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ABSTRACT

This report of conference proceedings provides information and observations concerning the improvement of vocational education delivery systems within Black colleges and universities. The conference was held at the National Center for Research in Vocational Education for the purpose of discussing relevant information and techniques on the topic of funding, grantsmanship, and research; sharing information on a competency-based approach to staff development; identifying strategies on how to secure and disseminate information; improving public images in vocational/technical education delivery systems; highlighting issues related to recruitment, admissions, and retention of staff and students; suggesting roles for systems in the delivery of programs and services; improving working relationships; and developing action plans. Papers are grouped under the following titles: Funding/Grantsmanship/Research, Personnel Development, Dissemination of Information, Recruitment/Admission/Remediation/Retention, Communication and Articulation, Counseling, and Institutional Role and Scope. Appended materials include lists of Black College and University Consortium Executive Committee members, workshop participants, consultants and staff; the conference agenda; and a seven-page compilation of participant reactions and recommendations on each of the conference topics. (BPB)

CONFERENCE PROCEEDINGS

Improving Vocational Education Programs in Historically and Predominately Black Colleges and Universities

September 9-12, 1980

CONFERENCE PROCEEDINGS

A NATIONAL CONFERENCE
ON IMPROVING VOCATIONAL EDUCATION
IN PREDOMINATELY BLACK COLLEGES AND UNIVERSITIES

Proceedings Compiled by

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1980

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FOREWORD

"Improving Vocational Education Programs in Predominately Black Colleges and Universities" was the title of a national workshop held September 9-12, 1980. The National Center for Research in Vocational Education at The Ohio State University had the opportunity to sponsor this conference in cooperation and coordination with the U.S. Department of Education, Bureau of Occupational and Adult Education and selected Black colleges and universities from around the country.

At this conference emphasis was given to the priorities of funding, grantsmanship, personnel development, dissemination of information, recruitment, retention, communication, counseling, and institutional role and scope. The workshop was characterized by a series of major presentations from key leaders in education from around the country. Opportunity was provided for small group discussions and ample personal and professional interaction, as well as idea exchange among the participants. Some important outcomes of this conference were (1) the formation of an informal alliance between Black colleges and universities and the National Center, (2) a consensus that the National Center would write a proposal on the behalf of the Black colleges and universities, and (3) an exchange of information on matching resources needed with resource availability.

Special recognition is due Dr. Ferman Moody for directing the conference. An expression of appreciation is also in order for National Center staff members, Dr. Dessie Page and Dr. Aubrey Long, for their assistance in conducting the conference, and to former National Center staff member, Dr. Marion T. Johnson, for her work in planning the conference. We also express our appreciation to the U.S. Department of Education, Office of Vocational and Adult Education, and to the major presenters for giving of their time and energy to make this conference a success. Special debt of gratitude is due to Roseann Pavlick and Barbara Cherry for their assistance with conference registration arrangements and for the typing of these proceedings. Editing of these conference proceedings was provided by Brenda Sessley of the National Center editorial staff.

This report is being disseminated with the expectation that the contents of the major presentations will serve as a source of reference to administrators who have a responsibility for improving vocational education in Black colleges and universities.

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education
The Ohio State University

INTRODUCTION

The national workshop, "Improving Vocational Education in Predominately Black Colleges and Universities," was one of the major activities resulting from a project funded by the U.S. Department of Education, Bureau of Occupational and Adult Education to respond to the need for and commitment to strengthening vocational education programs in traditionally Black two- and four-year institutions throughout the United States. The conference, held September 9-12, 1980 at the National Center for Research in Vocational Education, The Ohio State University in Columbus, Ohio, was designed to share this information with individuals involved in this endeavor.

Workshop Goal

The goal of this workshop was to share information and observations with representatives of predominately Black colleges and universities for the improvement of vocational education delivery systems within those institutions.

Workshop Participants

The workshop was designed for individuals and groups who are involved in the improvement of vocational education in predominately Black colleges and universities. These individuals and groups included the following:

- Deans/Department Heads
- Teacher Educators
- Vocational Teachers and Administrators
- Federal, State, and Local Vocational Leaders
- Researchers and Agency Representatives

Workshop participants were encouraged to become totally involved in workshop activities as a means of facilitating appropriate feedback and practical applications.

Workshop Objectives

The objectives of the workshop were as follows:

- To discuss relevant information and techniques on the topics of funding, grantsmanship, and research
- To share information on a competency-based approach to staff development

- To identify strategies that predominately Black colleges and universities can use in securing and disseminating information
- To improve public images in vocational/technical program delivery systems in Black colleges and universities
- To highlight issues and answers in the recruitment, admissions, and retention of staff and students
- To suggest roles of predominately Black colleges and universities in the delivery of vocational education programs and services
- To improve working relationships among participants and other relevant individuals, agencies, and institutions
- To develop action plans for the continued involvement of Black colleges and universities with the National Center in program improvement strategies

KEYNOTE ADDRESS

IMPROVING VOCATIONAL EDUCATION IN BLACK COLLEGES AND UNIVERSITIES

KEYNOTE ADDRESS
by
Dr. Dan Taylor
Assistant Secretary
Office of Vocational and Adult Education

It is a great pleasure to be with you this evening and to participate with you in the national workshop to improve vocational education in Black colleges and universities. I know that Robert Taylor, Ferman Moody, your college representatives, Laurabeth Hicks, Bill Young, and all of your presenters have worked hard to make this an outstanding workshop in every way. This workshop is one example of the continuing efforts of the U.S. Department of Education and the rest of the administration to strengthen historically Black colleges and universities. The entire nation owes a debt of gratitude to these institutions, since they are the ones that held open the gates of learning for countless young people *when many schools were closed to them*. These are the colleges that sent their graduates into the *courtrooms* and the *lunch counters of the nation to demand equality*. These are the colleges and universities that have provided and *continue* to provide this country with the nucleus of its Black leadership and continue to foster that most precious of commodities: *equal opportunity*.

I have not named names, but if one looks at the Black leadership in America today, in business, government, the professions, and so forth, one will find the graduates of these institutions.

President Carter has perhaps stated it best when he said, "The importance of historically Black colleges and universities, not only to students, but also to this nation's social, economic, and educational life, cannot be overestimated."

I, too, commend you for the work you have done and for the work you continue to do. Your presence here at the National Center for this important workshop says to me that you continue to be fully committed to achieving excellence, access, and equity in all aspects of education, including vocational education for the students you serve. As you know, Secretary Hufstedler shares your commitment to achieving these goals, not only in vocational education, but also in all of education. I, too, am dedicated to excellence, access, and equity in education and because of this dedication I come before you tonight both concerned and hopeful for the future of Black youth in vocational education.

I would like to take a few minutes to share with you my concerns and reasons for hopefulness. I am primarily concerned about the limited participation of Black youth and adults in vocational education. As some of you are aware, the U.S. Office of Civil Rights recently completed a national survey of over 10,000 schools that offer vocational education to secondary,

postsecondary, and adult students. Using the preliminary, unedited data tables, one of my staff members did an initial assessment of the participation of Blacks in vocational education--both students and staff. I will not bore you with a recitation of extensive statistics, but I would like to share with you some of these initial estimates. I think they will be of concern to you; perhaps disturb you, as much as they have me.

First, only about one in ten of all vocational students at all levels is Black.

Second, less than one in ten of all full-time vocational education staff at all levels is Black, and less than one in twelve of all supervisory staff at all levels is Black.

Third, at the junior or community college level, less than one in ten of all students is Black.

Fourth, also at the junior or community college level, less than one in twenty-five of all full-time staff and less than one in twenty-five of all supervisory staff is Black.

These statistics say to me that Black youth and adults have limited access to or have limited interest in vocational education, or that both factors are at work. Whatever the reason, the fact that these youth are not participating fully in our programs disturbs me. This is not to say that all Black youth want to or should participate in vocational programs, but they clearly must have the option to do so.

Part of having the option to participate in vocational education is knowing that the programs exist, knowing what the wide variety of programs can mean in terms of participation in the economy and in terms of self-fulfillment, and knowing that vocational education does not have to lead to low paying, substandard jobs. It is time that adults, especially policy-makers, educators, and other professionals, come to recognize the extent to which our society depends upon workers with the skills we teach in vocational education. People must learn to recognize and appreciate that our buildings, hospitals, churches, universities, streets, and highways, all modes of transportation, the clothes we wear, and the food we eat, exist because of the skilled workers we have in this country.

These skilled workers are not second-class citizens, they are first-class participants in making this country work. Between 1978 and 1990, the labor market will need, per year, over 10,000 engineering and science technicians (not engineers, but technicians), 8,000 drafters, 7,000 dental assistants, and 60,000 nonprofessionals in other health related fields. These are jobs representing much needed skill training and education, for which vocational education can provide the training. If, as many people contend, the perception of vocational education as leading to less than desirable jobs predominates in the Black community, we simply must do more to change this attitude. If we do not, we will be denying our Black youth the options to become tomorrow's technicians and skilled workers--and in effect limiting their access to the jobs of the future. The majority of jobs in the next two decades will not require four-year college degrees.

Those of you here tonight are leaders not only in education, but also in vocational education and in the Black community. You must take the lead in changing this perception of vocational education, and in building support for our programs in that community. You must take the lead in helping Black youth to recognize that vocational education, and particularly the two- and three-year programs offered at many of the colleges and universities you represent, should be viewed as a viable option. You must help them see what others, according to Byron Rawls, are beginning to recognize, that "an education without a four-year degree is preferable to a four-year degree without an education." But, while I emphasize this aspect of perception and misperception, I do not mean to ignore the other factors of access--discrimination and outmoded, obsolete facilities.

In the beginning of this presentation, I said I was both concerned and hopeful. I am concerned about the low participation rates of Black youth in vocational education programs and equally concerned about high rates of youth unemployment, particularly among minority youth. I am hopeful because we have two new opportunities to address these concerns.

1. The Youth Act of 1980

2. Reauthorization of the Vocational Education Act of 1976 at which time we hope the Youth Act will be passed by Congress

It will be the most expansive youth employment program in our nations's history, assisting 450,000 young people who are encountering problems entering the job market. We know that the Youth Act *will not* solve *all* of the problems of all of our young people. No legislation can do that. But it will be a major investment in the young men and women who need our help, and thus a solid commitment to the future health and prosperity of the nation. Many of you have worked with young people who need to acquire the basic skills, employability skills, and vocational skills to participate fully in the labor market. We in the Department of Education and those in the 3,000 or more school districts to be affected by the Act will need advice and counsel as we begin to implement it. (I will not discuss the legislation in detail, but would be responsive to your questions about it.)

We are seeking your recommendations regarding reauthorization of the Vocational Education Act. We hope that you will participate not only in the open information meetings we will be conducting on September 29, 1980 in Boston and Kansas City, on September 30, 1980 in Atlanta, Chicago, and San Francisco, and on October 2, 1980 in Washington, D.C., but also as we proceed throughout the process. We intend for our reauthorization activities to be open and responsive to the concerns you and others have for the future of vocational education. I will not elaborate on all the issues in vocational education reauthorization, but I would be happy to respond to any questions in that regard.

In closing, I would like to commend you again for being here and for seeking to improve vocational education in your institutions. I also would like to commend Bob Taylor and the National Center for Research in

Vocational Education for extending the resources of the Center, and to thank Bill Young for assisting you in improving vocational education in historically Black colleges and universities. I sincerely hope all of you will be able to continue this effort in the years to come. Again, it has been a pleasure to be with you this evening. Thank you for inviting me.

FUNDING/GRANTSMANSHIP/RESEARCH

FUNDING RESOURCES AVAILABLE THROUGH THE OFFICE OF VOCATIONAL AND ADULT EDUCATION, U.S. DEPARTMENT OF EDUCATION

by
Dr. Mary Lovell
Education Program Specialist
United States Department of Education

The funding resources available through our office are tools for you and your institutions to use in achieving goals and meeting needs. Some of the programs I will be discussing may be more applicable than others for cooperative consortium efforts. This is something you will have to discuss among yourselves. I know that when I finish discussing what is available from our bureau, you are going to think "Oh, that's not everything." You are right! These different programs will not solve all of your problems, but I hope that some of what I mention will be useful.

The U.S. Office of Vocational and Adult Education has a variety of programs that it funds under the general heading of "Programs of National Significance." Several activities are funded through this category of programs. An example is the National Center for Research in Vocational Education. The National Center is responsible for applied, experimental, and developmental projects; curriculum development, revision, and dissemination projects; innovative and exemplary programs; and vocational education personnel development programs. The purpose of such programs of national significance is to serve as a catalyst to help improve the quality of vocational education in the states. These programs are generally carried out on a contract basis.

A second program that our office funds is the Leadership Development Program. Two aspects of this program are (1) the Graduate Leadership Development Program, which assists vocational educators and administrators in attaining higher degrees, and (2) the Fellowship Certification Program for Teachers, which assists vocational educators in changing fields, or helps industry people who need certification to become teachers.

A third aspect of our program concerns Curriculum Coordinating Centers. There are six of these centers throughout the country. Their major purpose is to disseminate materials that have been developed in a variety of vocational education areas. Centers are located in Hawaii, Illinois, Mississippi, Oklahoma, New Jersey, and Washington.

A fourth area of activity is the Projects of National Significance. These projects develop and disseminate materials in new and emerging occupations. They also help produce information for decision makers at the state and federal level. These projects are funded on a contract basis.

A fifth activity is the National Occupational Coordinating Information Committee. The committee at the federal level helps produce current

information for state staff on occupations in demand. It also produces similar information for students and counselors. Each state has its own coordinating committee that develops and disseminates this occupational information.

There are two other programs in our research division that I would like you to know about, even though they may not be directly applicable to you at this time. One is a contract program for recognized Indian tribes and organizations. The other program concerns bilingual vocational training.

The seven programs mentioned above have a current funding of $10 million. We anticipate a carry-over of this amount into fiscal year 1981. Of this $10 million, $8 million is committed to ongoing activities.

Within the U.S. Office of Vocational and Adult Education, there are two other offices that have discretionary money. One is the Division of Adult Education. It has approximately $2.5 million in discretionary money that goes to state and local education agencies for adult basic training. There is also an Indo-Chinese program that will be funded at about $2.5 million. A third program in the adult education area is the Cuban-Haitian Immigrant Program, which has about $17.6 million. Institutions of higher education are eligible for these funds to assist immigrants in learning English as a second language and in learning coping skills. The last program within our office is the Community Education Program, available to institutions of higher learning to develop programs to facilitate community education. This program has a budget range of $500,000 to $700,000.

Another source of funding that you may be familiar with concerns state vocational programs. The money for these programs usually flows through the Research Coordinating Unit in your state. There are three types of projects that are usually funded on a contract basis. These are research and demonstration projects, innovative and exemplary projects, and curriculum projects. There are three other areas in which state vocational programs can qualify for grants. These are guidance and counseling, preservice and inservice training, and activities to overcome sex bias. Information on these programs is available from the Research Coordinating Unit director of your state.

There is a second aspect to state funding, and that concerns state vocational basic grant money. The Vocational Education Amendments of 1976 mandate that 15 percent of basic education money be set aside for institutions of higher education. Individual states distribute their money in various ways. Some states allocate small amounts to all eligible institutions, while others give larger amounts to a fewer institutions. The way to receive information on application procedures for this money is to contact the state director of vocational education within your state. It should be noted that for these set-aside funds, priority is given to those institutions that are applying to develop new vocational programs, and to those institutions with a large concentration of disadvantaged students. It should also be noted that funds from state or local money must match these federal monies. Sometimes states ask that the receiving institutions comply with the matching fund policy because the state is unable to do so.

I also want to briefly mention some of the political processes at the state level in which you might want to participate to improve vocational education. One is the state vocational education council. The state legislature requires that there be at least one representative from postsecondary education on the council. Also, the state director of vocational education holds public meetings as the state plan for vocational education is developed, and as accountability reports are made.

