasks and operational tasks that must be performed by school personnel when planning and implementing career exploration programs. Chapter 2 discusses four target areas in which teaching efforts have focused in successful exploration programs: (1) employer and community contexts, (2) careers, (3) practical career information, and (4) use of facts, observation, and experience in personal decision making. The third
chapter presents guidelines for conducting a site analysis with site personnel. Chapter 4 presents guidelines for selecting and sequencing learning activities. Also presented is an outline showing the continuum of learning activities, showing each variation and illustrating its use with an example from actual program experience. The final section provides a method for monitoring and documenting program learning activities. Sample plans for implementing exploration programs are appended. (LRA).

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Identifiers—Texas

This module is the first in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary students. It is designed for use by itself, to be integrated with the other ten modules into a program on energy conservation, or to be integrated into conventional vocational courses as a unit of instruction. The objective of this module is to instill awareness that there is a growing crisis in energy supply. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) an overview of energy supply sources, including oil, gas, coal, nuclear, and hydro-electric power; and (2) a discussion of potential of alternate energy sources such as solar power, wind, geothermal, tidal power, ocean thermal, and biomass. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module (BM).

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Identifiers—Texas

This module is the second in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, to be integrated with the other ten modules into a program on energy conservation, or to be integrated into conventional vocational courses as a unit of instruction. The objective of this module is to train secondary and postsecondary students to recognize energy needs, energy consumption patterns, and conservation measures in several areas of use. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) residential/commercial energy use and conservation, (2) industrial energy use and conservation; (3) agricultural energy use and conservation; and (4) transportation energy use and conservation. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module (BM).

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Identifiers—Texas

This module is the third in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 5-7). The objective of this module is to introduce the student to utility bills used for residential and commercial customers. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following five units: (1) electric meters; (2) electric rates, (3) the electric bill; (4) gas meters and gas rates; and (5) the gas bill. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module (BM).

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Identifiers—Texas

This module is the fourth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, or as a prerequisite to all or any of the modules in this series. The objective of this module is to train secondary and postsecondary students in the recognition of energy users in the home and the implementation of energy conservation measures to manage energy consumption and energy efficiency. The text emphasizes the importance of recognizing energy users in the home and developing a conscious awareness of energy efficiency and energy management. It discusses the techniques of looking for energy conservation opportunities in the home and preparing checklists for monitoring these opportunities. This information is presented in lecture format accompanied by checklists and illustrations. A bibliography and several handouts supplementing the text material are found at the end of the module (BM).

Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Identifiers—Texas

This module is the fifth in a series of eleven modules in an energy
conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 3, 5, and 7). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in residential, commercial, and small commercial appliances. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 3, 5, and 6). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in residential, commercial, and small commercial appliances. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) appliance energy use, and (2) controlling energy use. Finally, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) appliance energy use, and (2) controlling energy use. Finally, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) appliance energy use, and (2) controlling energy use. Finally, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) appliance energy use, and (2) controlling energy use.

ED 177 352
Navarro Coll, Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Identifiers—Texas, Water

This module is the sixth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 3, 5, and 7). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in residential, commercial, and small commercial appliances. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) appliance energy use, (2) controlling energy use, and (3) controlling energy use. Next, the text is presented in the following three units: (1) appliance energy use, (2) controlling energy use, and (3) controlling energy use. Finally, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) appliance energy use, (2) controlling energy use, and (3) controlling energy use.

ED 177 353
Navarro Coll, Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Identifiers—Texas

This module is the seventh in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 3, 5, and 6). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in the use of residential and small commercial appliances. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) appliance energy use, and (2) appliance labeling program. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module.

ED 177 354
Navarro Coll, Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Identifiers—Texas

This module is the eighth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 9, 10, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in building construction and design. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) construction considerations before building, (2) building site design, (3) weatherization, and (4) weatherization student workbook. The information in the first three units is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module.

ED 177 355
Navarro Coll, Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Identifiers—Texas

This module is the ninth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 8, 10, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in building construction and design. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) the nature of thermal comfort in humans, (2) how natural climates and artificial environments are defined, and (3) controlling buildings for thermal comfort. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module.
This module is the tenth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as a part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 9, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in heating, ventilating, and air conditioning. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) fundamentals of heating and cooling; (2) heating systems; (3) cooling systems; and (4) duct work. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 357 CE 023 052
Navarro Coll. Corsicana, Tex
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Identifiers—Texas

This module is the eleventh in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 9, and 10). The objective of this module is to train students in the recognition, implementation, and utilization of energy economics in energy consumption and possible energy conservation. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) energy use and demand profiles; (2) heating systems; (3) cooling systems; and (4) duct work. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 363 CE 023 070
The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration, Final Report.
Attending Staff Assocation of Rancho Los Amigos Hospital, Inc.
Downey, Calif
Spons Agency—California State Dept. of Education, Sacramento
Div. of Vocational Education
Pub Date—76
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Disabilities, *Prevocational Education, *Readiness, *Services, Career Development, Comparative Analysis, Counseling Services, Demonstration Programs, Education Programs, Employment, Job Satisfaction, Program Effectiveness, Psychological Characteristics, Self Esteem, Vocational Education, Work Experience Programs, Young Adults
Based on the premise that thousands of disabled do not participate in vocational education mainly because of nonacceptance into programs due to a lack of readiness, a study was conducted focusing on three severely disabled groups: (1) those accepted by the Department of Rehabilitation for programs, (2) those not accepted but given 'pre-vocational' services, and (3) those not accepted and receiving no services. It was hypothesized that more could be helped with more readily available services if the 'pre-vocational' services would increase self-esteem and vocational satisfaction; and that the group previously rejected would gain the same level of self-esteem, overall adjustment, etc. as the group chosen for participation in vocational education programs once they had 'pre-vocational' services. A pretest-posttest controlled comparison study utilizing a treatment/no treatment randomized design with matched samples was conducted on one experimental group (39 subjects) and two comparison groups (29 and 33 subjects). A number of services (personal and family counseling, work adjustment, skill evaluation, work experience, independent living experience) were given the experimental group. Results indicated significant attainment of vocational education and employment objectives by the experimental group. There was no significant difference of psychological measures between pre-test and post-test across groups; however, regression analysis proved several psychological variables significant in predicting employment (FP).

ED 177 367 CE 023 095
Asche, F. Marion O'Reilly, Patrick A
Virginia Polytechnic Inst and State Univ. Blacksburg, Div of Vocational-Technical Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/ OE), Washington, D.C.
Pub Date—79
Contract—G007702143
Note—313p; Some parts of the first section of this document may not reproduce well due to light and broken type
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (053).
EDRS Price—MF01/PC13 Plus Postage
Identifiers—Texas, Secondary Education, Student Attitudes
In a four-section final report with its focus on methodology rather than on findings of particular follow-up studies, this project addresses two needs—to identify, review, and analyze vocational student and employer follow-up efforts at local, state, and federal levels, and to prepare training materials useful to individuals or groups at all levels in designing, implementing, and evaluating follow-up systems. The report includes a summative product evaluation by external evaluators (representing state and local concerns) which notes favorably the distillation of research findings into a ten-step task model—a tool for conceputalizing a follow-up system wherein follow-up theory is 'tempered' with real-world experience. The 110-page National Review section offers a between pre- and posttesting bibliography. The 120-page "Training Guide" section covers actual follow-up system generation, with chapters devoted to planning, developing system parameters, designing the system, and operating, documenting, and evaluating the system. The project's primary purpose is to encourage development of follow-up systems that maximize costs while maximizing quality and adaptability (CP).

ED 177 368 CE 023 096
Hall, Linda High, Sidney C. Jr
Bibliography on Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
02059-9
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC03 Plus Postage
Identifiers—ERIC, National Advisory Council for Career Education, Office of Career Education, United States

Focusing on the career education literature that emerged from 1973 through 1978, this bibliography concentrates on (1) a special series of Monographs on Career Education issued by the United States Office of Education (USOE), Office of Career Education, (2) the general publications on career education issued by the USOE Office of Career Education, (3) publications on career education issued by the National Advisory Council for Career Education, and (4) publications and reports from career education projects supported by the USOE Office of Career Education. In addition to the 252 references listed in these areas, a final section contains a selection of literature (208 citations) from the remainder of the body of career education literature. All items in the bibliography have been processed by the Educational Resources Information Center (ERIC) and are available to the public through the nationwide ERIC system. (LRA)

ED 177 369
Wittenberg, Jeana
Commission on Civil Rights, Washington, D.C.
Spokes Agency—National Inst. of Education (DHHEW), Washington, D.C.
Pub Date—78
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01 Plus Postage, PC Not Available from EDRS

Following an overview of the amount and focus of the literature on occupational development of women, four major theories of vocational development are discussed in depth in part I: Roe’s theory of career choice, Ginzburg and associates’ theory of vocational decision making, Super’s theory of the development of self-concept, and Hollande’s theory of vocational choice. Summaries and critiques are given of two theories of occupational development of females Zywotks’ theory of the duality of women’s roles and Pasaths’ theory of occupational choice for women. A review of literature in part 2 focuses on the three major hypotheses of this study, sex differences in (1) self-concept and sense of compete (2) occupational development are discussed in dept

ED 177 677
Meier, Grel S.
Job Sharing: A New Pattern for Quality of Work and Life.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich
Pub Date—79
Available from—The W.E. Upjohn Institute for Employment Research, 300 South Winstead Avenue, Kalamazoo, Michigan 49007 (54.50; quantity discounts)
Pub Type—Books (010) Information Analyses/State-of-the-Art Materials (070) Reports—Research/Technical (143)
Document Not Available from EDRS
Identifiers—Job Sharing

Job sharing, a new option in permanent part-time employment, is attracting national attention as a viable alternative to more traditional patterns of work. Job sharing is defined as an arrangement whereby two employees hold a position together, whether they are a team jointly responsible for the whole or separately for each half, dividing time, salary, and fringe benefits. A survey of 238 job sharers was conducted to determine the characteristics of the people choosing this alternative work pattern and their experiences and responses to the job sharing situation. Job categories represented include teachers (26 percent), administrators (25 percent), clerical (45 percent), counseling and social service (11 percent), and research (9 percent). The remaining category consists of such diverse occupations as editors, librarians, bank tellers, physicians, and food service workers. The study includes a review of the definitions and experiments through which the job sharing concept has evolved, an analysis of the survey data, and selected indepth interviews with partners, supervisors, and some of their full-time coworkers, and concludes with some policy implications for more extensive use of this alternative work pattern. (Author/MLF)

ED 177 678
Baltimore City Public Schools
This study presents forecasts of primary and secondary school enrollment in Bophuthatswana, South Africa up to 1983. Examined are implications of population growth on teachers, classrooms, and general expenditure. Purposes of the study are to estimate (1) future demand for education on the basis of expected enrollment, (2) teacher needs if calculations are based on pupil-teacher ratio, (3) facilities needs, and (4) the budgeted per-pupil expenditure if calculations from past years are projected to future years. The report concludes that the current quantity as well as quality of teacher training for secondary schools is inadequate. Also, if the number of primary teachers who leave the country after training can be limited, the pupil-teacher ratio can be improved. Recommendations are for (1) extending the training of senior secondary teachers, (2) broadening in-service training to include improvement of academic/vocational knowledge and pedodology, (3) establishing a specialized, lower primary training course, and (4) optimum use of already existing training facilities. (Author/LD)

ED 177 679
Baltimore City Public Schools

Performance Evaluation of School Based Administrators (and)
Baltimore City Public School Circulars No. 385, 215, 351.
Baltimore City Public Schools, Md
Pub Date—79
Pub Type—Legal/Legislative/Regulatory Materials (090), Tests, Questionnaires, Evaluation instruments (160)
EDRS Price—MF01 Plus Postage, PC Not Available from EDRS
Descriptors—*Administrator Evaluation, Elementary Secondary Education, Records Forms
Identifiers—Baltimore City Public Schools MD

This paper is a brief policy statement concerning evaluation programs and criteria for administrators in the Baltimore City Public Schools. A breakdown of criteria includes assessment of educational leadership, management ability, communications, and personal and professional development. Included at the end are numerous forms for evaluating professional personnel in the Baltimore system. (L.D.)
This paper is a brief report on the impact of school closings on purchasing departments. It opens with a discussion of the trend of declining enrollments in public schools. The paper notes, however, that demographers expect the total number of children to begin to rise slightly in the mid-80's. Closing schools now is not the answer, it says, but joint use of vacant school buildings may be an acceptable alternative. The paper says school purchasing departments are in a dilemma when funds are short to buy new furniture while at the same time the district needs to dispose of old, unused furniture and equipment. It points out the need to reduce budget spending and learn to operate the schools more efficiently. Disposing of property is only one of the ways. (LD)

To identify, categorize, and compare in-service preferences of educators, these researchers administered the Teacher In-Service Preference Questionnaire to 440 instructors in the Northwest and interviewed 26 of the respondents. Findings indicated that the kind of in-service most preferred was the workshop, with conventions and professional conferences least preferred. The professional development committee was most preferred as an organization responsible for planning, providing resource personnel, and evaluating professionalism. The first preference for budgeting for developmental activities was the governing board. When social categories were considered as predictors of inservice preferences, significant differences were obtained. Both sex and years of experience were found to be significant related to preferences for in-service education. Differences exist on the motivation dimension of a theoretical model for the categories of incentives, aspirations, expectations, and satisfactions. The sample ranked the expectations category first, incentives second, aspirations third, and satisfactions fourth as factors associated with successful in-service programs. (Author/JM)

Replicating previous research on tracking done in the US this study examines the determinants and effects of curriculum tracking (college bound or vocational) in urban and kibbutz schools in Israel. The purpose of the investigation was to examine the process of curriculum tracking in a classless society where assignment to tracks is based entirely on merit. The analysis shows that in the kibbutz, tracking is not associated with adverse effects on self-evaluation, access to motivated peers, or school orientation, but it has a considerable impact on academic achievement. In the urban Israeli schools curriculum placement not only affects achievement, it has a strong impact on self-evaluation and school orientation. The reason for this difference may be that urban students, unlike rural students, carry on almost all their interaction in school. Curriculum differentiation that coexists with structures that allow for more intertrack interaction may avoid some of the undesirable consequences of tracking. (Author/ JM)

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of state school finance. Michigan's education finance plan is discussed in this particular book. Chapter 1 reviews the major changes in Michigan's plan, its equalization objective, how state aid is distributed, and how the state aid plan makes up for the differences among districts in need, demands, and abilities to pay. It offers a step-by-step calculation of a district's basic pupil allowance. Chapter 2 evaluates the impact of the finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. To assist
the reader in understanding Michigan's state aid formula, exercises appear throughout. The appendices provide information on guarantees under the school district equalization act and on Michigan's property tax relief system. An answer key to the exercises is also provided. (Author/LD).

ED 177 697
McMaster, Donald And Others
National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group
Pub Date-79
Contract—NIE-G-76-0062
Note—77p.; For related documents, see EA 012 187-189
Pub Type—Reports—Research/Technical (143)
Numerical/Quantitative data (110), Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Identifiers—Pennsylvania
This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Pennsylvania's education finance plan is discussed in this particular book. Chapter I discusses state support for education in Pennsylvania and the method the state uses to distribute aid to its school districts on an equal basis. A step-by-step calculation of a district's state aid formula is outlined, and exercises for understanding the state and formula are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Pennsylvania school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD).

ED 177 698
McMaster, Donald Sinkin, Judy G.
National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group
Pub Date-79
Contract—NIE-G-76-0062
Note—75p.; For related documents, see EA 012 187-189
Pub Type—Reports—Research/Technical (143)
Numerical/Quantitative data (110), Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Identifiers—Rhode Island
This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Rhode Island's education finance plan is discussed in this particular book. Chapter I discusses how Rhode Island's plan operates, its equalization objective, namely, how state aid is distributed, and how it makes up for the differences among districts in needs, demands, and abilities to pay. A step-by-step calculation of a district's basic pupil allowance is outlined, and exercises for understanding the state aid formulas are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Rhode Island school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD).

ED 177 700
Brandt, Ronald S. Ed.
Selecting a Superintendent. Superintendent Career Development Series No. 2.
American Association of School Administrators, Arlington, Va
Pub Date-79
Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Va 22209 ($3.50 plus postage)
EDRS Price—MF01/PC03 Plus Postage
This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Rhode Island's education finance plan is discussed in this particular book. Chapter I discusses how Rhode Island's plan operates, its equalization objective, namely, how state aid is distributed, and how it makes up for the differences among districts in needs, demands, and abilities to pay. A step-by-step calculation of a district's basic pupil allowance is outlined, and exercises for understanding the state aid formulas are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Rhode Island school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD).

