DOCUMENT RESUME

ED 215 144 CE 031 901

AUTHOR Chase, Shirley A.
TITLE Vocational and Technical Curriculum Materials Database Feasibility Study. Final Report.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Jan 82
CONTRACT 300-78-0032.
NOTE 78p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Agency Cooperation; Curriculum Research; Curriculum Study Centers; *Databases; Higher Education; Information Dissemination; *Information Networks; Information Retrieval; Information Services; Information Sources; Information Storage; *Information Systems; Instructional Materials; *Online Systems; *Technical Education; *Vocational Education
IDENTIFIERS *Vocational Education Curriculum Materials Database

ABSTRACT

This project studied the feasibility of developing a computerized database of information about vocational and technical education curriculum materials. It was conducted in response to the need expressed by educators in the field for a comprehensive, centralized, computerized database of information on the availability of curriculum materials. The National Center for Research in Vocational Education Clearinghouse staff worked cooperatively with the National Network for Curriculum Coordination in Vocational and Technical Education to design and prepare the specifications for the database, enter test records, and prepare recommendations for further development. The Vocational Education Curriculum Materials (VECM) database established during the feasibility study includes information on both print and nonprint products. One hundred and fifty records were entered into the VECM during the feasibility study. Each entry includes the following information about the curriculum product: title, date, sponsoring agency, developer, subject matter classification, educational level, intended user, student target population, description of the print or nonprint material, copyright restrictions, and availability source. The database is now ready for retrieval of information by the National Center Clearinghouse and the Curriculum Coordination Centers; efforts will be made to open the database to the public during 1982-83. Also, an additional 1,500 records will be entered into the database during the next year. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215144

VOCATIONAL AND TECHNICAL CURRICULUM MATERIALS DATABASE FEASIBILITY STUDY

Final Report

Shirley A. Chase
Research Specialist

Wesley E. Budke, Director
National Center Clearinghouse

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

January 1982

CE 031 901

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

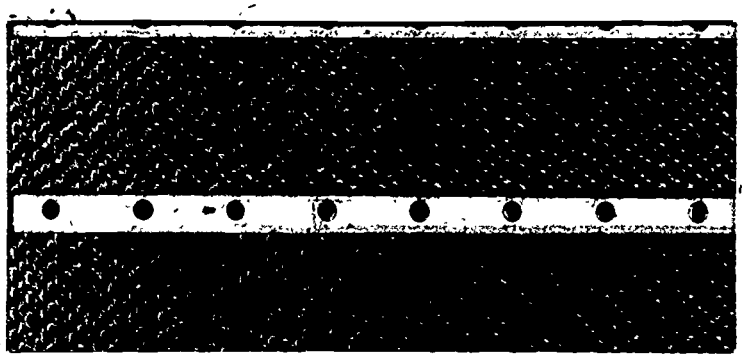
☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda Pfister

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



THE NATIONAL CENTER MISSION STATEMENT

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

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- [illegible] and policy
- [illegible] programs and products
- [illegible] systems and services
- [illegible] development and training programs

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education, Clearinghouse Function
Contract Number:	300780032
Project Number:	051MH10012
Educational Act under Which the Funds were Administered:	Education Amendments of 1976, PL 94-482
Source of Contract:	U.S. Department of Education, Office of Vocational and Adult Education, Washington D.C.
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor

Disclaimer: This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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

TABLE OF CONTENTS

	Page
FOREWORD	v
EXECUTIVE SUMMARY	vii
CHAPTER I. BACKGROUND AND DESIGN	1
Introduction	1
Background	1
Purpose and Objectives	4
CHAPTER II. METHODOLOGY	6
Project Activities	6
Relationship with Curriculum Coordination Centers	6
Database Specifications	8
Subcontractor Selection	9
Database Design	9
Data Processing Form	10
Acquisition and Processing Procedures	11
Database Building	13
Database Retrieval	14
Recommendation Preparation	15
CHAPTER III. DATABASE STATUS AND RECOMMENDATIONS	16
Scope of Database	16
Retrieval of Requirements	16
Content and Format of Database	17
Recommendations--Year I	19
Recommendations--Year II-V	24
APPENDIXES	27
A - Curriculum Coordination Centers	28
B - NNCCVTE Directors' Council Meeting--San Francisco	29
C - Planning Meeting--National Center	31
D - NNCCVTE Directors' Council Meeting--Washington, DC	33
E - NNCCVTE Directors' Council Meeting and Concurrent Meeting--Atlanta	36
F - NNCCVTE Directors' Council Meeting--Houston	38

Page

G - Education Service Group, Inc., Subcontract Proposal. . . . 44

H - NNCCVTE Curriculum Material Abstract 58

I - Vocational Curriculum Materials Processing Form and Instructions 59

J - NCES Announcement. 64

K - Processing Form Log. 65

L - Sample Printout. 66

M - Spin Agreement Form. 67

FOREWORD

The National Center Clearinghouse builds, maintains, and makes available information from vocational and technical education databases to educators. The Curriculum Feasibility Study added one more dimension to the Clearinghouse by determining the potential of establishing a comprehensive computerized database of information on the availability of vocational and technical curriculum materials. This database could provide vocational and technical educators with immediate information on existing materials and, therefore, decrease duplication of efforts in curriculum development, provide materials quickly when they are needed for program improvement, and give the U.S. Department of Education and others information for decision making.

This study was conducted in cooperation with the six Curriculum Coordination Centers. We wish to thank the directors, Rebecca S. Douglass, East Central; Robert Patton, Midwest; Joseph F. Kelly, Northeast; William Daniels, Northwest; Roy S. Hinrichs, Southeast; and Lawrence F. H. Zane, Western, for providing information on curriculum products for the database, for their ideas and suggestions, and their continuing support of the study.

Recognition is given to the following Clearinghouse staff members for their efforts in the conduct of the study: Wesley E. Budke, Clearinghouse Director; Shirley A. Chase and Carl F. Oldsen, Research Specialists; and Ruth Gordon, Program Associate. Editorial review of the report was provided under the supervision of Janet Kiplinger, Administrative Associate II.

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

EXECUTIVE SUMMARY

This project, conducted from February 1, 1981, through January 31, 1982, studied the feasibility of developing a computerized database of information about vocational and technical education curriculum materials. The need expressed by educators in the field was for a comprehensive, centralized, computerized database of information on the availability of curriculum materials.

The National Center Clearinghouse staff worked cooperatively with the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) directors to design and prepare the specifications for the database, enter test records, and prepare recommendations for further development. The Educational Services Group (ESG), Bibliographic Retrieval Services (BRS), Latham, New York, was selected as the subcontractor to build the test file.

The Vocational Education Curriculum Materials (VECM) database established during the Feasibility Study includes information on both print and nonprint products. Only current vocational and technical curriculum materials that have an availability source are entered into the database. One hundred and fifty records were entered into the VECM database during the Feasibility Study. Each entry includes the following information about the curriculum product: title; date; sponsoring agency; developer; subject matter classification using the National Center for Education Statistics, "A Classification of Instructional Programs"; educational level; intended user; student target population; description of the print or nonprint material; copyright restrictions; and availability source.

An ESG retrieval session was sponsored by the National Center Clearinghouse for staff members and Curriculum Coordination Center representatives. The database is now ready for retrieval of information by the National Center Clearinghouse and the Curriculum Coordination Centers. Efforts will be made to open the database to the public during Year I (February 1, 1982-January 31, 1983). Then anyone with a terminal and a subscription to ESG School Practices Information Network (SPIN) will be able to access the database directly.

During Year I, the National Center and the Curriculum Coordination Centers cooperatively will continue to build and maintain the VECM database with ESG serving as the subcontractor. An additional 1,500 records will be entered into the database, and the National Center Clearinghouse will sponsor another ESG retrieval training workshop for Curriculum Coordination Center representatives and state liaison representatives (SLRs).

CHAPTER I

BACKGROUND AND DESIGN

Introduction

The activities described in this report were conducted from February 1, 1981, to January 31, 1982. They were included in the National Center for Research in Vocational Education scope of work for Year IV of a contract with the U.S. Department of Education, Office of Vocational and Adult Education. The objective of this study was to test the feasibility of developing a comprehensive computerized database of information on the availability of vocational and technical curriculum materials. It was not anticipated that a full-scale curriculum database would be developed during this first year, but only that a test file would be built and policies and procedures developed. Recommendations for continuation of the project were based on the results of this study.

Background

As National Center Clearinghouse staff members worked with the Curriculum Coordination Centers (see Appendix A) and other instructional materials agencies for the Military Curriculum Project, it became evident that a more efficient system was needed to provide information on the availability of vocational and technical curriculum materials. A comprehensive information system for identifying, announcing availability, and making available vocational and technical curriculum materials did not exist. Information on curriculum materials could be obtained only in a piecemeal fashion and often was not as up to date as desired. Searchers were forced to go to several databases and then

were not assured that the information obtained was complete. Many excellent subsystems were in operation to serve the needs of a specific location or clientele; however, a comprehensive information system was needed to tie the subsystems together, to give them support, and to provide the field with the variety of services and information required.

There were many excellent curriculum materials and others were being developed continually. Acquisition of these materials, however, often was difficult and time consuming. Duplication of effort in curriculum development frequently occurred due to the lack of information about materials that already existed.

The rationale behind the establishment of a comprehensive computerized database of vocational and technical curriculum materials was to provide information as quickly and efficiently as possible to users in the field. This need was expressed many times by people in the vocational and technical education community.

Professionals in vocational and technical education include a wide variety of individuals with varying needs for a retrieval system. In addition to requests for information from vocational and technical educators in the field, the U.S. Department of Education, other federal agencies, business and industry, and the military often request information about curriculum materials. Therefore, the database had to be comprehensive in the information it included and flexible in the services it provided. Nonprint materials are especially difficult to locate, since currently they are not included in most databases. Therefore, the vocational curriculum database must accommodate this type of material to be sufficiently comprehensive and useful to the field.

Concomitant with the National Center Clearinghouse's proposal to conduct a

feasibility study on building a vocational and technical curriculum materials database, the Northeast Curriculum Coordination Center was developing a proposal involving the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), which is made up of the six Curriculum Coordination Centers, in building a similar kind of database.

Their rationale for a curriculum database was included in their proposal.

> The limitations of existing bibliographic retrieval activities in the National Network of Curriculum Centers for Vocational Technical Education (NNCCVTE) are generally recognized. Search services too often are slow and incomplete, and compilation of printed bibliographies, which quickly become out-of-date; involves considerable duplication of effort and use of staff time. These flaws are signs of success, as demand for Network service has grown with our increasing visibility and importance in the vocational curriculum community. Improvement in retrieval systems is essential to continued delivery of high-quality service, and computerization is a way to achieve this improvement.

Design Considerations

Characteristics of a bibliographic retrieval system for the NNCCVTE should include:

- A file containing records of most publically-produced vocational curriculum documents published over the past decade.
- Provision for periodic file updates.
- Direct online access by any agency with a terminal and contract with a major database vendor.
- Records containing information similar to that provided on the existing NNCCVTE abstract form.
- File searchable by subject and various other fields, such as producing institution, date of publication, special population, etc.
- Provisions for a variety of print-out formats, such as arrangement by subject classification, alphabetical ordering of title, producing state, etc.

