

Revised 10/92

**Iowa  
Three-Year  
State Plan  
For  
Vocational Education  
Amendments**

**Fiscal Years  
1993 - 1994**

**State of Iowa  
Department of Education  
Bureau of Technical & Vocational Education  
Grimes State Office Building  
Des Moines, IA 50319-0146**

## **ACKNOWLEDGEMENTS**

**The State Board of Education acknowledges with appreciation the contributions of individuals, groups, and agencies to the development of the fiscal year 1991 Performance Report.**

**It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, gender, age, or disability.**

**The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.**

**State of Iowa  
DEPARTMENT OF EDUCATION  
Grimes State Office Building  
Des Moines, Iowa 50319-0146**

## **STATE BOARD OF EDUCATION**

**Ron McGauvran, President, Clinton**  
**Betty L. Dexter, Vice President, Davenport**  
**Thomas M. Glenn, Des Moines**  
**Francis N. Kenkel, Defiance**  
**Gregory D. McClain, Cedar Falls**  
**Ann W. Wickman, Atlantic**  
**C. W. Callison, Burlington**  
**Marcia Dudden, Reinbeck**  
**Corine A. Hadley, Newton**

## **ADMINISTRATION**

**William L. Lepley, Director and Executive Officer of the  
State Board of Education**

**Mavis E. Kelley, Special Assistant**

## **DIVISION OF Community Colleges**

**Joann Horton, Administrator**

**Roger Foelske, Acting Chief  
Bureau of Technical & Vocational Education**

# TABLE OF CONTENTS

## IOWA THREE-YEAR STATE PLAN FOR VOCATIONAL EDUCATION FISCAL YEARS 1992-1994

### Part I — Administrative Provisions

	<u>Page</u>
A. Introduction .....	1
1. Vocational Education Mission Statement .....	2
2. State Goals .....	2
B. Background Information .....	2
C. Section 111(b)(1) — Sex Equity in Vocational Education	
1. Staffing .....	4
2. Funding .....	4
3. Responsibilities .....	4
D. Section 113(a)(1)(A) — Time Frame for the State Plan .....	5
E. Section 113(a)(1)(B) — Same Time Periods for State Plan and JTPA Plan .....	5
F. Involvement of the State Council in State Plan Development .....	6
G. State Plan Public Hearings .....	6
H. State-Wide Needs Assessment .....	7
1. Qualitative Needs Assessment .....	7
2. Quantitative Needs Assessment .....	8

### Part II — Descriptions of Needs Assessment Criteria, Results and Planned Activities

A. Section 113(b)(1) .....	10
1. Qualitative Needs Assessment .....	10
2. Statewide Quantitative Needs Assessment (Supplemental) .....	10

### Part III — Use of Funds To Meet Identified Needs

A. Section 113(b)(2) — How Funds Will Be Used to Meet Identified Needs .....	15
1. Program Improvement (Qualitative Assessment) .....	15
2. Staff Development .....	17
3. Program Improvement -- Activities Based Upon Quantitative Needs Assessment (Supplemental) .....	17

## Part IV — Major Provisions For Titles I and II of the Act

<b>A. Section 113(b)(3)(A)</b> .....	<b>18</b>
1. Compliance with Requirements for Special Populations .....	18
a. Participatory Program Planning for Special Populations and Their Parents .....	18
b. Affirmative Outreach and Recruitment Efforts .....	18
c. Policy and Procedures .....	19
d. Local Assessment .....	19
e. Equal Access/Least Restrictive Environment .....	20
f. Assessment .....	20
g. Coordination .....	20
h. Support Services .....	21
i. Monitoring .....	21
j. Transition .....	21
k. Appeals Procedure .....	21
2. Responding to Needs of Special Population Groups .....	22
a. Individuals Who Are Disabled or Disadvantaged .....	22
b. Individuals Who Are Disadvantaged, Disabled, and LEP .....	22
c. Individuals Participating in Programs to Eliminate Sex Bias .....	23
d. Individuals in Correctional Institutions .....	23
e. Additional Data to be Analyzed .....	23
<b>B. Section 113(1)(3)(B) — Measurable Goals and Accountability Measures for Special Populations</b> .....	<b>24</b>
<b>C. Section 113(b)(3)(C) — Monitoring of Eligible Recipient's Compliance with State Plan Requirements</b> .....	<b>24</b>
<b>D. Section 113(b)(3)(D) — Special Populations in Private Schools</b> .....	<b>24</b>
<b>E. Section 113(b)(4) — Procedures for Distributing Funds</b> .....	<b>25</b>
1. Secondary Formula .....	25
2. Postsecondary and Adult Formula .....	25
3. Waiver for LEA Minimum Grants .....	25
<b>F. Section 113(b)(5) — Title II Basic Grant Percentage Allotments (Budget Summary)</b> .....	<b>25</b>
<b>G. Section 113(b)(6)(A) — Local Three Year Plan</b> .....	<b>29</b>
<b>H. Section 113(b)(6)(B) and Section 113(b)(11) — Programs Other Than State Grants</b> .....	<b>32</b>
1. Reserves for Programs Serving Single Parents, Displaced Homemakers, and Single Parent Women and for Sex Equity Programs .....	32
2. Sex Equity Reserve .....	33
3. Correction Education .....	34
4. Distribution of Funds .....	35

	<u>Page</u>
<b>I. Section 113(b)(7) — Occupational Demand and Supply .....</b>	<b>36</b>
<b>J. Section 113(b)(8) — Standards for Measures of Performance .....</b>	<b>38</b>
1. Standards for Measures of Performance .....	38
2. Role of State Committee of Practitioners .....	38
3. Procedures for the Development and Articulation of a Statewide System of Performance Standards and CORE Measures .....	38
4. Adjustments for Targeted Groups or Special Populations .....	39
5. Procedures for Using Existing Resources and Methods Developed in Other Programs .....	39
<b>K. Section 113(b)(9) — Progress in Achieving State Plan Goals     and Objectives .....</b>	<b>39</b>
<b>L. Section 113(b)(10) — State Administration for Vocational Education .....</b>	<b>39</b>
1. Compliance with Equal Opportunity Legislation .....	39
2. State Board of Education .....	40
3. Executive Officer Designation .....	40
4. Composition and Selection of State Board .....	40
5. Function and Staffing .....	40
6. Organization .....	41
<b>M. Section 113(b)(11) — Assurances Regarding the Use of Single     Parent, Displaced Homemakers, and Single Pregnant Women Funds .....</b>	<b>41</b>
<b>N. Section 113(b)(12) — Promotion of Non-traditional Occupational Opportunities .....</b>	<b>41</b>
<b>O. Section 113(b)(13) — Implementing Program Evaluations .....</b>	<b>42</b>
<b>P. Coordination of Vocational Education with Other Laws .....</b>	<b>42</b>
1. Job Training Partnership Act (JTPA) .....	42
2. Adult Education .....	43
3. Chapter 1 of the Elementary and Secondary Education Act .....	43
4. Handicapped and Rehabilitation Acts .....	44
5. Apprenticeships .....	45
6. Regional Planning Boards .....	45
7. ISOICC .....	45
8. Referral to Rehabilitation Services .....	46
<b>Q. Programs of Personnel Development and Curriculum Development .....</b>	<b>46</b>
1. Competency and Guide Development .....	46
2. Development of Minimum Competencies .....	46
3. Development of Vocational Program Guides .....	47
4. Competency Based Vocational Education Inservice .....	47
5. Integration of Academic and Vocational Skills .....	47
<b>R. Section 113(b)(16) — High Unemployment Areas .....</b>	<b>47</b>
<b>S. Section 113(b)(17) — Collaboration with State Council .....</b>	<b>48</b>
<b>T. Equipment Acquisition .....</b>	<b>48</b>
<b>U. Guidance and Counseling .....</b>	<b>48</b>

	<u>Page</u>
1. Career Guidance Mission .....	48
2. Program Structure .....	49
<b>U. Guidance and Counseling</b>	
3. Coordination with Iowa State Occupational Information Coordinating Committee (ISOICC) .....	50
4. National Career Guidance and Counseling Guidelines .....	50
5. Leadership .....	50
6. Program Monitoring .....	50
7. Guidance Resources .....	51
<b>V. Section 113(b)(21) — Fiscal Control/Fund Accounting Procedures .....</b>	<b>51</b>
<b>W. Section 113(b)(22) -- Appeals Procedures .....</b>	<b>51</b>
<b>X. Section 113(b)(23) — Implementation of Section 118 .....</b>	<b>52</b>
1. Special Needs Planning Guide .....	52
2. Monitoring of Requirements in Section 118 .....	52
3. Descriptions of Compliance by LEA's .....	52
4. Coordination with MOA Evaluations .....	52
5. Department of Education Policy for Postsecondary Students with Disabilities .....	53
6. Advisory Council on Educational Services for Persons with Disabilities .....	53

### Part V — Provisions for Title III of the Act

<b>A. Section 301 — Community-Based Organizations .....</b>	<b>54</b>
1. Planned Goals .....	54
2. Objectives .....	54
3. Activities .....	54
4. Funds .....	55
<b>B. Section 311, 312, 313 -- Consumer &amp; Homemaking .....</b>	<b>56</b>
1. Administration .....	56
2. Instructional Programs .....	56
3. Distribution of Consumer and Homemaking Funds .....	56
4. Adult Consumer and Homemaking .....	56
5. Secondary Consumer and Homemaking Distribution Funds .....	57
6. Leadership Activities and Services .....	57
<b>C. Section 341 — Tech-Prep Education .....</b>	<b>57</b>

### Part VI — General Provisions - Title IV

<b>A. Section 502 -- Maintenance of Effort .....</b>	<b>60</b>
--	-----------

### Part VII — Assurances

<b>Assurances .....</b>	<b>61</b>
-------------------------	-----------

### Part VIII — State Certifications

<b>Executive Officers's Certification .....</b>	<b>65</b>
<b>Certification Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements .....</b>	<b>66</b>

# Iowa Three-Year State Plan for Vocational Education Amendments

## Part I

### Administrative Provisions

#### A. Introduction

The Iowa Three-year State Plan for Vocational Education was developed in accordance with the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392, and the Code of Iowa chapters 256, 258, and 280A. In keeping with the suggestions of the State Plan Guide, February 1991, the format of the major provisions of the State Plan are arranged in numerical order according to the section numbers appearing in the Perkins Act. Most of the provisions are based upon the suggestions contained in Section 113 of the act ("State Plan in General").

Needs assessment data, the basis for all of the provisions priorities and activities reflected in this State Plan, were based and obtained from the third-party "Assessment of Needs in Vocational Education in Iowa" report. References to specific findings and recommendations from this report are reflected throughout this planning document, while the full report and a summary of its highlights may be found in Appendix H.

Also included in the body of the State Plan are the various certifications, assurances, and descriptions required by P.L. 101-392.

Input from the Department of Education staff members, various groups, organizations, and individuals and the public hearings (see Appendix A) was reviewed and used to the extent possible in the State Plan. Recommendations and continued cooperative input from the State Council on Vocational Education also were valuable in preparing this planning document (see Appendix B for the recommendations from the State Council).

Recent state legislation, Senate File 449, which established standards for vocational education in Iowa is reflected in those areas where the delivery of quality vocational education in Iowa is impacted by the state mandates.

Subsequently in March, 1992, a statewide Iowa Vocational Needs Assessment (Supplemental) was conducted to determine the quality of existing programs in terms of their ability to meet labor market needs and the training needs of secondary, postsecondary, and adult students. This supplemental assessment provided quantitative data on specific components which should be incorporated into vocational programs in secondary schools and community colleges.

Assessment results provided the basis for the State Board of Education's approval of a policy statement on implementation of tech-prep programs in Iowa; new state goals for program improvement and the recommendation for the distribution of federal vocational education funds. A copy of the assessment report and the booklet "Implementing the Board Vision for Vocational-Technical Education in Iowa" is enclosed with these amendments.



## **1. Vocational Education Mission Statement**

The mission of vocational education in Iowa is to provide quality programs for youth and adults to develop the skills, abilities, and attitudes they need to: 1) obtain paid employment in occupations requiring less than a baccalaureate degree; 2) continue further education/training; 3) pursue entrepreneurship possibilities; 4) update skills or train/retrain for new occupations; 5) obtain the leadership skills to become productive members of society; and 6) manage the challenges of work and family commitments. Vocational education programs, services, and activities strive to integrate all students by removing the restrictive barriers to learning. Vocational education is an integral component in the Iowa initiative for world-class schools--contributing to the common goal of outcomes-based education.

## **2. State Goals**

Based upon the identification of the areas of greatest perceived need for both secondary and postsecondary institutions as indicated by the supplemental needs assessment; the following state goals have been established for improving the quality of vocational-technical education in Iowa:

- a. Common Goals for Secondary and Postsecondary Vocational Programs
  - (1) To increase linkage between secondary and postsecondary programs.
  - (2) To improve academic and occupational competency development.
- b. Goals for Secondary Vocational Programs
  - (1) To increase the capacity to assist students with the transition from school-to-work.
  - (2) To increase the relevance and responsiveness of local programs to the labor market and current and emerging work force needs.
  - (3) To improve the use of performance-based student assessment.
- c. Goals for Postsecondary Vocational Programs
  - (1) To increase the ability of institutions to meet the diverse needs of students who are members of special populations.
  - (2) To increase emphasis on higher order thinking, listening, team work, goal setting, negotiations, organized effectiveness, and leadership skills.
  - (3) To provide comprehensive instruction in all aspects of an industry/occupational field.
  - (4) To improve vocational guidance services for special populations.

## **B. Background Information**

Vocational education in Iowa has been delivered primarily through the community college system. When the community college system was established during the late 1960's, a part of its mission was to serve adults and high school students. The colleges have provided high quality vocational technical programs to both postsecondary and adult students for over 20 years. A limited number of programs are currently delivered for secondary school-age students in cooperation with local districts.

Most comprehensive high schools also offer some vocational programs, but the quantity and quality vary widely across the state. A contributing factor was decreasing enrollment and subsequent elimination of programs. The increased concern about improving services to

high school students, particularly those who do not choose to go to college, resulted in state legislation which has increased the emphasis on both secondary and postsecondary programs and encourage linkages between high schools and community colleges.

During the 1988 legislative session, a study was mandated to determine what should be developed as the school accreditation standard for secondary vocational education. A committee was appointed by the legislature to conduct the study during the fall of 1988. After reviewing data and hearing presentations by private sector representatives as well as educators, the committee determined that there were two major needs which must be addressed:

1. Improved access to high quality vocational programs state wide.
2. Revising the vocational instructional program to improve quality, diversity, and relevance.

The legislature received the report in January of 1989 and immediately developed a bill to address the implementation of a new vocational education standard for school accreditation. The bill, S.F. 449, which was passed unanimously by both the House and Senate, became law in 1989 with full implementation in all districts by July 1, 1992. The following are the major components of the state law:

1. To improve the quality, diversity and relevance of vocational programs, each district must offer vocational education programs in at least four (4) of six (6) occupational clusters (agriculture, business, health occupations, home economics, trade, industry and technical education, and marketing) in a sequence of at least three (3) units.
2. The vocational curriculum must be competency-based and include academic skills, employability skills, content relevant to current industry practices, entrepreneurship skills and leadership skills.
3. The secondary vocational education programs must be articulated with postsecondary programs. In order to facilitate articulation, the law also requires the postsecondary vocational curriculum to be competency based.
4. The Department of Education is to develop lists of minimum competencies to be included in each program. The competency lists also include academic skills, see example in Appendix F.
5. To improve access to programs across the state, a regional planning board will be created in each of the 15 regions of the state. Each region is structured around a community college, an area education agency, and a network of K-12 districts. The duties of the regional planning board are described in Appendix L.

New requirements in the Carl D. Perkins Vocational Education and Applied Technology Act of 1990 are similar to the state law. Therefore, in developing the state plan, many implementation strategies will reflect the intent and requirements of both state and federal legislation.

## **C. Section 111 (b)(1) -- Sex Equity in Vocational Education**

Since 1976, provisions for achieving sex equity in vocational education have been incorporated into federal legislation. The State Board and the State Department of Education believe that persons of both sexes should have ready access to vocational education which is suited to meet their needs, interest, and abilities. To achieve the goal of equal access, Iowa's educational system strives to create an awareness of various career opportunities open to both sexes through programs which are free of sex discrimination, sex bias, and sex stereotyping.

