These two evaluation updates cover segments of the third phase of the Apprenticeship Training Materials Clearinghouse project, which is being conducted at Lane Community College in Eugene, Oregon. The first update evaluates activities related to the following project objectives: conduct a field test on clearinghouse services; revise the model according to the evaluations for the field sites; develop mailing lists of institutions, private firms, and organizations that are potential users of apprenticeship materials; develop an information package for dissemination; establish a computerized database; and continue to update and expand the materials resource bank for quality improvement. Information about ONTERIS (the Ontario Education Resources Information System) and database including clearinghouse thesaurus terms pertaining to material type, vendor type, and geographic location is appended. The second update includes evaluations of additional project activities conducted in relation to the objectives discussed in the first update. Appended to the second update are clearinghouse support letters, a related newspaper article, and apprenticeship clearinghouse database printout examples. (MN)
A Model System for the Design and Maintenance of Related Instruction Curriculum for Approved U.S. Department of Labor Apprenticeship Occupations

Phase III

Lane Community College
Eugene, Oregon
A final report and final evaluation report of Phase III are provided for a project to establish a national clearinghouse for apprenticeship-related instructional materials. The final report provides a summary and a narrative account of these project activities: identification of materials; identification of apprenticeship curriculum needs; establishment of models for design and development of materials; and establishment of a computerized system for storing, organizing, and retrieving curriculum materials from a centralized database and repository for printed materials. The evaluation report focuses on the continuing evaluation of the directory and materials dissemination. The following findings are reported: (1) the measures used indicated a high degree of acceptance for the utility of the directory; (2) mailing lists of potential users were developed; (3) clearinghouse brochures were made available; (4) apprenticeship instructor workshops on use of the clearinghouse were conducted; and (5) a continuously updated computerized database was established in the UNIX system. Twelve appendices making up the bulk of the document include a listing of databases used; a description of record fields for the apprenticeship database; and memoranda on the following items: directory of company information, field labels for two databases, vendor database on the FIPSE (Fund for the Improvement of Postsecondary Education) computer, vendor directory (including names, addresses, and descriptions of 212 vendors), Vocational Education Curriculum Materials subfile, Resources in Vocational Education subfile, National Technical Information Service subfile, a projected apprenticeship clearinghouse. Two programming sheets conclude the document. (YLB)
This project established a national clearinghouse for apprenticeship related instructional materials. This project searched out quality training materials from all states and Canadian provinces. During this search process, an assessment of apprenticeship curriculum needs was made and curriculum gaps defined. A directory was produced and distributed to all 10 USDL BAT Regional and 50 State Offices and to several states' vocational curriculum centers. Continual progress reports were printed in the monthly national newsletter, USAA (United States Apprenticeship Association) Sentinel, which has membership in every state and U.S. territory. A computerized data base system was developed allowing additions and revisions as various sources become available for inclusion.

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(503) 747-4501, ext. 2843

"A MODEL SYSTEM FOR THE DESIGN AND MAINTENANCE OF RELATED INSTRUCTION CURRICULA FOR APPROVED U.S. DEPARTMENT OF LABOR APPRENTICESHIP PROGRAMS"
EVALUATION UPDATE

PHASE III

A MODEL SYSTEM FOR THE DESIGN AND MAINTENANCE OF RELATED INSTRUCTION CURRICULUM FOR APPROVED U. S. DEPARTMENT OF LABOR APPRENTICESHIP OCCUPATIONS

CARL HORSTRUP, PROJECT DIRECTOR
LANE COMMUNITY COLLEGE
4000 EAST 30TH STREET
EUGENE, OREGON 97405

Submitted by
E. WAYNE COURTNEY, THIRD PARTY EVALUATOR
3220 N. W. ARROWOOD CIRCLE
CORVALLIS, OREGON 97330
(503) 758-7325

JANUARY 12, 1989
INTRODUCTION

The project is progressing through its third phase in accordance with the objectives which are encompassed by the grant. This update reports on project activities which have been concluded since the Phase II Evaluation report (dated October 12, 1988) and contains the current status of the evaluation measures for Phase III. The third phase of the project had as its major roles the continuing evaluation of the directory and materials dissemination.

The field evaluation of the directory continues to receive input from sites representing selected states and provinces in the United States and Australia. The updated results of these data are included in this report.

The project director's meeting with personnel at the Ministry of Skills Development (Toronto, Ontario) provided detail concerning ONTERIS (Ontario Education Resources Information System), a program which is installed within the search format for the apprenticeship clearinghouse project. Information which is pertinent to the ONTERIS materials is included as Appendix A.

Hardware items for the project are operational at the Lane Community College site. The software for the project has allowed for the creation of as many databases as the computer has storage capacity. The input format for the system provides for the use of a thesaurus which is based to a large extent upon the ERIC thesaurus terms. The utilized format appears to adequately meet the future requirements for the project as it moves beyond Phase III of the project.
PHASE III PROGRESS

The following progress has been made since the last report in fulfilling Phase III goals. Continuing data analysis of the field evaluations of the DIRECTORY are included with this section of the report.

Objective 4.3. Conduct field test on Clearinghouse services.

The data which have been compiled on the evaluation of the DIRECTORY are shown below. These data have been updated from the report dated 12 October 1988, reflecting additional input by field reviewers. A few field site reviews are pending. The instrument used to gather these data was provided in the previous report. Mean scores were computed for each of five (5) criteria and are based on a 4-point scale. The summary data are as follows:

<table>
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<th>Criteria</th>
<th>Mean Score</th>
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<tr>
<td>Organization of the DIRECTORY</td>
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</tr>
<tr>
<td>Completeness of the instructions</td>
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</tr>
<tr>
<td>Technical accuracy of the content</td>
<td>3.45 *</td>
</tr>
<tr>
<td>Clarity of the included content</td>
<td>3.57</td>
</tr>
<tr>
<td>General utility of the DIRECTORY for field use</td>
<td>3.64</td>
</tr>
</tbody>
</table>

* Note: The evaluations for technical accuracy represent 79% of the responding sites. Others reported that they had not as yet tested the 'Technical accuracy of the content' criterion.