- Inexpensive, in terms of both establishment of file and continuing operation.*

Many of these same considerations were part of the National Center Clearinghouse proposal. It seemed that the time was ripe, but resources were limited, for the development of a curriculum database for vocational and technical education. The National Center Clearinghouse proposed a feasibility study to build a test file of 150 records, whereas the Curriculum Coordination Centers were proposing to build a database of 2,000 records the first year. Since the two proposals were very similar, except for the scope of work for the first year, it seemed advisable to combine resources in order to begin the project. Dr. Joel H. Magisos, associate director of the National Center's Information Systems Division, was in contact with the Office of Vocational and Adult Education of the U.S. Department of Education and the NNCCVTE Executive Council in an effort to combine forces and cooperatively conduct the study.

Purpose and Objectives

Because limited resources were available, it was decided to proceed at the level of the proposed feasibility study developed by the National Center. The purpose of the study during the first year was to study the feasibility of establishing a comprehensive computerized database of information on the availability of vocational and technical curriculum materials.

The specific objectives were as follows:

1. Determine the scope of the database
2. Determine the retrieval requirements of the database

---

*NNCCVTE Bibliographic System proposal developed by the Northwest Curriculum Coordination Center, 1980.

3. Determine the content and format of the database (build a test file).

4. Determine acquisition and processing procedures.

5. Prepare recommendations for implementing the system on a national basis

CHAPTER II

METHODOLOGY

Project Activities

This chapter describes the methodology followed in conducting the Curriculum Feasibility Study.

The nine major process activities of the study were the following:

1. Establishing a cooperative working relationship with the Curriculum Coordination Centers
2. Preparing database specifications
3. Selecting a subcontractor to build the test file
4. Designing the database with the subcontractor
5. Developing a data processing form and instructions for completion of the form
6. Establishing acquisition and processing procedures for the data processing forms
7. Entering 150 records into the test database
8. Testing the online retrieval of information from the database
9. Preparing recommendations for the future of the database

Each of the activities is discussed in more detail in the following section.

Relationship with Curriculum Coordination Centers

Establishing a cooperative working relationship with the Curriculum Coordination Centers was essential to the conduct of the Curriculum Feasibility Study for the following reasons:

- The Curriculum Coordination Centers would be the major providers of the

information entered into the database.

- Since initially the Curriculum Coordination Centers would be the major users of the database, their input and recommendations would be valuable in establishing the database requirements.

Dr. Glen Boerrigter, project officer for both the National Center and the Curriculum Coordination Center contracts, of the U.S. Department of Education, Office of Vocational and Adult Education, was very supportive of the cooperative effort in conducting the Feasibility Study.

To establish the cooperative working relationship with the Curriculum Coordination Centers, Dr. Joel Magisos, associate director, National Center Information Systems Division, attended the National Network of Curriculum Centers for Vocational and Technical Education (NNCCVTE) Executive Council meeting on February 10-11, 1981, in San Francisco (see Appendix B). During that meeting, it was agreed that the National Center Clearinghouse and the Curriculum Coordination Centers would combine efforts to conduct the Feasibility Study, and that further clarification of roles and responsibilities was needed.

In March 1981, Mr. Gordon Law, representative from the Northeast Curriculum Coordination Center and principal developer of the NNCCVTE proposal, visited the National Center to further clarify and outline the cooperative activities for the Feasibility Study. During that meeting, roles of the various agencies were discussed and suggestions were made for modifying the NNCCVTE Curriculum Abstract to use as the data processing form for the Feasibility Study. A summary of that meeting was included in a memo (see Appendix C) from Mr. Law to Dr. Joseph Kelly, Northeast Curriculum Coordination Center director. Further discussion concerning the cooperative efforts for the Feasibility Study took

place between Drs. Magisos and Kelly during the Research Coordinating Unit (RCU) meeting in San Antonio, March 31-April 3, 1981.

The NNCCVTE Executive Council Meeting in Washington, D.C., April 1981, was attended by Dr. Shirley A. Chase, National Center Clearinghouse Feasibility Study coordinator (see Appendix D). An update on project progress was presented by Dr. Chase. Further consideration was given to the database requirements and the data processing form.

At the NNCCVTE Concurrent Meeting, July 13-16, 1982, in Atlanta, Dr. Chase gave a presentation on the status of the Curriculum Feasibility Study (see Appendix E). Considerable time was spent with the Curriculum Coordination Center directors and their librarians to obtain a final decision on the data processing form. Special attention was given to the subject matter classification system to be used for the curriculum products.

Dr. Chase met again with the NNCCVTE Executive Council on October 13-16, 1981, in Houston (see Appendix F). In addition to a status report on the study, next year's activities were discussed. The Curriculum Coordination Center directors' suggestions were included in the recommendations presented in chapter 3 of this report.

Database Specifications

A literature review was conducted to determine what curriculum information was available in existing databases and the format of the information. Through searches of the Educational Resources Information Center (ERIC) and the National Information Center for Educational Media (NICEM), the number, types, and information about curriculum products were acquired and reviewed. Catalogs of both print and nonprint materials were examined. Curriculum products from the

state and federally sponsored program improvement projects were examined. From this extensive review and input from the Curriculum Coordination Centers, the following database specifications were established:

- o Criteria for the curriculum materials to be included in the database
- o Content and format of the data processing form
- o Retrieval requirements of the database

Subcontractor Selection

It was imperative that a subcontractor to build the computerized database be selected early in the Feasibility Study so the database could be designed and the test file development begun. A Request For Proposal (RFP) was developed and distributed to potential vendors. Proposals were received April 21, 1981. The Educational Services Group (ESG), Bibliographic Retrieval Services (BRS), was selected as the subcontractor (see Appendix G). In addition to having the expertise to build the test file, the subcontractor was required to have online change, message switching, and production of hard copy and microform (microfiche) capabilities.

Database Design

As soon as the selection process was completed, communication was begun with the subcontractor to develop the database design. On June 2, 1981, Ms. Deborah Pietro, a representative from ESG, met with the Clearinghouse staff at the National Center. The design of the database was established during the meeting and the data processing form and instructions previously developed by National Center staff (based on input from the CCCs) were reviewed. Ms. Pietro took the information back with her to consult with a programmer. The data processing

form and instructions were refined and returned to the National Center Clearinghouse for use on a trial basis.

Data Processing Form

The NNCCVTE Curriculum Materials Abstract form (see Appendix H) was used as a basis for developing the data processing form for the Curriculum Feasibility Study. Additional input was obtained from the Curriculum Coordination Centers regarding the information desired for the curriculum entries into the database. After the new data processing form was developed by the National Center Clearinghouse staff and refined by ESG, it was sent to the Curriculum Coordination Centers on a trial basis. The Curriculum Coordination Centers were asked to complete one of the processing forms for a curriculum product and to return the form to the National Center Clearinghouse. The completed forms were submitted to ESG, and after a test run and a few minor revisions, each Curriculum Coordination Center was requested to complete additional forms to start building the database. The data processing form and instructions were finalized during the NNCCVTE Concurrent Meeting in July, and it was used for the remainder of the entries for the year (see Appendix I). As recommended, the same data processing form will continue to be used next year.

In developing the processing form, consideration was given to making it as simple as possible to complete, yet comprehensive enough to contain all of the desired information about each curriculum product. The form was developed so that it could be completed in the field and then sent by the National Center Clearinghouse, with only needed corrections, directly to ESG without retyping. All information on the form is to be provided by the originator except the accession number on the front page and the processing information in the shaded

area on the back page, which are added by the National Center Clearinghouse.

Much deliberation took place with the Curriculum Coordination Centers on which system to use for the subject matter coding of the curriculum products. Originally the U.S. Office of Education coding system was used, but as the development of the form progressed, it was learned that a new coding system had been established. Discussion of which system to use finally resulted in the selection of "A Classification of Instructional Programs" developed by the National Center for Education Statistics (NCES) (see Appendix J). The consensus was that this system was more inclusive than others and would meet the future needs of the database as it was developed.

Consideration was given to using ERIC descriptors for coding the print curriculum information. ERIC staff members were consulted, and as a result, it was determined that it would not be effective to ask people in the field completing the forms to provide the ERIC descriptors. Also, since ERIC descriptors do not cover nonprint materials, it was decided to use ERIC-compatible terms in a checklist on the form, rather than using the ERIC descriptors per se.

Acquisition and Processing Procedures

As soon as a tentative data processing form was developed, the acquisition and processing procedures were begun to test the data processing form. After the first completed forms were received by the National Center Clearinghouse, they were reviewed and corrected. The originals were sent to ESG and a copy retained at the National Center Clearinghouse. Phone contact was made with the Curriculum Coordination Centers when necessary to clarify any questions about completion of the new form.

