

ACCOUNTABILITY-PERFORMANCE REPORT

FOR VOCATIONAL EDUCATION IN IOWA

FISCAL YEAR 1987

State of Iowa  
DEPARTMENT OF EDUCATION  
Bureau of Career Education  
Grimes State Office Building  
Des Moines, Iowa 50319-0146

THE DEVELOPMENT OF THE ACCOUNTABILITY-PERFORMANCE REPORT

FOR VOCATIONAL EDUCATION IN IOWA

FISCAL YEAR 1987

A C K N O W L E D G E M E N T S

The State Board of Education acknowledges with appreciation the contributions of individuals, agencies, and other groups to the development of the fiscal year 1987 Accountability-Performance Report.

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I N T R O D U C T I O N

This combined report is designed to conform with the requirements of the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-482) involving the use of federal funds, as well as to report on the effectiveness of the ongoing vocational education programs and services not funded by the Perkins Act legislation during fiscal year 1987.

Presented in three discrete sections, this consolidated report encompasses the uses of federal, state, and local funds, and thus paints a more complete picture of accomplishments of the comprehensive vocational education program in Iowa.

Individual introductions will precede each of the three major sections of this report. For ease in reading, the paging, outline format, and table number sequence are presented independently for each section, e.g., A-1 = Accountability; P-1 = Performance; and F-1 = Fiscal.

## ACCOUNTABILITY SECTION

### Introduction

This section of the overall Performance Accountability Report document indicates the accomplishments in those vocational education programs, services, and activities supported by other than federal (Carl D. Perkins Vocational Education Act of 1984--P.L. 98-582) funds. Ongoing programs are included in this grouping, as well as other activities not encompassed in the Performance Report Section.

In content, the Accountability Section will resemble the Accountability Reports of prior years, although the coverage will be much streamlined. The outline structure and paging will be separate for each section.

Included in the Accountability Section are narrative and tabular presentations of projected and actual enrollment patterns for both secondary and postsecondary instructional programs; enrollments in program using the cooperative method of instruction; three-year trends in the number of districts, number of programs; enrollments involved in jointly administered (shared) programs; enrollment trends in customized instructional programs for business and industry; membership trends in vocational student organizations; coordination with JTPA; partnerships with business and industry; and student outcomes (student follow-up/perception survey; employer follow-up/perception). Information contained in this section only highlights a few of the outcomes impacting the scope and effectiveness of vocational education in Iowa. Many other specific achievements and accomplishments were recorded in fiscal year 1987, but it is impossible to capture all of the detail in one document. Perhaps this report will provide an indication of the diversity of the varied vocational education programs, services, and activities available in Iowa.

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## A. Secondary Level

Overall secondary vocational education enrollment in fiscal year 1987 increased by 13.6% over fiscal year 1986—due primarily to a substantial increase in Industrial Arts enrollments supported by vocational education funds. By specific areas, enrollments fluctuated: for the first time in several years Agricultural enrollments increased by 2.7% due largely to gains in Agri-business enrollments; Business and Office gained by 19% largely at the Below-Grade 11 level; Marketing and Distribution stayed almost constant; while Allied Health, Construction Trades, Mechanics and Repairers, and Precision Production all registered sizable enrollment losses.

## B. Postsecondary Level

Postsecondary enrollments were slightly below (1%) both the fiscal year 1987 projections and the actual fiscal year 1986. Within the various occupational areas, enrollments fluctuated considerably, with gains recorded by Marketing and Distribution (1 percent); Allied Health and Nursing (11.6 percent); Home Economics Occupations (5 percent); Protective Services (4.7 percent); and Marketing and Distribution (1 percent). Recording enrollment losses were Business and Office (-3.7 percent); Mechanics and Repairers (-1.7 percent). Most of the other areas remained constant. (See Table 1, pp.A3-A9).

## C. Programs Using the Cooperative Method of Instruction

Fiscal year 1987 enrollments totaled 6,170 at the secondary level, and 6,592 at the postsecondary level--both accomplishments representing a substantial increase over the projections. Compared with actual enrollments in fiscal year 1986, secondary cooperative enrollments were substantially lower, while the postsecondary posted a slight increase (See Table 2, page A10). In addition to the actual cooperative (paid employment) enrollments, 5,508 postsecondary allied health and nursing students were enrolled in clinical (applied learning experience in a health agency) programs; while 643 were enrolled in work experience (planned and coordinated by an educational representative and the employer) programs.

## D. Jointly Administered Programs

Three years of experience are presented in Table 3 on page A11, indicating that while the number of districts and the number of programs involved in jointly administered (shared) programs has fluctuated; student enrollments declined in fiscal year 1986, but increased slightly in fiscal year 1987. Iowa now has a Shared Program law, which provides a weighting factor for participation in such activities. This incentive may spark increased participation in jointly administered programs--especially among the smaller rural districts who lack resources for independent vocational education instructional programs.



Table 4, page A13, indicates enrollment patterns in those programs tailored to meet the specific needs of Iowa business and industry firms. The New and Expanding Business and Industry (NEBIT) category indicates a decline in both the number of firms and enrollees. In Productivity Enhancement programs, both the number of participating firms and enrollees reflected a slight decrease in fiscal year 1987. Programs involving the retraining and upgrading of employed workers indicated 25 firms participating with 1,388 enrollees.

F. Participation in Vocational Education Student Organizations

Five (5) years (fiscal years 1983-1987) of membership patterns in the nine different vocational education student organizations are presented in Table 5, on page A14. Total membership reached its low point in fiscal year 1984 (22,162) although the fiscal year 1987 level of 22,523 is only slightly higher. Membership in some of the traditional student organizations has consistently declined (Future Farmers of America--FFA has decreased by 21 percent over the five-year period); other have fluctuated. The Industrial Arts Student Association (IASA) more than tripled its fiscal year 1986 enrollment, while the Health Occupations Organization (HOSA) indicated its first slight decline (-5 percent) since its inception in fiscal year 1982.

## SIX-DIGIT CIP

ODE & TITLE	Anticipated FY1987		Actual Enrollments 1987				Total Enroll.
	Instr. Level	Enroll.	Below Grade 11	Grades 11 & 12	Sec. Total	Postsec Total	
04	Secondary	34	0	31	31		
culture Power Machinery	Postsec.	348				237	268
01	Secondary	2,775	5,154	2,751	7,905		
culture Production, General	Postsec.	448				845	8,750
01	Secondary	3,120	0	3,152	3,152		
. Svcs. & Supplies Agri.Bus.	Postsec.	325				264	3,416
01	Secondary	25	0	7	7		
culture, General	Postsec.	225				247	254
06	Secondary	0	0	1	1		
ry Operation and Management	Postsec.	157				212	213
99	Secondary	30	0	33	33		
./Ag Products, Other	Postsec.	52				0	33
01	Secondary	0	0	2	2		
able Natural Resources	Postsec.	61				85	87
	Secondary	5,984	5,154	5,977	11,131		
AGRIC/AGRIBUS/NATURAL RES.	Postsec.	1,616				1,890	13,021
01	Secondary	0	0	4	4		
ess and Management, General	Postsec.	115				351	355
01	Secondary	0	0	1	1		
/Motel Management	Postsec.	50				57	58
02	Secondary	0	0	7	7		
ational Enterprises Mgmt.	Postsec.	0				0	7
05	Secondary	0	0	0	0		
portation Management	Postsec.	0				0	0
01	Secondary	0	0	0	0		
Estate	Postsec.	0				0	0
01	Secondary	0	0	0	0		
Business Mgmt. & Ownership	Postsec.	0				0	0
99	Secondary	0	0	2	2		
ess & Management, Other	Postsec.	0				0	0
	Secondary	0	0	14	14		
BUSINESS AND MANAGEMENT	Postsec.	165				408	422
02	Secondary	51	0	99	99		
nting and Computing	Postsec.	1,394				1,293	1,392
03	Secondary	0	0	866	866		
eeeping	Postsec.	496				571	1,437
01	Secondary	0	0	50	50		
ng, Rel. Finan. Prog; Other	Postsec.	0				0	50
01	Secondary	450	0	616	616		
Data Process; Rel. Prog;Other	Postsec.	0				246	862
03	Secondary	0	0	11	11		
Data Entry Equip. Operation	Postsec.	98				117	128

ODE & TITLE	Instr. Level	Enroll.	Below Grade 11	Grades 11 & 12	Sec. Total	Postsec Total	Total Enroll.
05 ess Data Programming	Secondary Postsec.	0 1,783	0	151	151		1,858
06 ess Systems Analysis	Secondary Postsec.	0 298	0	0	0	266	266
01 e Supervision & Management	Secondary Postsec.	0 78	0	15	15	165	180
01 tarial & Rel. Prog., General	Secondary Postsec.	225 1,674	0	531	531	1,831	2,362
01 g, Gen. Ofc. & Rel. Prog; Gen	Secondary Postsec.	540 155	0	795	795	169	964
05 al Office Clerk	Secondary Postsec.	0 1,257	0	139	139	1,133	1,272
08 ing, Receiving & Stock Clerk	Secondary Postsec.	0 0	0	26	26	0	26
01 Processing	Secondary Postsec.	46 101	0	134	134	189	323
09 ess and Office, Other	Secondary Postsec.	1,014 846	4,478	1,441	5,919	0	5,919
TOTAL BUSINESS AND OFFICE	Secondary Postsec.	2,326 8,180	4,478	3,232	7,710	7,687	15,397
01 el & Accessories Marketing	Secondary Postsec.	0 227	0	137	137	255	392
01 ess & Personal Svcs. Mktg.	Secondary Postsec.	0 0	0	84	84	0	84
01 reneurship, General	Secondary Postsec.	0 0	0	55	55	0	55
01 ial Svcs. Mktg., General	Secondary Postsec.	0 1,596	0	31	31	764	795
01 arketing, General	Secondary Postsec.	0 74	0	234	234	72	306
02 rial Sales	Secondary Postsec.	0 196	0	3	3	268	271
07 aling	Secondary Postsec.	0 12	0	6	6	10	16
08 ing, General	Secondary Postsec.	0 746	0	677	677	854	1,531
03 ng Materials Marketing	Secondary Postsec.	0 8	0	13	13	0	13
05 ss/Waitresses & Rel. Svcs.	Secondary Postsec.	0 0	0	290	290	0	290
01 nce Marketing	Secondary Postsec.	0 0	0	1	1	0	1
03 tive Vehicle & Access Mktg.	Secondary Postsec.	0 82	0	24	24	95	119
04 eum	Secondary Postsec.	0 6	0	31	31	6	37
07 e Renting & Leasing	Secondary Postsec.	0 81	0	2	2	150	150

ODE & TITLE	Instr. Level	Enroll.	Below Grade 11	Grades 11 & 12	Sec. Total	Postsec. Total	Total Enroll.
99	Secondary	1,775	52	157	209		
ting & Distribution, Other	Postsec.	56				66	275
MARKETING AND DISTRIBUTION	Secondary	1,775	52	1,745	1,797		
	Postsec.	3,084				2,540	4,337
01	Secondary	0	0	3	3		
tional Media Technology	Postsec.	0	0	0	0	0	3
04	Secondary	33	1	65	66		
& TV Prod. & Broadcasting	Postsec.	68				72	138
COMMUNICATION TECHNOLOGIES	Secondary	33	1	68	69		
	Postsec.	68				72	141
03	Secondary	63	0	39	39		
ology	Postsec.	273				170	209
CONSUMER, PERSONAL AND CELLANEOUS SERVICES	Secondary	63	0	39	39		
	Postsec.	273				170	209
01	Secondary	0	0	0	0		
ect. Design & Constrct. Tech	Postsec.	21				20	20
01	Secondary	0	0	0	0		
Technology	Postsec.	84				51	51
02	Secondary	0	0	0	0		
ical Technology	Postsec.	37				36	36
03	Secondary	0	0	0	0		
ronic Technology	Postsec.	1,590				1,502	1,502
04	Secondary	0	0	0	0		
Electro-Optic Technology	Postsec.	12				15	15
01	Secondary	0	0	0	0		
ical Equip. Technology	Postsec.	177				184	184
03	Secondary		0	0	0		
omechanical Technology	Postsec.	10				34	34
01	Secondary		0	0	0		
nditioning, Htg., Refr. Tech	Postsec.	15				15	15
05	Secondary		0	0	0		
Heating & Cooling Technology	Postsec.	67				70	70
06	Secondary	0	0	0	0		
& Wastewater Technology	Postsec.	24				56	56
01	Secondary		0	0	0		
al Manufacturing Tech.	Postsec.	5				2	2
04	Secondary		0	0	0		
cturing Technology	Postsec.	610				120	120
01	Secondary		0	0	0		
hnology	Postsec.	16				22	22
02	Secondary		0	0	0		
y Control Technology	Postsec.	10				11	11
03	Secondary		0	0	0		
tive Technology	Postsec.	0				19	19
05	Secondary		0	0	0		
ical Design Technology	Postsec.	246				301	301
06	Secondary		0	0	0		
e Manager Technology	Postsec.	0				2	2