These criteria measures appear to indicate a high degree of acceptance for the utility of the DIRECTORY and are judged to be valid gauges of the fitness of these materials for field use. A recent evaluation suggested that an index should be added to the DIRECTORY. (Note: This is being implemented as per Objective 4.5.2 criteria.)
Objectives 4.5  Revise model according to evaluations and 6.1.3 from field test sites

A total of fourteen (14) test sites, including the College of Technical and Further Education in Gilles Plains, Australia, have submitted evaluation results for the field testing of the DIRECTORY materials. Figure 1 shows the locations of those states which have submitted evaluation reviews. Key Project personnel have been made aware of the results of these field reviews. Few changes are anticipated for the model as a result of these evaluations.

Objective 5.1. Develop mailing lists of institutions, private firms and organizations that are potential users of apprenticeship materials.

Lists of both public and private users have been compiled as specified in the proposal goals. These lists are in the hands of the Project Director. It is anticipated that an initial printing of copies of the materials will be mailed to critical parties including 50-55 to USDL Apprenticeship Directors, 35 to State Apprenticeship Directors, 50-55 to State Vocational and Career Education Directors, 15 to field test site people, six to Regional Curriculum Centers, five to AAJCC personnel, with 60-65 copies being made available for distribution at the National Curriculum Coordinators Vocational-Technical Education meeting to be held at Kansas City during July 9-12, 1989.* Vendors have given written permission to copy their materials.

(*It should be noted that the Project staff is in the process of initiating a dissemination grant which would provide additional copies of the materials to State Directors of Apprenticeship Training. Monies from this grant would also be utilized to develop a videotape for the Project, with some 150 copies planned for distribution to State DAT personnel.)

Objective 5.2. Develop information package for dissemination.

In addition to the Brochure, which is presently being employed as a dissemination vehicle, an Information Sheet will be developed as a product of the Project. It is anticipated that the Information Sheet will be completed prior to the NNCCVTE Meeting to be held in Kansas City during July 9-12, 1989. Clearinghouse brochures have been made available on a request basis from the Project Director’s office on the Lane Community College campus.
Objective 3.1 Establish a computerized database.
Objective 7.3 Continue to update and expand the materials resource bank for quality improvement.

The Xenix V operating system and the BRS software which will be utilized in the management of the databases for the project are operational. Modifications have been made in the materials resource bank for purposes of allowing for a broader spectrum of user needs. In addition to the Clearinghouse database, a number of other databases are being inserted into the system for purposes of materials resource retrieval. These databases include NTIS, RIVE, ERIC, VECM and others. These are being screened for resources which are applicable to Clearinghouse clients. A total of 1000 citations are expected from each of these to be appropriate to Apprenticeship Clearinghouse users.

The Apprenticeship Clearinghouse database will be handled as a separate database within the system. This will allow the user to search the public sector first before going to the more expensive vendor materials, which are derived from private enterprises, networks which do vendor work, and from other Clearinghouses. The computer has been readied to accept all information necessary to this process.

A Directory of Company Information thesaurus has been designed to facilitate the database operation. As the documentation of the vendors is completed, the database may be searched by specific topics in the material type (MT) field by company name, location, area code, etc. The input form contains a basic information capability with the addition of a FAX number, with the telephone number being split into two fields, listing toll and toll-free status.

In using the field for material type (MT), the words used for input need to come from the thesaurus (see Appendix B) to include all words that apply; the users may use up to fifteen terms. Within the thesaurus, the bold faced words are the preferred terms to be used in the MT field. UF represents 'used for' and BT mean 'broader term'. For every term placed into the MT field there will be a BT term for the descriptor field, which will be used to build a subject index for the company directory at publication time. The geographical field and the vendor type fields are also sort fields which may be utilized should the decision be made to put out a paper directory. The finished product would contain at least three sections listing the resource by material type, vendor type, and by geographical location. The vocabulary will be modified over time to reflect the demands and needs of the project.
When the process of documenting vendors is complete, it will be possible for the user to obtain a printed directory which is created by downloading an ASCII file and editing it with desktop publishing software, actual remote computer searching, or downloading specific lists to either 5 1/4 or 3 1/2 inch floppy disks.

The project continues to proceed according to the grant proposal. Future decisions need to be made regarding such items as editorial policy, copyright, and the establishment of costs for users. If a microfiche collection is to be made a part of the Clearinghouse, it should be given a cost estimate.
APPENDIX

ONTARIO EDUCATION RESOURCES DATABASE
INFORMATION MATERIALS

CLEARINGHOUSE THESAURUS TERMS
MATERIAL TYPE (MT)
VENDOR TYPE (VT)
GEOGRAPHICAL LOCATION (GL)
APPENDIX A

MINISTÈRE DE L'ÉDUCATION DE L'ONTARIO

CHRIS WARD, MINISTRE
BERNARD J. SHAPIRO, Sous-MINISTRE

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Rapports de recherches théoriques ou pratiques
Aperçu de la documentation
Rapports statistiques

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Programmes-cadres
Guides pédagogiques

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Logiciels
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ONTERIS
Centre d'informatique scolaire
Ministère de l'Éducation
Édifice Mowat, 24e étage
Queen's Park
Toronto (Ontario)
M7A 1L2
Téléphone (416) 965-4110

COMMUNIQUER AVEC

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ERI C
Ontario Education Resources Information Database

BRS Label: ONED

Scope:
Includes education research, curriculum guidelines, reports and other materials produced or sponsored by Ontario school boards, the Ministries of Education and Colleges and Universities, and other agencies, authorities and educational organizations.

Producer:
Ontario Ministry of Education
Mowat Block, 13th Floor
Queens Park
Toronto, Ontario M7A 1L2

Contact:
Anna Lau
416-965-4110

BIBL Paragraphs:
AN, MT, MS, TI, AU, IN, PB, SO, YR, AV

Years of Coverage:
1974 to the present with selected retrospective coverage.

Total Size:
Approximately 6000 records as of April 1983

Updates:
Every other month

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Système informatisé de ressources pédagogiques de l’Ontario

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- **Rapports des commissions et comités financés par le Ministère** (numéros commençant par ARCH), tels que la Commission des relations de travail en éducation, les comités sur l'école privée, le financement de l'éducation, la planification, etc.