### **1. Staffing**

To assist in achieving equity in vocational education in the State of Iowa, the State Board shall assign one individual located in the Bureau of Technical and Vocational Education as the vocational equity consultant to work full-time to assist the State Board to fulfill the purposes of the Carl D. Perkins Vocational and Applied Technology Act of 1990. Please refer to the Table of Organization, Appendix E.

### **2. Funding**

The State of Iowa shall expend not less than \$60,000 of the funds available for state administration under the Carl Perkins Act to assist full-time personnel in carrying out the functions of the Act relating to sex equity and who will be wholly responsible for administering the reserves for single parents, displaced homemakers, and single pregnant women under section 221 and for sex equity under section 222. Priority will be given to the funding of projects that include strategies to encourage the participation of minorities and individuals with special needs.

Funds shall be used for:

- Salaries for full-time professional staff;
- Salaries for support staff; and
- Travel and other expenses directly related to the support of personnel carrying out the specific functions in the Act.

### **3. Responsibilities**

The duties of the vocational equity coordinator shall include:

- Administering the program of vocational education for single parents and homemakers (Section 221) and the sex equity program (Section 222).
- Gathering, analyzing, and disseminating data on the adequacy and effectiveness of vocational education programs in the State in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women, students, and employees in such programs.
- Reviewing the comments and making recommendations concerning the plans of local educational agencies and postsecondary educational institutions to ensure that the needs of women and men for training in nontraditional jobs are met.

- Reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations, and submitting (1) recommendations for inclusion in the State Plan of programs and policies to overcome sex bias and sex stereotyping in such programs, and (2) an assessment of the State's progress in meeting the purposes of this Act with regard to overcoming sex discrimination and sex stereotyping.
- Reviewing proposed actions on grants, contracts, and the policies of the State Board to ensure that the needs of women are addressed in the administration of the federal vocational education act.
- Developing recommendations for programs of information and outreach to women, concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupations fields).
- Providing technical assistance and advice to local educational agencies, postsecondary institutions, and other interested parties in the State, in expanding vocational opportunities for women.
- Assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education and to increase male and female students' enrollment in nontraditional programs.
- Developing an annual plan for the use of all funds available for such programs with the assistance of a state-wide needs assessment survey.
- Managing the distribution of funds through a competitive request for proposal process.
- Monitoring the use of funds distributed to recipients for use in such programs through mid-year and annual reports and through annual on-site visits.
- Evaluating the effectiveness of programs and activities supported by such funds by conducting an annual survey of program providers and participants.

**D. Section 113(a)(1)(A) -- Time Frame for the State Plan**

The Iowa State Plan for Vocational Education will encompass three fiscal years, FY 1992, FY 1993, and FY 1994. Subsequent State Plans under P.L. 101-392 will cover two-year periods. Due to a revision of the state goals resulting from the supplementary needs assessment and to minor changes in budget allocations, the Iowa State Plan for Vocational Education will be amended for FY 1993 and FY 1994.

**E. Section 113(a)(1)(B) -- Same Time Periods for State Plan and JTPA Planning**

The Iowa Three-Year State Plan for Vocational Education will cover the same planning period as the plans developed under the Job Training Partnership Act.

**F. Section 113(a)(2)(A) -- Involvement of the State Council in State Plan Development**

The Iowa State Council on Vocational Education has been closely involved in the development of the State Plan from the very beginning. All memoranda and electronic mail messages pertaining to the new Carl Perkins Act and instructions for development of the State Plan were shared with the Council. Presentations were made by Iowa Department of Education staff at Council meetings on December 7, February 1, and March 15. Council members participated in the State Plan Public Hearings and presented the Council's formal recommendations which are attached in Appendix B.

The State Council on Vocational Education were consulted in the preparation of the State Plan Amendments for FY 92 and FY 93 and both the State Council and the State Job Training Coordinating Council reviewed the amendments.

**G. Section 113(a)(2)(B) -- State Plan Public Hearings**

Four public hearings were held in three geographical areas in the western (Denison, February 19); central (Des Moines, February 20 and 27); and eastern (Waterloo, February 21) portions of the state. Notification of the public hearings was made in several ways. A letter dated February 11, 1991, was sent to the following:

- Community College Presidents
- Community College Trustees
- Vocational Education Directors
- Iowa Vocational Association Members
- Iowa Council of Local Administrators Members
- Iowa Council on Vocational Education Members

A second letter dated February 22, 1991, was sent to the aforementioned and the following:

- Community School District Superintendents
- Area Education Agency Administrators

A news release dated February 13, 1991, was mailed to the following:

- Twenty-four (24) radio stations which serve Iowa
- The Iowa daily newspapers
- Ninety (90) Iowa weekly newspapers

Approximately 85 participants attended the hearings, providing both formal and informal statements. In addition, more than one hundred letters of input were received and considered in making the final programmatic and funding decisions. Input from the hearings was shared with the Committee of Practitioners on February 28 and with the State Board on March 14. The summary of the public hearing recommendations along with the State Board's response may be found in Appendix A.

## H. Section 113(a)(3)(A)(B) -- State-wide Needs Assessment

### 1. Qualitative Needs Assessment

The Department of Education determined that to obtain an objective needs assessment, it would be most feasible to contract with an outside, independent third party to conduct the major portion of the study. The assessment was conducted by four project team members who reviewed a variety of existing data sources, studies, and reports; interviewed Department of Education staff members, as well as other individuals and groups; visited high schools, community colleges, and area education agencies in three areas (AEA 5 - Fort Dodge, AEA 6 - Marshalltown, AEA 10 - Cedar Rapids); held three public meetings; and conducted a telenet work conference during the month of January, 1991. At a meeting held on January 9, 1991, the Committee of Practitioners identified topics and criteria that should be included in the assessment of Program quality for secondary and postsecondary programs. The results of their discussion were summarized and shared with a team from the Center on Education and Training for Employment of the Ohio State University.

The needs assessment issues identified by the Committee of Practitioners are as follows:

#### Curriculum

- a. Role of "testing".
- b. Types or methods of testing or assessment.
- c. Dealing with Special Populations, especially LEP's and Special Education students (ability of programs to provide services).\*
- d. Assess private sector\*:
  - (1) Amount of training done.
  - (2) How much of the training is directed in the basic skills.

\* Also categorized with Partnerships and Image.

#### Students

- a. Ease of transition (credit driven and direct entry into work force) for students.
- b. Student input.

#### Staff Development

- a. Assess guidance counselor involvement in career/vocational education.
- b. Assess guidance counselor preparation.
- c. Counselor's knowledge of the future work force needs.
- d. Assessment of vocational education staff.
- e. Certification of staff.
- f. Availability of staff.
- g. Staff perception of their role.\*

\* Also categorized with Image.

#### Partnerships

- a. Need for increased linkages between vocational education and workplace (or with CBOs and AEAs).

- b. Linkage between high schools and community colleges (or with CBOs and AEAs).
- c. Linkages between community colleges and universities.

### Policy

- a. Commitment to vocational education by school boards and boards of trustees.

### Image of Vocational Education

- a. Perceptions about vocational education (at all levels); attitudes of policy makers in educational institutions.
- b. Status of vocational education programs as serving only "at risk" students. Status of including "gifted and talented" students in vocational education.

We will survey eligible recipients to ascertain the capability of their vocational education programs to provide students with strong experience in and understanding of all aspects of industry as a supplement to our needs assessment.

The detailed procedures, methods, and results of the study are found in Appendix H. The major policy implications found in the study report are:

- c. The need for improvement of program quality is greatest at the secondary level.
- d. Mechanisms should be included in the plan that provide incentives for cooperation among local education districts and between these districts and the community colleges that serve their merged areas in the planning and delivery of vocational programs.
- e. There is a widespread need among vocational teachers to improve their knowledge and skills in the methods of competency based education and in techniques to integrate basic academic skills into vocational instruction.

In addition to the findings contained in the study, the staff reviewed previous studies and existing data sources to reinforce and embellish the needs assessment.

## 2. Quantitative Assessment

### a. Background

The original assessment described above did not include quantitative data and addressed only eight of the twelve areas identified in the legislation. In addition, a significant portion of the assessment focused upon requirements of the new state vocational education standards. In order to gain full approval of the State Plan, the State Board authorized a new quantitative needs assessment with a larger sample. Representatives of both secondary and postsecondary institutions, the Center for Employment and Training (at Ohio State University), and Department staff all had input into the development of the assessment instrument and procedures.

Two survey instrument (nearly identical) were developed and sent to all local education agencies and community colleges at the end of January, 1992. A computer analysis of the assessment data was performed by the Center for Employment and Training and the report sent to the Iowa Department of Education for analysis and

interpretation. Technical assistance in analysis was provided by an institutional researcher. Since the data report combined both secondary and postsecondary data and did not present a breakdown by occupational service area, additional data analysis was performed by Department staff.

b. Purpose Statement

The purpose of the supplemental needs assessment were:

- to assess program quality in terms of the ability of programs to meet the labor market and training needs of secondary, postsecondary, and adult students;
- to assist the State Board of Education in developing state goals for leadership and for secondary and postsecondary program improvement based on factors outlined in the Carl Perkins Act;
- to determine state needs for program improvement and for supportive services necessary for the successful participation of special populations in vocational education;
- to determine priorities for the use of funds based upon the identification of greatest need;
- to establish recommendations for the use of Carl D. Perkins funds; and
- to determine a basis for the evaluation of programs for improvement.

c. Assessment Response

- All 423 districts and 15 community colleges were requested to complete the assessment instruments for each vocational program offered at their site (high school buildings/community college campuses).
- Three hundred fifty (350) of 423 school districts responded; of the 73 nonrespondents, 47 are involved in whole grade sharing and do not offer individual vocational programs (93% response rate).
- Fourteen (14) community colleges with 28 campus sites responded from the universe of 15 colleges and 30 campuses (also a 93% response rate).



## Part II

### Descriptions of Needs Assessment Criteria, Results and Planned Activities

#### A. Section 113(b)(1)

##### 1. Qualitative Needs Assessment

The document Assessment of Needs in Vocational-Technical Education in Iowa was developed through a contract with the Center on Education and Training for employment at The Ohio State University. The work of the assessment team included a review of recent relevant reports and data regarding vocational education in Iowa; interviews with state staff; and on-site visits to community colleges, area educational agencies, and high schools in three parts of the state. In addition, public meetings were held in each of the three areas.

The criteria for the assessment were drawn from a review of the new Perkins legislation, Iowa's new vocational education standards, and concerns raised by the Committee of Practitioners required under the federal law. The specific areas/criteria examined during the team assessment were as follows:

- the relevancy of programs to the workplace;
- adequacy of facilities and equipment;
- competencies, curriculum, and instructional methods;
- integration of academic and vocational instruction;
- student skill attainment and job placement;
- articulation of secondary and postsecondary programs;
- services to special populations;
- vocational equity;
- coordination and cooperation; and
- the image of vocational education in the state.

##### 2. Statewide Quantitative Needs Assessment (Supplemental)

###### a. Background

As previously described, the Iowa Needs Assessment for Vocational Education (Supplemental) was conducted during January-March, 1992, and analyzed during the April-June period.

The assessment instruments were mailed to all secondary superintendents and community college presidents on January 30, 1992. On February 11, 1992, technical assistance workshops were held in Des Moines for secondary and postsecondary vocational educators to assist with the completion of the surveys. Forty (40) secondary and 18 postsecondary representatives attended these workshops.

At both the secondary and postsecondary instructional levels, a 93% response rate was attained. Two nearly identical survey instruments were utilized, one each for secondary and postsecondary institutions.

## b. Assessment Analysis

- (1) Analysis Methodology -- The original computer analysis of assessment results was provided (by contract) by the Center on Training for Education and Employment (CETE), located at Ohio State University. The report from this analysis combined secondary and postsecondary data and did not permit inspection of the data by specific occupational program areas to determine specific needs. Department staff later refined the analysis to extract the omitted data and prepare the materials for ranking.
- (2) Data Analysis -- The assessment instrument included the twelve criteria outlined in Section 116 of the Carl Perkins Act of 1990, as well as indicators from Iowa's Vocational Education Standards. Indicators (question items) were developed for the criteria to determine the frequency with which vocational programs incorporated specific practices related to each criterion.

The rated frequency with which each of the criterion indicators is present in the programs was calculated separately for secondary and postsecondary programs.

Criteria were assigned three rankings: The percent of the "usually" rated frequency; the "sometimes" rated frequency; and the "rarely" rated frequency.

After the internal rankings by indicators, the criteria were ranked and prioritized with the lowest rank (frequency criteria is present) representing the highest need.

## c. Findings and Interpretations

### (1) Secondary Summary and Conclusion

Based on an analysis of data gathered through an assessment of perceived needs as expressed by secondary school respondents, the need for improvement is greatest in the areas related to transition and instructional content. The majority of indicators for criteria which assessed transitional issues (secondary to postsecondary programs and school to work) were perceived as being rarely incorporated into secondary vocational-technical programs.

The majority of indicators for criteria that addressed instructional content (relevance and responsiveness to labor market and work force current and emerging needs) also were perceived as being rarely incorporated into secondary programs. Closely related criteria also perceived as in need of improvement were: academic and occupational competency development and the use of performance assessment.

Criterion VIII pertaining to meeting the needs of special populations ranked tenth in the priority listing; however, as a result of the analysis of the data, indicators in this criterion and across the other criteria point to the need for emphasis on the ability of institutions to meet the diverse needs of members of special populations.

As a result of the emphasis in the Carl Perkins legislation for meeting the needs of members of special populations and the analysis results, the ability of the eligible recipients to meet the needs of special populations with respect to vocational education is viewed as a viable goal.

In rank order, the following six are perceived as the areas having greatest need for improvement in secondary vocational education programs:

- a) Linkage Between Secondary and Postsecondary Educational Institutions
- b) Ability of the Vocational Program to Provide Job Placement Service(s)
- c) Vocational Programs Meeting the Needs of Work Force
- d) Relevance of Programs to the Workplace/Occupations for Which Students Are to be Trained and Extent to Which Such Programs Reflect a Realistic Assessment of Current and Future Labor Market Needs (Including Needs in Areas of Emerging Technologies)
- e) Sequencing of Courses Leading to the Attainment of Both Academic and Vocational Competencies
- f) Student Work Skill Attainment

Ability of the Eligible Recipients to Meet the Needs of Special Populations With Respect to Vocational Education\*

The remaining secondary criteria were ranked in descending order of need as follows:

- g) Vocational and Guidance Counseling
- h) Instruction and Experience to the Extent Practicable, In All Aspects of the Industry the Students are Preparing to Enter
- i) Integration of Academic and Vocational Education
- j) Ability of the Eligible Recipients to Meet the Needs of Special Populations With Respect to Vocational Education
- k) Ability of Vocational Programs to Meet the Needs of the Work Force
- l) Raising the Quality of Vocational Education Programs in Schools with High Concentrations of Low Income and Low Achieving Students

## (2) Postsecondary Summary and Conclusions

In general, there was consistency among the community colleges concerning the areas which demonstrated the greatest needs. Survey results demonstrated that few formalized articulation agreements now exist between secondary and postsecondary schools, linkage was the number one priority in the state for both secondary and postsecondary institutions. Specifically, respondents recognized that programs rarely incorporated articulation or tech-prep agreements. This perception was further reinforced by responses indicating the lack of transitional services for members of special populations.

The lack of services for special populations surfaced as the second highest area of perceived need.

---

\*Included in this listing on the basis of the narrative immediately preceding the ranking.