ED 177 701
Selecting a Superintendent. Superintendent Career Development Series No. 1.
American Association of School Administrators, Arlington, Va
Pub Date-79
Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Va 22209 ($3.50 plus postage)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055), Collected Works—Serials (022)
EDRS Price—MF01/PC03 Plus Postage
This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Rhode Island's education finance plan is discussed in this particular book. Chapter I discusses how Rhode Island's plan operates, its equalization objective, namely, how state aid is distributed, and how it makes up for the differences among districts in needs, demands, and abilities to pay. A step-by-step calculation of a district's basic pupil allowance is outlined, and exercises for understanding the state aid formulas are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Rhode Island school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD).
This guide, the second in a series of three, explains step-by-step the decisions that must be made to find, evaluate, and hire a quality superintendent of schools. Chapter 1 describes the steps for proper planning, which can also offer the opportunity to review and reorder the board's priorities. Subsequent chapters deal with recruitment and selection of superintendents and expectations of both the board and the superintendent. The final chapters offer suggestions on how to retain superintendents, as well as sample timelines for hiring and a news release. (Author/EDLD).

ED 177 704

Neill, Shirley Boes, Ed


Pub Date-79

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($8.95 plus $1 for postage and handling; quantity discounts; orders for less than $15 must be accompanied by payment in full).

EDRS Price-MF01 Plus Postage, PC Not Available from EDRS


More than 95 percent of the 1,411 members of the American Association of School Administrators (AASA), responding to a survey about student-attendance, cited one or more problems. The first five chapters report the survey findings and those of other studies and polls concerning attendance matters. One issue discussed is why students stay away from school and what can be done to improve the situation; another concerns the identification of dropouts, their number, characteristics, and the economic factors that affect them. Future demographic and enrollment trends are projected. The last three chapters of the report detail how administrators and boards of education are trying to keep students in school. The chapter 'Practices' contains findings of the survey; how many districts are following written attendance policies, attendance-taking practices of teachers, and who is responsible for attendance. The chapter 'Policies' analyzes school attendance policies submitted by more than 700 school boards. The chapter 'Problems' illustrates workable ideas and programs at the federal, state, and local levels to deal with all forms of nonattendance and to reduce dropout rates. (Author/MLF).

ED 177 706

Poll, Dwayne C.

Negotiating Merit Pay Provisions for Administrators.

Pub Date-79

Pub Type—Speeches, Conferences Papers (150), Reports—Descriptive (141), Tests, Questionnaires, Evaluation instruments (160)

EDRS Price—MF01/PC02 Plus Postage


The speaker begins his presentation by reviewing the literature on merit pay programs, both for teachers and for administrators, and summarizing the pros and cons of such programs. He then discusses the development of the merit pay program operating in his district. The initial and most important step in planning that program was developing a comprehensive job description for each administrative position in the district. The second step was the training of all administrators in the use of management by objectives (MBO) techniques. The MBO program included performance agreements between the supervisor and the person being supervised. The sample performance agreement included consists of five sections—behavioral objectives, classification of the objectives; the steps or procedures for carrying out the objectives, the nature of the monitoring of progress, and the requirements that the supervisor must supply if the person being evaluated is to accomplish his or her objectives. The third step was developing the district plan to be presented to the administrators' bargaining unit. The plan that was agreed to is described. (Author/IRT).

ED 177 711

EA 012 204


Educational Service Bureau, Inc. Arlington, Va. Administrative Leadership Service

Pub Date-66

Available from—Educational Service Bureau, Inc. P.O. Box 1205, New Port Richey, FL 33552 ($9.95)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use


This report serves as a guide to educational administrators by dissecting a series of representative school problems and offering suggested solutions. The problems, characterized as both administrative and human relations problems, are grouped under the headings of administrative staff, teaching staff, individual teachers, the instructional program, the student body, the community, and the P.T.A. (Author/EDLD).

ED 177 713

Ogletree, Earl J


State Department of Education, Baltimore

Pub Date-79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage


This report discusses a 1977-78 survey on the legislated curriculum in 50 states. The purpose of the survey was to determine who prescribes and controls school curriculum at the local level (whether the state or local school boards) and how much and what types of elementary and secondary school curriculum have been legislated by the states. Data were obtained from the school law publications of each state. The completed list of legislated subjects was then sent to the respective state school superintendents for confirmation. Results indicate that state departments of education, not local school districts, will have increasing control of the schools. Also, state departments of education will come under the influence of the federal government through funding, programs, and court decisions. This trend, the paper says, could bring about a more equitable education for all children regardless of their ethnic and socioeconomic background. (Author/EDLD).

ED 177 716

EA 012 211


Maryland State Department of Education, Baltimore

Pub Date-79

Pub Type—Reports—Descriptive (141). Numerical/Quantitative data (110)

EDRS Price—MF01 Plus Postage, PC Not Available from EDRS

Descriptors—*Academic Achievement, *Accountability, *Test Results, Academic Ability, Annual Reports, Basic Skills, Elementary Secondary Education, Mathematics, National Norms, Reading Skills, Tables Data, Writing Skills

Identifiers—Maryland

The fifth report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of
current instruments for measuring learning progress. The central pur-
pose of the report is to present Maryland accountability assessment in-
formation. The reading, writing, and mathematics skills covered by
the Iowa Tests of Basic Skills have been assessed in the third, fifth,
and seventh grades for the past five academic years. The average grade
equivalent scores, by skill area, are shown for each school within each
county. Tables display the countywide average grade equivalents
for the tests, along with the average nonverbal ability scores, over the past
four Maryland Accountability Program reporting years. The last sec-

ED 177 717
Madden, Matthew E.
Employer's Complete Guide to Unemployment Compensation.
Pub Date—79
Available from: Central Commercial Publishing Corporation
of America, P.O. Box 603, Warrensburg, MO 64093 ($13.95)
Pub Type—Legal/Legislative/Regulatory Materials (090)
Report—Descriptive (141). Numerical, Quantitative data (110)
Document Not Available from EDRS
Descriptors—Eligibility, Eligibility, Employment Security,
Employer Liability, Employer Responsibility, Employers,
Employees, Employee Claims, Federal and State Relations,
Federal Legislation, Federal State Relationship, Guides,
Higher Education, State Legislation, Students, Tables,
Teachers, Data, Teachers
Identifiers—Unemployment Compensation Amendments 1976

This publication is a guide for employers who need specific infor-
mation on unemployment compensation. Major topics discussed
are an overview of the workings of the unemployment insurance
system, the unemployment compensation amendments of 1976,
receipt of claim notice, an employer's reaction to claims, student
workers, faculty claims for summer unemployment or other vacation
periods, employee claims for nonprofit organizations, determination
and appeal, computation of claimant's benefit and employer liability,
identifying the obligations imposed by the system, compilation data
for required records and returns, and organization of state employ-
ment security agencies. Extensive tables describe taxation, benefits,
eligibility, administration, and coverage in each state. (Author/LD)

ED 177 718
Nastrom, Roy R.
A Partisan Political Organization's Intervention in the Election of a
Nonpartisan Board of Education.
Pub Date—78
Pub Type—Reports—Research/Technical (143) Speeches
Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—Board Candidates, Elections, Political Affiliation,
Political Attitudes, Two Year Colleges, Boards of Education,
Political Issues, Political Power, Speeches
Identifiers—California, California Democratic Council, Partisan
Politics, Political Parties, Referenda

This study examines the effects of partisan political activities on an
educational referendum and junior college board of education elec-
tion. The study focused on the activities of the California Democratic
Council, a Democratic organization formed to make political en-
forcement that could not be made by the party. The election examin-
ed was held in six California cities to determine whether a junior col-
lege district should be formed and to elect the junior college distric-
t's board of education. Data were collected through participant obser-
vation of council activities and from minutes, informal conversations
with delegates, and newspaper reports. The researcher concluded that
partisan involvement in local educational politics may be based largely
on issues extraneous to education. Although there was no evidence
that partisan involvement caused a return to patronage or corruption,
it did appear that partisanship could gloss over important educational
problems and that it may not be superior to nonpartisanship in issue
differentiation and aggregation. (Author/1M)

ED 177 719
Knopp, Robert O'Reilly, Robert R.
Job Satisfaction of Teachers and Organizational Effectiveness of
Elementary Schools.

ED 177 720
Foster, Betty J, Barr, Richard H
Revenues and Expenditures for Public Elementary and Secondary
Education 1976-77.
National Center for Education Statistics (DHHS), Washington, D.C.
Pub Date—79
Pub Type—Reports—Research/Technical (143) Speeches
Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—Income, School District Spending, School Statistics,
Educational Finance, Elementary Secondary Education, Expend-
iture Per Student, Expenditures, Intermediate Administrative
Units, Questionnaires, School Funds, State Departments of
Education, Surveys, Tables Data
Identifiers—Elementary Secondary Education Act, School Assistance
in Federally Affected Areas Act

This report presents a variety of revenue and expenditure data for
U.S. public elementary and secondary schools during the 1976-77
fiscal year. Data were compiled from annual expenditure reports sub-
mitted by each state. Information is intended to meet the general in-
formation needs of educational researchers and the more specialized
needs of personnel administering programs under P.L. 81-874, School
Assistance in Federally Affected Areas, and P.L. 89-10, the Ele-
mentary and Secondary Education Act of 1965. Consequently, in addi-
tion to revenue data, the publication contains capital outlay and debt ser-
vice data as well as three types of current operating expenditure data.
The first type of current expenditure includes state and intermediate
level administration. The other two are for local public elementary
and secondary education and include both current expenditures as
defined by a U.S. Office of Education handbook and current expend-
titures as defined by P.L. 81-874 and P.L. 89-10. A sample question-
naire form used to collect the survey data is included at the end.
(Author/LD)

ED 177 722
Report of the Architectural and Transportation Barriers Compliance
Architectural and Transportation Barriers Compliance Board,
Washington, D.C.
Pub Date—78
Pub Type—Legal/Legislative/Regulatory Materials (090)
Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—Architectural Barriers, Compliance Legal, Federal
116

New Jersey
Campbell, Richard W. Carroll, James D. (Author/MF).

and

tion, support of administrators by the board, and an opportunity for ad-

team, a redefined role is necessary for all parties concerned. Impor-

amounts prescribed under the Architectural

ministrators to select a number of items and supply input to policy-

and the administrative team; the superintendent is the linking pin be-

mg pins: the principal is the linking pin between the instructional team


Lundeen, Virginia And Others


Illinois State Univ. Normal Center for the Study of Educational

Volume 1 of a two-volume series, this case study tells the story of the events and decisions associated with the 1976 court-ordered shutdown of schools in New Jersey. It also analyzes the state educational decision-making structure. The school closing was undertaken because, according to the New Jersey Supreme Court, the state had not properly enacted the school finance reform measures that were ordered in Robinson v. Cahill in 1973. Although the legislature had passed the Public School Education Act in response to the court mandate, it had failed to appropriate funds for the act. Closing of the school districts for eight days resulted in the legislature passing a statewide income tax following the introduction. Chapter 2 presents background information on the national finance reform movement, the legal context of school reform in New Jersey, the state economy and fiscal base, and the state's politics of education. Chapters 3 and 4 make an effort to identify major actors and events and convey their complex interactions in the decision-making process. Chapter 5 contains the analysis of events involved in the educational decision-making process.

(2) 1972. The study is based on the concept of wealth neutrality that holds constant the operational tax rate. Data used were demographic data of Illinois school districts. An analysis of beta weights suggested an undesirable relation between wealth and expenditures in elementary and high school districts. Also, when Illinois districts are examined using the conditional model, it was revealed that in the years 1976-1979, all types of districts actually retreated from a notion of equity. The data suggest that when using only the simple neutrality model, some of the relationship between wealth and expenditures is hidden. Specifically, in elementary districts the conditional model shows a con-

ED 177 723

Laws Concerning the Federal Architectural and Transportation Bar-

riers Compliance Board.

Architectural and Transportation Barriers Compliance Board.

Washington, D.C.

Pub Date—89

Available from—Superintendent of Documents, U.S. Government

Printing Office, Washington, D.C. 20402 (Stock No. 017-090-

00445-1; $50)

Pub Type—Legal, Legislative, Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage

Identifiers—Architectural Barriers Act 1968, Rehabilitation Act 1973

The Architectural Barriers Act of 1968 requires federally funded

buildings and facilities to be accessible to and usable by physically

handicapped persons. The Architectural and Transportation Barriers

Compliance Board was established by the Rehabilitation Act of 1973

to ensure compliance with standards prescribed under the Architect-

ural Barriers Act. The texts of both laws and their later amendments

are contained in this booklet (MLF).

ED 177 724

Martin, David B.

Developing an Effective Board-Administrative Team.

Pub Date—89

Available from—Center for the Study of Educational Finance, Col-

lege of Education, Illinois State University, Normal, Ill. 61761

( $3.50)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Identifiers—Illinois, Resource Equalizer Program IL, State Aid For-

mulae, Wealthy Neutrality

This study looks at the relationship between district wealth and

revenues available for education in Illinois using a "conditional" conception of wealth neutrality that holds constant the operational tax rate. Data used were demographic data of Illinois school districts. An analysis of beta weights suggested an undesirable relationship between wealth and expenditures in elementary and high school districts. Also, when Illinois districts are examined using the conditional model, it was revealed that in the years 1976-1979, all types of districts actually retreated from a notion of equity. The data suggest that when using only the simple neutrality model, some of the relationship between wealth and expenditures is hidden. Specifically, in elementary districts the conditional model shows a con-

ED 177 728

Campbell, Richard W. Carroll, James D.

Documentation of the Crisis in Public Education in New Jersey: 1975-


New Jersey State Dept. of Education, Trenton. Div. of Research,

Planning, and Evaluation

Spons Agency—National Inst. of Education (DHEW), Washington,

D.C.

Pub Date—78

Contract—400-77-0031

Note—323 p., For a related document, see EA 012 224

Pub Type—Legal, Legislative, Regulatory Materials (090)

EDRS Price—MF01/PC13 Plus Postage

Identifiers—Architectural Barriers Act 1968, Rehabilitation Act 1973


Illinois State Univ. Normal Center for the Study of Educational
Problem Solving, School Security

This discussion begins with the five major political values that were reflected in the 1973 reform of the Illinois school aid system. The lawmakers wanted to spend state dollars for education in a way that would improve student and taxpayer equity, maintain local control of school districts, aid poverty-impacted districts, not discriminate against dual high school and elementary districts, and greatly increase

After providing a brief history of the development of the role of the school district business administrator, the author presents a model for a preparation program for district business administrators. The model is based on the author's earlier study in which he identified and validated 195 competencies in 23 task areas. Assumptions that guided the development of the model include the following: the traditional course work approach has serious limitations; individual knowledge, skills, abilities, strengths, and weaknesses of the student vary depending on student background, and a modular, competency-oriented approach to individual program planning and design may be the most effective and efficient approach to use. The model consists of four major components: assessment of the student prior to his or her entry into the program; program design to prepare a course of study for each student; implementation of the program designed; and continuous evaluation of the appropriateness of content, the adequacy of the strategies used to meet objectives, and the setting of the instructional process. The program is envisioned to be approximately two years long or the equivalent of 22 courses of five quarter hours each. (Author/IRT)

ED 177 731
Goldsmit, Arthur H.
Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.

The dilemma of disciplinary discretion is that on the one hand it avoids discrimination by allowing individualized treatment, but on the other hand it invites discrimination by leaving it up to the administrator to determine what discipline shall be imposed for what offense. The law imposes very few and easily met restraints. To ensure that discipline is nondiscriminatory, the principal should attempt the following: (1) make all disciplinary rules as clear and precise as possible, avoiding distinctions based on race, sex, or physical handicap; (2) make sure, if a rule seems to have a disproportionate negative effect on students of one race or sex, or on another group that might claim discrimination, that the rule is nondiscriminatory; (3) make sure that fair rules are being administered in a fair manner (there is nothing wrong with the use of administrative discretion if it is exercised in a rational, consistent way free of bias); (4) enact disciplinary penalties that are not only permissible under state law, but also appropriate in severity to the rule violation involved; and (5) demonstrate concern about any policy that has a disproportionate negative effect on any legally protected group. (Author/IRT)

ED 177 734
Williams, T. R.
Leadership Issues for Canadian Education.

The model consists of four major components: assessment of the student prior to his or her entry into the program; program design to prepare a course of study for each student; implementation of the program designed; and continuous evaluation of the appropriateness of content, the adequacy of the strategies used to meet objectives, and the setting of the instructional process. The program is envisioned to be approximately two years long or the equivalent of 22 courses of five quarter hours each. (Author/IRT)

ED 177 739
McGuffey, C. W.
Model Program for the Academic Preparation of School Business Administrators.