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M7A 1L2
(416) 965-4110
ONTERIS DATABASE

Production and Access

ONTERIS PRODUCES THE DATABASE

All documents contributed to ONTERIS are catalogued, subject indexed, and abstracted or annotated.

This description of each document is entered in the computer and becomes the online record for that document.

ONTERIS sends a magnetic tape of the database and regular update tapes to BRS Information Technologies.

BRS INFORMATION TECHNOLOGIES

mounts the ONTERIS tapes on the BRS search system under the database label ONED.

provides international access to ONED.

provides access to many other databases

provides customer services 800-345-4277.

provides search training 800-411-9996.

ACCESS TO BRS Requires

a microcomputer or terminal and a modem.

access to the Bell Canada Datapac Network.

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Libraries are clients of BRS and perform database searches for their clientele.

Libraries searching ONED via BRS include the libraries of boards of education, educational organizations, faculties of education, and universities.

Some libraries provide search service for a fee.

BRS provides the BRKTHRU service, a user-friendly interface which assists individuals in searching BRS databases.

870630
ONTERIS CREE LA BASE DE DONNEES

Chaque document fourni par les collaborateurs d'ONTERIS est catalogué, indexé par sujets et résumé ou annoté.

Ces données sont emmagasinées dans une mémoire d'ordinateur et constituent l'enregistrement de ce document.

ONTERIS fait parvenir à BRS Information Technologies un ruban magnétique comprenant tous les enregistrements de la base de données; ces données sont mises à jour régulièrement.

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Université Trent
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    Bureau régional du nord-est de l'Ontario
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    Bureau régional de l'ouest de l'Ontario

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Association canadienne d'éducation
Bibliothèque nationale du Canada
Bibliothèque du parlement ontarien
TVOntario
Université York

C. Mémoires et soumissions

Ministère de l'Education. Centre d'information
Institut d'études pédagogiques de l'Ontario
Archives publiques de l'Ontario

D. Programmes venant d'autres provinces

Université Memorial, Terre-Neuve
DOCUMENT AVAILABILITY

Document availability information is provided as the last paragraph of information on each record. Both hard copy and microfiche availability are listed.

MICROFICHE

- Microfiche of documents for which ONTERIS was able to obtain reproduction release is available for sale at Publications Ontario (formerly Ontario Government Publications Services), 880 Bay Street, 5th floor, Toronto, Ontario, M7A 1N8.

- Microfiche of board curriculum documents are available only for reference at the Information Centre, Ontario Ministry of Education; at the Ministry's regional offices, with the exception of Central Region; and at the following depository libraries: the Ontario Institute for Studies in Education and at faculties of education at Brock University, Lakehead University, Laurentian University, Nipissing University College, Queen's University, Trent University, University of Ottawa, University of Toronto, University of Western Ontario, and the University of Windsor.

PAPER/HARD COPY

- Publications of the Ministry of Education are available for sale at Publications Ontario indicated in the Availability paragraph, from OISE Publications Sales.

- Specific ordering information and price are included in the Availability (AV) paragraph for documents, as well as learning materials, for which this information was supplied by the publishers.

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- Le numéro de commande et le prix du document sont indiqués dans la mention de disponibilité si l'éditeur les fournit. Ce qui a trait au matériel didactique, l'adresse du distributeur ou de l'éditeur y est aussi indiquée.

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APPENDIX B

Material Type (MT)

Audiotape Cartridges
  use Audiotape Cassette Recordings
  use Audiotape Cassette Recorders
Audiotape Cassette Recorders
  use Audiotape Cassette Recordings
Audiotape Cassette Recordings
  of Audiotape Cartridges
  of Audiotape Cassette Recorders
  bt Magnetic Tape Cassette Recordings
Audiotape Recordings
  of Language Tapes
  of Master Tapes (Audio)
  of Phonotape Recordings
  of Sound Tape Recordings
  bt Tape Recordings

Audiovisual Aids
  of Audiovisual Equipment
  of Audiovisual Materials
  of Audiovisual Media
  bt Educational Media
Audiovisual Equipment
  use Audiovisual Aids

Bench
  use Furniture

Bibliographies
  of Book Lists
  of Literature Searches
  bt Reference Materials
Book Lists
  use Bibliographies

Books
  bt Publications

CAI
  use Computer Assisted Instruction

Cartography
  use Graphic Arts
Catalogs
  bt  Publications

Classroom Equipment
  use  Educational Equipment

Classroom Furniture
  uf  Furniture (Classroom)
  bt  Education Equipment
      Furniture

Classroom Materials
  use  Instructional Materials

Clinical Teaching (Individualized Instruction)
  use  Individualized Instruction

Color Films
  use  Films

Competency Based Materials

Computer Aided Instruction
  use  Computer Assisted Instruction

Computer Assisted Instruction
  uf  CAI
      Computer Aided Instruction
      Computer Assisted Learning
      Computer Based Instruction
      Computer Based Laboratories
  bt  Computer Uses in Education
      Programed Instruction

Computer Assisted Learning
  use  Computer Assisted Instruction

Computer Based Instruction
  use  Computer Assisted Instruction

Computer Based Laboratories
  use  Computer Assisted Instruction

Computer Graphics
  use  Graphic Arts

Course Descriptions
  uf  Course Outlines
      Syllabi

Course Outlines
  use  Course Descriptions
Courseware
  uf Instructional Software
  Courseware Reviews
  bt Computer Software
  Instructional Materials

Courseware Reviews
  use Courseware

Curriculum
  uf Curriculum Content
  Teaching Areas

Curriculum Content
  use Curriculum

Curriculum Guides
  uf Fles Guides
  bt Guides

Curriculum Materials
  use Instructional Materials

Directories
  BT Reference Materials

Discussion Guides
  use Teaching Guides

Drill Presses
  use Machine Tools

Educational Equipment
  uf Classroom Equipment
  bt Equipment

Educational Materials
  use Instructional Materials

Educational Media
  uf Instructional Aids
  Instructional Media
  Mechanical Teaching Aids

Engineering Graphics
  use Graphic Arts

Examinations
  use Tests

Film Clips
  use Filmstrips
Film Loops
  use Filmstrips

Films
  uf Black and White Films
  Color Films
  Motion Pictures
  bt Mass Media
  Nonprint Media
  Visual Aids