CODE & TITLE	Level	Enroll.	Below Grade 11	Grades 11 & 12	Sec. Total	Postsec Total	Total Enroll.
07 Mechanics Technology	Secondary Postsec.	0 0	0 0	0 0	0 4	0 4	4 4
09 Engineering & Eng. Rel.Tech, Other	Secondary Postsec.	0 136	0 0	0 0	0 0	0 0	0 0
ENGINEERING AND ENG. RELATED TECHNOLOGY; OTHER	Secondary Postsec.	0 3,060	0 0	0 0	0 0	0 2,464	0 2,464
11 Assisting	Secondary Postsec.	0 365	0 0	11 0	11 0	0 327	0 338
12 Hygiene	Secondary Postsec.	0 66	0 0	0 0	0 0	0 65	0 65
13 Laboratory Technology	Secondary Postsec.	0 58	0 0	2 0	2 0	0 46	0 48
14 Cephalograph Technology	Secondary Postsec.	0 19	0 0	0 0	0 0	0 22	0 22
15 Emergency Med. Tech.; Ambulance	Secondary Postsec.	0 56	0 0	0 0	0 0	0 71	0 71
16 Emergency Med. Tech.; Paramedic	Secondary Postsec.	0 0	0 0	0 0	0 0	0 10	0 10
19 Podiatric (Medical) Technology	Secondary Postsec.	0 73	0 0	0 0	0 0	0 116	0 116
20 Physical Therapy Technology	Secondary Postsec.	0 60	0 0	0 0	0 0	0 71	0 71
21 Podiatric Technology	Secondary Postsec.	0 121	0 0	0 0	0 0	0 54	0 54
29 Podiatric Laboratory Technology	Secondary Postsec.	0 129	0 0	13 0	13 0	0 110	0 123
29 Health/Human Svcs., Other	Secondary Postsec.	0 13	0 0	1 0	1 0	0 46	0 47
31 Podiatric Assisting	Secondary Postsec.	0 425	0 0	1 0	1 0	0 429	0 430
36 Podiatric Records Technology	Secondary Postsec.	0 73	0 0	1 0	1 0	0 94	0 95
39 Podiatric Assisting-Specialty	Secondary Postsec.	0 0	0 0	0 0	0 0	0 43	0 43
33 Podiatric Unit Coordinating	Secondary Postsec.	0 22	0 0	0 0	0 0	0 0	0 0
42 Podiatric Assisting	Secondary Postsec.	203 1,123	0 0	85 0	85 0	0 2,057	0 2,142
45 Podiatric Nursing	Secondary Postsec.	35 1,410	0 0	35 0	35 0	0 1,115	0 1,150
44 Podiatric Assisting	Secondary Postsec.	0 24	0 0	3 0	3 0	0 31	0 34
43 Podiatric Occupational Therapy Assisting	Secondary Postsec.	0 58	0 0	0 0	0 0	0 58	0 58
43 Podiatric Occupational Therapy	Secondary Postsec.	0 129	0 0	0 0	0 0	0 141	0 141
49 Podiatric Health, Other	Secondary Postsec.	130 82	13 0	15 0	28 0	0 25	0 52

CODE & TITLE	Instr. Level	Enroll.	Below Grade	11 & 12	Sec. Total	Postsec Total	Total Enroll.
02	Secondary	312	0	227	227		
Child Care Aide/Assisting	Postsec.	146				240	467
03	Secondary	0	0	0	0		
Child Care Management	Postsec.	157				88	88
01	Secondary	90	0	61	61		
Cooking, Appl., Textiles, Mgmt, Prod.	Postsec.	63				52	113
01	Secondary	465	0	380	380		
Production, Mgmt & Svcs, General	Postsec.	96				260	640
02	Secondary	0	0	3	3		
Child Care	Postsec.	17				0	3
03	Secondary	0	0	71	71		
Cook	Postsec.	222				216	287
01	Secondary	0	0	11	11		
Furn. & Equip; Mgmt, Prod. Svcs.	Postsec.	100				93	104
06	Secondary	215	0	8	8		
Teacher's Aide	Postsec.	735				1,031	1,039
99	Secondary	0	0	194	194		
Vocational Home Economics, Other	Postsec.	0				194	388
	Secondary	1,082	0	955	955		
VOCATIONAL HOME ECONOMICS	Postsec.	1,536				2,174	3,129
05	Secondary	0	0	0	0		
Legal Justice Technology	Postsec.	250				281	281
07	Secondary	0	0	0	0		
Law Enforcement	Postsec.	15				23	23
09	Secondary	0	0	0	0		
Police Services	Postsec.	60				62	62
01	Secondary	0	0	0	0		
Control & Security Technology	Postsec.	6				33	33
09	Secondary	0	0	2	2		
Protective Services, Other	Postsec.	0				0	2
	Secondary	0	0	2	2		
PROTECTIVE SERVICES	Postsec.	331				399	401
02	Secondary	0	0	0	0		
Brick Block & Stonemasonry	Postsec.	17				19	19
01	Secondary	405	0	247	247		
Brickmasonry	Postsec.	324				271	518
02	Secondary	56	0	48	48		
Electrician	Postsec.	260				277	325
03	Secondary	0	0	0	0		
Electrician Worker	Postsec.	72				65	65
01	Secondary	0	0	26	26		
Engineering Maintenance	Postsec.	133				93	119
01	Secondary	18	0	3	3		
Engineering, Pipeftg, & Steamftg, Gen.	Postsec.	62				49	52
09	Secondary	146	1	98	99		
Construction Trades, Other	Postsec.	27				39	138
	Secondary	625	1	422	423		
CONSTRUCTION TRADES	Postsec.	895				812	1,226

CIP CODE & TITLE	Instr. Level	Enroll.	Below Grade 11	Grades 11 & 12	Sec. Total	Postsec Total	Total Enroll.
47.0103	Secondary	34	0	28	28		
Communication Electronics	Postsec.	239				238	266
47.0104	Secondary	0	0	0	0		
Computer Electronics	Postsec.	255				177	177
47.0105	Secondary	10	0	0	0		
Industrial Electronics	Postsec.	104				132	132
47.0108	Secondary	0	0	4	4		
Small Appliance Repair	Postsec.	31				27	31
47.0201	Secondary	22	0	5	5		
Htg., Air Cond., Refrg. Mech. Gen.	Postsec.	382				409	414
47.0303	Secondary	0	0	3	3		
Industrial Equip. Maint. & Repair	Postsec.	35				0	3
47.0402	Secondary	0	0	0	0		
Gunsmithing	Postsec.	44				53	53
47.0404	Secondary	0	0	6	6		
Musical Instrument Repair	Postsec.	50				60	66
47.0603	Secondary	36	0	48	48		
Automotive Body Repair	Postsec.	490				549	597
47.0604	Secondary	607	0	453	453		
Automotive Mechanics	Postsec.	1,042				1,042	1,495
47.0605	Secondary	29	0	29	29		
Diesel Engine Mechanics	Postsec.	452				439	468
47.0606	Secondary	33	0	39	39		
Small Engine Repair	Postsec.	59				54	93
47.0607	Secondary	26	0	20	20		
Aircraft Mechanics, Air Frame	Postsec.	86				110	130
47.0608	Secondary	25	0	21	21		
Aircraft Mechanics, Power Plant	Postsec.	86				111	132
47.0699	Secondary	156	0	157	157		
Vehicle/Mobile Equip. Mech. Repair	Postsec.	53				2	159
47.9999	Secondary	155	56	158	214		
Mechanics and Repairers, Other	Postsec.	0				0	214
	Secondary	1,164	56	1,003	1,059		
TOTAL MECHANICS AND REPAIRERS	Postsec.	3,428				3,423	4,482
48.0101	Secondary	60	0	36	36		
Drafting, General	Postsec.	166				178	214
48.0102	Secondary	0	0	2	2		
Architectural Drafting	Postsec.	220				238	240
48.0103	Secondary	0	0	2	2		
Civil/Structural Drafting	Postsec.	10				20	22
48.0201	Secondary	102	0	67	67		
Graphic & Printing Commun. General	Postsec.	220				193	260
48.0203	Secondary	23	0	37	37		
Commercial Art	Postsec.	272				255	292
48.0204	Secondary	7	0	41	41		
Commercial Photography	Postsec.	130				133	174
48.0205	Secondary	0	0	7	7		
Typesetting Make-Up & Composition	Postsec.	30				47	54

CODE & TITLE	INSTR.	Level	Enroll.	Below Grade 11	Grades 11 & 12	Sec. Total	Postsec Total	Total Enroll.
03		Secondary	0	0	3	3		
stering		Postsec.	21				27	30
02		Secondary	0	0	25	25		
utting		Postsec.	39				53	78
02		Secondary	0	0	1	1		
ry Work		Postsec.	0				0	1
03		Secondary	179	0	87	87		
ne Tool Oper./Machine Shop		Postsec.	415				321	408
06		Secondary	7	0	16	16		
Metal		Postsec.	0				0	16
07		Secondary	0	0	0	0		
and Die Making		Postsec.	143				167	167
08		Secondary	192	0	133	133		
ng		Postsec.	516				557	690
02		Secondary	0	0	0	0		
ry Design, Fabrication, Repair		Postsec.	0				0	0
01		Secondary	0	0	12	12		
orking, General		Postsec.	0				0	12
03		Secondary	29	0	6	6		
ork and Cabinetmaking		Postsec.	0				0	6
09		Secondary	24	34	8	42		
sion Production, Other		Postsec.	34				25	67
		Secondary	623	34	483	517		
PRECISION PRODUCTION		Postsec.	2,216				2,241	2,758
02		Secondary	0	0	0	0		
uction Equipment Operation		Postsec.	28				35	35
05		Secondary	0	0	0	0		
and Bus Driving		Postsec.	996				840	840
09		Secondary	0	0	16	16		
ort. & Matrl Moving, Other		Postsec.	0				0	16
TRANSPORTATION AND		Secondary	0	0	16	16		
TERIAL MOVING		Postsec.	1,024				875	891
00		Secondary	1,244	1,942	1,968	3,910		
NEC		Postsec.	158				78	3,988
		Secondary	1,244	1,942	1,968	3,910		
NOT ELSEWHERE CLASSIFIED		Postsec.	158				78	3,988
01		Secondary	11,250	10,445	1,975	12,420		
erial Arts, General		Postsec.	0				0	12,420
02		Secondary	0	25	5	30		
uction, Industrial Arts		Postsec.	0				0	30
05		Secondary	1,000	685	126	811		
, Power & Transportation		Postsec.	0				0	811
06		Secondary	950	1,123	206	1,329		
c Arts, IA		Postsec.	0				0	1,329
07		Secondary	0	142	26	168		
cturing/Materials Processing		Postsec.	0				0	168
09		Secondary	0	12	2	14		
erial Arts, Other		Postsec.	0				0	14



Instructional Programs Utilizing Cooperative Method of Instruction

CIP CODE AND TITLE	Instructional Level	Anticipated 1987 Enrollment	Actual 1987 Enrollment
01 Agric./Agribus./Nat. Resources	Secondary	0	0
	Postsecondary	1,351	1,463
	Subtotal	1,351	1,463
06 Business and Management	Secondary	36	40
	Postsecondary	48	57
	Subtotal	84	97
07 Business and Office	Secondary	1,010	2,874
	Postsecondary	2,002	2,104
	Subtotal	3,012	4,978
08 Marketing and Distribution	Secondary	1,528	1,764
	Postsecondary	1,785	2,146
	Subtotal	3,313	3,910
5 Engineering and Engineering Related Technician	Secondary	0	0
	Postsecondary	98	94
	Subtotal	98	94
7 Allied Health	Secondary	82	88
	Postsecondary	35	0
	Subtotal	117	88
0 Vocational Home Economics	Secondary	322	591
	Postsecondary	194	448
	Subtotal	516	1,039
6 Construction Trades	Secondary	98	66
	Postsecondary	19	29
	Subtotal	117	95
7 Mechanics and Repairers	Secondary	199	178
	Postsecondary	57	40
	Subtotal	256	218
8 Precision Production	Secondary	148	124
	Postsecondary	166	211
	Subtotal	314	335
1 Multi-Occupations	Secondary	275	998
	Postsecondary	0	0
	Subtotal	275	998
GRAND TOTALS	SECONDARY	3,698	6,723
	POSTSECONDARY	5,755	6,592
	TOTAL	9,453	13,315

TABLE 3

Jointly Administered Programs  
Number of Programs and Enrollments by 2-Digit CIP Level

CIP CODE AND TITLE	Fiscal Year 1985			Fiscal Year 1986			Fiscal Year 1987		
	No. of Dist.	No. of Prog.	Enroll.	No. of Dist.	No. of Prog.	Enroll.	No. of Dist.	No. of Prog.	Enroll.
0100 Agriculture/Nat. Resources	8	9	98	2	2	14	6	7	6
0200 Business and Office	18	19	338	23	29	454	25	31	6
0300 Health, Pers., Misc. Svcs.	0	0	0	5	5	40	3	3	
0400 Health	30	30	187	26	26	161	14	14	
0500 Social Home Economics	6	6	36	6	6	29	5	5	
0600 Social Arts**	0	0	0	5	5	95	5	5	
0700 Construction Trades**	0	0	0	12	13	103	11	11	
0800 Mechanics and Repairers**	0	0	0	34	39	358	29	37	2
0900 Manufacturing Production**	0	0	0	4	4	17	3	3	
1000 Other Occupations	5	5	51	6	6	39	5	5	
<b>GRAND TOTALS</b>	<b>68*</b>	<b>176</b>	<b>1,496**</b>	<b>71*</b>	<b>135</b>	<b>1,310</b>	<b>70*</b>	<b>121</b>	<b>11,3</b>

The number of districts indicate all those districts which offer vocational education reimbursed jointly administered programs. The number of districts offering specific occupational programs add to a sum greater than the number of the districts offering jointly administered programs.

