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# STATE PLAN FOR VOCATIONAL EDUCATION

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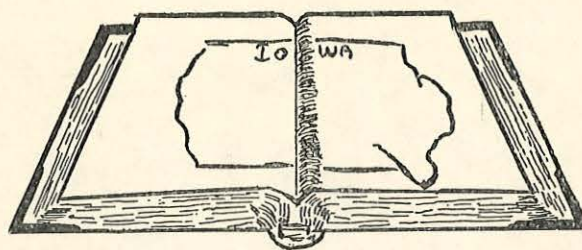
State Board Of Public Instruction  
Department Of Public Instruction  
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STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION  
UNDER THE VOCATIONAL EDUCATION ACTS

Submitted by the State of Iowa

Approved by the State Board for  
Vocational Education

December 11, 1964

Date received by the U. S. Office of Education 12-15-64

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State of Iowa  
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Des Moines, Iowa

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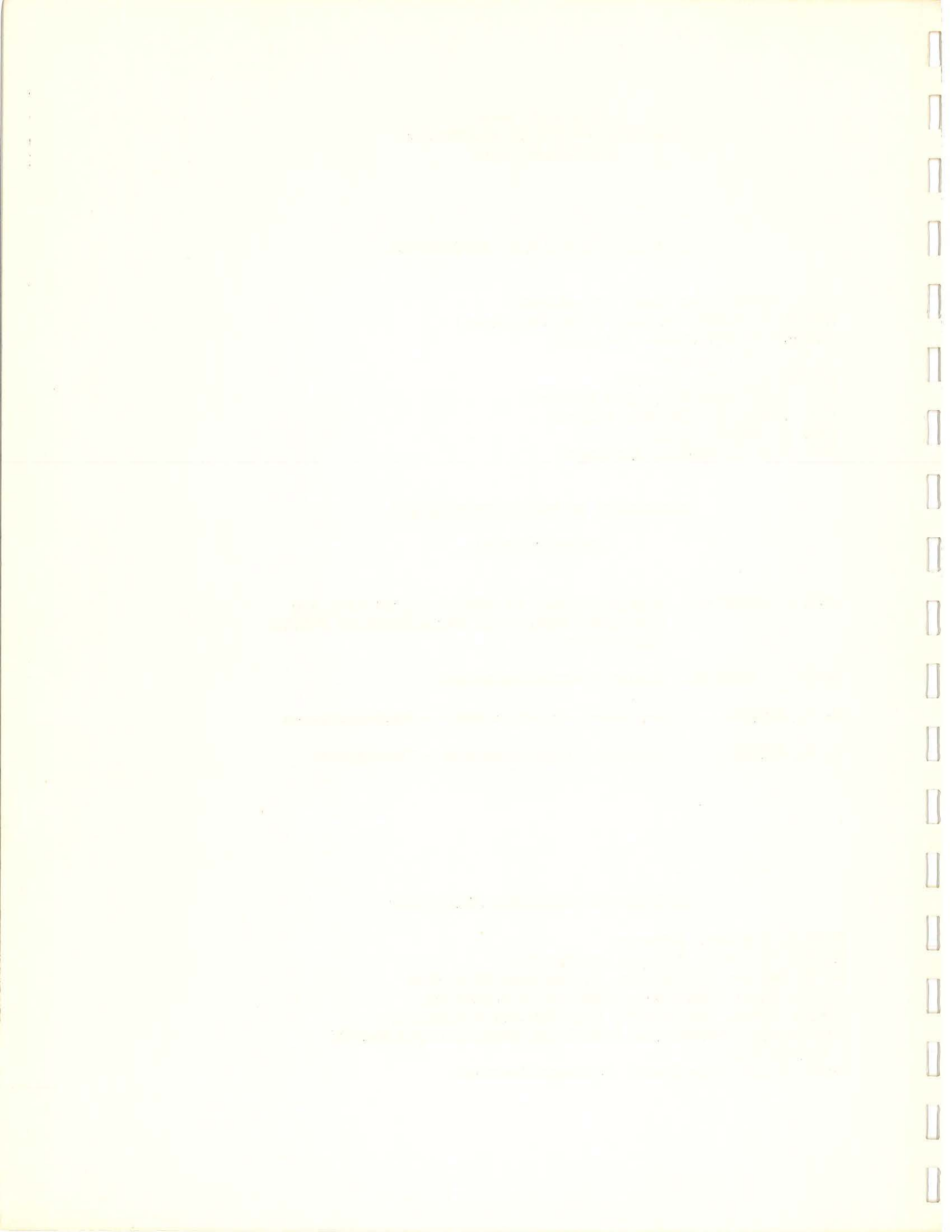
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# STATE OF IOWA

## STATE BOARD OF PUBLIC INSTRUCTION

### IOWA PLAN FOR VOCATIONAL EDUCATION

The State of Iowa, through the State Board of Public Instruction, which serves as the State Board for Vocational Education, hereby submits its State Plan under the provisions of the Vocational Education Act of 1963, the George-Barden Act, and Smith-Hughes Act, as amended, and the rules and regulations with respect thereto.

#### 1.0 General Provisions

##### 1.1 Name and designation of State Board

The State Board of Public Instruction, which serves as the State Board for Vocational Education, is the sole agency responsible for the administration of the State Plan for Vocational Education and for the supervision of the administration thereof by local educational agencies, and has all necessary power to cooperate with the U.S. Office of Education in the administration of the State Plan. Throughout this plan any reference to the "State Board" refers to this official board. Appendix 1.0, 2.0, 3.1

##### 1.2 Organization for State Plan administration

##### 1.21 Composition of State Board and advisory council

The State Board will consist of nine members. The state superintendent is designated as the executive officer of the State Board and is responsible for keeping the records of the proceedings of the State Board including complete minutes. The minutes will be duplicated and the director of vocational education and all staff members will receive a copy. Appendix 1.12, 1.12-2(b), 1.12-2(c)

##### 1.21-1 Composition of the state advisory council

The State Board shall appoint the State Advisory Committee for Vocational Education, consisting of nine members, as its advisory council which shall consult with the State Board in carrying out the State Plan.

The state advisory committee will include at least one member familiar with the vocational education needs of management in the state, and at least one member familiar with the vocational education needs of labor in the state, and at least one member representative of junior colleges, technical institutes, or other institutions of higher education which provide programs of vocational or technical training.

The State Advisory Committee for Vocational Education will also consist of three educators, and a member experienced in and familiar with the vocational education needs of agriculture, and a member experienced in and familiar with the vocational education needs of business and commerce, and a woman member experienced in and familiar with the vocational education needs of women and women's work, and a member experienced in social work.

The terms of three members shall expire on the first day of July each year. The committee shall meet in conference with the board at least twice a year, and at such times as the board shall deem advisable.  
Appendix 4.12(a)(b)

The State Board will assure that the appointees will have recent experiences in the occupational areas they represent.

#### 1.21-2 Duties

The state advisory committee shall render technical, consulting, and other advisory services which will assist the State Board in its formulation of plans for improving, developing, and promoting adequate programs of vocational education.

#### 1.22 State administration and leadership

The State Board shall have a state staff sufficiently adequate to enable it to administer, supervise, and evaluate vocational education programs, services, and activities under this State Plan to the extent necessary to assure quality in all vocational education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained.

The organization of the State Board staff for the administration of programs under this State Plan is outlined in Appendix 7.0, 7.1, 7.2.

##### 1.22-1 Administration an integral part of public education

The administration of vocational education is an integral part of the state system of public education at the elementary, secondary, junior college, and adult education levels.

##### 1.22-2 Administrative units and their relationships

###### A. Executive officer

The State Board shall appoint, effective January 1, 1955, and each four years thereafter,

with the approval of two-thirds of the members of the Senate, in executive session, a superintendent of public instruction. The state superintendent shall be the executive officer of the State Board. The state superintendent shall have general supervision over the state system of public education, advise, and counsel with the State Board on matters pertinent to education, recommend to the State Board such matters as in his judgment are necessary to be acted upon, and when approved, to execute; recommend to the State Board for adoption such policies as may be considered necessary for more efficient operation; carry out all orders of the State Board not inconsistent with state law; and organize, staff, and administer the state department so as to render greatest service to public education in the state. Appendix 1.12-2(a)(b)

The division of vocational rehabilitation is directly under the supervision of the State Board through the executive officer. The executive officer coordinates its relationships with the other divisions in the department of public instruction.

B. Assistant state superintendents

The state superintendent may appoint not more than two assistant superintendents. The qualifications to be the same as the state superintendent. The department will be organized to provide functions and services relating to administration and financial services on the one hand, and the improvement of instruction on the other. Appendix 1.13-1(a)(b)

1. Assistant superintendent in charge of administration

The area of administration is divided into the following divisions:

- a. Administration and Finance
- b. School Lunch
- c. Transportation
- d. Data Processing
- e. Surplus Property
- f. Veterans Administration



When the division of vocational education needs consultation in any of these areas, the state director of vocational education works through the assistant superintendent in charge of this section.

2. Assistant state superintendent in charge of instruction

The area of instruction is divided into the following divisions:

- a. Supervision
- b. Curriculum and Instructional Services
- c. Special Education and Guidance Services
- d. Advanced Education
- e. Vocational Education

The assistant superintendent supervises the division of vocational education and coordinates its relationship with other divisions within the State Board.

C. State director of vocational education

The state director of vocational education, hereinafter referred to as the state director, shall be appointed by the executive officer, with approval of the State Board, and his relationship with the State Board shall be through the executive officer. He shall have a state staff sufficiently adequate to enable him to administer, supervise, and coordinate all vocational services, and work with the assistant state superintendents to coordinate vocational services with the total educational program.

1. Associate director of vocational education

Assists the state director in the administration and supervision of the state's program of vocational education. His duties will be assigned by the state director to whom he will report.

2. Program coordinator for vocational education

Works under the supervision of the associate director and the state director to coordinate the various services, direct evaluations, and develop state plans and amendments.

### 3. State service consultants

The division of vocational education is divided into service areas. Each service will be headed by a state consultant. He will have adequate staff of assistant consultants to carry out the program of the service he coordinates and supervises. He will report directly to the state director.

#### 1.23 Custody of federal funds

The State Treasurer, State Capitol, Des Moines, Iowa, is designated by statute as the custodian of all funds allotted to the State of Iowa from federal appropriations for vocational education. Upon receipt of federal funds for vocational education from the U.S. Treasurer, the Iowa State Treasurer officially notifies the State Board and its executive officer through the division of vocational education, of funds credited to the vocational education accounts. Appendix 3.2

#### 1.24 Expenditure of federal funds

The official title of the officer who will have authority to authorize expenditures under this State Plan is the executive officer of the State Board. Vouchers are checked by the state comptroller's office for compliance with state regulations before submission to the State Treasurer for payment.

### 1.3 Allocation of federal funds

#### 1.31 Allocation among the various purposes of the 1963 Act

The policies and procedures to be followed by the state in allocating federal funds allotted under section 3 of the 1963 Act among the various uses set forth in section 4(a) of the Act include the following:

##### 1.31-1 Policies and procedures

On or about the first day of March of each fiscal year, the staff of the division of vocational education will meet to review the year's progress in meeting the long-range goal: to make vocational training and retraining readily accessible to persons of all ages in all communities of the state. In determining progress toward the long-range goal due consideration will be given to:

1. The vocational education needs of all persons of all age groups in all communities of the state, and
2. The results of periodic evaluation of state and local vocational education programs and services in light of:

- a. Current and projected manpower needs and job opportunities;
- b. The need for maintaining, extending, and improving existing programs of vocational education; and
- c. The need for developing new programs.

Evaluation information from local education agencies, the Iowa State Employment Service, the executive officer, the staff of the division, research, experimental and pilot programs, guidance and counseling, teacher education, and other agencies will be considered.

1.31-2 Purposes

Upon completion of this review, the staff will plan the next fiscal year's goals and estimate funds needed for:

1. Persons attending high school.
2. Persons who have completed high school and are available for full-time study.
3. Persons who have already entered the labor market.
4. Persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational programs.
5. Construction.
6. Ancillary services
  - a. counseling and guidance
  - b. teacher education
  - c. research, experimental, and pilot programs
  - d. administration and supervision
  - e. other ancillary services

1.31-3 Allotment under section 3 of the 1963 Act

1. Funds allotted to the state under section 3 of the 1963 Act may be used for the above purposes and will provide for the following requirements:
  - a. At least 33 1/3 percent of each allotment for any fiscal year ending prior to July 1, 1968 and at least 25 percent for each fiscal year thereafter may be used only:



- (1) for vocational education for persons who have completed or left high school and are available for full-time study in preparation for entering the labor market;
- (2) for construction of area school facilities under section 4.0 of this plan;
- (3) for both the above.

b. At least three percent of each allotment may be used for ancillary services and activities.

2. In the event that the state wishes to use a smaller percentage of its allotment in a fiscal year for any of the matching purposes, permission to do so will be requested of the Commissioner in accordance with the provisions of the Act of 1963.

#### 1.31-4 Recommendations to State Board

Upon completion of the review and the assignment of funds, the state director will present plans for the allocation of funds to the executive officer of the State Board. The plan will review progress made in meeting the long-range goals. The plans for the coming fiscal year showing areas of greater emphasis and the percent of federal funds to be allocated for the various uses.

#### 1.32 Allocation to State Board and local educational agencies

The policies and procedures to be followed by the state in the allocation of federal funds allotted under section 3 of the 1963 Act for direct expenditure by the State Board and for expenditure by the local educational agencies include the following:

1. The State Board before making final allotments for direct expenditures, or to local educational agencies will determine the relationship of the allotment in comparison to the preceding year or years, in order that federal funds allotted to the state under section 3 of the 1963 Act shall not be used to supplant state or local funds, and, to the extent practical, shall be used to increase the amounts of state and local funds that would, in the absence of such federal funds, be made available for the purposes in section 4(a) of the 1963 Act.
2. In allocating funds for direct expenditure by the State Board and local educational agencies consideration will be given to:
  - a. Progress made in making vocational education available to all persons in all communities of the state.

- b. Changing needs due to state legislation.
- c. Progress made by local educational agencies in meeting the needs of all persons.
- d. Providing supervisory staff and other services such as curriculum development and evaluation of existing programs.
- e. Research and experimental programs.
- f. Teacher training needs.
- g. Counseling and guidance services.

#### 1.4 Cooperative arrangements

##### 1.41 State employment service

The State Board has entered into a cooperative agreement with the Iowa State Employment Security Commission, hereafter known as ISES. Appendix 6.0

##### 1.42 Other agencies, institutions and/or organizations

The State Board may enter into cooperative arrangements with other public or non-public agencies, either educational or non-educational, at the state and/or local level.

Written agreements will be entered into by the State Board and/or local educational agency with the cooperating agency.

Such agreements will be for the purpose of gaining the assistance of other public or non-public agencies, institutions, and organizations concerned with vocational education programs under the State Plan, or having knowledge of or information concerning individuals who have received, are receiving, or are in need of receiving vocational education.

Such agreements shall include the nature and objectives of the service to be provided; personnel to be used; type of facilities, when applicable; a detailed explanation of costs; and the duration of such an agreement.

Agreements made by local educational agencies will require approval by the State Board.

##### 1.43 Special areas

The State Board may enter into special arrangements with areas having special vocational education needs which are not otherwise being met. Such areas may include metropolitan, sparsely settled rural, economically depressed, and others.

##### Arrangements for designation of areas

The State Board will develop administrative channels to work with local educational or other agencies to develop vocational



programs. When such a need has been brought to the attention of the State Board, provisions for a special arrangement will be developed and submitted to the Commissioner showing:

1. the location and extent of the special project as designated by the State Board;
2. the administrative channels and relationship between the local school or group of agencies and the Commissioner; and
3. all arrangements between the State Board, the agency, or group of agencies, and the Commissioner will be kept current.

1.44 Cooperative agreements with other states

The State Board may enter cooperative arrangements with other states for the conduct and administration of vocational education programs.

The State Board, in order to make vocational education readily available to all people, may enter into cooperative agreements with other states. The State Board will ascertain that all state laws and regulations and the laws and regulations of the cooperating states are met. The details of the cooperative agreement describing policies and procedures for participating in such arrangements will be approved by the State Boards of the cooperating states and submitted to the Commissioner.

1.5 Duties and minimum qualifications of professional personnel

The duties and minimum qualifications of professional personnel having responsibilities in connection with vocational education under this State Plan are as follows:

1.51 State administrative and supervisory personnel

1.51-1 Executive officer of the State Board (State Superintendent of Public Instruction)

A. Duties

The state superintendent shall have general supervision over the state system of public education, advise, and counsel with the State Board on matters pertinent to education, recommend to the State Board such matters as in his judgment are necessary to be acted upon, and when approved, to execute; recommend to the State Board for adoption such policies as may be considered necessary for more efficient operation; carry out all orders of the State Board not inconsistent with state law;

organize, staff, and administer the state department so as to render greatest service to public education in the state. Appendix 1.12-2(c)(d)

B. Qualifications

He shall hold a master's degree in education or some related field; he shall have had at least five years of experience in educational administration. He shall hold, or be eligible to hold, a regular Iowa superintendent's certificate based upon training. Appendix 1.12-2(e)

1.51-2 Assistant state superintendent

A. Duties

Assist the state superintendent in performing the duties listed in 1.51-1 A, of this plan. Appendix 1.13-1(a)(b)

B. Qualifications

He shall hold a master's degree in education or some related field; he shall have had at least five years of experience in educational administration. He shall hold, or be eligible to hold, a regular Iowa superintendent's certificate based upon training. Appendix 1.12-2(e)

1.51-3 State director of vocational education

A. Duties

Administers, supervises, and coordinates all vocational services, with the assistance of a state staff sufficiently adequate to perform same. He works with the assistant superintendents to coordinate vocational services with the total educational program.

B. Qualifications

He shall hold a master's degree in education and have had a minimum of five years of experience as an administrator or supervisor of, or a teacher educator, or a teacher in a vocational service.

1.51-4 Associate director

A. Duties

Assist the state director in the administration and supervision of the state's program of vocational education with specific duties assigned by the state director.

B. Qualifications

He shall hold a master's degree in education and have had a minimum of five years of experience as an administrator or supervisor of, or a teacher educator, or a teacher in a vocational service.

1.51-5 Program Coordinator

A. Duties

Coordinate the various vocational services, direct evaluations, and develop state plans and amendments. Assist in the development of new, pilot, experimental, and research programs in vocational education.

B. Qualifications

He shall hold a master's degree in education and have had a minimum of five years of experience as an administrator or supervisor of, or a teacher educator, or a teacher in a vocational service.

1.51-6 State service consultants and assistants

A. Duties

The division of vocational education is divided into service areas. Each service will be headed by a state consultant. Each consultant will have adequate staff of assistant consultants to carry out the program of the service they coordinate and supervise. Each state consultant will report directly to the state director.

The following duties are common to all consultants;

1. Contact school administrators, meet with school boards and local organizations and others interested in vocational education for the purposes of interpreting the possibilities of the vocational education program and promoting the further expansion and development of the vocational program in the state.
2. Have supervision of all schools and classes, including teacher education approved for state or federal vocational aid and make recommendations to the state director for continued approval, desirable changes, and aid which they should receive.



3. Recommend approval of teachers in reimbursed schools and classes in accordance with the State Plan, and aid in recruiting and selecting suitable persons to become vocational teachers.
4. Study state needs and make surveys to determine desirable locations for vocational programs.
5. With approval of state director, arrange state and sectional conferences and special summer courses in cooperation with the teacher education institution of the service, teacher organization or other concerned groups.
6. Assist teachers through newsletters, correspondence, consultation, and in recommending instructional materials and equipment.
7. Recommend instructional materials, supplies, and equipment.
8. Promote effective public relations and disseminate information by preparing articles for the press, meeting with interested groups, and cooperating with agencies and organizations.
9. Obtain required reports from local schools and prepare the annual report for their service area.
10. Assume the responsibility in the state for leadership in youth organizations organized on a national basis with the approval of the vocational education section of the U.S. Office of Education and the State Board.
11. Give leadership to the development of the state program.
12. Recommend amendments to the State Plan.
13. Assist teachers in improving instruction through planning and directing curriculum development, preparing materials and teaching aids, and evaluating the effectiveness of the program.
14. Through visits to schools, reports, and conferences, analyze local programs and make necessary recommendations for improvement.
15. Develop plans and policies for pre-service and in-service teacher education.