The six areas of greatest need for improvement in postsecondary vocational programs included:

- a) Linkage Between Secondary and Postsecondary Educational Institutions
- b) Ability of the Eligible Recipients to Meet the Needs of Special Populations with Respect to Vocational Education
- c) Basic and Higher Order Current and Future Workplace Competencies that will Reflect the Hiring Needs of Employers
- d) Instruction and Experience to the Extent Practicable In All Aspects of the Industry the Students are Preparing to Enter
- e) Sequencing of Courses Leading to the Attainment of Both Academics and Vocational Competencies
- f) Vocational Guidance Counseling

The remaining postsecondary criteria were ranked in descending order of need as follows:

- g) Integration of Academics and Vocational Education
- h) Ability of Vocational Education Programs to Meet the Needs of the Work Force
- i) Ability of Vocational Programs to Provide Job Placement Service(s)
- j) Raising the Quality of Vocational Education Programs in Schools with High Concentrations of Low Income and Low Achieving Students
- k) Student Work Skill Attainment
- l) Relevance of Programs to the Workplace/Occupations for Which Students are to be Trained and Extent to Which Such Programs Reflect a Realistic Assessment of Current and Future Labor Market Needs (Including Needs in Areas of Emerging Technologies)

### (3) Final Summary and Conclusions

The supplementary needs assessment conducted by the Bureau of Technical and Vocational Education provided quantitative data on specific components which need to be incorporated into vocational programs at the secondary school and community college levels.

Based on our analysis of the assessment findings, a need exists for improvement in both secondary and postsecondary programs. Needs common to both levels were identified in the areas of linkage between secondary and postsecondary programs and the sequencing of courses leading to the attainment of both academic and vocational competencies.

One of the purposes of the supplemental needs assessment was to measure program quality in terms of the ability of the programs to meet the labor market needs and training needs of secondary, postsecondary, and adult students. Secondary respondents indicated that they were rarely incorporating strategies designed to be responsive to current and emerging needs (e.g., use of advisory committees, on-the-job training or field experience, and information sources to determine vocational programs). Postsecondary respondents reported that they rarely incorporated competencies which addressed all aspects of the industry students were preparing to enter.

Respondents (especially at the postsecondary level) perceived that they had great need to improve the level of services currently being provided to special populations to assist in their successful participation in vocational education programs. Respondents reported that postsecondary programs rarely recruited special populations students, rarely assessed their needs for supportive services upon entry into a program; rarely monitored their progress; rarely provided inservice to instructional staff on effective methods for working with members of special populations; and rarely incorporated instructional strategies which are responsive to the diverse learning styles of these students. Secondary respondents were unable to document serving members of special populations on the enrollment information they provided, although they perceived that these strategies had been incorporated.

Common need for improvement was discovered at both instructional levels in the areas of linkages between secondary and postsecondary programs, and in the sequence of courses leading to the attainment of academic and vocational competencies.

Based on the analysis results and subsequent prioritization of the findings, the Department has concluded that need for improvement exists at both the secondary and postsecondary levels. These assessed needs ranked in the prioritization process were used to develop the statewide goals. All local applications will be directed toward the achievement of the state goals.

## Part III

### Use of Funds To Meet Identified Needs

#### A. Section 113(b)(2) --How Funds Will Be Used To Meet Needs Identified Through Assessment

The legislation shifts the majority of the funding decisions to the local level. The following priorities and projected expenditures are based on the results of the needs assessment, but reflect only the expenditures from the funds available for state discretion.

Many of the goals and activities based on the needs assessment results, which are shown under Section 113(b)(6)(A), will be accomplished either through the local application implementation or as a part of projects and initiatives funded from other sources.

#### Distribution of basic grant funds -- Secondary and Postsecondary

##### 1. Program Improvement (Qualitative Assessment)

Identified Need: The need for improvement of program quality is greatest at the secondary level.

Historically, the state of Iowa has allocated the greater portion of federal funds for vocational education to the postsecondary education system. From a state policy perspective, postsecondary institutions were considered the most effective means for responding to work force needs. The major use of funds was to implement programs to train citizens to move directly into the work force. The traditional division of funds has been 28 percent secondary and 72 percent postsecondary.

The law stipulates that the Iowa State Board of Education has the authority and responsibility to determine the two pools of funds. In addition, it states that the state plan must indicate how plans for use of funds respond to needs identified in the needs assessment which was conducted during January 1991. The needs assessment identified three policy implications for the state: 1) greater need for program improvement at secondary level; 2) need for staff development for vocational teachers in competency based education and integration of academic and vocational skills; and 3) need for incentives to foster cooperation between local school districts and community colleges in planning and delivery of vocational education.

The State Board of Education considered the identified needs, current programs and services provided to students, and the need for planning to maintain quality program delivery at the community colleges, while improving quality at the secondary level. In addition, the Board recognized that the implementation of the law will require major changes at the local level for both secondary and postsecondary institutions (e.g., distribution of funds based upon Pell grants, Chapter 1, etc.). Given the above, the Board decided to phase-in the allocation of funds for the following reasons:

- a. A dramatic shift in funds would negatively impact programs and services to current postsecondary vocational students. Therefore, a gradual shift will enable the continuation of services to students in postsecondary institutions while allowing time for planning program improvement at the secondary level.

- b. The proposed allocation process will provide time for the secondary and postsecondary systems to plan jointly the future of the delivery of vocational/technical education.
- c. A task force is to be established to assist the State Board and Director in defining strategies for secondary and postsecondary institutions to work together to meet the challenges of better serving students in vocational and technical education. This task force will advise on improvement of delivery of vocational education, including issues related to programs, services, consortia development, and the appropriate roles of secondary and postsecondary vocational technical education.
- d. A planning year will provide opportunities and incentives for the local school districts and the community colleges to work together in shaping vocational education to meet current and future needs of secondary and adult-age students.
- e. A year will provide time for local education agencies to plan the most effective use of funds for improvement of programs and services.
- f. One year will allow the state an opportunity to determine how to fund current programs which may no longer be supported by federal funds and continue to provide services to students.
- g. It provides greater resources to the secondary level by fiscal year 1993, while attempting to minimize negative impact on the postsecondary level programs.

Some of the funds allotted to the postsecondary institutions will provide support for:

- 1. assisting in the development and support of consortias including planning in cooperation with secondary districts;
- 2. establishing articulation processes and agreements;
- 3. improving working relationships among the school districts within the geographic area served by each postsecondary institution; and
- 4. assisting in the development and initiation of competency programs with articulation with secondary programs.

In addition, the postsecondary institutions currently deliver a variety of courses for secondary schools through direct classroom instruction or telecommunications. High school juniors and seniors are able to take courses at the community colleges which are not offered at the high school for high school and/or college credit.

Given the above rationale, the State Board approved the following distribution of funds for the Three-Year Plan:

	<u>Secondary</u>	<u>Postsecondary</u>
FY 1992	28%	72%
FY 1993	50%	50%
FY 1994	66%	34%

The state plan thus reflects on a increasingly larger percentage of funds available to the secondary school system during the second and third year of the state plan. It allows for planning at the secondary level for effective implementation in fiscal year 1993.

## **2. Staff Development**

Identified Need: There is widespread need among vocational teachers to improve their knowledge and skills in the methods of competency based education and in techniques to integrate basic academic skills into vocational instruction.

During 1991-92, the state will provide in-service workshops on the integration of academics and vocational education and methods for developing and implementing competency based vocational education. Participants will include staff from local districts, community colleges, and area education agencies.

Plan: Refer to Section 113(b)(15) for planned activities for both goals and section 113(b)(5) details specific funding allocation.

## **3. Program Improvement -- Activities Based Upon Quantitative Needs Assessment (Supplemental)**

Identified Need: The assessment indicated significant need for program improvement at both the secondary and postsecondary levels. The State Board of Education approved the following activities for program improvement at its July 24, 1992 meeting. The needs assessment indicated a higher need to improve programs in several curriculum and instructional areas. These needs were reflected in the goal statements. The State Board authorized the use of state leadership funds to provide leadership and technical assistance to local schools and community colleges with the following:

- a. The improvement of curriculum, student assessment, and articulation to ensure that students are prepared for successful entry and advancement in the work force, apprenticeship programs, and other continuing education opportunities.
- b. The utilization of input from employers and labor market information in order to develop a world-class work force that is responsive to current and emerging employment opportunities.
- c. The improvement of the provision of supportive services to ensure the full and equitable participation for members of special populations.
- d. The assurance that staff development opportunities are readily accessible to ensure that instructors of vocational-technical education programs are successful in providing all students with experiences that will enable their successful entry and advancement in the work force, apprenticeship, and/or other continuing education opportunities.

The State Board reviewed the Supplementary Needs Assessment findings and the Department's recommendations for state goals and for the distribution of funds for fiscal years 1993 and 1994 at a special meeting on June 24, 1992. The assessment and recommendations were accepted. Funds are to be used to address state goals based upon the top six identified areas of need for program improvement. Funding allocations will remain as scheduled above unless new information surfaces which would warrant a change in the distribution.



## Part IV

### Major Provisions For Titles I and II of the Act

#### A. Section 113(b)(3)(A)

##### 1. Compliance with Requirements for Special Populations

The Carl Perkins Act defines special populations as individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions. The state will provide technical assistance to recipients in planning, developing, and initiating programs and support activities. This will be done through staff development activities and training identifying and implementing strategies necessary to enable special populations to succeed in vocational education programs. A Special Needs Planning Guide will be used as the training tool.

The Board will monitor accessibility to the programs and services. An annual report will be provided to the State Board of Education identifying progress in the areas of accessibility and services provided as well as recommendations for improvement. The report will be based on data of student outcomes and competency attainment.

On-site reviews will be conducted of 20% of recipients for compliance. Documentation of all activities and services will be required during the on-site review.

On-site reviews will include monitoring of all programs and services to ensure that the IEP requirements of P.L. 94-142 (least restrictive environment) are being met .

Recipients will be required to describe in the local application how they will comply with the assurances of Section 118. Recipients will be required to submit a local application to the State responding to the following:

##### a. Participatory Program Planning for Special Populations and Their Parents

- List and describe the methods that will be used to enable members of each special population and their parents to directly participate in local decisions that influence the development of vocational education programs (e.g., advisory committees, regional planning boards, surveys, etc.).

##### b. Affirmative Outreach and Recruitment Efforts

- List and describe the methods that will be used to provide the following information, to members of each special population and their parents prior to a student's eligibility for enrollment into vocational education This must occur no later than the beginning of the ninth grade. This information must be provided in a language and form that parents and students understand (e.g., student handbook, newsletter, newspaper, IEP meeting, etc.).
  - The opportunities available in vocational education;

- The requirement for eligibility for enrollment in such vocational programs;
  - Specific courses that are available;
  - Special services that are available;
  - Employment opportunities; and
  - Placement
- List and describe methods in which the information identified in number B1 will be provided to other individuals who request information concerning or seek admission to vocational education programs offered by the institution, and when appropriate assist in the preparation of applications for admission. (e.g., counseling practices, promotional materials, student handbooks, etc.).
  - List and describe how members of each special population enrolled in private schools will be encouraged to participate in vocational programs with the necessary support services available. (e.g., newsletters, counseling practices, etc.).
- c. Policy and Procedures
- List and describe how procedures will be implemented to assure that the students with the greatest needs are served. (e.g., services designed according to student assessment results, to student placement results, enrollment data, etc.).
  - List and describe how support services will be offered to vocational students enrolled at attendance areas not receiving Carl Perkins funds. (e.g., Vocational Rehabilitation, JTPA, Chapter 1, Local, County or State funds, etc.).
- d. Local Assessment
- Describe the process used to conduct a local assessment to determine the following:
    - Access of members of each special population in vocational education;
    - Participation of members of each special population in vocational education programs;
    - Guidance and counseling activities;
    - Support services; and
    - Transition services.

These processes may include but are not limited to review of prerequisites and whether they are necessary or possibly waived, review of vocational enrollment data compared to enrollment with the institution or community, review of counseling practices, comparing the availability of appropriate support services compared to the need, review of the percentage of students successfully employed or placed into further training, etc.

- Report the results of the local assessment and identify measurable goals and accountability measures developed to meet the needs identified in the assessment.

e. Equal Access/Least Restrictive Environment

- Describe in detail how individuals who are members of each special population will be provided with equal access to each of the following:
  - Recruitment
  - Enrollment into secondary or postsecondary courses/programs
  - Job placement
  - Support services

Note: Equal access to recruitment, enrollment, placement, and support services must be shown to include the full range of vocational programs available to individuals who are not members of special populations and must include occupationally specific courses of study, cooperative education, apprenticeship programs and comprehensive career guidance and counseling services.

- Describe in detail how vocational education programs and activities for individuals with disabilities who are receiving special education services will be provided in the least restrictive environment and whenever appropriate be included as a component of the student's secondary individualized education program (IEP).
- Describe in detail how students with disabilities who do not have an individualized education plan or who are not eligible for special education services will receive vocational education programs and activities as guaranteed such students under the rights and protections of Section 504 of the Rehabilitation Act of 1973.

f. Assessment

- Describe how the needs of each of the following special populations will be assessed with respect to their successful completion of the regular vocational education programs. Include in your description specific methods and source of information that will be used (e.g., aptitude testing, learning styles inventory, interest inventory, curriculum based assessment, basic skills assessment, etc.).
  - Disabled
  - Educationally Disadvantaged
  - Economically Disadvantaged
  - Limited English Proficient
  - Individuals Who Participate in Programs Designed to Eliminate Sex Bias
  - Individuals in Correctional Institutions

g. Coordination

- Describe in detail how vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State Vocational rehabilitation agencies. (e.g., transition advisory boards, advisory committees, etc.)

#### h. Support Services

- Describe in detail how the institution will provide supplementary services to students who are members of each special population. Specific detail must be provided about how institutions will provide the following to individuals with disabilities (e.g., interpreter, tutor, lab assistant, untimed tests, tests given orally, fees waived, etc.).
  - Curriculum development
  - Equipment modification
  - Classroom modification
  - Supportive personnel
  - Instructional aids and devices
- Describe in detail how the institution will provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services.

#### i. Monitoring

- Describe in detail how the provision of vocational education will be monitored to ensure that members of special populations have access to vocational education in the most integrated setting possible.

#### j. Transition

- Describe in detail how the institution will assist secondary students with disabilities to enter postsecondary vocational education programs to assist in fulfilling the transitional service requirement of the Education of special education.
- Describe in detail how the institution will provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities for all members of special populations.

#### k. Appeals Procedure

- Describe in detail how the institution will establish procedures, including an expedited appeals procedure, by which concerned parents, students, teachers, and area residents will be able to directly participate in local decisions that influence the character of vocational programs affecting their interests.

Each community college application and 20% of secondary school applications will be reviewed by the Chief of the Bureau of Special Education or designee to assure that:

- Individuals with handicaps are receiving vocational education services.
- The plans of the eligible recipient provide assurances of compliance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Education of the Handicapped Act regarding equal access to programs.

- The eligible recipients have:
  - Identified the number of students with handicaps enrolled in vocational programs operated by the eligible recipient;
  - Assessed the vocational needs of the students identified in #1; and
  - Developed an adequate plan to provide supplementary services sufficient to meet the needs of such students.

Each community college application and 20% of secondary school applications will be reviewed by the Chief of the Bureau of Federal School Improvement (responsible for Chapter 1) or designee to ensure that the number of economically disadvantaged students have been identified and that the needs of such students have been met.

Each community college application and 20% of secondary school applications will be reviewed by the Department's Bilingual Education Consultant to ensure that the numbers of students with limited English proficiency have been identified and that the needs of such students for participation in vocational education programs are being met.

## 2. Responding to Needs of Special Population Groups

### a. Individuals Who are Disabled or Disadvantaged

In analyzing the capacity of Iowa programs to meet the needs of students who are disadvantaged, disabled or limited English proficient, the assessment team from the Center on Education and Training for Employment conducted on-site visits with several school districts, community colleges and area education agencies.

Multiple documents were provided to the assessment team which visited Iowa. These included documents regarding alternative schools, a postsecondary study regarding services to the disabled, drop-out prevention programs, JTPA collaboration and coordination, and follow-up information regarding the education and placement of special needs students following completion of high school. Not all of these documents were documented by the assessment team.

### b. Individuals Who are Disadvantaged, Disabled, and LEP

Within the Assessment of Needs in Vocational-Technical Education in Iowa, the following needs were identified relating to special populations who are disadvantaged, disabled, or LEP:

- Staff development at all levels, with a focus on educators other than special education teachers.
- Curricular adaptations for special needs students, including LEP students.
- Increased emphasis on the mild to moderately disabled and those students who are drop-out prone.
- Improved data collection to assist with better planning.

c. Individuals Participating in Programs to Eliminate Sex Bias

The Assessment of Needs in Vocational-Technical Education in Iowa specifically addressed vocational sex equity, identifying needs. These needs were identified through input by program coordinators operating programs in Iowa; by reviewing the ways sex equity and single parent and homemaker funds have been used in Iowa; and by analyzing the enrollment data regarding all vocational education programs in Iowa. The findings from the enrollment data indicate that enrollments continue to be traditional by sex.