In previous years, these programs were grouped together in the Trade and Industrial classification. With the new classifications, the grouping will now be more specific.

customized education programs in Iowa are tailored to the unique needs of a specific business or industry in preparing, upgrading, and retraining adult workers. Iowa's fifteen merged area schools have staff members trained to assist community and area business and industry firms to start new businesses, expand existing operations, to upgrade existing workers, or to retrain workers who have been displaced or dislocated.

Among the categories of Customized Educational Programs which are supported by vocational education funds are:

New and Expanding Business and Industry Training designed to prepare workers for new business firms, or for those firms expanding their existing operations, and needing additional, qualified workers.

Productivity Enhancement - designed to improve productivity and increase the competitiveness of existing firms through the application of proven instructional programs and techniques.

Retraining-Upgrading - designed to meet the varied retraining needs of individuals whose jobs have been eliminated due to technological change, or through an out-migration of business and industry.

Benefits provided by customized education programs are many and apply to all participants:

- o Business and Industry - obtains increased productivity, reduced training costs, access to trained workers, and experiences less worker turnover.
- o Workers - profit from the opportunity to learn new skills, improve their earning potential, and avoid extended unemployment.
- o Community - profits from an expanded tax base, increased buying power from workers--consumers, new job opportunities, an improved community image, and the development of a base for new community expansion.
- o Schools - profit by improving vocational education programs--through partnerships with business and industry, and by providing instructors with the opportunity to update themselves by contact with new technologies and processes.

Overall, participation in Customized Education Programs Serving Business and Industry declined slightly (15.7%) from FY 1986 to FY 1987, with the only increase coming in the Retraining and Upgrading Category (+7%).

Table 4 displays the Customized Education Programs by Category, indicating the number of area schools offering the programs, the number of different firms participating and the enrollment (by sex, and male/female ratio).

CUSTOMIZED EDUCATIONAL PROGRAMS SERVING BUSINESS AND INDUSTRY - FY 1987

Category of Program	No. of Area Schools	No. of Different Firms	Enrollment		
			Male	Female	Total
Productivity Enhancement	14	62	1,493 (71%)	596 (29%)	2,089
New & Expanding Business and Industry Training	6	14	50 (38%)	81 (62%)	131
Retraining/Upgrading	10	25	795 (57%)	593 (43%)	1,388
GRAND TOTALS	NA	89	2,338 (65%)	1,270 (35%)	3,608

PARTICIPATION IN VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

Voc. Student Organizations	ACTUAL MEMBERSHIP				
	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987
Future Farmers of America (FFA)	12,491	12,004	11,313	10,979	10,317
Agricultural Careers Training (ACT)	1,017				
*Postsecondary Agriculture Student (PAS)		786	682	665	604
Future Business Leaders of America (FBLA)					
Secondary	1,225	864	1,238	707	627
Postsecondary				410	410
Distributive Education Clubs of America (DECA) (Sec.)	1,210	1,190	1,158	1,169	1,143
Distributive Education Clubs of America (DECA) (Postsec.)	372	380	414	517	566
Future Homemakers Association (FHA) HERO	5,102	4,037	4,687	4,369	4,353
Office Education Association (OEA)					
Secondary	959	1,061	988	873	792
Postsecondary	1,057	994	1,172	1,211	1,168
Vocational Industrial Clubs of America (VICA)					
Secondary	620	504	500	451	454
Postsecondary	134	123	183	104	120
American Industrial Arts Student Association (AIASA)	92	150	190	480	1,589
Health Occupations Student of America (HOSA)					
Secondary	36	69	104	400	12
Postsecondary					368
<b>TOTAL</b>	<b>24,315</b>	<b>22,162</b>	<b>22,629</b>	<b>22,335</b>	<b>22,523</b>

\*The Title of the Agricultural Careers Training student organization has been changed to the Postsecondary Agricultural Students organization.

A. Number of Different Occupational Areas Offered by Secondary Districts

In fiscal year 1987, with 436 public secondary districts in Iowa, only 21 offered five or more different programs (Table 6, page A16). One hundred eight (108) districts offered only one vocational area, while 76 offered no vocational education programs at all--even on a shared program basis. The number of districts offering multiple programs decreased from fiscal year 1986 to fiscal year 1987, e.g., the number of districts offering three programs decreased from 51 to 50; while the number offering five or more programs decreased from 22 to 21. The distribution of other occupational areas remained constant. Totally 360 different districts offered some type of vocational program (including shared programs).

B. Distribution of Vocational Educational Instructional Programs

At secondary/postsecondary levels (Table 7, page A16), this table identifies the distribution of the various occupational areas among the 360 secondary districts and the 15 merged area vocational schools/community colleges during fiscal year 1987. At the secondary level, vocational agriculture and home economics continued their dominance with each program area appearing in approximately 265 different districts. The number of districts offering vocational agriculture declined by four since fiscal year 1986. Business and office vocationally-reimbursed programs were offered in 74 different secondary districts (up from 72 in 1986). At the postsecondary level, of the 16 occupational areas listed, six are found in all 15 merged areas, while two others are found in at least 13 of the 15 institutions.

C. Number of Vocational Education Instructional Programs Operating - FY 1987

During fiscal year 1987, a total of 1,217 secondary and 664 postsecondary vocational education instructional programs were in operation. This compares fairly closely to the 1986 record (5 less at the secondary, 15 less at the postsecondary level). In comparing the combined instructional levels, by specific program area, we find 20 additional Business and Office and 16 new Vocational Home Economics programs in fiscal year 1987. Significant decreases occurred in Allied Health (-19) and Precision Production (-13). Two less Agriculture/Agri-business programs were found at the secondary instructional level in fiscal year 1987.

REIMBURSED SECONDARY VOCATIONAL EDUCATION - FISCAL YEAR 1987

Number of Different Occupational Areas	Number of Districts
5 or more	21
4	29
3	50
2	152
1	108
Total offerings - One or More	360
0 (No Vocational Programs)	76
Total Secondary Districts	436

TABLE 7

INCIDENCE OF REIMBURSED SECONDARY/POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS, FISCAL YEAR 1987

Occupational Areas (2-Digit CIP)	Number of Districts	Number of Area Colleges
01 Agribus./Agric.Prod.,Natural Resources	267	15
06 Business and Management	0	2
07 Business and Office	74	15
08 Marketing and Distribution	34	11
10 Communication Technologies	1	3
12 Consumer, Pers. Svcs. (Cosmetology)	3	4
15 Engineering-Related Technologies	0	14
17 Allied Health	18	15
20 Consumer & Hmkg (Voc. Home Economics)	265	15*
21 Industrial Arts	1	0
43 Protective Services	0	4
46 Construction Trades	26	13
47 Mechanics & Repairers	33	15
48 Precision Production	13	15
49 Transportation	0	7
51 Multi-Occupations	64	0

\*Area colleges provides Home Economics Occupations programs at the postsecondary level, and Consumer and Homemaking programs at the adult supplementary level.

## NUMBER OF VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAMS FISCAL YEAR 1987

CIP No.	CIP Title	Secondary	Postsecondary	Total
01-03	Agric./Agribus./Natural Resources	512	56	568
06	Business and Management	0	2	2
07	Business and Office	112	147	259
08	Marketing and Distribution	43	36	79
10	Communication Technologies	1	4	5
12	Cosmetology	3	5	8
15	Engr., Engr.-Related Technologies	0	55	55
17	Allied Health	18	87	105
18	Nursing	0	21	21
20	Vocational Home Economics	348	41	389
21	Industrial Arts	6	0	6
43	Protective Services	0	5	5
46	Construction Trades	25	38	63
47	Mechanics/Repairers	48	89	137
48	Precision Production	26	70	96
49	Transportation	0	8	8
51	Multi-Occupations*	75	0	75
GRAND TOTALS		1,217	664	1,881

\*Multi-Occupations programs utilize the cooperative method of instruction, and, since they occur primarily in small schools, they encompass a variety of specific CIP areas. The specific enrollments are reflected in Table 1.



A. JTPA Education Grants Objectives

Section 123 of the Job Training Partnership Act (JTPA), entitled "State Education Coordination and Grants", contains two objectives:

1. To provide services for eligible participants through cooperative agreements between the State Education Agency, administrative entities in Service Delivery Areas (SDAs), and (where appropriate), local education agencies.
2. To facilitate coordination of education and training services for eligible participants through cooperative agreements.

A minimum of 80 percent of the funds received by the Department of Education under Section 123 of JTPA must be used to provide services to eligible participants. Funds remaining may be used to facilitate the coordination of services.

B. Coordination Activities

General coordination activities between Vocational Education and JTPA in Iowa:

- o Inclusion of education representatives on JTPA Private Industry Councils (PICs).
- o Negotiation (annually) of a contract between the Iowa Office of Economic Development and the Department of Education staff responsible for coordinating vocational education training and services with JTPA.
- o As plans are made to utilize section 123 JTPA funds, input is requested and received from various units within the Department of Education. This input is used to coordinate the JTPA efforts with those of the other educational programs.

In addition to the general coordination efforts, JTPA funds were used to fund specific projects to enhance joint planning and activities between providers of training. Examples of such funded activities include: (1) to assist in a statewide effort to reduce the level of adult illiteracy in Iowa, a portion of the 20% coordination funds allocated to the Department of Education was utilized to support the 15-member literacy council. Grants also were made to merged area schools--to facilitate volunteer workers in literacy efforts. (2) As an incentive to initiate joint program planning efforts between Area Planning Councils (APCs) and Private Industry Councils (PICs)--contracts were awarded to APCs who had been endorsed by area PICs, for several collaborative projects, including a joint APC/PIC/Administrative Entity planning retreat, to develop coordinated area

SDA participants were provided services and training through three methods: (1) allocations to Service Delivery Areas (SDAs); (2) special projects to serve offenders; and (3) projects serving other targeted groups.

#### SDA Training/Service Activities

State Education Coordination Grand Funds, including program year 1985 carry-in funds, allocated by formula to the 16 SDA Administrative entities, totaled \$473,611. During program year 1986, SDAs utilized the majority of the 8 percent funds (with the exception of QJT) for the same program activities for which they utilized their JTPA Title II funds. To a great extent, eight percent (8%) funds were utilized to cover the educational costs of individual referral enrollments to merged area schools and private schools. Additionally SDAs increased the portion of their eight percent funds to cover participant support costs such as child care and transportation costs.

Contracting 8% funds directly to SDA Administrative Entities has significantly increased the expenditures in the administrative cost category, and also has resulted in SDA staffing costs being charged to the training cost category.

#### Corrections/Judicial District Eight Percent (8%) Activities

The State Job Training Coordinating Council set aside \$410,000 to serve offenders. Programs were selected at the following locations:

- Iowa Correctional Institution for Women (Mitchellville)
- North Central Correctional Facility (Rockwell City)
- Correctionville Treatment Facility (Clarinda)
- Riverview Release Center (Newton)
- Fifth Judicial District-Fort Des Moines Residential Facility (Des Moines)
- Second Judicial District (Ames, Marshalltown, and Fort Dodge)
- Eighth Judicial District (Ottumwa)
- Iowa State Men's Reformatory (Anamosa)
- Iowa Valley Community College District (Eldora and Toledo juvenile facilities)

Programs selected for funding provided a valid range of services and filled gaps in services previously available to Iowa offenders. Examples of such programs include work readiness training; job seeking skills; clerical training; job development/job placement; building maintenance training; basic education; and GED instruction.

Contracts between the Department of Education and the correctional institutions or judicial districts were negotiated to provide funding for the majority of the projects. In one case, the contracts were developed between the Department of Education and the Service Delivery Entity, to

A. During fiscal year 1987, partnerships which had primarily been developed between vocational education and some of the major enterprises which drive Iowa's economy continued to function. Examples of partnership activities include:

- The construction enterprise--construction trades programs approved by Master Builders of Iowa operated in four of Iowa's merged area school during fiscal year 1987, out of only 26 in the entire nation.
- United States Armed Services--as one outcome of the contract with the United States Department of Defense, the Career Information System of Iowa has established a complete file containing computerized and needle-sort mode occupational information regarding job opportunities in military occupations.

All partnership agreements provide for inservice, educational equity, and evaluation activities.