16. Keep informed of developments in education in their service area by attending professional meetings, workshops, and conferences, and by reading and study.
17. Consult with teachers, school administrators, and architects in developing plans for adequate facilities for programs.
18. Maintain contacts and working relationships with agencies, organizations, and individuals in developing plans and programs.
19. Encourage further study by teachers.

B. Qualifications

1. State consultant and assistant consultants in agricultural education

He shall have a master of science degree in agricultural education from an accredited agricultural college, or in lieu thereof, two additional years of teaching experience in vocational agriculture and graduate credit in agricultural education.

He shall have had at least two years of experience on the farm after reaching the age of fourteen years.

He shall have had at least five years of successful experience in teaching vocational agriculture in an approved school including high school, young farmer and adult farmer programs, and have been an advisor of a chapter of the Future Farmers of America.

Preference will be given for experience in a responsible administrative position in vocational education in agriculture or as an instructor in a student teaching center.

2. State consultant and assistant consultants in office occupations education

Shall be the same as for a fully qualified teacher-coordinator plus a master's degree with emphasis in office education or business administration. Supervisor or director experience on a state or local level, or business ownership, or management may be considered in lieu of a master's degree if a plan is presented for obtaining a master's degree.

Shall have four years of teaching and coordination experience in a cooperative program as a teacher-coordinator.

3. State consultant and assistant consultants in distributive education

Shall be the same as for a fully qualified teacher-coordinator plus a master's degree with emphasis in distributive education and/or marketing. Supervisor or director experience on a state or local level, or business ownership, or management may be considered in lieu of a master's degree if a plan is presented for obtaining a master's degree.

Shall have four years of teaching and coordination experience in the distributive education program at the secondary level as a teacher-coordinator.

4. State consultant and assistant consultants in home economics education

She shall have met qualifications to teach in a vocational homemaking program.

She shall have completed a master's degree which includes graduate work in home economics education and home economics. Graduate study shall include work in supervision, curriculum, research, and evaluation. An assistant state consultant may in lieu of a master's degree, have completed thirty quarter hours toward that degree.

She shall have had work experience in an occupation related to home economics.

She shall have had at least four years of teaching experience, including both day school (secondary level) and adult classes in vocational programs.

She shall have had experience in teacher education or in supervision.

5. State consultant and assistant consultants in health occupations education

She shall have graduated from an approved school of professional nursing, be a registered professional nurse, be licensed to practice in Iowa, hold a master's degree in nursing or education, and have completed or be enrolled in appropriate required educational courses.

Shall have had successful experience in nursing practice.

Within five years immediately preceding appointment have had at least two years of successful experience as a coordinator or instructor in the occupation of nursing.

6. State consultant and assistant consultants in trade and industrial education

The consultant shall possess a master's degree, preferably with a major in industrial education. The training shall include a minimum of twenty-four quarter hours of approved professional industrial education courses. Assistant consultants shall possess a bachelor's degree; other educational requirements will be the same as for the consultant, or shall have submitted a plan for completing same. For special types of supervision, occupational and industrial supervisory experience may be accepted, at the option of the State Board, in lieu of graduation from a college and teaching experience.

They shall have had at least three years of practical work experience as a wage earner in one or more trade and industrial occupations.

They shall have had at least three years of teaching in an approved trade and industrial education program at the secondary level.

They shall have had at least three years of experience in a supervisory, coordination, and/or administrative position in a trade and industrial education program meeting the State Plan requirements; for assistant consultants, the third year of experience may be acquired after employment when approved by the State Board.

7. State consultant and assistant consultants in technical education

Technical education will be supervised by the consultant of the service area in which technical education is being provided.

1.52 Local administration and supervisory personnel

1.52-1 Local director of vocational education

A. Duties

The duties of the local director shall be the administration and coordination of two or more services of vocational education through the local supervisors of such services.

Some specific duties of the local director are:

1. Interpreting vocational education and promoting further expansion and development of programs.
2. Making recommendations in securing and maintaining adequate facilities and equipment.
3. Promoting proper use and care of facilities and equipment and maintaining inventories.
4. Assuring that counseling and guidance services are utilized.
5. Being responsible for all reports and records required by the school administration and the State Board.
6. Making recommendations pertaining to personnel and fiscal matters.

B. Qualifications

Qualify for the position of local supervisor in at least one service area of vocational education, and shall have:

1. A valid Iowa credential for teaching and/or supervising a vocational subject area.
2. Occupational competency in a vocational subject matter field.

1.52-2 Local supervisors

A. Duties

1. Assist teachers in planning and developing effective programs to meet the needs of in-school youth, out-of-school youth, and adults.
2. Assist teachers in improving instruction through counseling, curriculum development, providing instructional materials, and local workshops and conferences.
3. Assist in planning and carrying out studies and surveys.
4. Maintain cooperative relationships with school personnel, local organizations, public officials, and other groups and individuals.
5. Interpret the program to professional and lay workers.

6. Assist in securing facilities, equipment, and materials to meet the needs of the program.
7. Organize and work with advisory committees in planning and developing an effective program.
8. Plan, organize, and direct a program of in-service training of teachers.
9. Evaluate the local program to determine that local and state standards are met.
10. Prepare and submit all necessary reports to the local school administrator and to the State Board.
11. Determine the necessary staff to meet the needs of the program; recruit and recommend for employment.
12. Develop a program of student recruitment, guidance, placement, follow-up, and evaluation of training.

B. Qualifications

All local supervisors shall meet the qualifications to teach in the vocational service for which they are employed, and shall have a valid Iowa credential for teaching and/or supervising a vocational subject area, and occupational competency in a vocational subject matter field.

In addition:

1. Agriculture

Shall have had three years of successful experience as a teacher of vocational agriculture.

2. Business and office education

Shall have had two years of teaching experience in an office education program.

3. Distributive education

Shall have had two years of teaching experience in distributive education.



4. Home economics education

Shall have completed a master's degree which includes graduate work in home economics education and home economics. Graduate study shall include work in supervision, curriculum, research, and evaluation.

Shall have had at least four years of teaching experience, including both day school and adult classes in vocational programs, and experience in teacher education or in supervision.

5. Health occupations education

Shall have graduated from an approved school of professional nursing, be a registered professional nurse licensed to practice in Iowa, and shall have completed or be enrolled in courses qualifying for such supervision.

6. Trade and industrial education

Shall have had at least three years of experience (with a minimum of 144 clock hours per year) as a teacher of an approved trade and industrial education program which meets the standards of the State Plan, or

Two years of teaching experience in a recognized industrial plant training program or teaching experience in a technical (non-military) training program of the Armed Forces may be accepted in lieu of one of the three years of teaching experience in trade and industrial subject in public schools; or five years of industrial supervisory experience may be accepted in lieu of one of the two years teaching experience. Shall have had at least three years of practical work experience as a wage earner in one or more trade or industrial occupations.

During any five-year period of employment, he shall attend sixty clock hours of approved conferences, or summer workshop type or extension classes.

1.52-3 Responsibility

Persons serving as local directors or supervisors of vocational education will be directly responsible to the administration of the school district and to the governing board of the district.

1.53 Instructional personnel

Titles, duties, and minimum qualifications

1.53-1 Titles

Teachers, coordinators, shop teachers, field teachers, laboratory teachers, technical teachers, adult teachers, etc.

1.53-2 Duties

To plan, teach, coordinate, and conduct the instructional program for which employed.

1.53-3 Qualifications

A. Agricultural education instructional personnel

1. High school teachers of vocational agriculture

- a. He must be a graduate in agricultural education from a land grant institution with a minimum of 18 quarter hours of training in livestock, crops and soils, farm mechanics, and farm management.
- b. He shall have not less than 11 quarters of credit in agricultural education including courses in special methods in vocational agriculture and supervised student teaching in vocational agriculture from a land grant institution, 9 quarters of credit in educational psychology and 3 quarter hours in general or vocational education.
- c. He must have had at least two calendar years of experience on the farm after 14 years of age.
- d. He must have a valid Iowa teacher's certificate.
- e. Conditional annual approval may be given to teachers of vocational agriculture who need no more than 18 quarter hours of credit in meeting the regular standards for training in technical and professional subjects.

2. Qualifications for special teachers for out-of-school youth and adult classes

- a. In experience, he must have had at least 3 years of successful occupational experience in the type of work to be taught.

- b. He shall have graduated from high school with preference given for graduation from college.
- c. He shall have demonstrated ability in the work to be taught.
- d. His qualifications shall be subject to approval by the school and the state consultant.

B. Qualifications, business and office education instructional personnel

1. Teacher-coordinator--high school-post high school

Shall have graduated from a four-year accredited college or university and be certified in Iowa as a teacher of the business and office subjects offered to the vocational students. Shall meet the above qualifications, including a minimum of eight (8) semester hours in professional office education courses. Shall have at least 18 semester hours of college credit in technical office education courses which may be either a part of or in addition to the baccalaureate degree. Shall have had 3,000 hours of full or part-time approved experience as a paid employee in business and office occupations, and be certified by the state consultant of business occupations.

2. Instructor--adult (evening and part-time extension classes)

Shall be proficient in the specialization for which the class was organized, and shall have had occupational experience in the area for which instruction is to be provided. It will be the responsibility of the local supervisor, local director or coordinator, and state consultant to evaluate the qualifications presented.

3. Field instructors for adults

Shall be the same as for teacher-coordinator (listed above) plus one year of teaching experience.



C. Qualifications, distributive education instructional personnel

1. Teacher-coordinator--high school-post high school

Shall have graduated from a four-year accredited college or university approved for teacher educating of distributive education, have completed the required number of hours for a distributive education major at that school, and be certified in Iowa as a teacher-coordinator of the distributive education subjects offered to the vocational students by state consultant of distributive education. Shall meet the above qualifications, including a minimum of eight (8) semester hours in professional distributive education courses. Shall have at least 18 semester hours (either as a part of or in addition to the bachelor's degree) of college credit in technical distributive education courses, in addition full-time practical experience will be accepted as follows--for each year over three (3) years, three semester hours of technical courses will be allowed to a maximum of nine (9) semester hours. Shall have had 3,000 hours of full or part-time approved experience as a paid employee in distributive occupations.

2. Instructor--adult (evening and part-time extension classes)

Shall be proficient in the specialization for which the class was organized and shall have had occupational experience in the area for which instruction is to be provided. It will be the responsibility of the local supervisor, local director or coordinators, and state consultant to evaluate the qualifications presented.

3. Field instructors for adults

Shall be the same as for teacher-coordinator (1.53-3 C 1) plus one year of teaching experience.

D. Minimum qualifications of home economics instructional personnel

1. Teachers of high school and adult homemaking programs shall hold an Iowa teaching

certificate with approval to teach vocational homemaking. In lieu thereof, adult homemaking teachers shall have a baccalaureate degree in home economics and special preparation for teaching adults.

2. Teachers for gainful employment shall be certified by the State Department of Public Instruction, and possess such occupational competencies and professional education as deemed essential by the State Board for the type of work undertaken.

E. Qualifications of health occupations instructional personnel

1. Be registered or certified in Iowa in the occupational field to be taught.
2. Within five years prior to appointment shall have had at least two years of successful experience in the occupation to be taught.

F. Titles and minimum qualifications of trade and industrial education instructional personnel

Minimum qualifications

All teachers shall be chosen because of their recognized ability in their particular trades or occupations and shall have the personal qualifications deemed essential by the local board for the type of work undertaken. In addition, they shall have had at least three (3) years of recent practical experience in the trades they are to teach.

1. Part-time cooperative teacher-coordinator

Teacher-coordinators shall have a bachelor's degree or may qualify through three years of experience as a teacher of a day trade or preparatory technical program.

2. Day trade - types A and B

They shall be high school graduates, or equivalent as determined by the General Educational Development test.



3. Day trade - type C, and part-time preparatory

Same as for type A and B except that teachers for single-skilled occupations will be required to have only one year of experience in the type of skilled work being taught.

4. Day trade - type A, B, and C, related technical subjects only

They shall have a bachelor's degree preferably with a major in industrial education, and sufficient mathematics, science, and/or drawing to qualify for regular certification to teach the subjects in a high school; and shall have, as a minimum, one year of occupational experience in one of the fields to be taught.

5. Evening and part-time trade extension including apprentice classes

Exceptions to the three years of practical experience may be made only when a proposed instructor is selected by a joint employer-employee committee because of his special technical training and recognized ability in the field to be taught.

6. Part-time general continuation

Teachers shall have an acquaintanceship with the industries where the pupils find employment; they shall have an understanding of the peculiar problems of the part-time school; and shall have the same qualifications regarding certificates which are required of teachers of corresponding courses taught in the regular high school.

G. Titles and minimum qualifications of technical education instructional personnel

1. Preparatory teachers

In addition to the minimum qualifications in the first paragraph of section 1.53-3F, they shall have satisfactorily completed two years of training in a technical school in areas in which they propose to teach, or have completed two years in a four-year training program in the service area; and have completed at least 20 semester hours of mathematics and science on a technical school or college level.



Successful teaching experience in the technology or related field may be accepted in lieu of recent employment, or a recently completed degree in a field related to the technology to be taught may be substituted for part of the three years recent employment.

For teachers who supervise laboratory instruction only, additional recent employment above the three-year requirement, may be substituted for a part of the two-year technical education requirement.

2. Supplementary (extension) teachers

The qualifications of teachers of supplemental classes shall be the same as outlined in 1 (above).

3. Industrial processes teachers in industrial technologies

The qualifications shall be the same as for teachers of comparable day trade courses in section 1.53-3 F

1.54 Vocational guidance and counseling personnel

1.54-1 State consultants and assistant state consultants

A. Duties

In addition to those duties specified in this section for all consultants, the following are peculiar to vocational guidance and counseling personnel.

Professional staff members with primary responsibility for vocational guidance and counseling will provide as a part of their responsibilities:

1. The procurement, development, and dissemination of educational and vocational information pertaining to fields of occupational opportunities which do not require a four-year college education.
2. Consultative services concerning the vocational aspect of guidance and counseling.
3. Leadership for the promotion and supervision of better vocational guidance and counseling services.

4. The development and dissemination of procedures and forms to be used for conducting continuous follow-up studies.

B. Qualifications

Professional staff members with responsibility for vocational guidance and counseling activities conducted under this State Plan will meet the following minimum qualifications:

1. Shall be the holder of a valid Iowa teacher's certificate endorsed for teaching at the secondary level.
2. Shall have completed an approved master's degree program for the preparation of school guidance counselors, with emphasis in vocational guidance and counseling, and be recommended for counselor approval by the preparing institution.
3. Shall have additional graduate credit in guidance and counseling beyond the master's degree.
4. Have three years of successful employment as a guidance counselor.
5. Demonstrate interest in vocational education as part of public education, or desirable to have had preparation and teaching experience in vocational education or the practical arts.
6. Have a minimum of one year experience as a wage earner in one or more occupations outside the field of education.

1.54-2 Local supervisors of vocational guidance and counseling

A. Titles

Supervisors of guidance

B. Duties

Duties of the local supervisor shall include:

1. Supervision, consultation, and/or direction of two or more local counselors in performance of functions listed under section 1.54-3 B.



2. Cooperation with consultants and assistant consultants of the State Board in carrying out provisions for vocational guidance and counseling.

C. Qualifications

1. Shall be the holder of a valid Iowa teacher's certificate endorsed for teaching at the secondary school level.
2. Shall have completed an approved master's degree program for the preparation of school guidance counselors, with emphasis in vocational guidance and counseling, and be recommended for counselor approval by the preparing institution.
3. Shall have had two years of successful teaching experience on the secondary level.
4. Shall have at least one year experience as a wage earner in one or more occupations outside the field of education and at least two years of experience as a local guidance counselor.
5. Desirable to have had preparation and/or teaching experience in vocational education or the practical arts.

1.54-3 Local counselors of vocational guidance and counseling

A. Titles

Guidance counselor

B. Duties

1. Collect appraisal information from each present and/or prospective student to insure understanding of his needs, interests, and abilities to benefit from the training.
2. Provide each present and/or prospective student information regarding:
  - a. local vocational training programs.
  - b. vocational training programs beyond the local community.
  - c. employment outlook opportunities at the local level and/or beyond.

3. Provide continuing opportunities for professional counseling.
4. Provide continuing professional contacts between vocational guidance personnel and other professional staff members charged with instructional responsibilities.
5. Cooperate with ISES in registering as job seekers all present and/or prospective trainees indicating an interest.

C. Qualifications

1. Shall be the holder of a valid Iowa teacher's certificate endorsed for teaching at the secondary school level.
2. Shall have completed an approved master's degree program for the preparation of school guidance counselors with emphasis in vocational guidance and counseling, and be recommended for counselor approval by the preparing institution.
3. Shall have had two years of successful teaching experience at the secondary level.
4. A minimum of one year experience as a wage earner in one or more occupations outside the field of education.
5. Desirable to have had preparation and/or teaching experience in vocational education or the practical arts.

1.55 Teacher training personnel

1.55-1 Titles, duties, and minimum qualifications

A. Titles

Teacher educators

B. Duties

They shall, in cooperation with the State Board, provide teacher-education programs through developing, conducting, and/or implementing pre-service, in-service, and graduate programs.

C. Qualifications

Shall hold a master's degree, and shall have a minimum of three years of successful experience as a teacher or supervisor in the service area of responsibility, and meet the qualifications of the institution in which employed.

Exceptions:

Special instructors of technical courses for employed teachers and supervisors may be approved by the state director because of their particular experience and training.

1.56 Research personnel

1.56-1 Titles, duties, and minimum qualifications of research personnel

A. Titles

Vocational education research consultants

B. Duties

1. To research developmental, experimental, and/or pilot programs.
2. To coordinate, conduct, and/or supervise research and investigations to determine the need for vocational education.
3. To evaluate the results of vocational education as a basis for the improvement and expansion of the programs.
4. To study the process of vocational education including content, curriculum, methodology, philosophy, and facilities in relationship to other parts of the total education process.
5. To study potential, current, and past enrollees in vocational education programs in terms of their educational and vocational needs, their characteristics, their educational experiences, and their post-training vocational experiences.

C. Qualifications

Shall have a master's degree plus at least 30 additional hours toward a doctoral degree. This study shall include some concentration in statistics, education, and methods of planning and conducting research.

Shall have a sound understanding of vocational education and data processing.

Shall have teaching experience in some field of vocational education at the secondary level.

- 1.56-2 Personnel employed and/or engaged under research contracts or grants from the State Board for research on a temporary basis will be qualified to the extent that within their discipline they are qualified to perform such duties.

1.57 Other professional personnel

1.57-1 Titles, duties, and minimum qualifications of information materials specialists or specialists in service areas

A. Titles

Information material specialist

B. Duties

He will be responsible for developing instructional materials and teaching aids for the use of teachers, assist in improving instruction by developing teaching guides and listing sources of information, and assist with the promotion and improvement of the service area educational program by developing needed surveys and making studies.

He will coordinate, supervise, and/or conduct projects to develop instructional materials for a service field in vocational education.

C. Qualifications

He shall meet the qualifications of a teacher of the vocational service area and in addition have completed three years of successful experience as a teacher of vocational education.

Same as other state consultants, and with specific education and/or experience in instructional materials development.

1.57-2 Titles, duties, and minimum qualifications of teacher certification and training consultants and assistant consultants

A. Titles

Teacher certification and training consultant



B. Duties

The teacher certification and training consultant will coordinate policies on teacher qualification and certification of the division of certification and the division of vocational education, department of public instruction. He will also serve as a liaison between the division of vocational education and the approved teacher training institutions training vocational education teachers.

C. Qualifications

Same as for other state service consultants, in that particular service field.

1.57-3 Titles, duties, and minimum qualifications of fiscal officer

A. Titles

Vocational education fiscal officer

B. Duties

Assist the director and the state consultants in the following:

1. Keep records of funds received.
2. Keep records of the funds allocated to the various services within vocational education.
3. Develop and maintain an accounting system of enrollments in vocational classes and the costs of operating same.
4. Receive and audit requisitions for reimbursement from the schools.
5. Upon the approval of the state director, authorize the reimbursement to schools.
6. Compile state and federal financial and statistical reports.
7. Assist the state director in developing the annual budget.
8. Provide periodic budget reports to the director and the state consultants.