The following needs were identified regarding improving sex equity in vocational education and the capacity of educational agencies to meet the needs of participating students:

- Additional staff development on sex equity for Iowa educators.
- Efforts to break down employer barriers to hiring women in non-traditional jobs.
- Identification of additional funds for child care, tuition, transportation, etc.
- Provision of special training for vocational and guidance.
- Counselors regarding non-traditional occupations to enable them to better work with students.

d. Individuals in Correctional Institutions

Because the local eligible recipients do not provide vocational education programs directly to individuals who are incarcerated, no question was asked in the assessment regarding services to such persons. The assessment of the needs of this population was done through cooperative work with other agencies.

Through a joint report developed by the Department of Corrections and the Department of Education, a clear recommendation was made that additional education and training are essential in order to meet the needs of the population incarcerated in adult correctional facilities. (At the time data was compiled, of the 4030 individuals in prisons, 328 were under 21 years of age.)

Public attention given to youth correctional education programs has consistently identified the great lack of vocational programs designed for youth. Based on related data, Iowa has chosen to divide its Carl Perkins funding between youth and adult correctional facilities.

For youth, the needs identified include adequate counseling about the world of work, development of an understanding regarding the individual's place in the world of work, and individual employment plans. Carl Perkins funds are being used to respond to these needs.

e. Additional Data To Be Analyzed

The supplemental Needs Assessment conducted during January-March, 1992, yielded much significant data on eligible recipients' perception of the type and quality of services being provided to members of special population groups enrolled in vocational programs. The resulting information has been utilized in developing the guidelines for local applications for FY 1993. In addition to describing how the state goals will be met (including sections on objectives, activities/budget, and evaluation for each), secondary schools and community colleges also must respond to four "Program Quality Questions" for each vocational program being offered including the

following statement referring to special populations students; "Identify what is currently being done or is planned to increase the ability of this program to meet the diverse needs of students who are members of special populations."

**B. Section 113(b)(3)(B) -- Measurable Goals and Accountability Measures for Special Populations**

Measurable goals and accountability measures will be developed to meet the needs of special populations by September 25, 1992. The following steps will be described by recipients in the local application to facilitate this process:

- An initial assessment of access, participation in vocational education programs, guidance and counseling activities, support services and transition services will be completed;
- Percentage of increase in participation for special populations in programs;
- Percentage increase in access to quality programs by special populations;
- Percentage of students in special populations receiving support services;
- Percentage of students in special populations successfully completing quality vocational education programs;
- Percentage of students employed upon the completion of a quality vocational education program; and
- Description of how students with special needs will achieve greater independence and self-assurance.

**C. Section 113(b)(3)(C) -- Monitoring of Eligible Recipients' Compliance with State Plan Requirements**

Monitoring of programs will be completed by Department of Education staff specializing in specific program areas on an ongoing basis in conjunction with local annual evaluation efforts in accordance with state legislation as well as federal legislation. Similarities in requirements between the two pieces of legislation make this action possible. The state legislation requires that 20% of vocational education programs be evaluated annually. Current vocational education evaluation procedures will be reviewed and revised as necessary.

Eligible recipients may choose to utilize information from the Supplemental Needs Assessment which they completed in January-March, 1992, in conducting the self-assessment phase of the Iowa Vocational Education Evaluation System.

**D. Section 113(b)(3)(D) -- Special Populations in Private Schools**

Provision for the participation of special populations enrolled in private schools in vocational programs assisted under Section 231 will be accomplished through the local application.

Recipients will be required to identify, within their local application, measures that will be taken to encourage special populations, enrolled in private schools to participate in vocational programs with the necessary support services available. Documentation of services provided will be requested during monitoring visits.

## **E. Section 113(b)(4) -- Procedures for Distributing Funds**

### **1. Secondary Formula**

An allocation has been developed for all public education institution that serve secondary aged students. This includes all public elementary secondary districts, juvenile correctional institutions, and state schools for special populations. (See Appendix K for each agency's projected allocation.) The formula for distributing the funds is as follows:

70% Chapter I Allocation amount received by each agency.  
Total Chapter I amount received by the state.

20% Number of Handicapped Students with an Individual Educational Plan for each agency.  
Total number of handicapped students with an Individual Educational Plan in the state.

10% Number of K-12 students enrolled in each agency and number of adults enrolled in vocational training programs.

Total number of K-12 students enrolled in public K-12 agencies and total number of adults enrolled in vocational training in the same agencies with in the state.

Agencies with an project allocation of less than \$15,000 will be required to enter into a consortium with other educational agencies to be eligible to receive the allocations. The consortium may be with other local education agencies, area educational agencies, and community colleges and be required to meet the \$15,000 minimum grant requirement.

### **2. Postsecondary & Adult Formula**

An allocation has been developed for each community college in the state. The formula included all individuals who were enrolled in and declared majors in a vocational program and were recipients of Pell grants or aid from the Bureau of Indian Affairs. This includes individuals from correctional institutions who are participating in vocational programs. The formula for distributing the funds is as follows:

Number of Pell Grant and Bureau of Indian Affairs recipients enrolled and declared a major in a vocational technical program at the community college.

Total number of Pell Grant and Bureau of Indian Affairs recipients enrolled in and declared a major in a vocational-technical program within the state.

### **3. Waiver for LEA Minimum Grants**

The State Board has determined that in order to provide incentives to share programs and have an increase in the formation of consortia, the state will not approve requests from LEAs for a waiver of the \$15, 000 minimum grant.

## **F. Section 113(b)(5) -- Title II Basic Grant Percentage Allotments**

### Budget Summary



## Title II - FY'92

<u>Funding Categories</u>	<u>Federal Funds</u>	<u>Non Federal Funds</u>
<b>I. Administration</b>		
A. State Administration	\$497,905	\$782,471
B. Sex Equity Administration	(\$60,000)	\$0
<b>II. State Program &amp; Leadership</b>	\$844,736	\$0
A. Curriculum --	\$264,167	
B. Staff Development	\$177,340	
C. Student Organizations	\$116,500	
D. Assessment	\$115,500	
E. Data Collection	\$ 58,000	
F. Tech Prep Development	\$ 45,000	
G. Partnerships	\$ 68,229	
<b>III. Other State Programs</b>	\$1,177,124	\$0
A. Single Parents, Displaced Homemakers, and Single Pregnant Women	\$764,514 <sup>1</sup>	
B. Sex Equity Programs	\$314,802 <sup>2</sup>	
C. Criminal Offenders	\$97,803	
<b>IV. Secondary, Postsecondary &amp; Adult</b>	\$7,450,798	\$0
A. Secondary (28%)	\$2,086,223	
B. Postsecondary & Adults (72%)	\$5,364,575	
	<u>                    </u>	<u>                    </u>
<b>Total Title II</b>	\$9,970,488	\$782,471

## Title III - FY'92

<u>Funding Categories</u>	<u>Federal Funds</u>	<u>Non Federal Funds</u>
<b>I. Part A</b>		
A. Community Based Organizations	\$139,435	\$0
<b>II. Part B</b>		
A. Consumer & Homemaking Education	\$393,435	\$0
B. Economically Depressed Areas (1/3%)	(\$131,014)	\$0
C. State Administration (6%)	(\$23,606)	\$23,606
D. Program Development, Improvement, & Leadership	(\$238,815)	
<b>III. Part C</b>		
A. Career Guidance and Counseling	\$0	\$0
B. State Administration (6%)	\$0	\$0
<b>IV. Part D</b>		
A. Business-Labor-Education Partnership	\$0	\$0
<b>V. Part E</b>		
A. Tech Prep Education	\$772,789	\$0
<b>VI. Part F</b>		
A. Supplemental Grants	\$0	\$0
	<u>                    </u>	<u>                    </u>
<b>Total Title III</b>	\$1,305,659	\$23,606
<b>Grant Total</b>	\$11,279,147	\$806,077

<sup>1</sup>FY 1990 hold harmless amount is \$764,519

<sup>2</sup>FY 1990 hold harmless amount is \$314,802

## Title II - FY'93

<u>Funding Categories</u>	<u>Federal Funds</u>	<u>Non Federal Funds</u>
<b>I. Administration</b>		
A. State Administration	\$497,905	\$782,471
B. Sex Equity Administration	(\$60,000)	\$0
<b>II. State Program &amp; Leadership</b>	\$844,736	\$0
A. Curriculum --	\$264,167	
B. Staff Development	\$177,340	
C. Student Organizations	\$116,500	
D. Assessment	\$115,500	
E. Data Collection	\$ 58,000	
F. Tech Prep Development	\$ 45,000	
G. Partnerships	\$ 68,229	
<b>III. Other State Programs</b>	\$1,177,124	\$0
A. Single Parents, Displaced Homemakers, and Single Pregnant Women	\$764,514 <sup>1</sup>	
B. Sex Equity Programs	\$314,802 <sup>2</sup>	
C. Criminal Offenders	\$97,803	
<b>IV. Secondary, Postsecondary &amp; Adult</b>	\$7,450,798	\$0
A. Secondary (50%)	\$3,725,399	
B. Postsecondary & Adults (50%)	\$3,725,399	
<b>Total Title II</b>	\$9,970,488	\$782,471

## Title III - FY'93

<u>Funding Categories</u>	<u>Federal Funds</u>	<u>Non Federal Funds</u>
<b>I. Part A</b>		
A. Community Based Organizations	\$139,435	\$0
<b>II. Part B</b>		
A. Consumer & Homemaking Education	\$393,435	\$0
B. Economically Depressed Areas (1/3%)	(\$131,014)	\$0
C. State Administration (6%)	(\$23,606)	\$23,606
D. Program Development, Improvement, & Leadership	(\$238,815)	
<b>III. Part C</b>		
A. Career Guidance and Counseling	\$0	\$0
B. State Administration (6%)	\$0	\$0
<b>IV. Part D</b>		
A. Business-Labor-Education Partnership	\$0	\$0
<b>V. Part E</b>		
A. Tech Prep Education	\$772,789	\$0
<b>VI. Part F</b>		
A. Supplemental Grants	\$0	\$0
<b>Total Title III</b>	\$1,305,659	\$23,606
<b>Grant Total</b>	\$11,279,147	\$806,077

1FY 1990 hold harmless amount is \$764,519

2FY 1990 hold harmless amount is \$314,802

## Title II - FY'94

<u>Funding Categories</u>	<u>Federal Funds</u>	<u>Non Federal Funds</u>
<b>I. Administration</b>		
A. State Administration	\$497,905	\$782,471
B. Sex Equity Administration	(\$60,000)	\$0
<b>II. State Program &amp; Leadership</b>	\$844,736	\$0
A. Curriculum --	\$264,167	
B. Staff Development	\$177,340	
C. Student Organizations	\$116,500	
D. Assessment	\$115,500	
E. Data Collection	\$ 58,000	
F. Tech Prep Development	\$ 45,000	
G. Partnerships	\$ 68,229	
<b>III. Other State Programs</b>	\$1,177,124	\$0
A. Single Parents, Displaced Homemakers, and Single Pregnant Women	\$764,514 <sup>1</sup>	
B. Sex Equity Programs	\$314,802 <sup>2</sup>	
C. Criminal Offenders	\$97,803	
<b>IV. Secondary, Postsecondary &amp; Adult</b>	\$7,450,798	\$0
A. Secondary (66%)	\$4,915,291	
B. Postsecondary & Adults (34%)	\$2,535,507	
	<u>                    </u>	<u>                    </u>
<b>Total Title II</b>	\$9,970,488	\$782,471

## Title III - FY'94

<u>Funding Categories</u>	<u>Federal Funds</u>	<u>Non Federal Funds</u>
<b>I. Part A</b>		
A. Community Based Organizations	\$139,435	\$0
<b>II. Part B</b>		
A. Consumer & Homemaking Education	\$393,435	\$0
B. Economically Depressed Areas (1/3%)	(\$131,014)	\$0
C. State Administration (6%)	(\$23,606)	\$23,606
D. Program Development, Improvement, & Leadership	(\$238,815)	
<b>III. Part C</b>		
A. Career Guidance and Counseling	\$0	\$0
B. State Administration (6%)	\$0	\$0
<b>IV. Part D</b>		
A. Business-Labor-Education Partnership	\$0	\$0
<b>V. Part E</b>		
A. Tech Prep Education	\$772,789	\$0
<b>VI. Part F</b>		
A. Supplemental Grants	\$0	\$0
	<u>                    </u>	<u>                    </u>
<b>Total Title III</b>	\$1,305,659	\$23,606
<b>Grant Total</b>	\$11,279,147	\$806,077

<sup>1</sup>FY 1990 hold harmless amount is \$764,519

<sup>2</sup>FY 1990 hold harmless amount is \$314,802

## **G. Section 113(b)(6)(A) -- Local Three Year Plan**

Eligible recipients seeking assistance to improve vocational programs must submit to the State Board a three year application for the use of federal and state assistance. Federal assistance to eligible recipients will be available through an allocation process. Secondary districts with an allocation not less than \$15,000 may apply through the three year application process. Those secondary districts with individual allocations less than \$15,000 may receive assistance by becoming involved in a consortium where the sum of the allocations reaches the \$15,000 minimum. Each consortium must file a single joint application. Community colleges have a minimum fundable allocation of \$50,000. Those falling below this minimum will not receive federal assistance. Approved applications may be modified prior the affected fiscal year.

Vocational education programs receiving assistance must:

1. Be of such size, scope, and quality as to be effective;
2. Integrate academic and vocational education in such programs through a coherent sequence of courses so that students achieve both academic and occupational competencies; and
3. Provide equitable participation for special populations consistent with the assurances and descriptions provided in the application guide.
4. Identifies program improvement goals.

The local application:

1. Describes local and state goals being addressed;
2. Contains a description of programs to be funded and how the funds will be utilized;
3. Reports on the number of individuals to be served in each population category;
4. Describes how the needs of special populations will be assessed, addressed, and monitored;
5. Describes how the applicant will address criteria for services to special populations such as assurances of equal access to quality programs through active outreach and recruitment efforts, equal participation in such programs, etc. (See Sections 113(b)(3)(A) and (B) of this Guide);
6. Describes program evaluation standards;
7. Describes coordination with programs under Job Training Partnership Act, including cooperative arrangements with Private Industry Councils in order to minimize duplication and expand the range of services;
8. Describes procedures for incorporating input from parents and students of special populations;
9. Describes coordination with community-based organizations;
10. Describes how the applicant gives consideration to demonstrated occupational needs of the area in developing programs;
11. Describes how the applicant will utilize a competency based curriculum approach to integrate academic and vocational education;
12. Describes how the applicant will offer a coherent sequence of courses leading to job skills;
13. Identifies which programs will operate through an articulation agreement and with whom they are articulated.
14. Describes how the applicant will provide counseling and support services, such as language instruction, child care, and special aids for students who are economically or academically disadvantaged, limited English proficient, or disabled;
15. Offers programs sufficient in size, scope, and quality;
16. Incorporates sex equity program provisions;

17. Describes how the applicant will monitor the provision of vocational education to special populations.

As a condition of approval, the local school district is required to submit a set of assurances, one of which, signed by the chairperson of the local advisory council, states "The annual application for vocational education programs is designed to meet the general employability and job specific skill needs of students in this district and was planned, developed, and reviewed with the local advisory council." In addition, the school district is required to submit the local vocational advisory council membership list with name, gender, race, and who each member represents.

Recent legislation as it pertains to the vocational standard for each school district in Iowa provides the following in the laws of the 73rd General Assembly, 1990 Session, Chapter 12, 72, page 912 contains the following amendment to Section 256.11(5) paragraph h, Code of Iowa.