B. Iowa Business and Education Connection

Through a partnership formed between the Iowa Department of Education and the Iowa Association for Business and Industry, the Iowa Business and Education Connection (IBEC) was formed. This vehicle allows business and industry firms to donate useable equipment, materials and supplies to participating schools—who can utilize these contributions to update and improve their vocational education instructional programs. Both the member schools and contributing firms benefit from the partnership, which provides the schools with access to valuable materials and equipment which otherwise might have to be purchased at a much higher cost; while the donating firms may achieve tax deductions, while sharing in the education of Iowa's youth and adults. During fiscal year 1987, approximately 120 secondary schools and all 15 merged area schools were IBEC members. Equipment, supplies, and materials donated were quite diverse, including computer system hardware, electronic equipment and parts, graphic arts equipment and supplies, etc.

## A. Introduction and Background

Vocational educators have long recognized the value of "outcomes" information for students who have completed or left instructional programs designed to prepare them for employment. Follow-up studies of these former students and their employers provide data which enable the determination of whether the former students were employed in the occupation for which they were trained, as well as providing information on student and employer perceptions, average starting wages, etc. Such data enable the assessment of the adequacy of specific vocational education programs in preparing future workers, to meet employers' needs. Such assessment and reporting of vocational education student outcomes also is mandated by the Carl D. Perkins Vocational Education Act.

## B. Changes in Follow-up Procedures

In an effort to improve vocational student follow-up at both secondary and community college levels, a statewide Student Follow-up Committee, composed of representatives of secondary schools, Area Education Agencies, and community colleges—met to develop recommendations for revision and improvement. Later, a second committee of similar composition met to recommend implementation strategies.

As a result of these group efforts, the following procedural changes were made:

- Questions on the detailed 20% sample survey questionnaire were changed to better meet local, state level, and national needs
- A "common data" instrument was developed by community colleges, which would gather more complete education and employment data by instructional program for each community college—to provide annual statewide follow-up data.

The community colleges agreed to coordinate the collection of the sample survey questionnaires, while the Iowa Department of Education agreed to process the information, as well as summarizing and processing the annual "common data" follow-up results.

## C. Fiscal Year 1987 Detailed, 20% Sample Vocational Student Follow-Up

Twenty percent (20%) of Iowa's secondary schools were included in the Department of Education--administered, detailed (formerly VEDS) Vocational Student Follow-up. Concurrently, three area community colleges (20% of the total 15) administered the detailed student follow-up through the Individual Student Record Component of the Iowa Vocational Follow-up Microcomputer Management System. Student information collected by the Department of Education during Fiscal Year 1986 was downloaded from the mainframe computer and inputted into the floppy disk system prior to making

The Common Data component of the Iowa Vocational Follow-up Microcomputer Management System (including the number of completers by instructional program, reported during the Fiscal Year 1986 Reimbursement Cycle) was made available to area school placement coordinators, Department of Education administrators, and for use in the Accountability-Performance Report. A printback form with identical information was available as an alternative method of reporting data gathered through local follow-up efforts. Both the 20% Sample and Common Data microcomputer components enable the local schools to generate follow-up statistics by program.

#### E. Employer Follow-up

Data received from the Individual Student Record component was uploaded to the mainframe computer database, in order to conduct an employer follow-up, secondary school data received directly from the Department of Education was utilized in that segment of the Employer Follow-up.

When the Fiscal Year 1987 survey file is closed out, employer follow-up data will be downloaded and made available for generating these assessment statistics--by using a newly completed component of the Iowa Vocational Follow-up Microcomputer Management System. This component will be available for local use in conducting employer follow-up in Fiscal Year 1988. Further enhancements to these components will be made during Fiscal Year 1988.

#### F. Summary of Fiscal Year 1987 Student Employer Follow-up

##### 1. Student Follow-up

The fiscal year 1987 Vocational Student Follow-up (detailed 20% sample) encompassed 5,147 students (school year 1985-86) of which 3,383 (74.6%) completed programs. Of the former students who were available for work, 72.7% were employed in an occupation related to their training. Of those employed 83.8% were employed in Iowa, while 16.2% were employed out-of-state. Among program completers, 12.1% were continuing their education and 2.2% were unemployed, seeking work. The total response rate for the survey was slightly over 30%. The average starting wage for these former students was \$6.38 per hour.

*87% accounted  
for were 13%  
employed elsewhere*

##### 2. Student Perception Survey Summary

Besides providing completion, employment and salary data, students also indicated their perceptions of the importance and effectiveness of the vocational education programs in which they had participated--in terms of their preparation for employment. Slightly different data collection formats were used with secondary students than with postsecondary students. Overall, secondary respondents were well satisfied with their preparation, with 89.5% indicating that the programs met or exceeded their expectations; and 73.9% reporting that they were well-prepared (in terms of skill attainment) for their jobs.

expectations (this ratio was up slightly from the 87% who reported in Fiscal Year 1986). Seventy-six percent (76%) reported that they were well prepared for employment, while 68.5% (up from 65% in Fiscal Year 1986) indicated that they had met their career objectives before leaving the vocational education programs.

### 3. Employer Follow-up Survey Summary

Students participating in the Vocational Student Follow-Up Survey reported the names and addresses of employers (when working). From this listing, a file of employers was compiled and the survey conducted. Since this was a 20% sampling survey, the number of employers responding was small (668-64 employers of former secondary students; 604 employers of postsecondary students). Responses may be summarized as follows: (1) Three factors were rated to measure to assess overall preparation for employment--Technical Knowledge, Work Attitude, and Work Quality, with the overall rating as follows: 82% of the respondents rated these composite items as Good/Very Good (up from 79.5% in Fiscal Year 1986); (2) In comparing vocationally-prepared employees with those not vocationally-prepared, in similar positions, 61.2% of responding employers indicated the preparation was as good as or better than the non-vocationally-prepared workers. Work-related attributes of vocationally-prepared employees were consistently rated high in meeting or exceeding expectations, e.g., Quality of Work-93%; Quantity of Work-92%; Job Skills-92%; Technical Skills-91%; Accepting Responsibility-93%. Also, vocationally-prepared employees exceeded expectations in Attendance (70%) and in punctuality (69%).

### G. Conclusion

In comparing student outcomes between Fiscal Year 1986 and Fiscal Year 1987, it must be noted that these surveys are based on a 20% sampling each year, and thus may not be directly comparable. However, certain patterns can be observed. For example, completion rates have remained fairly constant over several years, but the percentage of employment in occupations related to training has increased significantly, up to approximately 73% in Fiscal Year 1987. One interesting factor to trace has been the in-state/out-state employment--in Fiscal Year 1984, the ratio was In-state 81%/Out-state 19%. In Fiscal Year 1985 (apparently, the worst for out-migration) the ratio worsened to 74%-In/26%-Out. In 1986, the situation improved slightly, In-79.7%/Out-20.3%. But, in Fiscal Year 1987, the ratio to 83.8%-In/16.2%-Out the most encouraging ratio since Fiscal Year 1983, when the rate of In-state to Out-state was 87%/13%. Hopefully, this changing pattern may indicate that the skill/brain drain from Iowa is slowing somewhat.

Both student and employer perceptions of the effectiveness of vocational education preparation indicated a slight increase in both students' and employers' satisfaction with the instructional programs.

Table 9 on the following pages identifies the planned activities established for the state agency vocational education staff for fiscal year 1987. For each entry, the activity is described, and the degree of completion is noted.

ACTIVITY	DEGREE OF COMPLETION				
	100%	75%	50%	25%	0%
1. Coordinate MOA activities	80%				
a. MOA desk audit	✓				
b. Conduct on-site reviews	✓				
c. Prepare federal reports and related correspondence	95%				
d. Develop and implement new MOA selection system					✓
2. Develop and operate management information system					
a. Conduct student follow-up survey--completer and leaver	✓				
b. Conduct employer follow-up survey	✓				
c. Plan and begin implementation of a parent perception study					✓
d. Conduct graduate follow-up survey	✓				
e. Conduct secondary school dropout survey	✓				



ACTIVITY		100%	75%	50%	25%	0%
2. g.	Prepare <u>Low Income Individuals in Iowa</u>	✓				
h.	Produce <u>R.E.C. Status Report</u>	✓				
i.	Manage in-house processing of annual application data	✓				
j.	Manage in-house processing of annual reimbursement data	✓				
k.	Continue to implement on-line capability for Career Education Information System	✓				
l.	Access, analyze, and provide data from Career Education Information System	✓				
m.	Access, analyze, and provide data from census publications and tapes	✓				
n.	Develop an electronic data collection system	✓				
o.	Implement an electronic data collection system	✓				
p.	Provide for access of data from various sources via microcomputer	✓				
q.	Collect data necessary for funding formulas	✓				

ACTIVITY	100%	75%	50%	25%	0%
3. Provide coordination for Area Planning Councils	✓				
a. Conduct meetings of the APC coordinators	✓				
b. Provide technical assistance to Area Planning Councils for local and area program development, implementation, and program evaluation	95%				
c. Develop guidelines, review applications, and monitor grants to APC's	✓				
4. Prepare federal reports					
a. Performance Report (accountability report)	✓				
b. 406a	✓				
c. Others	✓				
5. Revise evaluation system					
a. 20% component			✓		
b. Program improvement five-phase					✓

ACTIVITY	100%	75%	50%	25%	0%
6. Implement revised evaluation system					
a. 20% component	✓				
6. b. Program improvement five-phase					✓
7. Update state plan on an annual basis	✓				
8. Expand collaborative relationships with community organizations, agriculture, business, industry, health, and labor to facilitate coordination in preparing students for employment					
a. Coordinating Committee for Improvement of Education in Iowa	✓				
b. Associated General Contractors of Iowa	✓				
c. Master Builders of Iowa (A part of the group in (b) above)	✓				
d. Association of Business and Industry	✓				
e. Printing Industry of Iowa	✓				
f. Automobile industry	✓				

9. Develop and implement two-year application process for FY88 and FY89

	1986	1987	1988	1989	1990
9. Develop and implement two-year application process for FY88 and FY89	✓				
10. Administer annual reimbursement process for FY86	✓				
11. Provide technical assistance to local education agencies planning, administering and/or evaluating new and/or ongoing <u>instructional programs</u>					
a. Programs for secondary and postsecondary populations					
(1) Exploratory	✓				
(2) Preparatory	✓				
b. Programs for targeted populations					
(1) Exploratory	✓				
(2) Preparatory		✓			
(3) Supplemental	✓				
c. Programs for adult population					
(1) Preparatory	✓				

10. Administer annual reimbursement process for FY86

11. Provide technical assistance to local education agencies planning, administering and/or evaluating new and/or ongoing instructional programs

a. Programs for secondary and postsecondary populations

(1) Exploratory

(2) Preparatory

b. Programs for targeted populations

(1) Exploratory

(2) Preparatory

(3) Supplemental

c. Programs for adult population

(1) Preparatory

- 12. Provide technical assistance to local education agencies planning, administering and/or evaluating new and/or ongoing support services
  - a. Guidance and Counseling Services
    - (1) Master Plan Project
    - (2) Career Information System of Iowa
    - (3) Single Parent and Homemaker Project
    - (4) Special Needs Activities
    - (5) Comprehensive Career Guidance Services
  - b. Supportive services for targeted populations
    - (1) Single Parent and Homemaker
    - (2) Handicapped
    - (3) Disadvantaged
    - (4) Incarcerated
    - (5) Displaced Homemakers

100%	75%	50%	25%	0%
✓				
✓				
	✓			
✓				
✓				
		✓		
✓				
✓				
✓				
		✓		

13. Provide technical assistance to local education agencies modernizing instructional programs and services

a. Curriculum Improvement

(1) High School Industrial Arts Curriculum Project

✓

(2) Competency Based Instruction

✓

(3) Principles of Technology Project

✓

(4) Career Education: Preparing Students for the 21st Century

✓

(5) Entrepreneurship Education

✓

✓

(6) Diversified Agriculture

✓

(7) Articulation Program

✓

b. Modernization Program

✓

c. Program Evaluation

✓

100% | 75% | 50% | 25% | 0%

	100%	75%	50%	25%	0%
d. Personnel Development					
(1) New teacher workshop	✓				
(2) Required courses for vocational approval	✓				
(3) Technical update activities	✓				
14. Provide technical assistance to local education agencies integrating student organization activities into instructional programs	✓				
		✓			
15. Provide statewide direction for the purpose of improving curriculum in local education agency instructional programs:					
a. By administering curriculum cadres with linkages to technical committees	✓				
b. Personnel Development Cadre					✓
c. Advisory Committee for Special Populations				✓	
d. Sex Equity Council		✓			
e. Program Improvement Coordinating Council	✓				
f. Discipline Organizations/Associations	✓				

ACTIVITY		100%	75%	50%	25%	0%
16.	Implement standards for local education agency's program of vocational education					
	a. Existing/current standards	✓				
	b. Proposed standards	✓				
17.	Provide technical assistance to local education agencies planning, administering and/or evaluating economic development services					
	a. NEBIT	✓				
	b. Capacity Building Grants	✓				
	c. Productivity Enhancement	✓				
	d. Retraining	✓				
	e. HF623 (Chapter 280B, School Laws of Iowa--Iowa Industrial New Jobs Training Act)					Administered by the Iowa Department of Economic Development
	f. New Industry Job Training (Chapter 280C, School Laws of Iowa--Iowa Small Business New Jobs Training Act)					Administered by the Iowa Department of Economic Development
18.	Coordinate and monitor local education agencies administering <u>instructional programs</u> (Specific attention will be given to the development of measures to evaluate effectiveness of programs, and, in addition, assure compliance with federal					