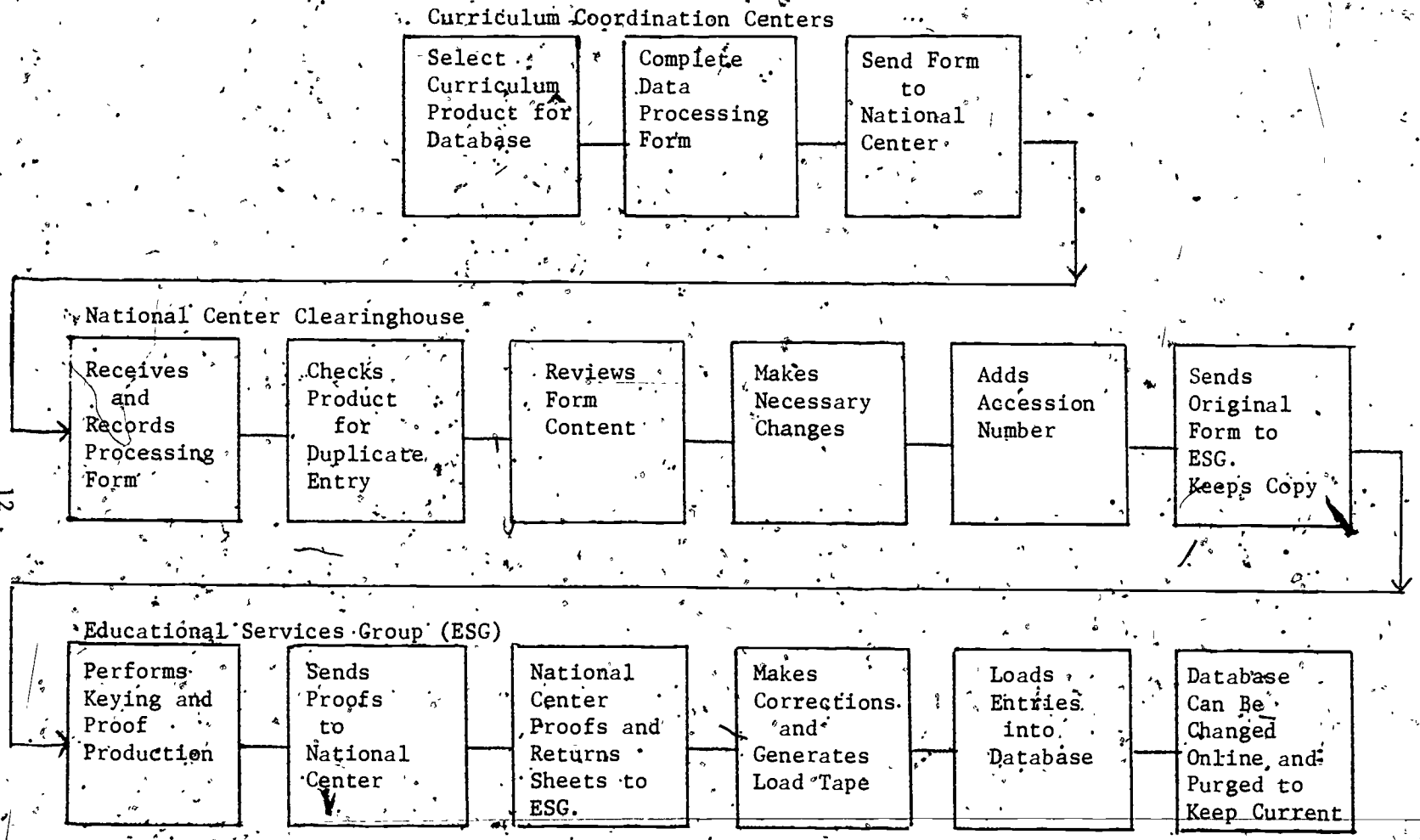


Figure 1: Data processing form flowchart

The eight acquisition and processing procedures established are as follows (see figure 1):

1. The Curriculum Coordination Centers complete the data processing forms for selected curriculum products and send them to the National Center Clearinghouse.
2. The forms are logged in (recorded) when received by the Clearinghouse (see Appendix K).
3. National Center Clearinghouse staff members review the processing forms and make any needed corrections. If clarification is needed, the originator is contacted.
4. The corrected original forms are sent to ESG, and the date they are sent is recorded. A duplicate copy is filed at the National Center Clearinghouse.
5. ESG keys in the information, produces the proofs, and sends them to the Clearinghouse for review.
6. The National Center Clearinghouse staff members record when the proofs are received, make any necessary corrections, and return them to ESG for loading into the database.
7. Information is then retrievable from the database.
8. Online changes, corrections, and purging can be done to keep the file current.

Database Building

The first completed processing forms were requested from the Curriculum Coordination Centers in July 1981, so they could be submitted to ESG to test the database design. Six forms were submitted, and ESG reported that the system was

functioning well. The Curriculum Coordination Centers were each requested to complete eight additional forms. Twenty-five completed forms were submitted to ESG August 28, the proofs received September 21, and were corrected and returned to BRS September 25. The next twenty-five processing forms were submitted on September 11, received for proofing on September 28, and returned to ESG on September 30.

The processing forms required a few minor revisions before being sent to the Curriculum Coordination Centers with the request for each of them to complete fifteen additional forms. Sixty-three completed processing forms were sent to ESG on October 8, returned for proofing on October 26, and sent back to ESG on October 28. The last group of completed processing forms was sent to ESG on November 12, returned for proofing on December 3, and sent back to ESG on December 9. A total of 150 entries were made into the database as was originally proposed for the Curriculum Feasibility Study. Based on the time required for these first processing procedures, it seems possible that the entry of a newly developed curriculum item can be accomplished within a six-week to two-month time frame. This is a relatively short acquisition and processing time compared with that of some other databases.

Database Retrieval

The first testing of the retrieval of information from the database was done on November 16, after the first fifty entries were loaded (see Appendix L). Other testing was done as subsequent loading of data was accomplished. The major testing was done on January 7-8, 1982, when Ms. Deborah Pietro from ESG visited the National Center Clearinghouse and provided training on retrieval of information from the new database.

Recommendation Preparation

The major portion of time given to the Curriculum Feasibility Study at the NNCCVTE Executive Council Meeting in Houston was devoted to looking ahead to future project activities. This was a time to reflect on progress to date and to look ahead at changes and additions needed to improve project functioning. The suggestions made by Council members were incorporated into the recommendations presented in chapter 3 of this report.

CHAPTER III

DATABASE STATUS AND RECOMMENDATIONS

On completion of the Curriculum Feasibility Study, January 31, 1982, the five specific objectives of the project had been reached and the Vocational Education Curriculum Materials (VECM) database established.

Scope of Database

First, the scope of the database was determined. The test file now includes state-produced curriculum products entered by the Curriculum Coordination Centers and military materials entered by the National Center Clearinghouse to make a total of 150 records. Both print and nonprint vocational and technical curriculum materials are included in the database. All entries are current and have an availability source.

Retrieval Requirements

Second, the retrieval requirements of the database were determined. The database can now be searched online. The National Center Clearinghouse staff can search using its own password, and the Curriculum Coordination Centers can obtain a password and do online searching as they select to subscribe to School Practices Information Network (SPIN) of ESG. The National Center Clearinghouse sponsored an ESG retrieval training session for staff and Curriculum Coordination Center representatives. A search manual for the VECM database was developed by ESG as part of their contract responsibilities.

Content and Format of Database

Third, the content and format of the database were determined. The information about each curriculum product included in the database was established during the development of the data processing form. The information included about each curriculum product (see Appendix I) follows:

1. AN (ACCESSION NUMBER) A six digit number assigned by the National Center Clearinghouse to each record entered in the database.

2. TI (TITLE OF MATERIAL) The complete title of the product with the edition and series title included.

3. YR (YEAR) The year the product was completed or published.

4. SP (SPONSORING AGENCY) The sponsoring or funding agency supporting the development of the product with the complete adddress of the agency.

5. ST (FULL NAME OF STATE) The full name of the state of the sponsoring agency to facilitate ease of searching the database by state.

6. DV (DEVELOPER) The developer (agency name) and complete address, with the person(s) name who actually developed the material.

7. SM (SUBJECT MATTER) This classification of the curriculum material is based on the NCES classification system. Four levels are provided for this classification to make it possible to go from a general (level 1) to a specific (level 4) description. Retrieval can be focused on the specific request for information, using these different levels of classification.

8. EL (EDUCATIONAL LEVEL) The educational level of the student for which the material was developed.

9. IU (INTENDED USER) The intended user of the product.

10. SP (STUDENT TARGET POPULATION) The particular student population for whom the product was developed.

11. PM (PRINT MATERIAL) This field provides descriptive information on print curriculum material. These descriptors are ERIC compatible, so that searchers familiar with the ERIC system can use this system without difficulty.

12. FO (FORMAT) The total number of pages of a print curriculum material. This gives the potential user an idea of the size of the product.

13. NM (NONPRINT MEDIA) This field gives descriptive information about nonprint curriculum materials. This information is especially important in determining if the materials are compatible with the equipment available.

14. DN (DESCRIPTIVE NOTE) Any information about the curriculum product that would be of value to the potential user and has not been presented otherwise on the form is to be included in this field. The brief information in this field replaces an abstract.

15. CI (COPYRIGHT INFORMATION) Any copyright restrictions are presented in this field, so the potential user will know in advance what limitations exist.

16. AV (AVAILABILITY) Only products that have an availability source are included in the VECM database. This field gives a contact person and address. The terms of the availability of the curriculum product are given, so the potential user knows how the material may be obtained.

17. CC (CURRICULUM COORDINATION CENTER CODE) Each Curriculum Coordination Center may enter its own specific library code for the product. This enables each of the CCCs to retrieve information on all of its own entries.

18. AA (ADDITIONAL AVAILABILITY) Sources of availability for the product other than the one specified for contact are indicated in this field. In many cases all of the CCCs will be indicated here as they share materials

within the NNCCVTE network. Any persons requesting materials could contact their own regional CCC.

Full text search is possible for all information in the database except for the Format and Copyright Information fields. It was not anticipated that anyone would want to retrieve by number of pages or by copyright information.

Fourth, the acquisition and processing procedures were determined. The procedures were developed and tested during the Feasibility Study. It is anticipated that these procedures will be refined with use so that the acquisition and processing of a much greater number of entries can be made during the next year.

Recommendations--Year I

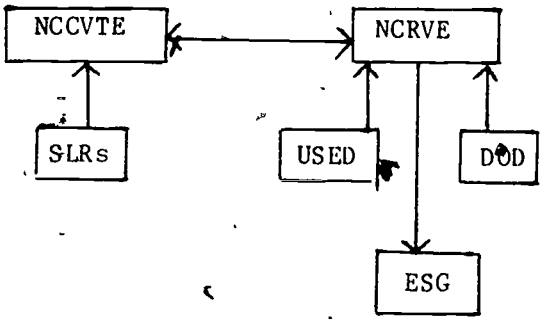
Fifth, recommendations for implementing the system on a national basis were prepared. Suggestions from the Curriculum Coordination Center directors were incorporated into the following recommendations for the project for next year (February 1, 1982-January 31, 1983).

1. The National Center Clearinghouse (NCRVE) and the Curriculum Coordination Centers will continue to cooperate in building and maintaining the VECM database. These agencies will serve as the governing body for the project, guiding the future development and maintenance of the database. In addition, the success of the database depends upon the involvement of several other agencies.

   The Curriculum Coordination Center directors may involve the State Liaison Representatives (SLRs) in completing data processing forms, obtaining retrieval training, and eventually accessing the VECM database directly.

The National Center Clearinghouse will enter information on curriculum materials developed by the military services U.S. Department of Defense (DOD) and the U.S. Department of Education (USED).

All of the agencies involved and their relationships in the project are presented in the following diagram:



2. To provide continuity for the database, Education Services Group (ESG), Bibliographic Retrieval Services (BRS), will continue as the subcontractor. ESG can supply the necessary services at a reasonable cost not only to the developers, but also to the users of the database. Their staff have been responsive to our needs and their field representative, Ms. Deborah Pietro, has been commended for her service by the National Center Clearinghouse and the Curriculum Coordination Centers.

3. The Curriculum Coordination Centers will continue to be the major contributors of information to the database, with the National Center Clearinghouse providing entries on military and U.S. Department of Education curriculum materials. During the next year, these two agencies will further perfect the system and build the database to make it a viable tool to the field. Other sources of curriculum

materials (e.g., other federal agencies) will be explored in the future for inclusion in the database.

4. Fifteen hundred (1,500) records will be entered into the database during the next year. Three quarterly submission dates have been scheduled for the sending of completed data processing forms by the Curriculum Coordination Centers to the National Center Clearinghouse. However, the CCCs are encouraged to send the completed forms in small increments as they have them prepared, so the processing may take place on a continuous basis. The number of forms submitted by each Curriculum Coordination Center differs due to the varying number of curriculum products developed in each region and the availability of each Center's staff to work on the project. The Curriculum Coordination Centers have projected that they can submit the following numbers of forms for entry during the next year:

	April 30, 1982	July 31, 1982	October 31, 1982	Total
East Central	100	100	100	300
Northeast	84	83	83	250
Northwest	34	33	33	100
Midwest	100	100	100	300
Southeast	67	67	66	200
Western	34	33	33	100

The National Center Clearinghouse will submit entries for curriculum materials developed by the military and the U.S. Department of Education to bring the total number of entries to 1,500.