A minimum of three sequential units in at least four of the following six vocational service areas: agriculture, business or office occupations, health occupations, consumer and family sciences or home economics occupations, industrial technology or trade and industrial education, and marketing education. Instruction shall be competency-based, articulated with post-secondary programs of study, and include field, laboratory, or on-the-job training. Each sequential unit shall include instruction in a minimum set of competencies established by the department of education that relate to the following: new and emerging technologies; job-seeking, job-adaptability, and other employment, self-employment and entrepreneurial skills that reflect current industry standards and labor-market needs; and reinforcement of basic academic skills. The instructional programs shall also comply with the provisions of chapter 258 relating to vocational education.

The following are additional items that are used to ascertain that programs are of such size, scope, and quality to be effective:

- Are taught by an competent and certified instructor.
- Use instructional materials and equipment which are current.
- Articulate between secondary and postsecondary programs of study.
- Meet student and job market needs.
- Consider cost versus student benefit.

Secondary and postsecondary programs that have been reviewed and approved by the State Board of Education are viewed as programs of significant size, scope, and quality to be effective. The procedure for gaining State Board approval begins with the submittal. When submitted, an application requesting State Board approval is reviewed in regard to these as well as other factors such as occupational demand and supply data and the placement of graduates, or in accordance with a substantiation of need reflected in local surveys or local assessments. Outlines and forms used in the review of these applications are included in Attachment A.

In regard to all other programs (community college adult and locally approved vocational education programs), schools will be required to provide information such as competency lists, course descriptions, assessment procedures, student support services, facilities, and budgets that will be reviewed by State Department staff to ensure that programs are of such size, scope, and quality as to be effective.

Any eligible recipient desiring financial assistance under this part must submit to the State Board an application covering the same period as the State Plan for the use of such assistance. The following are criteria to be responded to in the local application:

- Vocational education programs offered.
- Sources of occupational needs.
- Special population participation in local program development decisions.
- Special populations outreach and recruitment information.
- Implementation of procedures to assure that students with the greatest needs are served.
- Local assessment process.
- Extent to which all aspects of the industry are being taught.
- Results of local assessment -- measurable goals and accountability measures developed.
- Equal access to recruitment, enrollment, and placement for special populations.
- Vocational education programs for individuals with disabilities provided in the least restrictive environment.
- Assessment of successful completion of programs in terms of needs of special populations.
- Coordination of vocational education planning for individuals with disabilities.
- Supplementary services provided to members of special populations.
- Guidance, counseling, and career development activities provided.
- Program monitoring to ensure that members of special populations have access to vocational education in the most integrated setting.
- Transition from school to employment and career opportunities for all members of special populations.
- Appeals procedure by which concerned persons will be able to participate in local decisions.
- Use of federal funds being specific relative to allowable activity, vocational program, and program location.
- Integration of vocational and academic skills to ensure student competence.
- Vocational education programs consist of a sequence of courses that lead to job skill attainment.
- Program evaluation requirements.
- Coordination of vocational education services -- JTPA, CBOs, and Regional Planning Boards.
- School and district special populations and vocational student characteristics.
- Vocational advisory council memberships.
- Strategies and activities which will comprise the local sex equity plan.
- Assurances.

Each three-year local application, including the findings from the local assessment, will be reviewed by a primary and a secondary reviewer from the Bureau of Technical and Vocational Education. The reviewers will determine if the plan responds to the findings of the local needs assessment and each item requested in the application has been acceptably listed, provided or described as specified in the attached review package. Any items found not be acceptable will be pointed out to the applicant with a description of the action requested in order for each item response to become acceptable.

Additionally, all applications will be reviewed by the vocational sex equity consultant and a 20% sample of the secondary applications and all postsecondary applications will be reviewed by the Bureau of Special Education, Bureau of Federal School Improvement (Chapter 1), and the Bureau of Instruction and Curriculum (Limited Proficiency programs).

The State Board assures that these criteria are addressed in programs developed at the local level by requesting the information through the local program application.

A copy of the local application reflecting the requirements under Section 240 is attached as Appendix C.

Beginning with fiscal year 1993, each local application must identify how the state goals will be met (first priority) including the current status of the applicant's ability to meet the specific goals; the objectives, activities, and budget for goal achievement; and an indication of how the degree of achievement will be evaluated.

## **H. Section 113(b)(6)(B) and Section 113(b)(11) -- Programs Other Than State Grants**

### **1. Reserves for Programs Serving Single Parents, Displaced Homemakers, and Single Pregnant Women and for Sex Equity Programs**

The state vocational equity consultant will allocate funds in accordance with the state plan through a competitive request for proposal process to eligible recipients for the following purposes: 1) to provide programs serving single parents, displaced homemakers, and single pregnant women; and 2) to provide sex equity programs. Of the 10.5% reserved for these activities, the distribution of the funds will be as follows:

- a. Seven percent (7%) shall be reserved for programs serving single parents, homemakers, and single pregnant women and shall be used to:
  - Provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills. Priorities will include serving displaced homemakers, pregnant and parenting teens, and minority women.
  - Make grants to eligible recipients for expanding preparatory services and vocational education services when the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills.
  - Make grants to community-based organizations for the provision of preparatory and vocational services to single parents, displaced homemakers, and single pregnant women. Such awards may be made if the state determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to them, take into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants. Such grants must be applied for through an eligible local education agency or postsecondary institution.
  - Make preparatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books and materials, or by organizing and scheduling the programs so that such programs are more accessible.

- Provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support services, and career counseling.
- Conduct research on the status of women and girls in education and employment and develop a plan to better serve them through vocational education.
- Provide technical assistance monitoring and resource development to grant recipients.

The following additional criteria will be incorporated into the request for proposal for the funds described above:

- a. Applicant must assure that 75% of participants served who are economically disadvantaged.
- b. Applicant must identify the comprehensive services that will assist the participant to overcome educational and economic barriers.
- c. Applicant must agree to collect and compile data on participants to determine services provided, marketable skills gained, or employment status.
- d. Applicant must place an emphasis on high wage employment for program participants.

## 2. Sex Equity Reserve

Three percent (3%) shall be reserved for sex equity programs and shall be used to provide:

- a. Programs, services, comprehensive career guidance, and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary education, including staff development for vocational educators, counselors, and administrators.
- b. Preparatory services and vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families. (The vocational equity consultant may waive the age requirement if a waiver is essential to meet the objectives.) Priorities will include serving minority girls and women.
- c. Support services for individuals participating in vocational education programs, services, and activities described in 1. and 2. above, including dependent-care services and transportation.
- d. Pre-apprenticeship or pre-vocational programs with a focus on non-traditional occupations.
- e. Research on the status of women and girls in education and development of a plan to better serve them through vocational education.
- f. Technical assistance, monitoring, and resource development for equity programs.



The vocational equity coordinator will designate the remaining .5% to fund additional projects in either area based on identified needs.

### **3. Correction Education**

Corrections education funds will be utilized to provide vocational education activities and services to residents of correctional facilities for both youth and adults. The Department of Education will utilize funds made available through Carl Perkins Vocational Education Act to augment, improve, or provide services for students who are involved in vocational education programs in correctional facilities operated through the Iowa Department of Corrections and the Iowa Department of Human Services. The programs will be coordinated with those being provided with other sources of funds, both state and federal.

#### **a. Goals**

- Provide or improve vocational programs and services to offenders who are incarcerated in facilities operated by the Iowa Department of Corrections. Normally those offenders are over 18 years of age.
- Provide or improve vocational programs and services to offenders who are incarcerated in facilities operated by the Iowa Department of Human Services. Those facilities serve offenders who are under age 18.
- Coordinate efforts funded by Carl Perkins Vocational Education Act with those funded by other sources.
- Coordinate activities conducted at various facilities through Carl Perkins Vocational Education funds.
- Conduct follow-up surveys to assess the degree to which the objectives were achieved.

#### **b. Planned Activities**

- Improvement of existing vocational programs so they will better meet the special needs of the offender.
- Provision of special assistance to clients who are enrolled in vocational programs, but who are having difficulty reaching the objectives of the program.
- Implementation of new programs and services which are designed to meet the special needs of students who are incarcerated.

#### **c. Funds**

Funds made available through this Act will be allocated to the Department of Corrections (DOC) and the Department of Human Services (DHS) based on the relative number of students enrolled in vocational education programs as of the end of December each year. For example, if the total number of students enrolled in vocational programs in the facilities operated by DOC were 160 and 120 students were enrolled in facilities operated by DHS, 57% of the funds would be allocated to DOC. The remaining 43% would be allocated to DHS. Each agency would be

required to submit an application in accordance to the requirements of a Request for Application issued by the Department of Education.

#### 4. Distribution of Funds

As required by the Act, funds from the sex equity and single parent and displaced homemaker reserves are distributed using a competitive request for proposal process. Below are the criteria which are used to evaluate proposals considered for funding. A maximum of 100 points is possible.

##### a. Single Parent and Displaced Homemaker Programs

1. The general background, needs of the targeted population and rationale for the project must be described.
2. Objectives must meet the intent of the Act for usage of these federal funds, must be stated in measurable terms, and must link to line items in the budget.
3. The targeted population must be clearly identified.
4. Activities must relate to the objectives, must be presented in a step by step process, and must show linkage to other agencies.
5. Measurable outcomes must include timelines, cite what services will be delivered to the targeted populations, define what documentation will be provided, state how targeted populations will benefit from the project and define how vocational and technical education programs will be improved.
6. The evaluation plan must be fully developed and show how each objective will be measured.
7. Agency support and commitment to the project and to equity must be described.
8. Staff providing services to clients must be on the agency's professional pay schedule.
9. The budget must include all program costs, including those funded from other sources, and provide a budget narrative explaining how costs were determined.
10. A 25% match in funds must be provided.

##### b. Sex Equity Programs

1. A clear statement of need must be provided which includes background information, identification of target populations, and the relationship of this information to the specific needs for change.
2. Project goals and objectives must meet the intent of the Act for use of sex equity funds, must show a direct relationship to the needs identified, be clearly stated, must describe expected results, must include timelines, must include cost-effective strategies, and specific strategies for building partnerships and promoting cooperative endeavors with business and industry.
3. The evaluation plan must describe specific standards which will be used to measure the program and be adequate for program and accountability purposes.
4. Staff providing services to clients must be on the agency's professional pay schedule and must carry out staff functions as a primary function of their position.
5. Agency support for the project and for equity must be described.
6. The budget must include all program costs, including those funded from other sources, and provide a budget narrative explaining how costs were determined.
7. A 25% match in funds must be provided.

c. State Administration

Activities to administer vocational education in the state in response to the need and in accordance with the Carl Perkins legislation govern the number of staff needed for state level administration.

An individual plan of activities for each member of the administrative staff is maintained and updated, as necessary, to identify individual responsibilities necessary to carry out the administration of vocational education in the state in accordance with the State Plan.

Salaries and benefits of individuals are established and support services are planned to carry out the activities during the year. An estimate of costs based on the previous year's activities are made to formulate a budget for the year.

The state will maintain or exceed the amount of dollars expended for state administration at the level of the previous year.

d. State Leadership

In determining the use of state leadership funds, the primary criterion is that the use of funds must contribute to assisting eligible recipients to implement competency-based, articulated vocational education programs with support services for special populations. Following are the usages of funds and any additional criteria.

*Staff Development:* Assistance in implementing Iowa's new vocational education standards and the Carl Perkins Act.

*Curriculum:* Continuation of materials being developed; program management guides for competency-based vocational education.

*Evaluation and Data Collection:* Documentation related to implementation of the new standards and the Carl Perkins Act.

*Student Organizations:* Funds will be spent only on programs that contribute to leadership development as required under the new vocational education standards.

*Tech-Prep:* Assistance to and promotion of tech-prep programs which meet the standards of both the state and federal law.

*Partnerships:* Efforts funded must contribute to implementation of the state standards and the Carl Perkins Act.

I. Section 113(b)(7) -- Occupational Demand and Supply

There is a need to develop programs which will respond to the needs of the labor market. Guidelines will be prepared to reflect the need for new programs, the continuation or modification of current programs, or phasing out of instructional programs in response to the needs of individuals and the workplace.

Data identifying occupational demand and supply will be obtained from the Occupational Information Network, which is furnished by the Iowa State Occupational Information Coordinating Committee.

A comparison table, such as the following, will be prepared for each of the fifteen merged areas of the state (community college boundaries) to provide a base for planning by secondary institutions.

**Occupational Supply and Demand Table**

Occupation CIP Code	Demand		Supply						
	Growth Rate	Annual Average Openings	Secondary	Postsecondary			Adult	Appren.	JTPA
Tech Inst.				CC	Other				

Applications requesting funding will be reviewed in accordance with the needs reflected by these data, the placement of graduates, or needs reflected by local surveys.

The purpose is to provide a guide which reflects the need for new programs, continuation of current programs, or closing or phasing out programs in order to achieve relevant vocational education programs which meet the needs of the individual student and the workplace.

In submitting the local three-year application, a school is asked to provide information pertaining to State Board approved and local (non-State Board approved) vocational education programs. The instructions request a response regarding the information used to determine area occupational needs.

When submitted, a local application requesting State Board approval will be reviewed in accordance with the need reflected by the occupational demand and supply data and the placement of graduates or in accordance with a substantiation of need reflected in local surveys or local assessments.

State and local funds will be used to support the operation of vocational education programs. Federal funds provided in accordance with section 231 of the Act will be used for the improvement of programs, especially in areas of high concentrations of individuals with special needs.

## J. Section 113(b)(8) -- Standards for Measures of Performance

1. **State Committee of Practitioners:** Members were selected from nominees solicited from state organizations representing school administrators, teachers, parents, members of local boards of education, representatives of institutions of high education and students (see attached membership list). In addition, three members serve as ex-officio to represent community based organizations, corrections education and the State Council on Vocational Education. The membership list is in Appendix G.
2. **Role of State Committee of Practitioners:** The role of the Committee will be to review, comment, and propose recommendations and/or revisions to the draft of the State plan proposal. To date, the Iowa Committee of Practitioners have:
  - a. Reviewed and recommended needs assessment criteria.
  - b. Reviewed the State Plan draft and provided suggestions:
  - c. Developed position statement as a framework for vocational education:
    - **Employment:** The intent of the Federal re-authorization is to provide the nation with an educated/trained quality work force in order to remain competitive in the global economy.
    - **Access:** Vocational education shall be available to all students regardless of their race, national origin, gender, age, disability, socio-economic status, academic ability, or geographic location.
    - **Accommodation:** Vocational education should be designed to accommodate student success for employment. Priority shall be given to special populations.
    - **Program Evaluation:** The comprehensive program shall be quantitatively evaluated through performance standards designed by the state.
    - **Vision:** All stakeholders in vocational education including special service providers (e.g., community based organizations, etc.) should develop new paradigms in meeting the emerging workforce and economic needs of the state in a time of diminishing resources. This should include a definition of the collaborative roles of secondary and postsecondary institutions in the delivery of vocational education. Attention should be given to the Policy Implications section of the Ohio State University Needs Assessment.

Frequency of Meetings: The Committee met on January 9, January 31, February 28, and March 20, 1991. Frequent meetings will be held for at least a two-year period.

3. **Procedures for the development and articulation of a state-wide system of performance standards and core measures for secondary, postsecondary, and adult programs.**

Iowa is currently developing a system of performance standards and core measures which include:

- a. Measures of learning and competency gains that include student progress in the basic and more advanced academic skills.
- b. The designed measures of performance will focus on:
  - competency attainment;
  - job or work skill attainment or enhancement (which includes student progress) in achieving the occupational skills/minimum competencies necessary to obtain employment at least at the entry level in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter;

- retention in school or completion of secondary school or its equivalent; and
- placement into additional training or education, military service, or employment.

**4. Adjustments will be designed to encourage service to targeted groups or special populations. In Iowa, the following adjustments will be developed:**

- a. Adjustments will allow targeted groups or members of special populations to attain entry level competencies and to exit a vocational programs upon completion and have attainment of entry level competencies. Exit by the student will be dependent upon the student achieving all vocational goals.
  - Adjustments will include transition efforts for targeted groups or special populations into additional training or education, military service or employment.
  - All adjustments for targeted groups or special needs populations will be documented in the secondary student's Individualized Education Plan (IEP).
- b. Procedures for using existing resources and methods developed in other programs receiving federal assistance.