There are additional resources available outside the vocational education community. You can take a look at the U.S. Department of Education's Guide to Funding. Within this guide you will find a list of programs, where the authorization is coming from, who is eligible to apply, and what specific office to apply to for the funding. For grant programs you can look to the Federal Register for announcements. For contract programs, the Commerce Business Daily has announcements for requests for proposals (RFPs). As a final resource, I also recommend that you look into Comprehensive Employment Training Act (CETA) funding.

I briefly want to describe the difference between contracts and grants. Contracts are a government procurement for a product or service. Requirements for the type of work to be carried out are rather specific. A grant, on the other hand, is an award for a design that is suited to your particular institution. In many ways, a grant is more flexible than a contract.

Whether you are applying for a contract or a grant, there are certain basic things to address in your proposal. In the introduction, you will want to address the qualifications of your institution to carry out the work. In the body of your proposal, you will want to tell what you are going to do and how you are going to do it. This is especially important in a contract. In the third section of the proposal, you will want to address management concerns. This includes writing an activity section, a staffing section, a time chart section, and a budget section. These should all flow together so that in the area of greatest activity, you also have the greatest amount of staff time and budget. Keep in mind both what is asked for and the evaluation criteria used for review of the proposal. The criteria will be listed in the request for proposal or program announcement.

I thank you very much for your attention.

CONSIDERATIONS FOR PROPOSAL DEVELOPMENT*

by
Dr. Steven Gyuro
Associate Director of Programs
The National Center for Research in Vocational Education

As we start discussing proposal development, we do not want you to jump to any conclusions that it is an easy thing to do, or that there is guaranteed success every time you try it. Proposal development is a difficult and demanding endeavor.

Let us begin by reviewing some key factors that are important to understand. When working in vocational education, an understanding of Public Law 94-482, Sections 130 through 135, is necessary as background information. If you are unfamiliar with this federal legislation, then it is extremely important for you to review it and share the information with your staff. In addition, there are documents called Federal Rules and Regulations announced in the Federal Register that are required reading. The rules and regulations in the Federal Register dated October 3, 1977, sections 104-702 through 747-93, explain how vocational education programs are to be implemented.

Next we move to state support. How many of you have read your state plan? This is an extremely important document. If you do not have a copy, we suggest you obtain one. State plans include a five-year, long-range plan that represents the direction your state department of vocational education wishes to pursue. An annual plan is also included. Both the long-range plan and the annual plan contain a section on comprehensive plans for program improvement. This program improvement plan identifies the program priorities and amounts of resources to be allocated to them, making this a valuable resource document. Another important document for you to read is the annual accountability report that the states provide to the federal government.

Knowledge of your state department is important in terms of several factors. You should know the organization of your state department of education, as well as meet personally with the director and staff; it is important that you know them and that they know you. You should also study funding patterns. Examine records from the last three years and look at projects the state department funded, who it funded, how much money was available, and how it allocated its resources. In every state, there are usually several large city school districts that are extremely active in research and development. Knowledge of their activities and funding received would be valuable.

Now let me share a few facts with you. There are $112 million allocated nationally for program improvement and support services. Approximately $20 million (17½ percent) of that go for research, innovative and exemplary programs, and curriculum development. The remainder (approximately $92 million)

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*Highlights from a Group Discussion and Presentation

is spent on the Research Coordinating Units (RCU) administration, guidance, and counseling. By law approximately 20 percent ($23 million) is for personnel development (Section 135) and sex equity (Section 136).

Through the Clearinghouse data base operation at the National Center, we have been able to obtain some additional facts on funding patterns of the federal government. Approximately 750 projects are funded each year. The average award is about $25,000, but the range is wide; from $600 to $400,000. Another important fact is that approximately 33 percent of the projects funded by the states are conducted by four-year colleges and universities.

Now let us discuss some proposal development ideas. First of all, it is essential that one perceives a proposal as a planned course of action. Second, you must also understand that the major purpose of a proposal is to sell your ideas. Third, a proposal represents a problem-solving approach, a strategy for a return on investment, and a humanistic enterprise. Also remember that the expertise your people have is your major resource, and it accounts for 80 percent of the cost of most research and development projects. So be sure to highlight your staff's qualifications, and to build adequate funds for staff into the proposal.

Another major concept critical to any proposal endeavor is that proposal development should take place in two phases. The first is a project planning phase and the second is a proposal preparation phase. In regard to these two phases, proposal development is both a science and an art. The project planning phase requires precise, scientific strategy. The proposal preparation is more an art in that information must be presented in such a way as to both address the problem and sell your approach.

We are going to focus primarily on the project planning phase because I think that is extremely important. But before we begin, we need to review some prerequisites for proposal development. As I mentioned, you should be familiar with legislation and its associated rules and regulations. You must also know the agency or organization you are submitting to, the information sources that are essential to preparing the proposal, and the environment in which you are operating. You also need to know your own organization: its people, capabilities, resources, and interests.

When it comes to the Request for Proposals (RFP) document, you must study it carefully. Be aware of all the specific criteria and requirements set forth in the RFP, and how your institution will respond. Consider, also, the investment your organization has to make in order to write the proposal. Your decisions on these questions will determine whether or not your organization will write a proposal. Next, study the RFP as a whole. This will help you write a more effective proposal and will increase your potential for receiving an award.

Now let us talk for a few minutes about what a project is. First of all, a project is finite; it has a set beginning and an end, as opposed to a program that goes on year after year. Generally, a project is a set of activities that are complex, but homogeneous, and normally nonrepetitive.

Another concept that we feel is important is that of TCP--time, cost, and performance. When you are developing a proposal, these factors form the basic ingredients for building the project plan and for providing a framework for decisions. These are the same factors you are concerned with when your proposal is written, when it is accepted, and when it is ready to begin.

Think in terms of TCP as it applies to your proposal development. The specifications for your proposal are in terms of time, cost, and performance and their critical interrelationships. Cost is the easiest factor to determine and monitor because it is a very quantifiable entity. Time is a more difficult factor with which to work. Schedule has some flexibility. However, the most difficult factor is performance, and it is the one factor directly related to your objectives and scope of work. These proposal sections should be planned so that they all provide clearly specified, descriptive information on performance.

Now let us focus on the project planning process. We have analyzed the RFP and have assembled a team of people to write the proposal. Next, when establishing guidelines for planning, there are seven major elements that must be considered:

1. Statement of Objectives and Needs
2. Analysis of Activities (Scope of Work)
3. Procedures to be Utilized in Carrying Out Those Activities
4. Schedule
5. Flow of Activities
6. Required Resources
7. Budget

Most state departments operate like the federal government when reviewing proposals. They will issue an RFP, ask you to submit a proposal, convene a panel of reviewers that will review the proposal, give it a score, and rank it. These reviewers then give recommendations to the state department on which projects to fund.

As you read proposals, one of the things you will find is a problem with objectives. Many times, an objective will not really convey what the project intends to do. The important concern here is that you identify and define not only what is to be accomplished, but also why. So when you write your objectives, they should be structured in performance terms. They should lend themselves to analysis and measurement so that in the end, everyone will know if you accomplished your objectives. The objectives themselves must serve as a basis for evaluation. Spend the time to develop specific, sound, performance-based objectives: they are the foundation of any project plan. All subsequent planning steps are predicated on the statement of objectives.

Let us emphasize objectives a little further because they are so essential to everything that follows. You have to be sure the objectives allow you to develop a logical flow of procedures. When people start to

read your procedures; you want them to think "Yes, by doing this procedure a certain objective will be met." The objectives have to serve as the basis (rationale) for the scope of work, as well as for the schedule, resources, and organizational arrangements. The logic, cohesiveness, and consistency of the interrelationship of resources to the means to the results in the proposal must be self-evident.

Another component that is extremely important is deliverable specifications. The deliverables are the products you produce as a result of your work and accomplishment of the objectives. We recommend that, as part of the planning process, you develop detailed specifications of each deliverable. How much of the specifications you actually put in the proposal will be up to you. You will want to leave room for flexibility, but you must plan for the most detailed specifications possible to ensure the adequacy and completeness of the scope of work and resource requirements. This will aid you a great deal in analyzing your scope of work and other planning elements.

Next, we need to address analysis techniques. After you have developed objectives and deliverable specifications, the next step is to determine what must be done--this is the analysis. It is at this stage that you establish parameters and define the scope of work involved in the project. You can do this in a deductive or inductive manner. The concept and methods of developing a work breakdown structure are employed to prepare a scope of work. A systems analysis technique is used to analyze and specify the activities and tasks required to produce the deliverables and achieve the objectives.

The next step is to determine the procedure you will want to use to carry out the project. This is the process of determining how to do what has been defined. You look at the alternatives available and consider the time, cost, and performance implications and trade-offs of each. As you are doing this, you need to give consideration to the level of expertise of the staffing required for the project. Once you have determined the activities involved and how they will be conducted, you will want to start putting together a schedule focusing on when and where these activities are to take place.

Next, we need to create a flow of activities. So far we have been tearing apart the project; now we are going to start putting it back together. You might start by labeling the various activities and creating a flowchart. It is then necessary to take into account the constraints of the systems (e.g., activity two must be started before activity one can be finished). You need to create a network that shows the interrelationships of the activities. This flowchart should be developed with schedule requirements so as to prepare a time-phased network.

Once our time-phased flowchart is completed, our next step is to identify our resources. Consider resources in their very broadest sense to include time, people, information, and things. You then consider the resources needed to support the specified scope of work over the given amount of time.

The next step is budgeting. This is a very simple step; it is merely the conversion of resource requirements into dollar amounts. When preparing a budget you need to be able to answer two questions. The first is, Why is a particular resource being budgeted? The second is, How did you arrive at the level for a given resource in the budget? You will then prepare a detailed budget document. Chances are it will be twice the amount available. You must then go back and modify your objectives, the scope of work, the schedule, so that the cost of the project can be brought into line with the dollar amount available. But at this point, you know what you are eliminating from your scope of work, and knowing what you are not going to do is almost as important as knowing what you are going to do.

The next area we consider extremely important is organizational considerations. The first concern is staffing--it is your most valuable resource. There are four aspects of staffing to examine:

1. Area of expertise
2. Level of expertise
3. Percentage of time committed to the project
4. Duration of time committed to the project

Further, you need to place the project within the organization and determine the relationship of the project to the other organizational units. Most RFPs will require some type of personnel matrix, organization chart, and staff vitae. A vita does not need to contain everything an individual has done but should contain pertinent information related directly to the project's scope of work. Another requirement most RFPs have is a description of organizational capacity. You need to sell the organization as well as the individuals involved. Again, tailor the organizational qualifications description to the scope of work of the proposal.

There are a few other considerations that must be planned for, such as the clearance of the Human Subjects Review and instrumentation clearances. In most cases, this clearance takes 180 days or longer. Clearance from your administration also needs to be obtained for audiovisual preparation, and it must be secured before you produce the material, not after. A few other rules to remember are that (1) you may not pay overtime in a federal contract without prior approval, and (2) you may not pay a consultant more than $100 a day or hire a consultant for more than ten days in a calendar year without prior approval. It is these contractual terms and conditions that you must understand, or you are going to have difficulties with the project plan and its execution if awarded.

Now we are ready to start writing the proposal. Just remember that when you write a proposal the reader will always get more out of it than what you put on paper. Besides being a sales piece, a proposal must also be responsive to the need in the RFP. When the federal government puts out an RFP, they want to know how you will plan to fulfill their specific request for services and products, not how much more you want to do or how the request should be changed. If you really want to expand on the RFP, you can always write an addendum to the proposal. Clarity, credibility,

soundness, feasibility, and logic are some key concepts to keep in mind when writing a proposal.

Let us talk about how this proposal is going to be reviewed. Each RFP will have its own criteria, but there are some that can be generalized. First is significance of the RFP. This is especially important for grants because the original request is fairly broad, and your specific proposal must show a great deal of relationship to the original problem area in the announcement. In a contractual situation, the government describes what is important because they are specifying what they are buying. Another consideration is consistency in the proposal. It can be difficult to maintain consistency because time is usually limited and different people may be working on different proposal sections. We suggest that before you submit the proposal, one person review the whole work to ensure flow, logic, and consistency. The functionality of the operational plan is another major criteria. That the plan is feasible and the required functions can be effectively and efficiently performed must be precisely addressed and clearly presented. The qualifications of the key personnel and the organization is another generalizable criteria that is applied to the evaluation of proposals.

What we have attempted to do during this period is to review and discuss the proposal development process and focus on some of the critical considerations that must be addressed when participating in proposal development. I hope that highlighting some of the key elements and concerns has provided an overview of the process and components involved, and will enable you and your organization to engage more actively and successfully in proposal development. Conducting R&D projects can significantly contribute to program improvement and the delivery of quality vocational education to our clients.

PERSONNEL DEVELOPMENT

THE COMPETENCY-BASED APPROACH TO PERSONNEL DEVELOPMENT

by
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In education, we have traditionally accepted the option of making learning the variable and time the constant. Whenever we say that a course involves so many hours of instruction, we openly admit our acceptance of this historical approach to education. Granted, a set number of hours per course is an administrative and planning convenience that is hard to give up. However, under these circumstances, our teaching is often geared to covering as much information as possible in the time permitted. We hope our students will learn enough to be successful.

Many people feel it is time for those of us involved in vocational and technical education to opt for the implementation of programs in which learning is the constant and time the variable. Vocational educators in many states, including New York, Kentucky, Florida, North Carolina, and Pennsylvania, are now working hard to make this option a reality in their vocational and technical education programs through the implementation of competency-based education (CBE).

Before proceeding, it should be noted that terms and acronyms for these programs abound: CBE, PBE, PBTE, CBSD, CBAE. What is important is that all such programs, regardless of the specific names attached to them, should possess the essential and desirable characteristics described in the following pages in order to be considered truly competency- or performance-based.

Essential Elements and Desirable Characteristics

To understand fully the meaning of CBE, one must be aware of the essential elements and desirable characteristics[1] of such programs. There are five essential elements:

1. Competencies to be achieved are carefully identified, verified, and made public in advance. This means that the important entry-level competencies for any occupational program area must be identified in some appropriate manner, verified as relevant by experts who know that field, and then made known to students and everyone else interested in what the program is designed to teach.

2. Criteria to be used in assessing achievement and the conditions under which achievement will be assessed are explicitly stated and made public in advance. This means we are going to eliminate guessing games about what parts of the course are important. We will tell students exactly how their performance will be evaluated. The implementation of this essential element also means that we are

1. The essential elements and desirable characteristics presented here are adapted from Achieving the Potential of Performance-Based Teacher Education: Recommendations, PBTE Monograph Series: No. 16 (Washington, D.C.: American Association of Colleges for Teacher Education, 1974.)

giving up the traditional norm-referenced approach to achievement evaluation that focused on comparing a student's progress with that of other students. In its place, we are adopting the criterion-referenced approach in which each individual student's progress is compared with previously established criteria that are made known to all concerned.

3. The instructional program provides for the individual development and evaluation of each of the competencies specified. What we are saying here is simply that each student shall be given the opportunity to develop each of the competencies important to his/her training program, and that each student will be given the opportunity to demonstrate attainment of each competency. This essential element has strong implications regarding the need to individualize CBE programs to the maximum extent possible and for the type of instructional materials needed to make individualization possible.

4. Assessment of competency takes the students' knowledge and attitudes into account, but requires actual performance of the competency as the primary source of evidence. CBE goes beyond the traditional educational expectation that students should know the "how" and "why" of things and places a strong emphasis on the "ability to do." Of course, in order to perform a task correctly the student will need to acquire the necessary prerequisite knowledge and attitudes. This acquisition, however, does not of itself ensure the student's actual ability to perform important competencies. It is with regard to this essential element of CBE that many programs fall short, relying only upon paper-and-pencil tests of cognitive understanding as proof of competency. While such measures can appropriately be used to assess prerequisite knowledge, they must be supplemented by performance-oriented, process-and-product checklists or other measurement devices that permit assessment of the student's actual ability to perform the expected competencies.