The National Center Clearinghouse will submit 100 data processing forms to ESG every two weeks from May 1 to November 30, 1982. These

will include the entries sent in by the CCCs and the entries made by the National Center Clearinghouse for military and U.S. Department of Education developed curriculum materials.

5. The acquisition and processing procedures established during the Feasibility Study will be continued. The Curriculum Coordination Centers will send completed processing forms to the National Center Clearinghouse for review and submission to ESC. The Curriculum Coordination Centers may elect to establish procedures involving their state liaison representatives (SLRs) in completing processing forms for curriculum products developed in their states; however, the Curriculum Coordination Centers still will continue to be the responsible agencies for submitting the completed forms to the National Center Clearinghouse for final processing and submission to ESC.

A new logging-in system will be used for recording the large quantity of processing forms that will be received by the National Center Clearinghouse during the next year. Each form received will be recorded on the Processing Form Log. After the record has been checked for possible duplication of entry and has been reviewed, corrected, and accepted for entry into the database, an accession number will be assigned. The original copy, with any necessary corrections, will be sent to ESC and a duplicate copy filed by accession number at the National Center Clearinghouse. A card file of records by title will be kept to accommodate the checking of titles for possible duplication of entry. This was not done during the Feasibility Study, when only a small number of forms were processed. Since each Curriculum Coordination Center will send processing forms for only those curriculum

materials produced in its own region, it is hoped that duplication of entry will be kept at a minimum. Nevertheless, a check will be done at the National Center Clearinghouse as a further precaution.

6. The Curriculum Coordination Centers will submit information only on products developed by the states in each of their regions, based on the following criteria:

   a. Only vocational and technical curriculum products with emphasis on materials for use by teachers/students in the teaching/learning process will be entered into the database (i.e., research and other reports will be excluded).

   b. Both print and nonprint curriculum materials will be entered into the database.

   c. Only curriculum materials that have an availability source will be entered into the database.

   d. Emphasis will be placed on entering curriculum materials with a January 1, 1977, or more recent completion or publication date.

7. The National Center Clearinghouse will sponsor an ESG retrieval training session for Curriculum Coordination Center staff and state liaison representatives (SLRs).

By mid-year 1982, the VECM database should contain enough records to make it a viable tool in locating information on available curriculum materials. By that time, agencies other than the National Center Clearinghouse and the Curriculum Coordination Centers may be interested in online retrieval. Therefore, the National Center Clearinghouse will sponsor another ESG retrieval training session, possibly

coordinated with the NNCCVTE Concurrent Meeting, July 14-16, 1982, in Seattle. This would alleviate some of the stress on travel funds as CCC staff and many of the state liaison representatives (SLRs) would be attending the Concurrent Meeting anyway. National Center Clearinghouse resources would cover the cost of the ESG training session, but participants would be responsible for their other expenses.

8. Efforts will be made during 1982 to make the VECM database a public file. The database is now available for searching by the National Center Clearinghouse and the Curriculum Coordination Centers. When it becomes a public database it may be searched directly by anyone with a terminal and a subscription to ESG School Practices Information Network (SPIN). At least at this time, no charge is made to subscribe to SPIN, but an agreement (see Appendix M) must be signed to respond to requests from other users. The only cost to the user is based on actual online time, which now is $23.00 per hour. Although ESG offers general database training sessions across the nation, it is expected that potential users of VECM would want to attend a specific training session for that database sponsored by the National Center Clearinghouse.

Recommendations--Year II-V

During Year II, an exploration of other federal (e.g., Department of Labor) sources of materials will be conducted. If there are found to be viable sources of curriculum materials, procedures will be established to acquire information about the materials. During Year II, the Curriculum Coordination Centers will

continue to encourage and assist the state liaison representatives (SLRs) in their regions to obtain training on retrieval, acquire the necessary equipment, and access the VECM database directly.

During Year III, the curriculum materials from the federal agencies explored during Year II will be processed and entered into the database. Then, commercial sources of curriculum materials will be explored. These may require the development of somewhat different acquisition and processing procedures than for the materials entered from other sources. An evaluation component will be added during Year III. By then the database should be sufficiently large and frequently used so as to provide feedback information. A questionnaire will be prepared to go online with ESG. Users will be required to complete the questionnaire before they can access the database. Until this procedure is operational, ESG can provide general user data, and the CCCs may wish to survey their own constituencies. Retrieval training will continue for new SLRs and other interested persons.

During Year IV, the materials from commercial sources will be entered into the database. Private business and international sources of curriculum materials will be explored. A purging procedure will be established and implemented in order to keep only current materials in the database.

By Year V, the VECM database project can be visualized as proceeding under the Year I recommendations with the following additions:

1. The database will include over 5,000 records of vocational and technical curriculum materials.
2. The database will include state, federal, military, commerical, private business, and international materials.
3. A purging process will be operational to keep the database current.

4. All SLRs will be trained and equipped to access the database directly.

5. An evaluation component will be established to serve as a basis for future decision making about the database.

The Vocational Education Curriculum Materials (VECM) database has great potential for being a viable tool to educators in the field. As the number of entries increases, a user will be able to obtain almost immediate information from one source on the availability of all vocational and technical curriculum materials throughout the nation. Eventually, this should eliminate the need for time-consuming, expensive manual searches.

Because information can be entered quickly, online changes can be made, and a purging system will be implemented, the database should contain only up-to-date information.

The message switching capability of ESC will accommodate communication between agencies for the acquisition of curriculum materials after they are identified from the VECM database. ESC also can provide print or microform (microfiche) copy of information from the database when it is desired. It is hoped that this flexibility of services will be a valuable asset in the use of the database.

Efforts have been made to provide the comprehensive, centralized, computerized database of curriculum materials that the vocational and technical education community requested.

APPENDIXES

CURRICULUM COORDINATION CENTERS

CCC Region	Project Director	Address	States in Coordinating Region
Northeast	Joseph Kelly, Ph.D.	Bureau of Occupational and Career Research Development 225 West State Street Trenton, NJ 08625 (609) 292-5850	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands
Southeast	Roy Hinrichs, Ph.D.	Mississippi State University Research and Curriculum Unit Drawer DX Mississippi State, MS 39762 (601) 325-2510	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
East Central	Rebecca S. Douglass	Sangamon State University Building E-22 Springfield, IL 62708 (217) 786-6375	Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin
Midwest	Robert Patton	Oklahoma State Department of Vocational and Technical Education 1515 West Sixth Avenue Stillwater, OK 74074 (405) 377-2000	Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas
Northwest	William Daniels	Airdustrial Park Buiding 27, LS-10 Olympia, WA 98504 (206) 753-0879	Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming
Western	Lawrence F.H. Zane, Ph.D.	University of Hawaii Wist Hall 216 1776 University Avenue Honolulu, HI 96822 (808) 948-7834	American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, Trust Territory of the Pacific Islands

APPENDIX B

NNCCVTE DIRECTOR'S COUNCIL MEETING

The Canterbury Hotel
750 Sutter near Taylor
San Francisco, CA

Feb. 10 - 13, 1981

Tuesday, Feb. 10, 1981 - Region IX Office/50 United Nations Plaza

8:30 am	Welcome from Dr. Caroline Gillin Secretary's Representative, Region IX, USDE
8:45 am	OVAE/PIB Update - Bernice Anderson
10 am	Coffee/Tea Break
10:15 am	Legislative Committee Report - Patton & Douglass
10:45 am	NNCCVTE Dissemination Survey - Kelly
12 pm	Lunch on your own
1 pm	NIE Voc Ed Study: Curriculum Paper - McCage AVA Legislative Paper Update - McCage V-TECS Update - McCage
2:30 pm	Input and Policy Recommendations to USDE Regarding Computerization - Update from Joel Magisos on NCRVE plans for computerization as it effects NNCCVTE and the NNCCVTE Study for Computerization status from Kelly
5 pm	Adjourn

Wednesday, Feb. 11, 1981 - Meet in lobby at 8:15 to drive to AIR

10 am - 2:15 pm	Meeting with AIR Staff
2:30 pm	Business meeting of NNCCVTE to include: - NNCCVTE Newsletter - Sawatzky - Concurrent Planning Business - AVA/VIM - Patton
4 pm	Tour of Stanford University
5 pm	Informal Refreshments with AIR at Dr. Clemans

Thursday, Feb. 12, 1981 - Region IX Office - Room 209

8:30 am - 5 pm	All day Concurrent Planning Meeting with SLRs

Friday, Feb. 12, 1981 - Far West Regional Laboratory
1855 Folsom St.

9 am - 12 pm	FWRL Dissemination Projects of Interest to Voc Ed

NNCCVTE MEETING
SAN FRANCISCO

Understandings Related to National Center and National Network Plans to Develop a Computerized Curriculum Materials Database

1. The National Center for Research in Vocational Education (NCRVE) will be planning, developing, and pilot testing a computerized curriculum materials database during 1981 as part of its clearinghouse function; it will also be conducting a communication linkage project.

2. The Northeast Network for curriculum coordination at the New Jersey Department of Education has developed a proposal to establish a bibliographic retrieval system to support the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE).

3. It is desirable that any system(s) for retrieval and referral of vocational education curriculum materials be comprehensive in coverage, compatible with existent systems, coordinated in operation, and non-duplicative; therefore, it is essential that both organizations plan together.

4. Staff of the National Center and the Northeast Network will meet to examine the issues, problems and questions related to comprehensiveness, compatibility, coordination, and non-duplication; specifically, the staffs will jointly --

   a. Map the curriculum materials domain to determine whether the respective plans overlap or leave significant gaps

   b. Compare file record formats with each other and with existent systems and endeavor to achieve compatibility

   c. Exchange technical information related to such operations as acquisitions, processing, retrieval, and user services.

5. Subsequent to the joint staff meeting(s), Drs. Kelley and Magisos will meet with Dr. Boerrighter and respective Project Officers Anderson and Lovell to present recommendations and/or alternative approaches to achieving (a) comprehensive, compatible, coordinated and non-duplicative system(s) for retrieval and referral of vocational education curriculum materials.

APPENDIX C

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

GRADUATE SCHOOL OF EDUCATION • DEPARTMENT OF VOCATIONAL TECHNICAL EDUCATION
CURRICULUM LABORATORY • BUILDING 4103 • KILMER CAMPUS • NEW BRUNSWICK • NEW JERSEY 08903 (201) 932-3845/46/47

TO: Dr. Kelly

FROM: Gordon Law

On March 6 I met with Wes Budke, Shirley Chase, Ruth Gordon, Joel Magisos, Carl Olson, and Jay Smink at the National Center for Research in Vocational Education to learn about their computerization of files and to discuss joint plans for computerization of NNCCVTE document abstracts. It was an extremely productive and informative meeting, and I believe we've laid the groundwork for a successful project.