C. Qualifications

The State Board will assure that the fiscal officer has the necessary educational background and experience in accounting to carry out the duties listed above in item B.

1.6 Reports

The State Board will participate in periodic consultations with the Commissioner and his staff, and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under the acts, keep such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to assure himself that such reports are correct and verifiable. Such reports shall include the annual estimate of projected program needs and the annual report.



## 2.0 Program of Vocational Instruction

### 2.1 Persons to be served

The vocational training or retraining program will be developed to meet the needs, interests, and abilities of all persons who have need for, desire, and who can benefit from the instruction for all categories listed below:

#### 2.11 Secondary

Programs of vocational education will be conducted for persons attending high school to prepare them for entering into gainful employment, and useful employment under the Smith-Hughes and George-Barden Acts. The program combines and coordinates classroom instruction with field, laboratory, or work experience which is appropriate to the vocational objectives of the student. It will be of sufficient duration and intensity to develop competencies necessary to fit him for employment in the occupation or the occupational field for which he is being trained. It will be directed, supervised, or coordinated by qualified personnel. The program will be an integral part of the student's total high school program and may be offered in high schools, area-vocational technical schools or state-vocational technical schools.

#### 2.12 Post-Secondary

Programs of vocational and technical education will be conducted for persons who have completed or left high school and who are available for full-time study in preparation for entry into gainful employment, and useful employment under the Smith-Hughes and George-Barden Acts. Such programs may be conducted in institutions such as high schools, area vocational-technical schools, state-vocational technical schools, community colleges, and special divisions of colleges and universities under contract in private educational or other public agencies. The program combines and coordinates classroom instruction with field, laboratory, or work experience which is appropriate to the vocational or technical objectives of the student. It will be of sufficient duration and intensity to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained. It will be directed, supervised, or coordinated by qualified personnel.

#### 2.13 Adult

Programs of vocational and technical education will be conducted for out-of-school youth and adults who have entered the labor market and need training or retraining to achieve stability or advancement. The course content will be designed to develop manipulative, technical, supervisory, or managerial skills and knowledges. Programs will be of sufficient duration and intensity needed to achieve employment. Programs will be conducted at times and places which encourage attendance and may be offered in institutions such as high schools, area-vocational technical schools, state-vocational technical schools, community colleges, special divisions of colleges and universities, private



educational agencies and other public agencies. It will be directed, supervised, or coordinated by qualified personnel.

#### 2.14 Special

Programs of vocational and technical education will be conducted for persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational and technical programs. Instruction will be offered in special classes with the appropriate combination of vocational and general education necessary to make each student employable. The program will be of sufficient duration and intensity to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained. Such programs may be conducted in institutions such as high schools, area-vocational technical schools, state-vocational technical schools, community colleges, and special divisions of colleges and universities under contract with private educational agencies or other public agencies. Instruction will be particularly designed to meet the needs of drop-outs, potential drop-outs, and unemployed high school graduates. The program will be directed, supervised, or coordinated by qualified personnel. The fields of training will generally include single skilled occupations and preparation for service type employment requiring single skilled types of job assignments.

#### 2.2 Occupations to be served

Occupations for which training will be conducted include the areas of agriculture, business and office occupations, distributive, health occupations, home economics, trade and industrial, technical, and other occupations except those generally considered professional or requiring the baccalaureate degree.

#### 2.3 Standards and requirements

##### 2.31 Arrangements for vocational instruction

##### 2.31-1 Instruction under public supervision and control

- A. Such instruction will be provided by the State Board or local educational agency in schools or classes conducted under public supervision and control, meeting the criteria of part B below.
- B. To be under "public supervision and control," a school or class must meet the following criteria:
  1. It is organized and operated under the direction of the State Board or a local educational agency responsible for expenditure of public school funds for vocational education in the state or community, and

2. The teachers are employed as public school teachers under the conditions generally applicable to the employment of other public school teachers employed by the State Board of local educational agency responsible for vocational education, and
3. Officials on the staff of the State Board or a local educational agency responsible for vocational education have full charge of
  - a. employing teachers
  - b. determining whether students qualify for admission to classes, and
  - c. determining content and organization of courses and curriculum.

2.31-2 Instruction under contract

If any portion of the program of instruction is provided by public or non-public agencies or institutions under contract with the State Board or local educational agency before approval, the State Board will require the contracting agency or institution to provide the following:

- A. A written contract describing the portion of instruction to be provided by such agency and/or institution.
  - B. That the contract incorporate the applicable standards and requirements contained in the State Plan and prescribed by the State Board.
  - C. That each contract be in accordance with state and local laws.
  - D. That the instruction under contract be conducted as a part of the state and local program under the supervision of the State Board.
  - E. That the contract constitutes a responsible and prudent use of funds available under the State Plan.
  - F. That the contract contains provisions to be reviewed at least annually by the parties concerned, and
  - G. That each contract includes an assurance that all funds paid to a contracting agency or institution will be used only to lower the rate of or eliminate tuition, fees, and other charges that would otherwise be collected from persons receiving such instruction.
- Appendix 4.5



## 2.32 Objective of instruction

Vocational instruction will be designed to fit individuals for employment in a recognized occupation. Such instruction will include vocational or technical training or retraining for (1) those preparing to enter a recognized occupation upon the completion of instruction and (2) those who have already entered an occupation, but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment. When supported by funds allotted under section 3 of the 1963 Act, vocational instruction shall be designed only to fit individuals for gainful employment, and useful employment under the Smith-Hughes and George-Barden Acts.

All students receiving vocational instruction in preparatory classes under the State Plan will have an occupational objective which is a matter of record. This objective may either be a specific recognized occupation or a cluster of closely related occupations in an occupational field.

## 2.33 Occupational orientation of instruction

### 2.33-1 Instruction related to occupation

Instruction shall be directly related to the occupation or cluster of occupations for which the student is being trained, which is designed to fit individuals for employment in a recognized occupation, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation, except as may be provided in paragraph 2.33-2 and 2.33-3 of the State Plan. Such instruction shall include classroom instruction and field, shop, laboratory, cooperative work, or other occupational experience.

### 2.33-2 Instruction necessary to benefit from training

Where necessary, the State Board will provide instruction for a bona fide vocational student to benefit from instruction related to the occupation for which he is being trained by correcting whatever educational deficiencies or handicaps that prevent him from benefiting from such instruction. Such instruction must be provided in courses which are an integral part of the vocational education program in which the student is enrolled.

### 2.33-3 General continuation classes

Instruction may be provided under the Smith-Hughes Act and Title I of the George-Barden Act for certain fields of vocational education for part-time general continuation classes as defined in 8.43-22.

## 2.34 Non-reimbursable instruction

### 2.34-1 General

A program of vocational instruction under the State Plan may be supplemented with such general education and cultural subjects as may be necessary to develop a well rounded individual. However, such instruction will not be supported by federal funds or state or local funds used for matching unless it fits in one of the two categories specified in 2.33 above.

### 2.34-2 Professional

Instructional programs will not be designed to fit individuals for employment in recognized occupations which are generally considered to be professional, as determined by the U. S. Commissioner of Education, or requiring a baccalaureate or higher degree.

This provision is not intended to exclude from vocational instruction those semi-professional, technical, or other occupations which are related to professional occupations, but which do not require a baccalaureate degree.

### 2.34-3 Smith-Hughes and George-Barden programs

Funds under the Smith-Hughes and George-Barden Acts will not be available for instruction offered or designated by the institution offering it as providing credit leading to a baccalaureate or higher degree; or, if offered by an institution which does not grant a baccalaureate degree, is applied for credit toward such a degree as indicated by transfer policies of baccalaureate degree granting institutions to which students of the offering institution generally transfer.

## 2.35 Offering of vocational instruction

In establishing, continuing, or terminating a program of vocational instruction, consideration will be given to the following:

1. The interests, needs, and abilities of all persons in the community or area who have need for, desire, and can benefit from the instruction.
2. The need and opportunity in the employment market for the occupational skills and knowledge for which instruction is being provided, and those specific requirements as outlined in 8.73-2 of this plan.



2.36 Access to vocational instruction offered

2.36-1 Access to instruction offered outside area of local educational agency

In determining which individuals should have access to programs of vocational instruction offered within the state, consideration will be given to all individuals residing in the state who are available and qualified to receive such instruction in accordance with the standards and requirements in the State Plan. If it is not economically or administratively feasible to provide each type of program in all areas and communities of the state served by a local educational agency, individuals residing in an area or community served by one local educational agency will be permitted to enroll, in accordance with policies and procedures established by the State Board or the local educational agencies involved, in a program of instruction offered by another local educational agency, so long as

- A. The local educational agency serving the area or community in which the individual resides does not offer a reasonably comparable type of program.
- B. The student is otherwise available and qualified to receive such instruction.
- C. Facilities are reasonably available for additional enrollees in the program offered by the receiving local educational agency.

2.36-2 Access to instruction offered within area served by State Board or local educational agency

To the extent that facilities are available, each type of program of vocational instruction offered by the State Board will be made available to all individuals residing in the state, and each program of instruction offered by a local educational agency will be made available to all individuals residing in the district or community served by the local educational agency offering such instruction, if such individual is otherwise available and qualified to receive such instruction in accordance with the standards and requirements in the State Plan. The fact that an individual resides in a certain attendance area within such district or community shall not preclude his access to a program of instruction available to other individuals residing in other attendance areas within the district or community, if access to a reasonably comparable program is not otherwise available to him.

2.37 Selection of students

- 2.37-1 Individuals will be admitted for enrollment in classes and provided instruction for each type of occupation or occupational field, on the basis of their potential for achieving competence in the occupation or occupational field through such instruction, except as provided in 2.37-2.
- 2.37-2 Individuals will be admitted to and provided instruction in special classes for persons with special needs if such individuals have academic, socio-economic, and/or other handicaps that have prevented or would prevent them from succeeding in the other vocational education programs and therefore require instruction which is especially designed to enable such individuals to develop competencies adequate for employment in a recognized occupation.
- 2.37-3 In addition, see the specific qualifications as listed in 8.33-2, 8.43-3, and 8.73-3.

2.38 Soundness and quality of instruction

2.38-1 Organization and content

The program of instruction will be based on a consideration of the skills and knowledge required in the occupation for which the instruction is being provided, and includes a planned logical sequence of those essentials of education or experience (or both) deemed necessary for the individual to meet his occupational objective.

In addition, see the specific standards and requirements as listed in 8.13-1, 8.23-1, 8.33-1, 8.43-1, 8.63-1, and 8.73-1.

2.38-2 Counsel and advice

A. Local

The program of instruction will be developed and conducted in consultation with local advisory committees or individuals consisting of potential employers and other individuals or groups of individuals having skills in and substantive knowledge of the occupation or occupational field representing the occupational objectives. In addition, see specific standards and requirements as listed in 8.44 and 8.63-7.



B. State service advisory committees

They may be appointed in each service area of vocational education.

They will serve as a means of keeping the program in harmony with the needs and public interest and support. Membership of committees should be representative of the various interests, but selected for the contributions they can make to the program.

Members will be selected by the consultant of the service and the professional organization of that service in cooperation with recognized groups concerned with the service area. Final approval must be given by the State Board. It is recommended that one member of each service committee shall be a member of the state advisory committee.

They shall be entirely advisory in nature and shall render technical, consulting, and other services which will assist in developing more adequate programs of vocational education.

They shall have as its chairman the state consultant of the service it advises.

They shall meet at the call of the service consultant, with the approval of the state director.

In all cases where employers and employees are members of a committee, there shall be an equal number of each.

2.38-3 Up-to-date instruction

The program of instruction will include the most up-to-date knowledge and skills necessary for competencies required in the occupation or occupational field in which the individual is being prepared, upgraded, or updated.

2.38-4 Duration and intensity of instruction

The program of instruction will be sufficiently extensive in duration and intensive within a scheduled unit of time to enable the student to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained.

In addition, see the specific standards and requirements listed in 8.33-3, 8.43-4, and 8.63-2.

### 2.38-5 Supervised practical experience

The program of instruction will combine and coordinate related instruction with field, shop, laboratory, cooperative work, or other occupational experience which (A) is appropriate to the vocational objective of the students, and (B) is of sufficient duration to develop competencies necessary to fit him for employment in the occupation or occupational field for which he is being trained, and (C) is supervised, directed, or coordinated by a person qualified under the State Plan. See special requirements for classes providing cooperative work experience, in section 2.38-52.

In addition, see the specific standards and requirements in 8.13-2, 8.23-2, 8.33-4, 8.43-5 and 8.63-3.

### 2.38-51 Apprenticeship programs

The State Board will provide apprentices with related vocational instruction which is supplemental to their on-the-job training.

Such instruction will be provided through daytime or evening classes conducted by local boards of education, other public educational institutions, the State Board, by itinerant instructors employed by such agencies and/or by contract.

### 2.38-52 Cooperative work experience

The State Board will provide for cooperative programs for persons enrolled in a school who, through a cooperative arrangement between the school and employers, receive part-time vocational instruction in the school and on-the-job training through part-time employment. The training program will be developed and carried out cooperatively by the school and the employer. When vocational instruction is provided, the State Board will provide that such classes shall be organized through cooperative agreements, preferably in writing. Training schedules, preferably in writing, will be established between the schools providing vocational instruction to student-learners in the class, and the employers providing on-the-job training through part-time employment of such student-learners. The employment of student-learners will be in conformity with federal, state, and local laws and regulations; the employment will not result in exploitation of student-learners for private gain; a plan, preferably in writing, for an



organized program of training on the job, including job safety, will be developed and carried out; and a program, preferably in writing, of supplemental vocational instruction, including job safety, will be developed and used on an individual and group basis in the school.

2.39 Adequate facilities, equipment, and materials

Classrooms, libraries, shops, laboratories, and other facilities (including instructional equipment, supplies, teaching aids, and other materials) will be adequate in supply and quality to meet the standards approved by the State Board so that such facilities enable those who are to be trained to meet the occupational objective for which the education is intended. If the State Board or local educational agency cannot provide such facilities and materials, but they are available in a business or industrial or other establishment, the State Board may provide for vocational instruction in such establishments provided that such instruction meets all the standards and requirements of the State Plan.

2.40 Qualified teachers and supervisors

The program of instruction will be conducted and supervised by qualified teachers and supervisors, meeting the qualifications in 1.5.

In addition, for special requirements with respect to funds under Title II of the George-Barden Act, section 8.63-4 of the State Plan.

2.41 Youth organizations

The youth organization in the vocational education programs will be designed to complement the instruction. The activities of the organization will be supervised by qualified vocational education personnel, on both the local and state levels.

2.5 State Board designation of local educational agencies as area schools

2.51 Authority

2.51-1 Federal

Section 104.13 of the Vocational Education Act of 1963 gives the State Board authority to designate local educational agencies as area schools, under the federal George-Barden Act, Title III, subject to certain conditions.

2.51-2 State

The Iowa Code grants permission to a local educational agency, which does not have an area vocational school, to send students to a school district having an area vocational technical school, subject to certain conditions. The Iowa Code also states that the State Board shall establish standards, annually inspect area vocational technical high schools and programs as a basis for the school applying for state and federal monies. Appendix 4.1(c), and 4.15(e)

2.52 Local educational agency seeking designation

2.52-1 Method

Prior to making an application to be designated an area vocational technical school the local educational agency shall meet with the state director to determine procedure, required data, information, and other items necessary for the State Board to form a decision.

2.52-2 Types of information needed by the State Board

A. Need for the designation of an area school

1. Types of vocational training facilities available within a 40 mile radius.
2. Types of vocational programs available within the 40 mile radius.
3. Admission requirements of the programs in the 40 mile radius.
4. Demonstrate how the new facility would meet additional needs, and
5. Demonstrate that a sufficient number of persons would be available with the interest, need and ability to benefit by the offering on an economical basis.

B. Area to be served

1. Demonstrate either by map or other device the school districts to be served, and
2. Show the interest of these districts to be part of the designated center.

C. Occupational offering

1. The occupations to be offered upon approval
2. The potential of future offerings, and
3. Opportunities for gainful employment have been surveyed locally and elsewhere. This information to be included in the application.

D. The plans of the local educational agency for admission of students

1. Admission requirements for resident and non-resident students, and
2. Tuition charges.

E. Financial support

1. The ability of the local educational agency to finance the proposal when matched with state and federal funds.

F. Community support

1. Demonstrate the attitude of the community, supporting the local educational agency, toward the proposed area designation.

G. Facilities

1. Plans for providing facilities.

2.52-3 Presentation of the application by the local educational agency

The application and information pertaining to the application shall be presented in writing to the state director. The application will contain a resolution, which is part of the local educational agency's minutes, requesting the State Board's approval of the application for the designation. The request shall be signed by the president of the local educational agency making the request.

2.53 State Board action

2.53-1 State director

Within 30 days after receipt of the application, the state director and members of his staff will review the application to determine if: (1) the application is complete, and (2) additional information is needed.

The director will notify the local board of education as to whether additional information is needed.



Within 30 days after a complete application has been filed, the state director and members of his staff will review the application, make recommendations, and file with the executive officer.

2.53-2 Executive officer

Within 30 days after receipt of the application from the state director, the executive officer will review the application. If the application is in order, he will place it on the agenda for the next State Board meeting.

2.53-3 State Board

Within 30 days after the presentation of the application the State Board will review the application in light of the following criteria:

- A. The designation of the local education agency will fit into the State Board's State Plan for Area Vocational Technical Education.
- B. The material submitted will assure that
  - 1. Vocational training and retraining is more readily accessible.
  - 2. The occupational offering is of high quality and realistic in light of opportunities for gainful employment, and
  - 3. Meets the needs, interests, and abilities of the students to benefit by the training.
- C. Meets the requirements of applicable parts of the State Plan.

After the review, the State Board will either:

- 1. Approve the application and establish procedures for carrying out the plan,
- 2. Request additional information, and
- 3. Reject the application and state the reasons.

2.54 State Board action on area vocational technical school established prior to adoption of the present State Plan

All previously approved area schools shall make application in the manner prescribed in section 2.52, and be approved by the State Board as prescribed in section 2.53.



### 3.0 Ancillary Services and Activities

#### 3.1 Vocational guidance and counseling

##### 3.11 General statement of policy

Vocational education under the State Plan will include vocational guidance and counseling personnel and services sufficient to enable the program of instruction to meet and continue to meet the standards and requirements indicated in 2.0.

##### 3.12 State program of vocational guidance and counseling

The State Board will provide and maintain an adequate staff, whose qualifications and duties are described in 1.5, to (1) develop, secure, and distribute occupational information, (2) provide consultative services concerning the vocational aspects of guidance, and (3) give leadership to the promotion and supervision of better vocational guidance and counseling services at the local level.

Vocational guidance and counseling services performed under 1963 Acts shall be carried out within the framework of the division of special education and guidance services (hereafter referred to as the guidance services section) in cooperation with the division of vocational education.

The goals and objectives of vocational guidance and counseling shall be to emphasize the broadest possible considerations of educational and vocational opportunities consistent with the needs, abilities, and interests of individuals.

All professional staff members of the guidance services section will be encouraged to pursue vocational guidance and counseling functions as outlined in this Plan.

The State Board will utilize the resources of the Iowa State Employment Service pursuant to the cooperative arrangements provided for in 1.4.

##### 3.13 Local programs of vocational guidance and counseling

3.13-1 The relationship between the state and local guidance and counseling staffs shall be one of cooperative endeavor and mutual assistance in developing and maintaining adequate guidance and counseling services for vocational and potential vocational students. Local guidance and counseling personnel in schools offering vocational programs will be encouraged to provide vocational guidance and counseling services which are designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary for realistic vocational planning, (3) assist them while pursuing the plan, (4) aid them in vocational placement, and (5) conduct follow-up procedures to determine the effective-

ness of the vocational instruction and the guidance and counseling program, all in cooperation with the local vocational education staff.

Vocational guidance and counseling services shall be carried out within the framework of a program of schoolwide guidance services in the local educational agency.