After providing a brief history of the development of the role of the school district business administrator, the author presents a model for the academic preparation of school business administrators. The model is based on the author's earlier study in which he identified and validated 195 competencies in 23 task areas. Assumptions that guided the development of the model include the following: the traditional course work approach has serious limitations; individual knowledge, skills, abilities, strengths, and weaknesses of the student vary depending on student background, and a modular, competency-oriented approach to individual program planning and design may be the most effective and efficient approach to use. The model consists of four major components: assessment of the student prior to his or her entry into the program; program design to prepare a course of study for each student; implementation of the program designed; and continuous evaluation of the appropriateness of content, the adequacy of the strategies used to meet objectives, and the setting of the instructional process. The program is envisioned to be approximately two years long or the equivalent of 22 courses of five quarter hours each. (Author/IRT)
arenas and by "federal" those issues that integrally involve relationship
shaped by the federal government and its provinces. Four na-
tional issues are discussed. (1) Issues dealing with matters of
economics and demography; (2) ideological and values issues that
relate both to governance and decision-making and to matters of per-
sonal, educational, and religious beliefs; (3) issues that revolve around
the question of the control of education, and (4) issues that deal
primarily with matters of administrative style. The discussion of na-
tional issues takes up the bulk of the monograph because they far out-
number the federal issues. The federal issues are centered on finance
and the question of national unity. The author concludes that it is on-
primarily with matters of administrative style. The discussion of na-

dional arenas annis....federal' those issues that integrally involve rela-
relationship to the variable in the 56 schools that participated in the Phase I study,
verbal definition of the variable, a description of the distribution of
school districts by four enrollment categories and by five per pupil ex-
dpenditure categories. Definitions of these categories, and the number
of reporting school districts in each are described in detail in Appendix
A. In addition, this report shows how a member of the management
staff of a specific school district can compute staffing ratios for that
school district that are comparable with ratios computed for other
staff of a specific school district can compute staffing ratios for that
school district that are comparable with ratios computed for other

school districts. This program will take the form of technical, scientific,
controlling hazardous asbestos conditions in elementary and second-
ary schools. This program will take the form of technical, scientific,
and Cultural agencies in New York City. The afternoon session ex-
compliance among the many educational

data reported here are in 32 tables for
school districts for four enrollment categories and by five per pupil ex-
penditure categories. Definitions of these categories, and the number
of reporting school districts in each are described in detail in Appendix
A. In addition, this report shows how a member of the management
staff of a specific school district can compute staffing ratios for that
school district that are comparable with ratios computed for other
districts. The morning session was concerned with the topic "The
Child," the Teacher, the Machine" and focused on educational
technology with emphasis on computer-aided instruction. The morn-
ing workshops dealt with "The Child as One of the Continuing Foci of
Education" and "The Role of Technology in Communicating with the
Child." A luncheon keynote speech was on "Connecting Education,
Resources," specifically the coordination among the many educational
and cultural agencies in New York City. The afternoon session ex-
compliance among the many educational

data reported here are in 32 tables for
school districts for four enrollment categories and by five per pupil ex-
penditure categories. Definitions of these categories, and the number
of reporting school districts in each are described in detail in Appendix
A. In addition, this report shows how a member of the management
staff of a specific school district can compute staffing ratios for that
school district that are comparable with ratios computed for other
districts. A worksheet and examples of the computations are included
in this publication. (Author/LD.)

ED 177 736
Price, Gary G. And Others
Overview of School and Unit Variables and Their Structural Relations
in Phase I of the IGE Evaluation.
Wisconsin Univ. Madison. Research and Development Center for Indi-
vidualized Schooling
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—WRDCIS-TR-475
Pub Date—78
Contract—OB-NIE-G-78-0217
Note—78p., Report from the Project on Evaluation of Practices in Indi-
vidualized Schooling
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage $5
Descriptors—Individualized Instruction, *Models, *Program
Evaluation, *Research Methodology, *Elementary Education,
Grade 2, Grade 5, Job Satisfaction, Mathematics Instruction,
Reading Instruction, School Organization, Scale of Moral,
Teaching Method, School Variables
Identifiers—Individually Guided Education

This document provides an overview of the school variables and
unit variables used in Phase I of the Individually Guided Education
(IGE) evaluation. Included in the discussion of each variable are a
verbal definition of the variable, a description of the distribution of
the variable in the IGE schools that participated in the Phase I study,
and the internal consistency of the variable. Also included is a discus-
sion of a structural model that was developed as an expression of how
the school characteristics measured by these variables are supposed to
influence each other in an IGE school. (Author.)

ED 177 741
Lachman, Seymour P. Ed
Fifth Annual Conference on Public and Non-Public Schools: Education
Faces the 80's and Beyond. Proceedings.
City Univ. of New York, N.Y. Center for Advanced Study in Education
Report No.—CASE1:07-79
Pub Date—79
Pub Type—Collected Works—Proceedings (021)
Identifiers—Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage $5
Descriptors—Cooperative Programs, *Coordination, *Cultural
Centers, *Educational Technology, *Environmental Education,
*School Role, Computer Assisted Instruction, Educational In-
novation, Futures of Society, Government Role, Health Educa-
Education, Private Schools, Public Schools, Vocational Education
Identifiers—New York (New York)

The purpose of this conference was to bring together leaders of
public and private schools to discuss matters of mutual concern and
interest. The morning session was concerned with the topic "The
Child," the Teacher, the Machine" and focused on educational
technology with emphasis on computer-aided instruction. The morn-
ing workshops dealt with "The Child as One of the Continuing Foci of
Education" and "The Role of Technology in Communicating with the
Child." A luncheon keynote speech was on "Connecting Education,
Resources," specifically the coordination among the many educational
and cultural agencies in New York City. The afternoon session ex-
compliance among the many educational

data reported here are in 32 tables for
school districts for four enrollment categories and by five per pupil ex-
penditure categories. Definitions of these categories, and the number
of reporting school districts in each are described in detail in Appendix
A. In addition, this report shows how a member of the management
staff of a specific school district can compute staffing ratios for that
school district that are comparable with ratios computed for other
districts. A worksheet and examples of the computations are included
in this publication. (Author/LD.)

ED 177 742
Asbestos School Hazard Detection and Control Act of 1979. 96th Con-
gress, 1st Session.
Congress of the U.S. Washington, D.C. House
Report No.—H.R.96-197
Pub Date—79
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01/PC01 Plus Postage $5
Descriptors—Air Pollution, *Federal Legislation, Waste Disposal,
Compliance Legal, Cost Estimates, Elementary Secondary
Education, Federal Regulation, School Buildings, School Safety
Identifiers—Asbestos, H R 3282 (96th Cong 1st Sess)

This report by the Committee on Education and Labor of the
House of Representatives endorses H.R. 3282, the Asbestos School
Hazard Detection and Control Act of 1979, and also presents minority
views of ten members of the committee. The purpose of this legisla-
tion is to authorize a systematic federal program for identifying and
controlling hazardous asbestos conditions in elementary and second-
dary schools. This program will take the form of technical, scientific,
and financial assistance to local educational agencies, including
private schools. Provisions of the bill and its legislative considera-
tion are presented. Testimony from hearings is summarized about
asbestos health and safety hazards, asbestos exposure in schools,
treatment of school asbestos hazards, and the need for a federal pro-
gram. A section-by-section analysis of the bill and Congressional
Budget Office cost estimates for implementation of this legislation
conclude the report. (Author/MLF.)

ED 177 744
Murray, Sandra K. Murray, Charles A.
National Evaluation of the PUSH for Excellence Project: Phase 1
Evaluation Design.
American Institutes for Research on the Behavioral Sciences,
Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—AIR-78601-67-18R

EA 012 248
EA 012 247
EA 012 242
EA 012 244
EA 012 250
This report aims to reconstruct the experience of the participants within the school districts in the West Kootenay region of British Columbia during the six-week period of a strike/lockout of nonteaching employees. It also attempts to determine the labor dispute's major effects on school performance and to identify ways of minimizing the effects of such a disruption. Although no reliable data are available on the effects on student academic achievement, the evidence is that the dispute generated increased absence and dropout rates for the remainder of the year, particularly at the secondary level. No one factor is sufficient to minimize the effects of the disruptions, nor are the factors purely technical. They are a combination of social and technical variables. The study identified six key factors: They are the attitude of the teaching staff, the degree of responsibility that students are prepared to assume for their education, the amount of parental support, the flexibility of the curriculum and the teachers, and a factor that can override all else, the temperature of the school. The starting point for minimizing the effects of the disruption is the recognition that school is not in regular operation (Author/IRT).

ED 177 748

Andolina, Charlene

Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.

Pittsburgh Univ. Pa

Pub Type - Dissertations/Theses (040)

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

Note - 155p

Available from - University Microfilms International, P.O. Box 1346, Ann Arbor, Michigan 48106 (Catalogue No. 781676522.00 hard copy, $1.00 microfiche)

EDRS Price - MF01/PC07 Plus Postage

Descriptors - Age Differences, Language Acquisition, Learning Disabilities, Speech Communication, Vocabulary Development, Exceptional Child Research, Syntax

Four age levels of 80 learning disabled (LD) students (7.5-8.11, 9.0-10.5, 10.6-11.11, and 12.0-13.5 years) participated in examinations of syntactic maturity and vocabulary richness in their oral language. Ss were shown two films without the sound turned on, and were then tape-recorded as they told the story of the film in their own words. Transcriptions were analyzed with two measures of syntactic maturity (including the Syntactic Density Score) and two of vocabulary richness (Vocabulary Intensity Index and the corrected type-token ratio). Among findings were that a developmental pattern of syntactic maturity existed as measured by the number of T-units (minimal groupings unit) and the average number of words per T-unit, normal children as measured by length of T-unit, experienced periods of rapid growth while LD Ss exhibited gradual progress in their control of syntax throughout the age levels, and there was no observable developmental pattern measured by the Vocabulary Intensity Index and simple type-token ratio. Findings suggested that observation and analysis of oral language should be an integral part of classroom assessment procedures. (CL).
Twenty papers presented at the Oregon state conference on "Inservice Physical Education and Public Law 94-142" are included in the volume. The first section focuses on in-service challenge and includes papers on subjects such as the accountability of inservice training for implementation of Public Law 94-142, the practical implications of research in physical education, and needs assessment methodologies for inservice. The second section presents inservice models such as a field based model of physical education for the handicapped, a model staff development program for physical educators, a motor development inservice system for the rural area, and a motor development inservice training project. The final section considers inservice for special groups. Among topics covered are a psychosocial approach to inservice physical education, administrative inservice considerations, and an inservice model for university facilities.

ED 177750
Smith, Carl R. Identification of Youngsters with Emotional Disabilities. Iowa State Dept. of Public Instruction, Des Moines
Pub Date—76
EDRS Price—MF01/PC01 Plus Postage
A clarification of the identification process for emotionally disturbed children is presented. Traditional definitions of emotional disturbance (ED) are explored and four behavioral clusters within traditional definitions are presented. The four are withdrawal from social interaction (autism), unsatisfactory interpersonal relationships, consistently inappropriate behavior under normal circumstances, and a general pervasive mood of unhappiness or depression. Other factors to be considered in the identification of ED are consistency, intensity, duration, and age appropriateness. Diagnostic information should be obtained from home interviews with the parents, observational data (behavioral checklist, formal observation, interview with student), self-inventories and projective measurement, and clinical consultation. The rationale for identification is discussed as well as educators' fears of the possible negative side effects of labeling, and their lack of competency in identifying ED. The author concludes that by identifying children with ED, the teacher begins a remediation process.

ED 177751
Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date—79
Contract—J-LEAA-008-7
Note—73p
EDRS Price— MF01/PC01 Plus Postage
The training manual of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is intended for personnel involved with Youth Service Bureaus and other diversion projects which provide direct services to delinquent or predelinquent youths with the hope of preventing initial or further involvement with the Juvenile Justice System. Section I, "Orientation and Overview," describes objectives of the OJJDP and local project organization and objectives. Section II is on the diversion orientation curriculum and describes five modules: rationales for diversion, guidelines for diversion, components of diversion projects, evaluation of diversion projects, and the local diversion project. Each module outlines concepts and training tasks and suggests available training resources. Section III is on designing an orientation program and includes subsections on such aspects as assessment of needs, management style and training, multiple media, preparation of training agendas, assessment and evaluation activities, and a sample 2 day diversion orientation agenda. (DB)

ED 177752
Pub Date—79
EDRS Price—MF01/PC01 Plus Postage
Identifiers—Scouting
The document points out the merits of scouting as a recreational program for the handicapped, and considers the YMCA's (Young Men's Christian Association's) Project MAY (Mainstreaming Activities for Youth) and the Boy Scouts of America's (BSA) Scouting for the Handicapped program. Dimensions of scouting seen as beneficial for the handicapped include its career education and recreational dimensions. It is explained that Project MAY is a 3 year project to assist national youth serving agencies in planning, developing, implementing, promoting, and evaluating a cooperative, coordinated training program aimed at mainstreaming handicapped youth into regular youth programs. Sections also address the BSA program, the National Resource Handbook on Scouting for Handicapped Children, the National Institute on Special Recreation, and recent developments in special recreation (such as the inclusion of therapeutic recreation in services that can be provided if written into the individualized educational plan). (SBH)

ED 177754
Spons Agency—National Center on Child Abuse and Neglect (DHHEW/OHD), Washington, D.C.
Pub Date—79
Contract—90-C-8651(02)
Note—356p.; Kit includes a 10 unit curriculum; Trainer's guide, overhead transparencies for each session, two film strips with each cassette titled Child Abuse and Neglect: 'What the Educator Sees' and Child Abuse and Neglect: 'What the Educator Can Do' Film Kit; cassette not available from EDRS
Available from—Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, VA 20291 ($35.00)
Pub Type—Non-Print Media (1.00)
The multimedia package for educators was developed from 22 demonstration training projects and is on the prevention and treatment of child abuse and neglect. The package contains two filmstrips with associated tape cassettes, a trainer's guide, and individual packets for ten training sessions (each containing transparencies, worksheets, and resource materials). Training information and suggestions are included in the guide.
gested activities are given for each of the 10 sessions covering the following eight topics: the problem/responsibility (basic information about child abuse and understanding of the educator's responsibilities), identification (recognition of the indicators of child abuse and neglect); community response (relationship of the educator to other community agencies), policy (development of school policy in the context of a coordinated community effort), the school based team (for the prevention and treatment of child abuse and neglect), school programming (use of school programs and educators to provide support services to the child and family), the community team (the position of the educator on the community multidisciplinary team); and community outreach. The two filmstrips consider what the educator sees and what the educator can do. Both individual and program evaluation materials are provided. (PHR).

ED 177 755   EC 120 773
Litrow, Alan J.
San Diego State Univ. Calif. Dept. of Psychology
Spons Agency—Bureau of Education for the Handicapped
(DHEW/OE), Washington, D.C.
Pub Date—78
Contract—GO07500670
Note—91p.; Print is marginally legible on some pages
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—Performance Criteria, Self Concept, Self Control,
Skill Development, Task Performance, Trainable Mentally
Handicapped, Exceptional Child Research, Generalization, Lear-
ing Processes, Program Evaluation, Self Reward, Training
Methods
The purpose of the project was to develop and evaluate a training program in self regulatory skills with approximately 40 trainable mentally retarded students (TMR) (mean age 18 years) and to determine the effect of the acquired self regulatory skills on task performance and self concept. In Phase I, six preliminary studies attempted to determine (1) whether TMR students could perform these requisite skills, (2) if these skills could be developed in students who did not have them, and (3) the effects of these acquired skills on task performance. Results indicated that few TMR students had appropriate self regulatory skills, but that these skills could be acquired, generalized, and retained as a result of a brief training period. The second phase involved evaluation of a training program with features appropriate to other structured (e.g. classroom) situations. Two groups were trained in the component self regulatory skills of self monitoring, self evaluation, and self reward, with one group having appropriate external standards of performance set and the other allowed to set its own standards of performance. Two additional groups served as controls. Results indicated (1) that trained students reached criterion and independently transferred self regulatory skills to new tasks; (2) that trained students, especially those who set their own appropriate standards, outperformed other groups; and (3) that there were no differences in self concept between the trained and control groups. (PHR).

ED 177 758   EC 120 884
Standards for Captioling Film and Television Programs for Deaf Children. Final Report.
New York Univ. N.Y. Deafness Research and Training Center
Spons Agency—Bureau of Education for the Handicapped
(DHEW/OE), Washington, D.C.
Pub Date—77
Contract—G007407451
Note—22p.; Best copy available
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—Captions, Cognitive Processes, Cognitive Style,
Deafness, Material Development, Memory, Visual Learning,
Exceptional Child Research, Films, Hearing Impairments, Televi-
sion
The paper reports results and discusses implications of three studies on captioning films and television programs for deaf audiences. Study I dealt with the short-term visual memory required in recognition of fingerspelled letters, while study II focused on serial position effects and forward making (interference produced by first stimulus on the second), and study III concerned the generalizability of differences from results with fingerspelling across systems of linguistic symbols. Implications of the research for short-term memory strategies and letter recognition are discussed in terms of individual differences in coding strategies, letter recognition and task demands, and the interaction of the task and individual differences in coding strategies. Practical implications for captioning are seen to cover future research study design and to indicate the possibility that because of differences in cognitive modes there is no one optimal means of captioning material for deaf students. (CL).