5. Students progress through the instructional program at their own rate by demonstrating their attainment of specified competencies. Stated in another way, we want to make time the variable and learning the constant. Again, it is clear that some individualization of instruction is necessary. While student progress is dependent upon the demonstration of competencies, this element does not mean that reasonable time limits cannot be imposed upon the students. Some persons may want to interpret this element to mean that only the student is accountable for his/her progress: This is not true. A CBE program places accountability for learning upon the shoulders of both the learner and the instructor.

The additional desirable characteristics of CBE programs are as follows:

1. Instead of being group-paced, instruction is individualized to the maximum extent possible.

2. Learning experiences are guided by frequent feedback.

3. Emphasis is on helping the student achieve program exit requirements.

4. Instruction is individually paced rather than time based.

5. Instruction is, to a considerable extent, field-centered, meaning it is based on realistic work problems and situations.

6. Instruction is often modularized and uses materials with both required and optional learning activities to help achieve flexibility and provide for different learning styles.

7. The program as a whole is carefully planned and systematic (e.g., concerned staff are involved in planning, and evaluation is used for program improvement).

One of the big areas of confusion in CBE is regarding terminology. The five essential elements listed earlier and the several desirable characteristics presented may be applied to any CBE program. Despite this, we always have two basic differences: (1) the clientele and (2) the competencies in question. CBE can be used with any group of people learning technical skills; e.g., machinists or nurses. The same concepts follow when we talk about teachers. When we talk about PBTE, obviously the T is for teacher. We use P because we want to stress the performance aspect. Our target groups here are preservice and inservice teachers or instructors. The skills important here are the teaching skills (professional skills) required of persons who have already acquired the technical skills.

The PBTE Program and Materials

The PBTE modules are a sustained result of R & D effort started many years ago. The research resulted in the identification of 384 vocational teacher competencies. They were referred to as common competencies, or competencies needed in two or more vocational service areas. The research did not name competencies for the supervision of the occupational experience programs, such as those unique to agricultural education.

What we have tried to do is develop a comprehensive array of flexible materials that allow you to design a program tailored to your students' needs. Perhaps there is no teacher that needs all 100 of these competencies. Certainly, a beginning teacher would need no more than thirty to be successful.

We did have the opportunity to test these materials at a number of sites. Eighteen universities, colleges, and other postsecondary institutions in the United States and Canada were involved.

A year ago an impact study was initiated here at the National Center to examine the use of the PBTE curriculum and related materials. We knew people were buying the materials, but we were not sure how they were being used. The summary of this study showed that 1,350 difference agencies, 250 individuals, 990 educational agencies, and 140 international agencies in twenty-six foreign countries have purchased the modules. Still, almost sixty percent of their use is in universities and colleges. For teacher

training at the university level, the term "performance-based" rahter than "competency-based" is preferred. However, when used as an inservice staff development tool, the term "competency-based" seems to be preferred. We use the terms interchangeably. They are the same materials and concepts, but different audiences and needs.

The effects of the teacher education programs showed five major results: (1) increased student access to vocational teacher certification by providing self-contained instruction. This is especially useful in rural and isolated areas; (2) increased flexibility in getting help to new teachers immediately; (3) increased productivity of teacher education programs (at some institutions) by shortening the time required for certification; (4) lowered personnel development costs (at some institutions); and (5) reduced variability and increased accountability through standardizing skills teachers are required to master.

Effects of the program on teachers showed one main result. That was an improvement in the caliber of vocational education teachers. The subsequent effect on classrooms and students was an increased use of competency-based techniques with students because teachers tend to teach using methods they were taught.

Here are some conclusions about the National Center's PBTE materials:

1. They are the most widely distributed products ever developed by the Center.
2. They have been widely adopted by educational institutions.
3. Many materials have been sold to business and industry, even though they were not targeted toward these areas.
4. A certain number of instructor competencies tend to be generic.
5. Most users express a strong feeling of ownership for their programs.
6. PBTE has changed many aspects in the delivery of vocational teacher education.
7. PBTE appears to be more effective and efficient than traditional approaches to teacher education.
8. The material is considered a high quality product by users.
9. PBTE provides impetus to the movement towards competency-based instruction.

Competency-based Materials for Vocational Administrators

We now turn to a discussion of a competency-based education (CBE) program for administrators. It is a very important and related effort. Again, the same characteristics and concepts are involved, but we have a different audience and competencies. We thnk it offers a solid and research-

based approach to preparing local administrators of vocational education.

We were fortunate to have a United States Office of Education- (USOE) funded project that ran from 1975 to 1977. There were two objectives of this study. One was to identify and nationally verify the competencies important to local administrators. We looked at outstanding administrators at both the secondary and postsecondary levels. We also had funding to start the development of materials that would delivery these essential competencies. The detailed research report on how these competencies were compiled is available from the National Center (RD 141).

A task inventory questionnaire was developed and sent to 130 expert administrators in ten states. A 92 percent response rate was obtained. When we were finished, a total of 166 competencies were verified as important to the successful administration of vocational education at the secondary and postsecondary level.

The next step was to develop materials that would allow those who work with administrators to deliver those competencies. We came up with a format very similar to the PBTE modules. The previously identified 166 competencies were clustered into 30 module groupings. The USOE project supported the development of six of these modules, which were field-tested at four different institutions. Based on that data, we revised the modules and prepared them for publication. The very positive responses by the initial participants gave us the encouragement to go ahead and publish these modules.

We were unable to obtain further federal funding for the development of the remaining modules. As a result, a multistate consortium was organized to obtain the funds needed for further development and field testing of the modules.

Consortium Organized

After much recruitment work, the National Center for Research in Vocational Education and seven interested states organized a Consortium for the Development of Professional Materials for Vocational Education. Beginning on September 1, 1978, the Consortium members combined their efforts to support the cooperative development, field testing, and implementation of competency-based materials for vocational administrators.

Initial efforts of the Consortium during 1978-79 were focused upon the development of additional competency-based administrator modules, using the 166 competencies identified and nationally verified as important to local administrators in the previous USOE-supported National Center research as a research base. To deliver all the important competencies verified, it was estimated that a total of twenty-five to thirty modules was needed. As six modules had already been developed and field-tested as part of the original USOE project, the Consortium undertook the development of the additional modules needed at the rate of one module per member state per year.

Development Procedures

The procedure used in developing and field-testing the administrator modules can best be described as a cooperative development process. In one of the first steps, the member states vote to establish the priority competencies for module development. Once the development priorities are established, the state representatives are asked to nominate qualified persons who can assist National Center staff as either consultant module writers or module reviewers. These nominees, along with selected others known to the National Center and Consortium staff, are contacted and asked to apply for the job of consultant writer or reviewer of one or more of the modules to be developed. From these applications, Consortium staff select the most qualified persons available.

At this point, a four-stage development process is begun to prepare the modules. The four-stage sequence of development includes (1) preparation of a module prospectus, (2) preparation of a field-review version, (3) preparation of a field-test version, and (4) preparation of the published edition. A brief description of the procedures used at each stage of development follows.

Preparation of the module prospectus. The module prospectus is usually a four to eight-page outline of the proposed module. It contains statements of the terminal and enabling objectives, an outline of the topics to be covered in the information sheets, the proposed learning activities and feedback, a tentative list of the performance assessment criteria, and a list of the specific competency statements to be addressed by the module. The prospectus is generally drafted by the Consortium staff member assigned to the module after that individual has analyzed the competencies to be convered and reviewed the available literature. The prospectus is further developed and refined at a one-day conceptualization meeting involving the consultant writers and Consortium staff. Three copies of the refined prospectus are submitted to each state Consortium representative for review and critique by the persons they designate. A twenty-day turnaround time is requested so that the module writers can benefit from the critiques received as they prepare the field-review version.

Preparation of the field-review version. After the conceptualization meeting, the two consultant writers selected are asked to begin the preparation of information sheets, case studies, model answers, and other materials, based on their actual knowledge, experience, and expertise in the particular area. At the same time, the National Center staff writer continues the search for relevant literature and sample materials. The staff writer maintains contact with the consultant writers to answer questions, check on progress, and relay information received from the prospectus critiques. Once materials are received from the two consultants, the staff writer prepares the field-review version by merging, rewriting, editing, and formatting the material into a full-blown draft of the module. It is then reviewed internally by another Consortium staff member before duplication of the field-review copies. Six copies of the field-review version of the module are sent either to the state representative or directly to the persons previously designated for voluntary reviews in each state. A module reviewer's checklist and directions for completing

the reviews accompany each module. At the same time, three paid consultant reviewers are also asked to provide a detailed review and written critique of the module. Again, a twenty-day review period is required so that the reviewer's comments can be obtained as quickly as possible and used in preparing the field-test version.

Preparation of the field-test version. All the field-review module checklists and the written suggestions received are summarized and analyzed as the major input into development of the field-test version of the module. Normally, two or three Consortium staff members review the comments and suggestions for improvement and decide on the changes to be made by the staff writer. When necessary, another consultant may be employed or further work may be requested of one or both of the initial consultants to supply needed material. Once the field-test version has been prepared, it is again reviewed internally by another Consortium staff member before duplication for field test purposes. Each member state and/or cooperative institution of higher education receives thirty copies of each module for field testing. In addition to the modules, field-test guidelines and instruments are provided for use by both the resource persons and administrator trainees. In most states, an orientation and training session is also conducted to prepare resource persons for their role in field testing.

Preparation of the published edition. Although this stage of development has not yet been reached, plans call for the summarization and analysis of field-test data from all states as a basis for preparation of the published version of each module by the Consortium staff. It is anticipated that data will be collected from at least five different states and a minimum of fifty administrator trainees before revision is begun. Once published, thirty copies of the module will be supplied to each member state, and additional copies will be available through regular National Center publications channels.

Nature of Modules

Each module covers a single broad competency or skill area (usually encompassing two or more related subtasks) needed by local administrators to carry out their responsibilities effectively. Through a variety of learning activities, learners obtain background information concerning the skill covered, apply that information in practice or simulated situations, and eventually demonstrate the competency in an actual administrative situation. During the final learning experience, the administrator's performance is assessed by a resource person using a checklist of specific performance criteria.

The modules can be used in preservice or inservice workshops, graduate courses at universities, internship or externship leadership development programs, and other programs. While the modules are designed for individual use, permit self-pacing, and require few outside resources, they are not self-instructional. Preferably, they should be used under the guidance of a qualified resource person who can advise learners and evaluate their progress. This might be a university professor, a state department of

education supervisor, or an administrator at the state, regional, or local level.

Although the funds from an individual state support the development and field testing of one module, participation in the Consortium gives each member state immediate and equal access to all the modules being developed. During the first year the following seven modules were developed:

Direct Curriculum Development

Guide the Development and Improvement of Instruction

Provide a Staff Development Program

Direct Program Evaluation

Promote the Vocational Education Program

Manage Student Recruitment and Admissions

Involve the Community in Vocational Education

During 1979-80, six states supported the development of the following six modules:

Evaluate Staff Performance

Select School Personnel

Prepare Vocational Education Budgets

Manage the Purchase of Equipment, Supplies, and Insurance

Identify Financial Resources for Vocational Education

Manage Physical Facilities

Summary and Conclusions

The viability of the cooperative development approach as a cost-effective procedure for developing and field-testing high quality professional materials that meet the identified needs of several states has been successfully demonstrated through the Consortium's first two years of operation. Perhaps the best measure of the Consortium's success is indicated by the fact that all but one of the member states are continuing their financial support and participation in the Consortium for a third year.

The formation and operation of the multistate Consortium has led to the following recognized advantages over individual state efforts:

1. Member states can effectively pool limited financial resources for curriculum development purposes. The cooperative approach permits major savings as compared to the cost of individual state efforts, if such efforts are possible at all.

2. Member states can effectively pool the professional expertise needed to develop, critique, revise, field-test, and publish high quality materials addressing many different competencies.

3. Through cooperative development, member states can avoid the unnecessary duplication of effort and enhance the quality of materials developed.

4. Through regular meetings, Consortium representatives are helping to refine and clarify the meaning of many terms that relate to different facets of competency-based education.

New PBTE Efforts

More pressure is constantly being applied to teachers of vocational education to accept the special needs learner in their programs. These learners include handicapped, economically disadvantaged, mentally retarded, gifted and talented, limited English proficiency, ethnic and racial minorities, students enrolled in programs nontraditional for their sex, and adults returning for vocational education retraining. Many of the regular vocational education teachers have not been prepared to cope with the unique needs of such learners.

For the past year and a half, we have been working to identify competencies and develop modules for regular teachers to be successful in meeting the needs of special students. We have identified 380 teacher competencies that tend to be rather common regardless of the special need category. These 380 competencies have been clustered into 16 modules. Field testing of these materials will begin shortly. They are projected to be available from our publisher, the American Association for Vocational Instructional Materials (AAVIM), in early 1982.

We hope we have given you some ideas about what you and your colleagues can do in the way of personnel development in vocational education. In this hour and a half we could not begin to cover all we would like to share with you. We encourage you to participate in workshops through the National Academy for Vocational Education, the American Vocational Association, and other professional meetings and activities. You could also continue your learning in other ways. For example, you could participate in field testing of the administrator modules if your institution is in a state that is a Consortium member. There is a lot of good material already available to you on competency-based education, and more is being developed. You need only to be selective in your reading and work hard to keep abreast of a rapidly changing aspect of education that holds great promise for improving the teaching and learning process.

DISSEMINATION OF INFORMATION

DISSEMINATION OF INFORMATION

by
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The National Center for Research in Vocational Education

I would like to share with you the best of what we know about dissemination of information. I also want to talk to you about some of the available resources that you may or may not have used yet. Then I would like to offer some suggestions to you on how you can work together with the National Center to aid in the dissemination of information.

One of the things that we have learned about information dissemination in the last three or four years comes from a government panel: the Dissemination Analysis Group. Their work focused on a definition of dissemination, which relates well to my presentation. What aspects of dissemination are you interested in discussing? Are you interested in spreading information around, about exchanging ideas among yourselves, in choosing the best information to get a job done, or in getting information you can implement in a program? The Dissemination Analysis Group definition listed four aspects for dissemination: (1) to spread information, (2) to exchange information, (3) to make choices of best information, and (4) to put that information to work.

We have found that people are all different when it comes to adopting change. First, there are people like yourselves who come to the National Center looking for assistance in the change process. These people are adventuresome, innovative, and anxious to be the first to start something new. Then there is usually a group that, having seen some initial results, become early adopters. Then comes the majority of people--those who make deliberate and careful choices only after a process has been proven effective. Next are those who are fairly skeptical and will wait until almost everyone else has adopted the change before following suit. Last of all are the laggards--those people who simply will not change until pressure is so intense they cannot survive without it.

If you keep in mind that there are four phases of dissemination and that you are working with at least five types of people, you will not expect the same results everytime. You may want to think of your program in terms of the type of people with whom you are currently working and the stage of innovation adoption in which you find them.

Let me tell you about some different systems we have at the National Center that you can use in your dissemination programs. I would first like to mention to you the ERIC Clearinghouse on Adult, Career, and Vocational Education. This is one of sixteen clearinghouses, each with a different subject focus. Basically, what our clearinghouse does is try to get together all of the documents and articles in our field that are worth sharing across the nation. We put them in the data base, and over time ERIC has acquired about 175,000 documents in this well-organized system.

The ERIC system, in addition to receiving information, has a couple of ways to retrieve information. You can call an ERIC Clearinghouse and someone on that staff is prepared to help you with your question. They will ask about your problem so they can determine if a computer search is needed.

Some of you may feel that your institution should have its own ERIC collection, but the price tag may not allow this very soon. There are a number of agencies that can conduct searches for you. These are listed in a directory that includes the agency, phone number, and service(s) are available. There is also a separate directory for microfiche collections.

If you can state your problem, there are skilled people at every ERIC Clearinghouse who can help you find the information you want. Now I would like to tell you about the National Center Clearinghouse.