School participating in reimbursed programs will make such reports relative to vocational guidance and counseling and activities as may be required by the State Board.

### 3.13-2 Types of expenditures

Other than those listed in section 6.0 the following are included:

- A. Educational and vocational guidance information materials pertaining to opportunities which do not require a four-year college education.
- B. Tests and inventories appropriate for use in vocational guidance and counseling.

## 3.2 Vocational teacher training

### 3.21 General statement of policy

Vocational education under the State Plan will include the teacher training program(s) (both pre-employment and in-service) which are adequate to provide for a sufficient supply of qualified teachers, supervisors, and other vocational education personnel in the state, except as limited for health occupations in section 8.63-5. All programs to be developed by cooperative arrangements and agreements between the State Board, staff, and the institution of higher learning applicable. (See 8.63-5)

### 3.22 Description of teacher training programs

Types of teacher education and training programs to be included are those designated for the pre-service and in-service instruction at the baccalaureate, graduate, or non-degree level of persons employed or preparing for employment as professional staff members and/or instructors in programs operating under this State Plan.

#### 3.22-1 The types of professional vocational education positions for which pre-service and in-service training will be provided

Pre-service and in-service education and training will be provided for teachers, supervisors, directors, administrators, counselors, and other professional staff in the fields of agricultural education, business education, distributive education, home economics education, trade and industrial education, and other vocational and technical education. In-service training only will be given for vocational education in health occupations.

3.22-2 Type of training

Pre-service and in-service professional and subject matter training will be provided for the service areas included in this Plan, except that only in-service education and training will be provided in health occupations.

3.22-3 Types of or groups of persons with whom trainees will be prepared to work

Teacher training will provide experiences and training to enable trainees to work with secondary, post-secondary, adult and/or special students in high schools, area vocational-technical schools, community colleges, and/or other post-high schools.

3.23 Arrangements for teacher training

3.23-1 State Board

The State Board, through its vocational education staff, is responsible for the maintenance of adequate programs of vocational teacher education and training. Insofar as possible and appropriate, the actual conduct of programs of vocational teacher education and training will be performed through the cooperation of accredited and approved teacher education institutions and through arrangements made with school districts.

The State Board, through its vocational education staff, is also responsible for statewide planning, coordination, and evaluation of vocational teacher education and in-service education through such means as conferences, workshops, and other appropriate procedures.

3.32-2 Other agencies or institutions providing teacher training

- A. State Board shall enter into cooperative agreements with approved teacher education institutions for the carrying out of teacher education and training programs in the various service areas.
- B. Planning for programs shall give consideration to the adequacy of such items as: student teaching, curricular experiences, faculty, libraries, physical facilities, and finance. A description of the program or programs of teacher training for each of the service areas shall be on file with the State Board.



Evaluation of the teacher education programs will be made continuously by the teacher education staffs and the State Board.

- C. The state director, in cooperation with each teacher education institution, shall formulate a written agreement for each teacher education program specifying: (1) names of professional staff members and proportion of time each is to devote to teacher education program; (2) allowable expenditures; (3) total financial commitments on part of both the teacher education institution and the State Board; and (4) major kinds of activities to be conducted under the agreement for each teacher education program operating under the State Plan. The agreement shall be approved by both the institution and the State Board and shall be reviewed, and when necessary renegotiated, on an annual basis.

### 3.24 Eligibility of enrollees

1. Vocational teacher education and training will be offered only to persons who are teaching or are preparing to teach vocational education students or who are undertaking or are preparing to undertake other professional duties and responsibilities in connection with vocational education programs under the State Plan to whom such education would be useful professionally.
2. Vocational teacher education and training supported with funds under the Smith-Hughes and George-Barden Acts will be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers and other vocational education personnel, or who are acquiring such experience or contact as a part of their training.

### 3.3 Research, demonstration, and experimental programs

#### 3.31 Policies and procedures

Research, demonstration, and experimental programs may be developed and carried out by the State Board or by other agencies and institutions in cooperation with the State Board for the purpose of improving the quality of vocational education programs authorized under the acts and provided for in this State Plan.

- 3.31-1 There shall be established a committee on research, demonstration, and experimental programs appointed by the state director. This committee shall be composed of persons possessing demonstrated interest and competency in research methods and procedures, and vocationally oriented. At least one representative from outside the State Board will be named from each of the major vocational service areas established under this State Plan.



3.31-2 Approving programs

- A. Proposals for research, demonstration, and experimental programs submitted to the state director shall be referred to the committee of research, demonstration and experimental programs.
- B. Proposals will be accepted from colleges and universities, local educational agencies, and the state department of public instruction. These proposals will be developed in accordance with the suggested format and evaluated on the basis of criteria developed by the committee and approved by the state director.
- C. Proposals may be reviewed on a semi-annual basis by the committee and recommendations for approval, rejection, or other action may be made on an annual basis.
- D. Consultants in research, design, and analysis may be employed by the State Board upon request of the committee to assist in the review of proposals.
- E. Proposals recommended for approval will be arranged on a priority basis prior to being submitted to the state director for action.
- F. The state director will be responsible for contact negotiations and recommending proposals for approval to the State Board. Final approval will be given by the State Board and incorporated into a written agreement.

3.31-3 A portion of the funds available annually for carrying out the purpose of the Vocational Education Act of 1963 will be budgeted for the research, demonstration, and experimental programs which may have been recommended for approval by the committee, and approved by the state director.

3.32 Standards and requirements

Research, demonstration, and experimental programs shall meet the standards and requirements set forth in the acts, regulations, and this State Plan, which are applicable to the activities affected by such programs, except to the extent provided in part 3.33-1 and 3.33-2 of this section.

3.32-1 Reports shall be required annually from each agency or institution with whom research, demonstration, and experimental program agreements are made. This report shall be reviewed and evaluated by the committee on research,

demonstration, and experimental programs and the review and evaluation of this committee shall be given to the state director.

- 3.32-2 Where the project is of such nature to require additional time, the committee shall make recommendations to the state director of renewal or termination of the research, demonstration, and/or experimental program agreement.
- 3.32-3 Final report for all completed projects shall be submitted to the committee for review and recommendations and the committee's findings shall be submitted to the state director.

### 3.33 Waiver of standards and requirements in special cases

#### 3.33-1 Standards and requirements in State Plan

In special cases, as a part of program development, the State Board may with respect to research, demonstration, and experimental programs waive any standards and requirements in its State Plan if such standards and requirements are not specifically prescribed by the acts and the federal regulations. In such cases, the State Board, upon approval of such program, will submit to the U. S. Office of Education information regarding the purpose and duration of the program and provisions in the State Plan to be waived. The State Board agrees that it will use no federal funds to support such a program until receipt of its proposal is acknowledged by the U. S. Commissioner of Education.

#### 3.33-2 Standards and requirements in federal regulations

In special cases, as a part of program development, the State Board will submit to the U. S. Commissioner of Education a request for approval of a research, demonstration, and experimental program which requires a waiver of standards and requirements prescribed by the federal regulations. Such request will include information regarding the purpose and duration of the program and the provision in the federal regulation, and corresponding provision in the State Plan, if any, to be waived. The State Board agrees that it will use no federal funds to support such a program until it has received notice of approval by the U. S. Commissioner of Education, and then only to the extent of such approval.

### 3.4 Administration, supervision, and evaluation

#### 3.41 State Board programs



The State Board accepts the responsibility of providing adequate supervision for all schools, classes, and projects organized and conducted under provisions of the State Plan. The State Board places the responsibility upon the state director to organize supervisory functions that insure proper expenditure of vocational education funds in conformity with the State Plan.

All schools, classes, and activities organized under the State Plan will be under the supervision of a consultant and assistant consultants. This staff will review all activities approved under the State Plan by visitations and reports to determine that equipment, curriculum, and instructional materials are adequate. Periodic evaluations will be made of the activities through studies and research, pilot, and experimental programs.

#### 3.42 Local programs

Schools, classes, and activities organized under the State Plan and operated by the local schools will be organized by means of a written agreement. This agreement will delineate the responsibilities of the local educational agency and the State Board. The state staff through visits, reports from the local educational agency, and reports of visits by the state staff to the local educational agency will supervise, evaluate, and determine the progress of the program and/or activity toward the successful completion of same.

Periodic evaluation, continual supervision, and follow-up will be an activity of the local agency as well as the state staff.

#### 3.5 Other ancillary services and activities

The State Board assumes the responsibility to develop other ancillary services such as curriculum materials, visual aids and films, proposing surveys of projected manpower needs, etc.



4.0 Construction of Area Vocational Education Schools

4.1 Procedures for taking action on area vocational education school facility projects

4.11 Projects undertaken by the State Board

4.11-1 The State Board may construct, maintain, and operate area vocational technical schools and technical institutes, subject to Iowa laws and the federal vocational acts and within the framework of the State Plan.

4.11-2 The above is to be contingent upon an authorization by the Iowa Legislature to do so, and with a commitment for continued financial support, including an appropriation for securing site, construction of facilities, and operating funds.

4.12 Projects undertaken by local educational agencies

4.12-1 Application by local educational agency

Each proposal submitted to the State Board shall be in sufficient detail in order that an appraisal can be made on how the project will improve vocational education in the area or state. The application should consider items in section 2.52-2 of the State Plan and sections 4.22 and 4.23.

4.12-2 Action by State Board

The State Board will consider information presented by the local educational agency in meeting the criteria in section 4.2 and the terms and conditions in section 4.3.

The State Board will base their decision upon how this application fits into an over-all State Plan for area vocational schools, applying the following criteria:

- A. Persons of all ages in all communities of the state will have ready access to vocational training and retraining.
- B. Programs are of high quality and are realistic in the light of actual or anticipated opportunities for gainful employment.
- C. The program offering is broad enough to meet the needs, interests, and abilities of the students.

After the State Board has considered all the above factors they will either:

- A. Approve the application and establish procedures for implementing an agreement for carrying out the proposal.
- B. Reject the project as not meeting all criteria being considered.
- C. Recommend further study or information to be submitted for further consideration.

#### 4.13 Clearance with other state agencies

The State Board will approve, as part of the agreement with the local educational agency, all plans leading to the construction of the facility, including site, architectural plans, and specifications. The State Board will assure that the facility meets with its over-all State Plan for area schools cited in 4.12-2. Before the final architect's plans and specifications are approved by the State Board, it will require, in writing, that the other state agencies concerned will have given their approval.

##### 4.13-1 State fire marshal

The Iowa Code requires the state fire marshal to enforce all Iowa fire laws and to set up rules and regulations relating to fire protection and safety. Appendix 5.11

##### 4.13-2 County superintendent

The Iowa Code requires approval of the building plans by the county superintendent as part of his general supervision of the schools in his county. Appendix 5.21

##### 4.13-3 State department of health

The Iowa Code requires the state department of health to make inspections of sanitary conditions in educational institutions and public water supplies. Where applicable, the State Board will require this approval. Appendix 3.11(f)

##### 4.13-4 Other

Meet all other local codes and regulations as may be required by law.



4.2 Criteria for determining relative priority

4.21 Section 2.52-2 of State Plan

The State Board review all the information presented in 2.52-2.

4.22 Need for type of facility to be constructed or improved

Demonstrate that the facility will more effectively meet the needs of the persons cited in 2.1.

4.23 Admission requirements

Demonstrate how the facility will serve the area. Submit a plan for giving priority to area students.

4.24 Disposition of the facilities and equipment

Submit a plan for disposition of the facility, or portion of the facility, in the event it cannot be used for the purpose for which constructed. See section 6.6.

4.3 Terms and conditions of approved projects

Continual supervision and review of projects will be maintained by the state staff through visitation to the project, reports by the local educational agency to assure that the terms of the agreement are met, and that there is compliance with all state and federal acts. The State Board will assure:

- A. That the facility will be functional and will meet the needs of those persons and communities to be served.
- B. That the projects will be undertaken in an economic manner and will not be elaborate or extravagant in design or materials.
- C. That sufficient funds will be available to meet the state and local share of the cost of constructing the facility.
- D. That, when construction is completed, sufficient state and local funds will be available for effective use of the facility for the purposes for which it is being constructed.
- E. That the interest of the State Board or the local educational agency in the facility, and in the land on which the facility is located, will be sufficient to assure undisturbed use and possession for the purpose of construction and operation of the school facility covered in the project during the expected usable life of such facility.



- F. That representatives of the U.S. Office of Education and such other persons as the Commissioner may designate will have access at all reasonable times to the project wherever it is in preparation or progress, and the contractor will provide proper facilities for such access and inspection.
- G. That all laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the 1963 Act will be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act (Act of March 3, 1931, P.L. 798, 71st Congress, 46 Stat. 1494 as amended, 40 U.S.C. 276a-276a-5) and 29 CFR Part I (See 29 F.R. 95); and shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act (P.L. 87-581, 76 Stat. 357, 40 U.S.C. 327-332), that such contractors and subcontractors shall comply with the provisions of 29 CFR Part 3 (See 29 F.R. 97), and that all construction contracts and subcontracts shall incorporate the contract clauses required by 29 CFR 5.5(a) and (c). (See 29 F.R. 100, 101).

## 5.0 Work Study Programs

### 5.1 Requirements of a work study program

#### 5.11 Administration

##### 5.11-1 Local educational agency

Local educational agency work study programs will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youth, in the area served by the agency, who meet the requirements in 5.12 of this section.

##### 5.11-2 State Board

The State Board will provide sufficient state staff to provide leadership and to meet the responsibilities provided in the work study section of the Vocational Education Act of 1963. These responsibilities will include among others:

- A. The development of application procedures and working agreements between the State Board and local educational agencies.
- B. Supervision of the programs during the period of the agreements.
- C. Evaluation of the effectiveness of the programs in keeping youth in school, and training for gainful employment.
- D. Evaluation of the local programs in light of the local educational agencies contribution in providing local services to meet the needs of youth.
- E. Providing local educational agencies with suggestions on improving the program to help youth.
- F. Make follow-up studies on the effectiveness of the program.
- G. Make recommendations to the director for changes and improvements to more effectively meet the needs of youth.
- H. Recommend disapproval of local educational agencies not meeting the terms of the agreement.

##### 5.12 Eligible students

Employment under the work study program will be furnished only to a student who: (1) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the 1963 Act;

(2) is in need of the earnings from such employment to commence or continue his vocational education program; (3) is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment and is capable in the opinion of the appropriate school authorities of maintaining good standing in his school program while employed under the work study program.

5.13 Limitation on hours and compensation

No student will be employed more than fifteen hours in any week during which classes in which he is enrolled are in session, or for compensation which exceeds \$45.00 per month or \$350.00 per academic year or its equivalent, unless the student is attending a school which is not within reasonable commuting distance from his house, in which case his compensation may not exceed \$60.00 per month or \$500.00 per academic year or its equivalent.

5.14 Place of employment

Employment under work study programs will be for the local educational agency or for some other public agency or institution (federal, state, or local) pursuant to a written arrangement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In these instances where employment under work study programs is for a federal agency or institution, the written arrangement between the local educational agency and the federal agency or institution will state that students so employed are not federal employees for any purpose.

5.15 Maintenance of effort

In each fiscal year during which the work study program remains in effect, the local educational agency will expend for employment of its students an amount in state or local funds that is at least equal to the average annual expenditure for work study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work study program of the local educational agency was approved by the State Board.

5.2 State Board approval of work study programs

5.21 Administrative procedures

5.21-1 Application by local educational agency

Local educational agencies planning to establish a work study program will be supplied with an application form by the director. This application will contain the criteria set forth in 5.22 of this section.



5.21-2 Action by State Board

Application for approval will be filed with the director. After study and review by the state staff, priorities will be established in light of criteria established in 5.22 of this section. After priorities have been established, the applications will be presented to the State Board for their review and approval. (To the extent funds are available.)

5.22 Criteria for determining relative priority of projects

The State Board will consider the following criteria in approving work study programs submitted by local educational agencies:

- A. Availability of information showing substantial numbers of school dropouts and unemployed youth.
- B. Availability of a broad curriculum of vocational education to meet the needs, interests, and capabilities of youth.
- C. The potential of occupational areas available for work stations.
- D. Availability of proper supervision to make the work study program meaningful.
- E. The school has available an adequate guidance program.
- F. The willingness of the local school to budget funds to meet the needs of students.
- G. The enthusiasm and leadership the local school exhibits toward a work study program.
- H. Student need for assistance will be given very high priority.
- I. Provide, insofar as financial resources are available, for the undertaking of such programs in the order determined by the application of these criteria and the principles in this section (5.0).
- J. Additional criteria may be used as experience indicates.

The State Board will accept applications, evaluate them, determine relative priorities of projects, and approve them in the order determined by the application of the above criteria to assure that the program produces maximum returns or results, that is, keeping needy students in schools.

## 6.0 Federal Financial Participation

### 6.1 Fiscal records

The official fiscal accounts, records, and documents showing receipts and expenditures under this State Plan will be maintained by the State Board in the accounting office of the Department of Public Instruction, State Office Building, Des Moines, Iowa 50319.

### 6.2 Audits

#### 6.21 State audit of state accounts

The accounts of the State Board of Public Instruction are audited by the state auditor. These audits are made each year and copies of such audits will be available in the office of the Department of Public Instruction.

#### 6.22 Audit of local accounts

The state auditors or a certified or registered public accountant will audit the fiscal records and documents of the local educational agencies pertaining to expenditures claimed for federal financial participation under an approved program. The audits will be made each year and copies of such audits will be available in the office of the state auditor. Appendix 4.2 (i)(j)

#### 6.23 Audit standards

State auditors, or certified or registered accountants will use the procedures indicated in the U. S. Department of Health, Education, and Welfare bulletin entitled, "Financial Management of Federal State Education Programs," OE-10019, and the requirements of the Iowa Code. Appendix 4.2 (b)(c)(d)(m)

## 6.3 Payment of funds to local educational agencies

### 6.31 General policies

All vocational education funds received from the federal government will be deposited in the State Treasurer's office. Expenditures will be made in accordance with the provisions of the Iowa laws and the State Plan. Appendix 4.3 (c)

Payments under Smith-Hughes and George-Barden, Title I, may be used only for expenditures already made. Payment under the Vocational Education Act of 1963 and George-Barden, Titles II and III, may be made prior to the expenditure or for expenditures already made.

### 6.32 Procedures

Requests for reimbursement for advance payments or for payment of claims for projects already completed from local educational agencies, teacher training institutions, or other agencies or institutions conducting vocational education programs under the State Plan, shall submit claims signed by the institution's agent legally designated as the person eligible to sign the claim.

The claim shall be filed with the state director. The state staff will check all claims for conformity with state laws and the provisions of the State Plan. In general the claim will include supporting documents or evidence showing:

- A. Program or activity completed.
- B. Name of person on whose salary reimbursement is claimed.
- C. Salary or rate of pay.
- D. Travel expenditures.
- E. Months, days, or hours employed.
- F. Percent of time instructor gave to the program.
- G. Equipment purchased.
- H. Other items covered by the State Plan.

Payments will be made when the State Board through the state staff, determines that all requirements listed in the agreement have been accomplished. All payments will be subject to the availability of vocational education funds. When funds are not available to pay claims in full, proration shall take place on the basis the claim bears to the total claims and the funds available.

6.4 Determination of fiscal year's allotment to which expenditures are chargeable

Allotment or reallocation to Iowa is upon the basis of a fiscal year commencing on July 1 and ending on the following June 30 as provided in section 8.36, Code of Iowa. Sections 11.5 and 257.18(11), Code of Iowa, are the authority for establishing a uniform system of accounting in Iowa. All expenditures made under this plan shall be in accordance with the accounting procedures prescribed thereunder.

6.41 Except for construction, initial equipment, and acquiring of sites for area vocational schools, all expenditures shall be charged to the fiscal year in which the obligation was incurred. Funds for purchase of supplies and equipment are considered incumbered for the year in which invoice is received from the vendor as provided in section 8.33, Code of Iowa. Salaries, travel, and consultant fees will be charged to the fiscal year in which the service was performed.

6.41-1 Such expenditures shall have had prior approval by the State Board.

6.41-2 Funds for payment of such expenditure shall have been allocated within the fiscal year to which expenditures are charged.

