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ABSTRACT

This guide for teachers identifies sources of basic skills instructional print materials available for use with secondary-level vocational students. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. It has four major chapters. The "Identifying Resources" chapter describes the national, state and regional information systems and networks that are available to assist teachers in identifying and locating instructional materials and resources. The "Analyzing Resources" chapter explains how instructional materials can be analyzed to draw out basic skills content and provides an example of such an analysis. The "Resources" chapter lists 182 student resources appropriate for supplementing basic skills instruction and learning. Each resource provides the title, author(s), and publisher. The chapter has four sections. The first lists 76 mathematics resources, grouped by general mathematics and occupational related mathematics. The second lists 22 communication resources for supplementing reading, writing, speaking, and listening skills. In the other basic skills resources section, 30 resources focus on areas other than mathematics and communication. The adult basic education resources section lists 54 resources developed for adult basic education learners. They are included because of their appeal to older secondary students. The last chapter contains an alphabetical list of 77 publishers and their addresses. (YLB)

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Supplemental Instructional Resources

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SUPPLEMENTAL INSTRUCTIONAL RESOURCES

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FOREWORD

Converging factors point to a need to look for new pathways to vocational education excellence: the public's increased expectations regarding academic outcomes of education, heightened by a number of national reports, increased graduation requirements and declining vocational enrollments in many states, the emphasis in the Perkins Act on the need for strengthening academic foundations, and business and industry requests that entry-level employees have a more thorough knowledge of the basic academics they will need to apply in their vocational fields. Those concerned agree that students need to have stronger basic academic skills as they leave secondary education programs—stronger academic skills for graduation, for work, and for life.

The National Center has sponsored diverse efforts dealing with basic skills in vocational education, from research to development to dissemination. Much has been learned about vocational students' basic skills learning problems. In order to make connections between research and practice, The National Center has, through synthesis and development, prepared an integrated package for teacher use, reinforcing this information with practical applications gleaned from teachers' repertoires across the nation. The products in the package are aimed toward enabling vocational and academic teachers to strengthen the academic component of vocational programs through joint effort.

BASICS: Bridging Vocational and Academic Skills provides resources in five focus areas: research findings, teaching techniques, instructional materials, instructional strategies, and support roles. The resources are organized in three looseleaf guidebooks for flexible use. An accompanying videocassette provides an orientation to the topic and to the package.

The Bridger's Guide orients administrators, counselors, teachers, and employers to the purpose and application of **BASICS**; individual roles are explained, resources identified, and implementation guidelines and strategies outlined in workshop format. Individual components to the guide are as follows:

- *Implementation Guide* describes the philosophy of **BASICS** and provides guidelines for implementing the program.
- *Support Roles for Basic Skills* describes the role of administrators, counselors, employers, and families in a program for improving basic skills.
- *Primer of Exemplary Strategies* provides teachers with examples of other teachers' successful efforts and diverse approaches.
- *Roads from Research* (posters and brochures) highlights key research findings of interest to those involved in strengthening basic skills.

Targeted Teaching Techniques provides vocational and academic teachers with assessment, planning, and management tools to improve students' basic skills. Individual components are as follows:

- *Technique for Management Time for Learning* lays foundations for more effective basic skills instruction through studying the use of classroom time in teaching basic skills.

- *Technique for Remediation Peer Tutoring* discusses the planning, implementation, and evaluation of peer tutoring programs to strengthen students' basic skills
- *Technique for Computer Use. Software Evaluation* describes a procedure for joint evaluation of educational software for basic skills instruction.
- *Technique for Individualization The Academic Development Plan* guides school staff through a systematic identification of individual student needs and steps to meet those needs
- *Techniques for Joint Effort: The Vocational-Academic Approach* describes teaching techniques that vocational and academic teachers can use jointly to improve students' basic skills

Developing an Instructional Program provides teachers with practical and theoretical information on the development or selection of appropriate applied basic skills instructional materials. Individual components are as follows:

- *Instructional Materials Development* discusses the prerequisites of materials development, alternative curriculum types, and guidelines for materials development and review
- *Supplemental Instructional Resources* identifies sources of basic skills instructional materials for use with vocational students.
- *Instructional Assistance in Specific Basic Skills* prepares vocational teachers to help students gain reading, writing, oral communications, and math skills