ED 177 759   EC 120 885
A Summary of a Conference to Analyze Language Review Findings.
Final Report.
Rehab Group, Inc. Arlington, Va
Spons Agency—Bureau of Education for the Handicapped
(DHEW/OE), Washington, D.C.
Pub Date—77
Contract—300-76-0561
Note—78p
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—Conference Reports, Handicapped Children,
Language Acquisition, Language Research, Evaluation
Methods, Intervention, Research Needs, State of the Art Reviews
The report summarizes a 1976 conference designed to analyze the findings and recommendations of three studies of language development in young handicapped children. It is explained that project directors and language researchers attended the Bureau of Education for the Handicapped—sponsored conference. A summary of conference discussion is presented on the findings and recommendations from a Boston University study on assessment instruments; a University of Kansas study on the assessment of language-related skills of pre-linguistic children, and establishment of a computer based storage and retrieval system for language literature; and a study at George Peabody College of a model of valid language approaches for clinicians. Suggestions regarding areas of future research, methodologies, and procedures are discussed regarding areas of language acquisition and care-giver/child interactions, intervention strategies with handicapped children, and design of assessment instruments and procedures. (CL).

ED 177 760   EC 120 886
Ryan, Bruce P., Gray, Burt B.
Follow Up Study on the Dissemination of Programmed Language In-
Behavioral Sciences Inst. Carmel Calif
Spons Agency—Bureau of Education for the Handicapped
(DHEW/OE), Washington, D.C.
Report No.—443CH50103
Pub Date—76
Contract—G007500666
Note—96p.
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—Handicapped Children, Language Programs,
Program Development, Program Evaluation, Success, Teacher
Characteristics, Identifiers—Monterey Language Program
The report details implementation of the Monterey Language Pro-
gram and the Monterey Plan, a systematic procedure for teaching language to handicapped children, in 16 sites. Data is explained to have been based on 136 questionnaires completed by administrators, supervisors, and language teachers, 109 interviews, and 41 on-site observations. Primary questions are said to have focused on how many language teachers still use the product, how well, and why they use it. Among findings discussed are that 63% of the language teachers were still using the program with a 90% accuracy. Characteristics of language teachers still using the program are described, as are characteristics of successful projects and of teachers who do not still use the program. Ten guidelines highlight such im-
plementation. Considerations as provision of practicum procedure with real students, encouragement of individual teachers to make
minor modifications in the procedure, and development of a responsi-

bility yet easy to administer evaluation system. (CL).

ED 177 761  EC 121 112

Kranz, Bella
Multi-Dimensional Screening Device (MDSD) for the Identification of
Gifted/Talented Children.
North Dakota Univ, Grand Forks. Bureau of Educational Research
and Services
Pub Date—78
Available from—Bureau of Educational Research and Services,
University of North Dakota, Grand Forks, North Dakota 58202
($1.50)
Pub Type—Guides, Methods, Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage, PC Not Available from EDRS
Descriptors—Cultural Pluralism, Gifted, Screening Tests, Talent,
Talent Identification, Creativity, Cultural Differences, Evaluation
Methods, Guidelines, Models, Test Bias, Identifiers—Multi-Dimensional Screening Device

The monograph presents a model for identifying gifted, talented
children which is based on a multidimensional concept of intelligence,
designed to include the less accepted school population in its initial
search, and used to a staff development program for teachers who
must be part of the screening process. Rational for the Multi-
Dimensional Screening Device (MDSD) is discussed, and seven steps
in implementing the MDSD are outlined, beginning with staff
development and individual rating of students to selection of children
by a local screening committee. Definitions and examples of the
following 10 categories in the MDSD are listed: ability in the visual
arts, ability in the performing arts, demonstrated creative or produc-
tive thinking, academic ability in a particular discipline, general in-
tellectual ability at or above 1 out of 100 range, leadership qualities,
organizing, and decision making, psychomotor history and abilities;
history and use of spatial and abstract thinking, high discrepancy be-

Utah State Univ, Logan
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-74-9927
Note—339p., Some print is small and may be difficult to read
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC14 Plus Postage
Mental Retardation, *Rural Areas, Exceptional Child Research,
Higher Education, Instructional Materials, Mental Retardation,
Program Effectiveness, Teaching Methods
Identifiers—Handicapped

The effectiveness of two courses designed to train regular
classroom teachers in rural areas to teach mildly handicapped children
in their classrooms was examined. The courses covered teaching
methods and materials and included self instructional materials. A
posttest only control group design was employed. Data were collected
on four measures, a criterion referenced test covering each course, a
classroom observation and recording form, and a teacher inventory.
Results indicated that teachers in the experimental group made
significantly fewer errors on the criterion referenced tests and used
more of the recommended techniques than teachers in the control
group. No significant differences were found in perceived job
satisfaction or teaching effectiveness. (Among 13 appendices are sample
criterion referenced tests and rating forms.) (CL).

ED 177 766  EC 121 117
Walker, Hill M. and Others
Research Program II, Project B: An Experimental Approach to the
Development of Intervention Programs for Factorially Derived
Groupings of Deviant Classroom Behavior, Manual, Rating In-
structions, and Coding Criteria for the Observation Schedule for
Acting Out Syndrome,
Oregon Univ, Eugene. Dept. of Special Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—71
Pub Type—Tests, Questionnaires, Evaluation instruments (160)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Behavior Problems, *Behavior Rating Scales,
*Classroom Observation Techniques, Emotional Disturbances,
Observation, Peer Relationship, Records Forms, Tests

The paper describes a method of observation and data recording for
use with the acting-out child in the classroom. The form is explained
to provide a record of behavior, measure rate and note consequent
social responses to the child's behavior from the environment, while
also monitoring the behavior of the child's peers during observation
sessions. The observation procedure is detailed, and code criteria is
explained for classroom behavior (individual work, group activity,
nonattending, noise—nonverbal, vocalization, physical contact; move-
ment; vocal initiation to subject; responses (attention, praise, disap-
proval, compliance, noncompliance, physical contact); and response
agents (teacher, peer, observer). A criterion code test with answers is
included. (CL).

ED 177 768  EC 121 119
Mainstreaming Handicapped Individuals, Parks and Recreation Design
Standards Manual,
Illinois State Dept, of Conservation, Springfield
Pub Date—78
Available from—Department of Conservation, Bureau of Land and
Historic Sites, 405 E. Washington, Springfield, Illinois 62706
(Free)
Pub Type—Guides, Methods, Techniques—Non-Classroom Use (053)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—Architectural Barriers, *Design Requirements, 
Guidelines, Physical Disabilities, Standards

Intended as a guide for designing and constructing accessible
buildings and park facilities for handicapped persons, the manual
details design considerations for the following areas: parks and recrea-
tion areas, identification signs, parking, trails, picnic areas, furni-

Henderson, Hyrum S.
The Development of Mediated Training Programs for Workers with the
Handicapped. Final Report

ED 177 763  EC 121 114

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Type—Research (145)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—Architectural Barriers, *Design Requirements, 
Guidelines, Physical Disabilities, Standards

Intended as a guide for designing and constructing accessible
buildings and park facilities for handicapped persons, the manual
details design considerations for the following areas: parks and recrea-
tion areas, identification signs, parking, trails, picnic areas, furni-

minished, camp sites, boating, fishing, play and same areas, swimming
areas, amphitheaters, lodges/cabins, public telephones, toilet rooms, fountains, walls, curb cuts, ramps, rest areas, entrances/exits, floors/corridors, handrails, stairs, elevators and hand controls, and control devices. Each section includes drawings or photographs to illustrate design specifications. (CL).

ED 177 769  
EC 121 120  
Administration for Children, Youth, and Families (DHEW), Washington, D.C.  
Pub Date--79  
Pub Type--Reports--Evaluative/Feasibility (142).  
EDRS Price--MF01/PC03 Plus Postage  

The sixth annual report to Congress on Head Start services to handicapped children details the number and type of children served for the 1977-78 year and the 1977 summer program. An introductory section provides background information, including an overview of Head Start policies regarding handicapped children. Chapter 2 presents findings on the number, types of handicaps, and severity of handicaps served. Among results cited are that handicapped children accounted for 13% of the total enrollment in full year programs; and that the distribution of handicapped children categorized by primary handicap condition ranged from 52.7% speech impaired to 6.6% blind. Chapter 3 summarizes the following types of Head Start services: outreach and recruitment, diagnosis and assessment, mainstreaming and special services, training and technical assistance, and summer Head Start programs. Results of a 2-year study on mainstreaming in Head Start are included. Among four appendices are survey results of handicapped children in Head Start by state. (CL).

ED 177 770  
EC 121 121  
Guess, Doug And Others  
Kansas Neurological Inst. Topeka  
Pub Date--77  
Contract--OEC-0-74-9184. R0077FPA  
Pub Type--Information analyses/State-of-the-Art Materials (070).  
EDRS Price--MF01/PC07 Plus Postage  
The first of four documents assesses the state of the art in the area of speech and language intervention for preschool handicapped children. It is explained in an introductory chapter that the report is designed to furnish an overview of existing programs and procedures which exemplify the field and identify critical issues which currently exist in a behavioral analysis of language intervention efforts for handicapped children. Chapter 2 reviews the intervention procedures for language related behaviors which include audiometric training procedures and the training of generalized imitation skills. Chapter 3 considers investigations where operant based intervention procedures and techniques have been applied to specific areas of linguistic behaviors (semantic development, morphology, syntax, spontaneous speech, and inappropriate speech and language). The purpose of Chapter 4 is to review and assess some of the more prominent comprehensive language programs currently available including the Illinois Program for Systematic Language Instruction, the Peabody Language Development Kit, and the Non-Speech Language Intervention Program. Described are the theoretical underpinnings of each program, the supporting data if available, prerequisite skills for entering the program, content areas, cost of purchase, source, and other information unique to the program. Chapter 5 addresses several of the conceptual issues which have served as areas for debate and controversy (such as the relationship between productive speech and receptive language, and the sequencing of linguistic structures). (Author/SHB).

ED 177 771  
EC 121 122  
Longhurst, Thomas M.  
Kansas Neurological Inst. Topeka  
Pub Date--77  
Contract--R0077FPA  
Note--412p. ; For related information, see EC 121 121-124  
Pub Type--Information analyses/State-of-the-Art Materials (070).  
Reference Materials--Bibliographies (131).  
EDRS Price--MF01/PC17 Plus Postage  
The second of four documents provides a summary of the scientific literature pertaining to spontaneous language acquisition in handicapped preschool children, and reviews and evaluates procedures for assessing language acquisition in these children. Chapter 1 focuses on language development in nonhandicapped children after they have acquired their first word to the time they begin school. The skills that are acquired by nonhandicapped children during this relatively short time period are reviewed for handicapped children in Chapter 2. Sections in this chapter focus on the following specific handicapping conditions: acoustically handicapped, neurologically handicapped, emotionally handicapped, and mentally handicapped. Also addressed are the effects of institutionalization, influence of brain damage, Down's syndrome children, developmental delay vs. specific deficit, and the critical period. Chapter 3 contains a review of some of the issues, assumptions, and current approaches to language assessment in young children. The assessment paradigm, test standardization, phonological assessment, morphological and syntactic assessment, vocabulary and basic concepts assessment, global language tests, and communication assessment are considered. Appendices contain specific descriptions of speech and language assessment procedures grouped into general development and performance, global language, phonological, morphological, and syntactic, and vocabulary and basic concept assessment procedures. A bibliography completes the document. (Author/SHB).
## Indexes

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This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the Thesaurus of ERIC Descriptors and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.

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80-0000
Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.

Project Director: Hooper, James
Organization: Seward County Community Junior College
Address: Liberal, KS 67801
Telephone: (903) 781-9002

Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control Number: 80-133-11
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,680

Note: This project also received $8,680 in local funds for FY 1980.

Identifiers: Proposal, State

A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analysis will be performed to identify and delineate skills and competencies needed by solar technicians.
PROJECTS IN PROGRESS
State-Administered Projects

Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (Pl 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete, names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

ALASKA
Curriculum Development (Sec. 133)

000323
Career and Vocational Education Program Articulation—Electronics and Energy.

Project Director: Davis, E. E.
Organization: Anchorage Borough School District, 4600 DeBarr, Pouch 6614, Anchorage, AK 99502
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: 000323
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $19,364
Identifiers: State, Proposal

Individualized, competency-based programs in electronics and energy will be developed, and vocational educators will be trained in their use. Business and industry will be involved in developing and delivering competency-based experiences in electronics. Secondary and postsecondary guidance counselors will receive training and technical assistance in vocational and career counseling with special emphasis on electronics and energy. Electronics employers will be surveyed, and articulation agreements with industry developed. A 'Handbook for Delivery of Guidance/Placement/Follow-up' will be developed. A long-range plan for meeting the manpower needs of the region will be developed. Products will also include two staff development modules, 'Rationale and Purpose' and 'Development Process'; a ten-minute audiovisual presentation on 'Your Role in Education as a Community Resource'; and annotated bibliographies of electronics, individualized competency-based education, and career guidance. An adopter's guide that identifies steps for articulating programs will be developed, and a newsletter will be published bimonthly. Formative and summative evaluations will be carried out. A three-credit summer institute on various program components will be held for thirty vocational educators selected from throughout the state.

ARKANSAS
Research (Sec. 131)

000346
Developing and Field Testing Instructional Modules for the Office Procedures Curriculum at the Secondary School Level.

Project Director: Clayton, Dean
Organization: University of Arkansas, Fayetteville, AR 72701
Telephone: (501) 573-4758
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,364
Identifiers: State, Proposal

Instructional units to support objectives in one of three clusters developed under a previously funded articulation project in business education will be developed and field tested. Clusters which might be included in curriculum development and instructional strategies projects will be determined; instructional manuals for articulation in business education—office procedures will be developed, field-tested, and piloted; a student competency profile sheet will be developed; and materials will be disseminated. Office procedures teachers will develop and field test the materials. A final report will be delivered.

000347
Vocational Education In-service Training for Areas Impacted by New Lignite Industry.

Project Director: Robinson, Fred
Organization: Warren Area Vocational Center, Warren, AR 71671
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: R80-01A (F1293)
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $7,430

The role of vocational education in meeting the emerging economic, educational, and training needs of new industry will be determined. A study of lignite mining will be made to determine the impact of industrial growth on a community; comparative analyses will be conducted of data collected on an area where lignite mining is impacted and on an emerging lignite mining area in southeast Arkansas. An assessment of the capability of secondary and postsecondary vocational programs to meet lignite mining and power production industry needs will be conducted. As a result, plans will be made for staff...
Project Resumes

A system for local education personnel at secondary and community college levels to use for identifying new and emerging occupations in California will be developed. Alternative methods and procedures will also be provided for performing task analyses of occupations to collect data for making educational decisions and developing secondary and community college instructional programs. A handbook containing the process and procedures will be developed; 500 copies will be printed and disseminated to the state department of education and chancellor's office, California community colleges. The system will enable local education agency personnel to quickly reflect employment market changes in classroom programs.

Strategies for Strengthening Rural Vocational Programs.

Project Director: Twomey, John P.
Organization: Planning Associates, 2011 L Street, Suite 4, Merced, CA 95340
Telephone: (209) 385-0820

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 8533
Funding Period: Start Date 08 Aug 79, End Date 30 Jun 80
Fiscal Year Funding: $28,000 (Charged to FY 1979)

Identifiers: State, Proposal

Rural vocational education needs will be documented and strategies developed to meet them. Trial strategies will be implemented at eight secondary schools and community colleges. Progress will be assessed, and necessary continuing activities determined. A system for determining project impact on instruction, including indirect improvements through increased participation, will be designed, reviewed, and modified. In-service activities will be conducted, and a final report delivered.

Exemplary and Innovative (Sec. 132)

Career Activities for Relevant Education (CARE).

Project Director: Rice, Don W.
Organization: Imperial County Superintendent of Schools, 155 South Eleventh Street, El Centro, CA 92243

Sponsoring Agency: California State Dept of Education, Sacramento

Contract/Control No.: 12-10132-3-0-426
Funding Period: Start Date 15 Apr 80; End Date 15 Jun 81
Fiscal Year Funding: $10,000

Identifiers: State, Proposal

A career guidance program for students in grades K-8. CARE will be infused into the regular and special education classes. In addition, the program will be used as a model for three one-day staff development workshops which will include techniques and procedures for using CARE materials and resources to implement a career guidance program. Evaluations will be collected from three sources: (1) a student participant's evaluation of the effectiveness of the materials and presentations; (2) a measurement of improved delivery of career guidance services to instructional personnel at the end of the project; and (3) administrative review of pre- and posttest materials.

Vocational Assessment System and Cooperative Work Experience Model for Disabled Students.

Project Director: Hans, David
Organization: Vista College, Peralta Community College District, 2020 Milvia Street, Berkeley, CA 94704
Telephone: (415) 841-8444

A system for local education personnel at secondary and community college levels to use for identifying new and emerging occupations in California will be developed. Alternative methods and procedures will also be provided for performing task analyses of occupations to collect data for making educational decisions and developing secondary and community college instructional programs. A handbook containing the process and procedures will be developed; 500 copies will be printed and disseminated to the state department of education and chancellor's office, California community colleges. The system will enable local education agency personnel to quickly reflect employment market changes in classroom programs.