	100%	75%	50%	25%	0%
a. Programs for secondary and postsecondary populations					
(1) Exploratory	✓				
(2) Preparatory	✓				
(3) Supplemental	✓				
b. Programs for targeted populations					
(1) Single Parent and Homemaker		✓			
(2) Handicapped	90%				
(3) Disadvantaged		✓			
(4) Incarcerated		✓			
(5) Displaced Homemakers		✓			
c. Program for adult population					
(1) Preparatory					
(a) Full-time					
(b) Short-term/part-time	✓				
(2) Supplemental	✓				
19. Coordinate and monitor the planning, administering and/or evaluating of new and/or ongoing <u>support services</u> (Specific attention will be given to the development of measures to evaluate effectiveness of programs, and, in addition, assure compliance with federal law.)					
a. Guidance and Counseling Services					

ACTIVITY

	100%	75%	50%	25%	0%
a. (1) Master Plan Project	✓				
(2) Career Information System of Iowa	✓				
(3) Single Parent and Homemakers Project		✓			
(4) Special Needs Activities	✓				
(5) Comprehensive Career Guidance Services	✓				
b. Supportive Services for Targeted Populations					
(1) Single Parent and Homemakers			✓		
(2) Handicapped	✓				
(3) Disadvantaged	✓				
(4) Incarcerated	✓				
(5) Displaced Homemakers			✓		
c. Sex equity projects and activities		✓			
20. Coordinate and monitor the provision of state-wide program improvement activities (Specific					

ACTIVITY		100%	75%	50%	25%	0%
a.	Curriculum Improvement					
	(1) Iowa Curriculum Assistance System	✓				
	(2) Career Education: Preparing Students for the 21st Century	✓				
	(3) Entrepreneurship Education Services	✓				
	(4) Diversified Agriculture			✓		
	(5) Ag Computerized Recordkeeping Project	✓				
	(6) Special Grants	90%				
b.	Equipment Replacement	✓				
c.	Program Evaluation	✓				
d.	Personnel Development					
	(1) New teacher workshop	✓				
	(2) Required courses for vocational approval	✓				
	(3) Technical update activities					Complete from final report

	ACTIVITY	100%	75%	50%	25%	0%
21.	Coordinate and monitor local education agencies providing contracted services to student organization activities (Specific attention will be given to the development of measures to evaluate effectiveness of programs, and, in addition, assure compliance with federal law.)	✓				
22.	Coordinate and monitor the planning, administering and/or evaluating economic development services (Specific attention will be given to the development of measures to evaluate effectiveness of programs, and, in addition, assure compliance with federal law.)					
	a. NEBIT	✓				
	b. Capacity Building Grants	✓				
	c. Productivity Enhancement	✓				
	d. Retraining	✓				
	e. HF 623 (Chapter 280B, School Laws of Iowa—Iowa Industrial New Jobs Training Act)					Administered by the Iowa Department of Economic Development
	f. New Industry Job Training (Chapter 280C, School Laws of Iowa—Iowa Small Business New Jobs Training Act)					Administered by the Iowa Department of Economic Development
23.	Prepare biennial budget for FY88					
	a. State administration	✓				
	b. Program	✓				
24.	Prepare annual budget for FY87					
	a. State administration	✓				
	b. Program	✓				
25.	Review, update, and implement equitable funding approach					
	a. Elementary/secondary schools					✓

## ACTIVITY

	100%	75%	50%	25%	0%
26. Monitor state administrative expenditures, agreements, and procedures	✓				
27. Review sites and buildings to be acquired, erected, or remodeled for use of school districts and area community colleges					
28. Administer school assistance and impact or disaster aid to schools					
29. Review and update uniform accounting system manual	✓				
30. Develop and implement a state agency staff development-system				✓	
31. Implement an equipment inventory system to meet federal requirements	✓				
32. Monitor compliance of all firms, persons, associations, or corporations relative to advertising and selling courses of instruction	✓				
33. Coordinate management staff meetings					✓
34. Coordinate activities of Intra-state Agency Youth Education, Employment, and Training Task Force	✓				
35. Market Vocational Education Within Career Education					
a. Develop an annual plan for marketing					✓

ACTIVITY	100%	75%	50%	25%	0%
b. Prepare and distribute a newsletter				✓	
c. Prepare and distribute fact sheets					✓
d. Prepare and distribute news releases	✓				
e. Prepare and distribute information brochures and publications					✓
36. Conduct Unified Conference					✓
37. Review LEA, State, and private school audits, and assist in audit resolution (A-102 Guidelines)	✓				
38. Conduct annual visitations at Merged Area Schools	✓				
39. Prepare responses for legislative requests	✓				
40. Prepare revisions to <u>CIP Director</u>					
a. Update			✓		
b. Print and Distribute					✓
41. Coordinate labor market information utilization	✓				
42. Provide State Leadership and resource materials for:					
a. State Council on Vocational Education	✓				

ACTIVITY	DEGREE OF COMPLETION				
	100%	75%	50%	25%	0%
43. Conduct and maintain records of internal equipment inventory	✓				
44. Prepare guidelines for local planning					✓
a. Jointly administered programs	✓				
45. Develop and gain acceptance of procedures for coordination with:					
a. State Job Training Coordinating Council	✓				
b. State Council on Vocational Education	✓				
46. Develop Policies and Procedures--External				✓	
47. Develop and implement a microcomputer pilot test for student follow-up	✓				
48. Coordinate Iowa Business Education Connection Activities	✓				

## PERFORMANCE SECTION

### Introduction

This, the second part of the Performance-Accountability Report for Vocational education in Iowa, Fiscal Year 1987, consists of three sections. These sections coincide with a suggested outline sent to the states by the United States Department of Education. They are Vocational Education Opportunities and Accomplishments, Program Improvement Accomplishments Under Part B (of the Carl Perkins Vocational Education Act, P.L. 98-524), and Consumer and Homemaking Accomplishments.



P.L. 98-524 continued to contribute to a significant movement within the state to link local education agencies together with area education agencies to do planning to better serve disadvantaged and handicapped youth in vocational education. The number of districts involved in utilizing funds under P.L. 98-524 increased from 194 during FY 86 to 356 during FY 87. The process initiated by the formula contained in P.L. 98-524 continued to prompt local school districts to think about serving disadvantaged and handicapped persons in vocational education and to plan how the dollar could be utilized. This local planning resulted in the pooling of funds within 13 of 15 area education agencies involving 325 districts in pooled, joint effort programs. This represents an increase over FY 86 of four area education agencies and 131 school districts. Linkages in funding resulted between JTPA, Special Education, and P.L. 98-524.

The planning which took place between local education agencies and area education agencies expanded the new development regarding the cooperative involvement of area education agencies with local education agencies in delivering vocational education to disadvantaged populations. Area education agencies were already involved in providing services for the handicapped. This new development is expected to increase in FY 88. It has the potential of developing into new area-wide vocational delivery systems and support services such as vocational assessment and postsecondary vocational education.

## 2. Handicapped

### a. Programs—Handicapped

There were 9,124 handicapped secondary students in mainstreamed vocational education programs in FY 87. All of these students received assistance via P.L. 94-142 (Special Education). One thousand nine hundred ninety (1,990) received supplemental assistance via P.L. 98-524. No handicapped students were served via separate programs under the Carl Perkins Vocational Education Act. A breakdown of these numbers is provided in Table 1.

TABLE 1  
NUMBER OF SECONDARY HANDICAPPED AND DISADVANTAGED STUDENTS BY TYPE OF PROGRAM

Type of Program	Number of Handicapped Secondary			No. of Disadvantaged (excluding LEP) Secondary			No. of Limited English Proficient (LEP) Secondary			Total Number of Disadvantaged		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Individuals receiving additional	1,174	816	1,990	6,418	6,311	12,729	92	36	128	6,510	6,347	12,857

Work placement for the handicapped represented a strong interest in the state with five of 13 area education agencies requesting federal assistance for specialized work placement. Areas III, IV, VII, XIII, and XIV designed area-wide deliveries assisting vocational educators to place disabled youth in work settings. This effort affected 88 individual school districts and 577 disabled students. Two hundred seventeen (217) of these students were able to be placed utilizing JTPA funds. Therefore, linkages were realized at the local level between special education (P.L. 94-142), Carl Perkins Vocational Education supported staff, and JTPA. Placement strategies necessarily involved special assistance such as arranging vocational rehabilitation services, assisting employers to make modifications, conducting frequent student evaluations and observations, informing and involving parents, organizing sub-minimum wage payments, utilizing job tax credits, arranging for specialized vocational assessment and counseling, and linking with JTPA for subsidized work experience.

Modification of curriculum materials and teaching techniques in vocational education programs was selected as a priority by five of 13 area education agencies and 13 of 21 individual participating school districts. Some of the accomplishments include:

- Development of classroom-ready materials for vocational teachers in AEA II that are consistent with work training objectives and accommodate learning problems (primarily low reading ability and ability to handle complex sentences) of handicapped students. The materials will be utilized throughout FY 88, and modifications will be made as necessary.
- Development of study guides in electricity, metals, welding, energy sources, and horticulture to assist vocational and special education teachers in 18 of 26 districts in AEA 15 to do individualized, competency-based work training for 25 mainstreamed handicapped students. The materials produced a link with Indian Hills Community College in that local school district programs now lead to postsecondary training opportunities.
- Utilization of developed material and equipment to assist eight districts and 13 vocational education teachers in AEA VI to:
  - Introduce disabled students to industrial-based sewing.
  - Conduct computer-based tutoring in home economics, agriculture, and business education.

- Plan vocational courses, course modifications, guidance needs and community-based experiences.
  - Record vocational course work and activities.
  - Provide information to parents on vocational opportunities available throughout high school.
  - Provide a basis for transition planning beginning at the 10th grade level.
- o Development of a Transition Planning Directory in AEA XI to facilitate transition of disabled students from school to work. The guide includes over 75 associations that can be contacted to facilitate one or more of 14 key services for transition such as vocational assessment, counseling, on the job training, remedial support, job placement, residential care, etc. The guide also includes a listing of public schools and their vocational offerings so inquiries can be made by parents and other interested persons. Over 66 public education institutions and 135 vocational instructors are utilizing the publication for planning.

Modification of curriculum and classroom management was emphasized greatly in local schools as the procedure mostly used to accommodate the disabled in vocational education. Thirteen (13) of 21 districts which submitted independent projects requested federal funds to help do modifications. Some of the following activities emphasize the type of activity that was implemented. Seven hundred fifty-three (753) students were impacted by activities across 13 separate districts. Some examples include:

- o Western Dubuque Community School District at Farley purchased computer equipment and software to supplement their newly revised vocational technology programs for grades 7-10. The computer software was implemented as a tutorial component and will continue as such unless determined to be ineffective. Fourteen (14) disabled students were involved in 1986-87, and initial utilization indicated the need to develop better materials (software) for remedial assistance. Although progress was made, instructors saw the need for improvement. Continuation of the same is planned for FY 88.
- o Griswold Community School District completed a curriculum development project designed to improve services for disabled students. Adoption of curriculum materials was accomplished through recommendations and services of the Iowa Curriculum Assistance System. Materials were purchased, and extended

or evaluation was adopted. Further experience was deemed necessary to see how this will work in accommodating disabled students.

- o Iowa City Community Schools designed a Booster Class to assist disabled students to better succeed in typing classes offered in two high schools. The class gave students additional time and experience in boosting their skills so they could perform better in mainstreamed classes. Student skills increased substantially by having the added experience. Follow up performance in mainstreamed programs will be documented in FY 88.
- o Interstate 35 School District utilized a Computer-Aided Drafting System to increase drafting skills of 13 learning disabled and mild mentally disabled students in Industrial Technology Programs. Although the overall grades of students did not change, instructors felt that the experiences did increase student knowledge and practical application of skills. Further work is needed to determine potential effect on students.

Although all school districts were asked to respond to how they were going to meet the assurances under the Carl Perkins Vocational Education Act, two districts chose to concentrate heavily on improving professional guidance for disabled youth. Those districts were Central Clinton and Fort Dodge.

- o Central Clinton assigned a part-time counselor to work with area education staff to improve vocational assessment, vocational placement (classes and work sites) and opportunities for improving self-concept and social skills. Sixty-one (61) students were involved in:
  - Designed activities to assess interest and skills.
  - Specially designed activities to accommodate students in existing vocational programs.
  - Special small group sessions to improve personal/social skills.
  - Community-based experiences to complement classroom learning.

The local counselor concluded that handicapped students can greatly benefit from extended counseling services. A specific recommendation was made at the local level to provide a continuum of skills development starting at the elementary level. Counseling beyond what is normally provided should be continued.

handicapped students to facilitate their success across all school experiences. Specific activities were designed to assist disabled youth to succeed in vocational education programs. Individual Career Plans were established with disabled students to:

- better select vocational education classes,
- keep track of career development activities, and
- develop specific plans for post-school training or work.