Rather than being a large system full of articles and documents, our clearinghouse specializes in information about funded projects. If you are serious about getting into funded research, one of the things you need to know is what types of projects are currently being funded. By the summer of 1981, we will have a system that allows anyone to go to the computer terminal (the same one you might run an ERIC search on) and tap into this file of funded projects to find out who is carrying out what types of efforts. This can be exceedingly helpful to you in preparing proposals.

Now let me tell you a little about what we know of projects funded in 1978 and 1979. You will find that 1,560 projects were funded in the two-year period for a total of $39 million. For example, Illinois funded 184 projects for about $4 million, New Hampshire funded 2 projects for $20,000, and Texas funded 95 projects for a little more than $4 million. As you can see, there is quite a difference in the amount of federal money available to the states. About one-third of the projects were for research, another one-third were for innovative and exemplary demonstration programs; and about one-third were curriculum development projects. The average award was $25,000. Approximately one-third of the funding went to four-year colleges and universities. You also may be interested to know what problem areas were funded: curriculum development, special needs populations, planning, guidance, equity, and rural youth development. You need to examine all available sources to learn about the projects already funded and to see where you stand. With this in mind, you should be able to write better grant and contract proposals.

The National Center Clearinghouse has also been working with the U.S. Department of Defense in identifying military curricula that might be used in vocational programs. This information is put on microfiche and is sent out to instructional materials laboratories in forty different locations throughout the United States.

One other system that may be useful to you is the Resource and Referral Service. Basically, this service has built up a large file of information on 1,000 organizations that could help you with educational problems from a

research perspective. We recommend that you go to the Regional Educational Laboratories to seek help first. If they cannot help you, then they will contact us and we will try to supplement their information by identifying organizations and people that can assist.

By way of summary, I encourage you to find out what is available to you in your state. Check the various directories of available services. Consider getting a computer terminal at your own institution. If you cannot find help nearby, call us. My last suggestion is to get involved with each other.

RECRUITMENT/ADMISSION/REMEDIATION/RETENTION

ISSUES AND STRATEGIES OF RECRUITMENT FOR BLACK COLLEGES AND UNIVERSITIES

by
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What I want to do this morning is give you a brief historical overview of Black education, to discuss the social matrix from 1968 to the present, to give you some idea of the things that have been happening to Black people in education, and finally to talk with you about Black higher education, recruitment, and retention.

The history of Black education in America is the story of a struggle--not only to gain opportunity with white Americans, but also to restore the ancient tradition of scholarship and intellectual achievement that is an important part of our African heritage. The research of Nancy Arnaz tells us that from as far back as prehistory in Thebes, there has been wide-spread temple building. Many of these temples were what we call "colleges" today. It was to African Thebes that scholars from foreign lands came to study. It was from African Thebes that religious ideas and architectural design spread abroad. The ancient religion of Thebes gave birth to science, art, engineering, architecture, economics, and politics. It also gave birth to history, writing, music, medicine, dance, philosophy, and astrology.

Learning flourished among the Blacks of West African. One of the principal centers of learning was Timbuktu, the center of intellectual life. Students from all West Africa and scholars from Asia and European countries traveled to the university at Timbuktu. There can be no doubt that Black people in America have a tradition of scholarship and a love of learning; but just as the Europeans and Asians subjugated the nations of Africa for many centuries with swords and trickery, so too did European Americans rob Black Americans of language, cultural traditions, and scholarship. Forced to think in a language whose concepts of Black people and their African heritage were all negative, Black Americans not only were separated from their legacy of educational and cultural strivings, but also came to internalize the oppressor's carefully engineered images of unworthiness.

Thus, the history of education of Black Americans has been a tri-apartheid struggle: (1) to achieve educational parity with whites, (2) to rediscover and restore the once glorious tradition of African scholarship in learning, and (3) to correct the distorted images of self and other Black selves. It is in the context of this three-prong struggle that I want to present a brief analysis of Black education in the last fifteen years. The period of discussion is about 1967-68 to the present.

Let us look briefly at the social matrix against which Black education must be viewed. Nineteen sixty-eight was a pivotal year in the history of

all Americans. It was the zenith of civil rights activities. The Birmingham movement and the great Washington march of 1963, the Civil Rights Acts of 1964 and 1965, the elementary and secondary education legislation aimed at the disadvantaged, the war on poverty--all had a tremendous impact. Black people were in revolt all over the country as cities burned and angry voices spoke. At the same time, we were involved in an unpopular war in Viet Nam whose cost seriously drained the economic resources which might have made a difference in the domestic war on poverty. Early in 1968, this war caused President Lyndon Johnson to declare that he would not run again. Richard Nixon and Boby Kennedy emerged as the candidates most likely to succeed him.

Concurrent with the shocking news that Johnson was stepping down, another event was unfolding which would influence Black welfare throughout the decade of the seventies and the years beyond. Dr. Martin Luther King, Jr., the Nobel peace prize winner, a man who had spoken out vigously against the war and in turn had been denounced by other Black civil rights leaders, was now taking the step that would lead to his assassination. He organized a poor people's march on Washington, D.C., a movement that brought Mexican-Americans, Puerto Ricans, Native Americans, and poor whites together with Black people. As these groups assembled before the Lincoln Memorial, Dr. King was detoured to Memphis to assist Black sanitation workers in their struggle. He would never arrive in Washington. The real threat that an organized army of poor people would present to corporate America was clearly perceived, and the threat was removed by a single bullet.

As Dr. Bob Greene of Michigan State University and I sat talking in Dr. King's house the night before the funeral, we wondered about the extent of the brutal assassinations which had already claimed President Kennedy, Megar Evars, and Malcolm X. Little did we know that Bobby Kennedy, who sat directly across the room from us, would be the next victim in a chain of cruel events that would slowly begin to erode the hard-fought gains of the Civil Rights Movement.

Hubert Humphrey won the Democratic nomination and narrowly lost the election to Richard Nixon. In late November 1968, I sat beside Mr. Humprhey on a flight from Minneapolis to Washington. He sadly confided to me his belief that he had one more week in his campaign to turn the tide against Nixon. Perhaps if he had disassociated himself from Mr. Johnson's decision and had come out against the war earlier, he would not have needed another week of campaigning. I did not tell him so, I just listened.

Had Mr. Humphrey won the presidency, or had Bobby Kennedy lived to become president, the last decade might have been one of continuous progress for Black people. This progress might have been made not only in education, but also in employment, housing, health, politics, and social areas.

The law and order government of President Nixon succeeded in destroying what was left of the war on poverty and the Civil Rights Movement. The U.S. Office of Economic Opportunity was dismantled, and white students who continued to protest against social injustice were put to route and soon found ecology a safer cause to champion. Now Dr. Moynihan advised an

all-too-willing president to engage in denying neglect of Black people. William Shockley, Arthur Jensen, and others supported by government research funds revived the pernicious assertion of Black genetic inferiority. Little by little, the afro hair styles began to disappear, and the Black consciousness which formerly issued forth in a loud roar from the voice of Black politicians, educators, and other leaders was now barely a whisper.

In 1976, Dr. Charles C. Hamilton, distinguished professor of government at Columbia University, authored a paper for the Democratic party's use in the 1976 presidential campaign. Professor Hamilton, who coauthored Black Power with Stokely Carmichael in 1967, now advised the Democrats to adopt a policy of deracialization as a political strategy. Writing in First World, Hamilton advised that deracialization as a compromise would result in future political gains by Blacks. Subsequently, a Black electorate who never heard candidate Jimmy Carter utter a single phrase about Black needs, who in fact never heard him use the word "Black", gave him 94 percent of their vote; enough to turn the tide of the election in the South and the industrial Northeastern states. Not long after his election, President Carter held his first town meeting in the all-white city of Clinton, Massachusetts. It was clear that what Hamilton believed to be wise political strategy was being adopted as social policy. It was not until the Urban League Convention of 1977 that a single Black leader spoke against deracialization. Vernon Jordan, Executive Director of the National Urban League, publicly chastised President Carter for the neglect of Black needs, and only then did Mr. Carter begin to express some awareness of how he became president.

In 1978, Professor William Wilson's book, The Declining Significance of Race: Blacks and Changing American Institutions, contributed to the growing mythology that Blacks no longer suffer because they are Black, but because they belong to an unskilled, under-educated social class. One is reminded of Richard Nixon's solution to lowering the crime rate. He simply declared that the crime rate had gone down. Well, maybe if enough people pretend that race is no longer an important factor in American life and that racism is on the decline, all the problems will disappear.

On the serious side, it is my belief that there are systematic efforts on the part of business, government, and the mass media to de-emphasize not just race, but blackness. Throughout the seventies, there have been subtle as well as overt efforts to force Black people to stop emphasizing their blackness. Those who do not give evidence that they understand the new rules do not get hired, do not get promoted, and do not stay on the job. In a period of serious economic recession such as we have been experiencing in the last seven years, the pressure to exhibit appropriate conformist behavior is very great. The Black middle class has bowed down to the pressure. They speak to no issues, assert no pressure, and display little or no Black consciousness. In many ways, they have readopted the white cultural model as their own. The poorer Black people, however, who have little, and therefore have little to lose, are still very angry. They want no part of white social interaction. They are the people whose teenagers are 50 percent unemployed and whose hatred smolders. They are the people who burst forth in Miami and wait to burst forth in many other places. With the all too

brief view of some of the key forces affecting Black life in the last decade, let us look specifically at Black education during that period.

Data from the U.S. Bureau of the Census provides comparisons between Black educational status in 1967 and 1977 and also compares Black advancement with that of whites during the same period. In spite of decreases in dropouts and increases in college enrollment, dropouts continue to exceed college enrollment in 1977, as well as in 1967. Black confinement in prisons is still greater than Black enrollment in colleges.

In 1967, 35 percent of all Blacks ages eighteen to twenty-four were high school dropouts, compared to 18 percent of the white population. By 1977, the Black dropout percentage had decreased to 24 percent and whites to 15 percent. During the period of 1960 to 1976, Blacks increased their high school completion rate significantly: from 41.5 percent to 74 percent. At the same time, whites improved their completion rate from 69.5 percent to 85 percent. In 1967 among Blacks eighteen to twenty-four, 13 percent were enrolled in college. By 1977, this figure had increased to 21 percent. White college enrollment remained at 27 percent. Black enrollment in undergraduate schools is now about 10 percent, corresponding closely to the proportion of Blacks in the general population. For graduate and professional students, however, Blacks are now highly underrepresented at only 5 percent of the total enrollment.

Among Black persons twenty-five to twenty-nine years of age in 1960, the college completion rate was 5 percent. By 1976, that rate had improved to 11 percent. For whites the completion rate increased from 14.5 percent to 28 percent. In 1976, 46 percent of all Black college students were enrolled in two-year community colleges. Less than a third of whites were so enrolled. Two-year colleges are frequently terminal points with no guaranteed articulation with bachelor degree granting institutions. More encouraging, however, is the fact that almost 60 percent of the Black population between the ages of three and thirty-four is enrolled full time or part time in school, exclusive of special schools such as trade or business schools. This is the highest percentage for any race. Further, as Robert Hill's research verifies, the overwhelming majority of Black youths in the labor force are not school dropouts, but are high school or college graduates. That percentage is 70 percent of Blacks in the labor force. The analysis of key statistics during the last fifteen years, and in some instances as far back as 1960, indicates that Black people are making significant movement from the educational depths in which we were formerly trapped.

At the same time, it is also clear that a large gap remains between the educational attainment of Blacks and whites. In this regard, I would like to look at two other areas of great disparity: occupational overqualification and earnings for educational levels. Occupational overqualification refers to the practice of requiring minority males and females to demonstrate greater skills for educational requirements when competing with majority males and females for promotion or employment. The findings of the U.S. Bureau of Labor Statistics indicate that overqualification exists for all

groups; however, in 1976, high school educated Black males were 50 percent more likely to be overqualified for their jobs than high school educated white males. For Black males with college degrees, 25 percent were more likely to be overqualified than white male college graduates.

There are also large earnings differences at the varying educational levels. As you very well know, the white high school graduate earns more in a lifetime than the Black college graduate. So do not let anyone tell you that education is the factor which will lead to equality; that simply is not true. It is an important factor, it is a crucial factor, but it is not the factor. In a comparison of 1959 and 1976 statistics, both college educated Blacks and whites have improved their earnings. Average yearly earnings for Black males increased from $4,004 to $12,003. Salaries for Black female college graduates are still under those of Black male college graduates with an increase from $2,007 to $9,008. But white male college graduates' salaries increased from $6,008 in 1959 to $15,001 in 1976.

Clearly a comparison of salary levels for Black males and females with white males reveals a great disparity. For noncollege graduates, the gap is even wider. When all education levels are compared, the median white family income increased from $5,008 in 1960 to $15,005 in 1976. Among Blacks and other nonwhites, the median income increased from $3,002 to $9,008. Blacks and other nonwhites received incomes of less than two-thirds that of whites. By 1977, earnings for white households had dropped to $14,002, but Black household earnings had dropped to little more than half this amount: $8,004.

What is apparent from all social indicators is that Black educational attainment in the last fifteen years has improved, and this improvement has generally resulted in greater income. Yet it is equally clear that there are still major inequalities in educational attainment and salary improvement between the races.

Now let us focus specifically on higher education. American higher education has entered a period where, except for a handful of elite private institutions, almost all colleges and universities are struggling with a combination of factors. These factors include declining enrollment, diminishing resources, and higher costs. The competition for students is so intense that many universities have already lowered or are considering lowering their admission standards. Higher education is clearly becoming a student's and not a university's market. According to a recent report by the College Entrance Examination Board and the American Association of Collegiate Registrars and Admissions Office, four out of five applicants to public and private institutions are gaining admission. For the two-year institutions, 90 percent are accepting every applicant. Accordingly, students are now so confident of their acceptance that among current college freshmen, 38.5 percent applied to only one college, and 16.5 percent applied to only two colleges. Thus, 55 percent of the class of 1984 felt reasonably certain of getting into the college of their choice.

How to increase or even maintain student enrollment at a time when all colleges and universities are vying for students is a crucial issue for

Black colleges and universities. There is no question in my mind that Black colleges and universities should survive. Indeed, they must survive: not only because of their distinguished history of educating large numbers of Black men and women, but also because of the clear and present need for their future efforts.

Before I talk further about the Black colleges, let me speak briefly on the white university environment. Under the auspices of the National Advisory Committee on Black Higher Education in Black Colleges and Universities, I visited the campuses of seven predominately white universities. These campuses included three public and four private institutions in four geographical regions. In assessing the admissions and attrition problems of Black students at Harvard, Rutgers, Duke, Stanford, and the Universities of California, Los Angeles, University of Chicago, and University of Michigan, I became even more convinced of the need for Black colleges and universities.

At every one of these predominately white universities, I found Black students with a high degree of alienation and loneliness, and varying degrees of cultural/racial confusion. In all but one of the universities, Duke, Black students were being humiliated by campus police and by openly hostile students and faculty who challenged the Black students' rights to be at the university. Black students complained of curriculum and instruction that ignored their history and culture. At the same time, the Black students were made to feel both different and unworthy because they are Black. They receive messages that they are no different from another student, that they ought to deracialize themselves and forget about their Blackness. They should be just like everybody else. That is the source of the great cultural/racial confusion that Black students are experiencing on these white campuses. Yet, at every campus that I visited, the "Black Table" was very much in evidence in dining facilities, as was the event of Blacks rooming with other Blacks. Whether in primarily Black or in integrated dormitories, Black students chose to be with each other. According to student testimony, the clannishness of many Black students on white campuses was a matter of mutual protection from a hostile white environment, rather than a grouping based on positive feelings toward other Black people.

In essence, Black students are victims of a "Catch 22." They are discriminated against and demeaned because they are Black, yet at the same time, they are told it is in their best interest to stop thinking of themselves as Black. Unfortunately, on all of these campuses there are few cultural models and even fewer cultural advocates who can relate to and help the Black students caught in a whirlwind of racial and identity conflict. Trained Black counselors are almost nonexistent on the southern campuses. Only a handful of Black professors and administrators could be identified, and according to the students interviewed, only a few of these Black faculty members understand them, support them, and take stands on their behalf. I was not surprised to discover that Black faculty do understand the issues and problems which Black students face far better than white faculty and administrators. But Black faculty and administrators are so few in number that they represent no critical mass, and they, too, are victimized by the racism which in turn injures the students.