**5. Procedures for using existing resources and methods developed in other programs.**

- a. Standards and measures developed will take into consideration other processes previously developed within the state concerning competency development as a requirement of vocational education standards.
- b. Standards and measures developed will also take into consideration the following:
  - Standards and measures developed under job opportunities and basic skills training programs which meet the requirements of Section 402(a)(19) of the Social Security Act.
  - Standards prescribed by Section 106 of the Job Training Partnership Act.

**K. Section 113(b)(9) -- Progress in Achieving State Plan Goals & Objectives**

The annual Vocational Education Performance Report shall describe in detail the progress achieved in meeting the goals and objectives identified in the Three-Year State Plan. Any deficiencies in meeting forecasts will be explained, citing extenuating circumstances, where applicable.

**L. Section 113(b)(10) -- State Administration for Vocational Education**

**1. Compliance with Equal Opportunity Legislation**

All instructional programs, services, or activities conducted under this State Plan must meet the provisions of the Title IX of the Education Amendment of 1972 which specifically address elimination of sex discrimination in vocational education, Section 504 of the Rehabilitation Act, and Title VI of the Civil Rights Act. Instructional programs conducted by elementary-secondary districts must meet the educational equity provisions of Chapter 257.25 of the Code of Iowa, multi-cultural Nonsexist Education. If any

discrimination on the basis of sex, race, national origin or handicap relative to instructional programs, services, or activities provided under this State Plan should be identified, steps will be taken to bring such instructional program(s), service(s), or activity(ies) into compliance.

## **2. State Board of Education**

The Iowa State Board of Education, which also serves as the State Board for Vocational Education, is the sole agency responsible for the administration of the State Plan for Vocational Education under the provisions of P.L. 98-524 and for the supervision of vocational education as conducted by local educational agencies. It also has all necessary power to cooperate with the U.S. Department of Education in the administration of the State Plan. Throughout this plan, any reference to the State Board refers to this official board. None of the responsibilities of the State Board for the administration, operation or supervision of vocational education are delegated to any other state agency.

The State Board also has authority and coordination responsibilities for other federal laws which address vocational education programs, services and activities such as the Education of the Handicapped Act, the Adult Education Act, the Vocational Rehabilitation Act of 1973, Chapter One of the Education Consolidation and Improvement Act and the 8% Vocational Education/JTPA funds.

## **3. Executive Officer Designation**

The State Director of Education who is appointed by the Governor with confirmation by a two-thirds (2/3) vote of the Senate, is the executive officer of the State Board and is charged with the responsibility for the administration of the vocational education instructional programs, services, and activities under this State Plan and in accordance with policies established by the State Board. The State Director shall employ such qualified personnel as are necessary to carry out the provisions of this plan.

## **4. Composition and Selection of State Board**

The State Board consists of eleven members who are appointed by the Governor with approval of two-thirds (2/3) of the members of the Senate. The term of office is six (6) years.

## **5. Function and Staffing**

The Department of Education has a state staff sufficiently adequate to administer, supervise, and evaluate the vocational education instructional programs, services, and activities under this State Plan to the extent necessary to assure quality. Instructional programs, services, and activities must be realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being served.

Under the State Board, supervision and assistance will be provided by staff within the Department of Education with expertise in occupations related to agriculture, business and office, home economics, health, marketing, industrial education for secondary/postsecondary and adult education programs. Assistance also will be provided for vocational educational programs, services and activities; for guidance and counseling services; services to students who are disadvantaged or disabled; curriculum

development; research; demonstration projects; staff development; the elimination of sex bias and sex-role stereotyping; competency based instruction; articulation; and the integration of academic and vocational instruction.

## **6. Organization**

The organization of the Department of Education and the Community College Division, Bureau of Technical and Vocational Education through which federal and state funds provided for vocational education is administered is displayed in the "Iowa Department of Education Table of Organization" in Appendix E. On the reverse side of the organization chart is the listing of "Iowa Department of Education Directory of Personnel" identifying the personnel directly (and indirectly) involved with vocational education. The position of Chief, Bureau of Technical and Vocational Education corresponds to that of Vocational Education Director in many states.

The consultants work with vocational education programs at both the secondary and postsecondary instructional levels. In addition, close working relationships are maintained with related staff assigned to other bureaus including two staff who are certified in counseling (special needs and adult education staff).

### **M. Section 113(b)(11) -- Assurances Regarding the Use of Single Parent, Displaced Homemakers, and Single Pregnant Woman Funds**

In the use of funds available for single parents, displaced homemakers, and single pregnant women, projects which are funded, will emphasize assisting individuals with the greatest financial need and will give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment. To meet these assurances, the state vocational equity consultant will:

1. Implement an intake process for all programs to identify participants who are economically disadvantaged and require that at least 75% of the participants are economically disadvantaged.
2. Require that an education/employment development plan is completed for each participant to insure that appropriate services are provided.

### **N. Section 113(b)(12) -- Promotion of Non-traditional Occupational Opportunities**

Many of the sex equity projects are designed to create an awareness of and to help students prepare for non-traditional opportunities. Male/female enrollment data are gathered each year and are analyzed to ascertain long-range enrollment patterns. For example, male/female enrollment ratios in agricultural improved from 86% male/14% female in FY 1986, to 81% male/19% female in FY 1990. Outreach and recruitment efforts will continue and be expanded.



## **O. Section 113 (b)(13) -- Implementing Program Evaluations**

The state is current developing an assessment model to be utilized by local schools to measure competency attainment.

Criteria to be used for performance measures are under study by the state practitioners committee. Student and employer follow-up data may provide information vital to program planning and articulation.

Student interest, student follow-up, job placement, and employer follow-up are components in the local measurement and self-assessment of student outcomes (along with labor supply/demand, program cost and student perception data) are associated with the current vocational evaluation. Additional factors such as measures of competencies gained and performance measures will be added to the evaluation system.

State legislation requires a review of 20 percent of approved vocational education programs on an annual basis, to ensure that programs are compatible with educational reform efforts, capable of responding to technological change and innovation, meeting the educational needs of the students/employment community, enabling students with a secondary vocational background to pursue other educational interests in a postsecondary setting-if desired, and free of access barriers to education and employment for both traditional and nontraditional students.

Efforts are underway in the Department of Education to coordinate various evaluation activities to avoid duplication and increase the efficiency and effectiveness of such efforts. Both federal and state vocational education evaluation requirements will be encompassed in the ultimate evaluation system.

The state, with the assistance of the Committee of Practitioners, will develop a state-wide system of core measures and standards of performance for secondary and postsecondary vocational education programs by June 30, 1992. Prior to the Fall of 1992, each eligible recipient must implement local program evaluations utilizing the state system with local modifications. A summary of the results of the local evaluation, the strategies used to promote program improvement, and any resultant three-year local application revisions will be required. This will be submitted to the state Department of Education by each eligible recipient in the form of a report on performance at the end of the school year. Items covered in this report will be incorporated in the local application for the next year.

## **P. Section 113(b)(14) -- Coordination of Vocational Education With Other Laws**

### **1. Job Training Partnership Act (JTPA)**

Section 123 of the JTPA provides administrative funds to the Iowa Department of Education to promote continued linkages and coordination efforts. The JTPA identifies and offers a number of unique opportunities for educational agencies and institutions to participate in the planning, review, approval, and operation of employment and training programs. Additional coordination efforts identified under JTPA include:

- a. A local education agency representative on the Private Industry Council (PIC) in each Service Delivery Area (SDA).
- b. A member representing education agencies on the Job Training Coordinating Council.

- c. Established criteria for coordinating the activities of JTPA with programs and services provided by state and local education and training agencies, including vocational education and merged area schools.
- d. Established criteria for coordinating programs and services with state and local education agencies, public assistance agencies, rehabilitation agencies, postsecondary proprietary institutions, economic development agencies, and designated human service agencies.
- e. Requirements that appropriate local education agencies in the service delivery area have the opportunity to provide educational services unless justification is given for not doing so.
- f. Requirements that facilities or services presently available not be duplicated without proper justification.
- g. Provision for a wide variety of local educational agency delivery programs for in-school and out-of-school youth.
- h. Provisions stating standards and procedures for awarding academic credit and certifying educational attainment shall be consistent with the requirements of applicable state and local laws and regulations.
- i. Negotiation (annually) of a contract between the Department of Economic Development and the Department of Education for the administration of Section 123 (JTPA) to provide linkage activities between the DE and the service delivery areas. These funds will support staff members within the Department of Education who are responsible for coordinating vocational education instructional programs and supportive services with designated service delivery areas and the Governor's employment and training office.

Upon receipt of a service contract from the Department of Economic Development, staff of the Department of Education will initiate requests for proposals (RFPs) with resulting agreements as identified in the contract. SDAs will have an active part in the planning of all activities, and must approve of all Section 23 JTPA activities taking place in their respective areas.

## **2. Adult Education**

The Carl D. Perkins Act contains a provision for basic skills education. The Bureau of Educational and Student Services and the Bureau of Technical and Vocational Education have established joint planning and funding strategies to insure that basic skills education courses are offered through the existing adult education delivery system. This is accomplished with regular meetings between adult and vocational education personnel in community colleges.

## **3. Chapter 1 of the Elementary and Secondary Education Act**

Chapter 1 of the Consolidation and Improvement Act is focused primarily upon grades K-6, and emphasized the provision of remedial reading services. Decisions to apply for ECIA Chapter 1 and 2 funds are totally made at the local level. During the 1989-90 planning cycle, efforts will be made by vocational education planners to encourage local

ECIA Chapter 1 recipients to include vocational education programming services and activities, as appropriate, to meet individual students' needs. Currently, every school district in Iowa receives Chapter I funds.

ECIA Chapter 1 services (primarily basic skills instruction) is currently being provided to inmates in the Eldora, Toledo, and Anamosa correctional institutions. Efforts will be made to coordinate such basic skills instruction with vocational education instruction wherever appropriate. Instructors in both basic skills and vocational education programs will be encouraged to combine curriculum development and instructional efforts wherever possible.

#### **4. Handicapped and Rehabilitation Acts**

Local education agencies shall be responsible for providing instructional programs for each handicapped individual according to the guidelines specified in state and federal law. The area education agencies shall be responsible for providing related services for handicapped students. The Area Education Agency Director of Special Education has the specific responsibility to ensure that each child requiring special education in the area receives an appropriate education program or services (Chapter 273.5, Code of Iowa). At the earliest time, a student is identified as potentially eligible for vocational rehabilitation services, local education agencies, area education agencies, and vocational rehabilitation agencies shall work together to determine what and how services are to be provided.

The Individualized Written Rehabilitation Program, which is required for Vocational Rehabilitation (VR) clients, and the Individualized Education Program (IEP), which is required for special education, are similar in purpose and approach. Therefore, the delivery of vocational education services will be coordinated through the preparation and execution of individual plans.

The plan shall:

- Provide a means for determining the need for and specifying joint delivery of services;
- Provide a means to ensure a smooth transition for a handicapped individual from a school system to a VR agency so that a continuum of services is provided; and
- Provide a means for early consultation and joint planning with the individual and his/her family.

Local education agencies must utilize a local advisory council on vocational education. In addition to the representatives required by law, the local education agency will be encouraged to include a person or persons having special interest in vocational programming for students with disabilities on the local advisory council.

The consultant for the career/vocational education for the handicapped from the Bureau of Special Education functions as a liaison with staff from the Bureau of Technical and Vocational Education in such areas as:

- Developing State Plans;
- Staff development efforts;
- Consultation and technical assistance on curriculum and program planning;
- Consultation on development of state plans;
- Personnel preparation and development;

- Consultation and technical assistance on curriculum and program planning in adapting to meet the requirements of new legislation; and
- Exploring the opportunities to jointly operate special programs designed to merge educational and VR approaches to services to ease a handicapped student's entry into the world of work.

## **5. Apprenticeship**

Linkages for apprentice-related instruction programs are arranged through the United States Department of Labor Bureau Apprenticeship and Training (B.A.T.) regional office in Des Moines. Proposals for apprentice-related instruction projects are initiated cooperatively between the local joint apprenticeship committee and the secondary district or area community college which offers the instruction. Approval of the apprentice-related instruction proposals rests primarily with the B.A.T. Regional Office, which further coordinates with the state educational agency in implementing the proposals. In addition, one tech prep project will be targeted for linkage between a secondary program and an apprenticeship program.

## **6. Regional Planning Boards**

Regional planning boards (created by state legislation, S.F. 449) to be established in each merged area will assist school districts in providing an effective, efficient, and economic means of delivering vocational education programs for students. Each regional planning board shall have as members persons who are representatives from the community college board of directors, the area education agency board of directors, the local councils on vocational education, the local school district's board of directors, and vocational education certified instructors. These representatives will work cooperatively to plan the following:

- a. Provide for the participation of community colleges and the local school districts in the delivery of vocational education in the region, as well as the participation of representatives of the business and industry community.
- b. Determine the occupational training needs of students based on existing data, labor market, entrepreneurial and self-employment opportunities within the region, the state, the nation, and in other countries.
- c. Provide for the development of a five-year plan addressing the delivery of quality vocational education instructional programs.
- d. Develop procedures to assist school districts in the delivery of vocational education programs and services upon request of local school districts by the director of the Department of Education.

## **7. ISOICC**

The Iowa State Occupational Information Coordinating Committee is an interagency collaborative effort, administered by the Iowa Economic Development Committee. The ISOICC administers the Career Information Delivery System (CCIDS) which is utilized by secondary schools, community colleges, and other employment and training agencies. Staff members from the Department of Education serve on the ISOICC statutory and advisory committees.

Close contact also is maintained with ISOICC in the development analysis, interpretation, and use of labor demand and supply data from the Occupational Information Network, which is coordinated by ISOICC, in collaboration with the Iowa Department of Employment Services (occupational demand projections) and the Department of Education (the vocational education output portion of the supply factor).

## **8. Referral to Rehabilitation Services**

Vocational Education is represented on the Council and Development Committee for the Iowa Transition Initiatives. This initiative developed a model for transitioning students with disabilities from local school districts and community colleges into employment or further training. Rehabilitation Services are a vital team member of this process. Representatives of vocational education and rehabilitation services are working very closely at both the state and local level to ensure the services of assessment and placement are available for students with disabilities.

## **Q. Section 113(b)(15) -- Programs of Personnel Development and Curriculum Development**

### **1. Competency and Guide Development**

Iowa's vocational education standards recognize that Iowans must have access to quality vocational programs. As a result, three major vocational education curriculum related projects have been defined in order to successfully implement this state standard. The following projects are also congruent with the curricular mandate of the Perkins Act:

- a. Development of minimum competencies including academic skills component (curriculum development)
- b. Development of program management guides (curriculum development)
- c. Competency-based vocational education inservice (personnel development)

### **2. Development of Minimum Competencies**

Twenty-five (25) technical committees representing business, industry, and labor were formed and have validated minimum competencies pertaining to the six vocational service areas. These competencies will be re-validated on a three-year cycle.

The validated competencies in all six vocational service areas address occupational related competencies, as well as leadership, job-getting and job keeping, and entrepreneurial competencies.

The validated competencies also have been analyzed to document the reinforcement of academic skills. This phase was accomplished by utilizing the Snyder Taxonomy of Basic Skills which includes Math, Science, Language Arts, and Free Enterprise academic skills. Six committees were formed and included four vocational educators and four general educators.

The minimum competencies will be addressed in three sequential units within each of the six vocational service areas at the secondary level. The minimum competencies, as

developed by the State, contain essential competencies which lead to entry level employment and are not intended to be the only competencies learned by students enrolled in vocational programs.

### **3. Development of Vocational Program Guides**

Program management committees have been established to assist the State in producing management guides for each of the six vocational areas. Program management committee members include representatives from business, industry, local directors of vocational education, vocational instructors, guidance counselors, community college representatives and former students.

The guides will explain the process of vocational education program development and will include chapters pertaining to the following:

- a. Philosophy and mission of vocational education
- b. Curriculum development process
- c. Local advisory committees
- d. Vocational student organizations
- e. Articulation
- f. Program adaptations for students with special needs
- g. Program assessment
- h. Minimum competencies
- i. Model programs
- j. Resources and references
- k. Infusion of such concepts as careers, communication skills, learning skills, global perspectives, high order thinking skills, multi-cultural, and nonsexist concepts and technology

The six program management guides will include a variety of models for both secondary and postsecondary model programs and address instructional designs and methods of instruction. The guides will be reviewed on a three year cycle to coordinate with the revalidation cycle of the state's minimum competencies.