The school plans to continue to improve the counseling program via establishing one counselor to oversee services for the disabled.

Direct services provided handicapped students in vocational classrooms was emphasized by eight of 21 individual local school districts in FY 87. Specific activities included direct tutorial assistance, team teaching to provide more individual attention, and added practice to increase production and quality of work. Some examples include:

- The Monroe Community High School hired a part-time aide to assist in the home economics classroom. The aide teamed with the instructor to give individual assistance to 17 disabled students to help them better complete their projects. Specific help included:

- Reading and interpreting lab plans,
- safe equipment use,
- tutorial help on study skills, structured questions, assignment completion, and time management.

The local agency plans to continue with the aide to further explore the benefits to students.

The same procedure was used by Marshalltown and West Marshall School Districts, which impacted another 36 students. Continuing activities are planned in each district.

- The Garnavillo Community School District hired a full-time aide to assist students in vocational agriculture. The person hired was a tradesperson in the community who had skills that complemented those of the agriculture teacher. The aide worked in the agriculture labs to provide individual attention for handicapped student learners, and teamed with the special education teacher to provide special labs for handicapped

for helping determine future plans for these moderately handicapped students.

- The Van Buren Community School District supplemented its multi-occupations program three ways to serve one disabled student in FY 87 and to plan for additional disabled students in FY 88. First, the work exploration program was expanded from one semester to two semesters for one handicapped student to help bring work skills up to a competitive status. Second, a local foundation was used to pay salaries for a second, third and fourth work experience. Graduated pay scales were used through the three work experiences starting below minimum wage and extending beyond minimum wage in the fourth experience. Third, the disabled student received special assistance to establish a transition plan which ultimately led to full employment in a sheltered work facility. The gap between school and work was bridged.

Van Buren district supplemented the existing multi-occupations curriculum with additional materials and equipment to better facilitate planning for added handicapped students. The material was purchased late in the program year, but will be utilized in FY 88 to improve assistance for the handicapped.

b. JTPA Linkages - Handicapped

Three distinct linkages were established with JTPA at the state level to complement objectives established for the handicapped under the Carl Perkins Vocational Education Act (refer to Goal 5, Objectives 5 and 6, FY 87 State Plan). Eight percent (8%) Governor's discretionary funds were utilized to fund:

- transition programs for disabled populations (\$150,000),
- planning grants to facilitate transition planning at the regional level across the entire state (\$250,000), and
- support for coordination of state agencies in designing initiatives for multi-agency cooperation for transition (\$15,000).

A total of \$185,000 of JTPA funds were committed to provide assistance and support to assist disabled youth to participate in vocational education and to especially target transition, which is emphasized as an assurance statement under the Carl Perkins Vocational Education Act.

The linkage with JTPA resulted in:

- Five programs being funded under JTPA to establish transition

- one state-level transition initiative jointly supported via JTPA, Special Education (P.L. 94-142) and Human Services Developmental Disabilities Funds to establish a multi-agency plan for transition services within Iowa.

Specific impacts of all the projects supported via JTPA eight percent (8%) funds will not be known until FY 88. Nevertheless, significant joint effort planning was realized and cooperative efforts between staff under two different funding sources (Carl Perkins Vocational Education and JTPA) were increased over those realized in FY 86 (refer to 1986 Accountability Report, page 4, Vocational Education Opportunities and Accomplishments).

c. Assurances - Handicapped

All area and local education agencies which utilized federal handicapped funds under P.L. 98-524 were required to address all the assurances under the Act. Assurances regarding handicapped were addressed by having each school or agency submit a plan of how each assurance would be met. In addition, each school and agency was required to evaluate how it met the assurances. All schools have complied.

Comprehensive career guidance and counseling was addressed through existing counseling staff and teachers who assumed counseling responsibilities. Counselors assisted in assessment, scheduling, personal/social development, career planning, IEP development, community agency support and leadership and study skills.

Two specific projects developed by the Department of Education in cooperation with counselors and special educators assisted counselors to provide comprehensive guidance and counseling. Two guides were developed and disseminated through staff development activities during the year. They are "The Iowa K-12 Career Guidance Curriculum Guide for Student Development" and "Individualized Career Initiatives (ICI)". ICI is a planning folder designed to establish an individual career plan over a four year period including 12 career initiatives. The plan includes post-school objectives and needed support services to accomplish the objectives.

Vocational assessment and identification of interests, abilities, and special needs was addressed primarily through utilization of the Career Information System of Iowa (CISI) which is described in Section II-B3 of this report. All local education agencies (436) can access the system through local implementation or through services provided through the area education agency. In addition to CISI, assessments utilized by local schools and area education

variety of instruments and techniques emerged since no required battery or assessment procedures were mandated by the state.

A special project on parent involvement in transition services was initiated by the Bureau of Special Education in the Iowa Department of Education in 1986. The intent of the project was to be able to give parents and professionals a guideline for what to do to encourage and support disabled students who are leaving high school and going on to work or further training. The Bureau of Special Education was assisted by personnel within the Bureau of Career Education and the Bureau of Compensatory and Equity Education. The project on parent involvement resulted in a handbook for parents. The handbook was first developed and reviewed by parents in a workshop in Area Education Agency VII. The final draft was just recently printed for dissemination during FY 88.

Plans for FY 88 include making the manual available in every area education agency in the State, completing parent workshops in each agency for parents in all school districts, and dissemination through the Iowa Curriculum Assistance System—the Iowa network for dissemination of curriculum materials in career and vocational education. Initial parent reactions indicate that the parent manual will be well received and utilized. Data will be collected in FY 88 to further document its effectiveness.

d. Concerns - Handicapped

Moderately mentally disabled (trainable) students cannot be mainstreamed into most (98%) vocational education programs within public schools in Iowa. This mental capacity precludes their entry. The Carl Perkins Vocational Education Act restricts financial aid to districts to provide separate programs for the moderately mentally disabled. The only allowable cost is excess cost beyond what it would take to provide a program for any student. Consequently, the moderately handicapped student who cannot be mainstreamed is being neglected in the legislation. In short, the act sadly neglects the disabled students who cannot be mainstreamed.

3. Disadvantaged

a. Programs - Disadvantaged (Other than LEP)

Seventeen thousand four hundred seventy-eight (17,478) disadvantaged secondary students were served in mainstreamed vocational education programs in FY 87. Twelve thousand seven hundred twenty-nine (12,729) received some type of support via P.L. 98-524 while enrolled in a vocational program. No disadvantaged students were reported as being served in separate



handicapped secondary students in the FY 87 State Plan. All of the students were served via supplemental services in vocational education. Only the highlights of program activity are covered. The activities specifically relate to Objectives 5 and 1 under Goals 5 and 11 of the FY 87 State Plan. *Op. 106-101 Goal 11*

Ten (10) of 13 area education agencies worked with districts to pool dollars to provide services for disadvantaged youth (other than LEP). The pooled projects affected 304 school districts out of a possible 436 in the State. Fourteen (14) individual districts also submitted plans to serve disadvantaged youth. Some successful pooled/cooperative projects included the following:

- Heartland Area Education Agency addressed disadvantaged populations through staff development activities and local projects to enhance classroom performance. The AEA hosted, as one of 20 national sites, a National Audio Conference entitled "Vocational Education's Vital Role in Dropout Prevention and Recovery" sponsored by the National Academy for Vocational Education at Ohio State University. As well, the AEA assisted local education agencies to develop nine local projects to increase the success of disadvantaged learners in building trades, industrial arts, home economics, general business, consumer math, typing, vocational agriculture, trades and industries and marketing and distributive education. Moreover, the AEA sponsored a technical update conference to address special planning for disadvantaged youth in vocational education. Twenty-nine (29) educators participated in the national conference on dropouts, and evaluated the effort as very useful. Follow-up of the conference indicates that 15 districts have formed a consortium within the AEA to address programs and services for dropouts. The community college and local districts submitted and received a JTPA grant to develop programs and services in FY 88. As well, seven individual districts submitted letters indicating that they would develop new services during FY 89. Consequently, the impact of the national conference is being judged as very successful in generating new activity within the area to impact dropouts. The numbers of students impacted will not be realized until FY 88.

Three hundred ninety-two (392) persons participated in the technical update workshop and Resource Fair designed to address critical issues in vocational education and to provide parents, students, and professionals with the opportunity to visit with people who serve youth through various service agencies. Ninety-nine percent of the participants felt that the Resource Fair should be repeated to continue the exchange of information. Follow up on the technical update resulted in nine specific projects in local districts to improve local

update was judged beneficial in developing new services for special needs populations.

- Area Education Agency XII established a system to help 28 local education agencies in the area to identify and provide support services to dropouts to help them to enter and succeed in vocational education. After designing and implementing a system of identification, 26 school districts participated in a pooled project to try to mainstream dropouts into vocational training via utilizing programs at the community college level. Nineteen students successfully returned to school and received support in career counseling, exploration and decision making. All 19 enrolled at the community college for further training at the conclusion of the project. Plans are to continue in FY 88 to refine services. This area's activity represents a totally new effort in the state for FY 87 under pooled projects, and represents one of four new pooled efforts over 1986 activity.
- Washington Community School District in AEA X successfully pooled 16 other community school districts into an area-wide project to develop curriculum materials in agriculture to better serve disadvantaged populations. A steering committee made up of one educator from 16 different districts directed the project which resulted in a 34 page student study guide with a computer program to facilitate individual student use and lots of motivation. As well, a 25 page teacher guide accompanied the student guide and computer disk. After the guides were completed, some field testing occurred in 14 of 16 of the participating districts.

Thirty-four (34) separate staff were involved in trying out the materials involving more than 150 students. Further development is planned in FY 88. This project represents another new project expansion over that experienced in 1986 regarding pooled projects or cooperative projects involving more than one district.

- Area Education Agency XV targeted career counseling and career assessment activities for disadvantaged youth in seven separate districts in the area. Two hundred sixty-six (266) youth were provided activities to help them enter postsecondary vocational training. The objectives included:
  - Assistance for counselors to identify disadvantaged populations.
  - Assessment of student interest and skills in vocational areas.

service that did not exist prior to FY 87. Local districts pooled their special needs dollars and contracted with AEA to design a project, and they in turn contracted with the community college to deliver a portion of the project. This does not happen in every part of the state and is an accomplishment in which all agencies involved can be proud. It facilitated increased communications and better working relationships, and represented a third area in the state where new development occurred.

In addition to the pooled projects described above, independent school districts also developed and provided support services for disadvantaged youth. Some examples of successful local programs included the following:

- The Des Moines Independent School District served 723 students in a comprehensive program to coordinate in-school programs with outside agencies to produce significant work opportunities for youth. Five hundred fourteen (514) youth earned credit in vocational education programs while gaining work experience and specialized counseling. Although 209 students did not complete credits toward graduation, the FY 87 activities were still judged extremely helpful to the majority of youth who were involved in terms of youth employment and success in vocational education.
- The Iowa City Community School District developed a special assistance program for disadvantaged students to help them better succeed in business education/word processing. Disadvantaged students were given an extra class period to practice typing skills and to receive special help. All students had at least a 65 percent completion rate with 60 percent accuracy. This was considered a successful effort given that previous success rates were lower. The activity is to be continued in FY 88 to further document the need for:
  - additional practice, and
  - a separate environment away from the mainstreamed classroom to reduce distractions.

b. JTPA Linkages - Disadvantaged (Other than LEP)

Two distinct linkages were established at the state level to complement objectives established for disadvantaged populations under the Carl Perkins Vocational Education Act. Eight percent Governor's discretionary funds were utilized to fund:

- planning grants to facilitate transition programs for disadvantaged and disabled youth (\$20,000).

disadvantaged youth. Five program development grants were awarded to different areas for: Increasing Literacy (one grant), Implementing Transition Programs for Dropouts (two grants) and Implementing Comprehensive Services for Disadvantaged Youth Including Transition, Literacy and Vocational Training (two grants).

Specific impacts of all projects supported via JTPA eight percent (8%) funds will not be known until FY 88. Follow up on the projects will be completed at that time. Nevertheless, significant joint effort planning is being realized, and cooperative efforts between staff under two different funding sources has been increased over that realized in FY 86.

AEA XIII continued to link Carl Perkins Vocational Funds with JTPA funds to encourage disadvantaged students to enter vocational training after completion of high school. A coordinated effort between JTPA and the Area Education Agency resulted in a summer initiative of bringing students onto the Iowa Western Community College campus to allow them time to participate in vocational training experiences to help them gain confidence so that they could compete. The total effort was directed at transitioning students from secondary to post-high school training. Activities included personal/social and career counseling at both levels, vocational assessment, work experience, and exploration of vocational classes. All students had to stay on campus to help them adjust to the idea of being away from home. Twenty (20) students were served, and evaluations indicated that self-concepts improved. Students believed that they got a good exposure to vocational programs, dormitory life, responsibility for meeting schedules and the need to organize study time to be successful.