We reached the following understandings concerning this project, subject to your and the National Council's review:

- During 1981, NCRVE will establish and de-bug a file structure for curriculum document abstracts. This activity will be conducted within their current feasibility study, and will require no additional funding. The Northeast Network will continue to serve as a liaison during this developmental work.

- The document record will generally follow the current NNCCVTE abstract form, with a short document resume and ERIC descriptors. We should look for agreement on the project design and on document record elements at the May National Council meeting.

- During 1982, a pilot file searchable from any location will be established. This file will require additional funding, which will be jointly requested by the NCRVE and the NNCCVTE. Dr. Magisos looks forward to discussing this with you at the upcoming RCU meeting.

- The NCRVE will administer the project, deal with vendors, and provide other centralized services, such as a final check on abstracts submitted for entry into the file. The National Council will serve as an advisory board for the project.

- The National Council will establish criteria for inclusion, initial subject priorities, regional submission quotas, and allocations for national collections, such as military materials.

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

GRADUATE SCHOOL OF EDUCATION • DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
CURRICULUM LABORATORY • BUILDING 4103 • KILMER CAMPUS • NEW BRUNSWICK • NEW JERSEY 08903 (201) 932-3845/46/47

- Regional centers will be responsible for submission of document abstracts in a standardized reporting format. NCRVE and the selected vendor will train center staff in preparation of abstracts. Regions may involve member states in preparation of abstracts. SLRs will be informed of the project at the July concurrent meeting.

- Timeliness is of recognized importance. The initial file should be searchable within three to four months after submission of abstracts to the NCRVE.

- The selected vendor will report on the system useage. The NCRVE and the Network will cooperatively develop awareness materials, search explanation materials, and other documentation.

- Regional centers will be introduced to the NCRVE's electronic message system as an aid to refinement of planning of system design.

APPENDIX D

AGENDA

NNCCVTE Director's Council Meeting
Washington, DC
April 28, 29 & 30, 1981

Meetings begin at 8:30 am each day in Rm. 3652 at the US Department of Education, 7th & D Sts. SW

Howard Hjelm and Bob Worthington will visit the group at some point during the meeting.

Tuesday, April 28, 1981

Welcome and Overview of Meeting - Rebecca Douglass

Future Plans for Program Improvement Branch - Glen Boerrigter

1980 Impact Report and Items of CCC Interest - Bernice Anderson

Status of Secretary's Initiative - Paul Geib

Computerization of NNCCVTE via BRS Update - Joe Kelly

Legislation - Dean Griffin

Center Reports (Each Center is asked to bring a one page synopsis for the minutes - newly funded centers are asked to describe new activities)

7 pm Presentation to Mary Marks

Wednesday, April 29, 1981

NCRVE Update on Dissemination Activity - Norm Singer

NCRVE Feasibility Study for a Computerized Database of Curriculum Materials - Shirley Chase

Survey of Labs and Centers/VIM - Bob Patton

V-TECS Update - Ron McCage

Films on Entrepreneurship - Bernice Anderson

1981 Concurrent Meeting Progress on Assignments by Centers

7 pm Group dinner activity

THURSDAY, April 30, 1981

Fall Director's Meeting

NNCCVTE Goals for the Future

Luncheon with USDE/OVAE Staff (Center Directors will make 5 - 10 min. presentations on each Center's activity)

Hotel: Holiday Inn, 550 "C" Street SW, Washington, DC
Confirmation Numbers: Douglass (19872), Zane (19871)
Hinrichs (19872), Kelly (19874), and Patton (19875)

Shirley Chase of the NCRVE gave an update regarding the military curriculums. Shirley also shared with the council a prototype of an abstract form which will be used with the computerized curriculum retrieval system feasibility study. The council made suggestions and approved the abstract forms. Joel Magisos joined the meeting to comment on the electronic mail system. Larry Zane voiced concern over the hours of availability to his Center.

Douglass presented the council an agenda of the concurrent meeting for the council's approval. The council approved the agenda after making minor modifications. As requested by USDE and Directors, Thursday morning, April 30th, was selected to allow the CCC Directors to attend a meeting of the State Directors.

Bernice Anderson made arrangements for the CCCs to give an overview of the operations of the different CCCs at a luncheon of the Department of Education employees. The presentations were well received by the group in attendance. The council meeting adjourned at 1:30 p.m. The next meeting of the council will be held on July 13, 1981, at the Downtown Holiday Inn in Atlanta, Georgia.*

* Minutes of NNCCVTE Council Meeting, April 28-30, 2982, Washington, D.C.

APPENDIX E

AGENDA

NNCCVTE Directors' Council Meeting
Holiday Inn Downtown Atlanta
Vintange Room
8:30 a.m. - 5:00 p.m.

8:30 a.m. USDE Update - B. Anderson
- A. Secretary's Award Status
- B. RFP 81-21 on State Dissemination Plans Background and NCRVE Involvement
- C. Key Indicator Format Changes
- D. Funding for 1982 and USDE Expectations from CCC's

10:00 a.m. NCRVE/NNCCVTE Computerization - G. Law

10:30 a.m. Concurrent Meeting Details
- A. Review Agenda and Assignments
- B. Nominations for NNCCVTE Award of Recognition
- C. Occasional Papers

11:30 a.m. Future of NNCCVTE Newsletter - R. Douglass
- A. Existence Due to Funds
- B. Themes for Future Issues

12 - 1 p.m. Lunch on Your Own

1:00 p.m. Role of the NNCCVTE Council
- A. 1982 Goals and Objectives/Recommendations - Daniels, Zane, and Hinrichs
- B. 1982 Council Meeting Dates
- C. Fall Directors' Meeting in Denver - Patton
- D. 1982 Concurrent Conference - Daniels

3:00 p.m. NNCCVTE Participation in AVA
- A. December Convention
- B. Articles

4:00 p.m. SLR Planning Committee Recommendations

1. Indicating the ongoing dissemination responsibilities of the CCC and that the CCCs are doing the RFP work already.

2. Federal planning should include review to see if CCC is already doing work before issuing RFPs.

3. Quality of RFPs and Proposals.

4. Quality of the review process.

KEY INDICATORS FORMAT CHANGES - Bernice could use more information on what happens to the materials after they have been disseminated. Discussion revolved around the question of CCCs not always being directly involved in the dissemination of a product. If not, are we responsible for tracking them? If we are to track them we need to know that at the time of dissemination. There was clarifying discussion on the "number of requests for CCC Consultation for Technical Assistance item." It was interpreted to mean special kinds of technical assistance (something beyond filling a request for titled items).

Bernice emphasized the need to have Impact Reports in by the November 15th deadline.

FUTURE FUNDING - FISCAL 1982 - From whatever amount BOAE gets, the CCCs will be among those projects funded. However, there will be a cut in the funding level for the Network. There will also be a modification in the scope of work. Bernice asked Directors who had not already done so to respond in writing with their preferred areas to be cut.

* UPDATE ON COMPUTERIZATION NCRVE/NNCCVTE - Gordon Law indicated this should be a mechanical aid to reduce routine activities and make the CCCs more efficient in providing the time for more important activities. Some complications in getting the CCC input and making sure needs are technically feasible are seen with the vendor system. After discussing Classification Codes at length the Directors charged the four Center Librarians at the conference to caucus and make a recommendation to the Council on which system to use (The new DOL Classification, "A Classification of Instructional Programs," was selected).

* Minutes, NNCCVTE Council Meeting, Atlanta, July 13, 1981.

APPENDIX F

AGENDA
NNCCVTE DIRECTORS COUNCIL MEETING
Brown & Root Construction Co.
Houston, TX
Oct. 14-16, 1981

Oct. 14, 1981

Meet in lobby at 8:30 am for travel to Brown & Root, 13201 N.W. Freeway, Suite 245.

8:45 am	Review of Agenda Minutes from Atlanta Meeting (A)
9:00 am	USDE Update - Anderson -Status of CCC Funding -RFP 80-061 - Cornell Univ.
10-10:15 am	BREAK
10:15 am	NCRVE Report - Chase: -Communication Linkage Study -NN/Curriculum Feasability Study -D&U Conference - Patton
11:15 am	Concurrent Meeting Details -1981 Evaluation Dissem. to SLRs - Hinrichs -1981 Conference Proceedings - Daniels -Location of Feb. 24-26 meeting (Council meets 24 & 25th - SLRs, 26th) -Concurrent Dates & Location Update - Daniels -Theme Selection - Zane -Nominations for NN Award -1981 Occasional Papers
12-1:30 pm	LUNCH
1:30 pm	Tour of Productivity Center
3:30 pm	NNCCVTE Newsletter - Douglass (B)
3:45 pm	Center Reports
4:45 pm	Review of 10/15-16 Agenda & Adjourn

AGENDA (Con't)

Oct. 14, 1981

EVENING	Open - Review supporting documents for 10/15-16 discussion

Oct. 15, 1981

8:30 am	Recommended Structure of Advisory Group - Patton
9:30 am	Directors Council's Goals for the Network
	-Review: NASDVE Position Statement (C) Kelly's Comments (D) Worthington's Recommendations (E) Past Goals & Objectives (F) RCUA Paper (G)
10:15-10:30 am	BREAK
	-Brainstorm Goals based on above and: RFP (USDE Expectations) State's Needs (SLR & SD Expectations) CCC Capabilities (As defined in each contract)
12-1 pm	LUNCH
1:00 pm	Small Group Development of Objectives/Activities Working Papers by Center (H)
2:45-3:00 pm	BREAK
3:00 pm	Small Groups Continue
3:30 pm	Group Leaders Reports
	-Add Responsibility and Time Frames
5:00 pm	Adjourn
EVENING	Open. Groups may refine reports based on Council response.

Oct. 16, 1981

8:30 am	Finalize Goals for Publication

AGENDA (Con't)

Oct. 16, 1981

9:15 am	Develop Response to Worthington's Recommendations Utilizing 1980 Impact Report & New Goals -Zane, Hinrichs, Patton
10:15-10:30 am	BREAK
10:30 am	Recommendations to Feds on Future of Network (Letter to RMW) (I) - Daniels, Kelly
11:45 am	Election of 1982 Chairperson
12:00	Adjourn

NNCCVTE

The National Network for
Curriculum Coordination in
Vocational & Technical Education

October 19, 1981

MEMORANDUM

TO: Shirley Chase, NCRVE Curriculum Feasibility Study

FROM: Rebecca S. Douglass

RE: Houston Meeting Agreements on
1982 Computerization Effort

Thank you for your active participation in our Directors meeting last week. We're pleased that such great progress is being made with 113 entrees to BRS and are hopeful for the future.

To briefly recap, our concerns at this point revolve around:

A) Staff time required to complete forms;
B) Quality control of input;
C) Costs and logistics of training session; and
D) Future control of, and access to, the database.

Our agreements and recommendations addressed most concerns as follows:

A-1 NCRVE will negotiate number of forms to be completed in 1982 with each center individually. We hope to jointly reach the target amount of 1500 abstracts for 1982.