### **4. Competency Based Vocational Education Inservice**

Vocational education consultants of the Bureau of Technical & Vocational Education will initiate and conduct field inservice focusing on competency based vocational education. Inservice will address: (1) curriculum development; (2) competency identification and development; (3) competency assessment; and (4) articulation strategies.

### **5. Integration of Academic and Vocational Skills**

Bureau of Technical & Vocational Education will conduct field inservice for secondary and postsecondary vocational personnel on the integration of academic skills with vocational skills. Staff from both academic instructional programs and vocational education will be included.

## **R. Section 113(b)(16) -- High Unemployment Areas**

Unemployment data are obtained from the Iowa Department of Employment Services which indicate the number of unemployed and the unemployment rate by county and state-wide. These data are used to identify economically depressed areas (EDAs). One criteria for EDA

identification requires three successive years of unemployment rates 50 percent or greater than the state unemployment rates for the same period of time.

An additional factor for EDA identification is low income data received on an annual basis from the Iowa Department of Revenue and Finance. This information is calculated from income tax returns, applying the U.S. Department of Labor Poverty Guidelines for the most current year available. A percent of the population considered to be below poverty level is calculated for the local education agencies and community colleges. EDAs are defined as those areas with a higher percent of low income population than the state rate.

If the local education agency or community college service area meets either of the criteria for EDA identification, they are considered to be an EDA.

#### **S. Section 113(b)(17) -- Collaboration With State Council**

Members of the State Council on Vocational Education have been involved in all phases of the development of the State Plan. Staff members of the Bureau of Technical and Vocational Education have presented materials at council meetings and have received recommendations regarding state plan content. Various council members attended the state plan public hearings and presented the council's formal input. Also, a representative of the State Council serves as an ex-officio members of the Committee of Practitioners. Draft copies of materials, under development, have routinely been shared with the council.

#### **T. Section 113(b)(18) -- Equipment Acquisition**

In the application for vocational education programs funded under P.L. 101-392, the applicant will provide assurance that "funds expended to acquire equipment (including computer software) will not contribute a direct financial benefit to any organization or affiliate(s) which represent the interests of the purchasing entity or its employees." In addition, funds expended for the acquisition of equipment will be checked by the auditor as a part of the audit.

#### **U. Section 113(b)(20)(A) -- Guidance and Counseling**

##### **1. Career Guidance Mission**

Career guidance fosters maximum development of individual potentialities by providing early and continued assistance to youth as they consider various career choices, and make personal and career decisions. The Department of Education will provide assistance to counselors in implementing or redirecting the goals and objectives of local programs of guidance. A well-organized quality program is based on the belief that Guidance (a) is a functional and integral part of the education process; (b) is for all students; (c) is primarily developmental in nature, although remediation and additional attention are necessary for some students; (d) is a planned sequential program that enables students to develop to the fullest of their potential; (e) is a helping relationship of counselors, students, teachers, parents, and administrators working together; (f) does not supplant good teachers, but rather complements and reinforces them; and (g) program effectiveness should be measured in terms of delivery of promised services.

Student services programs at the postsecondary level include a variety of instructional support and transition services, as well as a significant effort to coordinate secondary and postsecondary guidance counseling and development services to traditional-aged and adult students with a great diversity of special needs. Student services personnel in community colleges provide the critical service of assisting youth and adult students in the transition from education to employment and to the adult life, as well as in achieving successful transitions between educational sections.

## 2. Program Structure

The major career guidance components for secondary education are described in Chapter II of The Iowa K-12 Career Guidance Curriculum Guide for Student Development. The chapter describes strategies that will be helpful to professionals responsible for the planning, organizing, and delivery of guidance services. It emphasizes that guidance is a shared responsibility of parents, community, and all school personnel with the counselor assuming the major role in coordination of the program. The major components of a Guidance program are:

- a. Personal-Social Development;
- b. Educational Development; and
- c. Career Development

In order to implement the career guidance program, the counselor performs certain functions. These functions will vary according to setting, priority, and local student needs. Examples of counselor functions are as follows:

- a. Group Guidance
- b. Counseling
  - Individual counseling
  - Group counseling
- c. Information
- d. Consultation
- e. Coordination
- f. Individual and group assessment
- g. Curriculum involvement
- h. Parental involvement
- i. Community relations and articulation
- j. Referral
- k. Placement and follow-up
- l. Evaluations and research

Commitment to a planning process is essential to develop a career guidance plan which will result in student outcomes appropriate for students of a particular school district. Examples of planning models are available which are based on local student needs. It is especially critical that the Board of Education be kept aware of the plan and that they be a part of the planning process. At the postsecondary level, community colleges have strategic plans that include student academic and support services. Over the next two years, state standards for community college programs, including student services programs and specific services to special populations will be modified.



### **3. Coordination with Iowa State Occupational Information Coordinating Committee (ISOICC)**

The Bureau of Technical & Vocational Education, Iowa Department of Education and ISOICC collaborate to implement the CareerWare Career Information Delivery System in guidance and counseling programs that use the National Career Development Guidelines. CareerWare is a comprehensive Career Information Delivery System that involves software (CHOICES Jr., CHOICES for secondary students, and CHOICES CT. for adults in career transition), counselor support materials, classroom training materials that are linked to the National Career Guidance and Counseling Guidelines, training, and free customer support. ISOICC staff work with the CareerWare staff to include Iowa occupational and education data along with the national data. Technical assistance is provided to school districts and community colleges by the ISOICC staff.

### **4. National Career Guidance and Counseling Guidelines**

The Department of Education promotes the adoption of the National Career Guidance and Counseling Guidelines through Request for Proposals to assist schools in this initiative. The guidelines encourage a comprehensive program across all settings. The program settings include elementary school, middle/junior high school, high school, postsecondary institutions, and human service agencies. The purpose of the guidelines is to serve as a catalyst for the development of standards at the state, local, and program levels. Guidelines are statements of desired student competencies, counselor competencies, and institutional capabilities that provide the underpinning for a comprehensive career development program. Standards based on these guidelines will define an acceptable level of performance and the criterion against which the adequacy and effectiveness of programs can be judged and, thus, stimulate program improvement.

### **5. Leadership**

Leadership for the improvement and expansion of guidance and counseling programs in Iowa schools will be provided by consultants qualified by experience and knowledge in guidance and counseling. These consultants will provide technical assistance to counselors in implementing and redirecting goals and objectives of local programs of guidance. State staff will promote adoption of the National Career Guidance and Counseling guidelines. The development of state standards for community college programs will be coordinated by staff of the Department of Education. Guidance and counseling services for special populations will be reviewed and modifications will be made to incorporate the intent of the Carl Perkins legislation in the schools of Iowa.

Staff development and workshops will be provided to promote program improvement. In addition, staff development will be provided to student services personnel as well as to staff in general to make them aware of the needs of special populations.

### **6. Program Monitoring**

The Department of Education accreditation consultants will monitor secondary school district curricula including guidance and counseling. Submittal of written mid-year reports and annual reports regarding guidance grants to school districts will be required.

Student services programs in community colleges will be monitored through accreditation standards and technical assistance; staff development will be provided to student services personnel as well as to postsecondary staff in general, to make them aware of the needs of special populations.

## **7. Guidance Resources**

Chapter V of the Iowa K-12 Career Guidance Curriculum Guide for Student Development provides a listing of resources that may be of assistance to counselors as they implement or redirect programs of guidance services. The chapter contains reference to sources referred to in the guidance curriculum contained in Chapter III; a bibliography; information materials of various professional associations, government and community agencies, and service clubs; publications of the Iowa Department of Education; a listing of achievement, intelligence, interest, self-concept, and miscellaneous tests; and information on microcomputer software.

## **V. Section 113(b)(21) -- Fiscal Control/Fund Accounting Procedures**

The State of Iowa has a central accounting system which allows the separation of funds within the system to ensure fiscal control. This system enables the state agency to implement fund accounting procedures to ensure proper disbursement of federal funds and accounting of these funds. Within each fund, the state agency is able to track expenditures relating to each program.

The state agency and fiscal control section maintain a system whereby the eligible recipients requesting reimbursement for programs or activities submit a claim form. These are reviewed by staff in the state agency for accuracy and completion. Data from the claim forms are then entered into a computer system for editing and processing. This system allows for adequate identification of grant activities. The grant and subgrant funds maintain a separate identity at all times, which allows for tracking of federal funds.

The management information system maintained by the state agency allows for assembling and completing all federal financial status reports. On an annual basis to insure compliance, audits are performed for each secondary and postsecondary agency receiving state and federal funds. These audits are reviewed by the state agency and any discrepancies are resolved. Audits are on file in the office of the state agency for review.

## **W. Section 113(b)(22) -- Appeals Procedures**

Any eligible recipient dissatisfied with final action with respect to any application for funds under the Act will be given reasonable notice and opportunity for a hearing before the State Board or before a board, committee or official designated by the State Board for this purpose.

Applicants are required to make the request for a hearing in writing to the Executive Officer of the State Board. The Board will notify the applicant in writing of the time and place of the hearing. Minutes of the hearing will be recorded and a transcribed copy will be made available to the applicant. The decision of the Board and the reasons for the decision will be provided in writing to the applicant. The decision of the Board may be appealed by the eligible recipient to the United States Court of Appeals.

## **X. Section 113(b)(23) -- Implementation of Section 118**

The needs assessment identified some needs regarding services to special populations. The proposed analysis of the local needs assessment will augment this information further.

The provisions of section 118 include that assurances of equal access are provided for members of special populations; that information about vocational education programs shall be provided to students and their families no later than the beginning of ninth grade and to other interested individuals requesting such information in a language and form which is understandable; and that eligible recipients provide assurances that assistance to enter vocational programs, assessment, supplementary services, guidance and counseling, and services necessary to transition from school to post-school employment and career opportunities be provided to special populations.

Through the local assessment and the local three-year plan, eligible recipients will provide both necessary information and assurances that these special provisions will be met regarding special populations. In addition, through the monitoring process, compliance with these provisions will be assured.

Services and activities for individuals who are members of special populations will include the following:

1. A special Needs Planning Guide will be developed identifying some best practices and teaching strategies to be used by local school districts and community colleges. The Practices and Strategies identified include all the criteria, assurances, provisions of information and participatory planning required in Section 118. Training on the implementation of the guide will be provided to vocational educators, representatives of special populations, counselors, and administrators thereby teaching them how to implement the concepts and requirements as per Section 118.
2. Monitoring of all requirements identified in Section 118 will be incorporated into the on-site vocational education reviews conducted by the state department at the local districts and community colleges. The Department of Education's special need staff have developed an on-site audit process to monitor the identification of students with special needs at community colleges. Corrective action plans and follow-up visits were used to address concerns and compliance issues. Audit procedures developed will be incorporated into future Department of Education reviews of secondary and postsecondary programs. In the past two fiscal years, the Department of Education Special Needs Section has conducted on-site audits at each community college monitoring the identification of students with special needs and how they were served. The instruments and processes used during these audits will be incorporated into future Department on-site vocational education reviews.
3. Local school districts and community colleges will be required to describe in detail within their local applications how Section 118 will be carried out at their institution.
4. Monitoring of all requirements identified in Section 118 will be incorporated into the on-site Methods of Administration reviews conducted by the state department. This review involves monitoring Section 504 of the Rehabilitation Act, the Civil Rights Act, Title IX, and VI.

5. The Iowa State Board of Education has adopted a policy for services to postsecondary students with disabilities which includes the requirements of Section 118. The Department of Education will assist the community colleges in implementation of the policy. Colleges will be required to develop and submit a local implementation plan. The Department of Education will review all local plans and monitor the implementation by the community colleges to assure that all of the requirements are met.
6. An Advisory Council on Educational Services for Persons with Disabilities is in the final stages of development. Recommendations for the council grew out concerns regarding services to special needs students in postsecondary institutions, passage of the American Disabilities Act, and recognition that individuals with special needs exist throughout the educational system. The council will serve as advisors to the Iowa Department of Education and as advocates to ensure opportunities for success for persons with disabilities. Council members will represent parents, consumers, and family members; secondary, area education agencies, and community college administrators; employers; other service providers; advocacy groups; and a consumer representative to serve as chairperson. Ex-officio members may include an individual from the Governor's office and a liaison from the State Legislature. This council is coordinated through the Division of Vocational Rehabilitation Services.

## Part V

### Provisions for Title III of the Act

#### A. Section 301 -- Community-Based Organizations

##### 1. Planned Goals

Community-Based Organization funds will be utilized to enable community-based organizations to provide special vocational education services and activities for citizens who are economically and educationally disadvantaged and/or disabled. The Department of Education is planning to continue utilizing Carl Perkins Community-Based Organization funds in coordination with Job Training Partnership Act 8% funds to supplement and enhance vocational education services and activities for at-risk youth ages 14-21 years old that are being provided services by community-based organizations.

##### 2. Objectives

- a. Assist community-based organizations and public schools in increasing the ratio of disadvantaged youth enrolled in vocational education programs.
- b. Assist community-based organizations and public schools in reducing the dropout rate of disadvantaged youth.
- c. Assist community-based organizations and public schools in increasing the ratio of disadvantaged high school graduates enrolling in community colleges and/or obtaining employment.
- d. Assist community-based organizations and public schools in working with local business and industry to establish and/or increase joint ventures which expand vocational education opportunities for disadvantaged individuals.
- e. Assist community-based organizations and public schools in providing opportunities for school dropouts to increase their educational level including obtaining a high school/GED diploma.

##### 3. Activities

Activities that will be considered for funding may include, but are not limited to the following:

- a. model programs for school dropouts;
- b. dropout prevention and re-enrollment services to youth, giving priority to youth who are at-risk;
- c. school-to-work transition programs;
- d. assessment of students' needs in relation to vocational education and jobs;
- e. guidance and counseling to assist individuals with occupational choices and with the selection of a vocational education program;

- f. outreach programs that facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, and other education and training. Strong emphasis on working with local business and industry for the expansion of job opportunities;
- g. Transitional services such as attitudinal and motivational prevocational training programs;
- h. prevocational educational preparation and basic skills development conducted in cooperation with business concerns;
- i. career intern programs;
- j. special prevocational preparation programs targeted to inner city, non-English speaking youth, and the youth of other urban and rural areas having a high density of poverty;
- k. Youth 2000 activities providing direct services to youth at-risk (e.g., collaboration and planning for drug use and drop-out prevention models and youth development programs; career and productivity enhancement of youth and connecting young people to their community).

#### **4. Funds**

The Bureau of Technical and Vocational Education will develop and publish a request for proposal (RFP) that combines Community-Based Organization funds with JTPA 8% funds to encourage the development of program activities which will assist the state in achieving its goals as identified in this plan.

The RFP will be distributed to local education agencies, community colleges, area education associations, community-based organizations, and to JTPA administrative entities to initiate joint efforts in providing training and services for the targeted populations. The targeted population includes youth at-risk ages 14-21. Fourteen (14) and fifteen (15) year olds may only be provided Pre-Employment Skills Training. Special consideration will be given to the needs of severely economically and educationally disadvantaged or disabled youth ages 16-21. Youth at-risk are defined as dropouts, potential dropouts, teenage parents, substance users, low academic achievers, abused or homeless individuals, youth offenders, economically deprived minorities, culturally deprived, culturally different, those with sudden negative changes in performance due to environmental or physical trauma and those with language barriers, gender barriers, and disabilities.

Each proposal will be jointly prepared by the community-based organization(s), JTPA administrative entities, and eligible recipients.

Proposals which are funded will be those judged by a technical review committee to best serve the targeted population and to achieve the goals stated in the State Plan.

## **B. Section 311, 312, 313 -- Consumer and Homemaking**

### **1. Administration**

The role of the consumer and homemaking education administrator is to promote, assist, and review the vocational and non-vocational consumer and homemaking educational programs. The responsibilities of the consumer and homemaking education administrator are as follows: administering the consumer and homemaking funds; supervising the consumer and homemaking adult education coordinators; serving as state advisor for the Iowa Association of Future Homemakers of America, Inc.; serving as state coordinator for parent involvement programs; collaborating with the sex equity programs on elimination of sex bias; networking with national, state, and local agencies serving the residents of economically depressed areas and the traditionally underserved populations.