Strategies for Strengthening Rural Vocational Programs.

Project Director: Twomey, John P.
Organization: Planning Associates, 2011 L Street, Suite 4, Merced, CA 95340
Telephone: (209) 385-0820

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 8533
Funding Period: Start Date 08 Aug 79, End Date 30 Jun 80
Fiscal Year Funding: $28,000 (Charged to FY 1979)

Identifiers: State, Proposal

Rural vocational education needs will be documented and strategies developed to meet them. Trial strategies will be implemented at eight secondary schools and community colleges. Progress will be assessed, and necessary continuing activities determined. A system for determining project impact on instruction, including indirect improvements through improved management and innovative instructional strategies and methodology, will be designed, reviewed, and modified. In-service activities will be conducted, and a final report delivered.

Exemplary and Innovative (Sec. 132)

Career Activities for Relevant Education (CARE).

Project Director: Rice, Don W.
Organization: Imperial County Superintendent of Schools, 155 South Eleventh Street, El Centro, CA 92243

Sponsoring Agency: California State Dept of Education, Sacramento

Contract/Control No.: 12-10132-3-0-426
Funding Period: Start Date 15 Apr 80; End Date 15 Jun 81
Fiscal Year Funding: $10,000

Identifiers: State, Proposal

A career guidance program for students in grades K-8. CARE will be infused into the regular and special education classes. In addition, the program will be used as a model for three one-day staff development workshops which will include techniques and procedures for using CARE materials and resources to implement a career guidance program. Evaluations will be collected from three sources: (1) a student participant's evaluation of the effectiveness of the materials and presentations; (2) a measurement of improved delivery of career guidance services to instructional personnel at the end of the project; and (3) administrative review of pre- and posttest materials.
Curriculum Development (Sec. 133)

000352
In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry.
Project Director: Gish, Veal
Organization: Sierra Joint Community District, 5000 Rocklin Road, Rocklin, CA 95767
Telephone: (916) 626-3333
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 31-66963-3-0-352
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 81
Fiscal Year Funding: $6,374
Identifiers: State, Proposal

An advisory committee composed of five agricultural chemical industry representatives and five agriculture instructors will be established to develop new job descriptions for the industry and articulate appropriate curriculum guidelines for the community college. Results will be disseminated through annual meetings and conferences of both groups. Guidelines for subsequent annual evaluations of industry-education relationships will be developed.

000353
Health Careers Curriculum Module Development.
Project Director: Munz, Larry M
Organization: San Bernardino County Superintendent of Schools, 602 S Tiptpecnoe Avenue, San Bernardino, CA 92415
Telephone: (714) 383-2091
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 36-10483-3-0-308
Funding Period: Start Date 02 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $4,500
Identifiers: State, Proposal

In one component of this project, a module will be developed to explain in detail how to organize and use advisory committees for overall program review and improvement in overcoming sex bias, and in helping to recruit and retain disadvantaged and handicapped students in health careers programs. The second module will show how to efficiently select, schedule, and use community-based facilities to help prepare students in health careers. An evaluation instrument which will measure the effectiveness of the modules in accomplishing program improvement and appropriateness of in-service presentation and format presented will be included. Three hundred copies of the modules will be prepared and disseminated at the spring conference of the California Association of Health Career Educators.

000354
Project Director: Bush, Keith
Organization: East Side Union High School District, 830 N Capitol Avenue, San Jose, CA 95133
Telephone: (408) 926-7603
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 43-69427-3-0-312
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 81
Fiscal Year Funding: $56,000
Identifiers: State, Proposal

In phase 3 of this project, technical curriculum materials in electricity and electronics for grades 11 and 12 will be completed. Using the competency-based cluster approach previously developed, the project will formulate twenty-six additional instructional learning modules which will provide the students with the competencies for entry-level occupations and specialization. The modules together with the curriculum guide outcome will provide both the student and teachers with an updated, articulated, and cohesive program to meet the technical needs of the area.

000355
Development of Attitudinal Components for the California Business Education Program Guide.
Project Director: Whitman, Patricia D.
Organization: Los Angeles County Superintendent of Public Schools, 3930 East Imperatir Highway, Downey, CA 90242
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 19-10199-3-0-309
Funding Period: Start Date 15 Feb 80; End Date 30 Jun 81
Fiscal Year Funding: $20,000
Identifiers: State, Proposal

Four multimedia instructional modules in the following areas will be developed: positive attitudes and values to facilitate success, leadership decision-making skills, economic understanding and consumer decisions and their relationship to job performance, and business organization and operation. Each module will contain a student instructional manual, teacher's guide, pre- and posttest, student working papers, and appropriate cassette tapes and slides or film strips. The materials will be appropriate for all office education students including disadvantaged, handicapped, and limited English-speaking. The modules will contain materials to help students deal with problems of sex bias and sex stereotyping and will be reviewed to ensure that they are not biased or discriminatory.

000325
Learning Activity Packages.
Project Director: Bender, Vivian
Organization: Riverside County Superintendent of Schools, 4015 Lemon Street, Riverside, CA 92509
Telephone: (714) 686-1740
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 33-10330-3-0-304
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $19,690
Project Resumes


Identifiers: State, Proposal

A minimum of three learning activity packets (LAPs) will be completed for each of four previously completed core curriculum guides on dental auxiliary occupations, nursing, medical assisting, and hospital health services. The LAPs will be free from sex bias and stereotypes and will include strategies to improve the balance of males and females in the programs. The LAPs will also be designed for disadvantaged and handicapped students. Four project consultants and expert panels will be formed from health occupation and community college health science professor members, health program administrators, and students will participate in the project development. In-service workshops will be held to disseminate the LAPs.

000326

New Curriculum for Business Education
Project Director: Nelken, Ira
Organization: Ira Nelken and Associates, Inc, 315 Orient Street, Chico, CA 95926
Telephone: (916) 895-8177
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 8334
Funding Period: Start Date 08 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $64,680 (Charged to FY 1979)


Identifiers: *Emerging Occupations, State, Proposal

A comprehensive, performance-based instructional program based on the California business education program guide format will be developed for use in community colleges and high schools. Curriculum and instructional strategies will focus on new and emerging occupations in business education: legal and medical clerical, banking and finance, and word processing. Tasks performed by entry-level workers will be defined; performance objectives developed, and criterion referenced performance tests developed, validated, and revised. Nine one-day workshops will be presented statewide. Three thousand copies each of the four publications will be printed.

COLORADO

Research (Sec. 131)

000329

Area Vocational School Delivery System
Project Director: Spooner, Kendrick L.
Organization: Center for Education and Management, Inc, 25455 Weld County Road 50, Kersey, CO 80644
Telephone: 284-6272
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: R 80-2
Funding Period: Start Date 01 Jan 80; End Date 30 Aug 80
Fiscal Year Funding: $19,495


Identifiers: State, Proposal

A management information system review of each area vocational school (AVS) delivery system will be conducted to describe the structure, services, programs, problems, and other characteristics, the impact of services to students, and the local school administrators' perceptions of the AVS system. Secondary school and AVS administrators will be surveyed, and site reviews of selected area vocational schools and their cooperating schools will be completed. A final evaluation report and abstract will be prepared, and a presentation will be made at the Colorado vocational education workshop.

000328

Identification of Factors Causing No-Shows and Noncompleters in Vocational Education Programs
Project Director: Spooner, Kendrick L.
Organization: Center for Education and Management, Inc, 25455 Weld County Road 50, Kersey, CO 80644
Telephone: 284-6274
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: R 80-4
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $9,160

Descriptors: *Dropout Identification, *School Holding Power, *Dropout Prevention

Identifiers: State, Proposal

This study will identify no-shows for vocational programs, non-completers of vocational programs, and reasons why students do not show up for class or do not complete programs. Recommendations will be developed to improve the percentage of completers and decrease the number of no-shows. Counselors will also be surveyed. A final technical report and a popularized final report will be written, a presentation will be made at a summer workshop.

000327

Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education
Project Director: Luchsinger, Leland B.
Organization: Colorado State University, Fort Collins, CO 80523
Telephone: 491-5267
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: R 80-7
Funding Period: Start Date 08 Feb 80; End Date 30 May 80
Fiscal Year Funding: $4,949

Descriptors: *Employer Attitudes, *Associate Degrees, *Certificates, Job Skills

Identifiers: State, Proposal

Major employers of vocational program graduates will be surveyed to determine whether any significant differences exist in the way employers view and accept vocational program graduates with AA/AS degrees versus those with certificates or AOS degrees. The relative merits, if any, to vocational program graduates of associate degrees versus certificates or AOS degrees, when programs are of equal occupational content, quality, and length, will be determined. A literature review will be completed. A final report and a valid, reliable, tested instrument for surveying business and industry will be produced.

CONNECTICUT

Exemplary and Innovative (Sec. 132)

000356

Hispanic Vocational Exploration Project
Project Director: Fletcher, Lillian Morales
Organization: Nuestra Casa, Inc, 60 Jay St New London, CT 06320
Sponsoring Agency: Connecticut State Dept. of Education, Hartford
Contract/Control No.: PS79-1875
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $30,600


Identifiers: State, Proposal

Orientation courses will be offered to small groups of Hispanic youths at regional vocational and technical schools to broaden the occupational aspirations and opportunities for youth with academic, social, or personal handicaps. An ongoing dialogue with the vocational and technical schools will be initiated to evaluate the validity of the project and to explore further possibilities for serving the population and increasing the number of Hispanic students in voca-
Computerized Management System for Competency-Based Curriculum.

Project Director: Shumate, Gloria
Organization: St. Petersburg Vocational-Technical Institute, P.O. Box 4860, Clearwater, FL 33758
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $35,000

Project objectives will include facilitating the conversion from traditional to competency-based curricula, computerizing the management of student competencies, measuring program effectiveness, and providing student placement and follow-up information. A model computerized management system for competency-based vocational education will be developed. Procedures will include identifying specific programs and competencies to be computerized, developing a system for generating data, utilizing data to implement competency-based programs and to measure student achievement for job placement and assessing student achievement data for program planning and articulation between vocational programs and institutions.

Context Evaluation and Status Study of Vocational Education in Florida.

Project Director: Stakenas, Robert
Organization: Florida Atlantic University, Boca Raton, FL 33432
Phone: (404) 678-5111
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract Control No.: 0-2C21
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $19,500

Project objectives include the development of a comprehensive model to study the vocational education system in Florida. The study will assess the impact of the state student assessment test on the participation of secondary students in vocational education. Remediation practices and their results, the effects of functional literacy and basic skills tests, the effects of funding policies and program innovations, and the holding power of vocational programs will be among the areas investigated. Based on data analysis a final report including recommendations will be delivered.

Systematic Model for Validating Equipment Uses in Selected Marketing and Distributive Education Programs.

Project Director: Buchner, Leroy, Gildan, Kate
Organization: Florida Atlantic University, Boca Raton, FL 33432
Phone: (305) 399-5100
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $4,800

Project objectives include developing a systematic model for validating equipment uses in selected marketing and distributive education programs. The study will provide a comprehensive description of how equipment is used in selected programs and for determining the validity of existing equipment use policies. Data will be collected and analyzed to develop recommendations for improving the use of equipment in these programs.

Systematic Approach to the Establishment and Validation of Equipment Standards in Selected Program Areas.

Project Director: Heggen, James
Organization: Florida A&M University, Tallahassee, FL 32307
Phone: (904) 599-3529
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-I1C11
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $50,000

Project objectives include establishing and validating equipment standards in a selected program area. A multi-disciplinary team will conduct an evaluation of equipment standards and present findings to the state board of nursing. Recommendations will be developed for the state education system. The project will establish a comprehensive list of competencies and related equipment needs and provide a model for equipment selection.
ing the space requirement for each piece of equipment will be developed and field tested. Criteria will be established for equipment standards and validation procedures, taking into consideration systems now used. The project should result in a model for selecting, purchasing, and maintaining vocational education equipment. A final report will be delivered.

000363
Assessment of Needs Related to Sex Bias and Sex-Role Stereotyping in Florida Vocational Programs.
Project Director: Sorg, Steven
Organization: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,000
Identifiers: *Needs Assessment, *Sex Bias, *Sex Fairness, Sex Role, Sex Stereotyping, Measurement Techniques

Exemplary and Innovative (Sec. 132)

000320
Florida Vocational-Technical Education Consortium of States (V-TECS) Development Project.
Project Director: Becker, William J.
Organization: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1D11
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,500
Identifiers: State, Proposal

000364
Reduction of Sex Stereotyping in Vocational Education Programs.
Project Director: Becker, William J.
Organization: University of Florida, Gainesville, FL 32611
Telephone: (904) 392-0502
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1D11
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,500
Identifiers: State, Proposal

in reducing sex stereotyping. Programs in Florida which have been successful in eliminating stereotyping and activities which have been implemented will be identified and contrasted with less successful programs and activities. An advisory committee of four teacher educators and four regional supervisors will serve as consultants. A research report will be delivered.

000365
Designers' Showcase House Student Project.
Project Director: Shumate, Gloria
Organization: St. Petersburg Vocational-Technical Institute, P.O. Box 4688, Clearwater, FL 33718
Telephone: (813) 442-1171
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1D13
Funding Period: Start Date 01 Mar 80, End Date 30 Jun 80
Fiscal Year Funding: $2,500
Identifiers: State, Proposal

GEORGIA

Research (Sec. 131)

000330
Project to Develop and Field Test a Student Assessment System.
Project Director: O'Kelly, George, Jr.
Organization: University of Georgia, 626C Aderhold Hall, Athens, GA 30602
Telephone: (404) 542-3891
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Project Resumes

IDAHO
Research (Sec. 131)

000367
Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia.
Project Director: Easton, Ken
Organization: Athens Area Vocational-Technical School, U.S. Highway 29 North, Athens, GA 30601
Telephone: (404) 549-3160
Sponsoring Agency: Georgia State Dept of Education, Atlanta
Contract Control No.: 98436
Funding Period: Start Date 08 Apr 80; End Date 30 Apr 81
Fiscal Year Funding: $6,250
Identifiers: State, Proposal
A model postsecondary vocational and technical work experience program will be developed, field tested, revised, and implemented. The program will allow students to identify their strengths and weaknesses, provide vocational guidance for employment success, facilitate adjustment for special needs students, and develop school-industry relationships by providing opportunities for employers to observe employees and evaluate occupational programs. An implementation guide also will be developed.

000368
Comprehensive Achievement Monitoring.
Project Director: Byrd, Judy, Wright, Gerry
Organization: Griffin-Spalding School System, P.O. Drawer N, Griffin, GA 30224
Telephone: (404) 227-9478
Sponsoring Agency: Georgia State Dept of Education, Atlanta
Contract Control No.: 98542
Funding Period: Start Date 20 May 80; End Date 31 Dec 80
Fiscal Year Funding: $5,000
Identifiers: State, Proposal
A management tool for vocational and math teachers, computer programming for a comprehensive achievement monitoring project (CAM) will be purchased, and a system of course objectives with pretests, posttests, and retest items will be developed and automated. Potential impact will relate to evaluating the system for possible standardization of vocational objectives and test items and adoption in other systems. The system will provide a management tool for teachers. A final report will be delivered.

000369
Project Director: Parks, A. Lee
Organization: University of Idaho, Moscow, ID 83843
Telephone: (208) 885-6150
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract Control No.: R-10-80
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $7,000
Identifiers: State, Proposal
A procedure manual for secondary special education needs and programs in Idaho will be developed. Needs will be identified and reviewed. The manual will include an organization, planning, and administration; financial management; service delivery; personnel; facilities and equipment; student identification; assessment; and individualized education programs. A report of the research will be delivered.

ILLINOIS
Research (Sec. 131)

000370
Project Director: Sredl, Henry J.
Organization: University of Illinois, 345 Education Building, Urbana, IL 61801
Telephone: (217) 333-0807
Contract/Control No.: R-31-20-X-0415-154
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $79,133
Identifiers: State, Proposal
To promote improved industrial education planning and service, a state guide for industrial education, K-adult, will be developed. Criteria for evaluating programs, for planning and operating preservice and in-service teacher education courses or programs, and for state teacher certification will be outlined. A communications network among industrial educators and related individuals and groups, and a general advisory committee will be established.

000371
Development and Validation of a Teacher Education Program for Agriculture (Continuation).
Project Director: Hemp, Paul; Swanson, Burton
Organization: University of Illinois, College of Education, Urbana, IL 61801
Telephone: (217) 333-3166
Contract/Control No.: R-31-20-X-0415-251
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,030
Identifiers: State, Proposal
A list of fifteen to twenty standard and 100 or more operational procedures which identify and describe high quality agriculture teacher education programs will be revised based on survey information from phase I. A conference to promote articulation in teacher education programs among four Illinois universities, and a statewide conference of cooperating teachers will be held. A Teacher Education Program Review Kit which universities can use to evaluate and improve their programs will be prepared. A final report will be delivered.