6.41-3 All invoices and affidavits for reimbursement must be dated on or before June 30 of the fiscal year to which the expenditures are charged.

6.42 Expenditures for construction, initial equipment, and acquiring of sites for area vocational schools are charged to the fiscal year in which the proposed plans, specifications, form of contract, estimate of cost, and notice to bidders are approved by the State Board. When such approval has been given, funds will be incumbered for that particular project, as provided in section 8.33, Code of Iowa, and shall continue in force until the attainment of the object or completion of the work. The actual construction contract should be made within a reasonable period of time after the date of approval (a reasonable period being up to one year).

6.5 Proration of costs

6.51 Programs and services

Costs will be prorated between those programs and services which qualify under the State Plan as vocational and those which are non-vocational on the basis of percentage of time allowed to the vocational purpose or on a percentage of use basis, whichever formula applies. This principle will apply for salaries, travel, equipment, supplies, and other items covered by the State Plan, or where more than one matching fund is used for the service or program.



The State Board will maintain records and reports to substantiate the proration of costs.

#### 6.52 Construction

##### 6.52-1 Eligible and non-eligible facilities

The State Board before final approval of construction funds will require the local educational agency to present evidence showing the portions of the facility or facilities eligible for construction funds under the 1963 Act. This evidence will be based upon the square footage that the eligible portion bears to the total funds requested, or the percentage of student usage bears to the total, or both formulas may be applied to develop the eligibility for funds.

Funds will only be available for the portion that qualifies under provision of the State Plan.

##### 6.52-2 Facilities eligible under other federal statutes

Before final approval of construction funds the State Board will require assurance of the local educational agency that the portion of the facility or facilities being funded under the 1963 Act is not funded under another federal act. Where federal funds from other sources than federal vocational funds are used in construction of a facility the State Board will prorate on the same basis as in 6.52-1.

#### 6.6 Disposition of facilities and equipment

Whenever area vocational education school facilities, or items of equipment, each initially costing \$100 or more, in which the United States Government has participated are sold or no longer used for purposes permitted under the acts, it is agreed that the United States Government is to be credited with its proportionate share of the value of such facilities and equipment at that time, the value being determined on the basis of the sale price in the case of a bona fide sale or the fair market value in the case of discontinuance of use for a vocational education purpose or other diversion. The State Board agrees that all inventories and records be kept for all items of equipment or area vocational education school facilities and assumes responsibility for having available in the division of vocational education information sufficient for a determination of whether such facilities and equipment continue to be used for a purpose provided for under the acts.

##### 6.61 Inventory and records

Inventory and records supporting accountability for and disposition of school facilities constructed and nonconsumable equipment costing \$100.00 or more purchased under the State Plan shall be maintained until notified in writing of the completion of the review and audit covering the disposition of such school and facilities and equipment.

6.62 Disposition of facilities and equipment

Records and inventories covering area vocational school facilities or items of equipment will be maintained.

6.7 Expenditures under the State Plan

6.71 Salaries of vocational education personnel

Salaries of vocational education personnel shall be paid for time related to vocational education programs and services under the State Plan. Salaries will be based upon a salary schedule adopted by the State Board. Appendix 4.11

6.71-1 Educational and sabbatical leave

1. Sabbatical leave

State--Sabbatical leave will be granted for one year by the State Board without pay. This may be renewed for one more year.

Local--Funds may not be used for sabbatical leave at the local level.

2. Educational leave

State--Educational leave up to eight weeks will be granted with full pay and other benefits each four-year period the professional person is on the staff. The executive officer may in his opinion grant educational leave before four years and for a longer period of time if such leave will be for the benefit of the vocational program. Appendix 4.11-1

6.71-2 Employee benefits

Funds used under the State Plan for salaries of approved vocational education personnel engaged in activities eligible for federal financial participation will include that part of the salary that is deducted or withheld as the employee's contribution under a plan of retirement, workman's compensation or other welfare funds maintained for one or more general classes of employees of the state or local educational agency. Appendix 4.11-2

6.72 Fees and expenses of consultants, teacher educators, researchers, etc.

Funds may be used for the payment of fees for consultants and other persons or groups working in cooperation with the State Board and with its approval. Payments of fees and expenses shall be within the same rules and regulations that apply to the state staff. Appendix 4.12

## 6.73 Travel and transportation

### 6.73-1 Travel regulations

The State Board accepts all travel regulations established by the state executive council, composed of: The Governor of Iowa, Secretary of State, Auditor of State, Treasurer of State, Secretary of Agriculture, Executive Secretary, and Assistant Executive Secretary. In addition, the State Board has established the following regulations:

6.73-11 Employees of the State Board, including the state advisory committee members, may be reimbursed for necessary travel expenses including: transportation, meals, lodging, and communications. Their travel within the state shall be authorized by the state director. Travel outside the state for vocational education staff members must be recommended by the state director to the executive officer of the State Board, who in turn will present them to the state executive council for approval.

### 6.73-12 Teacher trainers

Teacher trainers employed by designated teacher training institutions may be reimbursed for necessary travel expenses. Travel within the state shall be authorized by the executive officer of the teacher training institution. Travel outside the state shall be approved by the director of vocational education and the executive officer of the teacher training institution.

### 6.73-13 Local personnel

Local directors, supervisors, teacher educators, coordinators, and instructors may be reimbursed only for transportation within the area served by the local educational agency. Travel outside the service area will be reimbursed for transportation, meals, and lodging, when approved by the state director. Appendix 4.13-1

### 6.73-2 Transportation

Funds may be used for transportation of students and persons being trained for professional positions in vocational education when approved by the state director.

With the approval of the State Board, funds may be used to reimburse the cost of transportation of students for field trips essential to meet the requirements of the curriculum. Appendix 4.13-2



6.74 Instructional equipment, supplies, teaching aids

Funds may be used for the purchase of equipment, supplies, and teaching aids when made under the following definition:

Definition--Instructional equipment, supplies, and teaching aids means equipment, supplies, and teaching aids (including reference materials and textbooks to be retained by the local educational agency) used by authorized vocational education personnel in instructing, or by their students in learning, in an instructional situation in a classroom, library, laboratory, shop, or field. It may not include supplies to be made into equipment or products to be sold, or used by pupils, teachers, or other persons; except that supplies made into equipment for vocational instruction may be considered as equipment for instruction under the same conditions as apply to purchased equipment.

6.74-1 No funds under the Smith-Hughes, George-Barden, Title I, will be used for the purchase of equipment, maintenance, or repair.

6.74-2 Instructional equipment

To assure that purchase of equipment meets the provisions of the Act, the State Board of Public Instruction will require that:

- A. Prior approval shall be requested for all equipment purchased which shall be essential to and used directly for instruction in the shop, laboratory, or classroom of an approved program.
- B. An invoice will be furnished at the time the request for reimbursement is made for all items costing \$10.00 or more.
- C. At any time equipment ceases to be used for an approved area program, the State Board of Public Instruction shall have authority to move the equipment and locate such equipment to an area program where its use is deemed to be most effective.

6.74-3 Instructional supplies

All instructional supplies for which local educational agency request reimbursement shall cost less than \$10.00 per item and shall be essential to and used directly for instruction in the shop, laboratory, or classroom of an approved program.

6.74-4 Rental of equipment

Prior approval shall be requested for all equipment rented, and such equipment shall be used directly for instruction in the shop, laboratory, or classroom of an approved program.

6.75 Other related expenses

Funds may be used for other expenses which are related to vocational education, services, and activities. Appendix 4.15

6.75-1 Administrative overhead

A. Such expenditures may include the following:

1. Administrative overhead expenses such as salaries of clerical and custodial personnel, communications, utilities, office equipment, supplies, printing, and printed materials, and rental of space to the extent provided in subsection (2).
2. Rental of space (including the cost of utilities and janitorial services) in privately or publicly owned buildings if: (a) the expenditures for the space are necessary, reasonable, and properly related to the efficient administration of the program; (b) the State Board or local educational agency will receive the benefits of the expenditures during the period of occupancy commensurate with such expenditures; (c) the amounts paid by the State Board or local educational agency are not in excess of comparable rental in a particular locality; (d) expenditures represent a current cost to the State Board or local educational agency; and (e) in publicly owned buildings like charges are made to other agencies occupying similar space for similar purposes.
3. In addition, funds may be used to support the employer's contribution. Funds used will be on a matching basis of state or local to federal.

6.75-2 Local administrative expenditures

A. Such expenditures may include the following:

1. Communications, utilities, printing of instructional materials and promotional brochures, printed materials, and clerical personnel for practical nursing education.
2. Rental of space to the extent provided in 6.75-1A2.
3. Employer's contribution to the extent provided in 6.75-1A3.



## 7.0 Business and Office Education

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, particularly section 2.0, the following special provisions apply to business and office education under the 1963 Act:

### 7.1 Objective of instruction

This program is to train persons over 14 years of age for the field of business and office occupations who have the ability to profit from the instruction, by providing initial preparation, refresher and/or upgrading of individuals leading to employment and advancement in office careers.

### 7.2 Occupations to be served

Business and office occupations means those occupations pursued by individuals in public or private enterprises or organizations which are related to the facilitating function of the office and includes such activities as recording and retrieval of data, supervision, and coordination of office activities and reporting of information.

### 7.3 Special standards and requirements

#### 7.31 Organization and content of instruction

Organization and content of all instruction shall be derived from the functions of business and office occupations in reference to the career objective of the student. The subject matter shall be needed in one or more of the business and office occupations listed in the Dictionary of Occupational Titles or in newly identified and emerging business and office occupations. The methodology and organization of the classes and curricula shall be appropriate to the level of instruction and nature of the enrollees.

7.31-1 The stenographic-secretarial program shall include a course in stenographic-secretarial practices to be used as related class instruction. This shall consist of an average of two class periods per day of the regular schedule, one-half to be devoted to skills and one-half to occupationally related instruction. Prior to the course, adequate typewriting and shorthand instruction must have been taken to provide skills suitable for entrance into employment as a student-learner. Either the cooperative, project, or laboratory plan shall be followed.

7.31-2 The clerical program shall include a course in clerical and office practices to be used as related class instruction. This shall consist of an average of two class periods per day of the regular schedule, one-half to be devoted to occupational skill building and one-half to



occupationally related instruction. Prior to the course, adequate instruction must have been taken to provide skills suitable for entrance into employment as a student-learner. Either the cooperative, project, or laboratory plan shall be followed.

7.31-3 The bookkeeping program shall include a course in bookkeeping practices to be used as related class instruction for all students. This shall consist of an average of two class periods per day of the regular schedule, one-half to be devoted to occupational skill building and one-half to occupationally related instruction. Prior to the course, adequate bookkeeping instruction must have been taken to provide for entrance into employment as a student-learner. Either the cooperative, project, or laboratory plan shall be followed.

7.31-4 The electronic data processing program shall include a course in electronic data processing practices to be used as related class instruction for either key punch or machine operation. This shall consist of an average of two class periods per day of the regular schedule, at least one-half to be devoted to occupationally related instruction. Either the cooperative, project, or laboratory plan shall be followed.

7.31-5 Adult classes shall provide instruction in business and office education (see 7.2) for youths and adults:

- (a) with special problems,
- (b) who have completed or left high school, and
- (c) who are unemployed or at work.

7.32 Supervised practical experience

7.32-1 The cooperative program shall provide a minimum of fifteen hours per week field training experience, the major portion on school time, for legal wages in an approved training station.

7.32-2 The project program shall provide a minimum of ten hours per week, as a part of the student's regular school day. Projects shall be specifically applicable to the occupational goal of each student and approved by the student, teacher, and the State Board.

7.32-3 The laboratory program shall provide a minimum of fifteen hours per week in an approved laboratory situation, as a part of the student's regular school day, consisting of production projects and activities.

7.33 Extended contract

The office education teacher-coordinator shall be employed for a minimum of two weeks beyond the regular school year.

## 8.0 Vocational Education under Smith-Hughes and George-Barden Acts

### 8.1 Agricultural education

In addition to the provisions in section 1.0 to 6.0 of the State Plan, particularly those in 2.0, the following special provisions apply:

- A. Persons who have an interest in the desire to learn, and the capacity to benefit from instruction may be enrolled in vocational agriculture.
- B. Facilities and instructional materials shall be sufficient in kind, quality, and quantity for effective instruction to meet the standards of the State Board through the state director and the staff.
- C. Instruction in vocational agriculture shall be conducted under supervision as determined by the State Board to insure compliance with the vocational education acts.
- D. The instruction shall be under the direction of teachers who meet the qualification standards as listed in the State Plan.
- E. Instructional programs as needed may be planned and conducted in cooperation with other vocational programs.

#### 8.11 Objective of instruction

Vocational education in agriculture under the State Plan will be designed to meet the needs of persons over 14 years of age who have entered upon or are preparing to enter:

- 1. Upon the work of the farm or farm home, or any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home.
- 2. Instructional programs may be provided for secondary school students, for persons who have left or completed high school, and for those who desire training or retraining for advancement in their chosen occupation in agriculture.
- 3. The instruction in vocational agriculture shall be based on the vocational objectives of the persons enrolled and the requirements of agricultural occupations.
- 4. The instruction shall be adapted to the needs and capacities of the persons enrolled in each class.
- 5. Training in agricultural occupations will be based on current and projected manpower needs and employment opportunities.

#### 8.12 Occupations to be served

An agricultural occupation means an occupation involving knowledge and skills in agricultural subjects, which have the following characteristics:

1. The occupation includes the functions of producing, processing and distributing agricultural products and includes services related thereto.
2. The occupation requires abilities and/or competencies in one or more of the primary areas of plant science, soil science, animal science, farm management, agricultural mechanization, and agricultural leadership.

### 8.13 Special standards and requirements

#### 8.13-1 Organization and content of instruction

The instruction deals with practical agricultural problems and includes subject matter and learning experiences necessary in the production and marketing of plants or animals or their products.

##### a. The course of study will be based primarily on:

- (1) The farming programs of the persons enrolled,
- (2) The type of farming in the community,
- (3) The farming practices presently being used, and
- (4) The agricultural occupations other than farming.

##### b. Courses of study

- (1) Each vocational agriculture teacher shall develop a course of study for each class in the department,
- (2) The state consultants shall provide suggestive guides for teachers in developing courses of study to meet the needs of students,
- (3) The courses of study shall be flexible to meet the needs of students, their occupational objectives and their educational backgrounds, and
- (4) The course of study will be designed to develop the skills, abilities, attitudes and understandings needed for success in an agricultural occupation.

##### c. All day classes

Be designed to meet the needs of in-school youth preparing to farm, or to enter an agricultural occupation other than farming.

Include work in livestock, crops and soils, farm mechanics and farm management with class time distributed equally between these four areas.



Classwork is to be organized to meet the needs and interests of students. It is to be based on their supervised farming programs, on the problems of their home farms and on other farms in the community, and on the agricultural occupations other than farming in the community.

The methods of instruction will be selected so that, as effectively as possible, the abilities, skills, attitudes, and understandings needed for success in the occupation can be developed.

d. Young farmer classes

The course of study is to be planned in cooperation with an advisory council of representative class members.

The instruction is to be organized on a problem basis to assist students in becoming established in farming on a satisfactory basis.

The methods of instruction are to be adapted to the group enrolled and will include discussions, demonstrations, field trips, and the use of audio-visual aids.

Systematic instruction in farming is to be provided and when feasible, additional work for civic, group, and general objectives.

e. Adult farmer classes

The course is to be planned in cooperation with a representative advisory council of class members.

The course is to be based on farm problems according to the expressed needs and interests of the group.

The methods of instruction are largely group discussions supplemented with reports, talks, panel presentations, and demonstrations.

f. Post-high school classes in agricultural occupations other than farming

The course is to be planned in cooperation with representatives of agricultural occupations other than farming.

The course is to be planned to provide the training needed for success in the occupation.

The methods of instruction will include discussions, supervised study, reports, talks, and laboratory work.

8.13-2 Supervised practical experience

a. Preparatory programs of instruction shall provide for:

- (1) Directed or supervised practice in agriculture on a farm for those persons who are engaged in or are preparing for farming.
- (2) Practical field, laboratory, or cooperative work experience for those training for agricultural occupations other than farming involving knowledge and skills in agricultural subjects.

b. All day classes

Each student who is preparing to farm is to conduct a satisfactory supervised farming program which ordinarily would include productive projects, improvement projects, and supplementary practices.

Each student who is preparing to enter an agricultural occupation other than farming is to conduct a satisfactory program to gain practical experience such as projects, demonstration plots, laboratory work, and work experience.

The instructor is to provide follow-up instruction to all students in their individual planned experience programs including individual visitations and evaluation of progress.

The instructor shall supervise the activities of the local chapter of the Future Farmers of America as a regular part of his duties.

c. Young farmer classes

Each student is to conduct a supervised farming program or be placed on a suitable farm for practical experience.

The supervised farm program is to include one or more productive projects, improvement projects and supplementary practices or a partnership in farming or the operation of a farm.

The regular or special instructor is to provide follow-up instruction on the farm at regular intervals to assist the student in the development of his farming program.

The instructor is to supervise the activities of the group as a local organization for educational purposes to provide training in leadership and cooperation.

d. Adult farmer classes

The instructor is to organize and supervise follow-up work with those enrolled, based on the classroom program and the farm problems of those enrolled. Improved practices would ordinarily be initiated to improve the ability to operate and manage a farm business.

In addition to individual on-the-farm instruction, group meetings and demonstrations are to be used to provide practical follow-up instruction.

8.13-3 Other requirements

a. All day classes

Each class shall have a minimum enrollment of ten students who are regularly enrolled in high school. If the enrollment in a class is less than ten students, the school must secure special approval from the state consultant if reimbursement is expected.

A four-year program in vocational agriculture must be provided in the high school. In a three-year senior high school, a three-year program may be approved.

A minimum of 275 minutes of instruction per week, exclusive of passing time, must be provided for each class.

Any two consecutive grades may be combined, if needed.

The classroom should have approximately 700 square feet of floor space, be well lighted, and equipped with a sink and water, storage cabinets, tables and chairs, an instructor's desk, a four-drawer filing cabinet.

The farm mechanics shop should have approximately 2000 square feet of floor space, a large outside door, well lighted and ventilated, and equipped with hand and power tools and machines for such work as farm machinery, electricity, woodwork, and metalwork.

Classroom equipment, reference materials, and teaching aids must be provided in meeting the needs of the instructional program. It is recommended that a telephone, a typewriter, stenographic service, and slide motion picture projectors be provided.

A budget of a minimum of \$500 a year should be provided for supplies and teaching materials exclusive of equipment for farm mechanics.



b. Young farmer classes

Classes shall be designed to meet the needs of persons 16-30 years of age who are farming or preparing to farm.

A minimum of ten students are to be enrolled in each reimbursable class.

Each class session shall provide a minimum of 90 minutes of instruction in agriculture. No more than two (2) class sessions per day when farm mechanics is included.

A minimum of 15 class sessions must be held during the year, either during the day or the evening.

Classes are to be conducted by the regular or special instructor, with no more than three (3) outside speakers.

Classes are to be held in the school with the vocational agriculture and farm mechanics rooms and equipment available for use. No more than three (3) meetings to be conducted outside the classroom or shop.

c. Adult farmer

The minimum enrollment in a reimbursed class is at least ten farmers with an average attendance of ten or more for the course.

A minimum of 90 minutes of instruction in agriculture must be provided at each class session.

A minimum of ten instructional class sessions must be held each year, either during the day or evening, exclusive of trip, banquets, and general meetings.

The enrollment should involve adult farmers, farm owners, and others with common problems and interests in farming.

The classes are to be held in the school with the classroom and farm mechanics shop and equipment available for use. No more than two (2) meetings should be held outside the classroom or shop facilities.

The regular or special instructor is to provide the instruction and recognized authorized speakers used at no more than three meetings.

d. Post-high school classes in agricultural occupations other than farming

The standards for class size, instruction time, instructor qualifications, facilities and other essentials for effective training in agricultural occupations will be subject to approval by the local board of education and the State Board.

e. Employment of instructors

The local board of education shall employ a qualified teacher for twelve months beginning July 1, and in any event terminating June 30 of each year, with a summer vacation not in excess of two weeks.