Filmstrips
  uf Film Clips
  Film Loops
  bt Nonprint Media
  Visual Aids

Fles Guides
  use Curriculum Guides

Fles Materials
  use Instructional Materials

Furniture
  uf Benches
  Tables
  Stands
  bt Equipment

Furniture (Classroom)
  use Classroom Furniture

Graphic Arts
  uf Cartography
  Computer Graphics
  Engineering Graphics
  Layout (Publications)
  Printing
  bt Visual Arts

Grinding Machines
  use Machine Tools

Guidebooks
  use Guides

Guides
  uf Guidebooks
  Handbooks
  Health Activities Handbooks
  Health Guides
  Manuals
  bt Reference Materials
Hand Tools
  bt Equipment

Handbooks
  use Guides

Health Activities Handbooks
  use Guides

Health Guides
  use Guides

Identification Tests
  use Tests

Individualized Curriculum
  use Individualized Instruction

Individualized Education
  use Individualized Instruction

Individualized Instruction
  uf Clinical Teaching (Individualized Instruction)
  Individualized Curriculum
  Individualized Education
  Personalized Instruction
  Self Paced Instruction
  bt Teaching Methods

Instructional Aids
  use Educational Media

Instructional Materials
  uf Classroom Materials
  Curriculum Materials
  Educational Materials
  Fles Materials
  Training Materials
  Training Aids
  Training Packages
  Teaching Materials
  Teaching Aids
  bt Educational Media

Instructional Media
  use Educational Media

Instructional Software
  use Courseware

Instructor Guides
  use Teaching Guides
Instructor Manuals
use Teaching Guides

Lab Manuals
use Laboratory Manuals

Laboratory Manuals
uf Lab Manuals
bt Guides Instructional Materials

Language Tapes
use Audiotape Recordings

Laps
use Learning Modules

Lathes
use Machine Tools

Layout (Publications)
use Graphic Arts

Learning Activity Packages
use Learning Modules

Learning Activity Packets
use Learning Modules

Learning Kits
use Learning Modules

Learning Modules
uf Laps
Learning Activity Packages
Learning Activity Packets
Learning Kits
Learning Packages
Modular Learning
Training Modules
bt Instructional Materials

Learning Packages
use Learning Modules

Lesson Notes
use Lesson Plans

Lesson Plans
uf Lesson Notes

Literature Searches
use Bibliographies
Machine Tools
  of Drill Presses
  Grinding Machines
  Lathes
  Milling Machines
  Punch Presses
  Shapers
  bt Equipment

Machinery
  use Mechanical Equipment

Machines
  use Mechanical Equipment

Manuals
  use Guides

Master Tapes (Audio)
  use Audiotape Recordings

Mechanical Devices
  use Mechanical Equipment

Mechanical Equipment
  of Machinery
  Machines
  Mechanical Devices
  bt Equipment

Mechanical Teaching Aids
  use Educational Media

Milling Machines
  use Machine Tools

Minicourses
  of Short Courses
  bt Courses

Modular Learning
  use Learning Modules

Motion Pictures
  use Films

Multimedia Instruction
  bt Teaching Methods

Optical Videodisks
  use Videodisks
Overhead Transparencies
  use Transparencies

Personalized Instruction
  use Individualized Instruction

Phonotape Recordings
  use Audiotape Recordings

Printing
  use Graphic Arts

Professional Services
  bt Services

Programmed Texts
  use Textbooks

Punch Presses
  use Machine Tools

Quizzes
  use Tests

Research Reports
  uf Research Studies
  uf Scientific Reports
  uf Technical Reports
  bt Reports

Research Studies
  use Research Reports

Safety Equipment
  uf Safety Glasses
  uf Safety Signs
  uf Safety Products
  bt Equipment

Safety Glasses
  use Safety Equipment

Self Paced Instruction
  use Individualized Instruction

Self Pacing Machines
  use Teaching Machines

Scientific Reports
  use Research Reports

Seminars
  bt Meetings
Service Manuals
  bt  Guides

Services
  uf  Support Systems (Services)

Shapers
  use  Machine Tools

Short Courses
  use  Minicourses

Simulated Studies
  use  Simulation

Simulation
  uf  Simulated Studies
     Simulators
  bt  Methods

Simulators
  use  Simulation

Slides
  bt  Transparencies

Sound Tape Recordings
  use  Audiotape Recordings

Stands
  use  Furniture

Summer Workshops
  use  Workshops

Supplementary Textbooks
  use  Textbooks

Support Systems (Services)
  use  Services

Syllabi
  use  Course Descriptions

Teacher Guides
  use  Teaching Guides

Teacher Manuals
  use  Teaching Guides

Teaching Aids
  use  Instructional Materials
Teaching Guides
  uf  Discussion Guides
  Instructor Manuals
  Teacher Guides
  Instructor Guides
  Teacher Manuals
  bt  Guides

Teaching Machines
  uf  Self Pacing Machines
  bt  Autoinstructional Aids

Teaching Materials
  use  Instructional Materials

Technical Reports
  use  Research Reports

Test Books
  use  Tests

Tests
  uf  Examinations
  Identification Tests
  Quizzes
  Test Books
  bt  Measures (Individuals)

Textbooks
  uf  Programed Texts
  Supplementary Textbooks
  bt  Books
  Instructional Materials

Training Materials
  use  Instructional Materials

Training Modules
  use  Learning Modules

Training Aids
  use  Instructional Materials

Training Packages
  use  Instructional Materials

Transparencies
  uf  Overhead Transparencies
  bt  Nonprint Media
  Visual Aids

Video Cassette Systems
  use  Videotape Cassettes
Video Tape Recordings
  use Videotape Recordings

Videodisc Recordings
  use Videotape Cassettes

Videodisks
  uf Optical Videodisks
    Videodisc Recordings
  bt Nonprint media
    Visual Aids

Videotape Cartridges
  use Videotape Cassettes

Videotape Cassette Recorders
  use Videotape Cassettes

Videotape Cassettes
  uf Video Cassette Systems
    Videotape Cartridges
    Videotape Cassette Recorders
  bt Magnetic Tape Cassettes