The National Center wishes to acknowledge the leadership provided to this effort by Robert E Taylor, recently retired Executive Director. Appreciation is extended to the following individuals who served as a panel of experts to assist staff in planning strategy and recommending document content: Eugene Bottoms, Consultant to the Southern Association of Colleges and Schools, Michele Brown, Vocational Supervisor, Idaho Falls School District, ID; Alton Crews, Superintendent, Gwinnett County Public Schools, GA; Roger Faulkner, Instructor-Coordinator, Great Oaks Joint Vocational School District, OH, and Darrell Parks, Director, Division of Vocational and Career Education, Ohio Department of Education. Ruth Gordon, Program Associate, and Connie Faddis, Program Assistant, contributed to development of this publication through an internal review of the manuscript. For this *Supplemental Instructional Resources* component of the **BASICS** package, appreciation is extended to the following: Publishers who sent materials for examination that are appropriate for strengthening basic skills for vocational students, vocational teachers who supplied names of materials used to reinforce basic skills, individuals who reviewed the **BASICS** components and recommended supplemental materials, and other individuals who provided information about materials useful for strengthening basic skills.

Special recognition is due the following National Center staff who played major individual roles in the development of the **BASICS** package: Richard J. Miguel, Associate Director for Applied Research and Development, and Michael R. Crowe, Project Director, for leadership and direction of the project; Sandra G. Pritz, Senior Program Associate, Judith A. Sechler, Program Associate, and June Veach, Graduate Research Associate, for synthesizing and developing the documents, and Deborah Black for word processing the documents. Appreciation is extended to The National Center editorial and media services personnel for editorial review, graphics, and production of the documents.

Chester K. Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

This *Supplemental Instructional Resources* guide responds to the teacher's need for additional student materials to use in integrating basic skills in a vocational education. It identifies sources of basic skills instructional print materials available for use with secondary-level vocational students.

Teachers may choose to supplement existing student materials with other materials that may be more focused on students' specific basic academic needs. It is understood that selecting course materials for students is a decision of the local school district and its needs. Further, the choice of materials is based on selection of content needed by students. Thus, resources listed in this guide are intended to give the teacher a starting point. They should be used in the context of the local situation and assessment of student needs to help students achieve basic skill knowledge.

The list of supplemental resources is not comprehensive and no recommendation or endorsement of the materials is implied. The listing was derived from a variety of sources and is compiled to give the secondary teacher a sampling of the resources available for strengthening basic skills learning.

After looking at the material in this guide, the teacher may want to contact publishers of material in which the teacher may be interested. Often publishers will send materials for a 30-day approval examination, supply complimentary copies, or have representatives conduct workshops on the materials.

The guide has four major chapters.

- "Identifying Resources"
- "Analyzing Resources"
- "Resources"
- "Publishers"

The "Identifying Resources" chapter describes the national, state and regional information systems and networks that are available to assist teachers in identifying and locating instructional materials and resources. The "Analyzing Resources" chapter explains how instructional materials can be analyzed to draw out basic skills content and provides an example of such an analysis.

The "Resources" chapter lists 182 student resources appropriate for supplementing basic skills instruction and learning. Each resource provides the *title* of the resource, *author(s)*, if any, and *publisher*. The chapter has four sections. The first lists 76 *mathematics resources*, grouped by *general mathematics* and *occupationally related mathematics*. The second lists 22 resources for

supplementing reading, writing, speaking and listening skills in the *communications resources* section. In the *other basic skills resources* section, 30 resources focus on areas other than math and communication, such as science. The *adult basic education resources* section lists 54 resources developed for adult basic education learners. They are included in this guide of resources for secondary learners because they are written in adult language and may be more appealing to older secondary students working to strengthen basic skills. The resources are grouped by *mathematics* and *communication* areas.

The materials listed are targeted primarily for secondary students. However, to accommodate the range of student abilities in vocational classes, the guide includes materials designed for students with as low as a sixth-grade achievement level.