000332
Fair and Innovative Recruitment (FAIR).
Project Director: Stutt, Beverly; Anderson, Marcia
Solar Energy Installers Curriculum Guides

Project Director: Walker, Gene C.
Organization: College of DuPage, 22nd Street and Lambert Roads, Glen Ellyn, IL 60137
Telephone: (312) 858-2800
Contract/Control No.: R-33-10-X-0442-316
Funding Period: Start Date 17 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $10,748


Job competencies including minimum competencies for the job entry for solar energy installers will be determined. Additionally, career ladders, criteria for promotion, measurable objectives, teaching and evaluation strategies for each objective, and a listing of instructional resources will be included. The resulting program will provide necessary training for manpower needs in solar energy.

Exemplary and Innovative (Sec. 132)

000333
Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).

Project Director: Rawlinson, Jack
Organization: Southern Illinois University, Carbondale, IL 62901
Telephone: (618) 453-5733
Contract/Control No.: R-32-30-X-0442-350
Funding Period: Start Date 15 Nov 79; End Date 30 Jun 80
Fiscal Year Funding: $34,993

Identities: *State, Proposal

A needs assessment of districts in Division of Adult Vocational and Technical Education (DAVTE) regions 5 and 6 will be conducted to identify occupational education research, developmental curriculum, and in-service education needs. The results of the needs assessment will be analyzed, and specific kinds of activities desired by local education agencies will be identified. Through Southern Illinois Occupational Education Laboratory, a minigrant program will be instituted to aid districts in meeting special problems. Minigrant activities will be disseminated at a conference for rural vocational educators. The final report will describe specific activities undertaken.

000334
Development of Career Cluster Materials (Continuation).

Project Director: Gnaedinger, John P.
Organization: Soil Testing Services, Inc, 111 Pfingsten Road, Normal, IL 61761
Telephone: (312) 293-5440
Contract/Control No.: R-32-30-X-0443-145
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $80,000

Identities: *State, Proposal

A career awareness program and materials for use by junior high and high schools will be developed. The reading level of booklets to be used in the program will be modified to grades 7-9 and a camera-ready copy of a teacher's guide will be produced. Slide/taape presentations keyed to wall charts will be produced for each of sixteen career cluster areas. In addition, an advisory committee will review materials developed in the first two years of the project. A final report will be written.

Curriculum Development (Sec. 133)

000332
Research (Sec. 131)
Vocational Education Information Services.
Project Director: Harris, Robert C.
Organization: Indiana University, Bryan Hall 210, Bloomington, IN 47405
Telephone: (812) 337-8104
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 3-80-111-14
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $90,000
Identifiers: State, Proposal

000336
Indiana curriculum Materials Center, FY 1979-80.
Project Director: Di Lavoce, Philip
Organization: Indiana State University, Terre Haute, IN 47809
Telephone: 232-6311
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 4-80-111-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $140,000
Identifiers: State, Proposal

The Indiana Curriculum Materials Center (ICMC) will provide acquisition, storage, and dissemination of printed, audiovisual, and instructional materials for statewide distribution to vocational educators. The center also will provide consultative and informational services and select sites to implement and evaluate the vocational instructional materials developed in Indiana and modified for use by individuals working with special needs students. The ICMC will provide professional materials and in-service programs to ensure that vocational educators receive maximum benefits from ICMC products and services.

000374
Annual Plan Development for Area Vocational School District 46.
Project Director: Clerk, John
Organization: Evansville-Vanderburgh School Corporation, One SE Ninth Street, Evansville, IN 47708
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 44-80-111-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Identifiers: State, Proposal

A plan for Area Vocational School District 46 will be developed for fiscal year 1980 and fiscal years 1981-85. Needs for supportive services and program improvement activities and resources available to meet the needs will be identified. The plan will be coordinated with secondary and postsecondary institutions.

Development and Implementation of Plans for Program Improvement.
Project Director: Jessup, Roger L.
Organization: Mississinewa Community Schools, 424 West Main Street, Gas City, IN 46933
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 45-80-111-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $28,000
Identifiers: State, Proposal

Coordinated regional and local plans which identify activities, resources available, and resources needed to meet identified needs will be developed for each area vocational program and postsecondary institution for fiscal years 1978-1985. A regionwide cooperative program for vocational educational planning will be organized and coordinated.

000322
Vocational Curriculum Development and Implementation Workshop—Phase I.
Project Director: Dressler, David
Organization: Metropolitan School District of Lawrence Township, 7601 East 56th Street, Indianapolis, IN 46226
Telephone: (317) 849-9455
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 46-80-111-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Identifiers: State, Proposal

In phase 1 of a long-range curriculum development plan, curriculum will be developed and implemented in horticulture, building trades, auto mechanics, small engines, commercial foods, welding, auto body, and electronics programs. Two one-week workshops will be held for teachers, administrators, and outside resources to develop the curriculum, including occupational titles, safety components, measurable objectives, and student evaluation procedures.

000403
Plan Development for Perry County Area Vocational Education Program.
Project Director: Pedro, Neal E.
Organization: Tell City-Troy Township School Corporation, 1221 Fulton Street, Tell City, IN 47586
Telephone: (812) 547-3300
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 150-80-111-1
Funding Period: Start Date 15 Jan 80; End Date 10 Jan 81
Fiscal Year Funding: $4,000
Identifiers: State, Proposal

A plan for the Perry County area vocational educational program will be developed to include supportive services and program improvement activities for fiscal year 1980 and fiscal years 1981-85. Needs will be identified and described, and resources available to meet the needs will be identified. The plan will be coordinated between secondary and postsecondary institutions.

Curriculum Development (Sec. 133)
Develop and Implement a Performance-Based Program in Auto Mechanics.

Project Director: Keiser, Jerry; MacQwan, John
Organization: Area 10 Vocational Cooperative, 565 S. Main Street, Monticello, IN 47960
Telephone: (219) 583-9639
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 16-80-111-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000


Identifiers: State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000338
Develop and Field Test Domain-Referenced Tests in Auto Mechanics.

Project Director: Thompson, James L.
Organization: Tippecanoe School Corporation, Area Vocational District 19, 21 Eiston Road, Lafayette, IN 47905
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 22-80-111-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424


Identifiers: State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000339
Develop and Field Test Domain-Referenced Tests in Auto Mechanics.

Organization: Benton Community School Corporation, Box 512 Fowler, IN 47944
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 23-80-111-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424


Identifiers: State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000335
Development of Performance-Based Vocational Education.

Materials in Printing.

Project Director: Carnahan, Joyce Ann
Organization: Twin Rivers Vocational Area/South Knox School Corporation, P.O. Box 388, Monroe City, IN 47557
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 24-80-111-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,242


Identifiers: State, Proposal

One job title will develop one job title to the domain-referenced test level in printing, develop working relationships with the Vincennes University printing department, and allow for future planning of inservice programs for secondary and postsecondary printing teachers. A chart of communications for the secondary and postsecondary printing programs in the area will also be developed.

000340
Development of Performance-Based Materials in Floriculture.

Project Director: Bebe, Robert
Organization: North Knox School Corporation, R.R. 1, P.O. Box 187, Bicknell, IN 47512
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 25-80-111-3
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $2,424


Identifiers: State, Proposal

One job title in floriculture will be completed to the domain-referenced test level in cooperation with the Vincennes University horticulture department. Learning content will be determined and learning content limits set. The project should result in improved communication between secondary and postsecondary programs.

000341
Vincennes University Printing Articulation through Testing.

Project Director: Whitkanack, Ken
Organization: Vincennes University, 1002 North First Street, Vincennes, IN 47591
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 26-80-111-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424


Identifiers: State, Proposal

A domain-referenced test (DRT) for one printing task domain and secondary/postsecondary articulation model for use of the DRT will be developed. The model, for use in assessing students' skills, will be refined and revised as needed. In addition, the model will improve printing instruction and prevent duplicate instruction, saving on time, materials, energy, and machine wear.

000342

Project Director: Sterrett, Dan
Organization: Blue River Vocational-Technical Center, 789 St. Joseph Street, Shelbyville, IN 46176
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 28-80-111-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424
Identifiers: State, Proposal

A domain-referenced testing model for welder's helper will be developed and implemented to ensure that students are more comparable with industry's needs, and to improve recruitment and selection procedures. The state survey of job titles and related tasks will be analyzed, postsecondary educators and industry personnel will be consulted, and tests to measure each skill will be developed. The model will be field tested with a sample of vocational students.

KENTUCKY

Research (Sec. 131)

000344
Review, Revision, and Field Test of Mining Careers and Safety Course of Study.
Project Director: Shell, Vicki
Organization: Murray State University, Murray, KY
Telephone: (502) 762-2039
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,210
Identifiers: *Mining, State, Proposal

The scope, sequence, lesson plans, and other support materials for the mining careers and safety program will be reviewed, revised and field tested to develop a uniform secondary level curriculum with valid instructional components. Workshops for those persons involved with mining careers and safety programs will be planned and conducted.

000343
Limited-English-Speaking Ability (LESA) Vocational Education in Kentucky: Identification of Successes and Barriers to Success.
Project Director: Adams, Susan
Organization: Western Kentucky University, Center for Career and Vocational Teacher Education, Bowling Green, KY 42101
Telephone: (502) 745-3441
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $19,627
Descriptors: *English Second Language, *Program Effectiveness

Personal, educational, and social factors that may be perceived as barriers to effective participation in vocational education by students of limited-English-speaking ability (LESA) will be identified. Vocational education programs which are providing effective vocational education for LESA students in Kentucky will be identified and described, and recommendations for improving the quality of vocational education for LESA students will be made. Instruments for teacher and administrator interviews will be developed and field tested. Classroom observation data on LESA students in twenty-four vocational education classrooms will be collected by trained observers. Validity instruments will be used to collect two sets of SET data for all LESA students designated for observation.

000345
Research: Program Review Response Capability.
Project Director: Tipton, Betty R.
Organization: Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, KY
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: X04810013F
Funding Period: Start Date 01 Jun 79; End Date 31 Dec 79
Fiscal Year Funding: $2,500
Identifiers: State, Proposal

Needed statewide program improvements will be identified based on an analysis of program review data. The criteria used to prioritize program improvements will be identified by a group recommended by the task force for evaluation and approved by the state director of vocational education. The criteria will be distributed to division directors, unit directors, and a random sample of teacher educators for their recommendations. The director of planning, the director of program development, unit directors for each program area, the director of equity, and the director of program support services will plan the strategies to implement the most critical program improvement needs.

Exemplary and Innovative (Sec. 132)

000309
Coordination of Career Exploration Experiences in Hopkins County (Continuation).
Project Director: Zellich, Linda
Organization: Hopkins County Board of Education, 537 West Arch Street, Madisonville, KY 42431
Telephone: (502) 821-7070
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: B34880013F
Funding Period: Start Date 15 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $22,598
Identifiers: State, Proposal

Project staff will continue a coordinated plan for exchanging resources and information among the school system, vocational programs, and the community; incorporate sex equity features into the overall plan and program activities including experiences in nontraditional occupations, further develop existing practical arts, career exploration programs, and develop a comprehensive career exploration plan for seventh and eighth grades; and continue to increase and promote the use of community and vocational school resources for career exploration experiences and activities. The slide, tape presentation on the Madisonville state vocational-technical school and the health occupations annex will be updated and revised. Products will include a career library of audiovisual materials, activity and curriculum guides with particular emphasis on the personal services occupational cluster, color videotapes, and a practical arts brochure.

How to... Strategies for Sex Equity.
Project Director: Hay, Donald L
Organization: Morehead State University, Morehead, KY
Telephone: (606) 783-2153
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: 168B800113F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,200
Descriptors: *Sex Fairness, *Nontraditional Occupations, *Nontraditional Education, *Student Recruitment, Sex Bias, Audiovisual Communications
Identifiers: State, Proposal

Project staff will help to overcome sex bias by training students in nontraditional occupations and business; helping local industries meet affirmative action goals by providing students trained in such occupations; developing and implementing a pilot program for attracting students into nontraditional programs in agriculture, home economics, industrial education, business and office education, and allied health education, and making the recruitment of students into nontraditional programs an ongoing activity. This project will be replicated in at least two state vocational schools. An advisory com-
Project Resumes

000307

Word Processing Center.
Project Director: Harcourt, Jules
Organization: Murray State University, Murray, KY
Telephone: (502) 762-4185
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,900
Identifiers: *Word Processing, State, Proposal

A word processing center which will serve as a demonstration site; a statewide facility for teacher education workshops, seminars, and conferences; a demonstration office education program combining training and work; a preservice teacher education program; and a demonstration project to enhance Kentucky's educational program content and image will be established. Educational programs of varying lengths will be offered year-round and will range from a six-credit course to thirty-minute conducted tours and demonstrations. Feedback instruments will be developed and administered to all participants.

000306

Resource Director for Special Needs Students.
Project Director: Behymer, Jo
Organization: University of Missouri-Columbia, 316 Hill Hall, Columbia, MO 65211
Telephone: (314) 882-6523
Sponsoring Agency: Missouri State Dep't of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-3 (116-116)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,000
Identifiers: State, Proposal

Research will be conducted for producing a directory to encourage and assist special needs students in career planning, and to increase the enrollment of these students in vocational education programs. Project staff will identify and describe specific jobs and clusters appropriate for types of special needs persons, and identify career ladders, criteria for advancement, and training programs available in those occupations. In addition, staff will identify, describe, and categorize special curriculum models, instructional aids and techniques, and teaching resources. Further research will identify appropriate techniques and job development, redesign, and placement. Research will involve a literature review; designing instruments to survey schools, students, employees, and agencies; and visiting exemplary programs. Following review by an advisory committee, the directory will be disseminated. A final report will be delivered.

000305

Development of an Individualized and Group Instructional Program Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.
Project Director: Westin, Curtis R.
Organization: University of Missouri-Columbia, Columbia, MO 65211
Telephone: (314) 882-3222
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-2 (116-116)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $49,347
Identifiers: State, Proposal

To increase the enrollment of young farmers in the program, project staff will develop materials to be used by adult and young farmer teachers. Research will be conducted to identify competencies needed in areas of financial management; identify specific tasks and skills related to each competency; and verify these competencies, tasks, and skills with adult and young farmers, vocational agriculture teachers of adults, and representatives of agribusinesses. A computer-based analysis system for farm records and specific enterprise-analysis computer-based analysis system for farm records and specific enterprise-analysis computer output information will be developed to enable adult and young farmers to achieve the related competencies. Staff will also develop input forms to use in transferring information from the recordbook to the computer center and for running trial programs, self-contained, competency based curriculum materials for use in initiating the program; guidelines and criteria for administering the program; and additional computer programs that can be used with remote data terminals or microcomputers. A computer center will be selected and an advisory committee organized to carry out the program. A final report will be delivered.

000304

Development of an Individualized and Group Instructional Pro-

MISSOURI
Research (Sec. 131)

000304
Development of an Individualized and Group Instructional Pro-
Project Resumes

Exemplary and Innovative (Sec. 132)

000305
Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities.
Project Director: Schwindt, Robert C.
Organization: State Fair Community College, Area Vocational-Technical School, 1900 Clarendon Road, Sedalia, MO 65301
Telephone: (816) 826-7100
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-6
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $22,940
Identifiers: State, Proposal

Fiscal Year Funding: $35,000
Identifiers: State, Proposal

The competency-based welding curriculum and related materials developed in this project will serve as a prototype for vocational-technical schools to aid in the acceptance and development of programs for vocational students with special needs. A mediated package will be produced for use by vocational educators in understanding the competency-based instructional methods and techniques. Project staff will select or develop two slide programs—one for school districts, administrators, and instructors on the advantages and characteristics of competency-based vocational instruction and another for vocational and technical instructors on the procedures in implementing competency-based education. Project staff also will develop and test a technical guide and related competency-based welding curriculum for use with special needs students, develop a handbook for use by welding instructors and counselors in placing students in the proper welding sequences, and develop three videotapes demonstrating to other vocational educators techniques for teaching special needs students. Five area vocational-technical schools will be identified as test sites, and an advisory committee will be selected to review the competency list and all project products. Modules will be reviewed and evaluated by instructors and the director, and competency-based programs will be implemented in the test sites.

Curriculum Development (Sec. 133)

000378
Missouri Vital Information for Education and Work (VIEW).
Project Director: Groegan, James H.
Organization: Hagwood School District, 15955 New Hall St; Ferry Road, Florissant, MO 63031
Telephone: 921-4450
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-133-600-3 (096-088)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $96,738
Identifiers: State, Proposal

The size of the Missouri VIEW microfilmed aperture card deck will be increased from 550 to 600 scripts, and the 550 career scripts developed during 1978-79 will be updated. The Missouri VIEW student guide and student and adult versions of the Missouri VIEW exploration handbook will be refined, the training institutions deck containing information on postsecondary institutions and vocational and technical schools will be updated. An updated slide/cassette tape program for use in teacher and counselor workshops and in-service training in selected school districts which receive the VIEW system will be provided. 