Area Education Agency VII in Cedar Falls linked Carl Perkins disadvantaged funds with JTPA to support a summer institute to assist disadvantaged students from 26 different districts to enter into vocational education programs. One hundred forty-seven (147) students participated in visitations to vocational training programs available at Hawkeye Institute of Technology, the Navy Recruitment Office, Allen Hospital, and the Waterloo Police Department. Students also participated in vocational assessment, and received counseling for entering into vocational programs and job searches. Parents were provided a special workshop to help them to help their children to enter into training and work.

In addition to AEA linkages with JTPA, local school districts linked funds with JTPA to provide work experiences for disadvantaged youth. They included Des Moines (432 youth employed in the public sector) and Cedar Rapids (212 youth employed in public and private sectors).

All local and area education agencies which utilized federal disadvantaged funds under P.L. 98-524 were required to address assurances under the Act and follow procedures noted in Assurances--Handicapped (See section IA2c). All schools complied in FY87.

Vocational assessment and identification of interests, abilities, and special needs were addressed primarily through the Career Information System of Iowa (CISI). Assessments utilized by local and area education agencies were comparable to those referred to in the aforementioned section, Assurances--Handicapped.

d. Concerns - Disadvantaged (Other than LEP)

Local education and area education agencies cannot attract large numbers of dropouts to participate in existing career and vocational training programs. The dropouts have a definite psychological barrier to re-entering schools and programs where they have failed in the past. The Carl Perkins Vocational Education Act restricts financial aid to districts to provide separate programs for dropouts. The only allowable cost is excess cost beyond what it would take to provide a program for any student. Consequently, the dropout who fails to be able to return to existing programs is being neglected with the legislation. In short, the act sadly neglects the student who cannot be mainstreamed.

4. Limited English Proficiency (LEP)

There were 476 LEP secondary students served in mainstreamed vocational education programs in FY 87. One hundred twenty-eight (128) received support assistance under services provided through P.L. 98-524. The remaining students received support via programs financed through local tax dollars, special state aid and federal funds generated under the Transition Programs for Refugees. A breakdown of the population figures is shown in Table 1.

Appropriations as determined by the formula in P.L. 98-524 resulted in very low amounts for use by 99 percent of all schools in the state. Most schools who received a planning appropriation failed to use the dollar for LEP populations because the amount was too low and not usable, the population was no longer enrolled in vocational programs, support services were appropriately taken care of through other sources of funds, or the amount wasn't worth the paperwork involved.

Some pooled projects used LEP funds to serve other disadvantaged students after documenting that LEP students were no longer enrolled and did not need support. Those projects included AEAs II, VI, X, XI, XIII and XVI. However, some pooled projects utilized the funds to improve/serve LEP students. Those projects included AEA VII and XV.

school completion and postsecondary training or work. All seven students completed an exploration of careers, the Career Information System of Iowa (CISI), and individualized counseling in planning appropriate course work. Interpretive services were not necessary but individual assistance was provided to complete assignments in each activity.

Seven LEP students from separate high schools were served in AEA XV through a vocational education enrichment program. The seven students were provided a one-on-one experience using the CISI program. The students ranged in age from 15 to 18 and in grades 9-12. Evaluations provided by the students indicated that they had gained ideas about careers to pursue and where they could go to school to get further training. All of the students indicated that they planned to get more training after high school.

Two individual school districts utilized LEP funds under the Carl Perkins Vocational Education Act to serve LEP students. They included Des Moines and Cedar Rapids.

#### 5. Staff and Curriculum Development

Iowa City sponsored the statewide alternative education conference which reached 175 persons. The conference represented the 13th annual conference held to help local school persons to provide services for dropouts and potential dropouts. Those attending rated the conference as excellent, and identified future needs that should be addressed in FY 88. Specific emphasis was placed on getting ideas for serving single teen parents or pregnant teen-agers and sharing programmatic ideas between districts in Iowa. A request will be made in FY 88 to involve the National Research Center at Ohio State University to emphasize career/vocational development in new and existing programs and services in Iowa.

The University of Northern Iowa and the Department of Education completed a teacher reference manual entitled "Strategies for Teaching Handicapped Students in Industrial Technology." The manual was the result of five years of staff development and was developed to help professionals serve disabled students in industrial technology programs. Thirty-nine districts involving 95 separate staff persons helped to finalize the manual. Topics in the manual include population descriptions, teacher organization and management skills, procedures for mainstreaming, managing the classroom environment, modifying materials and equipment, modifying learning environments, use of computers, modifying teaching techniques, peer tutoring, grading, and safety. It is intended as a guide for those preparing to teach or first encountering the request for educating handicapped students. Thirteen hundred twenty (1,320) copies of the manual were developed. Dissemination will occur during FY 88.

1. PLANNING

The primary emphasis by the Special Needs Coordinators and Learning Center coordinators for fiscal year 1987 was comprehensive supportive services, instructional activities and developmental education\*. Individual support and instructional activities were combined into comprehensive vocational education activities.

Personnel at the merged area schools serve diverse population groups in activities supported by the categorical 57% Carl Perkins funds. Instructional and support activities serve disadvantaged, handicapped, limited English proficient, dislocated workers, displaced homemakers, and displaced farmers. More efficient use of the funds are made by linkages and cooperative efforts. In fiscal year 1987, three merged area schools operated community-based organization activities also linking that with activities serving disadvantaged and handicapped persons.

The goal of the Special Needs Coordinators was to develop a comprehensive activity to provide:

1. Information and orientation to eligible students
2. Assessment of all full and part-time students
3. Development of an individualized vocational education plan
4. Counseling, job seeking and keeping skills
5. Prevocational work adjustment
6. Exploration of occupational areas
7. Minimum entry level competencies
8. Tutoring, remedial education, interpreters, note takers
9. Competency-based individualized remedial and vocational education instruction (developmental education)\* modules
10. Supportive service assistance while enrolled in vocational education program
11. Community-based vocational education training
12. Placement
13. Follow-up
14. Inservice of aides, tutors, instructors, coordinators and vocational education personnel.

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\*Developmental education is defined as vocational education instruction with specific vocational objectives designed to meet the needs of the individual. The needs of the individual are determined by counseling sessions, reading, writing, comprehension tests and results from previous educational programs. Exploration of occupational areas is available for persons through hands-on activities or actual participation in a vocational program. Using the developmental education concept, instructional materials are organized into

in a vocational program than previous methods of remediation. A recent survey of merged area school special needs coordinators showed that all felt developmental education is beneficial.

A survey revealed that all merged area schools strongly support developmental education. The following comments were submitted as benefits of developmental education: raised competency skill levels; better retention of students; enhanced organizational activity; higher academic achievement; clarification of goals; assists in vocational program selection; raised self-esteem and motivation; improved study skills and habits; extra assistance to students in regular programs; career planning; develops marketable skills; successful completion of chosen program; promotes job achievement and goals; opportunity to attend college; higher percent of students enter and complete more successfully; much higher percent successfully graduate; improves self-confidence; understands college system better; decreased attrition rate; pre-curricular individualized attention.

Continued progress is being made toward the development of a totally comprehensive support and instructional activity using the developmental education concept. Progress being made includes inservice of instructors, and developing competency-based modules for remediation, and regular vocational education curriculum. Progress also is being made by combining individual support and instructional activities into a comprehensive activity. All merged area schools administer vocational assessment activities prior to enrollment in vocational programs. Also, the number of schools developing entry-level competencies to enter freshman level courses is increasing.

Another indication of comprehensive program planning is the development of an area plan, which is in addition to the annual proposal. The area plan is typically for three years with goals and specific objectives to be accomplished by month and year, plus the person or unit within the school responsible for completion of the objective.

## 2. Handi capped

During fiscal year 1987, 1,971 handicapped postsecondary students were served in mainstream with support programs, and 2,933 handicapped postsecondary students were served in separate and instructional programs. The numbers of males and females can be found in Table 2.

Merged area schools operated fifteen activities providing mainstream with support activities and 28 separate and instructional activities. Some merged area schools administered separate and instructional vocational education programs in mental health institutions, sheltered workshops and work activity centers. These separate, specially designed activities with assistance from human services and rehabilitation were designed to meet the needs of handicapped persons.



provided assessment, exploration, counseling, remediation and vocational education instruction. Resources from the merged area school, area education agency, vocational education handicapped and JTPA funds supported the activity.

TABLE 2

NUMBER OF POSTSECONDARY HANDICAPPED AND DISADVANTAGED STUDENTS BY TYPE OF PROGRAM

Type of Program	Number of Handicapped Postsecondary			Number of Disadvan. (excluding LEP) Postsecondary/Adult			Number of Limited English Proficient (LEP) Postsecondary			Total Number of Disadvantaged		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
	Indiv. Receiving Ad'1 Services in Main-streamed Programs	1,248	723	1,971	4,072	4,790	8,862	41	23	64	4,113	4,813
Indiv. Served in Separate Programs	1,797	1,136	2,933	3,093	3,785	6,878	45	60	105	3,138	3,845	6,983
<b>TOTALS</b>	<b>13,045</b>	<b>11,859</b>	<b>4,904</b>	<b>17,165</b>	<b>18,575</b>	<b>15,740</b>	<b>86</b>	<b>83</b>	<b>169</b>	<b>17,251</b>	<b>18,658</b>	<b>15,909</b>

Separate (specially designed) programs were specifically designed to meet the needs of a special population group that could not be served adequately in a regular vocational program or mainstream with support activity.

Support services were provided to assist handicapped and, as will be noted later, disadvantaged students to enter into and achieve in a vocational program. Examples of support services are counseling, remedial reading, math, writing, job seeking skills and tutoring. The support services are for students needing additional assistance to achieve in a regular vocational program, but do not require participation in a separate program.

A mobile counseling and assessment service was provided by one merged area school. The intent and purpose was to provide assessment and counseling prior to enrollment in the vocational program. Two merged area schools provided counseling, special services and the opportunity for secondary students to participate in a merged area school regular vocational program. For the past two or three years the concept has been readily accepted by the school districts participating and beneficial to students who cannot get similar opportunities in their own local school district.

disadvantaged persons. Prior to the support services, instructional programs and separate programs, many students entered the merged area schools with inadequate skills to achieve. Many still enter now with inadequate skills but now have orientation to college programs and services, assessment of achievement level, counseling and instructional programs to upgrade skill levels to achieve in a regular vocational program. Vocational programs and remedial education have been modified into competency modules enabling students to achieve as their ability allows. Remedial education materials are available for microcomputers to provide another means of remedial education instruction plus learning the use of a microcomputer. Use of the competency-based modules and the microcomputer have improved students' rates of progress and enthusiasm to succeed.

Merged area schools reported enrollment of more than 2,000 secondary age students in postsecondary disadvantaged and handicapped activities. Approximately two-thirds of the secondary students were disadvantaged persons who had dropped out of school, potential dropouts, or low academic achievers. The remainder were secondary handicapped persons from public schools, sheltered workshops, special education or work activity centers. All merged area schools reported enrollment of secondary students, but participation of students in transition, sheltered-workshops and in vocational programs that cannot be provided by secondary schools. Some secondary students attended merged area school programs parts of the day and others attended full time to complete secondary requirements and participate in vocational programs. Three merged area schools operated transitional vocational programs for secondary handicapped students. The area education agency, local school district and merged area school personnel developed a vocational education program using the facilities of the area school personnel from the three educational agencies to develop and administer and resources to support.

A merged area school and a state mental health institute pooled their resources to provide counseling, support services and vocational training for 783 secondary, postsecondary and adult persons in a mental health institute. Initially, mental health clients are provided assessment, counseling and exploration to determine level of achievement and potential for training and employment. Support services and instruction are provided at the mental health institute and the merged area school. The merged area school has a career orientation center which employs a home living skills and industrial evaluator. Prevocational work adjustment, work job samples, exploration and counseling is part of the daily schedule. Staff and client review progress weekly to determine vocational achievement and possible revision of the client's vocational education plan. Students able to achieve are mainstreamed into regular vocational programs, following their individualized vocational education plan. As students develop skills for employment, arrangements are made for a supervised job placement. The arrangements are made for housing and supervision

from the area school to independent living and employment. Students are supervised at the work setting, and follow-up is continued by area school personnel on a quarterly basis.

A merged area school and a sheltered workshop provided a successful activity for postsecondary and adult handicapped persons. To provide for the needs of postsecondary and adult handicapped persons, school and workshop personnel determined the vocational and academic needs of workshop residents. Skill levels, past work experience and vocational interests were used in developing an individualized vocational education plan. The merged area school facilities were used to provide vocational assessment, exploratory remedial education and job seeking skills instruction. Workshop and area school personnel developed business/industry sites for vocational training under the direction of the business/industry employee. The typical day for the handicapped person was divided into instruction and vocational training at the business/industry. The concept proved effective, and workshop clients adapted better with two or more per site.

All of the activities in Iowa merged area schools provided support service, instructional and separate programs for a diverse special population group. Disadvantaged, handicapped, limited English proficient, displaced workers, dislocated workers, displaced homemakers and secondary students were provided services in the programs and activities. As a result of the combined effort activities, linkages and resource pooling of special population groups were integrated.

There also was an increase in the number of secondary students enrolled in postsecondary merged area school activities, because the merged area schools have the facilities, equipment and personnel to provide comprehensive activities. Local K-12 school districts for the most part are declining in enrollments. Small (K-12) school districts have pooled the handicapped vocational education funds to be administered by the intermediate area education agency. This often results in the area education agency contracting with the merged area school in providing the needed vocational education programs and services for handicapped students.