The last chapter contains an alphabetical list of 77 publishers and their addresses

Introduction

As part of an instructional system to reinforce vocational students' basic skills, teachers may choose to supplement the existing student materials with other materials that may be more targeted to students' specific basic academic needs. Whether students' basic skill needs are identified by using **BASICS' Academic Development Plan**, the cross-correlation of basic skills with occupational tasks as described in **BASICS' Instructional Materials Development**, or some other vehicle, this document provides a listing of student resources that teachers may

select to strengthen students' basic skills development. It is recommended that the vocational and the academic teacher work together to select supplemental basic skills materials. This joint approach helps ensure that the best materials are chosen for the student. The academic teacher will likely focus on the mathematical or communication principles from the discipline perspective, whereas the vocational teacher will focus on the applied aspects of the basic skills relative to occupational tasks.

Purpose

This document was developed to serve as a resource for vocational and academic teachers who need additional student materials for teaching mathematics or communication skills (reading, writing, speaking, listening) in their curriculum. The student materials listed in this document are targeted primarily for secondary-level students. However, to accommodate the range of student abilities in vocational classes, materials listed include those that are appropriate for students with as low as a sixth-grade achievement level.

Also included are several resources that can be used for adult basic education purposes. The inclusion of these materials provides the secondary teacher with a range of materials to select from, as the adult basic education materials are appropriate for older students who will benefit from a more mature treatment of the content in order to strengthen their basic skills.

The listing of resources was derived from a diverse set of activities. Major publishers were sent letters requesting materials that would be

appropriate for strengthening basic skills for vocational students. Material that was sent was examined and if it appeared to be useful for teaching basic skills it was included. Publisher catalogs were examined and materials that seemed appropriate for strengthening basic skills were included.

Important sources of materials were those submitted by vocational teachers who indicated that they used these materials to reinforce specific basic skills. Much of this information was obtained as part of the preparation of **BASICS' Primer of Exemplary Strategies**. Individuals who reviewed the **BASICS** components also recommended supplemental materials that they used in their classrooms. Other materials were identified as project staff visited programs or talked with individuals who provided information about materials that were a benefit to their vocational students. Although the resources are not an exhaustive compilation of materials, the information can serve as an initial search for teachers interested in identifying supplementary materials to strengthen basic skills.

Organization

This document is divided into four major chapters.

- "Identifying Resources"
- "Analyzing Resources"
- "Resources"
- "Publishers"

The "Identifying Resources" chapter describes the national, state, and regional information systems and networks available to assist teachers in identifying and locating instructional materials and resources. The "Analyzing Resources" chapter explains how instructional materials can be analyzed to draw out basic skills content, and it provides a sample of such an analysis. The "Resources" chapter contains four sections. The *mathematics resources* section lists general mathematical and occupationally related mathematical resources. The resources are listed in a format where the first line provides the *title* of the resource, followed by the *author* (if any), and finally the *source* where the resource can be obtained.

Student materials appropriate for supplementing reading, writing, listening, or speaking

skills are found in the *communication resources* section. Student materials in the *other basic skills resources* section focuses on areas other than math and communication. The *adult basic education resources* section organizes student material into mathematics and communication areas.

The *Publishers* chapter contains an alphabetical list of publishers and their addresses. Many publishers offer a 30-day no charge approval for examination of their materials.

This guide is designed to complement other sources in the **BASICS** package. In particular, it relates to *Techniques for Joint Effort: The Vocational-Academic Approach*, which describes teaching techniques that vocational and academic teachers can use jointly to improve students' basic skills. The guide also relates to the *Primer of Exemplary Strategies*, which provides teachers with examples of other teachers' successful efforts and diverse approaches. From the guide and the other two sources, teachers can supplement their repertoire of student resources and techniques for strengthening basic skills in vocational education.

Identifying Resources

Information Resources for Vocational Education*

The best information resource is often the most accessible one. Information resources such as professional journals, popular periodicals, and professional contacts can provide valuable information. However, when these sources

have been exhausted, additional sources are available. These sources can help to ensure that any search for information is comprehensive and up-to-date.

Information Systems and Networks

A variety of information systems and networks are available to teachers and a brief description of some of these follows.

updated regularly. Any library with an ERIC microfiche collection permits users to read or copy documents by using a microfiche reader or reader-printer.

Educational Resources Information Center (ERIC)

Educators have ready access to one of the most comprehensive collections of materials available in the social sciences. The Educational Resources Information Center (ERIC) system contains a wide variety of materials including curricula, handbooks, speeches, and reports. Many of these materials cannot be obtained easily from any source other than ERIC.