Videotape Recordings
  uf Video Tape Recordings
  bt Tape Recordings
    Visual Aids

Visual Aids
  uf Visual Equipment
    Visual Materials
    Visual Media

Visual Equipment
  use Visual Aids

Visual Materials
  use Visual Aids

Visual Media
  use Visual Aids

Workshops
  uf Summer Workshops

Workbooks
  bt Instructional Materials
VENDOR TYPE (VT)

Clearinghouse
Network
Private Sector Firms

GEOGRAPHICAL LOCATION (GL)

Two letter postal abbreviation; i.e., OR for Oregon
EVALUATION UPDATE

PHASE III

A MODEL SYSTEM FOR THE DESIGN AND MAINTENANCE OF RELATED INSTRUCTION CURRICULUM FOR APPROVED U. S. DEPARTMENT OF LABOR APPRENTICESHIP OCCUPATIONS

CARL HORSTRUP, PROJECT DIRECTOR
LANE COMMUNITY COLLEGE
4000 EAST 30TH STREET
EUGENE, OREGON 97405

SUBMITTED BY
E. WAYNE COURTNEY, THIRD PARTY EVALUATOR
3220 N. W. ARROWOOD CIRCLE
CORVALLIS, OREGON 97330
(503) 758-7325

MAY 31, 1989
INTRODUCTION

The project is progressing through its third phase in accordance with the Grant's objectives. This update covers project activities which have been concluded since the last Phase III Evaluation report (dated January 12, 1989). The third phase of the project has as its major roles the continuing evaluation of the directory and materials dissemination.

The field evaluation of the directory appears to be complete with sites representing selected states and provinces in the United States and Australia providing data input. The results of these data were included in the last report.

The project continues to receive publicity through a variety of information resources. The United States Apprenticeship Association (USAA) Sentinel, the official newsletter for apprenticeships, is now located adjacent to the Apprenticeship Clearinghouse Project. Information which is pertinent to the Clearinghouse will be given special consideration as a result of this relocation (see Appendix).

Hardware items for the project are operational at the Lane Community College site. The software for the project has allowed for the creation of as many databases as the computer has storage capacity. The input format for the system provides for the use of a thesaurus which is based to a large extent upon the ERIC thesaurus terms. The utilized format appears to adequately meet the future requirements for the project as it moves beyond Phase III of the project.
PHASE III PROGRESS

The following progress has been made since the last report in fulfilling Phase III goals.

Objective 4.3. Conduct field test on Clearinghouse services.

The final data which were compiled on the evaluation of the directory were given in the January 12th report. Since that time there has been no additional input by field reviewers. Although a few field site reviews are still pending, a decision was made to finalize the results of the field reviews. The instrument used to gather these data was provided in the previous report. Mean scores were computed for each of five (5) criteria and were based on a 4-point scale. The summary data are as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of the Directory</td>
<td>3.36</td>
</tr>
<tr>
<td>Completeness of the Instructions</td>
<td>3.71</td>
</tr>
<tr>
<td>Technical accuracy of the content</td>
<td>3.45 *</td>
</tr>
<tr>
<td>Clarity of the included content</td>
<td>3.57</td>
</tr>
<tr>
<td>General utility of the Directory for field use</td>
<td>3.64</td>
</tr>
</tbody>
</table>

* Note: The evaluations for technical accuracy represent 79% of the responding sites. Others reported that they had not as yet tested the 'technical accuracy of the content' criterion.

These measures indicate a high degree of acceptance for the utility of the directory and are judged to be valid gauges of the fitness of these materials for field use. A recent evaluation suggested that an index should be added to the directory. (Note: This is being implemented as per Objective 4.5.2 criteria.)
OBJECTIVES 4.5 REVISE MODEL ACCORDING TO EVALUATIONS AND 6.1.3 FROM FIELD TEST SITES

Key Project personnel have been made aware of the results of the field reviews. Only a few minor changes are necessary to the model as a result of these evaluations.

Objective 5.1. Develop mailing lists of institutions, private firms and organizations that are potential users of apprenticeship materials.

The Project has been endorsed by several major apprenticeship groups and organizations, including the U.S. Department of Labor and the American Association of Community and Junior Colleges (see Appendix). Hardcopies of the apprenticeship materials will be made available for distribution at the National Curriculum Coordinators Vocational-Technical Education meeting to be held at Kansas City during July 9-12, 1989. Vendors have given written permission to copy their materials.

Objective 5.2. Develop information package for dissemination.

Information sheets will be completed prior to the NNCCVTE Meeting to be held in Kansas City during July 9-12, 1989. Clearinghouse brochures have been made available on a request basis from the Project Director's office on the Lane Community College campus.
Objective 3.1 Establish a computerized database.

Objective 7.3 Continue to update and expand the materials resource bank for quality improvement

The database records have been downloaded into the UNIX system. The matter of possible copyright infringement has created somewhat of a problem; however, the restructuring of the downloaded records precludes duplication into any copyright databases. A total of 2647 records are being read into the program for purposes of initial use. Abstracts will not be loaded because of potential copyright issues. To date, records have been utilized from the following bases:

- National Technical Information Service (NTIS) (341 records)
- Vocational Education Curriculum Materials (VECM) (745 records)
- Research in Vocational Education (RIVE) (543 records)
- ERIC (1008 records)

The project has purposefully avoided the Ontario Education reports (ONED), AV Online Multimedia, and NICEM documents because of the copyright matter. The policy of the project staff is to not deal with the copyright database issue.

Vendor documentation showing database fields and coding information is shown in the Appendix. Modifications have been made in the materials resource bank for purposes of allowing for a broader spectrum of user needs.