000379
Montana

Exemplary and Innovative (Sec. 132)

000379
Project Prime (Continuation).
Project Director: Johnson, Judy
Organization: Easter Seal Society, Helena, MT 59601
Telephone: 422-2061
Sponsoring Agency: Montana State Office of the Superintendent of *Public Instruction, Helena
Contract/Control No.: 80-6201-05-22-99-0043
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $56,012

**Identifiers:** State, Proposal

Project Prime, coordinated by the Montana Easter Seal Society, has been developed to facilitate vocational counseling and evaluation in rural high schools and to provide work experience, job assessment, and awareness of job opportunities in the state. The screening process to be used in rural schools and Helena public schools will include rules and regulations for special education. Student assessment will include results of individual achievement tests, psychological and physical examination, and evaluation of work aptitudes and attitudes. Evaluations will be conducted by the Evaluation and Career Development Center of Helena Industries. Efforts for student guidance and job placement will be coordinated with currently available jobs. An advisory board will serve the project and a complete vocational assessment and aptitude packet to be made available to guidance counselors will include information on vocational training or job placement for rural handicapped and disadvantaged students.

### Curriculum Development (Sec. 133)

**000380**

Industrial Occupational Information for Secondary School Students.

*Project Director:* Polette, Doug  
*Organization:* Montana State University, Bozeman, MT 59717  
*Telephone:* 944-0211  
*Sponsoring Agency:* Montana State Office of the Superintendent of Public Instruction, Helena  
*Contract/Control No.***: 80-5703-05-23-16-0026  
*Funding Period:* Start Date 01 Jul 79; End Date 30 Jun 80  
*Fiscal Year Funding:* $6,642  
*Identifiers:* State, Proposal

An occupational education guide for industrial careers will be developed and field tested. Based on data collected from business and industry throughout the state, a list of performance objectives will be developed for secondary industrial arts program. The information will be compiled into a booklet and presented in conjunction with current industrial arts curriculum guides to instructors in workshops. With the completed guide, instructors will be able to demonstrate the need for training in particular occupations and the benefits and future outlook of specific occupational areas, and will better prepare students to choose which vocational program they enter. Project results will be sent to officials and interested instructors throughout the state.

**000381**

Distributive Education Audiovisual Materials Laboratory.

*Project Director:* Newville, Ron  
*Organization:* Bozeman High School, Bozeman, MT 59715  
*Telephone:* 563-3361  
*Sponsoring Agency:* Montana State Office of the Superintendent of Public Instruction, Helena  
*Contract/Control No.***: 80-1605-05-23-99-0502  
*Funding Period:* Start Date 01 Jul 79; End Date 30 Jun 80  
*Fiscal Year Funding:* $4,000  
*Identifiers:* State, Proposal

All marketing and distribution teachers will be supplied with up-to-date printed and audiovisual materials to supplement their traditional curriculum materials. Materials also will be supplied to teacher education programs to give distributive education majors an up-to-date philosophy in business and marketing. A uniform state curriculum in business and marketing will be presented. In the future all materials will be purchased at the recommendation of teachers and teacher education programs.

000382

Review and Revision of the Montana Business Education Curriculum Guidelines.

*Project Director:* Frost, Floyd  
*Organization:* Montana State Office of the Superintendent of Public Instruction, Helena  
*Contract/Control No.:*** 80-5703-06-25-99-0016  
*Funding Period:* Start Date 01 Jul 79, End Date 30 Jul 80  
*Fiscal Year Funding:* $4,280  
*Identifiers:* Business Education, Instructional Materials, Disabilities, Curriculum Development, Sex Fairness

Secondary business teachers representing different regions within the state and the project director will review and revise business education curriculum guidelines to include current office and business changes. Subject area objectives will be revised to include information which will eliminate sex and racial biases and stereotyping in business and office employment. The updated curriculum will provide teachers with suggestions for teaching the handicapped and sources for obtaining additional information. The curriculum will be disseminated statewide.

**000383**

Consumer Homemaking Curriculum Revision.

*Project Director:* Parson, Angelina  
*Organization:* Montana State University, Bozeman, MT 59717  
*Sponsoring Agency:* Montana State Office of the Superintendent of Public Instruction, Helena  
*Contract/Control No.:*** 80-5703-05-23-99-0023  
*Funding Period:* Start Date 01 Jul 79, End Date 30 Jun 80  
*Fiscal Year Funding:* $3,350  
*Identifiers:* Consumer Education, Instructional Materials, Home Economics, Teacher Education Workshop, Teacher Developed Materials, Behavioral Objectives, Secondary Education, Postsecondary Education

Fifteen home economics teachers will participate in a one-week workshop on the curriculum development process. Teachers will analyze and revise the scope and sequence of materials developed in 1978 and will develop learner outcomes to accompany the revised materials. The consumer homemaking curriculum materials will be printed in booklet form and distributed in all Montana home economics teachers during Autumn, 1980. A final report on the curriculum revision process and teacher evaluations of the workshop sessions will be delivered.

### NEBRASKA

Curriculum Development (Sec. 133)

**000303**

Nebraska Vocational Curriculum Resource Center (Continuation).

*Project Director:* Nelson, Beverly J.  
*Organization:* Kearney State College, Center for Vocational Education, Kearney, NE 68847  
*Sponsoring Agency:* Nebraska State Dept. of Education, Lincoln  
*Funding Period:* Start Date 01 Oct 79, End Date 30 Jun 80  
*Fiscal Year Funding:* $16,997  

A center for acquiring and disseminating vocational curriculum materials will be continued to serve as a focal point for the collection,
acquisition, dissemination, and diffusion of vocational education curriculum materials and as a facilitating mechanism for the systematic review and evaluation of curriculum materials for possible adoption for vocational education instruction. Task force meetings will be held as needed for assessing and reviewing the curriculum center's activities.

NEVADA
Exemplary and Innovative (Sec. 132)

000401
Home Economics Related Occupations Instructional Modules.
Project Director: Chapin, Carol
Organization: Washoe County School District, 425 East Ninth Street, Reno, NV 89512
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: 2676-WCSD-80
Funding Period: Start Date 01 Apr 80; End Date 30 Jun 81
Fiscal Year Funding: $22,640
Identifiers: *State, Proposal
A series of home economics related occupations (HERO) instructional modules which will emphasize basic reading and mathematical skills will be developed to help students build entry-level skills for job placement in the area. Home economics teachers will work in industry to observe and collect data from which the modules will be developed and distributed statewide.

000402
Special Needs of Handicapped High School Students.
Project Director: Jenny, Don
Organization: Carson City School District, P O Box 603, Carson City, NV 89701
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: 2676-CCSD-FY80
Funding Period: Start Date 01 May 80; End Date 30 Jun 81
Fiscal Year Funding: $44,240
Identifiers: *State, Proposal
To better prepare students to obtain entry-level jobs commensurate with their ability and in selected service occupations, project staff will provide vocational learning opportunities for handicapped students identified as educable mentally handicapped and severely learning disabled. A laboratory program similar to the actual work situation will be established for each occupational area. After an evaluation and orientation in each area, students will select the area in which they are most interested and capable. An in-depth description of the program which could be replicated in other school-districts will be delivered.

NEW HAMPSHIRE
Exemplary and Innovative (Sec. 132)

000388
New Directions for Vocational Education in Colebrook and Other Rural or Small Centers.
Project Director: Pinette, Richard E.
Organization: Supervisory Union 7, 10 Bridge Street, Colebrook, NH 03576
Telephone: (603) 237-5571
Sponsoring Agency: New Hampshire State Dept. of Education, Concord
Contract/Control No.: 08602

000390
New Directions—A Guide for Establishing a Vocational Education in a Rural Area.
Project Director: Schaefer, Carl J
Organization: Rutgers, the State University Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08903
Telephone: (201) 932-7917
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 131 SREG 815
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Criterion Referenced Tests, *Test Construction,
000391

Vocational Assessment of the Chronic Mentally Ill Student.

Project Director: Turner, Floyd D.
Organization: New Jersey College of Medicine and Dentistry, Rutgers Medical School, Box 101 Hoes Lane, Piscataway, NJ 08854
Telephone: (201) 463-4351
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 131 SRE 808
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $48,139
Identifiers: State, Proposal

To improve the assessment phase of vocational education rehabilitation and thus improve education and rehabilitation outcomes for schizophrenic persons, this study will establish the reliability and validity of diagnostic and evaluative measures which have been used to evaluate the career development of schizophrenic clients and develop procedures for administering measures originally used with normal populations. Test scores for schizophrenic clients on both unstandardized and standardized measures of vocational potential will be examined to determine the reliability and validity of these measures for the schizophrenic population. Those clients who receive both tests will be analyzed separately.

Exemplary and Innovative (Sec. 132)

000392

Project for the Completion of Special Summer Projects.

Project Director: Bryant, Doris D.
Organization: New Brunswick Public Schools, 24 Bayard Street, New Brunswick, NJ 08901
Telephone: (201) 745-5250
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 808
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,918
Identifiers: State, Proposal

A vocational advisory committee will be established to develop priorities for developing and improving the district's career and vocational programs. Project staff will complete a mandatory districtwide vocational safety plan and an industrial survey to determine current labor market needs. The introduction to vocations curriculum at Redshaw Junior High School will be reviewed and revised to expand occupational areas. Cooperative education personnel will submit a calendar of joint activities for students and descriptions of cooperative advisory committee functions for the coming school year. A document illustrating the responses of the industrial survey will be prepared and analyzed to make recommendations for vocational program improvement.

000393

Improving Basic Skills Through Vocational Education.

Project Director: Alston, LeRoy
Organization: South Brunswick Township Board of Education, Manjor Road, Monmouth Junction, NJ 08852
Telephone: (201) 329-6808
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 812
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Identifiers: State, Proposal

The instructional and behavior management techniques that work best to increase students' basic skills will be developed to enable vocational educators to bridge the gap between low basic skills and entry-level employment skills. Vocational education students who tested below the thirty-fifth percentile on the California Achievement Test will be identified and a management plan developed for workshops and training sessions that will include technicians, instructors, administrators, advisory committee members, and funding agency designers. Thirty hours of in-service training will be provided to help vocational instructors recognize students' problems, and to develop an appropriate teaching process for basic skill improvement, and to develop specific materials for each vocational program. After at least one workshop a month will be conducted to evaluate the process and materials and to ensure that a progressive learning pattern is established. Student progress will be evaluated by comparing achievement of students not enrolled in the program and are receiving remedial help, comparing pre- and posttest scores on each unit, and using results of state testing data on activities, training resources, workshops, and evaluation will be compiled in a single document for distribution in the district and statewide.

000394

Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.

Project Director: Dietrick, Marvin C., Zane, Hannah D.
Organization: New Jersey College of Medicine and Dentistry, School of Allied Profession, 100 Bergen Street, Newark, NJ 07013
Telephone: (201) 458-4769
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 818
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,918
Identifiers: State, Proposal

A model for recognizing previously acquired competencies of clinical laboratory personnel for advanced placement into the medical technical baccalaureate program will be developed. The target group includes on-the-job trainees, military personnel, and medical laboratory technicians with associate or certificate degrees who wish to further their education. Proficiency and equivalency basic and advanced exams will be developed, and existing curriculum will be modified into basic and advanced modules to facilitate entry of target group individuals into the advanced program. Job competencies will be compiled and evaluated and test questions written and evaluated. Enrichment activities for those who successfully pass the exams will be identified.

000395

Vocational Instruction and Basic Educational Skills (VIBES).

Project Director: English, Joseph W.
Organization: Gloucester County Vocational Technical School, Tanyard Road, Box 186, Sewell, NJ 08080
Telephone: (609) 465-1445
Sponsoring Agency: New Jersey State Dept. of Education, Trenton

65
Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.

Project Director: Moore, Elizabeth V.

Organization: Middlesex County Vocational-Technical Schools, 112 Furst Lane, Box 220, East Brunswick, NJ 08816

Telephone: (201) 257-3300

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract/Control No.: 80 132 SEMG 834

Funding Period: Start Date 1 Jul 1979; End Date 30 Jun 1980

Fiscal Year Funding: $33,000


Identifiers: State, Proposal

Project staff will add a gerontological technician course to a nurses' aide program to assist nurses' aides in upgrading their skills to meet newly mandated certification requirements. The competency-based program will include sixty-six hours of basic nursing skills and thirty-three hours of gerontology developed to meet the needs of nursing patients. Theory and clinical practice both in the nursing laboratory and in the cooperating health agency will be conducted concurrently.

000397

Alternate School Work-Study Program.

Project Director: Hila, Michaela

Organization: Long Branch City Board Of Education, 6 West End Court, P.O. Box 1, Long Branch, NJ 07740

Telephone: (201) 229-8003

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract/Control No.: 80 132 SEMG 829

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $3,000


Identifiers: State, Proposal

Project staff will increase the effectiveness of the existing alternate school program through implementation of a work-study program which will permit socially maladjusted or emotionally disturbed students to set positive goals for themselves. Students in the project will identify at least one occupational cluster of interest, identify at least five occupations within the cluster, identify a minimum of five good work habits, explain and define each step in the process of making a decision, write a letter of application for a job, write a resume, fill out a job application, fill out a W-4 form, define and follow the procedure for getting working papers, initiate and complete the job interview process, and obtain a job and meet all requirements necessary for that job. Participating students will sign a contract and, in addition to attending related class daily, will work four hours a day either within the school district or at entry-level positions at Monmouth Medical Center. A resource room will be set up at the alternate school to provide students with career information.

000398

Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.

Project Director: Moore, Elizabeth V.

Organization: Middlesex County Vocational-Technical Schools, 112 Furst Lane, Box 220, East Brunswick, NJ 08816

Telephone: (201) 257-3300

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract/Control No.: 80 132 SEMG 834

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $4,475


Identifiers: State, Proposal

Project staff will add a gerontological technician course to a nurses' aide program to assist nurses' aides in upgrading their skills to meet newly mandated certification requirements. The competency-based program will include sixty-six hours of basic nursing skills and thirty-three hours of gerontology developed to meet the needs of nursing patients. Theory and clinical practice both in the nursing laboratory and in the cooperating health agency will be conducted concurrently.

000399

Project Advance.

Project Director: Foley, William J.

Organization: South Plainfield Board of Education, New Brunswick and Foster Avenues, South Plainfield, NJ 07080

Telephone: (201) 754-4620

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract/Control No.: 80 132 SEMG 859

Funding Period: Start Date 01 Jul 1979; End Date 30 Jun 1980

Fiscal Year Funding: $25,590


Identifiers: State, Proposal

A comprehensive career counseling and referral system will be integrated into the adult high school. Assessment packages in which skills needed on the job can be translated into both high school credit and a meaningful skills profile for the employer will be developed. In individual education plans based on career goals will be written, and a basic skills performance profile to document reading, writing, and
mathematical skills in terms of meaningful work contexts will be developed. During the implementation phase, adult counselors will develop education plans, qualified technicians will assess skill mastery, and students will be equipped with a job placement folder and referred to employers.

NEW YORK

Research (Sec. 131)

000313

Study of Student Attrition and Retention in Occupational Education Programs at Two-Year Public and Independent Postsecondary Degree-Granting Institutions in New York State.

Project Director: Cooper, Lorin
Organization: New York State Education Department, Bureau of Occupational Education Research, Albany, NY 12234
Telephone: (518) 474-6584
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: BOER 80-1-PS
Funding Period: Start Date 01 Jan 79; End Date 30 Jun 80
Fiscal Year Funding: $53,000

Descriptors: *School Holding Power, *Predictor Variables, *Attrition Research Studies, Two Year Colleges, Postsecondary Education, Data Bases

Identifiers: *State, Proposal

Statewide, sectionwide, and institutional data will be collected and analyzed for use in occupational planning, evaluation, and policy development. Factors affecting student continuance in or completion of postsecondary occupational education programs will be identified, assessed, and a relevant information base will be provided to assist in the effective allocation of educational funds. About 1,800 copies of the study will be sent to admissions counselors, deans, and department heads at two-year postsecondary institutions; secondary school guidance counselors; and selected higher education personnel at the state education department.

NORTH CAROLINA

Research (Sec. 131)

000384

Project Probe—Phase 3.

Project Director: Dickens, Kenneth D.
Organization: High Point Public Schools, P.O. Box 789, High Point, NC 27261
Telephone: (919) 885-5161
Sponsoring Agency: North Carolina State Board of Education, Raleigh

Contract/Control No.: NC-ORU-131-002
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $61,329


Identifiers: *State, Proposal

Descriptors: This project also received $37,004 in state and local funds for FY 1980.