It is no wonder that the University of Michigan and the University of Chicago have acknowledged dropout rates of approximately 43 percent for Black students. UCLA and Rutgers provided incomplete data, but from the data they did provide, one can infer high attrition. Stanford claimed that no data was available on this subject, while Duke's dropout rate was 20 percent. Only Harvard, the most selective of the universities, claimed low attrition for Black students.

Without question, the Black colleges and universities are desperately needed by Black people. They are needed not only because they know how to provide higher education for Black youth, but also because they are committed to this effort. They are also needed because they offer the emotional and social environment where Blacks' self-esteem is nurtured toward healthy maturity. Education and personal growth can take place at Black colleges in an atmosphere relatively free of the hostility and pressures of a white environment. In this environment of acceptance, the attrition rates are about 26 percent, as compared to the attrition rates of 37 percent for Black students in white universities. Astin states, "The higher attrition rate appears to be attributable in part to the effect of attending the white college, rather than the differences in the initial dropout-proneness between Blacks in white colleges and Blacks in Black colleges."

I have been on many Black campuses; at Whiley, where my father was dean of music; at Texas College, where I matriculated my freshman year; at Jackson State, Hampton Institute, Florida A & M, Texas Southern, North Carolina A & T, Southern University, Morgan State, and Central State, where I lectured; at Morris, Brown and Bethune-Cookman, where I served as an advisor from the Rockefeller Foundation to their presidents; and at Atlanta University, where I have been a visiting professor and chairman of the Advisory Committee of the Doctoral Program in Educational Administration. Black colleges are emotional havens for our people. A first-time visitor is able to feel the love, the concern, the sense of community, of belonging that is shared by the college family.

Yet, in spite of the sense of comfort that Black students feel on Black campuses, in spite of the track record of the historically Black colleges, the majority of Black college students are turning away from their heritage to seek higher education in white institutions. There are probably many reasons for Black students preferring white schools, among them are superior facilities (including research resources), (2) a belief that the education in white institutions is superior to the education available in Black institutions, (3) similar parental beliefs which influence student choice, and (4) in many instances, greater financial assistance.

In 1964, 51 percent of the Black college students were in predominantly Black colleges. Two years later, this percentage had declined to 48 percent. By 1976, only 18 percent of Black college students were enrolled in HBCs (historically black colleges), with another 12 percent in newer, predominatly Black colleges. The other 70 percent were in attendance at predominately white colleges. Of this 70 percent, almost half, (46 percent) were enrolled in two-year community colleges.

During the period 1966 to 1976, Black college enrollment increased 277 percent as compared to the white enrollment increase of 51 percent. This tremendous growth in Black enrollment took place primarily in white institutions that are largely undistinguished, and almost half of which offer only two-year terminal degrees. At the same time, the HBCs were experiencing steady but lower growth rates. The pendulum has taken a slight turn back toward the Black colleges, with private HBCs experiencing a recent 12.4 percent increase in freshman enrollment.

The United Negro College Fund attributes this upswing to the following:

1. The lower cost at HBCs, (an average of 20 percent less than public or private white colleges).

2. The HBCs are viewed as success groups by poor students.

3. The return of the concept of attending a Black school: a reaction to the feelings of isolation experienced by Blacks on white campuses in the '60s.

4. Second generation college students are asserting the family tradition in returning to Black colleges.

Thus you have two facets to the situation: a great percentage of Black students are turning away from the the HBCs, yet there is still a steady increase in the HBC enrollment.

How, then, can the HBCs capitalize on these modern trends? How can HBCs attract students who might otherwise go to white colleges, institutions that have the powerful persuasive tools of more money, court-ordered desegregation mandates, superior resources, and an image of providing "a better education" for Blacks as well as other students? How can HBCs maintain a state of steady increase? I hope I have some strategies to present that can accomplish these goals. I have grouped the strategies in two categories: internal strategies and external strategies.

We deal first with the internal strategies. A major aspect in the preparation for recruitment of increasingly larger numbers of Black students is the creation and marketing of an educational commodity that is both attractive and saleable. Such a product requires a thoughtful analysis of the following items:

1. Who are the Black colleges--that is, what is their identity in the 1980s?

2. What is the philosophical mission of the Black colleges in the 1980s?

3. Whom shall the Black colleges educate in the 1980s?

4. How shall curriculum and instruction be adjusted to serve the identity, mission, and student population?

First, let me address identity. The question of who the Black colleges and universities are and what is their identity would have resulted in a far less complex answer before the integration movement and court-ordered desegregation of the last two decades.

Though 102 historically Black colleges could not and cannot be viewed as a monolith, there was a general, common agreement that Black colleges, as Benjamin E. Mayes described them, were colleges "born to serve Negroes, just as white colleges are designed primarily to meet the needs of white America."

Elias Black, Linda Lambert, and Joseph Martin, defined historically Black colleges as "institutions that were founded primarily for black Americans, although their charters were, in most instances, not exclusionary. These are institutions serving or identified with service to black Americans."

Throughout our history, Black colleges have been institutions where Black youth could receive an education that would strengthen their self-esteem, promote cultural pride, prepare for a career or vocation, develop standards of morality, and increase powers of thought. These are some of the important elements that have made Black colleges an emotionally comfortable and academically rewarding place to learn.

Some recent developments have led to an emerging Black college identity which leaves me fearful. I fear that the winds of change may blow the Black colleges in an unfortunate, unseemly direction. I fear that the unwarranted pressure from the government and the courts to integrate Black colleges which were not segregated, the need to recruit students (some of whom may be white), and the general national pretense of deracialization may cause the Black colleges to change their time-honored images of themselves. Recently I read an article entitled "Enrollment of White Students in Historically Black Colleges." It was coauthored by admissions and registration officers of five HBCs: Kentucky State, Jackson State, Tennessee State, Universities of Arkansas at Pine Bluff, and LeMoyne-Owen College. The article deals with techniques used by those institutions and others to recruit white students. The techniques appear useful in recruiting either Black or white students. But what is alarming about the article is its assertion that, "the recruitment of white students requires that the white community no longer view these institutions as Black." The implication is very clear. If Black institutions are not to be viewed as Black by the white community, then they feel they have to change their images so that they are no longer Black. I think that is deadly. With the exception of three institutions that have changed their identity, the Black colleges have historically been Black, are Black, and must remain Black. Black is not simply the color of the student body; it is possible for white students to attend Black colleges as long as they (and everybody else) know the identity of the colleges. But first, the colleges themselves must express and clarify who they are. There is now a great state of philosophical flux as Black colleges try to make

this determination. No matter what the circumstances, HBCs must not allow themselves to be coerced into a neuter, or worse, a white identity. Just as a positive Black identity is essential to the good mental health of Black people, positive Black identity is essential for the good mental health of our colleges and universities. Harvard would not give up its identity to attract a few Black students. Nor should Kentucky State give up its identity to attract a few white students. Clearly, this first internal strategy of self-clarification is essential. If a Black college begins to project an image of itself that is something other than Black, what would be the inducement for Black students to attend that college unless they, too, wanted to think of themselves as something other than Black?

Now let us deal with the second internal strategy: the mission. The mission of the Black college should be based upon the aforementioned knowledge of its self-defined identity, and upon the special needs of the population it intends to serve.

Samuel DuBois Cook provides us with an excellent statement of the dual mission of the Black college:

> The Black college has the same general mission as a white college, but additionally, the Black college has a special and unique purpose. The Black college, thus has a dual mission. It is about human excellence, the superior education and training of tender minds, nourishment of the creative imagination, and reverence for learning; it is also about the development of moral character and the production of better men and women for a more humane, decent, and open world.

Academic excellence and the development of moral men and women to better the world are the corner stones of a Black college education. In his statement, President Cook makes clear his belief that the emphasis on moral development is the "special, unique" purpose of Black colleges; a purpose not generally associated with white colleges.

I believe that both, academic excellence and morality need far more debate, discussion, and elucidation than my talk will permit. Perhaps they could be the themes of a future national conference: a National Association for Equal Opportunity in higher education (NAFEO) conference, or an American Black College Conference (ABC). But I would like to say briefly that I believe we have reached a point of maturity as a people where we can deal seriously with rigorous academic demands. It is true that a great many of our youngsters come from educational environments that have not prepared them for college level work. We must take them as they come to us, teaching them skills and attitudes, doing the remediation, and providing the information with which they can navigate choppy academic waters. But an individualized, slowly paced start does not imply the need to move slowly all the way to the finish line. Upgrading the course requirements and expectations for our students is an obligation. We must also increase our expectations for faculty performance in the classroom, in research, and in scholarship. We must

reinforce those students and faculty who are already achieving at high levels, inspire others to grow and reach their full potential, and commend those who have done their best--whether their best is exemplary or not.

Academic excellence is not a lofty ideal, it is a necessity. It can be achieved. The adjustment for some of our faculty and students will be difficult at first. But I have no doubt that the long-term gains of creating and propagating collegiate environments of academic excellence will attract far more students and faculty than it will lose.

The matter of morality also requires our most thoughtful deliberation. As President Mays has pointed out, "White colleges serve white interests," and as President Cook has observed, the difference between the mission of the Black college and that of the white college is the attention that Black colleges do give and must give to moral character development.

I believe that a curriculum of moral development on a Black campus ought to include a complex of in-class and out-of-class experiences which help our students to acquire not only qualities that will make them more decent, humane citizens of the United States, but also qualities of an international Black consciousness.

Great Black leaders such as Marcus Garvey, Paul Robeson, Martin Luther King, Malcolm X, and Andrew Young have helped us to understand the interrelationship between the welfare of the laborer in Chicago and the diamond mines worker in South Africa; between the importance of the vote in Birmingham, Alabama, and in Zimbabwe, Rhodesia. The struggle of Black people in America is a link in the struggle of African people the world over. The development of moral character at Spelman College, Houston-Tillotson College, or any Black college must include the development of an international Black conciousness which would help our students, in the words of Paul Freire, "to learn to perceive social, political, and economic contradictions and to take action against the oppressive elements of reality." To advocate international Black consciousness is not to ignore the fact that most of the civil rights leaders of the sixties movement came from the Black colleges. It is not to ignore the fact that African or Afro-American studies are being offered on most campuses, or that Black colleges have a history of educating African students. It is simply to state that in a period of conservatism such as we are now experiencing in America, where Black concerns and Black welfare are once again being ignored, we cannot afford to let ourselves and our students lose the consciousness that Dr. King, Malcolm X, and others helped us achieve. I do not believe that it is our job as educators to incite or to chart courses of resistance for our students; but I do submit that it is our responsibility to provide them with the criteria for their own moral behavior and to help them see the inconsistencies in international morality. What course they decide to follow is a personal decision.

When the word goes forth that Black colleges are seriously pursuing academic excellence and are giving the kind of moral education that helps young Black men and women gain not only their personal emanicipation, but also strengthens their links with the welfare of their African ancestors, a clear choice will be evident. No white college could present such a program.

Now we turn to the question of whom shall the Black colleges educate in the eighties? The answer to that question follows from the resolution of the identity issue and mission statement.

Black colleges should continue their historical mission of educating Black people. The concept of international Black consciousness, however, suggests that in addition to this primary responsibility to Black Americans, HBCs should seek out increasing numbers of African and other third world students. White students from America and abroad should be welcomed and recruited; but not at the sacrifice of reduced services to Black students, and not at the sacrifice of changing the institution's cultural identity and curriculum.

It is apparent that many of the HBCs have made and are making curricular changes that are in tune with the career and vocational demands of the eighties; that is, changes in terms of where the jobs are and where they will be. Surely, as money and staff sources permit, these revisions will continue. What I want to suggest, in addition, is that a curriculum ought to reflect expanded concepts of the college's moral mission in the eighties. Curriculum and instruction must not only prepare Black students for the real economic market, but also stimulate them to think critically about their political and cultural existence in a society which will grant equality only to those groups who demonstrate strong cultural, political, and economic solidarity. That is an obligation of the HBCs.

Once the hard philosophical introspection has taken place, then the external strategies can be considered. I will offer four such strategies: (1) promoting the new image, (2) working to revise or amend state or federal policies that inhibit improvement, (3) developing recruitment consortia, and (4) new markets of recruitment.

First, in terms of promoting the image, I suggest that the HBC conduct an advertising campaign under the auspices of the National Alliance of Black School Educators (NAFEO), or as a joint effort with the United Negro College Fund. This should be a massive advertising campaign, in which a Black advertising firm is engaged to promulgate a new image of the HBCs. Radio, television, newspapers, periodicals, and brochures would proclaim the attractiveness and availability of a first-rate education, which emphasizes academic excellence, morality, and social consciousness; all in an atmosphere of concern and acceptance. The media blitz should be directed at Black high schools and guidance counselors through churches, discos, pool halls, and other social scenes.

On the topic of amending state and federal policies, there are a number of state and federal policies that do not fully address the special problems of the Black colleges. They are too many policies to talk about here, but they are outlined in two excellent documents that I will note. The National Advisory Committee on Black Higher Education in Black Universities has published Access of Black Americans to Higher Education: How Open Is the Door? Another publication by the committee is called Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education.

Suffice it to say here that state regulations, which limit out-of-state and out-of-country enrollments, severely inhibit recruitment by public HBCs. Matching funds requirements, which force HBCs to use precious operating capital, seriously restrict services that can be provided. This problem also affects faculty salaries. Title III grants, originally earmarked to help HBCs, are now being designated for the development of white institutions as well, thereby depriving HBCs of badly needed financial assistance.

These are issues that the National Alliance of Black School Educators and other Black interest groups are aware of and are attempting to address. Many of you are also aware that during this past summer, President Carter signed an executive order that directed every branch of the federal government to increase the benefits of those various branches to Black colleges. He also instructed the various branches to look at their regulations that prohibit and preclude full participation of Black colleges. We must wait to see what happens. An executive order has been signed, but orders in previous generations have not necessarily been fully implemented. I cite Brown vs. the Board of Education; not an executive order, but a Supreme Court decision, as an example of a court decision that did not have an impact on actual practice. So the mere signing of an executive order does not imply that there will be smooth sailing for the HBCs. Therefore, I suggest that pressure be applied by the Black colleges to be sure that this executive order is fully enforced. This pressure could come in any number of ways. The most important way is to prepare position papers for the Black legislators in Congress who can support the Black colleges. But before they can give such support, they need clear data. They must know the positions of the Black colleges. That is the first step. Another is to get your alumni association members to communicate with their legislators--Black, white, Hispanic, or whoever they may be. Get your alumni associations to put pressure on the legislators now.

Let me move along to recruitment. In this area, HBCs are encouraged to pool their resources and develop recruitment consortia. Such an arrangement might include the grouping of five to ten college recruitment staffs that could cover a territory much broader than any individual effort. After learning about the colleges in the consortium as a whole, students would then be allowed to make personal choices.

Consortium arrangements are not new to Black colleges; some have engaged in this activity for many years. What I am suggesting is that a stronger, more systematic consortia effort today will offer groups of colleges the potential for broad and efficient recruitment. A variation on recruitment staffs' pools would also allow the various consortia to employ the assistance of Black educational firms in recruiting efforts.

Now let me talk about new markets. In addition to influencing Black American students to come to Black colleges, the HBCs should look to new international markets of Black and other third world students. For example, Nigeria cannot possibly accommodate the higher education needs of its 100 million people, even with its seven new universities.

In the academic year of 1979, there were 264,000 foreign students in American colleges and universities. Eighty-nine thousand of them came from the Organization of Petroleum Exporting Countries (OPEC). Saudia Arabia, for example, has decided that it is better to spend $25,000 a year per student to send them to America than to develop their own specialized facilities. Hong Kong has 100,000 high school graduates per year eligible for college, but has only 25,000 university openings. Puerto Rico, the Dominican Republic, Haiti, the Virgin Islands, and the other Caribbean nations all have large Black populations that would find a relevant Black education appealing. This is also true of the 50 million Black people in Brazil.