A Directory of Company Information Thesaurus has been designed to facilitate the database operation. As the documentation of the vendors is completed, the database may be searched by specific topics in the material type (MT) field by company name, location, area code, etc. The input form contains a basic information capability with the addition of a FAX number, with the telephone number being split into two fields, listing toll and toll-free status. In using the field for material type (MT), the words used for input need to come from the thesaurus (see Appendix B) to include all words that apply; the users may use up to fifteen terms. Within the thesaurus, the bold faced words are the preferred terms to be used in the MT field.
represents 'used for' and BT mean 'broader term'. For every term placed into the MT field there will be a BT term for the descriptor field, which will be used to build a subject index for the company directory at publication time. The geographical field and the vendor type fields are also sort fields which may be utilized should the decision be made to put out a paper directory. The finished product would contain at least three sections listing the resource by material type, vendor type, and by geographical location. The vocabulary will be modified over time to reflect the demands and needs of the project. When the process of documenting vendors is complete, it will be possible for the user to obtain a printed directory which is created by downloading an ASCII file and editing it with desktop publishing software, actual remote computer searching, or downloading specific lists to either 5 1/4 or 3 1/2 inch floppy disks. (Note: The above information was included in the previous evaluation report.)

The project continues to proceed according to the grant proposal schedule.
APPENDIX

CLEARINGHOUSE SUPPORT LETTERS (USDL AND AACJC)

USAA SENTINEL (APRIL 1989)

FIPSE/LCC APPRENTICESHIP CLEARINGHOUSE DATABASE EXAMPLES
Dear Carl:

This is in response to your letter of January 3, 1989, requesting my support and endorsement of the Apprenticeship Clearing House Project of which you are the Director. We understand that your project will provide a ready reference and guide to information and material available, including available related instruction curriculum study material.

The Department of Labor's Apprenticeship 2000 Initiative undoubtedly will provide for a broad expansion of the Apprenticeship concept of training and I do support projects such as yours and appreciate you keeping me advised of the current status of your project.

Sincerely,

JAMES D. VAN ERDEN
Director
Bureau of Apprenticeship and Training
January 9, 1989

Carl Horstrup  
F.I.P.S.E. Clearinghouse Director  
Lane Community College  
4000 East 30th Avenue  
Eugene, Oregon 97405

Dear Carl:

Thanks for keeping me up to date on the college’s FIPSE-funded apprenticeship program. It was a great idea to begin with and your work on it establishes its value.

At the moment I am working directly with Tradenet, the computer firm in Arizona that manages the AACJC electronic network, concerning the creation of a special database to house your resource directory. As we discussed, I want them to set up the system so that we can organize the material in a way that will encourage its use by our network members. We want users to be able to access particular topics, programs, and specialties quickly, efficiently, and comprehensively with as little keying as possible. We also want to set up the system so that Lane Community College can update and improve the database as frequently as is necessary.

Using our ACCESS network in combination with other dissemination options will make it possible for you to share the results of your work most effectively.

Your material will make an important contribution to ACCESS, Carl. Thanks for thinking of us. I’ll let you know when the Tradenet details are set.

Sincerely,

Jim Ma-honey
Director of Administrative and Computing Services
January 20, 1989

Mr. Carl Horstrup, Coordinator
Apprenticeship & Special Training
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405

Dear Mr. Horstrup:

The Board of Directors is pleased to appoint you as Executive Secretary of the United States Apprenticeship Association. We are extremely happy that you have agreed to accept. We would appreciate it if you would take steps to meet with us as soon as your schedule permits, here in Madison.

If you will contact Mr. Nye when you have arranged your schedule, we will be available to meet with you and assist in the transition.

Again, we are looking forward to working with you.

Sincerely yours,

Terrence Benewich
Board Cochairman

TB:mjh

cc: Board Members
Recent legislative trends continued with significant laws enacted in a wide array of labor standards areas including minimum wage, mandatory retirement, AIDS testing, and parental leave according to a recent report by Richard R. Nelson, State Standards Advisor in the Division for USDOL Employment Standards Administration. Various State labor legislation enacted in 1988 covered a wide variety of employment standards subjects and included several significant new laws. The year was also notable for several important general election ballot initiatives. Among these measures addressed were both traditional labor standards fields such as minimum wage and child labor protection and bans on mandatory retirement and other forms of employment discrimination, and the newer subjects of workplace AIDS and drug testing, parental leave, and asbestos abatement.

Wages. Minimum wage continued as a major issue in 1988 with new legislation or wage orders increasing minimum rates in GUAM, KANSAS, MAINE, PENNSYLVANIA, RHODE ISLAND, SOUTH DAKOTA, VERMONT, the VIRGIN ISLANDS, and the DISTRICT OF COLUMBIA for employees in hotel and restaurant occupations, and PUERTO RICO for employees in the hotel and construction industries. An additional seven states had rate increases in 1988 as the result of prior legislation. Also, an initiative on the WASHINGTON STATE ballot in the November general election to provide for an increase in the State rate and to extend coverage to farmworkers and domestic service employees was approved by the voters. The trend in recent legislative and administrative actions has been to increase rates above the $3.35 per hour Federal standard in effect since 1981; in fact, the DISTRICT OF COLUMBIA, MAINE, RHODE ISLAND and VERMONT which had already surpassed the Federal level, adopted even higher rates. Fifteen jurisdictions now exceed the Federal rate for some or all employees (this number will rise to 16 on February 1, 1989 when the PENNSYLVANIA increase becomes effective), with the highest rates being $4.25 an hour in CALIFORNIA, CONNECTICUT and the VIRGIN ISLANDS; $4.00 an hour in RHODE ISLAND and in PUERTO RICO for office, supervisory, and skilled workers in the construction industry; and from $3.50 to $4.85 an hour in the DISTRICT OF COLUMBIA, depending on the industry.
Parental Leave. States continued to take the lead in legislation addressing the subject of parental leave. A new law in MAINE requires private sector employers and local government with 25 or more employees and the State to grant up to 8 weeks of unpaid family medical leave in any 2 years for the birth or adoption of a child, or for the serious illness of the employee, child, parent, or spouse. In WISCONSIN, employers of 50 or more workers in the private sector and the state government must provide unpaid family or medical leave of up to 6 weeks for the birth or adoption of a child; 2 weeks to care for a child, spouse, or parent with a serious health condition; and 2 weeks personal medical leave within a 12-month period. In both cases, employees returning from such leave are entitled to reinstatement in the same or equivalent position without loss of benefits. (The legislature in HAWAII requested a study of the feasibility of enacting such a statute.)