In phase 3, the staff development model, Preparing Regional Occupational Personnel to Better Education (PROBE), and its components will be completed and documented; the package of supporting components, documents, and instruments will be published and distributed to potential users. During fiscal year 1980, Region 5 and two additional educational regions will receive training and technical assistance in establishing their own regional staff development programs for vocational education. Each region will select for implementation those components of PROBE that meet its immediate needs and will establish a framework and the coordination leadership to identify supporting regional resources, assess staff development needs, plan appropriate activities, and use regional resources. The impact of the regional staff development program on vocational programs will be evaluated and the concept promoted statewide. A final report including evaluation reports will be written.

000385

Model to Increase Sex Equity.

Project Director: Dillon, Linda S.; Foell, Nelson A.
Organization: North Carolina State University, Department of Occupational Education, Raleigh, NC 27650
Telephone: (919) 737-2224
Sponsoring Agency: North Carolina State Board of Education, Raleigh

Contract/Control No.: 030680-79, 80-NCSUOE-D
Funding Period: Start Date 01 Mar 80; End Date 01 Mar 82
Fiscal Year Funding: $8,865


Identifiers: *State, Proposal

A model to increase enrollment in nontraditional occupational education programs in North Carolina community colleges will be developed, and direction in developing leadership programs to reduce the effects of sex bias and sex-role stereotyping among educators will be offered. Three conferences will be held, data will be collected and analyzed, and the model and support materials will be developed. The development of the model will be based on the problems which the participants face in reducing sex bias and sex stereotyping in daily work roles so it will reflect a solution to individual community needs. Sixty sets of media materials will be produced for use with educators and the community. A final report will be disseminated.

000386

Model for Determination of Student Attrition Causes and Trends.

Project Director: Kemp, David; Stevenson, Alice F.
Organization: Nash Technical Institute, Route 5, Box 255, Rocky Mount, NC 27801
Telephone: (919) 443-4011
Sponsoring Agency: North Carolina State Board of Education, Raleigh

Contract/Control No.: 030800-81, 81
Funding Period: Start Date 01 Mar 80; End Date 01 Jan 82
Fiscal Year Funding: $19,565

Descriptors: *Student Attrition, *Dropouts, *School Surveys, Community Colleges

Identifiers: *State, Proposal

A model to continue to identify and analyze attrition factors relating to students in the North Carolina Community College System will be developed. The concept of attrition will be defined, dropout students will be clearly distinguished from other nonreturning students. A data collection instrument will be developed and validated; and in institutional survey to be administered to current students to determine administration, staff, and faculty procedural problems which may be related to attrition will be developed. The data from both surveys will be analyzed to determine broad and specific factors in attrition. A manual for installing and using the model will be provided to allow local institutions to conduct their own studies. The model will provide information necessary for institutional and systemwide planning.

000387

Development of a Career Planning Center Model.

Project Director: Kidd, Frank E.
Organization: Wilson County Technical Institute, Career Development Laboratory, P.O. Box 4305, Wilson, NC 27893
Telephone: (919) 291-1195
Sponsoring Agency: North Carolina State Board of Education, Raleigh
**OKLAHOMA**

Research (Sec. 131)

000314

Perceptions Related to 'A Guide for Industrial Arts Education in Oklahoma'

Project Director: Stacy, Roger
Organization: Oklahoma State Department of Vocational and Technical Education, Division of Research, Planning, and Evaluation, 1515 West 6th Avenue, Stillwater, OK 74074
Telephone: (405) 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OKSO1311009
Funding Period: Start Date 15 Feb 80, End Date 30 Jun 80
Fiscal Year Funding: $1,000

Identifiers: State, Proposal

To assist in determining the need for revising curriculum materials and structuring preservice and inservice training, an opinionnaire based on the contents of 'A Guide for Industrial Arts Education in Oklahoma' will be mailed to all full-time industrial arts teachers and teacher educators to determine their beliefs and perceptions. Experiences that the teachers believe they need to adapt to the contemporary concept of instruction and their knowledge of those concepts will be identified. Recommendations for inservice training to correct deficiencies will be made. A final report will be written.

**OREGON**

Research (Sec. 131)

000404

Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation)

Project Director: Jacobs, Jim
Organization: Marion Education Service District, 3180 Center Street, NE, Salem, OR 97301
Sponsoring Agency: Oregon State Board of Education, Salem
Contract/Control No.: 24-000-238
Funding Period: Start Date 01 Oct 79, End Date 30 Sep 80
Fiscal Year Funding: $10,086

Identifiers: State, Proposal

Results from this study will provide an understanding of the relationship of vocational educator's knowledge, open-mindedness, and attitudes about childbearing adolescents and adolescent expectant fathers. Specifically, project staff will (1) examine the relationship between vocational educators' knowledge of adolescent childbearing and their attitudes toward pregnant adolescents and adolescent expectant fathers, (2) examine the relationship of vocational educators' degree of open-mindedness to their attitudes toward pregnant adolescents and adolescent expectant fathers, and (3) differentiate between vocational educators' attitudes toward pregnant adolescents and their attitudes toward adolescent expectant fathers. All members of the Pennsylvania Vocational Association will be mailed a packet of information.
Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania.

Project Director: Attaran, A Ronald
Organization: Pennsylvania State University, Department of Agricultural Education, 207 Old Main, University Park, PA 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9805
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,843 (Charged to FY 1979)
Identifiers: State, Proposal

A list of professional horticulture competencies needed by beginning vocational horticulture teachers will be generated, validated, and field tested to compare responses of beginning horticulture teachers, experienced horticulture teachers, and committee members. A cover letter, a personal data form, a knowledge and skills inventory, an attitude scale, the Roeach Dogmatism Scale, and a reply envelope. Statistical analyses will be done to determine the relation of the variables. A final report will be delivered.

Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation).

Project Director: Keyes, Erma D.
Organization: Millersville State College, Stayer Research and Learning Center, Millersville, PA 17551
Telephone: (717) 872-5411
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9804
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $182,999 (Charged to FY 1969)
Identifiers: State, Proposal

The system to optimize dissemination services to individuals, agencies, and institutions involved with the design, development, delivery, and evaluation of instruction will be planned and updated. After documents for the information and resource collections on vocational education have been acquired, information and resources relevant to user needs on management, design, development, and improvement of vocational education research, programs, curriculum, and instruction will be disseminated through activities designed with the staff in the research coordinating unit, Bureau of Vocational Education, other agencies supporting state vocational education goals, and local programs. The system will then be evaluated for dissemination effectiveness and user satisfaction.

Vocational Education Needs of Handicapped Youth Research Project.

Project Director: Toole, Patrick F.
Organization: Central Susquehanna Intermediate Unit 16, P.O. Box 213, Lewisburg, PA 17837
Telephone: (717) 524-4431
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9818
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $40,983 (Charged to FY 1979)
Identifiers: State, Proposal

Project staff will analyze the current state of vocational preparation programs offered to handicapped students through the vocational and technical schools, home schools, and community programs. Objectives will be to expand the information base on alternative programs through research and literature; recommend program modifications and implementation procedures; improve coordination among vocational and technical schools, special education services, and community agencies; provide technical and planning assistance and monitoring and evaluation services to demonstration projects; disseminate information to the public and other schools; survey the economic development potential for vocational education, install supporting economic development education programs in one rural and one urban setting, and evaluate and revise these programs. A final report will be delivered.

Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need.

Project Director: Scottino, Joseph
Organization: Cannon University, Perry Square, Erie, PA 16541
Telephone: (814) 871-7348
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9819
Funding Period: Start Date 01 May 80; End Date 30 Jun 80
Fiscal Year Funding: $4,260 (Charged to FY 1979)
Identifiers: State, Proposal

Technical jobs for which there are no training programs, which are difficult to fill with competent trained people, for which there is a shortage of qualified applicants, and which are difficult to fill with persons who would meet affirmative action quotas will be identified. Job descriptions that can be used as a foundation for designing certificate programs to serve businesses and industries in all sections of the state will be developed. A combination of personal interviews, telephone survey, and mail questionnaire to businesses and industries will be used to identify middle management job categories for which there is a training and employment need. A final report will be delivered.

Characteristics of Unemployed Youth.

Project Director: Passmore, David Lynn
Organization: Pennsylvania State University, Division of Occupational and Vocational Studies, University Park, PA 16802
Telephone: (814) 865-8361
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9820
Funding Period: Start Date 01 May 80; End Date 30 Jun 80
Fiscal Year Funding: $4,941 (Charged to FY 1979)
Descriptors: *Unemployment, *Disadvantaged Youth, *Profiles, *Federal Programs, Employment Programs, Educational Planning
Identifiers: State, Proposal

A comprehensive review of the characteristics of unemployed youth will be provided. The characteristics will be classified according to demographic, educational, and social variables and a descriptive profile will be constructed. Implications from the analysis will be derived for planning federally reimbursed vocational education programs for populations with the most severe unemployment problems. Existing data will be used for the analysis. A final report will be delivered.
000317

Evaluating of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation).

Project Director: Welch, Frederick G.
Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802
TelephoneNumber: (804) 865-6331
Sponsoring Agency: Pennsylvania State Dept of Education, Harrisburg
Contract Control No.: 84-9813
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,976 (Charged to FY 1979)
Identifiers: State, Proposal

The second year of the year by the research coordinating unit in Clearfield, Fulton, and Schuylkill counties will be evaluated specifically in terms of the effect of coordinated efforts on youth unemployment and school dropout rates. Students' attitudes will be sampled concerning placement, on-the-job supervision, theory class, and extracurricular activities. Employers' reactions will be sampled concerning program effectiveness in limiting duplication and encouraging greater participation by employers. At least three meetings will be held with each of the funded programs, during which a process will be established to evaluate individual programs and to solicit information and cooperation from the project participants. A final report will be delivered.

000411

Providing Support Services to Vocational Education Task Articulation Sites.

Project Director: Adamsky, Richard
Organization: Temple University, Room 455, Ritter Hall Addition, Philadelphia, Pa 19122
TelephoneNumber: (215) 787-6012
Sponsoring Agency: Pennsylvania State Dept of Education, Harrisburg

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,410 (Charged to FY 1979)
Identifiers: Open Entry Open Exit, State, Proposal

A base for individualized instruction and performance-based education will be established by developing a team effort mentality through group and individual meetings as well as materials review and feedback. By the end of the project, articulation sites staff will have made progress toward establishing a fully articulated curriculum and open communication channels among themselves and with the project consultant; articulation site leaders will have developed more positive feelings toward establishing open entry-open exit curricula.

000315

Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504.

Project Director: Smith, Curvin C.
Organization: Associated Educational Consultants, Inc, McKnight and Pine Creeks Roads, P.O. Box 15073, Pittsburgh, PA 15237
TelephoneNumber: (412) 931-2244
Sponsoring Agency: Pennsylvania State Dept of Education, Harrisburg

Contract Control No.: 84-9804
Funding Period: Start Date 01 Sep 79; End Date 31 Dec 79
Fiscal Year Funding: $3,780 (Charged to FY 1979)
Identifiers: State, Proposal

The Associated Educational Consultants, Inc. will participate in three regional workshops to be held at AVTSs selected by the research coordinating unit. The evaluation reports on building accessibility, conducted in 1978, will be reviewed, and three AVTSs will be recommended for workshops. Planning sessions for the workshops will be held and liaison with appropriate state officers and members of the federal departments will be established. With these representatives, directions for the completion of transition plans and a model for the plans will be developed. The workshop will train local administrators in planning effective transitions for accommodating handicapped students in vocational programs to meet the federal guidelines for accessibility of facilities. A final report will be made to the research coordinating unit.

000310

Task-Level Articulation Project between the Community College of Allegheny County College Center North, and the Park West Area Vocational-Technical Schools (AVTS) (Continuation).

Project Director: Whitworth, Larry L.
Organization: Allegheny County Community College, 1130 Perry Highway, Pittsburgh, PA 15237
TelephoneNumber: (412) 366-7000
Sponsoring Agency: Pennsylvania State Dept of Education, Harrisburg

Contract Control No.: 84-9807
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,980 (Charged to FY 1979)
Identifiers: State, Proposal

To produce competency-based welding instruction and continue task articulation, the welding program at College Center North will be articulated with the metal fabrication program at Park West. Performing objectives, criterion-referenced measures, and performance guides from the Vocational-Technical Education Consortium of States catalog will be coordinated with tasks and duties required in the industry as identified through task analyses. Additional required objectives, measures, and guides based upon specialized industrial needs will be developed. Inappropriate competencies in the Park West metal fabrication program or those in need of revision will be determined. The welding task-level articulation committee will sort the tasks and duties, determine a level of hierarchy for the competencies identified, and order them accordingly. Further task level articulation at the respective schools will occur among the heating and air conditioning programs. Audiovisual and resource materials for use in the articulated programs will be reviewed, purchased, and converted, training in methods of implementing articulated competency-based curricula will be provided for College Center North and Park West faculty members. A final report will be delivered.
Project Resumes

Lehigh County Area Vocational Technical School and Lehigh County Community College will be refined through compilation and validation of a comprehensive task list by advisory committees using a mail in survey; performance objectives for each task, learning objectives, and evaluation techniques will also be developed. Applicants for admission who have an electronics background will be given the opportunity to apply for advanced placement in the open entry-open exit program. Project personnel will use the articulation in mechanical technology, civil technology, data processing, retail management, indoor environmental technology, automotive technology, allied health fields, and secretarial science at Lehigh County Community College.

000413

Articulation between Secondary and Postsecondary Vocational Programs (Continuation).

Project Director: Marciniak, Theresa
Organization: Reading Area Community College, Box 1706, Reading, PA 19603
Telephone: (215) 372-4721
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 84-9808
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,999 (Charged to FY 1979)


Identifiers: State, Proposal

A model competency-based program in executive, legal, and medical secretarial science which can be replicated in other colleges will be provided. Performance standards, evaluation criteria, performance guides and resource needs for each task, and learning activities will be identified. TMR students will be placed in various vocational shops for a specific period of time to determine their vocational potential and to teach them everyday self-help skills. The process will allow staff to compile data on each youngster's experiences which will lead to a recommendation on the student's placement in vocational settings and also allow TMR students, other students, and regular class teachers to become acquainted with each other. A final report will be delivered.

000415

Development of Competency-Based, Individualized Instruction Modules for Business Mathematics.

Project Director: Dye, Charles F.
Organization: York College of Pennsylvania, Country Club Road, York, PA 17405
Telephone: (717) 846-7788
Sponsoring Agency: Pennsylvania State Dept of Education, Harrisburg

Contract/Control No.: 85-9803
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,688 (Charged to FY 1979)


Identifiers: State, Proposal

To better equip the business education major to teach business mathematics in the secondary and postsecondary classroom, competency based modules will be developed. Competencies for individualized instruction in three skill areas (simple interest, bank discounts, and bank reconciliations) will be established prior to construction of the modules. A final report will be delivered.

000318

Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).

Project Director: Gorth, William P
Organization: National Evaluation Systems, Inc. 30 Gagehouse Road, Anherst, MA 01002
Telephone: (413) 256-0444
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 85-9821
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,998 (Charged to FY 1979)


Identifiers: State, Proposal

Competency-based instructional modules in anatomy and physiology for use in vocational education instructional programs for practical nurses, nursing assistants, medical assistants, dental assistants, and emergency medical technicians will be developed. A needs analysis of the five health occupations will be conducted and a list of instructional objectives for each module will be developed. The modules, each based on a specified instructional objective, will be validated and field tested. A final report will be written.

Curriculum Development (Sec. 133)

000414

Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).

Project Director: Pilker, Henry F.
Organization: City of Erie State Department, 1511 Peach Street, Erie, PA 16501
Telephone: (814) 871-6371
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 93-0002
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $23,980


Identifiers: State, Proposal

A screening committee, composed of vocational and special education personnel, will select ten trainable mentally retarded (TMR) students who have demonstrated some type of vocational potential and assign them to a modified vocational homeroom in the technical high school. The homeroom teacher, certified in special education, the student's parents, and the vocational-special education support team will formulate IEPs based on parental, professional, and student attitudes toward the areas of vocational education that could best benefit the student. TMR students will be placed in various vocational shops for a specific period of time to determine their vocational potential and to teach them everyday self-help skills. The process will allow staff to compile data on each youngster's experiences which will lead
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ORGANIZATIONAL RESOURCES

This section provides names, addresses, and telephone numbers of state research coordinating unit directors (sponsoring agencies of projects reported in the Projects in Progress section) and for journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. An information system or network is profiled in each issue.

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Program Improvement Data Base

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The program improvement data
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about research projects, exemplary
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While the data base is not on-line for
public use at this time, the National
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base through several publications
Current Projects in Vocational
Education—FY 1978—State-
Administered Projects and the report
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Clearinghouse and from ERIC as ED
189 445 and CE 026 372 respectively.

Descriptions of projects conducting
during FY 1980 and FY 1981 will be
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Emphasis of these projects is on
improvement of planning in using
resources available for vocational edu-
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Researchers, program planners,
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Projects in Progress—FY 1978
A Report for the Coordinating
Committee on Research in
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581)

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A Report for the Coordinating
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### AIM/ARM Microfiche Sets

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