The utilization of educational consortia or firms to recruit students is only one method of tapping this enormous third world source. Another approach is to enter into direct contracts with third world governments to educate large numbers of students. Such contracts might provide handsome income, and thus increase the HBCs capability to offer high-level, specialized programs.

In summary, in the eighties we must look to Africa, to Latin America, to the Middle East, and even to the Far East for new populations who we can educate and with whom we can develop healthy economic and political alliances to make the world better for all people.

The historically Black colleges have been important instruments in the unfinished job of Black American cultural and educational emanicipation. By reaching out and linking themselves to people of all colors all over the world, the Black colleges will help to accelerate liberation of Black people, our international brothers and sisters, white Americans, and the international white community. Once we free ourselves, we also free those who oppress us.

COMMUNICATION AND ARTICULATION

RECRUITMENT AND RETENTION OF STUDENTS IN PREDOMINANTLY BLACK COLLEGES AND UNIVERSITIES

by
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At various times throughout history, up to 90 percent of the students enrolled in traditionally Black colleges were not considered "college material" by other institutions. To their great credit, these Black colleges have proved the predictors to be wrong. Eighty-seven percent of all Blacks who hold baccalaureate degrees obtained them from traditionally Black colleges. This is also true for 80 percent of Blacks who hold doctorate degrees. My own background is a case in point.

It was suggested that I not even attempt high school. I will be honest; it took me five years and two summers to get my diploma. Similarly, it took four and a half years for me to earn a baccalaureate degree. When I am being facetious, I often say that I graduated from undergraduate school with distinction. I was third in my class--from the bottom.

The college counselor also advised me that a master's degree was out of the question. But while I ranked near the bottom of my undergraduate class of twenty-five, I was in the top ten out of 2,200 when I received my master's degree. Perhaps there is a lesson here for the predictors.

One of the things that Black institutions had in their favor before Brown vs. Topeka (1954) is that they had a captive clientele. The overwhelming number of Blacks who attended college were forced into Black institutions either because their economic situation or achievement level precluded them from many white institutions, or because they lived in an area of the country where segregation laws were in force. The Black institution's clientele, therefore, was readily identifiable. That condition no longer prevails. Black institutions must compete for students in the same way as other colleges.

The theme of this conference, articulation, recruitment and retention, reflects today's concern for the pool of available students. I translate those dimensions to mean (1) communication, (2) attracting students to the institution, and (3) holding them once they have been recruited.

Communication suggests that we, as institutions, will provide information to and seek input from the group we want to serve. It also means indicating who we are, what we do, how we expect to do it, what outcomes we anticipate, and what advantages we expect to give our clients. There are, of course, elaborate models for the development of a workable system for this articulation or communication. They all require a systematic process of action and interaction between the institution, the public, and the specific source(s) that the institution wants to keep informed.

With regard to recruitment, I am convinced that there are more than enough students to populate our institutions. This particular area of concern will be explored in more detail later. Getting students into colleges is not nearly as difficult as keeping them there until they graduate. Retention is a more difficult task because it not only depends on the efforts of a much larger group of people, but also deails with a much greater variety of philosophies, attitudes, and commitments. This is particularly true when many students' academic performance is less than what the faculty expects.

Black institutions, like many other institutions, are confronted with several problems. One is the need for an adequate data bank. It is important to generate factual data and then to systematically develop and present that information in such a way that it is useful to those we are trying to influence as well as those we are trying to serve.

A second problem that confronts Black colleges is the need for more research related to articulation, recruitment, and retention. Moore and Wagstaff (1974) found that of 3,228 Black educators sampled, only 5 percent were involved in research. Of this 5 percent, many were working in predominantly white research institutions. Clearly, those who were conducting research were not doing so in the areas of our concern.

Although we cannot explore all of our problems relating to the theme of this conference, perhaps we can look more clearly at one of them: recruitment. It can be argued that our present recruitment methods are not very imaginative. We never seem to seek students with the persistence of an athletic coach. Coaches identify and pursue potential athletes who live in places so remote that telephones, toilets, and even roads are unavailable. But if the student has the requisite skill that the coach is seeking, the student is reached. It can also be argued that we are parochial in our recruitment efforts. Most of us utilize well-known procedures and techniques, such as contacting high schools and distributing literature. Rarely do we go where many of our potential clients are or place our literature in those areas.

Potential students spend much of their time in pizzerias and fast food establishments, motorcycle shops, record stores, beauty salons, and other such places. We never find college brochures in these places, yet at these locations, they would reach many potential students.

A few years ago, one college recruited 800 high school graduates in four weeks. At the same time, many traditionalists in the admissions office were saying that it could not be done. Likewise, when one local school superintendent told our institution that he would not release names of the graduating seniors, our admissions people said, "We told you so." But while the superintendent's refusal was inconvenient, it did not make us immobile. We simply located commencement programs for all of the high schools in the area. Then, with the help of work-study students and the telephone book, we located most of the graduates. In cases where this method did not work, we went to the restaurants, record stores, and so forth. In the end, over 80 percent of the students were located.

In other areas, we used different tactics to make sure the public knew what we had to offer. We set up offices in the high schools. Where did we get the money for this? We had no special funds. Each week, we asked our counselors to spend a half-day in a specific high school. The only thing we requested from that school was that they give us a desk, a chair and a space. The school people cooperated, and the students came--not many at first, but the number continued to increase.

We also went to the local professional basketball organization and asked, "Will you help us? Will you put this message in your program for us?" We went to the local newspaper and said, "In the Sunday supplement we would like you to include our ad as a community service." We went to a local motel and asked if we could display our pamphlets there. It might seem like a strange place, but we were aware of our community.

There are many other imaginative ways to recruit students. At one school we used slide presentations. We also placed the presentations in banks, churches, bars, and in pool halls. We used posters with tear-off cards that asked potential students to write down their name, address, and phone number if they were interested in any of the programs presented on the poster. On these cards, we offered to talk to them by phone, in person, or by letter. And, believe it or not; the greatest response came from bars! People sitting in these places are interested in getting ahead, yet they do not know what the local college has to offer.

Mobile counseling units can also be used in recruiting efforts. We bought a van and added a couch, a desk, and brochures. We moved that van through the community to areas where something was happening and people were gathering. We went to the factory workers and got those people interested. At one location we pulled up next to a catering company truck and started giving away our own coffee. Since the catering people did not like this, we made a deal with them. We agreed not to give away free coffee if they would put our brochures in their sandwich bags.

As you can see, recruitment is not a hard task if you learn to use your imagination. Retention, however, is a different story. Retention is difficult for many reasons. For one thing, students may have problems unrelated to school that distract them from their school work. But you must not allow yourself to become dysfunctional from listening to their tales of woe. Outside pressures are something you can understand, but there is not much you can do about them. You can do something about their education. While students will take everything that is given, the institution and the teacher must insist on something in return. Students stay in school when we make demands on them to get an education. Responsibility is the one thing you ought to demand from your students. At the same time, you not only have to deal with students, but also care about them; how they speak and how they dress.

Recently, a lady got up at a talk I was giving in Philadelphia and said to me, "You're saying that we should make sure these students can read and write English. Who am I to be telling students their Black language is wrong?" And I answered her, "I hope you are the teacher. You are supposed to be able to help students improve their standard English. The day they include the so called "Black language" on the GRE and other

such tests is the day when it will be all right to use it. What I am saying, then, is that one emphasis to make in the business of retention is to ensure that our teachers are doing their jobs.

Like faculties in any institution, faculties in the Black colleges are interested in politics, power, policies, and rewards. Their commitment to the educative process is not always as strong as it was in the past. Once faculty members had to go out and hustle students in order to keep their jobs. That is no longer true. If our students are going to be retained, our educational delivery system will have to change. Thus, we have the need for faculty development.

One reason that faculty development is necessary is to reach a full 50 percent of the students who come to college and cannot read at the eighth-grade level. Of that 50 percent, neatly 80 percent read at the fifth-grade level. Another reason is that in Harlem only three students in every 100 graduate from high school. In other cities, 90 percent of all black high school graduates are girls. Faculty development is a multi-dimensional process involving both skill development and attitude adjustment. The job is difficult, but the need is there.

As you can see, this process of retention requires instruction, involvement, and commitment. In this train of thought, I offer the comment that it takes work to make all aspects of education better. It may help you to know that at Stanford, Ohio State, Berkeley, and at many other schools, there are all kinds of remedial courses for educators. There should be no stigma involved in taking these courses. I suggest that you have every right to ask for the training you need to do your job, and [redacted]istrators have the right to involve the faculty at these institutions [redacted]e effort to retain students. They know about current research and have most of the requisite skills to help you. Make use of them.

In summary, you must not forget that the areas of recruitment and retention are interrelated. Students who benefit from good instruction will go out and recruit more students for you than anyone else. When we care about what our students learn and what they do, we do not let them develop habits that will lessen their chances to succeed after school. Retention depends a great deal on the instructional staff and the support that you give to that staff. Keep in mind the demands that you should make on them. These are the kinds of things that will help us retain students.

Also, remember that all institutions, particularly those working with academically deficient students, need structure. Structure your institution so that it provides a good education. In sist on quality from the faculty members and from the students. Do not allow anyone to lower your standards. In short, changes can be made in every aspect of modern education; especially if you remember that cooperation is preferable to pressure. We should do what we must do. The alternative is unthinkable.

COUNSELING

COUNSELING: A CAREER/VOCATIONAL DEVELOPMENT SERVICE

by
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Within the overall theme of this conference--"Improving Vocational Education Programs in Historically and Predominately Black Colleges and Universities"--I have been requested to discuss the topic, "Increasing the Capabilities of Vocational Educators to Provide Vocational Counseling to Minority Students." I was further asked to define strategies for counseling minority students in vocational education, to define the means for ensuring that minority students are "counseled" into occupations that provide some economic benefit.

I also want to spend time discussing the need for providing and personalizing career and occupational information. This includes sharpening the student's awareness of potential economic benefits derived from a career in any given area. I further wish to discuss the provision of vocational counseling within the context of career planning services, since many related services (including counseling) are grouped under this rubic.

We often encounter difficulty with the term "counseling" because the term has been around for a long time. Everyone seems to understand it, but each individual gives a very different interpretation to its meaning. To avoid this dilemma, I often use the term "helping" in place of counseling, advising, consulting, and so on, and will probably do that as I continue this discussion.

Actually, the term "counseling" grew out of the vocational guidance movement during the Parsonian period. At that time, it was synonymous with gathering data on individuals and occupations and correlating the two.

Counseling, as we know it today, is concerned with helping individuals learn new ways of dealing with and adapting to life situations. It is a process through which people are helped to develop sound decision-making processes in an individual or group setting. Leona Tyler defines the purpose of counseling as being able to facilitate wise choices of the sort on which the person's later development depends.

Frequently, I will use career and vocation as almost interchangeable terms. Career is defined as "a work or vocational experience that an individual selects to pursue through life." The "work" implies a long-term commitment to a certain profession or occupation. It also indicates advancement and achievement in a field that requires significant training, frequently a college degree, before it is entered (C. Randall Powell and Donald K. Kirts 1980).

Career planning of some dimension takes place throughout the life of an individual. Career planning services often represent an expansion of the other services provided on a campus, such as placement, admissions, information, library services, and testing. In some instances, all these areas (except for perhaps library services) comprise the counseling services provided on college campuses.

The career planning process involves three major activities: self-assessment, career exploration and placement. These activities are most successful when they are part of an integrated system of career planning services and are integral to all of the other educational experiences provided at the institution. The idea of career planning is also enhanced when it is viewed as a set of comprehensive, developmental services coordinated under the leadership and supervision of career/vocational counselors, guidance and human resource specialists, teachers, or other resource personnel who assist individuals in educational, career/vocational, personal, and social development.

Our overall goal in education is to provide educational experiences that help learners acquire living, learning or working skills for living productive and personally satisfying lives. Through these skills, we facilitate the continuation of individuals' career development--a major part of total human development. Being employed or placed after college preparation in a career or occupation that provides satisfactory economic benefits is desired by most individuals in our society. Assisting our students in placement is part of the career planning process.

As vocational educators, you want to contribute in meaningful ways to maximizing the educational experiences of students in vocational programs. You want this experience to result in the student being gainfully placed in a position that builds on the learnings acquired at your institution. You would be equally satisfied, I am sure, if the student makes satisfactory entry into his or her next stage of educational development. An example of this might be entrance into graduate school. In order to have this kind of impact, we need to have some understanding of the characteristics of those students who matriculate in vocational education in your institution--even those in your particular curricula offerings.

Most of you here who represent historically Black colleges have a good information base from which to try to understand the minority college students who matriculate at institutions such as yours. In many instances, our environmental experiences have been quite similar to those of the minority college student. We are of the same basic ethnic origin, we probably completed at least our undergraduate work at a historically Black land-grant college, and we might have settled on our career in vocational education as a result of our experiences at this college.

The help or "counseling" that we received was probably done on an informal basis. Some of it was very satisfactory some of it was not. There was no formalized service available to us. Although some of us completed our vocational education preparation in vocational education programs, many

of us might have brought into these programs (and, in some instances, carried out) some negative, distorted views about opportunities in vocational education in our area of preparation and employment. These same views are very much embedded in the attitudinal structure of many minorities (particularly Black youth) we now teach. We, therefore, must anticipate such attitudes in our students and design programs and experiences to offset this problem whenever we can.

These young people are influenced, as were some of us, by their parents and key individuals who often placed vocational education at a low priority of occupational status. They also have the example of models they see around them in gainful employment in vocational education. Thus the vocational perceptions held by many of the Black youth we teach are often very narrow. Frequently, they link employment in vocations with "dirty" and menial work that contains little psychological satisfaction. In addition, some professionals in vocational education (not to mention those in other fields), still unconsciously play down the attributes of vocational education. Such attitudes can discourage our students' pursuit of new and emerging careers that have a high relationship to our vocational education programs. Our behavior will reflect much about our enthusiasm regarding our field of endeavor.

It is up to us, then, to dispel some of these misconceptions. But first we must dispel these myths we hold ourselves, and begin to behave as if the profession that we have entered is as important as any other. We must foster the idea that vocational education is integral and critical to all other education.

To me, the very fact that we are in vocational education professions means that we have found something meaningful in terms of our life's work, despite the lack of planned counseling efforts. We found our niche and made our decisions with next to no assistance. Some of us learned about the opportunities (or the lack of them) in our area after we entered and tried to progress into the world of work.

Judging from the rate of change that occurs in social institutions, my guess is that career planning and counseling services have not changed sufficiently to meet the needs of minority students in our Black colleges. These services must change so that students can explore and make decisions about their vocational pursuits with appropriate information and counseling.

Many of our young people see very little if any relationship between their college experience in vocational education and their role in the world of work. Many of us, in fact, went into some phase of education because we admired model or key individuals in our lives who were seemingly successful (success equated with income) and satisfied as teachers. At this time, teaching was one of the few professional areas where minorities (mainly Blacks) could look forward to a position after completing their first or even second or third degrees.

After years of taking mustic and thinking that I would pursue something in that area, my mother encouraged me to enter the vocational education field.

In this field, she advised, I could be assured of gainful employment as a teacher. She herself was very proud to be a teacher with a broad liberal arts background. Furthermore, her position as a teacher, (even with its meager pay), tided our family through the depression years.

As you can see, one of the reasons that a college education was very important to her was because it provided the avenue to gainful employment on completing the first degree. To her, an education made the difference in whether you could be financially independent. Although I must admit that I internalized many of her values, I still entered college largely "on faith."

Today, teaching jobs for Black Americans and many other minorities are becoming more scarce by the minute. This scarcity has been brought about by a decline in school enrollment at all levels, school integration, keener competition for all teaching positions, and the increasing emphasis placed on the student's performance on the National Teachers Examination as a prerequisite for certification. Because of these factors, we have an obligation to help Black students and other minorities learn about different options and the relationship of such options to vocational education and career plans.