Child Labor. Child labor amendments addressed a variety of youth employment issues. A growing concern was reflected in a NEW HAMPSHIRE enactment where, as part of a literacy and school dropout prevention program, the Youth Employment Law was amended to limit the school week work hours of 16- and 17-year olds and a committee was created to examine, among other things, the relationship between the number of hours per week that a student works or participates in sports and the student’s academic achievement. In other significant developments, monetary penalties were substantially increased for child labor violations in WISCONSIN; in RHODE ISLAND, authority to declare places or occupations as hazardous for minors under 16 years of age was transferred from the Department of Health to the Department of Labor; and in MICHIGAN, new regulations were issued making hazardous occupation provisions more detailed and more consistent with Federal standards and requiring closer supervision of minors in the workplace.

Discrimination. The age 70 upper limit of protection from age discrimination or mandatory retirement provisions was removed from both private and public sector employees by amendments to laws in IDAHO, KANSAS, SOUTH CAROLINA and TENNESSEE, and for various public sector employees by amendments in ARIZONA, the DISTRICT OF COLUMBIA, and MARYLAND. MARYLAND also enacted a law requiring that a prohibition against employment discrimination based on age be included in the required nondiscrimination clause in all State procurement contracts. In MASSACHUSETTS, certain groups of State and municipal public safety employees may now work beyond age 65 with annual certification. Some of this State activity was likely in response to federal Age Discrimination in Employment Act amendments, effective January 1, 1987, which included removal of the age-70 upper limit on coverage in private and public sector employment.

Employee testings. The highly controversial testing of employees, either for drug or alcohol abuse or for the presence of AIDS virus (HIV) antibodies continued to be the subject of proposed legislation in several jurisdictions. Drug testing legislation was enacted in NEBRASKA, KANSAS, and TENNESSEE. In NEBRASKA,
public and private employers of 6 or more may require employees to submit to drug or alcohol testing under penalty of dismissal or other disciplinary or administrative action for refusal to be tested. KANSAS authorized establishment of a drug screening program for persons taking office as governor, lieutenant governor, or attorney general and for those applying for safety sensitive positions in State government, and Department of Correction security personnel in TENNESSEE may be tested upon reasonable suspicion that an employee’s faculties are impaired on the job and that a danger exists because of the impairment. Laws prohibiting employers from requiring a test for the presence of an AIDS virus infection as a condition of employment and from discriminating in employment on the basis of a positive test were enacted in FLORIDA, IOWA, RHODE ISLAND and VERMONT.

Safety and Health. Again in 1988, as in recent years, most of the legislation dealing with worker safety and health concerned the right of workers to be informed of and given training on chemical hazards in the workplace, asbestos abatement, and restrictions on workplace smoking. New comprehensive right-to-know laws were enacted applicable to agencies of the Government of GUAM and to public sector employers in GEORGIA. Both laws provide for notification to employees of hazardous substances in the workplace and for safety training. Of the remaining right-to-know laws, half were amendments incorporating provisions required by the Federal Emergency Planning and Community Right-to-Know Act of 1986. In related court action, a provision of the MASSACHUSETTS law, limiting the disclosure of information about the presence of hazardous substances in the workplace to those authorized to receive it, was declared unconstitutional as an unwarranted restriction on freedom of speech.

INTERNATIONAL BROTHERHOOD OF CARPENTER’S RESPONSE TO APPRENTICESHIP 2000

The following are highlights from the respective topics of IBC response. Promotion: we suggest establishing a national system of pre-apprenticeship, structured somewhat like Job Corps. Technical Assistance: establishment of minimum national standards for occupations which are apprenticeable. Recognition: true recognition will come only when we have consistent quality in apprenticeship. Delivery System: the only delivery system we support is the joint labor/management committee which insures that apprenticeship remains an industry function. Help Subsidize Related Instruction: at no time should sponsors of apprenticeship be allowed to take more than 50% public funding to support related training. Lower Costs of Doing Business: the apprenticeship community should lobby for legislation requiring that insurance companies give discounts to employers using apprentices. Contact Preference: a very important part of the work falls on the shoulders of BAT and the state registering agencies. It is their responsibility to get together and establish a federal/state registration system, so that uniform national standards can be established for every apprenticeable occupation.
APPRENTICESHIP CONFERENCES

May 3-5 Virginia Apprenticeship Conference, Radison Hotel, Lynchburg, VA
May 21-26 Eastern Seaboard Apprenticeship Conference, Hartford, CT
May 23-25 Michigan Apprenticeship Conference, Westin Hotel, Detroit, MI
June 5-11 Western Apprenticeship Coordinators Conference, Vancouver, B.C. Canada
June 25-28 Arizona Apprenticeship Instructors Seminar, Prescott, AZ
July 10-14 National Association of State and Territorial Apprenticeship Directors (NASTAD) Conference, Sheraton Princess Kaiulani Hotel, Honolulu, HI
July 11-13 Southern States Apprenticeship Conference, Hyatt Regency Hotel, Atlanta, GA
July 27-28 California Apprenticeship Council Meeting, San Diego, CA

UNITED STATES APPRENTICESHIP ASSOCIATION
PO BOX 70600, EUGENE, OR 97401

_Renewal _New Member Annual Dues $20/1 year; $35/2 years

Name_________________________ Last ________ First ________ Initial ________

Title_________________________ Firm_________________________

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City_________________________ State____ Zip_________ Phone_________

Representative of: _Employer _Journeyman _Voc. Ed.
_ Federal Government _Apprenticeship _Coordinators
_ Other (please specify)_________________________

Please return this form with payment.
FIPSE / LCC Apprenticeship Clearinghouse

Phase I

Total number of records currently being loaded: 2,647
Initial database structure excludes abstracts