Materials included in ERIC are available in microfiche collections in more than 750 locations across the country. These collections are

All items in the ERIC collection are indexed in either *Resources in Education (RIE)* or *Current Index to Journals in Education (CIJE)*, both published monthly. RIE documents are any print material (including curricula, research reports, and conference presentations) other than journal articles. Documents in RIE are listed by ED number and indexed by subject, author, institutional source, and publication type. Document abstracts are printed in the resume section of every RIE issue. CIJE is an index to the articles published in more than 775 educational journals. Articles in CIJE are listed by EJ number and indexed by subject, author, or journal title. Abstracts also appear in the resume section.

*Excerpted and adapted from Robert E. Norton, Carol P. Kowle, Lois G. Harrington, and Carol J. Spencer; *Using Information Resources to Help Improve Vocational Education Programs* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983), 25-47, and Robert E. Norton, James B. Hamilton, Lois G. Harrington, Karen M. Quinn and Audni Miller-Beach, *Direct Curriculum Development* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983): 17-19

One of the best ways to locate information in a short period of time is to contact one or more of the 16 ERIC clearinghouses. The clearinghouses are major components of the ERIC system, and each clearinghouse covers an area of specialty within education.

The ERIC clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

There are currently 16 clearinghouses. These are listed below, together with addresses and brief notes describing the areas they cover.

- ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
The Ohio State University
The National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210
Telephone: (614) 486-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational-technical education. Adult education, from basic literacy training through professional skill upgrading. Career education including career awareness, career decision making, career development, career change, and experience-based education. Vocational and technical education including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

- ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, MI 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings, theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

- ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, OR 97403
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations

Sites, building, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, ensuring, utilizing, and evaluating educational facilities.

- ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
College of Education
805 W Pennsylvania Avenue
Urbana, IL 61801
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

- ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

- ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 22056
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, and so forth), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

- ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, NY 13210
Telephone: (315) 423-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication; computers and microcomputers, telecommunications

(cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

- ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building,
Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of 2-year public and private community and junior colleges, technical institutes, and 2-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between 2-year colleges and business/industrial organizations. Articulation of 2-year colleges with secondary and 4-year postsecondary institutions.

- ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
111 32nd Street, N.W.
Washington, D.C. 20037
Telephone: (202) 429-9551

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly

taught languages including English as a second language, related curriculum developments and problems

- ERIC Clearinghouse on *Reading and Communication Skills* (CS)
National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

- ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
New Mexico State University
Computer Center (Room 218),
Stewart Street
Box 3AP
Las Cruces, NM 88003
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

- ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
The Ohio State University
1200 Chambers Road, Room 310
Columbus, OH 43212
Telephone: (614) 422-6717

Science, mathematics, and environmental education at all levels and, within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education, learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

- ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, IN 47405
Telephone: (812) 335-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science), education as a social science, comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education

- ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges
for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and

inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education

- ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
Telephone: (609) 734-5176

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

- ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Box 40
525 W. 120th Street
New York, NY 10027
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings—local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

A computer search of ERIC is a way to locate information rapidly and conveniently. Computer search facilities are located in over 500 institutions or agencies nationwide. If a facility is not available in your particular geographic area, a computer search can also be arranged by phoning the ERIC Clearinghouse that specializes in the topic of concern.

National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE)

This network, funded by the U.S. Department of Education, consists of six regional curriculum coordination centers with liaison representatives in each state and territory. The major function of the network is to provide information, instructional materials, inservice training, and technical assistance to help states improve their curriculum development and management practices in vocational and technical education. The centers emphasize the adaptation or adoption of federal, state, or locally developed materials to conserve resources and improve states' capabilities in curriculum development. The six regional centers and the state liaison representatives they serve are listed in the appendix with addresses and telephone numbers for each. You are encouraged to contact the liaison representative in your state who will work with the regional curriculum coordinator to obtain the resources you need.

National Diffusion Network (NDN)

The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational programs available for adoption by schools, colleges, and other institutions.

NDN facilitates program adoption by providing dissemination funds to exemplary programs, called Developer Demonstrator projects, for two purposes: (1) to make public and non-public schools, colleges, and other institutions aware of what they offer and (2) to provide training, materials, and follow-up assistance to schools and others that want to adopt them.