A-2 CCC's will submit forms at least quarterly to eliminate a possible end-of-the-year accumulation. A reminder note or call to centers from you may be in order to keep forms flowing.

A-3 CCC emphasis will be on training SLRs to use the forms in submitting materials to us.

1
Northeast
Curriculum Coordination Center
Bureau of Occupational and
Career Research Department
Division of Vocational Education
225 West State Street
Trenton, NJ 08625
609/292-6562

2
Southeast
Curriculum Coordination Center
Mississippi State University
Research and Curriculum Unit
Drawer DX
Mississippi State, MS 39762
601/325-2510

3
East Central Network
for Curriculum Coordination
On the campus of
Sangamon State University E 22
Springfield, IL 62708
217/786-6375

4
Midwest
Curriculum Coordination Center
State Department of Vocational
and Technical Education
1515 West 46th Avenue
Stillwater, OK 74074
405/377-2000 Ext. 252

5
Northwestern
Curriculum Coordination Center
Commission for Vocational Education
Building 17 LS-10
Airdustrial Park
Olympia, WA 98504
206/753-0878

6
Western
Curriculum Coordination Center
University of Hawaii
1776 University Avenue
West Hall 216
Honolulu, HI 96822
808/948-7834

The NNCCVTE is a composite of six regional curriculum networks, each served by a network center. The networks centers are funded by the U.S. Department of Education, Occupational and Adult Education, Programs of National Significance

A-4 CCCs, as advised by Bernice Anderson, should keep records of the number of hours and dollars spent in connection with the feasibility study.

B-1 NNCCVTE Recommended Criteria for 1982 include materials that are:

- Classified as Vocational Curriculum Material to include items listed under PM on the form. Material should be developed after Jan. 1, 1977 to assure some degree of currentness;
- State-developed. Some states may be more inclined to submit materials if they see the marketability aspects of citation in this database.
- All media (print and non-print) to overcome obstacles of accession and limiting criteria such as in ERIC.
- Submitted by Centers only and include only material developed in their respective regions.

B-2 NCRVE will input all military and USDE vocational curriculum project abstracts.

B-3 CCCs are interested in having this database contain only quality vocational curriculum materials.

C-1 You will seek to have NCRVE pay for a training session for Center Staff (preferably Directors and Librarians) early in 1982 as part of its contract.

C-2 Librarians and/or Directors will inservice other CCC Staff.

C-3 SLRs inservice on BRS may be scheduled for a concurrent meeting with costs borne by NCRVE.

C-4 We understand that CCCs are invited to the BRS test at NCRVE in Jan. (ECN would like to send one person).

D-1 The CCCs are currently the primary source of the curriculum materials information due to our contacts through SLRs and other acquisition methods. The CCCs are involved in the NCRVE effort as a means of accomplishing our goal to computerize our resources. We would like to see the database remain un-spoiled by remaining receptive to CCC needs and input.

D-2 CCCs will continue to be the primary data source as states de-centralize and/or de-emphasize curriculum development in funding activities due to cuts.

D-3 CCCs will remain a major availability source for loan and preview to states and local teachers in addition to purchase availability.

D-4 The ultimate goal for this joint effort will be for each SLR to have a terminal to search on-line and to request additional searching and services from CCCs.

Please contact me if I've neglected to include any points of relevance or misinterpreted our discussion.

Looking forward to a good year in 1982!

RSD/jy

APPENDIX G

EDUCATION SERVICE GROUP, INC.

CORPORATION PARK, BLDG. 702, SCOTIA, N.Y. 12302 • PHONE (518) 374-5011

SERVICES TODAY FOR EDUCATION TOMORROW

A PROPOSAL TO DEVELOP AND MAINTAIN A MACHINE-READABLE TEST FILE OF INFORMATION ON THE AVAILABILITY OF VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM MATERIALS

Submitted to
The Ohio State University
in response to RFP #713572-010

Principal Investigator: Deborah Pietro

Proposed Budget: $8,314.50

April 10, 1981

A Proposal to Develop and Maintain a Machine-Readable Test File of Information on the Availability of Vocational and Technical Education Curriculum Materials

Gregory Benson, Jr.
President
Education Service Group
Bldg. 702, Corporation Park
Scotia, NY 12302
518/374-5011

Deborah Pietro
Principal Investigator
Education Service Group
Bldg. 702, Corporation Park
Scotia, NY 12302
518/374-5011

TABLE OF CONTENTS

Section	Page
Summary and Workscope	1
Research Proposal	2
Project Timeline	7
Qualifications of Project Staff	8
Facilities and Equipment	9
Related Research	10
Budget	11

Appendices

A - Database Guide

B - Format Completion Instruction

Assurances and Claims

SUMMARY AND WORKSCOPE

The Education Service Group proposes to develop a machine-readable test file of vocational and technical education curriculum materials for the National Center for Research in Vocational Education. As an affiliate of BRS and a component of the Indian Head Information Technology Group (ITG), ESG has at its disposal the full technical support services and products of BRS to accomplish the development and testing of this file.

Access to the test file shall be preceded by the training of Center staff in the use of the BRS/SEARCH System and online data collection process. In addition, a unique database guide shall be developed for the test file as well as a guide for completion of the record format. This training and the guides shall provide the Center with the capacity to replicate the file development, maintenance, and searching in other agencies or locations.

The BRS/SEARCH System shall be the retrieval mechanism for the database and, as such, provides the Center with one of the most highly advanced software programs for interactive online searching currently available.

Online access to the BRS searching system via Telenet, Tymnet, or direct dial shall afford the Center a number of options for expanding access to the database. Online file updating available through these same communications mechanisms also provides maximum flexibility with regard to database maintenance.

The message switching capability inherent to the BRS system adds an element of management control and communications efficiency to the online access and online updating operations and also lends important communications support for the project in general.

This project is consistent with ITG goals and specifically in line with the ESG Divisional goal to apply ITG information management technology in the field of Education.

RESEARCH PROPOSAL

TASK: Build a Machine-Readable Test File of 150 Records

Activities 1.1 and 1.2 Keying/Proofing of Records and Demonstration of the Test File

ESG/BRS has designed, tested, loaded, and produced photocomposition output for the Center's RIVE database and also has designed, tested, and loaded the Center's RRSO file.

It is proposed that this test file format design be initiated (as were the others mentioned above) with a design meeting involving ESG, BRS, and Center staff.

Following closure on a format design, and no more than 4½ months following contract award, the finalized design shall be used for 50 records (completed by Center staff) which will serve as the initial test file load.

This test file shall be reviewed for performance specifications and alterations made, if required. Following this test period, and no more than 6 months after contract award, the remaining ~~100~~ records shall be loaded into the test file.

All keying/proofing will be accomplished by the in-house facility and final proof copy will be provided to Center staff prior to load dates, if requested.

Activity 1:3 Develop Full Documentation of the File

This activity will result in three deliverables. First, a unique database guide will be developed similar to those found in the BRS System Manual. An example of such a "guide" is attached as Appendix A.

Second, instructions for completing the record format will be developed so Center staff can enlist the cooperation of other agencies in their acquisitions efforts. See Appendix B for an example of such instructions. Third, a tape of the 150 records will be provided.

Activity 1.4 Provide Search System Training

ESG/BRS has a unique reputation among bibliographic database vendors for the development of effective, user-oriented training programs. These training programs include not only explanations of the BRS/SEARCH System, but also in-depth descriptions of database loading techniques and individual file characteristics.

a) Training Programs--BRS provides for both introductory and advanced user training, with sessions tailored to the size and specific composition of each group. The various types of sessions are outlined below:

BRS Basic System Training. a one- or two-day session which covers the commands of the BRS/SEARCH System, sign-on procedures, and general database and dictionary file structure.

Advanced BRS System Training: workshops which describe in detail some of the more sophisticated features of the BRS/SEARCH System. These sessions will be tailored to the requirements of the group being trained and will focus on individual needs identified in advance of the session.

BRS Database Seminars: workshops for training related to specific files available for searching on the BRS system. The format of the classes includes an introduction on the general file content and coverage, an explanation of the BRS implementation of the file online, and discussions of strategy and profile design relative to searching the file.

Special BRS Online Management Seminars: a series of seminars on topics dealing with the management of online services: budgeting and cost analysis, promotional aspects of online services, cost-effective searching, and online reference searching. A syllabus has been developed for each different program in this series, and a copy is provided to each seminar participant.

b) Training Materials and Special Searching Aids--the printed educational materials available from BRS include:

BRS System Reference Manual and Database Search Guides: a complete description of all functional capabilities of the BRS/SEARCH System, with many examples to show the use of each command or feature. Database search guides which outline the format and structure of each individual file are also included as separate sections in the back of the Manual.

BRS Training Workbook: the BRS Training Workbook, complete with practice search exercises and answers, was developed as a special training aid for beginning searchers.

Using exercises based on the ERIC database, the Workbook takes the student through all major features of the BRS/SEARCH System from signing on to free-text searching. The student can proceed through the Workbook alone at his/her own pace because the Workbook emphasizes understanding of basic concepts and gradual development of skills. Time-saving search techniques are introduced only after a basic knowledge of the system has been achieved.

Specialized Search Manuals: BRS offers specialized search manuals on various databases, providing the user with an in-depth and highly detailed description of the most efficient ways to profile searches to take advantage of the particular strengths or weaknesses of the databases.

It is recommended that the Center identify staff to be trained as early as possible in order to facilitate early familiarization with the BRS/SEARCH System and the online data collection system for file updating. Once identified, the one-day training session will be scheduled and conducted quickly.

Follow-up consultation will be made available via two toll-free numbers following the actual training session and for the duration of the project.

CAPABILITY ONLY

RFP #5

Online Access

Access to the search system and test file is available through Telenet and Tymnet, or direct dial. All three of these access routes are open to the Center and they also provide the capability for providing access anywhere in the U.S. if the Center wishes to expand access.

Online File Updating

The BRS Online Data Collection System (ODCS) provides a user with the capability to remotely create and maintain a unique database. This file updating allows a remote user to add or delete records to a "library" or change records already in a "library". On a pre-arranged schedule, the "library" is loaded as a searchable file or added to the existing file created by the user. This file updating is to be distinguished from record updating, which is only concerned with updating existing records. Record updating in a "real time" mode will be available via remote sites during 1981. Until then, BRS will accomplish record updating on a pre-arranged schedule if it is required. (It is not specified in the RFP.)

Online Search System

The BRS online searching system is an extremely sophisticated software program. It is built upon a Boolean logic but incorporates a variety of other capabilities. Of particular note is the numeric processing facility to be available during 1981 which may be of value to the Center for manipulating numeric data embedded in the curriculum material abstract.

Some Center staff have been trained on this system and have System Manuals. However, if a full description of the search system capabilities is required, they will be provided.

RFP #6

Have the capability of providing printed and machine-accessible inverted file indexes and special reports by selected fields, i.e., author, title, fund source, etc.