Phase II

Reload records to include abstracts
Update file with recent publications

Phase III

Evaluate other sources of information to be used in addition to the original group
CO COMPANY NAME: Advanced Machinery Imports Ltd.
AD STREET ADDRESS: PO Box 312.
CY CITY: New Castle.
ST STATE: DE.
ZP ZIP CODE: 19720.
TE TELEPHONE NUMBER: 302-322-2226.
VT VENDOR TYPE: Private Sector Firm.
GL GEOGRAPHICAL LOCATION: Delaware.
MT MATERIAL TYPE: Mechanical Equipment.
DE DESCRIPTORS: Equipment.
ID IDENTIFIERS: Construction. Cabinetmaking.
NT NOTE: High end speciality woodworking machinery and accessories.
AU AUTHOR: Matus, Jose R.
IN AUTHOR AFFILIATION: Tohono O'Odham Nation Skill Center, PO Box 837, Sells, AZ 85634.
TI TITLE: Tohono O'Odham Nation Skill Center.
SN SPONSORING AGENCY: Office of Vocational and Adult Education (ED), Washington, DC.
NO NUMBERS: GN: G008420055. PN: 101AH10056.
LG LANGUAGE: English.
TA TARGET AUDIENCE: Student.
EL EDUCATIONAL LEVEL: High School (10-12).
MT MATERIAL TYPE: Training Program.
NT DESCRIPTIVE NOTE: Start Date 01 Oct 84; End Date 30 Sep 87. This project was previously funded under grant G008101058. Continuation of CC015058.

AU AUTHOR: Shebala, Gene.
IN AUTHOR AFFILIATION: Pueblo of Zuni, PO Box 339, Zuni, NM 87327.
TI TITLE: Zuni Apprenticeship Training Program.
SN SPONSORING AGENCY: Office of Vocational and Adult Education (ED), Washington, DC.
NO NUMBERS: GN: G008620021.
LG LANGUAGE: English.
TA TARGET AUDIENCE: Student.
EL EDUCATIONAL LEVEL: Adult.
MT MATERIAL TYPE: Training Program.
NT DESCRIPTIVE NOTE: Start Date 03 Feb 86; End Date 02 Feb 88.

AU AUTHOR: Oretega, Mel.
IN AUTHOR AFFILIATION: Papago Tribe, PO Box 837, Sells, AZ 85634.
TI TITLE: The Papago Skill Center.
SN SPONSORING AGENCY: Office of Vocational and Adult Education (ED), Washington, DC.
NO NUMBERS: GN: G008400055.
LG LANGUAGE: English.
TA TARGET AUDIENCE: Student.
EL EDUCATIONAL LEVEL: Adult.
MT MATERIAL TYPE: Training Program.
This curriculum guide is to be used in the classroom for the purpose of training apprentices in the cabinetmaking and millwork trades. The guide focuses on a step-back hutch that can be made in the traditional, colonial/country, and contemporary furniture styles. There are 12 units covering the following topics: materials, planning processes, machine processes, and assembly. The units are made up of a unit outline, list of supplemental reading materials, term notes, and a series of class outlines. In addition there are lecture/demonstration outlines, parallel listings of tasks and project steps, and notes to the instructor. The curriculum can be used at any time during the four-year cycle. The curriculum stresses teamwork in the workplace.
MEMORANDUM

TO: Wayne
FROM: Karen
RE: Field labels for the two databases.

The database that includes the curriculum, research, and journal material from the four databases I told you about have all been reformatted to include the following labels:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Author</td>
</tr>
<tr>
<td>IN</td>
<td>Author Affiliation</td>
</tr>
<tr>
<td>TI</td>
<td>Title</td>
</tr>
<tr>
<td>SO</td>
<td>Source</td>
</tr>
<tr>
<td>SN</td>
<td>Sponsoring Agency</td>
</tr>
<tr>
<td>NO</td>
<td>Numbers</td>
</tr>
<tr>
<td>YR</td>
<td>Year</td>
</tr>
<tr>
<td>PG</td>
<td>Pagination</td>
</tr>
<tr>
<td>AV</td>
<td>Availability</td>
</tr>
<tr>
<td>CI</td>
<td>Copyright Information</td>
</tr>
<tr>
<td>LG</td>
<td>Language of Publication</td>
</tr>
<tr>
<td>GS</td>
<td>Geographic Source</td>
</tr>
<tr>
<td>TA</td>
<td>Target Audience</td>
</tr>
<tr>
<td>EL</td>
<td>Educational Level</td>
</tr>
<tr>
<td>MT</td>
<td>Material Type</td>
</tr>
<tr>
<td>MS</td>
<td>Material Status</td>
</tr>
<tr>
<td>DE</td>
<td>Descriptors</td>
</tr>
<tr>
<td>ID</td>
<td>Identifiers</td>
</tr>
<tr>
<td>NT</td>
<td>Descriptive Note</td>
</tr>
<tr>
<td>AB</td>
<td>Abstract</td>
</tr>
</tbody>
</table>

Not all the records will have all the fields. The initial load will be without abstracts because I do not care to set myself up for problems with copyright even on files that are technically not copyrighted. Cautious maybe. Wise probably.

The database that will hold the vendor information has the following fields:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>Company Name</td>
</tr>
<tr>
<td>AD</td>
<td>Address</td>
</tr>
<tr>
<td>CY</td>
<td>City</td>
</tr>
<tr>
<td>ST</td>
<td>State</td>
</tr>
<tr>
<td>ZP</td>
<td>Zip Code</td>
</tr>
<tr>
<td>TE</td>
<td>Telephone Number</td>
</tr>
<tr>
<td>TF</td>
<td>Toll Free Number</td>
</tr>
<tr>
<td>FN</td>
<td>Fax Number</td>
</tr>
<tr>
<td>CP</td>
<td>Contact Person</td>
</tr>
<tr>
<td>VT</td>
<td>Vendor Type</td>
</tr>
<tr>
<td>GL</td>
<td>Geographical Location</td>
</tr>
<tr>
<td>MT</td>
<td>Material Type</td>
</tr>
<tr>
<td>DE</td>
<td>Descriptors</td>
</tr>
<tr>
<td>ID</td>
<td>Identifiers</td>
</tr>
<tr>
<td>NT</td>
<td>Note</td>
</tr>
</tbody>
</table>
Again not all the records will have all the fields. All the vendors from the list that Burr put together have been loaded into a file. I am going to set the file up so that Carl can go ahead and produce the vendor directory part of his project. He needs to see some results. The electronic version will be safely held on the computer in his office until it can be loaded online.

I hope this is what you wanted. Give me a call at home if you need more. I will not be going back to work until June 5. I will either be at home working or in Eugene staring at Carl's computer.