NDN also provides funds to state facilitators who serve as matchmakers between NDN programs and schools and organizations that could benefit from adopting the programs. NDN facilitators are based in local school districts, intermediate service agencies, state education agencies, and private nonprofit organizations. To obtain more information, contact NDN at the U.S. Department of Education, 400 Maryland Avenue SW, Brown Building, Stop 1604-30, Washington, DC 20202.

Vocational Education Curriculum Materials (VECM) Database

The Vocational Education Curriculum Materials (VECM) database is a comprehensive, centralized, computerized database of information on curriculum materials. Only current vocational and technical curriculum materials (including military curriculum) that have national availability are entered into VECM. Over 5,000 records of both print and nonprint materials (including over 900 microcomputer courseware entries) are now in the database and the number is continually increasing. All curriculum materials entered on the VECM database must meet the following standards:

- Be a vocational or technical curriculum product (material used by teachers/students in the teaching/learning process)
- Have a nationwide availability source
- Have a 1978 or more recent development or publication date
- Be either print or nonprint form
- Be a public domain product, except for microcomputer courseware

Each VECM 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 materials, copyright restrictions, and availability source.

The curriculum coordination centers and the National Center continue to build and maintain the VECM database. All vocational and technical educators are encouraged to enter information about curriculum materials into the databases. For assistance in entering or retrieving VECM information, contact either your state NNCCVTE liaison representative listed in the appendix or the National Center for Research in Vocational Education, telephone (614) 486-3655.

Clearinghouse Program Improvement Database

The Program Improvement Database, produced by the National Center Clearinghouse, goes by the search label of RIVE, which stands for Resources in Vocational Education. The database contains descriptions of vocational education projects in two categories. The first category includes ongoing and recently completed research and development projects, and personnel development projects administered through state research coordinating units. The second category includes federally administered projects related to career education, vocational education, and education and work. The National Center Clearinghouse acquires project proposals or summaries from states and selected federal agencies for input into the database.

The database uses ERIC descriptors for online subject searching and includes names of project directors, organizations performing the work, funding information, and availability of reports and products resulting from completed projects. Contact RIVE at the National Center for Research in Vocational Education, telephone (614) 486-3655.

State Curriculum Laboratories

Many states have one or more curriculum laboratories or instructional materials centers that are supported through state department of education funding and/or through membership subscription fees. Some states have separate labs for agricultural education, distributive education, and trade and industrial education, whereas other states have only one lab or center serving all vocational education service areas. Many of these curriculum labs and centers have developed and published occupational (task) analyses. The Ohio State University's Trade and Industrial Education Instructional Materials Laboratory, for example, has released analyses for over 100 occupational areas.

A number of states have developed a centralized approach to curriculum development

that results in a standard, base, or core curriculum that is recommended for use by the institutions in that state. Before beginning a local curriculum development effort, it is advisable to check the status of existing state or regional efforts.

Regional Consortia

In recent years a number of regional consortia have been organized and supported by various states and/or individual institutions to fund the development of occupational analyses and/or curriculum materials. Three such consortia are as follows:

- *Vocational-Technical Education Consortium of States (V-TECS)* is a consortium of some 14 states (mostly in the southeast) joined together to conduct occupational analyses to be published in the form of catalogs. An occupational catalog consists of the duty areas, task statements, learning guides, and criterion-referenced measures for each task. Over 100 catalogs can be obtained (if your state is a member of V-TECS) from your state department of education. Nonmember states can purchase the catalogs from Curriculum Publications Clearinghouse; Western Illinois University, Horrabin Hall 46, Macomb, Illinois 61455.
- *Interstate Distributive Education Curriculum Consortium (IDECC)* is a consortium

of states that started in 1972 to develop a competency-based learning system based on task analysis for 69 occupations in marketing and distribution. The consortium sponsored the development of 1,500 learning activity packages (LAPs) containing 983 competencies and over 2,000 behavioral objectives and is continuing to develop more competencies based on occupational analyses for additional occupations. The IDECC office is located at The Ohio State University, 1564 West First Avenue, Columbus, Ohio 43212

- *Mid-America Vocational Curriculum Consortium (MAVCC)* is a consortium of 11 states that produces vocational instructional materials in a wide range of occupational areas. The format of the materials is uniform throughout and has been designed to satisfy the needs of all member states. Each curriculum manual has a teacher edition. The materials are available to member states (at special prices) and nonmember states from Mid-America Vocational Curriculum Consortium, Inc., 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

In addition, within your own individual state, certain occupational analyses may have been developed by a particular school district, university, professional and technical association, labor organization, potential employer, federal or state government bureau, manufacturer's association, business or commerce institution, research or consulting firm.