Many BRS private database developers desire special reports, indexes, or postings related to their unique database. These reports are utilized as online system aids or to support further database development. In response to that need, BRS has developed software to utilize the PDS/1 microcomputer as a special report generator. Since a high quality printer is generating these special reports, the output is camera-ready.

In addition, photocomposition programs can be developed; as was done for the Center's RIVE database.

RFP #7

Have the capability of providing computer output microfilm (COM) copies of the file.

BRS has a longstanding relationship with a local data processing firm with whom BRS shared office space for over a year. This firm, FINSERV Computer Corporation, is located in Schenectady, NY and has the capability for microfilm/microfiche COM. This relationship makes COM a readily available deliverable.

RFP #8

Have the capability of providing telecommunications message switching service.

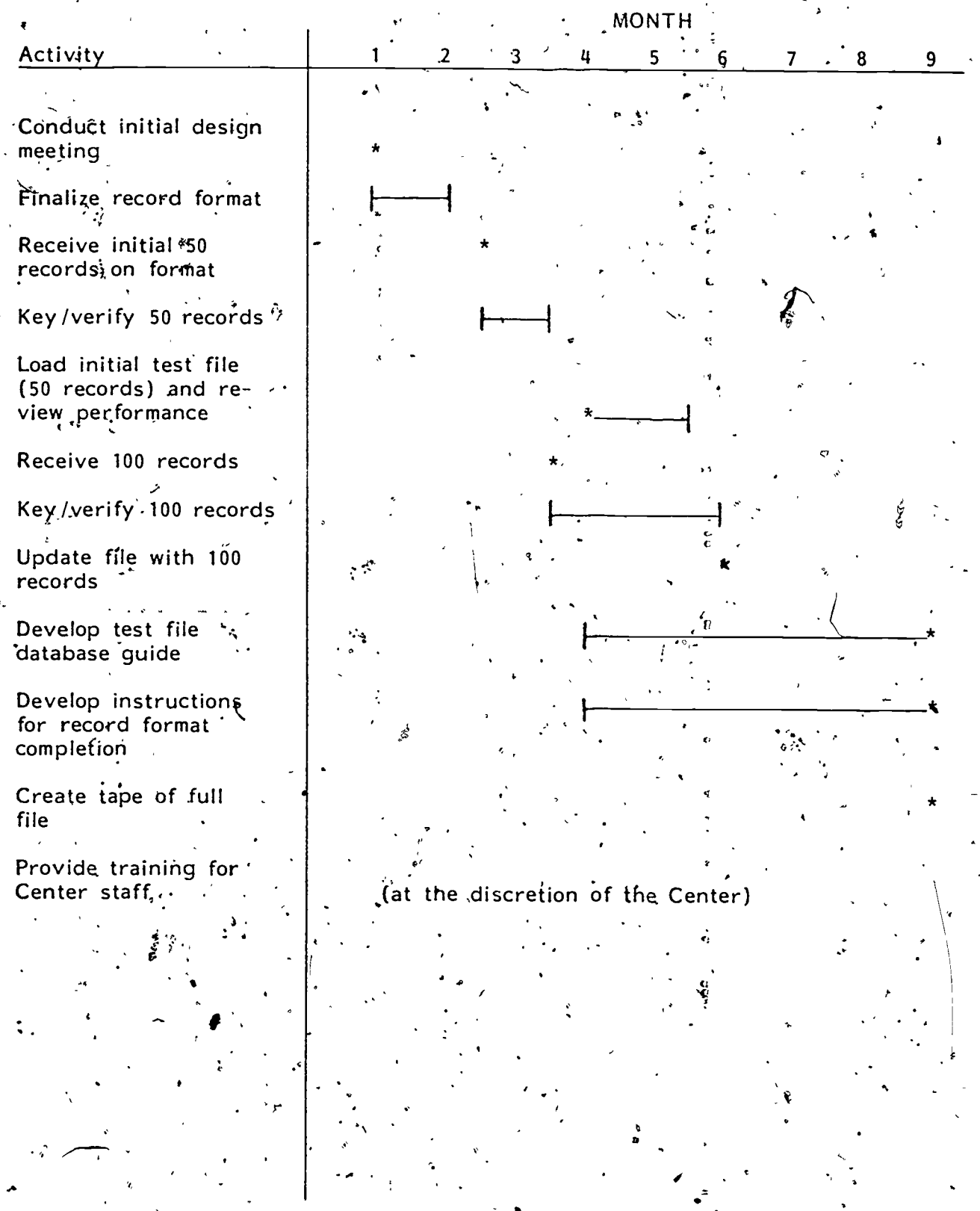
As mentioned above, the BRS system has message switching capability. This capability can be utilized between the Center terminals and ESG and/or between terminals in a network created by the Center.

This capability can be used to enhance the management of the project internal network operations as well as to increase the efficiency of communications between the Center and ESG staff.

The message switching capability includes a feature that notifies a user that a "message/s is/are pending" as soon as the user signs on to the system.

The required work under this contract will be undertaken in accordance with the timeline shown on the following page.

Project Timeline



Qualifications of Project Staff

The Principal Investigator for this project will be Ms. Deborah Pietro, ESG Manager for System Design and Development. A former classroom teacher, Ms. Pietro spent two years at the Mid-Coast Teacher Center developing and managing an information services center and computerized resource base of instructional materials. Since joining ESG, Ms. Pietro has been instrumental in the development of the ESG School Practices Information File and Network, which now provides information through nearly 20 network organizations reaching nearly 2 million educators.

Specifically related to this project, Ms. Pietro has designed instructional material databases for the New York City Teacher Center Consortium, the New York State Office of the Teacher Center Coordinator, and the Nassau County BOCES. Other related experiences include database design, work with the Rhode Island Department of Education, and the New Jersey Department of Education.

Most important to this project, Ms. Pietro has been involved in the development of the Center's RIVE database and the RRSO database, both of which are active as online resources for the Center. Her relationship with Center staff and BRS technical staff make her extremely well-suited for a major role in this project.

Facilities and Equipment

Hardware

ESG, as the only educational applications group in ITG, has at its disposal the full technological capabilities of BRS. At present, BRS systems operate on two IBM 370/155's supporting a network of nearly 3,000 users internationally. Disk storage available exceeds 16 billion characters and can readily accept this new file.

Software

The BRS' software program is a highly advanced interactive retrieval program developed specifically for the online searching of bibliographic databases ranging from 500 to 5,000,000 records.

The BRS software incorporates the best features of other online packages, combining extremely powerful and sophisticated search techniques with an easy-to-learn user dialog.

Network Communications

BRS is available for international dial-up access via both the major value added networks, Telenet and Tymnet. These networks provide local dial service in all major U.S. and European cities at transmission speeds of from 30-120 cps. Telenet In-Wats service is also available for users in cities not served by either network.

In addition, BRS provides for direct dial access and leased line access ranging from 300 to 9600 baud.

Access Hours

The BRS system is currently operational from 8:00 a.m. - 8:00 p.m., Eastern Standard Time, Monday through Friday.

ESG and BRS share facilities at Corporation Park in Scotia, New York, thereby making coordination of design and technical applications for this project an easy task.

No new equipment or alterations of existing facilities is required for this project.

Related Research

The list below details the requested information concerning related major ESG contracts.

Agency	Nature	Manager	Approximate Funding Level
Gloucester County Educational Services Commission (NJ)	File design, development	C. Mojkowski	$40,000 ('80-'81)
New York State Education Dept.	File/network design, development	G. Benson	$50,000 ('80-'81)
New York City Teacher Center	File design, development	D. Pietro	$14,000 ('81-'82)
CATALYST, New York, NY	File design, development	D. Pietro	$18,000 ('81-'82)

NOTE: Two contracts with the Center are also in effect.

Task 1, a

- Database design consultation with OSU/NCRVE staff (15 days @ $100) $ 1,500

Task 1, b

- Data keying (150 records) @ $12/hr. (estimate $4/record) 40
- Proof prints and mailing

Task 2

- Test file load program design and execution 2,500
- Test file online access test time (10 hrs.) 300
- Update of 100 records 100

Task 3

- Provide full documentation of the file so it can be replicated elsewhere
  - Database guide preparation (8 days @ $100/day) 800
  - Record format completion guide (7 days @ $100/day) 700
  - Test file tape 100

Task 4

- One-day system training
  - Preparation and training (2 days @ $100/day) 200
  - System manuals ($35 + $15) 50
  - Travel and per diem 340

SUBTOTAL $ 7,230

Administrative Overhead (15%)

- Includes secretarial support, printing, phone, and mail communications $ 1084.50

GRAND TOTAL $ 8314.50

APPENDIX H

NNCCVTE
CURRICULUM MATERIAL ABSTRACT

1 TITLE OF MATERIAL _____

2. DATE MATERIAL WAS COMPLETED _____

3 ORIGINATING AGENCY _____

Address _____ Zip Code _____

4 NAME(s) OF DEVELOPER (s) _____

Address _____ Zip Code _____

5 SUBJECT MATTER (Check only one according to U.S.O.E. Code.)

___01 Agricultural Education
___04 Distributive Education
___07 Health Occupations Education
___09 Home Economics Education
___10 Industrial Arts Education
___14 Office Occupations
___16 Technical Education
___17 Trade and Industrial Education
___22 Cooperative Education
___24 Career Education
___ Other (Specify) _____

6 EDUCATIONAL LEVEL: ___K-6 ___7-8 ___9-10 ___11-12 ___Adult ___Post-Secondary

7 INTENDED FOR USE BY: ___Student ___Teacher ___Administrator ___Teacher Educators ___Counselor

8. STUDENT TYPE: ___Regular ___Disadvantaged ___Handicapped ___Limited English Proficiency

9 TYPE OF MATERIAL (By function)

___Curriculum Module
___Learning Activity Packet
___Other (Please Specify) _____
___Course of Study
___Student Workbook
___Bibliography
___Teacher's Guide

10. MEDIUM

PRINT	SLIDES/STRIP	FILM	AUDIO	VIDEOTAPE	OTHER (Specify)
No of pages _____	___B&W	___Min.	___Min.	___Min	_____
Page size _____	___Color	___B&W	___Reel	___B&W	_____
Photos Yes___ No___	___Frames	___Color	___Cassettes	___Color	_____
Diagrams Yes___ No___	___Audio	___Size	___Cartridges	___Size	_____

11. AVAILABILITY

___One copy free ___For sale at $_____ ___Not available
___In ERIC System (No _____) ___Loan copy available

CONTACT Name _____ Phone _____

Address _____ Zip Code _____

12. COPYRIGHT RESTRICTIONS ( ) Yes ( ) No
Explain

13. GENERAL DESCRIPTION: State the general objective and suggested method of use Summarize the content and tell how it is organized Continue on back of this sheet or on another sheet, if necessary

14 PERSON COMPLETING THIS SHEET _____ STATE _____

APPENDIX I

VOCATIONAL CURRICULUM MATERIALS PROCESSING FORM

AN ACCESSION NUMBER

TI TITLE OF MATERIAL (Include edition and series title)

YR YEAR 19__

SP SPONSORING AGENCY

ST FULL NAME OF STATE

A1 Street or P O Box

A2 City State (Ab.) Zip

DV DEVELOPER (Agency Name)