You owe it to yourselves and to those you serve to have a clear picture of today's students' characteristics. How do students who attend the university view the college experience? How do they relate this experience to their career and life plans? What are their expectations from college life? What are their aspirations? What do they know about the educational path that they plan to follow? Are the students who enter vocational education programs and in other related fields different from the general university population? What experiences do they bring to the college? What influenced their pursuit of a career in vocational education? The questions are endless.

Some of this information is collected prior to the student's entrance into school. The process is continued for some students on an ongoing basis while they are in attendance at the university. In many universities, you are now blessed with computer systems that can store much of the information you need about students in vocational education and within certain vocational education programs. But it is not enough to have appropriate information stored. It needs to be organized and reported so that you, students, and others who need the information can understand it and use it. It is hoped that you will have an opportunity to store the kind of information which will lend a general knowledge about the students who enter, complete, or leave your programs, and the institutions where they go after they leave.

The mission and goals of the university must be clearly understood in terms of the impact or contribution that the educational experience will make on students who matriculate at the college. Examine this educational experience in light of both general education, and specific vocational education training. Each of you is a key person in shaping the career development accomplishments of students who attend your institutions. As the administrator, professor, or advisor of these programs, you become directly involved in enhancing or impeding a student's career vocational development.

Educators must convey to their students their own personal hopes, desires, and expectations for the vocational education experience, or for serviees provided by the university. Educators also need to know the relationship of these experiences or services to the student's next steps at the university, to the world of work, and to the world of living. But the transfer benefits that students will derive from the course or program experience must first be clear in the mind of the educator. Procedures must be devised to convey this information in a meaningful fashion to students, colleagues, and others. Only through such efforts will students understand (and it is the educator's responsibility to help the student in this understanding) the relationship of vocational education to their total education endeavor.

The educator also needs to be aware of career, vocational, and job opportunities for students who pursue the various vocational education programs. You should know, for example, that according to the U.S. Bureau of Labor Statistics, service and white collar jobs will be the area for increasing employment between now and the nineties. In addition, you need to have information on the number of persons presently employed in occupations related to various vocational education programs, along with the future job demand for individuals in such areas.

Then you need to have a feel for the influence that technology will have on the demand for individuals in various vocational education programs, and how the growth rate of such industries and businesses relates to the preparation that students are receiving in your institution.

Educators need to share information on specific job growth prospects as they compare with the national growth prospect for all occupations. Some of the fastest growing jobs, for example, are (1) bank clerks, (2) bank officers, (3) financial managers, (4) computer service technicians, (5) health services administrators, (6) homemakers and home health aides, (7) licensed practical nurses, (8) industrial machinery repair persons, and (9) teacher aides. Jobs with the most openings include (1) secretaries and stenographers, (2) retail sale workers, (3) building custodians, and (4) accountants.

Engineering is also an area where employment is expected to grow slightly faster than average. In the life sciences, biochemists will be in great demand. Conservation occupations such as foresters, range managers, and soil conservationists, will likewise be a fast growing area. I can also add mining engineers, petroleum engineers, life scientists and statisticians, science technicians, therapy and rehabilitation occupations, architects, display workers, floral designers, and landscape architects.

In essence I am suggesting that you, as an educator/counselor, should provide appropriate career, job, and marketplace information as part of your obligation to the students you serve in your institution.

The kind of information I just alluded to is available all around us. Some of it is published by the U.S. Bureau of Labor Statistics in the Occupational Outlook Handbook, and in quarterlies published by both the Bureau and the U.S. Government Printing Office. The information is also available

in state career occupational information systems, in many school counselors' offices, in public libraries, and in career centers on college campuses. I am sure that many of you are already aware of this information.

When your university has a fairly comprehensive career development or human resource center, much of the career planning in counseling and placement activities can be coordinated through this center. You, then, can facilitate the necessary linkages to vocational education and other specific fields of endeavor to benefit those students who are choosing, or might choose, to enter vocational education programs.

Now, for another specific suggestion on increasing the capability of vocational educators to provide vocational counseling to minority students: set up a career planning task force. This group could consist of students and faculty members, as well as key individuals from the community, business, and industry. The charge of the task force might be to identify the priorities that should be considered to increase the capabilities of vocational educators to provide counseling for students in vocational education programs. Some suggested priorities for consideration of this task force include the following:

--Clarification of the mission and objectives of vocational education programs as these relate both to the mission of the university, and to the career development and placement of students who matriculate within it.

--Clarification of the characteristics of students who enroll at the university, and who select vocational education programs for majors or minors.

--Determination of the student services or career resources available for assisting students and faculty with career planning. These would include listing the services or resources, a description of each service or resource, and a specific contact person. A directory of these services and resources could be developed for dissemination among vocational education staff and students.

--Formulation of a staff development inservice activity plan designed to assist vocational education staff in (1) improving their helping skills (counseling, advising, and/or consulting) in assisting students with career planning, (2) becoming more aware of the career and related information available, and (3) personalizing the information for working with students.

--Development of a plan for storing pertinent information for staff and students if no place is available on campus.

--Preparation of a brochure that will inform staff, students, and the public about career development planning and counseling in vocational education.

--Formulation of a plan for selecting and training peer counselors to assist students who pursue careers in vocational education.

--Conducting a search through ERIC and other information systems to identify studies, articles, projects, and so forth that relate to task force concerns.

--The identification of proposed and existing legislation that supports the improvement of vocational educators' abilities to counsel minority students in vocational education.

--Participation in the National Association for the Advancement of Black Americans in Vocational Education (NAABAVE), an organization whose goals and objectives parallel those of this conference.

--The provision of orientation sessions for all vocational education students, and those who enter related programs, on career opportunities.

--The identification of community resources that can assist you in counseling your students. These should include business, industry, and other resources at federal and regional offices, the state department, professional associations, community organizations, and so on.

--The identification of computer-based career information and counseling systems available to you within the university, and in the local community.

--The preparation of appropriate information packages for use by staff and students at your university. Involve students and other persons from the campus and community to assemble these packages.

--The preparation of a plan for activities designed to attract women into nontraditional vocational education programs, and to assist those who have already entered such areas.

--The inclusion of modules or components that give particular focus to sex equity issues in staff development and inservice activities.

--The initiation of longitudinal, cross-cultural studies that can shed light on both the career development process and the development of career patterns for single and multiethnic groups.

--The formulation and execution of <u>your</u> personal career development plan which should include learning more about the career-related possibilities in various vocational education areas. You should also sharpen your interpersonal skills in areas such as (1) listening, observing, and understanding those who you counsel or advise, (2) communicating your understanding, and (3) personalizing relevant career information for the students you advise.

--The planning and conducting of small group sessions designed to help your students personalize their vocational education experience and acquire pertinent information that they can draw on in making career decisions. Some of these sessions could focus on skill development in career planning. Also, students will be able to clarify the needs and expectations of their educational experience in such sessions.

--The planning and conducting of career planning experiences that can be used for college credit. These activities might focus on (1) student reasons for being at the university, (2) student expectations, (3) decision-making processes, (4) preparing career plans, (5) learning about careers that are related to various vocational education programs, and (6) acquiring skill in locating information.

--The development of a plan for improving the articulation of career planning services from high school and community to college and the work world.

--Formulating and conducting an internship program that provides students with the opportunity to have some preservice experience in work areas related to vocational education. These internships should include both on and off-campus settings.

In conclusion if you are able to implement some of these strategies on your campuses, you will be serving as the catalyst for improving the counseling capabilities of vocational educators. Students will see more relevance in their vocational education experience. They will show more enthusiasm about their education, and from their enthusiasm, others will become excited about vocational programs. You will be helping students find their niche in the world of work, and thus they will be better able to make a meaningful contribution to their chosen careers.

I firmly believe that the career planning concept, incorporated into vocational counseling and placement services, can give life to vocational education programs for minorities across the nation.

Reference: Powell, Randall C., and Donald K. Kirts. Career Service Today: A Dynamic College Profession. Bethlehem, PA: The College Placement Council, Inc., 1980.

INSTITUTIONAL ROLE AND SCOPE

DESIGNING STRATEGIES TO INCLUDE BLACK INSTITUTIONS WITHIN THE FRAMEWORK OF EMERGING OCCUPATIONS

by
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Before we begin, the conference planning committee is to be commended for focusing attention on the need for predominantly Black institutions to assess their utilization of resources, and to devise new methods for securing additional resources and expertise in the general area of vocational education. I am delighted to represent the predominantly Black institutions in this regard.

I have interpreted my assignment for today as that of providing background on trends, issues, projections, and strategies for predominantly Black institutions.

The Black institution is still the major source of trained Black professionals at the baccalaureate and master's degree levels. Through these institutions, we provide assistance and opportunities for students with varying backgrounds to pursue competencies and occupations that otherwise would be denied them. With so little of our local, state, and national resources at their disposal, Black institutions have an enviable record of accomplishments. But the challenge ahead of us is expanding at an alarming rate.

When asked to make this presentation, I accepted enthusiastically for several reasons. Paramount among them was my deep interest in and curiosity about institituions that are providing the leadership and environment for growth.

At no time in our history have Black institutions been faced with a greater need for change and adjustment in their approach to the emerging occupational needs of their clientele as in the eighties. During the last few years, I have become fascinated by the tremendous volume of written and spoken words concerning the changing occupations in our society. Here are titles of a few of the articles appearing in magazines, newspapers, and speeches presented at various conferences and professional meetings during this period: Vocational Education, A Key to Revitalizing the American Economy, "Access of Black Education--How Open Is the Door?", "The Role of Education in Improving the Quality of Life in the Community", "Vocational Resources", "Teacher Education: Past, Present, and Future", "The Stating of Schooling and Teacher Education and Needed Reforms", "Can Black Neighborhoods Survive?", and "The University Roles in Inservice Education Planning for Change".

Such introspection and questioning has been very healthy. It indicates that predominantly Black institituions are well aware of the tremendous technological-sociological revolution, and see the need for adjusting to this unparalleled change.

Let us look for a moment at what has happened in recent years to bring on these perplexing circumstances. We might ask ourselves the most basic question of all: why are there still over 100 predominantly Black institutions today? What motivates their continued existence? Because Black colleges work with the so-called "disadvantaged," there are unique roles for these institutions. Somehow I believe that these institutions also face unique problems and opportunities.

My observations indicate that you are well aware of the tremendous technological and sociological changes around us. Yet I am not sure that you are aware of the impact that these changes will have on predominantly Black institutions.

An often misinterpreted fact deals not only with the reality of education, but also with the status and quality of vocational education. A great number of people, institutions, local, state, and federal agencies equate diminishing vocational programs at predominantly Black institutions with a losing cause. I find it necessary, therefore, to make clear the fact that predominantly Black institutions still have tremendous potential for improving the quality of vocational education.

The concerned educator realizes that during the last twenty-five or thirty years, increased emphasis has been placed upon the role of post-secondary education in vocational education. This realization has led to the development and implementations of innovative programs and to increased programming efforts at technical, junior, and community colleges. In addition, there has been an increased emphasis on the leadership role of some of our major universities. The primary achievement of their programs has been the increased accessibility of postsecondary education to masses of people. However, there are still many people who have been left out of the opportunity for technical training and leadership positions.

It is in this situation that Black institutions can expand their influence. First, they must accept the concept that their traditional function of training Blacks cannot be better achieved by any other group of institutions, provided the following considerations are applied:

1. Recognition of the need for vocational education at all institutions of higher learning.

2. Research by Black institutions that will help them understand the objectives of vocational education, and suggest constructive ways in which to respond to these objectives. This research should involve the cooperation of other agencies and institutions.

3. Realization that a strong institutional commitment is mandatory for a vocational program to survive.

4. Awareness that vocational programs should be integrated into the ongoing institutional program in ways that enhance both the program and the institution. The three ways in which such integration is important are --

a. recognizing the relevance of program objectives to the institutions's mission,

b. balancing integration, and

c. promoting autonomy and administrative arrangements.

5. Creation of a feasible financial structure.

6. Securing and maintaining an efficient and dedicated staff.

Each institution will have to address these issues in a way consistent with the history and character of the institution or in the new dimension it chooses to pursue.

At the time vocational education was created, we might say that its mission was to provide an educational program which contributes both to the development of our nation's work force and to the solution of some of the important economic, educational, and social problems confronting our society. At this time, of course, vocational education was concerned primarily with Blacks at the postsecondary level and I believe that educators will agree: the original objectives for vocational education have been fulfilled in an admirable fashion. Today, however, because of various financial, political, educational and commital reasons, the program has declined in both quality and quantity at many of our Black institutions.

Institutions such as ours at Tuskegee that wish to move their vocational programs toward the fulfillment of occupational needs must do so in the context of the very reasons that have caused such programs to decline. Yet they must accomplish this move with the cooperation, respect, and understanding of other institutions and agencies. Thus, institutions need to work in two dimensions at the same time. On the one hand, they need to concentrate on the specific development of their own institution. But when a wholesome concern for one's own institution and for other institutions is aggressively pursued and kept in balance, quality vocational programs can emerge. The emergence of such programs is dependent upon how an institution manages its financial, human, and professional resources, and how it structures group relationships and actions.

In paraphrasing a statement by Dr. Mueller on quality communities, I emphasize to you that quality institutions cannot be built or developed by proxy. Neither can vocational programs. Both efforts must involve not only institutional personnel, but also local, state, and federal citizens in their planning and execution. And, as we have the ability to achieve action on the basis of individual institutions' decisions, we need to develop a capacity to achieve action on the basis of collective decisions. Quality vocational programs are not the result of accidents. They are developed according to plans and definite design. The particular design is not necessarily important. What is important is that --

1. there is a design,

2. the design is within the school's mission capability, including areas such as personnel, facilities, clientele, and financial resources,

3. the design is flexible so that it can be adjusted to the present generation.

The implementation of this prescribed plan requires a genuine effort to positively influence the attitudes of educators at every level. More importantly, the implementation of this plan demands our own commitment: a concept that has been sadly de-emphasized.

If we are to face the challenge of our future honestly each of us must ask what we can do to implement strategies that include Black institutions within the framework of emerging occupations. Before progress is possible, we must each develop a spirit of change and a dedication to improving occupational information within the predominantly Black institutions. This does not imply throwing out the past and changing merely for the sake of change. It does mean the development of a willingness to look at ourselves and at our institutions. We must examine how well they are meeting the problems of today honestly, and seek solutions for those problems that might prevent a quality vocational program.

Obviously, modern society is so complicated and intricate that no one person or organization can deal with all phases of it. Almost no problem in vocational education today is so simple that it concerns only one institution or organization. In this light, a major way to reinforce the relevance of vocational education to the total educational program is to bring together selected individuals such as ourselves, whose composite "know-how" covers all essential phases of vocational education programs. Working together, we may find solutions to the problems of vocational education so that we can provide the opportunities for entering emerging occupations.

In view of the many specific concerns for Black institutions, research conducted by other sources for enhancing programs of vocational education may often seem obscure. To a large extent, this obscurity may be a by-product of the rate of change in our technological society. Under such conditions, the search for a means of participation has to be a continuing process. With respect to basic vocational policy, education should develop true facts and disseminate them--leaving the task of choosing a solution to the institutional leaders, government officials, legislators, and electorate. Education, then, is mandated to eliminate the obscurities in vocational education, and to establish its growing relevance to technological changes. Thus educators at every level have a responsibility--a great responsibility--not only to search for the strategies, but also to disseminate these when they are known.

Concerning the role of education in our changing society, John H. Davis states: "The task confronting education is not just one of trying to meet the educational needs which exist today. Rather, it is one of developing an educational program which itself is geared to change--one which will not only meet the needs of today, but also of tomorrow, next year and ten, twenty, and even fifty years from now."

"Education, along with the home, schools, and other institutions must assume a heavy responsibility with respect to the use to which new

discoveries and techniques will be put . . ."