Analyzing Resources

Basic skills tied directly to occupational tasks are often learned more effectively and retained longer than when learned in a more abstract form. Learning an academic concept and an occupational skill in relation to each other is applied learning. The vocational setting provides a natural environment for applied learning.

One of the major reasons that applied learning is effective is that students become aware of

the relevance of their learning to the real world and to their own lives. When they see the relevance, students become motivated to learn. Motivation to learn can be a powerful force.

The next section discusses identifying the basics in vocational resources. This is followed by an example of the analysis of an instructional resource for basic skills content.

Identifying the Basics in Vocational Resources

To promote applied learning, it is important to identify the academic concepts that exist in vocational instructional materials. Once identified, they can be addressed in a conscious manner. Another practical consideration is that learning these academic skills may lead to academic credit toward graduation.

Both vocational and academic teachers need to identify exactly where specific academic concepts are covered in vocational materials. It is helpful if the academic teacher provides a list of the academic skills needed. Then,

since vocational materials are often organized by task, the teachers can review them on a task-by-task basis looking for those skills.

An easy way to show the skills identified in particular tasks or in particular parts of resources is on a matrix. If desired, the level of learning can also be identified by using a code number in the matrix cells to correspond to a level of learning (e.g., 1 for comprehension, 2 for application, 3 for problem solving). Or particular activities can be cited in the cells, as is shown by the sample matrix in the following section

Entrepreneurship as a Motivation to Learn Basic Skills

As we move toward the 21st century, futurists predict that being able to start your own business may be a skill needed by most Americans in a rapidly changing economy. Such career opportunities may be targeted to growth-oriented businesses or sole proprietorships. Or they may provide an extra part-time opportunity for those who have a regular job. Being able to

create your own job is a career option that intrigues the average American. And it is a possibility for everyone.

Choices available for a young person's future can become a strong motivating force to obtain adequate education. Those who see themselves as future business owners can accept

their need to learn how to read, add, and communicate. They can understand the importance of good problem-solving abilities. And they can apply this motivation to almost any career—that of a shopowner, an inventor, a builder, a plumber, a dress designer, a secretarial services provider, or a doctor.

PACE (A Program for Acquiring Competence in Entrepreneurship) was designed as a curriculum to teach entrepreneurial skills for those who wish to start a business. The level I modules were designed to develop the beginning competencies in 18 different areas of small business expertise. Levels II and III are for more advanced students and build on the previous learning experiences.

Teachers may use the PACE modules as a resource to provide practice in some of the basic skills while also teaching about entrepreneurship. Each of the 18 student modules is in a format that can provide an exercise in reading with questions about that reading at the end of the module (assessment). Most of the modules contain case studies that provide students with problem-solving opportunities. There are activities at the end of each module that provide additional practice. In addition, there are business words identified as basic and a glossary for purposes of looking them up.

The following matrix provides a general guide to the contents of PACE, level I, that can provide assistance in building basic skills for high school students. Levels 2 and 3 provide similar, but more advanced, learning activities.

MATRIX OF BASIC SKILLS FOR EACH PACE MODULE

| MODULE | READING | WRITING | SPEAKING/ LISTENING | MATH | PROBLEM SOLVING |
|--|--|---------------|---|---|---------------------------------|
| Unit 1 Understanding the Nature of Small Business | Entire module plus questions on p. 14 | | | | Case Study pp. 12-13 |
| Unit 2 Determining your Potential as an Entrepreneur | Entire module plus questions on p. 14 | | Interview—group activity p. 12 Presentation on business idea p. 13 | | Group creativity exercise p. 13 |
| Unit 3 Developing the Business Plan | Matching test p. 14 | Business Plan | | Financial planning formulas pp. 7-11 and practice problem | |
| Unit 4 Obtaining Technical Assistance | Entire module plus questions on p. 15 Word puzzle on pp. 13-14 | | | | Case Study p. 13 |
| Unit 5 Choosing the Type of Ownership | Entire module plus questions on p. 14 Crossword puzzle on p. 13 See instructor guide | | | | Case study p. 13 |