D1 Street or P O Box

D2 City State (Ab.) Zip

D3 Person(s) Name

SM SUBJECT MATTER (Write in terms from NCES classification)

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

EL EDUCATIONAL LEVEL

K-6	7 8	9 10	11 12	13 14	Adult	Higher Ed
01	02	03	04	05	06	07

IU INTENDED USER

Student	Teacher	Administratnr	Teacher Educator	Counselor
01	02	03	04	05

SP STUDENT TARGET POPULATION

Regular	Disadvantaged	Handicapped	Limited English	Bilingual
01	02	03	04	05

PM PRINT MATERIAL

1	Administrative Manual	11	Directory/Catalog
2	Curriculum Guide	12	Competency Based
3	Teaching Guide	13	Task Analysis
4	Reference Material	14	Criterion Referenced Evaluation
5	Textbook	15	Behavioral Objectives
6	Evaluation Instrument	16	Individualized, self paced
7	Learning Module	17	Programmed Instruction
8	Workbook	18	Field tested/Validated
9	Game/Simulation	19	Illustrated
10	Bibliography	20	Other (Specify)

FO FORMAT

Number of Pages

NM NONPRINT MEDIA

1 ____ Film
10 ____ Videotape
20 ____ Audiotape
30 ____ Filmstrip
40 ____ Slides
50 ____ Transparency

2 ____ Min
3 ____ Size
4 ____ B&W
5 ____ Color

11 ____ Min
12 ____ Size
13 ____ B&W
14 ____ Color
15 ____ Cassette
16 ____ Reel

21 ____ Min
22 ____ Reel
23 ____ Cassette
24 ____ Cartridge

31 ____ Frames
32 ____ B&W
33 ____ Color

41 ____ Frames
42 ____ B&W
43 ____ Color

51 ____ Number
52 ____ B&W
53 ____ Color
54 ____ Master

60 ____ Microfiche

61 ____ Number
62 ____ Reduction Ratio

Other (Specify) _____

DN DESCRIPTIVE NOTE (Additional Information)

CI COPYRIGHT INFORMATION

Explain any copyright restrictions

AV AVAILABILITY

____ Free ____ copies ____ Sale $ _____ ED ____ ____

____ Loan ____ Time ____ Rent $ _____ / ____ Time

V1 Contact

V2 Street or P O Box

V3 City State (Ab) Zip

V4 Phone

CC CURRICULUM COORDINATION CENTER CODE

EC _____ MW _____ NE _____
NW _____ SE _____ WE _____

AA ADDITIONAL AVAILABILITY

NATIONAL CENTER USE ONLY

Person Completing Form _____

Street or P O Box | City | State (Ab) | Phone

Date Received	Date Entered	Remarks

8 '4 81

VOCATIONAL CURRICULUM MATERIALS

Instructions for Completing Workform

This form was developed for direct entry of the information into the computer. Therefore, it is essential that the specific instructions for each section of the workform are followed carefully. Avoid the use of acronyms, abbreviations (except when specified for states), and slashes (/).

Paragraph Label	Content	Description
AN	Accession Number	Leave blank. This is a unique six-character number assigned by the NCRVE Clearinghouse, (e.g., 000001).
TI	Title	Enter the title of material including the edition and the title of the series if it is a part of one (e.g., Practical Nursing. Second Edition, Health Occupations in Vocational Education Series.) The title should end with a period.
YR	Year	Enter the last two digits of the year when the material was either completed or published.
SA	Sponsoring Agency	Fill in the complete name of the agency supporting the development of the material. If there is more than one sponsoring agency, complete the SA Sponsoring Agency (including A1 and A2) and ST (full name of state) sections of a second workform for the other agency and attach it to the first workform.
ST	State	Enter the full name of the state of the sponsoring agency. Leave blank if sponsor is a federal agency.
A1	Street Address	Enter street or P.O. Box.
A2	City, State	Complete the full address. Enter city, state, and zip code. Place a comma (,) after the city.
DV	Developer	Enter the name of the agency responsible for developing the material. If there is more than one developing agency, complete the DV Developer (including D1, D2, and D3) section of a second workform for the other agency and attach it to the first workform.

D1	Street Address	Enter the street or P.O. Box. If there is no agency, give address for person(s) indicated in D3.
D2	City, State	Complete address. Enter city, state, and zip code. Place a comma (,) after the city.
D3	Person	Enter the person(s) developing the material. Names should be completed in the following format: Smith, Martin Jr. Separate names of persons with semicolons (;). Omit titles (e.g., Dr., Director, Supervisor).
SM	Subject Matter	This paragraph is based upon the NCES Classification of Instructional Programs. Using this code write in the complete terms describing the curriculum material for each of the four levels. Substitute a hyphen (-) for any slash that occurs in the NCES code. Example:

LEVEL 1 Trade and Industrial
LEVEL 2 Mechanics and Repairers
LEVEL 3 Stationary Energy Sources
LEVEL 4 Pumping Plants

If more than one set of terms is needed at each level, separate with semi-colons (;). Example:

LEVEL 1 Agriculture; Home Economics

EL	Educational Level	Check the educational level(s) for which the resource is intended. Check as many as appropriate.
IU	Intended User	Check the audience(s) for whom the material was intended. Check as many as appropriate.
SP	Student Target Population	If the material was intended for use by students, check the type of student(s) for whom it was developed. Check as many as appropriate.
PM	Print Material	The field refers to the type of print curriculum material and any specific features. Check as many as apply to the resource. If "other" is checked, enter the word(s) necessary to describe it.

FO	Format	Enter the number of pages of the print material.
NM	Nonprint Media	Check the type of nonprint media, then specify the particular characteristics which apply to the resource. If "other" is checked, enter the word(s) neccessary to describe it.
DN	Descriptive Note	This paragraph is designed to include additional information about the material which is not appropriate for entry into other fields, e.g., clarification of bilingual. Place a period (.) at the end of the information.
CI	Copyright Information	State any copyright restrictions on the use of the material. Place a period at the end of the information.
AV	Availability	Include pertinent information concerning the availability of the material. Check the appropriate box(es) and then complete the blank(s) by providing costs/time (use weeks for time). Give the ERIC ED number if available. If further explanation is necessary, use the descriptive note field. Enter the name of the person and the organization to contact for the material along with the full address (place a comma (,) after the city) and telephone number (use parenthesis for area code, e.g.,(804).
CC	Curriculum Coordination Center Code	Include the identification number of the material at your Curriculum Coordination Center. Enter this number in the appropriate blank.
AA	Additional Availability	Include other agencies which also make available this curriculum material.
National Center Use Only		This information is only for the National Center's use. Complete down to the shaded area, which will be completed by the National Center staff.

9/10/81

APPENDIX J

National Center for Education Statistics

Announcement

U.S. DEPARTMENT OF EDUCATION

May 4, 1981

The National Center for Education Statistics announces publication of:

A Classification of Instructional Programs

This publication corrects a deficiency that existed in not having a complete and up-to-date classification structure, terminology, and definitions for describing instructional programs for all of education.

Two previous NCES publications used to clarify instructional programs, published in 1970 were the Standard Terminology for Curriculum and Instruction in Local and State School Systems, commonly referred to as Handbook VI and A Taxonomy of Instructional Programs in Higher Education, commonly referred to as the HEGIS Taxonomy. The new classification is intended to replace the Taxonomy and fill a void in Handbook VI with regards to instructional programs.

The Classification is intended as a reference tool to assist in the collection, reporting, and interpretation of data about instructional programs. It will aid those who: design data-collection instruments; respond to the questionnaires; and compile, verify, and analyze data.

The Classification provides the Federal Government with a standard means of describing instructional programs that can be used in developing Federal survey instruments. NCES will use the Classification for the Higher Education General Information Survey (HEGIS) and the Vocational Education Data System (VEDS) as well as other NCES surveys.

Expected users include collegiate registrars, institutional researchers, State and local educational agency planners, as well as those involved in education programs from the elementary level to those involved in post-doctoral studies, including persons in the various forms of adult/continuing education.

Copies of the publication may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for $6.50. Please note that price is subject to change. When ordering refer to S/N 065-000-00088-1. For information about the Center's statistical program and a catalog of publications contact the Statistical Information Office, National Center for Education Statistics, (Presidential Building), 400 Maryland Avenue S.W., Washington, D.C. 20202, telephone (301) 436-7909.

81-323a

APPENDIX K,

National Center Clearinghouse

CURRICULUM MATERIALS DATABASE

Processing Form Log

Accession Number	Received From	Sent to ESG	Received from ESG	Returned to ESG

APPENDIX L

AN 000032.
TI Common Native Evergreen Trees of Oregon.
YR 1977.
SA Continuing Education Publications.
PO Box 1394.
Portland, OR 97207.
ST Oregon.
DV Oregon State Department of Education.
700 Pringle Parkway Southeast.
Salem, OR 97310.
SM Agriculture.
Agribusiness Agricultural Production.
Horticulture.
Arboriculture.
EL 9-10; 11-12; 13-14; Adult.
IU Student.
SR Regular.
NM Audiotape; Cassette; Filmstrip; Color; Slide.
DN Slide tape program [illegible] of [illegible] users, and unique characteristics of evergreen in Oregon and the Northwest.
AV Continuing Education Publications.
PO Box 1394.
Portland, OR 97207.
(503) 229-4843.

AN 000035.
TI Teaching Home Economics to the Handicapped Student.
YR 1981.
SA New Jersey Department of Education.
225 W State Street.
Trenton, NJ 08625.
ST New Jersey.
DV Montclair State College, Department of Home Economics.
Upper Montclair, NJ 07043.
Taber, Joan S.
SM Home Economics. Education.
Vocational Home Economics. Education.
Consumer Homemaking. Home Economics. Special Education.
Comprehensive Consumer Homemaking. Home Economics.
Special Education. General.
EL 9-10; 11-12.
IU Teacher; Administrator.
SP Handicapped.
FM Teaching Guide.
PO 131 pp.
AV Sale $7.00.
Vocational Technical Curriculum Laboratories.
Building 4103 Kilmer Rutgers University.
New Brunswick, NJ 08903.
(201) 932-3645.

77

APPENDIX M

SCHOOL PRACTICES INFORMATION NETWORK

AGREEMENT FORM

The _____
(name of agency)

_____

located at _____
(agency address)

_____

is pleased to participate in the School Practices Information Network (SPIN).

As a participant, we will be willing to accept and send electronic mail requests that are pertinent to our area of interest. We will respond to those requests on a timely basis and in keeping with the information provided on the SPIN Member Profile sheet.

As an active SPIN member, we understand that the full benefits outlined in the SPIN announcement material (sent to us with this Agreement Form) are applicable to us.

Please add our Member Profile to the Member Directory for distribution to both present and future members. We further agree that the information on our profile may be made searchable online, along with other member profiles, so as to speed the identification of SPIN members that might be of assistance.

We have also enclosed the completed Online Services Form (only necessary for new members who are not currently online with BRS).

Name _____ Date _____

Title _____