### **2. Instructional Programs**

The consumer and homemaking instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking, shall include competencies in the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

The learner outcomes for consumer and homemaking instructional programs are to prepare males and females with the knowledge skills and attitudes needed for work of the family; balancing work and family; personal wellness; and parenting. A variety of techniques, methods, and instruments will be employed to evaluate program effectiveness.

### **3. Postsecondary Consumer and Homemaking Distribution of Funds**

At the postsecondary level, a competitive process will be used for the distribution of consumer and homemaking funds for program development and improvements of instruction related to such areas as: managing individual and family resources; making consumer choices; balancing work and family; improving responses to individual and family crises (including family violence and child abuse); strengthening parenting skills (especially among teenage parents); preventing teenage pregnancy; assisting aged and individuals with handicaps; members of at-risk populations (including the homeless); improving individual child and family nutrition and wellness; conserving limited resources; understanding the impact of new technology on life and work; and applying consumer and homemaking education skills to jobs and careers.

Not less than one-third of the federal funds received under Title III-B will be expended in economically depressed areas and/or areas with high rates of unemployment for programs designed to assist consumers and to improve home environments and the quality of family life.

### **4. Adult Consumer and Homemaking**

Adult consumer and homemaking programs at the postsecondary level for residents of economically depressed areas and/or areas with high rates of unemployment will emphasize the following priorities:

- a. improving responses to individual and family crises (including family violence and child abuse);
- b. strengthening parenting skills;
- c. assisting members of at-risk populations (including the homeless); and
- d. assisting aged and those individuals with handicaps.

Requests for proposals for adult consumer and homemaking will require that applicants indicate how projects will coordinate with programs established for single parents, displaced homemakers and sex equity.

## **5. Secondary Consumer and Homemaking Distribution of Funds**

Consumer and homemaking programs at the secondary level for residents of economically depressed areas will receive grants through the Request for Proposal process following the provisions listed in the project outcomes.

## **6. Leadership Activities and Services**

Persons who desire training for the occupation of homemaking to upgrade their skills may be served through continuing education offerings.

Professional support services and activities designed to ensure the quality and effectiveness of programs include such things as teacher in-service, curriculum workshops, and teacher conferences. The vocational student organization, Future Homemakers of America (FHA) and Home Economics Related Occupations (HERO) chapters will be included as an integral part of the total program. State administration and leadership will be provided.

Academic and basic skills are included in the consumer and homemaking minimum competencies.

If resources are available, research activities will assess the need for implementing a K-12 consumer and homemaking instructional program.

Plans for curriculum development include such activities as a 7th and 8th grade family and consumer education curriculum guide and secondary and postsecondary home economics program guides.

## **C. Section 341 -- Tech-Prep Education (See the Tech Prep Request for Proposal in Appendix D.)**

The term "tech-prep education program" means a combined or joint secondary and postsecondary program which:

1. Leads to an associate degree or two year certificate;
2. Provides technical preparation in at least one of the following vocational service areas: agriculture, business or office occupations, health occupations, consumer and family science or home economics occupations, industrial technology (including engineering technology) or trade and industrial education and marketing education.



The purpose of these funds is to: (1) provide planning and demonstration grants to consortia of local education agencies and postsecondary education institutions for the development and implementation of four-year programs designed to provide tech-prep education leading to a two-year associate degree or a two-year certificate; (2) to provide, in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions. These funds will not be utilized for the operation (e.g., instructional expenses of tech-prep programs).

Tech-prep programs shall consist of two years of secondary school preceding graduation and two years of higher education or an apprenticeship program of at least two years following secondary instruction with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.

Funds for tech-prep programs will be awarded through a competitive request for proposal process. The RFP guidelines will be made available to interested consortiums as part of the local application process. Each proposal shall be part of a three-year local plan.

A total of \$750,000 has been made available for Iowa Tech-Prep programs. Each tech-prep program may receive federal assistance not to exceed \$150,000. The state will reserve one project each for a tech-prep program involving apprenticeship and one for a tech-prep program in health. Each project may be written to cover activities over a three year period. All activities must be accomplished within the original proposal. Priority will be given to the funding of projects that include strategies to encourage the participation of minorities and individuals with special needs.

The required information for Section 344(b)(1) is provided in the RFP for Tech-Prep Education Planning, Demonstration, and Dissemination Grants presented in Appendix D. Item 2, page 2, provides that:

"tech-prep programs shall"

2. be carried out under an articulation agreement between the participants in the consortium which will assure the availability of the postsecondary program following the first two years."

Furthermore, this item is on the tech-prep rating sheet (page 10 of RFP), seeking verification that the signed articulation agreement is attached.

The tech-prep RFP presented in Appendix D (see Attachment D) states that:

"Special Consideration will be given to applications which:

1. provide for effective employment placement activities or transfer of students to 4-year baccalaureate degree programs.
2. are developed in consultation with business, industry, and labor unions.
3. address affirmatively the issues of dropout prevention and re-entry and the needs of minority youth, youth of limited English proficiency, youth with handicaps, disadvantaged youth and at-risk youth."

The ensurance of equitable distribution of assistance between urban and rural consortium participants is provided on page 4 of the RFP: "The grants awarded will reflect equitable distribution of assistance between urban and rural consortium participants."

The classification of each proposal as rural or urban is also designated on the RFP rating sheet, page 10.

## Part VI

### General Provisions - Title IV

#### A. Section 502 -- Maintenance of Effort

The state will maintain its fiscal effort on a per student basis or the aggregate expenditures of such state for vocational education for the fiscal year preceding the fiscal year for which the determination is made, equaled or exceeded such effort or expenditures for vocational education for the second preceding fiscal year. The state effort for FY 91 was \$4,514,862.

## Part VII

### ASSURANCES

Assurances of compliance with federal laws in addition to P.L. 101-392 include: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment of 1972; Section 504 of the Rehabilitation Act of 1973; P.L. 94-142 Education of the Handicapped Act; Americans With Disabilities Act, P.L. 101-336; and Title VII of the Elementary and Secondary Education Act of 1965 (Bilingual Education). Agencies wishing to participate in vocational education under the provisions of P.L. 101-392 will comply with these federal laws and with the Code of Iowa -- Chapters 256, 258, 280A, and 289. Additional assurances required of applicants are listed in the Three-Year Local Application, Appendix C.

The Iowa State Board of Vocational Education certifies that:

1. The State Board will comply with the requirements of Titles I, II, III, V, and where necessary, will describe those requirements. [Section 113(b)(3)]
2. The State Board will develop measurable goals and accounting measures for meeting the needs of individuals who are members of special populations. [Section 113(b)(3)(B)]

Descriptions of planned activities to comply with this assurance may be found in Section 113(b)(1), "LEA's Ability to Meet the Needs of Special Populations" pages 12-13, and the goals and accountability measures are identified in Section 113(b)(3)(B), pages 22-23.

3. The State Board will conduct adequate monitoring of programs conducted by eligible recipients to ensure that programs within the state are meeting the goals described in Assurance No. 2, above. [Section 113(b)(3)(C)]

Descriptions of planned procedures to accomplish monitoring responsibilities are contained in Section 113(b)(3)(C) of the State Plan, on page 23. Descriptions of planned vocational education program evaluation may be found in Section 113(b)(13), "Implementing Program Evaluations", on page 36 of this Plan.

4. The extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools provision is made for the participation of such individuals in the vocational education program assisted under Section 231. [Section 113(b)(3)(5)]

Descriptions of the methods for providing opportunities for special populations enrolled in private schools are detailed in Section 113(b)(D) of the State Plan on page 23. Eligible recipients will be required to identify measures to be taken to encourage the participation of special populations enrolled in private schools in their vocational education programs.

5. The state will comply with the provisions of Section 102, including assurances that the state will distribute not less than 75% of the funds made available for Title II to eligible recipients pursuant to such title. [Section 113(b)(3)(5)]

Descriptions of the distribution of funds are indicated in the Budget Summary displays for FY 1992, 1993, and 1994. Under Title II, the amount designated for VI. Secondary, postsecondary, and adult is approximately 75% of the total Title II amount. Additional information on fund distribution, including the secondary and postsecondary allocation formulas, will be found in Section 113(b)(4), on pages 23-24 of the Plan.

6. The state will develop and implement a system of standards for performance and measures of performance for vocational education programs at the state level that meets the requirements of Section 115. [Section 113(b)(3)(8)]

Descriptions of the procedures for selecting the State Committee of Practitioners, their role, their recommendations, and the identification of procedures for developing a statewide system of performance standards and measures is located in Section 113(b)(8) of this Plan (pages 32-34).

7. The use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221. The state will emphasize assisting individuals with the greatest financial need and that the state will give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse -- must prepare for paid employment. [Section 113(b)(11)]

Descriptions detailing the distribution of the designated 10.5% funds reserved for these activities, as well as the planned services, and the required applicant criteria are found in Sections 113(b)(6)(B) and 113(b)(11) on pages 29-31 of the Plan.

8. The state will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex. [Section 113(b)(12)]

Descriptions of planned activities to provide relevant opportunities in non-traditional occupation areas are included in Section 111(b)(1)(B)(C), page 5, "Sex Equity in Vocational Education" under the responsibilities of the vocational equity coordinator. Item B refers to gathering, analysis, and dissemination of data on the effectiveness of vocational education programs in Iowa in preparing for employment in non-traditional occupations. In the Performance Report for FY 1990, one table identifies the male/female enrollment ratio in secondary and postsecondary vocational education program areas while a second table traces patterns of male/female enrollment over a five-year period. Data analysis indicates a positive pattern of enrollment ratios in agriculture and business and office, but static enrollment changes in allied health/nursing programs. Such data provide an indication of needs and identify potential areas for outreach and recruitment.

9. The programs of personnel development and curriculum development shall be funded to further the goals identified in the State Plan. [Section 113(b)(15)]

Descriptions of planned activities for curriculum development and personnel development are located in Section 113(b)(15), "Program of Personnel Development and Curriculum Development", pages 40-41. Curriculum development planned activities include the development of minimum competencies and program management guides while plans for personnel development include the initiation and conduction of field inservice, focusing on such competency based vocational education activities as curriculum development; competency identification and development; competency assessment; and articulation strategies.

10. The vocational education needs of identifiable segments of the population in the state that have the highest rates of unemployment have been thoroughly assessed and that such needs are reflected in and addressed by the State Plan. [Section 113(b)(16)]

Descriptions of methods for ascertaining areas of high unemployment and for otherwise identifying economically-depressed areas (EDAs) are located in Section 113(b)(16), "High Unemployment Areas", page 42. Another factor used in EDA identification is the concentration of low-income individuals using data obtained from the Iowa Department of Revenue. Most of the special activities planned for special populations (e.g., planned activities under the heading of "LEAs Ability to Meet the Needs of Special Populations" are applicable to secondary and postsecondary students in areas of high unemployment and/or low income.

11. The State Board will cooperate with the State Council in carrying out the Board's duties under this part. [Section 113(b)(17)]

Descriptions of the State Council's involvement in developing this State Plan are found in Section 113(a)(2)(A), "Involvement of the State Council in State Plan Development" indicating the council meetings at which Department staff made presentations and other instances of Council involvement. Also, Section 113(b)(17) identifies other areas of collaboration. Council Members were heavily involved in the entire process of the passage of the state vocational education legislation and are still participating in the strategies for its implementation.

12. That none of the funds expended under this act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. [Section 113(b)(18)]

Descriptions of the procedures to ensure compliance with this assurance may be found in Section 113(b)(18), page 42, indicating that the eligible recipient will have to make such an assurance on the Three-Year Local Application. Also, expenditures for equipment will be audited.

13. That state and local funds will be used in the schools of each local educational agency that are receiving funds under this Act to provide services which taken as a whole, are at least comparable to services being provided in schools in such agencies which are not receiving such funds. [Section 113(b)(19)]

Description -- The State of Iowa is in compliance with Section 1018(c), Comparability of Services, Public Law 100-291.

All districts having more than one school building within the same grade span (elementary, middle school, etc.) are required to complete Chapter 1, ESEA Comparability Report and return it to the Chapter 1 staff in the state office. Comparability is determined by comparing pupil-teacher ratios, using a uniform formula between Chapter 1 and non-chapter buildings. When determining staff full-time equivalency (FTE) counts, schools are instructed to exclude staff funded from federal sources for which the district is required to account for to the federal government directly or indirectly to the state education staff. State Chapter 1 staff monitor situations in participating districts to verify the information reported.


14. The state will provide leadership, supervision, and resources for comprehensive career guidance vocational counseling and placement programs. [Section 113(b)(20)(A)]

Descriptions of the career guidance and counseling efforts now in place and an indication of future plans are found in Section 113(b)(20)(A), "Guidance and Counseling", pages 43-44. Department of Education counseling and guidance staff will assist counselors in implementing or redirecting the goals and objectives of local guidance programs. Guidance programs at the secondary schools and student services at community colleges have some common goals, but also differing objectives as they assist students at different points in their lives as they prepare for the transition from school to work. Career guidance plans will be encouraged at the secondary level, as well as the strategic planning process at the community colleges. Standards for postsecondary student services programs, including specific services to special populations, will be developed during FY 1992. Adoption of the National Career Guidance and Counseling Guidelines and standards will help develop accountability criteria and enhance program improvement efforts.

15. The assurances described in item number 14, above, annually assess and report on the degree to which expenditures aggregated within the state for career guidance and vocational counseling from allotments under Title II are not less than such expenditures for such guidance and counseling with the state in the fiscal year 1988. [Section 113(b)(20)(B)]
16. The state will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of and accounting for federal funds paid to the state (including such funds paid by the state to eligible recipients under this Act). [Section 113(b)(20)]

Descriptions of Iowa's central accounting system is located in Section 113(b)(21), pages 44-45, where the features of the system which allow for funds separation and accounting identification services are explained.

  
\_\_\_\_\_  
State Director and Executive Officer

  
\_\_\_\_\_  
Acting Chief, Bureau of Technical and Vocational Education

## Part VIII

### State Certifications

In accordance with provisions of the Education Department of General Administration Requirements, State of Iowa, I hereby certify:

1. That the state agency is eligible to submit the State Plan for Vocational Education.
2. That the state agency has the authority under state law to perform the functions of the state under the program.
3. That the state legally may carry out each provision of the plan for vocational education.
4. That all provisions of the plan are consistent with state law.
5. That the state officer, specified by title in the certification has authority under state law to receive, hold, and disburse federal funds available under the plan.
6. That the designated state officer has authority to submit the plan.
7. That the state agency has adopted and formally approved the plan (as of April 11, 1991).
8. That the plan is the basis for state operation and administration of the program.
9. That a copy of the State Plan was submitted into the State Intergovernmental Review Process as established under Executive Order 12372. On April 4, 1991, a draft copy of the State Plan was furnished to Steven R. McCann, Federal Funds Coordinator for the Iowa Department of Economic Development, who also operates the Iowa State Clearinghouse.

Date: 10-16-92

By:

Wm. Hayden  
Executive Officer



## CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of covered employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office

Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

8. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check  if there are workplaces on file that are not identified here.

### DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, CSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Iowa Department of Education	Iowa 3-Year State Plan for Vocational Ed.
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Director	
SIGNATURE	DATE
<i>William R. Taylor</i>	7-1-91

## APPENDICES

(See Original State Plan for Appendices except Appendix B and C)

- Appendix A - Public Hearing Meetings, Recommendations and Responses
- Appendix B - Comments on State Plan by State Council on Vocational Education and State Job Training Coordinating Council
- Appendix C - Three Year Local Applications
- Appendix D - Requests for Proposals
- Appendix E - Table of Organization - Department of Education
- Appendix F - Sample List of Competencies
- Appendix G - Committee of Practitioners and Sample Letter Soliciting Nominations
- Appendix H - Assessment of Needs in Vocational Technical Education in Iowa
- Appendix I - Credentials of State Personnel
- Appendix J - Results and Recommendations of the Postsecondary Handicapped Education Study as Per Senate File 449
- Appendix K - Projected Allocation for Each LEA and Postsecondary Institution