"The responsibilities of educational institutions are further increased by the fact the improvements in the educational system must take place "on the march." There is no such thing as stopping the motors of society until alterations can be made. Changes must take place while society is in motion. Also, the fact that we are forced to adapt our educational programs to a future which is different from the last means that we can never fully rely upon past experiences as our total guide. We constantly must be projecting our plans to make them fit a future which not only will be different, but in many respects will be unpredictable."

While we may understand such concepts of change as they relate to progress, each of us has some fear of change. Even as we consider the creation of more viable programs in vocational education, we suspect that some educators are concerned about what such improved programs will do to their status, their school, their family, their community, and the rest of their society.

Certainly, we must admit our own weaknesses, our own fear of change, our own tendency to build an institutional fixity. We must reject such defeatisms as we accept the challenge to design and implement strategies that will prepare leaders to train young people for the new and emerging occupations.

APPENDICES

Appendix A

BLACK COLLEGE AND UNIVERSITY CONSORTIUM
EXECUTIVE COMMITTEE

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

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

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

MEMBERS-AT-LARGE

Dr. Gearldean Johnson
Tennessee State University
Nashville, Tennessee

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

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

Appendix B

REACTIONS AND RECOMMENDATIONS

Participants were asked to provide recommendations for implementing the information contained in each presentation at their own institutions. The following pages are a compilation of these recommendations.

Funding/Grantsmanship/Research

Share information and ideas for proposal writing with TSU's vocational council.

Contact at least two resources listed.

Write at least one proposal based on Gyuro's recommendations.

Have some expert(s) outline the steps for RFP. Maybe a guide can be developed.

Based upon the presentations, especially dealing with source and categories of funding, I believe that as Black institutions, we should form an alliance for vocational education at Black colleges and universities. We should then develop a proposal and request funding through "Programs of National Significance."

The alliance of historical Black colleges and universities should employ any means available in an effort to see to it that Black colleges with vocational teacher training programs are receiving a fair share of the 15 percent of state funds for teacher training.

The lecture approach to proposal preparation is overplayed. A hands-on, product approach is more appropriate at this level for this group. At some point, you should take the theoretical approach and directly apply it to an actual or contrived proposal; the end product should be a proposal to actually be submitted, or to serve as a model for participants to take back to their institutions.

Plan a workshop lasting approximately three days to which you invite about twenty individuals from different Black colleges. These individuals should be selected based upon either (1) an RFP that can actually be submitted as a consortium, (2) an idea for unsolicited submission, or (3) (least acceptable) a contrived RFP. Break the group into subgroups of six to eight persons, each group working with a different RFP. Over a three-day period, the group should work with an experienced proposal writer and progress step-by-step from the generation of the idea to the actual writing and typing of the proposal for submission. Depending upon the suggestions of the entire group, it would then be submitted where appropriate.

Apply for a consortium grant on a multiyear basis--five years is recommended.

Obtain some of the state set-aside money for the state's contribution to the consortium.

We need to get state support from guidance counselors, state directors of vocational education, research units, and so forth to get local support for our efforts.

We need to very explicitly define major goals and objectives for the consortium and set up a timetable for action in obtaining funds.

An immediate need is to obtain some preliminary funding for project planning and proposal writing. Can we go to NIE for this?

More specifically, the guide and accompanying materials included in our packet of materials will be reviewed with the faculty and duplicated for their use. Each faculty member will be required to review the materials, and, within a designated period of time, provide evidence that they have selected a particular project to develop and have contacted the appropriate funding source for specific proposal guidelines. In addition, the office of college development will be asked to provide assistance with the actual writing and submission of required documents to the appropriate agency.

We propose that a project be undertaken to provide funds for the following:

a. Student recruitment
b. Scholarships in vocational education
c. Counselor reorientation
d. Staff development
e. Improved articulation between four- and two-year institutions.

Work with persons who have high expertise in proposal writing--many have written books on the subject: Marvin Labes/Lou Monacell "How to Write Prize Winning Proposals."

Instead of spending hours and hours learning how to, employ experts.

At my institution because of funding restrictions, this information will enable us to secure external money to improve the quality of programs in vocational education, and industrial arts and technology.

Need a list of federal priorities in higher education.

The division of vocational education should secure from the U.S. Department of Education data relative to funding/grantsmanship/research--the criteria and guidelines.

Organize and establish work committees for each of the following areas: funding/granstmanship/research, securing RFPs, and submitting proposals.

Personnel Development

Our institutions should take advantage of the fine resource materials available at the National Center.

I use the PBTE modules developed at the National Center. In addition, I use other competency-based materials. —

Some need to define and list competencies for teacher educators in vocational modules, and so on. Send to teacher education institutions.

Development in such areas such as: updating professional preparation, obtaining or securing funds for study leave programs, and workshops and internal programs in order to aid in faculty development.

Too much emphasis on overview. Need to get into independent teaching and development of skills in use of the material. CBE is suited especially to this technique.

Use of National Center workshops for teacher inservice.

Development of materials for use with students and student teachers.

The consortium could develop materials for common usage at all member institutions and publish these over time.

The consortium could designate one of its members to be host in sponsoring a workshop for counselors, administrators, or state education department people.

An institutional directory of consortium members and their faculty could be published, and exchange visits could be promoted.

I have been fortunate to have been able to purchase the entire set of competency-based teacher education modules during the 1979-80 academic year. I am using them extensively, have been getting excellent responses from the students in terms of their attitudes toward them, and am looking forward to utilizing future modules.

I will share this information with the chairpersons of the business education and industrial arts departments.

Since technology change requires that vocational teachers stay current, we wish to recommend that projects be promoted to provide the following: (1) stipends for teachers to pursue master's and doctorate degrees, (2) travel money for teachers to attend professional meetings and workshops, and (3) funds to conduct inservice workshops and seminars.

Establish a close relationship with business and industry--to maintain an ongoing, inservice component as an integral part of the program.

Develop incentives that will make the transfer from industry to education attractive.

Personnel Development Cont'd.

Addition of presented materials to the ongoing development program.

In preservice teacher education programs, upgrade and revise course content and units of instruction in profesisonal courses, such as methods: philosophical and psychological.

Upgrade the teacher education programs in the graduate school. Conduct workshops, conferences, and seminars on vocational education personnel development.

Secure EPDA grants for vocational education personnel development. Secure human and material resources from local, state, and federal level.

Conduct youth and professional organizations, leadership conferences annually.

Dissemination of Information

Explore the possibility of obtaining a computer terminal at our institution.

Utilize the National Center for Research in Vocational Education for information and support services.

Share information booklets distributed throughout the presentation with other members of the faculty.

Use the ERIC services and help students use the service.

Recruitment/Admission/Remediation/Retention

Recruitment would be the mission (goal) of each department. Therefore, the available resources will be utilized to the fullest possible extent. There could be an alignment of efforts to help eliminate duplication.

Accept the fact that there is still a need for Black colleges.

Utilize the background information as resources in discussing recruitment, admission, and so on in working with coworkers.

Utilize internal forces in carrying out programs.

Think about the recruitment of students in foreign countries in addition to the United States.

Stress competency by both students and faculty.

Plan and implement a recruitment program that will be designed to inform parents, in particular, of the college's mission and admissions policies.

Recruitment/Admission/Remediation/Retention Cont'd.

Plan and implement a nontraditional recruitment program by tapping other community sources, as mentioned by Dr. Moore during his presentation.

Explore the possibility of obtaining the services of a recruitment firm that would be instrumental in recruiting more international students.

We are developing a new brochure for community dissemination stressing career opportunities.

We are sponsoring in our department three student meetings per year where students articulate their concerns concerning our programs.

We have developed a student team to assist in recruitment efforts.

We encourage secondary vocational teachers to invite us into their classrooms and to schedule field trips with us.

We have implemented the publication of a department newsletter. We have expanded VICA clubs in the District of Columbia school system.

The roles of the Black colleges in recruitment should become a unified effort. Maybe an approach can be used on a regional basis in a joint responsibility.

I will share information gained with our faculty.

I will attempt to influence the alumni association to pressure the legislature to change policies that negatively influence the university.

Develop strategies for getting special vocational education funds set aside for new programs in the department of vocational education at the university.

Implement techniques in recruiting students, such as organizing recruiting teams in each school district (parish school system).

Disseminate recruiting and admission materials to all teams annually.

Develop strategies for the retention of students by the revision of curriculum, offer programs on the basis of needs, and provide information on job placement.

Demand more from faculty members, administration, and students. Upgrade requirements for students' admission.

Communication and Articulation

The level at which the instructor meets the students appears to be more of a viable position than at any other level.

Explore the possibility of setting up recruitment centers in several area schools utilizing college faculty on a rotating basis, and making this activity a part of that person's teaching load.

Communication and Articulation Cont'd.

We are trying to resolve the problem of "open admissions" and quality education by providing a "university college" where initial remediation can be provided. We provide "brown bag seminars" where students and faculty can get together.

Should develop a data bank on the scope and contributions of Black colleges' involvement in educating Black youth: a historical perspective on the contributions Black colleges have made and are presently making regarding vocational education programs.

Conduct a joint conference with labor, industry, business, and other agencies such as state and local governments.

Vocational Counseling

The informal versus formal methods of counseling need not be in conflict with one another. Here again, each segment of the structure will construct mini-counseling components. Become aware of data depicting projected employment needs and hold group sessions within the community.

Develop a plan to implement career education concepts into major coursework.

Provide students with internship experiences prior to and including the senior year.

Update reference materials relating to emerging careers and job opportunities for the eighties.

Compile a student characteristic profile for personalizing career counseling sessions.

Dr. Hick's talk stimulated in me the idea that our institution needs to better define and articulate our guidance services, which are not presently as adequate as they might be.

We need a counselor education workshop to acquaint our own counselors with our programs so they may counsel more effectively regarding program selection and career choice.

We need more effective counseling to increase the number of secondary students entering technical and vocational areas.

We are moving to increase the number of women in our programs.

We plan to utilize student talent in assisting us to develop and present group counseling topics more than we have to date.

Set up workshops or inservice training to help teachers become aware of student needs.

Vocational Counseling Cont'd.

Set up a career planning task group to clarify the mission and objectives of the vocational education program.

Organize a vocational education task force to make an assessment of the vocational programs and come up with recommendations for improvements.

Institutional Role and Scope

Use guidelines to identify and clarify the institutional role and scope.

The idea for a research center at the Black college is good.

Would recommend that this group continue its effort to establish a research center or a resource center for fostering the "new" role of the Black institutions relative to vocational education.

Part of NAABAVE's efforts in the research area need to deal with the past and future contributions of these institutions and the need for fiscal support.

The consortium should deal with a history of these accomplishments and publish a comprehensive document regarding these unique American institutions.

The consortium should develop and implement an international arm to deal with other countries, particularly third world countries.

Utilize more community resources (human and material).

Become more involved in public relations efforts both on and off campus.

More involvement throughout the educational community--continuing councils to evaluate needs which exist. Also, a component which will work toward future needs.

Conduct joint planning conferences with labor, industry, and the university for developing vocational programs based on occupational needs.

Appendix C

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Appendix D

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Appendix E

A NATIONAL WORKSHOP ON IMPROVING VOCATIONAL EDUCATION PROGRAMS IN BLACK COLLEGES AND UNIVERSITIES

September 9-12, 1980
Columbus, Ohio

AGENDA

Tuesday, September 9, 1980

5:00 - 7:00 p.m.	REGISTRATION/CHECK-IN Stouffer's University Inn
6:00 - 7:00 p.m.	GET ACQUAINTED CASH BAR Fireside Room, Stouffer's
7:00 - 9:00 p.m.	OPENING SESSION Buckeye Room, Stouffer's

Presiding:

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

GREETINGS

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

INTRODUCTION OF SPEAKER

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

KEYNOTE ADDRESS

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

Wednesday, September 10, 1980

8:15 a.m.	Bus to National Center - Assemble in Stouffer's Lobby
8:30 - 8:45 a.m.	Coffee and Doughnuts - National Center
8:45 - 9:30 a.m.	SECOND SESSION
	Presiding:
	--Dr. William Young, Director White House Initiative on Black Colleges and Universities
	GREETINGS/OBSERVATIONS
	--Dr. Frank Hale, Vice Provost Minority Affairs, The Ohio State University
	OVERVIEW OF THE NATIONAL CENTER
	--Dr. Chester Hansen, Senior Associate Director
	--Dr. Mark Newton, Director, The National Academy for Vocational Education
	CONFERENCE AGENDA OVERVIEW
	--Dr. Perman Moody, Associate Director
9:30 - 10:15 a.m.	FUNDING/GRANTSMANSHIP/RESEARCH
	--Dr. Mary Lovell, Program Officer U.S. Department of Education
	--Dr. Steven Gyuro, Associate Director Program Management, The National Center
10:15 - 10:30 a.m.	Break.
10:30 - 12:00 noon	FUNDING/GRANTSMANSHIP/RESEARCH Cont'd.
12:00 - 1:30 p.m.	Lunch (Catered) - The National Center
	THIRD SESSION
	Presiding:
	--Dr. Dessie Page, Research Specialist The National Center

Wednesday, September 10, 1980 Cont'd.

1:30 - 3:00 p.m.	PERSONNEL DEVELOPMENT
	--Dr. Robert Norton, Research Specialist The National Center
	--Dr. James Hamilton, Research Specialist The National Center
3:00 - 3:15 p.m.	Break
3:15 - 4:30 p.m.	DISSEMINATION OF INFORMATION
	--Dr. Joel Magisos, Associate Director The National Center
4:30 p.m.	Bus returns to Stouffer's.
Evening	Recreation/Relaxation

Thursday, September 11, 1980

8:00 a.m.	Bus to National Center - Assemble in Stouffer's Lobby
8:15 - 8:30 a.m.	Coffee and Doughnuts - National Center
	FOURTH SESSION
	Presiding:
	--Dr. Aubrey Long, Research Specialist The National Center
8:30 - 10:00 a.m	RECRUITMENT/ADMISSION/REMEDIATION/ RETENTION
	--Dr. Donald Smith, Professor of Education Bernard M. Baruch College City University of New York
10:00 - 10:15 a.m.	Break
10:15 - 11:30 a.m.	COMMUNICATION AND ARTICULATION
	--Dr. William Moore, Jr., Professor of Educational Administration, The Ohio State University
11:30 - 12:00 noon	INTRODUCTION TO CONSORTIUM BUILDING
	--Dr. Ferman Moody, Associate Director

Thursday, September 11, 1980 Cont'd.

12:00 - 1:00 p.m.	Lunch (Catered) - The National Center
1:00 - 1:30 p.m.	INTRODUCTION TO CONSORTIUM BUILDING Cont'd.
	--Dr. Ferman Moody, Associate Director
	FIFTH SESSION
	Presiding:
	Dr. Dessie Page, Research Specialist
1:30 - 3:00 p.m.	VOCATIONAL COUNSELING
	--Dr. Laurabeth Hicks, Program Director Bureau of Adult Education U.S. Office of Education
3:00 - 3:15 p.m.	Break
3:15 - 4:30 p.m.	INSTITUTIONAL ROLE AND SCOPE
	--Dr. Grady Taylor, Dean, School of Education, Tuskeegee Institute
4:30 p.m.	Bus to Stouffer's
Evening	Open

Friday, September 12, 1980

8:30 a.m.	Bus to National Center - Assemble in Stouffer's Lobby
8:45 - 9:00 a.m.	Coffee and Doughnuts - National Center
	SIXTH SESSION
	Presiding:
	--Dr. Ferman Moody, Associate Director
9:15 - 10:15 a.m.	IMPLICATIONS/APPLICATION
10:15 - 10:30 a.m.	Break
10:30 - 12:00 noon	NEXT STEPS--PLANS FOR THE FUTURE
12:00 p.m.	Adjourn

This conference is jointly sponsored by the National Center's project Improving Vocational Education in Black Colleges and Universities and the National Academy; with support from the U.S. Department of Education.