Provision shall be made for the transportation of the instructor for essential work in connection with the development of the program.

An instructor may be granted a leave of absence for summer school work with the approval of the local board of education and the state consultant under the following provisions:

Vacation time must be included.

The instructor must enroll in agricultural education or technical agricultural courses in a recognized teacher training institution.

Instructors may enroll for three-week courses each year and for six-week courses each third year, if they have previously served their districts for two years.

Special instructors may be employed to work under the supervision of the regular instructor for varying periods of time according to needs.

Travel

Local boards of education are to provide an annual budget and include this provision in the contract with the teacher, and in the application for approval.

Reimbursement will be made on the basis of 50% of the payments made to the instructor for mileage at the official state rate, for official travel, providing funds are available. (See 6.73-13)

Instructors are to submit reports of travel to the local boards, preferably each month, with an annual request submitted by the board at the close of the year.

Official travel of instructors is for the primary purpose of developing an effective program and will include visits to the homes, farms, and places of employment of persons enrolled; supervision of group projects, test plots, demonstrations; surveying the needs of the community; visiting and counseling with prospective students; supervision of vocational agriculture students participating in various county, district and state vocational agriculture activities,



including the Future Farmers of America events; supervision of students enrolled for practical experience in agriculture occupations; supervision of students while on trips to secure farming program materials; supervision of students while on educational field trips; attending official-called conferences; and other activities necessary in promoting and developing the program, subject to the approval of the local school board and the State Board.

Non-reimbursable travel includes: trips to any educational meetings except official conferences; trips primarily of a personal nature; and visits to meetings which do not involve the supervision of students.

## 8.2 Distributive Education

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, particularly those in 2.0, the following special provisions apply to distributive education under the Smith-Hughes and George-Barden Acts:

### 8.21 Objective of instruction

This program is designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter a distributive occupation.

### 8.22 Occupation to be served

Distributive occupations include proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.

### 8.23 Special standards and requirements

#### 8.23-1 Organization and content of instruction

Organization and content of all instruction shall be derived from the functions of marketing and a knowledge of products and services in reference to occupational objective of the student. Preparatory and supplementary classes may be conducted for in-school youth, out-of-school youth, and adults. Such classes shall be of sufficient duration and intensity to meet employment requirements in distributive occupations.

Supplementary - instruction shall support the objective of upgrading and/or updating of persons employed in distributive occupations. Each class shall meet for no less than 8 hours.

Preparatory - instruction shall support the occupational objective of each student.



Plan A - a program covering two school years providing an average of at least one class period per day of the regular schedule. Both years shall follow the project plan or the cooperative plan or a combination of both.

Plan B - a program covering one school year providing an average of at least two class periods per day of the regular schedule. Either the project plan or the cooperative plan shall be followed.

Plan C - a program covering one school year providing an average of at least one class period per day of the regular schedule enrolling those who have completed at least one unit (two semesters) of instruction in a vocational program approved under the State Plan. The year in which instruction in distribution is provided, either the project plan or the cooperative plan shall be followed.

Plan D - a program for persons whose occupational goals represent limited initial (entry) employment and may be provided under intensive, modified or upgraded schedules when organized and approved as demonstration projects.

Plan E - a program for persons whose occupational goals represent limited initial (entry) employment. Each class shall meet for no less than 8 hours.

#### 8.23-2 Supervised practical experience

Cooperative Plan - regularly scheduled part-time employment that provides students with the opportunity to experience instruction in practices while developing occupations through training on a job related to their occupational goals. Students following the cooperative plan shall complete no less than an average of 15 hours per week during the school year, a major portion to be on school time.

Project Plan - a series of selected activities provides students with the opportunity to experience instruction in practice while developing competencies through assignments relating to their occupational goals. Students following a project plan shall complete no less than an average of 10 hours per week in project assignments such as periodic employment, marketing problems, directed observations, simulated practice, situation analysis, product study and others.

#### 8.24 Extended Contract

The distributive education teacher-coordinator shall be employed for a minimum of two weeks beyond the regular school year.

### 8.3 Home economics education

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, particularly those in 2.0, the following special provisions apply to home economics education under the Smith-Hughes and George-Barden Acts:

#### 8.31 Objective of instruction

Vocational education in home economics under the State Plan shall be designed for persons over 14 years of age who have entered upon or who are preparing to enter upon (a) useful employment in the home (hereinafter referred to as homemaking) or (b) gainful employment in an occupation involving knowledge and skills of home economics subjects.

#### 8.32 Description of home economics education

##### 8.32-1 Education in homemaking

Vocational education in homemaking means education which provides instruction which will enable families to improve their family life through more effective development and utilization of human resources.

##### 8.32-2 Education directed toward gainful employment

Vocational education in home economics directed toward gainful employment provides instruction that qualifies individuals to engage in occupations involving knowledge and skills in home economics subject-matter areas, i.e., child development, clothing and textiles, food and nutrition, home and institutional management, home furnishings and equipment, etc. Included are such occupations as those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and professionals in fields related to home economics in business, agencies, and organizations; and other occupations directly related to one or more home economics subject-matter areas.

#### 8.33 Special standards and requirements

##### 8.33-1 Organization and content of instruction

###### a. For in-school groups

###### Plan A

###### (1) Content

Instruction in homemaking shall meet the following standards and requirements:

- (a) The curriculum is concerned with fundamental



values and problems in the several aspects of homemaking, and deals with these in such a way as to develop needed skills, understandings, attitudes, and appreciations.

- (b) The nature and content of instruction are derived from the needs and concerns of individuals and families served, taking into consideration the maturity and experiences of individuals enrolled.

(2) Organization

- (a) The minimum enrollment in each class or section of a class in homemaking I, II or specialized course shall be ten. For homemaking III the minimum enrollment in each class may be eight.
- (b) The local homemaking budget shall include funds to maintain an up-to-date library and other instructional supplies for all the aspects of the program.
- (c) The rooms and equipment for homemaking education shall provide an effective setting in which to work, set attainable standards for the homes in the community represented, demonstrate the possibilities of new or improved equipment for the home, and provide for teaching all the aspects of homemaking. The department shall have adequate lighting and ventilation.
- (d) The teacher shall be employed beyond the regular school year. The term of extended employment shall be determined by the enrollment and scope of the vocational homemaking program.

Plan B

Special studies may be carried on to provide a more adequate basis for planning programs throughout the state. Since some of the studies will be of such a nature as to necessitate experimentation in local centers, the school systems selected will not be required to meet the standards for reimbursement required of other approved schools.

b. For out-of-school groups

(1) Content



Homemaking education aims to enrich the lives of adults by dealing with present-day life situations that are significant and challenging. The purpose of homemaking education for adults and out-of-school groups shall be to improve the quality of family living.

The program in any local community shall be so planned that over a period of years it:

- (a) Provides broad, well-rounded offerings designed to enrich and strengthen family life.
- (b) Reaches a good cross-section of out-of-school individuals in the community.
- (c) Is coordinated with the day school and with other adult education programs in the community.
- (d) Uses both class and non-class activities to reach and serve those who can profit by the education.

(2) Organization

- (a) The local school board shall supply space, equipment, and teaching supplies in amount and quality necessary to carry out successfully the planned program of work.
- (b) In-service training of teachers shall be provided through conferences, visits, and special bulletins related to the teaching of particular areas of homemaking.
- (c) Each class shall maintain a minimum average attendance of ten for reimbursement.

c. Organization and content of instruction directed toward gainful employment

(1) Content

Courses will be organized to prepare and upgrade youth and adults for occupations involving home economics knowledge and skills.

(2) Organization

Training for gainful employment in occupations which use home economics knowledge and skills may be established when:

- (a) A sufficient number of persons are available who are interested in and who have aptitude

for training in specific occupations.

- (b) Evidence of opportunities for employment in occupations for which training programs are proposed is established and a plan is provided for placement and follow-up of trainees.
- (c) Teachers who are qualified or who can become qualified are available.
- (d) Proposed plans for needed facilities can be justified on the basis of their continued use.

8.33-2 Selection of students

8.33-21 Smith-Hughes part-time classes

Such classes may enroll only persons who have already entered gainful employment or the work in the home.

8.33-22 Smith-Hughes day school classes

Such classes may enroll only persons who have not yet entered upon employment.

8.33-23 Smith-Hughes adult homemaking classes

Such classes may enroll out-of-school youth and adults.

8.33-3 Duration and intensity of instruction

8.33-31 Homemaking education

The total program of instruction is sufficiently intensive and extensive to enable the individual served to develop competencies necessary for effective participation in homemaking and in community activities affecting the home.

a. For in-school groups

Two full years of vocational homemaking shall be offered each year. In addition, schools may also offer homemaking III. Courses of one or two semesters in length may be offered for seniors who have not taken homemaking I and II. Such courses may be of the laboratory or non-laboratory type. The amount of time allowed per day shall not be less than that required for other subjects. Special subject matter courses



of one semester in length may be offered for those who have taken homemaking I and II.

b. For out-of-school groups

Each lesson series offered in any one year shall consist of a minimum of six lessons of at least 90 minutes in length dealing with one aspect of home and family living.

8.33-32 Smith-Hughes part-time classes

Smith-Hughes funds may be used to reimburse instruction in part-time classes only if they provide 144 clock hours of classroom instruction per year for persons who have already entered gainful employment or the work of the home.

The 144-hour requirement is satisfied when either of the following conditions is met during a period of any twelve consecutive months or less:

- (a) A class is organized and conducted for at least 144 hours.
- (b) Two or more classes, or a series of short units of instruction, covering at least 144 hours of instruction, are organized and conducted so that the schedule of the meetings and the content of each or the units are such that an individual may enroll in the entire series and derive sufficient benefit therefrom.

8.33-33 Smith-Hughes day school classes

Smith-Hughes funds may be used to reimburse preparatory instruction in full-time day school classes for persons who have not entered upon employment, such classes shall extend over not



less than nine months per year and thirty hours per week and shall have at least one-half of the total time of instruction devoted to practical work on a useful or productive basis, i.e., field, laboratory, home, cooperative work, or other occupational experience, except that in cities and towns with less than 25,000 population, the State Board with the approval of the U. S. Commissioner, may modify the conditions as to length of the course and the hours per week in order to meet the particular needs of such cities and towns.

8.33-34 Preparation for gainful employment

Intensity of the curriculum may vary according to the competencies that need to be developed for employment in the occupation. Programs may be of any duration needed to achieve specific goals.

8.33-4 Supervised practical experience

8.33-41 Homemaking education

The program of instruction for youths provides a variety of kinds of learning experiences in all of the major phases of homemaking, including participation in directed home and community experience. Teachers shall make visits to homes of pupils to become acquainted with needs and to guide home experiences. One period each day in the teacher's schedule shall be provided for individual and group conferences in which to plan home and community experiences.

8.33-42 Smith-Hughes day school classes

Special emphasis should be placed on those aspects of the program which are related to the work experiences of the pupil at any given time.

In addition to the teaching of classes, the teaching staff of a part-time school shall spend regularly scheduled time in visiting homes of class members, places of employment, or any other agency which will aid in the development of this work and the improvement of the class members. (See item 8.33-33)

8.33-43 Home economics directed toward gainful employment

Supervised work experience shall be a part of the home economics program directed toward gainful employment. Time shall be provided in the instructor's schedule to supervise some work

experience and to follow-up some of the trainee as a basis for evaluation of the program.

#### 8.4 Trade and industrial education

In addition to the provisions in 1.0 to 6.0 of this plan, the following special provisions shall also apply to trade and industrial education.

##### 8.41 Objectives of instruction

Vocational education in trades and industries under the State Plan shall be designed for persons over 14 years of age who have entered upon or are preparing to enter upon the work of a trade or industrial occupation.

##### 8.42 Occupations to be served

Such an occupation shall include:

1. Any craft, skilled trade, or semi-skilled occupation which directly functions in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing, or repairing of any product or commodity.
2. Any other occupation, including a service occupation, which is not covered in the above paragraph, but which is usually considered to be technical or trade and industrial in nature.

##### 8.43 Special standards and requirements

###### 8.43-1 Organization and content of instruction

This shall include any subject which is necessary to develop the manipulative skills, technical knowledge, and related information such as job attitudes, safety practices, and trade judgment necessary for employment in a trade and industrial occupation.

###### 8.43-11 Day trade classes - type A

Related subjects must have a direct functioning value in the trade or occupation for which training is being given, and provided as separate units outside the practical work in the shop or laboratory.

###### 8.43-12 Day trade classes - type B

Same as type A, except the related instruction is to be given by the shop or laboratory instructor as an integral part of the shop or laboratory work, rather than as separate units.



8.43-13 Cooperative classes

(a) Employment schedule

The legal employment (hours at work) of each student-learner shall consist of as many, or more hours per week throughout the school year as he spends in school. They shall be employed for an average of not less than fifteen (15) hours per week during the school year. The total work time and school time shall not exceed the normal work week in the occupation in which the student-learner is employed.

(b) Wages

The student-learner shall receive a monetary wage at a rate comparable with other beginning employees doing similar work.

(c) Supplemental vocational instruction

One school period per day, equal in length to other regular school periods, shall be provided for instruction of subjects supplemental to the student-learners' vocational objectives. (See section 2.38-52 of this plan.)

(d) Sectional cooperative classes

When a qualified trade and industrial person handles the related instruction in a trade and industrial section of a cooperative program, a person approved as a coordinator of a distributive education or business education coordinator may be approved for the coordination phase of a cooperative industrial education class. This shall apply only in a school in which the State Board may deem that an additional coordinator is not mandatory because of the limited number of work stations or locations.

8.43-2 Occupational orientation of instruction

8.43-21 Evening and part-time trade extension classes, including related instruction for apprentices



An evening class is defined as a class conducted during the non-working hours of the enrollees. Evening classes may enroll only workers 16 years of age or over who are employed in a trade and industrial occupation. The instruction must be such as to increase the skill or knowledge of the worker in the trade or industrial occupation in which the person is employed. Such classes may include instruction for apprentices, foremen, and supervisors.

Part-time extension classes are for workers employed in a trade or industrial occupation who have left the full-time day school and are enrolled for instruction which is supplemental to their employment. Such classes may include instruction for apprentices. Such classes shall meet same standards as evening classes.

8.43-22 Part-time general continuation classes

These classes are for persons who have left the full-time day school to enter upon employment and are enrolled for instruction which is designed to increase their civic intelligence rather than to develop specific occupational competence. Such part-time general continuation classes are limited to those under 18 years of age.

8.43-3 Selection of students

8.43-31 Evening industrial classes

These classes may enroll only workers over 16 years of age who are employed in the trade and industrial occupation for which instruction is being provided.

A person shall be considered employed in a trade and industrial occupation when he:

- (a) Is lawfully employed in such occupation; or has been lawfully employed in such occupation and is temporarily without employment, but has a promise of employment in such occupation; or can give satisfactory evidence of going into business for himself; or is employed by parents who are self-employed.

8.43-32 Part-time trade preparatory classes

These classes are for persons over 14 years of age who have entered upon employment and are enrolled for instruction designed to prepare them for employment in a trade and industrial occupation other than that in which they are or have been employed.

8.43-33 Part-time extension classes

These classes may enroll only workers over 14 years of age who are employed in the trade and industrial occupation for which training is being provided.

8.43-34 Part-time general continuation classes

These classes may enroll only persons from 14-18 years of age who have already entered the employment market.

8.43-35 Day trade classes, types A and B

These classes may enroll only persons over 14 years of age, who have not yet entered upon employment.

8.43-36 Type C classes

8.43-36-1 Classes for single-skilled or semi-skilled occupations

These classes may enroll only persons who are preparing for employment in single-skilled and semi-skilled occupations.

8.43-36-2 Classes for out-of-school youth and adults

When supported by George-Barden funds, these classes may enroll only persons who have not yet entered upon employment and who are either (1) out-of-school youth over 14 years of age; or (2) over 18 years of age.

8.43-4 Duration and intensity of instruction

8.43-41 Smith-Hughes part-time classes

All part-time schools or classes reimbursed from funds under the Smith-Hughes Act shall provide not less than 144 hours of classroom instruction per year. The 144-hour requirement is satisfied when either of the following conditions is met during a period of any twelve consecutive months or less:

- (a) A class is organized and conducted for at least 144 hours.
- (b) Two or more classes, or a series of short units of instruction, covering at least 144 hours of instruction, are organized and conducted so that the schedule of the meetings and the content of each of the units are such that an individual may enroll in the entire series and derive sufficient benefit therefrom.

8.43-42 Day trade classes, type A and B

Length of instruction. The instruction must be given not less than 30 hours per week of which not less than one-half of the time will be given to work on a productive basis and not less than nine months per year, except that for towns of less than 25,000 population, the length of the course and hours of instruction per week may be modified by the State Board, with the approval of the U. S. Commissioner, in order to meet the particular needs of such cities and towns.

8.43-43 Day trade classes, type C

Special pre-employment classes may be offered, which need not meet the requirements of types A and B. They shall be established through use of a representative advisory committee, and the ISES, and they may be operated for less than nine months per year and for less than 30 hours per week without the requirement that at least one-half of the total time of instruction shall be given to field, shop, laboratory, cooperative work, or other occupational experience.

8.43-5 Supervised practical experience



8.43-51 Day trade classes, types A and B

Practical experience. At least one-half of the total time of instruction shall be given to work on a useful or productive basis, i.e., field, shop, laboratory, cooperative work, or other occupational experience.

8.44 Provision for representative advisory committees

When organizing trade and industrial education programs, educational agencies shall make use of the counsel of a committee of persons selected and duly appointed. Such persons shall be selected because of recognized esteem in their fields.

8.44-1 General committees

In cities in which several types of trade and industrial programs are in operation, but in which the number of people engaged in each type of craft is small, one general advisory committee, composed of two representatives for each craft, may be appointed. This will apply mainly to the medium and small-sized cities. General committees may aid in the selection of craft committees when necessary. The use of a special committee representing a craft is especially recommended when a new program is being organized.

8.44-2 Craft committees

Committee members representing only one craft shall be used exclusively in situations in which the number of people engaged in any single craft is relatively large. This will apply mainly to the largest cities. It will also apply to cities in which training is being given in only one craft.

8.44-3 Composition

Committees shall be composed of equal numbers of employers and employees. Foremen should be considered to represent the employer. It is recommended that general committees shall be composed of six (6), eight (8), or ten (10) members, depending upon requirements. It is recommended that craft committees shall be composed of four (4), six (6), or eight (8) members.

8.44-4 Consultants

In addition to employer and employee members, the local supervisor should be an ex-officio member and probably secretary of the committee; other school personnel, representatives of the state employment service, and members of other concerned groups, should be included whenever possible.

## 8.5 Vocational education in fishery occupations

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, particularly those in section 2.0, the following provisions apply to vocational education in fishery occupations under Title I of the George-Barden Act:

### 8.51 Objective of instruction

Vocational education in fishery occupations shall be designed to meet the needs of persons over 14 years of age who have entered upon or are preparing to enter upon employment in the fishery trades and industry and distributive occupations therein.

### 8.52 Occupations to be served

Vocational training for occupations normally found in the fishing industry may be provided.

### 8.53 Standards and requirements

Under Title I of the George-Barden Act, special funds have been authorized for training in the trade and industrial and distributive occupations in the fishing industry. The general provisions in subparts A to D applicable to all vocational education programs shall apply to vocational education in fishery occupations.

## 8.6 Vocational education in health occupations

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, particularly those in sections 2.0 and 3.0, the following special provisions apply to vocational education in health occupations under Title II of the George-Barden Act.

### 8.61 Objective of instruction

Instruction shall be designed for persons preparing to enter one of the health occupations and for persons who are, or have been, employed in such occupations in hospitals or other health agencies. For purposes of this section, "other health agencies" means institutions or establishments other than hospitals which provide patients with medical services.

### 8.62 Occupations to be served

The health occupations render supportive services to the health professions such as nursing, medical, and dental practice, all of which are concerned with providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people. As used in this program, such occupations:

1. Include practical or vocational nursing
2. Include those occupations that require basic understandings and skills required in giving nursing care or other health services to people



3. Exclude occupations recognized as occupations in other than the health field. In applying this condition, the scope and nature of the duties rather than the title of the occupation govern.