MATRIX—Continued

| MODULE | READING | WRITING | SPEAKING/ LISTENING | MATH | PROBLEM SOLVING |
|---|---------------------------------------|---------------------|---|---|--|
| Unit 6 Planning the Marketing Strategy | Entire module plus questions on p. 14 | | Interview activity p. 12 | | Case Study pp. 3-4 and questions p. 13 |
| Unit 7 Locating the Business | Entire module and questions on p. 10 | | Interview and report on p. 9 | | Case study on p. 9 |
| Unit 8 Financing the Business | Entire module and questions on p. 18 | | Group discussion p. 16 | Profit & loss statement p. 12 Projected cash flow p. 13 Balance sheet p. 14 | Case study on pp. 16-17 |
| Unit 9 Dealing with Legal issues | Entire module and questions on p. 18 | | Interview on p. 16 Negotiate a contract on p. 17 | | Case study on p. 17 |
| Unit 10 Complying with Government Regulations | Entire module and questions on p. 10 | Prepare a list p. 9 | | | Case study on p. 9 |
| Unit 11 Managing a Business | Entire module and questions on p. 14 | 23 | | | Steps pp. 4-6 Case study on p. 13 |

MATRIX—Continued

| MODULE | READING | WRITING | SPEAKING/ LISTENING | MATH | PROBLEM SOLVING |
|--|---|----------------|-----------------------------------|--|----------------------------|
| Unit 12 Managing Human Resources | Entire module and questions on p. 14 Word completion game on p. 12 | | Small group discussion on p. 12 | | Case study on p. 13 |
| Unit 13 Promoting the Business | Entire module and questions on p. 14 | | | | Case study on p. 13 |
| Unit 14 Managing Sales Efforts | Entire module and questions on p. 10 | | Salesperson self-analysis on p. 8 | | Case study on p. 9 |
| Unit 15 Keeping the Business Records | Entire module and questions on p. 14 | | | Checkbook problems on pp. 7-8 Daily sales summary on pp. 3-9 Accounts receivable on pp. 9-10 Bank statement on pp. 10-11 Problems on p. 14 | |

MATRIX—Continued

| MODULE | READING | WRITING | SPEAKING/ LISTENING | MATH | PROBLEM SOLVING |
|--|---|---------|--|--|---|
| Unit 16 Managing the Finances | Entire module and questions on p. 18 | | | Simple accounting principles pp. 4-7 Ratios to analyze financial status pp. 8-11 Problem/case study on pp. 15-17 Personal balance sheet on p. 14 | |
| Unit 17 Managing Customer Credit and Collections | Entire module and questions on p. 18 | | The costs of credit on pp. 13-14 Problems on p. 15 | | Activity on p. 16 Case study on p. 17 |
| Unit 18 Protecting the Business | Entire module and questions on p. 10 | | Discussion on p. 9 | | Case study on p. 9 |

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Curriculum Coordination and
Personnel Development
Division of Vocational Education
Richard F. Kneip Building
Pierre, SD 57501
605/773-3423

State Liaison Representative

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Vocational Education
Pouch F - Gold Belt Place
Juneau, AK 99811
907/465 2980

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Director of Program Improvement
Vocational Education Division
State Office of Education
250 E. 500 South
Salt Lake City, UT 84111
801/533-5371

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Room 114, Vocational Building
Colorado State University
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303/491-5273

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Commission for Vocational Education
Building 17, Airdustrial Park
Olympia, WA 98504
206/753-5673

IDAHO

State Division of Vocational Education
650 W. State Street
Boise, ID 83720
208/334-3871

WYOMING

State Director of Vocational Education
Department of Education
Hathaway Building
Cheyenne, WY 82002
307/777-7415

MONTANA

Specialist for Research and Planning
Office of Public Instruction
1300 11th Avenue
Helena, MT 59620
406/444-2410

NORTH DAKOTA

Curriculum Specialist
State Board for Vocational Education
15th Floor Capitol Tower
Bismarck, ND 58505
701/224-3195

Southeast Region

Regional Center

Southeast Curriculum Coordination Center
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
601/325-2510

State Liaison Representative

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Vocational Curriculum Development Unit
Division of Instructional Services
State Office Building, Room 802
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205/261-5225

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