8.63 Special standards and requirements

8.63-1 Organization and content of instruction

- a. The total program, conducted both in the classroom and clinical areas of hospitals or other health agencies, shall be under the supervision and control of the public schools.
- b. The local school shall assure that classroom and clinical facilities and resources are adequate in quality and quantity.
- c. The faculty of a health occupation preparatory program shall consist of no less than a nurse coordinator and one full-time instructor.
- d. The curriculum of each program of education for a health occupation shall:
  - (1) Be based on stated objectives for preparation for the occupation.
  - (2) Include essential learnings of the occupation.
  - (3) Provide for close correlation of theory with related clinical instruction and practice.
  - (4) Be centered around the students as learners.
  - (5) Provide for adaptations to individual student needs.
- e. Instructors shall teach both in the classroom and clinical areas.
- f. The local educational agency and the agency providing clinical facilities shall cooperatively plan for implementing the curriculum with the counsel of the local advisory committee.
- g. There shall be written agreements between the local educational agency and each cooperating agency that outline the responsibility and authority of each, and these agreements shall be reviewed and renewed annually.



- h. Organization, content of instruction, and facilities and resources will be approved by the State Board with joint approval by any other concerned State Board.
- i. Supplementary training for health occupations persone

(1) Purpose

The purpose of such training shall be to assist qualified practitioners to become more proficient in their health occupation field.

(2) Requirements for enrollment

Each enrollee shall hold a certificate when this is legally required of practitioners in his health occupation field, and shall further qualify by meeting any other established standards for admission.

(3) Plan of operation

The content of courses taught shall be planned with the counsel and advice of state and local advisory committee, be prepared specifically to meet the needs of enrollees, and be approved by the State Board and any other concerned State Board.

8.63-2 Duration and intensity of instruction

- a. All preparatory programs shall be a minimum of one school year in length.
- b. Classroom and clinical instruction shall total a minimum of twenty-six hours per week.

8.63-3 Supervised practical experience

This is an integral part of the total instruction. See 8.63-1.

8.63-4 Qualified teachers and supervisors

Instructional personnel

a. Titles

(1) Coordinators of preparatory programs

The registered professional nurse to whom the controlling agency delegates the responsibility to administer health occupation education program:

(2) Instructor in preparatory programs

Classroom and clinical teachers responsible directly to the coordinator.

b. Duties

In addition to regular duties of teaching and correlating the laboratory, classroom, and clinical phases, keeping records, and advising school administration of needed curriculum changes, all coordinators and instructors, in cooperation with vocational guidance and counselling personnel, will engage in student counselling, placement, and follow-up of graduates; and will contact professional groups to promote cooperation between the school and the occupation.

c. Qualifications

- (1) They shall be registered or certified in Iowa in the occupational field in which they will teach.
- (2) Within the five-year period immediately preceding appointment they shall have had at least two years of successful experience in the occupation to be taught.
- (3) Coordinators shall have completed, or be enrolled in appropriate courses.
- (4) Instructors shall have completed, or be enrolled in appropriate courses.

d. Instructors of supplementary programs

(1) Qualifications

Within the five-year period immediately preceding appointment, they shall have had at least two years successful experience in the occupation to be taught.

(2) Training for teaching

This shall be provided, as needed, by the assistant state consultant or the state teacher educator, or by local educational agency personnel, under the direction of the assistant state consultant or state teacher educator.

8.63-5 Teacher training

When George-Barden II funds are used for teacher education, the State Board will assure that such funds will be used only for in-service education of teachers and other professional personnel involved in vocational education for health occupations, and not for pre-service preparation of such personnel.

a. Title

Teacher educator

b. Duties

- (1) Provide in-service education to improve the quality of work performed by coordinators and instructors of local health occupations education programs.
- (2) In providing teacher education in the statewide program, teacher educators will work in cooperation with the state consultant of trade and industrial education, health occupations education, in performance of their work to:
  - (a) Analyze and determine teacher education needs of coordinators and instructors employed in local programs.
  - (b) Plan, develop, and organize teacher education courses in accordance with the State Plan to meet these needs.
  - (c) Secure approval of the designated institution to offer needed courses as part of the institution's curriculum.
  - (d) Plan, organize, conduct, and follow-up residence courses which shall include short-unit workshops as the need is identified.
  - (e) Carry on a program of itinerant teacher education, consisting of extension courses and personal assistance for the improvement of coordinators and instructors in service.
  - (f) Assist other teacher educators to plan, conduct, and follow-up their teacher education activities.
  - (g) Aid the assistant state consultant to organize short courses which provide training in special technical subjects required by coordinators and instructors.
  - (h) Develop and/or edit needed teacher education materials.
  - (i) Develop and/or edit needed instructional materials.
  - (j) Assist in the reproduction for distribution of conference reports, and reports of research and/or studies conducted.



- (k) Furnish necessary reports and records to the State Board.

c. Qualifications

Same as for assistant state consultant, health occupations education. See 8.63-6, c.

8.63-6 Administration and supervision

a. Title

Assistant state consultant, health occupations education

The State Board shall approve the employment of the assistant state consultant, health occupations education, in cooperation with the State University of Iowa.

b. Duties

- (1) Work directly with the state consultant in carrying out all responsibilities pertaining to health occupations education. This includes matters relating to the needs of preparatory and supplementary programs: facilities, equipment, supplies, curriculums, qualifications of persons to be employed in local programs, selection of students, advisory committee meetings, teacher education, research, studies, evaluation, and preparation of instructional and promotional materials.
- (2) Confer monthly with the state consultant and as often in addition as may be necessary to carry on a successful program.
- (3) Visit existing preparatory programs periodically and as often in addition as may be deemed necessary for purposes of evaluation.
- (4) Visit existing supplementary programs once each educational unit, or as often in addition as may be deemed necessary for purposes of evaluation.
- (5) Visit locations of prospective programs whenever deemed necessary by the state consultant and assistant state consultant.
- (6) Attend meetings of state and special advisory committees for health occupations education.
- (7) Work with professional and lay groups, organizations, and agencies to interpret the total program and, when appropriate, seek their cooperation in implementing it.

c. Qualifications

(1) Education

- (a) Have graduated from an approved school of professional nursing.
- (b) Be a registered professional nurse.
- (c) Be licensed to practice in Iowa.
- (d) Hold a master's degree in nursing or education.

(2) Occupational experience

Shall have had a successful experience in nursing practice.

(3) Teaching and coordination experience for health occupations education

Within five years immediately preceding appointment have had at least two years successful experience as a coordinator or instructor in the occupation of nursing.

(4) Other

Have demonstrated qualities of leadership with professional groups and affiliated organizations.

8.63-7 Local advisory committees

Local advisory committees shall be used as a means of keeping the program in harmony with needs, public interests, and support. Committee members will be representative of various interests, selected for their potential contributions, and will include representation from the profession most closely associated with the health occupation for which the program prepared practitioners.

These committees function for local programs as outlined for the state advisory committee.



#### 8.63-8 Allowable expenditures

In addition to 6.72, 6.73, 6.74, and 6.75, the following expenditures are allowed on the local level:

With the approval of the State Board, the supervisors, coordinators, and instructors may be reimbursed only for transportation within the local area; for transportation, meals, and lodging within the state but outside the local area; and for transportation, meals, and lodging outside the state.

#### 8.7 Technical education

In addition to the provisions in sections 1.0 to 6.0 of this plan, particularly those in section 2.0, the following special provisions shall also apply to technical education under title III of the George-Barden Act:

##### 8.71 Objectives of instruction

Technical education under the State Plan pursuant to title III of the George-Barden Act shall be designed to train persons for employment as highly skilled technicians in recognized occupations requiring scientific knowledge in fields necessary for the national defense. All enrollees shall have either completed the ninth grade or be at least 16 years of age.

##### 8.72 Occupations to be served

Funds shall be used exclusively for the training of individuals as highly skilled technicians in recognized occupations, and in fields necessary for national defense.

The occupations will have a significant number employed, or overall shortages exist or are developing: (1) in the design, development, testing, manufacturing, processing, construction, installation, operation, maintenance, repair, or servicing of plant facilities, equipment or products (or parts or accessories thereof) which are of importance for military or other defense activity, or (2) in providing technical services.

The industry or activity in which the occupation occurs is necessary to the defense program, such as: (1) the military, (2) suppliers of products or services to the military, (3) suppliers of products or services directly connected with defense, and (4) scientific research.

##### 8.73 Special standards and requirements



#### 8.73-1 Organization and content of instruction

Title III funds will be used exclusively for the training of individuals designed to fit them for gainful employment as highly skilled technicians in recognized occupations requiring scientific knowledge, as determined by the State Board for the state, in fields necessary for national defense.

Standards, requirements, procedures, and criteria in determining which training programs meet this requirement:

Each technology shall be developed and conducted with the counsel of a representative local or area advisory committee; curriculum and course content shall meet standards and requirements of the particular technology; approve all equipment or instructional supplies for which federal or state funds shall be used, prior to purchase; students shall qualify through use of aptitude and interest tests and/or by reviewing previous school or employment records; and, successful performance on part of students during a probation period shall be required.

Funds will be used for the following kinds of courses:

- a. Supplementary (extension) courses which are designed for employed persons, including journeymen, to obtain additional training in the direct application of specialized functional aspects of science, mathematics, and advanced technical skills and information required to meet the demands for highly skilled technicians in recognized occupations because of new and changing technologies. Such instruction may be organized to provide the required related instruction for apprentices.
- b. Preparatory (pre-employment) courses which are designed to prepare persons for gainful employment to meet the demands for highly skilled technicians in recognized occupations (and not for training persons for a skilled trade) which requires the direct application of specialized functional aspects of science, mathematics, and advanced technical skills and information.

#### 8.73-2 Offering of vocational instruction

Instruction will be made available to residents of the whole state or areas of the state by the following procedures:

- a. State Board designation - The State Board may designate a local district as an area to serve for the purposes of this plan.

- b. State Legislature - By action of the State Legislature, areas larger than a local district may be designated to serve for the purposes of this plan.
- c. Local board action - A local board may qualify to conduct an area program under this plan by fulfilling the provisions of this plan which will include an agreement to permit enrollment of qualified non-resident students.

8.73-3 Selection of students

All enrollees shall have either completed the ninth grade or be at least 16 years of age. Approved schools shall assure the State Board that students qualify for enrollment through:

- a. Maintaining personnel records for each student.
- b. Requiring students to qualify through use of aptitude and interest tests, and/or by reviewing previous school or employment records.
- c. Requiring successful performance during a probation period.
- d. Submitting enrollment reports giving evidence that students have completed ninth grade or are at least 16 years of age.



## LEGAL APPENDIX

The State Board is governed by the following laws, executive regulations, and interpretations thereof by courts, the Attorney General, and other appropriate state officials.

### 1.0 Authority of state

The following sections of the Iowa Code, with reference to vocational education, are cited for the purpose of establishing the authority of the State Board:

#### 1.1 Creation and authority of State Board

##### 1.11 Federal acts accepted

- a. Iowa Code, Chapter 258.1, Federal Act accepted

##### 1.12 State Board established

- a. Iowa Code, Chapter 257.1, State Board established

##### 1.12-1 State Board for Vocational Education established

- a. Iowa Code, Chapter 258.2, State Board for Vocational Education

##### 1.12-2 Executive officer of State Board

- a. Iowa Code, Chapter 257.11, Superintendent appointed
- b. Iowa Code, Chapter 257.16, Executive officer
- c. Iowa Code, Chapter 257.18-2, Responsibility of Superintendent
- d. Iowa Code, Chapter 257.17, Powers of Superintendent
- e. Iowa Code, Chapter 257.12, Qualifications of Superintendent

##### 1.12-3 Election of members

- a. Iowa Code, Chapter 257.5, Election of members

##### 1.12-4 General powers and duties of the Board

- a. Iowa Code, Chapter 257.9, General powers and duties of Board

##### 1.12-5 Specific powers and duties of the Board

- a. Iowa Code, Chapter 257.10, sub-sections 6, 7, and 10, Specific powers and duties

#### 1.13 Department of Public Instruction

- a. Iowa Code, Chapter 257.19, Department of public instruction established

##### 1.13-1 Divisions of the department

- a. Iowa Code, Chapter 257.20, Divisions of department
- b. Iowa Code, Chapter 257.22, Assistant superintendents



2.0 Certificate of State Board

2.1 State of Iowa

I hereby certify that the State Plan was adopted by the State Educational Agency on Dec. 11, 1967. I  
(date)  
further certify that the plan attached to this certificate is the plan approved by the State Board of Public Instruction (which constitutes the State Board for Vocational Education in the State of Iowa). The Plan as submitted constitutes the basis for the operation and administration of the State's program established pursuant to the Smith-Hughes Act (39 Stat. 929, 20 U.S.C. 11-15, 16-28), George-Barden Act (49 Stat. 1488 as amended, 20 U.S.C. 15i-15g, 15aa-15ii, 15aaa-15egg), and the Vocational Education Act of 1963 (Part A, P.L. 88-210, 77 Stat. 403, 20 U.S.C. 35-35n). All information and representations contained in the Plan as of this date are accurate, to the best of my knowledge and belief.

Dec. 11, 1967  
(date)

Paul F. Johnston  
(name)

State Superintendent  
(title)

Executive Officer of  
the State Board

2.2 Certificate of Attorney General: State Plan .

State of Iowa

I hereby certify:

1. That the State Board of Public Instruction (which constitutes the State Board for Vocational Education) is the State Board in this State within the meaning of Section 5 of the Smith-Hughes Act (20 U.S.C. 15), as amended;
2. That said Board has the authority under State law to submit a State Plan;
3. That said Board has authority to administer or supervise the administration of the foregoing State Plan;
4. That all of the provisions of the foregoing plan are consistent with State law; and
5. That the Executive Officer of the State Board (State Superintendent) has been duly authorized by the State Board of Public Instruction to submit the foregoing State Plan to represent the State Board in all matters pertaining thereto.

12/4/64  
(date)

John V. Seaman  
Attorney General





### 3.0 Authority of State Board and state officials

#### 3.1 Authority of State Board

- a. Iowa Code, Chapter 283.1, Federal funds accepted

#### 3.11 Powers and duties

- a. Iowa Code, Chapter 257.9, General powers and duties of Board
- b. Iowa Code, Chapter 257.10, Specific powers and duties
- c. Iowa Code, Chapter 258.4, Duties of board
- d. Iowa Code, Chapter 257.17, Powers of superintendent
- e. Iowa Code, Chapter 257.18, Responsibilities of superintendent
- f. Iowa Code, Chapter 135.11, Powers and duties

#### 3.2 Authority of state official receiving and holding custody to federal funds

- a. Iowa Code, Chapter 283.1, Federal funds accepted
- b. Iowa Code, Chapter 258.12, Custodian of funds - reports

### 4.0 State laws and regulations regarding expenditures

#### 4.1 Types of allowable expenditures

- a. Iowa Code, Chapter 258.5, Federal aid - conditions
- b. Iowa Code, Chapter 258.6, Definitions
- c. Iowa Code, Chapter 258.7, Advisory committee - qualifications - tenure - meetings
- d. Iowa Code, Chapter 258.1, Federal acts accepted

#### 4.11 Vocational education personnel

- a. Iowa Code, Chapter 258.11, Salary and expenses

##### 4.11-1 Sabbatical and educational leave

- a. The Iowa State Department of Public Instruction, A Descriptive Handbook, Internal Standards and Regulations, reads as follows:

Leave of absence. Staff employees may be assigned by the State Superintendent, for a period, to an educational institution for training or teaching upon the written application of the staff member. This application may be approved by the division head upon the following conditions:

1. Period of study or teaching shall not exceed eight weeks, exclusive of vacation time.
2. Pay shall be at the regular rate; however, subsistence will not be paid while assigned to such duty for training or teaching.
3. At no time shall over twenty-five percent of the entire staff or over one-half of the staff of any one division be assigned such duty at the same time, except as the State Superintendent may declare it to be to the immediate advantage of the department.

4. Written application for such duty shall be made by the staff members wishing to avail themselves of such duty, setting out in detail the objectives to be sought by such duty. Application must be approved in writing by the director or person responsible to the State Superintendent and must be approved by the State Superintendent.
5. No staff member shall be eligible for such duty more than once in four years, unless assigned by the State Superintendent to such duty.
6. Staff members desiring to be gone more often than once in four years, and who can show need, shall have written application and approval as required under section 4, but persons applying under this provision will not be eligible if section 3 and those applying under section 4 make up the quota prescribed.
7. The pay for such study under section 6 will be at the discretion of the State Superintendent, but in no case will it exceed fifty percent of the normal rate.
8. To be eligible for consideration, applications must be made out by April 15.
9. Each staff member assigned such duty must furnish evidence of need for such education as may be requested by the State Superintendent.

4.11-2 Employee benefits

- a. Iowa Code, Chapter 85.2, Compulsory when
- b. Iowa Code, Chapter 97B, Iowa Public Employees' Retirement System
- c. Iowa Code, Chapter 97C, Federal Social Security Enabling Act
- d. Iowa Code, Chapter 258.11, Salary and expenses
- e. Iowa Code, Chapter 257.21, Employees of department

4.12 Consultants, advisory committees, etc.

- a. Iowa Code, Chapter 258.7, Advisory committee - qualifications - tenure - meetings
- b. Iowa Code, Chapter 258.9, Local advisory committee
- c. Iowa Code, Chapter 258.11, Salary and expenses
- d. Iowa Code, Chapter 257.18, sub-section 5, Responsibilities of superintendent

4.13 Travel and transportation

4.13-1 Travel

- a. Iowa Code, Chapter 257.23, Travel expenses
- b. Iowa Code, Chapter 258.11, Salary and expenses
- c. Iowa Code, Chapter 258.1, Federal acts accepted

4.13-2 Transportation

- a. Iowa Code, Chapter 257.23, Travel expenses
- b. Iowa Code, Chapter 258.11, Salary and expenses
- c. Iowa Code, Chapter 285.11, sub-section 7, Bus routes -  
basis of operation
- d. Iowa Code, Chapter 258.1, Federal acts accepted

4.14 Instructional equipment, supplies, and teaching aids

- a. Iowa Code, Chapter 258.4, Duties of Board
- b. Iowa Code, Chapter 258.11, Salary and expenses
- c. Iowa Code, Chapter 258.1, Federal acts accepted
- d. Iowa Code, Chapter 257.10-2-6, Specific powers and duties

4.15 Other related expenses

- a. Iowa Code, Chapter 258.4, Duties of Board
- b. Iowa Code, Chapter 258.11, Salary and expenses
- c. Iowa Code, Chapter 258.1, Federal acts accepted
- d. Iowa Code, Chapter 257.10-2-6, Specific powers and duties
- e. Iowa Code, Chapter 282.7, Attending in another corporation -  
payment

4.16 Construction

- a. Iowa Code, Chapter 258.1, Federal acts accepted
- b. Iowa Code, Chapter 258.4-7, Establish standards for, and  
annually inspect as a basis of approval, all  
schools, departments, and classes, area vocational  
technical high schools and programs, and all  
teacher training schools, departments and classes  
applying for federal and state moneys under the  
provisions of this chapter.
- c. Iowa Code, Chapter 296.1, Indebtedness authorized
- d. Iowa Code, Chapter 8.33, Limit of expenditures - revision

There appears to be no legal authority designated at the present time that deals specifically with the construction of area vocational-technical schools, other than within the framework of those stated herein, and the specific powers and duties of the State Board.

It appears quite certain now that the present State Legislature (1965) will pass legislation that will provide the specific legal framework for the organization and construction of area vocational-technical schools.

4.17 Work study programs

- a. Iowa Code, Chapter 258.1, Federal acts accepted

There appears to be no legal authority that deals specifically with the work study programs, other than within the framework of the ones listed herein, and the specific powers and duties of the State Board.



4.2 Fiscal audit and accounting procedures

- a. Iowa Code, Chapter 258.1, Federal acts accepted
- b. Iowa Code, Chapter 11.1, Definition
- c. Iowa Code, Chapter 11.2, Annual settlement
- d. Iowa Code, Chapter 11.4, Report of audits
- e. Iowa Code, Chapter 11.5, Method of keeping accounts
- f. Iowa Code, Chapter 11.7, State examiners
- g. Iowa Code, Chapter 11.10, Examinations
- h. Iowa Code, Chapter 11.11, Scope of examination
- i. Iowa Code, Chapter 11.14, Reports
- j. Iowa Code, Chapter 11.18, Examination of schools
- k. Iowa Code, Chapter 11.19, Examiners powers and duties
- l. Iowa Code, Chapter 11.20, Bills, audit and payment
- m. Financial Management of Federal-State Education Programs, OE-10019, U.S. Department of HEW, Office of Education, Specific Audit Steps

For audits of local agencies, it is essential that specific audit instructions be developed to verify that

- 1. Funds disbursed by the State to the local agency were received and properly accounted for.
- 2. Payments reported by the local agency were actually made to the vendors, contractors, and employees and that they conform to applicable laws and regulations, including procurement requirements
- 3. Refunds, discounts, etc., were properly credited to the specific programs as reductions of the gross expenditures
- 4. Payments are supported by adequate evidence of the delivery of goods or performance of services
- 5. Encumbrances or obligations included in the report of expenditures were actually incurred during the fiscal year for which the expenditure was claimed and, upon liquidation, were adjusted properly for any differences
- 6. The same item is not reported as an expenditure for 2 or more years, e.g., encumbrance in one year and payment in another
- 7. All expenditures claimed for federally supported projects were made for properly approved projects, are easily identifiable with these projects, and are the individual items adequately described in the approval and the claim for reimbursement
- 8. State and local agency rules applicable to equipment records and control are followed
- 9. Prorated expenditures, such as salaries, travel, etc., are divided correctly between two or more accounts, and that the basis of such division is reasonable, equitable, and substantiated
- 10. The type of funds expended for federally reimbursed projects are stated correctly; that Federal funds from one program are not used for matching purposes under another Federal program, except as specifically authorized; and that the same expenditures are not claimed for matching purposes under more than one Federal program

11. Unexpended or unearned Federal funds advanced or overpaid are returned promptly or otherwise correctly accounted for
12. If the local agency is on a fiscal year different from the Federal fiscal year, the audit report reflects outstanding obligations as of June 30 in sufficient detail to permit identification of subsequent payments with the applicable obligation and comparison with reports submitted by the local agency to the State agency.

4.3 Payment of funds to local education agencies

- a. Iowa Code, Chapter 258.5, Federal aid - conditions
- b. Iowa Code, Chapter 257.10, 2, 4, 6, Specific powers and duties
- c. Iowa Code, Chapter 258.12, Custodian of funds - reports

4.4 Determination of fiscal year's allotment in which expenditure is made

- a. Iowa Code, Chapter 279.10, School fiscal year
- b. Iowa Code, Chapter 24.2(1)(4), State fiscal year
- c. Iowa Code, Chapter 258.5, Federal aid - conditions
- d. Iowa Code, Chapter 8.33, Limit of expenditures
- e. Iowa Code, Chapter 8.36, Fiscal year

4.5 Vocational instruction under contracts

- a. Iowa Code, Chapter 258.1, Federal acts accepted
- b. Iowa Code, Chapter 258.5, Federal aid - conditions
- c. Iowa Code, Chapter 258.4, Duties of the Board
- d. Iowa Code, Chapter 258.6, Definitions
- e. Iowa Code, Chapter 257.10, Sub-sections 2, 10, Specific powers and duties

5.0 Other laws and regulations

5.1 Fire Marshal

- a. Iowa Code, Chapter 100.1, Fire Marshal

5.11 Rules and regulations of marshal

- a. Iowa Code, Chapter 100.35, Rules and regulations of marshal

5.2 County Superintendent

5.21 Erection or repair of schoolhouse

- a. Iowa Code, Chapter 297.7, Erection or repair of schoolhouse

5.3 State department of health

- a. Iowa Code, Chapter 135.11, Powers and duties



10-23-64  
(date)

## 6.0 Cooperative Agreement between ISES and the State Board

The State Board has entered into the following cooperative agreement with the Iowa State Employment Service, for the purpose of coordinating the services of each agency and to comply with 1.41 of the State Plan, and 104.7 of the Rules and Regulations:

### I. Responsibilities of ISES

- A. To make occupational information available to the State Board and local educational agencies.
  - 1. Determine the occupational information to be made available on an established continual basis.
  - 2. Information with statewide implication will be distributed to all schools participating in the program under the 1963 Vocational Education Act.
  - 3. Encourage local offices to enter into cooperative agreements with local schools participating in the program under the 1963 Vocational Education Act in accordance to 1 and 2 above.
- B. To consider the information concerning students supplied by schools in occupational guidance and placement.
  - 1. In terms of occupational guidance
    - a. This information will be used only by professional counselors.
    - b. Information will be maintained in the confidential counselor file.
  - 2. In terms of placement
    - a. Information released to local offices which have no professional counselors on the staff will be confined to that information pertinent to placement.

### II. Responsibility of the State Board


- A. Consideration of occupational information in providing vocational guidance and counseling.
  - 1. Organize and implement a filing system for the occupational information provided by the ISES.
  - 2. Study the need for additional kinds of occupational information and to make these needs known to the ISES.



3. Encourage local schools to operate at the local level in concordance with items 1 and 2 above.
  4. Provide on a continuing basis to ISES the names of participating schools and the individuals to whom information should be made available.
- B. Consideration of occupational information in determining occupations for which individuals are to be trained.
1. On an annual basis, to study the ISES occupational information in relation to vocational programs operating under the 1963 Vocational Education Act.
  2. To make determinations in light of findings in item B-1 in respect to curriculum changes and the initiation of new programs.
  3. To encourage local schools to act in concordance with items 1 and 2 above.
- C. To make available to ISES information regarding occupational qualifications of persons leaving or completing vocational education courses or schools.
1. Encourage local educational agencies to:
    - a. make available to all school-leavers, procedures for registering with the ISES.
    - b. to work cooperatively with local ISES offices in registering those school-leavers who have an interest and desire in doing so.
    - c. to make available to ISES lists of all individuals completing specific occupational programs.
    - d. to make available to ISES such information as is deemed appropriate by local educational officials and released for this purpose by those students leaving the training program and registering with the ISES for placement.

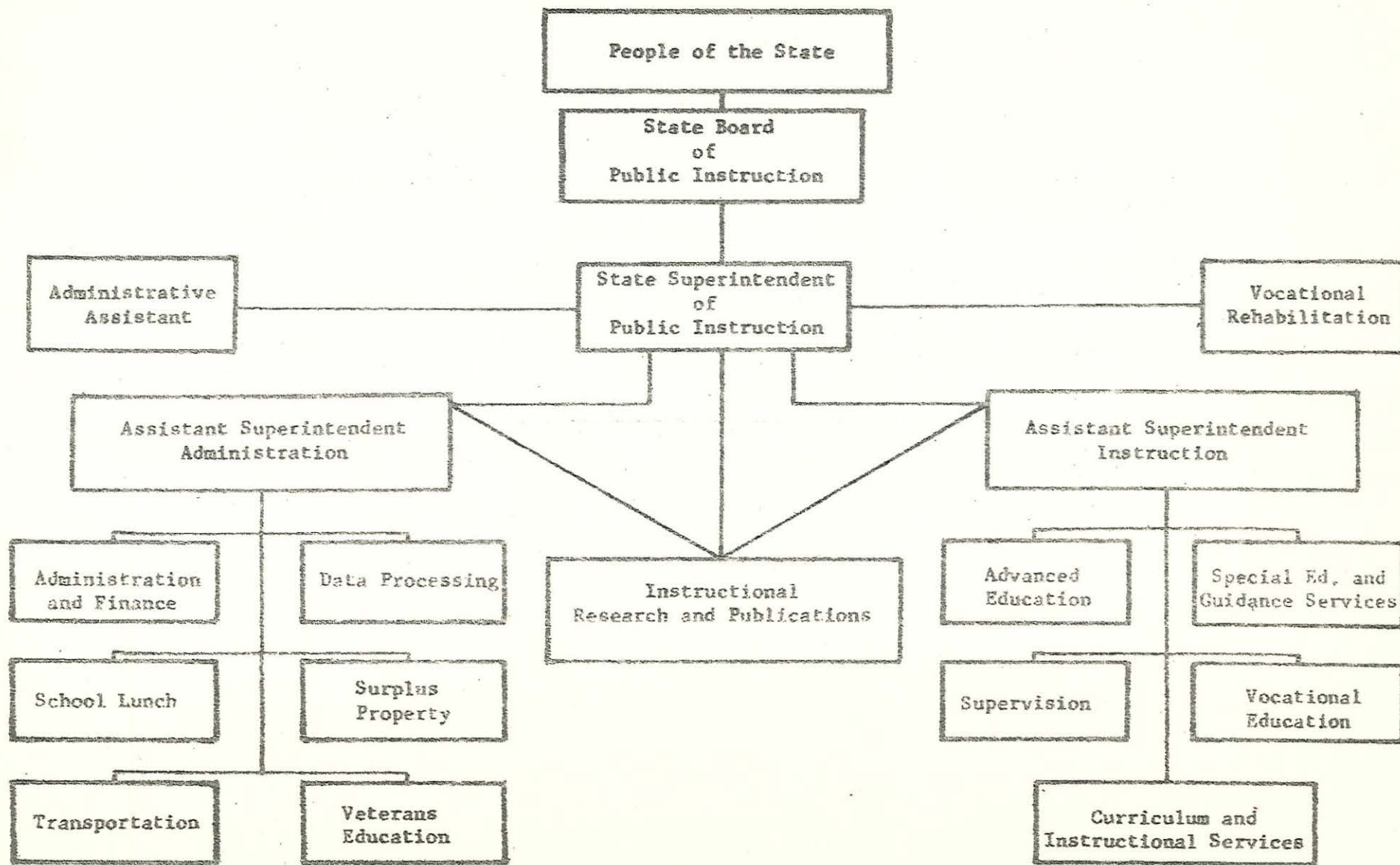
This agreement shall be reviewed annually by a joint committee of the State Board and the ISES.

  
State Board Representative

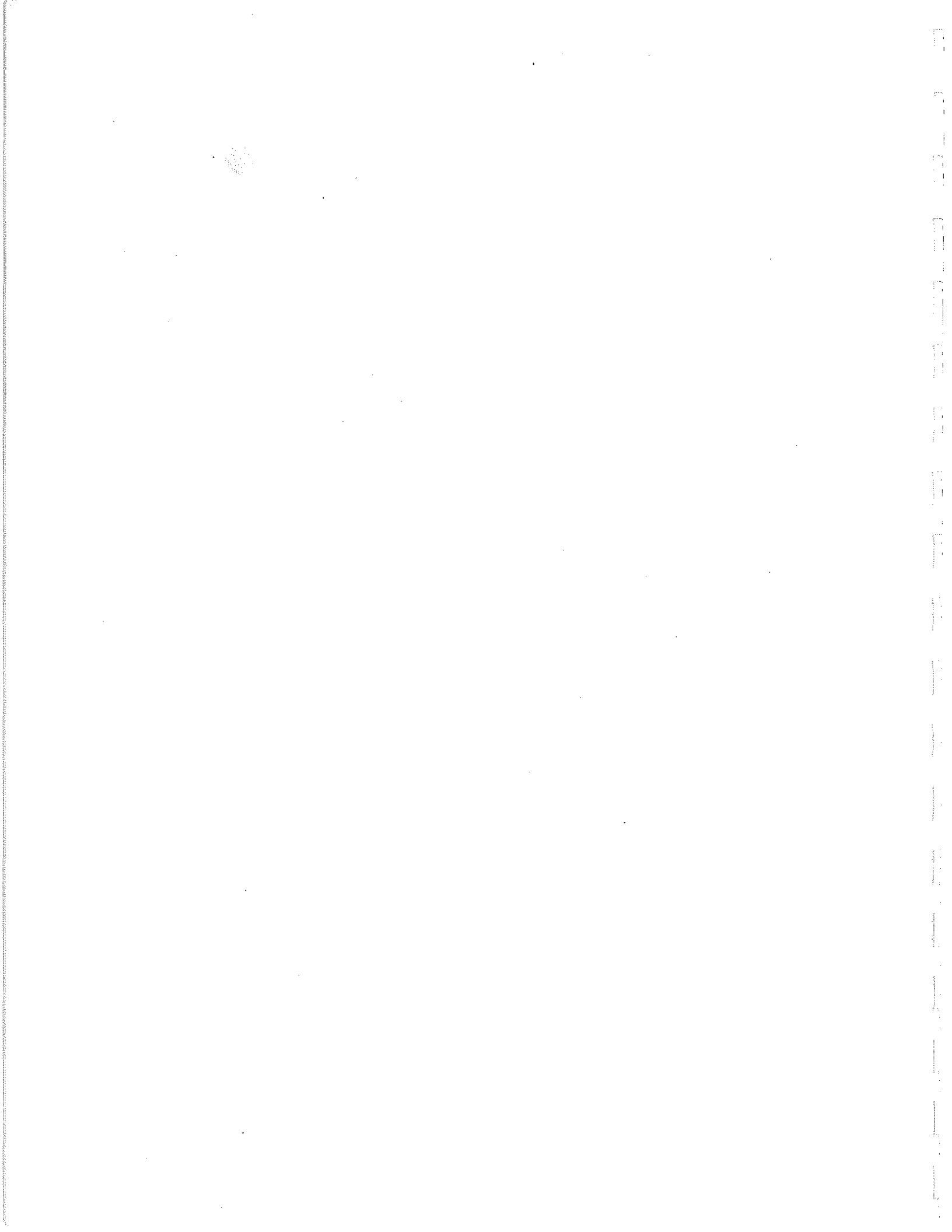
  
Head, ISES

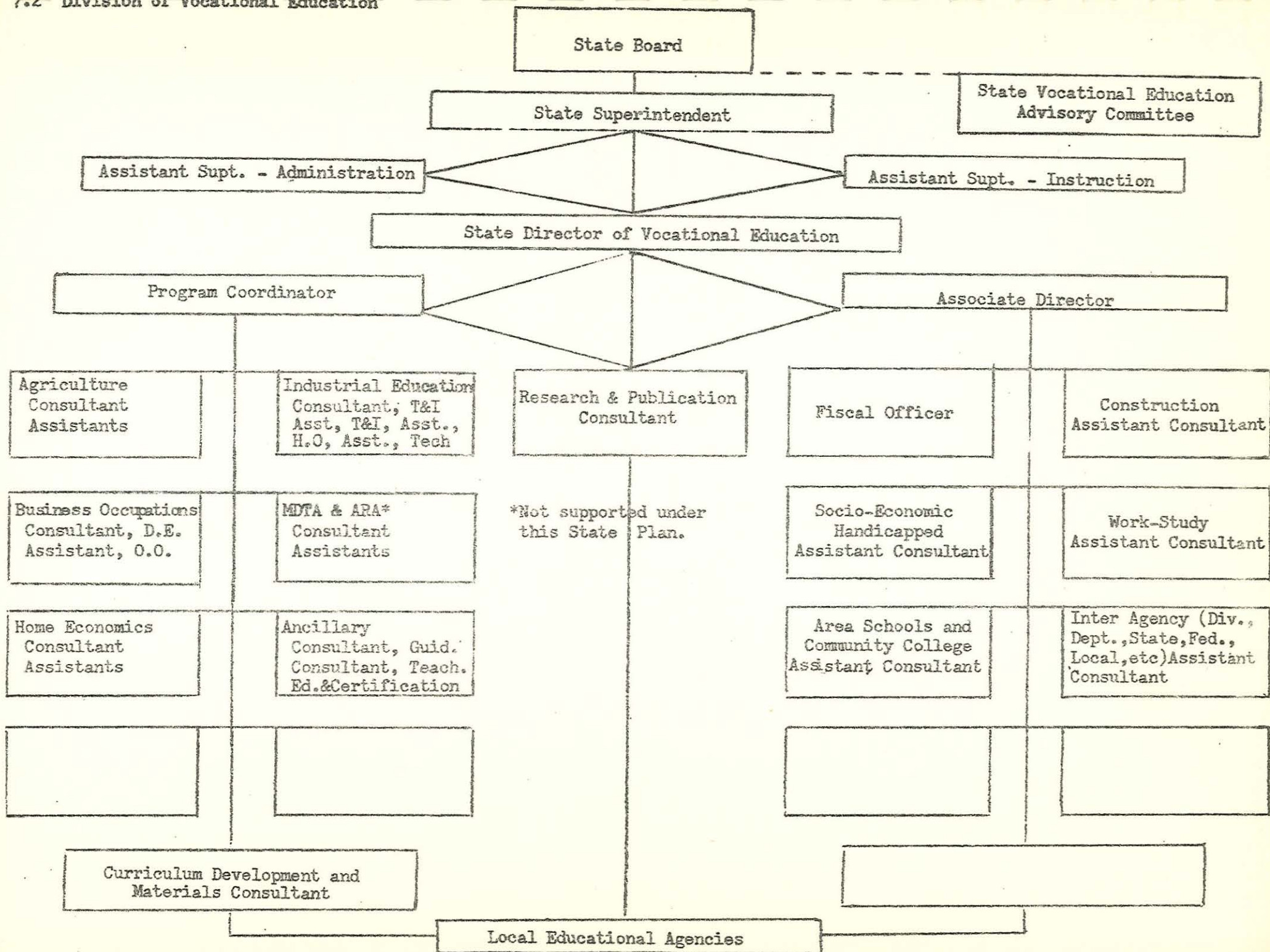


DEPARTMENT OF PUBLIC INSTRUCTION  
ORGANIZATION CHART













Amendment #2  
September 21, 1965

Certificate of Attorney General: State Plan Amendments

State of Iowa

I hereby certify:

1. That the State Board of Public Instruction (which constitutes the State Board for Vocational Education) is the State Board in this State within the meaning of Section 5 of the Smith-Hughes Act (20 U.S.C. 15), as amended;
2. That said Board has the authority under State law to submit State Plan amendments;
3. That said Board has authority to administer or supervise the administration of the foregoing State Plan amendments;
4. That all of the provisions of the foregoing plan amendments are consistent with State law; and
5. That the Executive Officer of the State Board (State Superintendent) has been duly authorized by the State Board of Public Instruction to submit the foregoing State Plan amendments to represent the State Board in all matters pertaining thereto.

September 22, 1965  
(date)

Laurence F. Sealine  
Attorney General



Amendment #2  
September 21, 1965

Certificate of State Board

State of Iowa

I hereby certify that the State Plan amendments were adopted by the State Educational Agency on September 21, 1965, and made retroactive to the original date the State Plan was adopted, December 11, 1964. I further certify that the amendments attached to this certificate are the amendments approved by the State Board of Public Instruction (which constitutes the State Board for Vocational Education in the State of Iowa). The amendments to the State Plan as submitted further constitute the basis for the operation and administration of the State's program established pursuant to the Smith-Hughes Act (39 Stat. 929, 20 U.S.C. 11-15, 16-28), George-Barden Act (49 Stat. 1488 as amended, 20 U.S.C. 15i-15g, 15aa-15ii, 15aaa-15ggg), and the Vocational Education Act of 1963 (Part A, P.L. 88-210, 77 Stat. 403, 20 U.S.C. 35-35n). All information and representations contained in the Plan and amendments as of this date are accurate, to the best of my knowledge and belief.

9/21/65

(date)

Paul F. Johnston

(name)

State Superintendent

(title)

Executive Officer of the  
State Board



1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It is a very important document, as it contains the President's annual message to Congress, which is a key part of the executive branch's communication with the legislative branch.

2. The second part of the document is a report from the Secretary of the Interior, dated January 10, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President. The report covers a wide range of topics, including the state of the Union, the economy, and the military.

3. The third part of the document is a report from the Secretary of the Treasury, dated January 15, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President. The report covers a wide range of topics, including the state of the Union, the economy, and the military. The report also contains a detailed account of the Treasury's operations during the year, including the collection of taxes and the management of the national debt.

4. The fourth part of the document is a report from the Secretary of the War, dated January 20, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President. The report covers a wide range of topics, including the state of the Union, the economy, and the military. The report also contains a detailed account of the War Department's operations during the year, including the management of the military and the collection of military supplies.



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