### 3. Disadvantaged and LEP (limited English proficient)

For purposes of reporting, disadvantaged and LEP have been combined. They have been combined because most activities serving disadvantaged and LEP are largely the same. The only exception is that individualized and small group activities are provided for LEP students. The specific activities for LEP students are tutoring, speaking, reading and writing in the English language.

In fiscal year 1987, 8,862 postsecondary and adult persons (other than LEP) were served in twenty-seven mainstream with support activities. During the same period, 6,878 postsecondary and adult students (other

activity is used to represent developmental education. More emphasis has been put on instructional developmental education rather than separate programs because of the needs of students. The primary need of disadvantaged and LEP students is to upgrade the basic skill areas (reading, math, comprehension, vocabulary and writing) adequately to enter into and achieve in the regular vocational program. The need to provide basic skills instruction is greater now than several years ago. Some area schools are reporting 40 to 70% of students needing developmental education instruction. Mainstream with support for persons with inadequate basic skills results in another failure in their educational pursuit. The instructional developmental education activity is individually planned for each depending upon the person's needs.

The thirty separate and instructional activities were more than in previous years. Also, the number of separate programs is decreasing because of the ability to use federal funds for 50% of the excess per pupil cost. Instructional program numbers have increased because of the success and enthusiasm for developmental education programs. All fifteen merged area schools have a developmental education program, with some more developed than others.

A mobile vocational assessment and counseling activity was operational. By a predetermined schedule, a counselor/evaluator travels from a merged area school to work with individuals and small groups to orient them to postsecondary vocational programs providing vocational counseling and assessment to determine levels of achievement. Local K-12 and merged area school personnel are positive in extending the service to smaller communities. Disadvantaged and handicapped funds were used for the portion of the costs serving eligible persons. Local, merged area school and JTPA funds supported the activity.

Three merged area schools administered vocational programs through community-based organizations using \$31,569 during fiscal year 1987. The requests from merged area schools were to provide support services such as counseling, assessment and remedial education to economically and academically disadvantaged youth to prepare them for entry into vocational training programs or employment. One of the activities served youth in a girls club. The other was in an intake, recruiting and support service for minority persons. A third provided services for LEP students.

Community-based organization funds were allocated through a request for proposal process to three merged area schools. In fiscal year 1987, \$31,569 was reimbursed. The activities were operated in conjunction with merged area schools serving a girls club, a sheltered workshop, intake support service for minority students and LEP students. Community-based organization funds were used to provide recruitment, counseling and support services.

four merged area schools have two learning centers; four have three; and two merged area schools have four learning centers. Learning centers basically provide similar services for special population groups. The special population groups consist of disadvantaged, handicapped, LEP, displaced homemakers, dislocated workers, support/instruction for business/industry workers and persons seeking nontraditional occupations. Most of the learning centers had more than one source of financial support. Examples of the funding sources were disadvantaged, handicapped, LEP, sex equity, JTPA, rehabilitation, human services and adult education.

In a survey of learning centers, the list of services provided is as follows: developmental education courses; vocational counseling and guidance; individual tutoring; reader service; speed reading; text reading; testing academic achievement; aptitudes; interests; math; supplemental instruction; modification of regular vocational programs; study skills; visual accommodations; enlarging study materials; testing with alternate reading levels; remedial studies and courses; recruiting of disadvantaged and handicapped persons; career assessment follow-up; workshops on test and math anxiety; pre-testing for new students; career workshops; vocational training; job placement; pre-curricular individualized competency-based instruction; computer assisted learning labs in remedial education.

Learning center instructors and coordinators organized staff development activities for program improvement purposes. During the year learning center instructors and coordinators had one statewide inservice conference and four quadrant inservice activities. Four telenetwork conference calls were held for program planning, conference planning and inservice activities. Inservice activities included reports of innovative teaching techniques, new materials and resource persons.

Learning center personnel were primarily supported by local, area school, vocational education disadvantaged, handicapped and adult education funds. Linkage of the resources was a benefit to students, learning center instructors, coordinators and merged area school personnel. Students benefit because they can seek assistance for vocational and adult education instruction, GED, high school completion and pursuing a vocational objective. Learning center coordinators and instructors benefit as their responsibilities can be divided between adult and vocational education. Merged area schools typically are able to attract more highly qualified persons for full time rather than part-time employment. Past experience has revealed that students relate better to an instructor who can assist them in adult and vocational education instruction. The college benefits in that most learning centers do not need several full-time vocational and adult education instructors. Learning center coordinators and special needs coordinators jointly plan and implement support and instructional activities to meet the needs of special population groups.

coordinators have the responsibility for identifying the needs of eligible disadvantaged and handicapped persons and utilizing the resources available to provide programs and services to meet the vocational education needs of these people. The meetings were held to cover the following:

1. Review Carl Perkins legislation
2. Presentations on identification of students and eligibility
3. Use of tutors and teacher aides
4. Explain the funding formula
5. Use of other college and agency personnel
6. Approval-proposal process
7. Community-based organizations
8. Program evaluation
9. Pre-enrollment skills guide
10. Joint program planning with learning center coordinators

#### 4. Progress in Developmental Education

Developmental education was first offered in the merged area school in fiscal year 1980. After three years of planning and inservice a developmental education program was started in one merged area school. During the three year period, vocational instructors were inserviced on writing competency-based instructional modules. The modules were tested and revised. One department of the merged area school adopted the competency-based modules. Now all four vocational departments of the vocational school have adopted the competency-based instructional modules--developmental education.

The interest and intent is to further develop and refine developmental education in all schools. Presently one merged area school has a fully functioning developmental education program and is striving for improvement. Support assistance instruction is needed to assist students after leaving developmental education and entering the regular vocational program. A computer-assisted learning lab has been implemented to complement the developmental education program.

All students enrolling at the merged area school are tested to determine their level of achievement. Students with lower competencies than needed for entry into a vocational program of their choice are recommended for developmental education and granted a conditional approval of admission. A counselor and instructor with the student develop an individualized vocational education plan. Each week the developmental education staff reviews the progress of all enrolled students. This keeps staff and students current on the progress in achieving the students' vocational objective. Typical attendance in the developmental education learning center ranges from 35 to 55 daily. Length of enrollment for the student is dependent upon skill levels at entry and skill levels to match the developed entry level competencies for vocational programs. Progress is slow but continuing

the amount of financial assistance available and the ability of the merged area schools to provide the non-federal match required for all programs and activities.

#### 5. Funding

In fiscal year 1987, two merged area schools were unable to use all the disadvantaged and handicapped allocations because of the non-federal match. The two schools unable to use the funds turned back \$25,000 to \$35,000 each. The remaining thirteen were able to provide the necessary non-federal match by cash, in-kind and third party contributions with little unused funds. Providing the non-federal cash match continues to be a problem in using the funds. The need for funds is actually increasing because of the increasing number of part and full-time secondary students attending merged area schools. The number of secondary students at the merged area schools increased because 222 schools received less than \$500.00 allocation of disadvantaged funds and 341 schools received less than \$500.00 of handicapped funds resulting from decreasing enrollments. Declining enrollments results in small numbers of disadvantaged and handicapped students making vocational programs costly. With this trend continuing, merged area schools will likely experience difficulty in providing the non-federal match.

Five merged area schools used the in-kind and third party contribution in fiscal year 1987. It is expected that more area schools will exercise the provision in the future.

1. Eligible Activities

Federal funds allocated for Adults Needing Training and Retraining were distributed through planning allocations to each of the 15 merged area schools (postsecondary), and to two large secondary schools (Davenport and Des Moines). All funded activities conformed with the purpose of these set-aside monies as expressed in the Carl D. Perkins Vocational Education Act, and re-emphasized in the funding guidelines: "The purpose of the funds as defined in P.L. 98-524 is to provide, improve and expand adult and postsecondary vocational education programs, services and activities to train and retrain adults."

Recipients of planning allocations selected from the list of eligible activities identified in the Iowa Three-Year State Plan for Vocational Education, and in the application guidelines. Allowable activities included:

- a. Provide and enhance the quality of ongoing adult training programs.
- b. Provide, improve, and expand apprenticeship programs for youth (at least 18 years of age) and adults.
- c. Provide instructional programs through area colleges for dislocated workers who also are receiving services from JTPA--funded dislocated worker centers.
- d. Coordinate the assessment, development, and evaluation of courses offered to adults seeking upgrading and retraining.
- e. Provide, improve, and expand adult and postsecondary vocational education programs, services, and activities to train and retrain adults.

2. Eligible Expenditures

Direct costs of the programs were considered as eligible expenditures. Federal funds were not used for indirect costs. Reimbursable costs included:

- a. Reimbursable salaries (instructors and coordinators only).
- b. Services (staff development for instructors, contracts, honorariums, postage and printing)
- c. Travel
- d. Materials and supplies
- e. Vocational supervision



Table 3 provides a summary of the categories of expenditures for adult training and retraining activities by eligible recipients (12% funds) for Fiscal Year 1987.

TABLE 3  
ADULT ENROLLMENT AND EXPENDITURES (12% FUNDS) FY 1987

Eligible Recipient	1 Enrollment		Total	Expenditures				
	Male	Female	Total Enroll	Contract Hours	Supple- mentary	Appren- ticeship	Adult Supervision	Total Expend.
Merged Area Schools	73,421	102,746	176,167	1,940,822	\$851,413	\$ 7,529	\$18,000	\$ 876,942
Secondary Schools <sup>2</sup>	1,809	2,132	3,941	57,731	32,072	93,977	7,500	133,549
Apprenticeship <sup>3</sup>	558	13	571	NA	NA	NA	NA	NA
Sub-Totals								
12% Funds	175,788	104,891	180,679	1,998,553	\$883,485	\$101,506	\$25,500	\$1,010,491
Young Farmer <sup>4</sup>	600	81	681	NA	NA	NA	NA	NA
Adult Farmer <sup>4</sup>	4,327	586	4,913	NA	NA	NA	NA	NA
GRAND TOTALS--								
ADULT SUPPLEMEN- TARY	180,715	105,558	186,273	1,998,553	\$883,485	\$101,506	\$25,500	\$1,010,491

<sup>1</sup>Enrollments as reported on Multi-Supplementary Summary CE-4

<sup>2</sup>Davenport and Des Moines School Districts

<sup>3</sup>Apprenticeship enrollment above reflects only those programs receiving 12% funds. Total apprenticeship enrollments are identified in Section 3 below.

<sup>4</sup>Young Farmer/Adult Farmer programs are conducted only at the secondary level, and are not funded by the 12% Adult Training and Retraining monies.

NOTE: The total 12% allocation for FY 1987 was \$1,032,911. Two secondary schools did not make the 50% match, and thus did not receive their total allocation, thereby leaving a \$22,420 carry-over into FY 1988.

### 3. Offerings and Enrollments

During Fiscal Year 1987, two secondary schools served 530 male and 13 female apprentices; while ten (10) merged area schools (postsecondary) served 520 male and 21 female apprentices--for a grand total of 1,084 apprentices served at both instructional levels. These apprentices participated in 15 apprenticeable classifications. Apprentice classifications with a total statewide enrollment of more than 50

schools used 12% funds exclusively for all programs offered at their sites. Totally, 69,237 contact hours were used.

TABLE 4  
APPRENTICE PROGRAM ENROLLMENT

Type of Program	Male	Female	Total
Plumbing, Pipefitting, Steamfitting	258	4	262
Assoc. Bldg. Contractors	191	3	194
Electrician	148	12	160
Sheet Metal	106	2	108
Carpentry	96	8	104
Painting and Decorating	63	0	63
Machine Tool Operator	61	1	62
Industrial Electrician	54	4	58
Structural Steelworker	27	0	27
Lineworker	18	0	18
Tool and Die Making	16	0	16
Pumping Plant	9	0	9
Glazing	3	0	3
TOTALS	1,050	34	1,084

Some of the statewide offerings conducted during FY 1987 included:

- Courses to meet the need for relicensure in such occupational fields as nursing, real estate, insurance, and cosmetology;
- Courses for county care facility activity coordinators, long-term care facility activity coordinators, and nursing home activity coordinators;
- Telenet courses offered to persons employed in the fields of agriculture, home economics, and business and office;
- Courses offered in the area of long-term health care, e.g., geriatric aide/orderly (50 hours); activity coordinator (42 hours); aide/orderly for acute care (120 hours); residential attendant (60 hours); medication aide (50 hours); medication manager (10 hours); medication manager for child caring (10 hours); and limited practice radiography (100 hours).

The location of classes varied, according to local needs and circumstances. Courses were offered during the day, at night, and on weekends--in school buildings, as well as at business and industrial sites. Methods of delivery also varied, including classroom instruction, satellite and telenet. Courses ranged from one hour to 120 hours in length.

4. Coordination Activities with the JTPA and the Private Sector

Since 1979, the State Plan for Vocational Education in Iowa has included the use of federal money for programs to serve displaced homemakers. Through the funds available in the Carl Perkins Vocational Education Act, Iowa has expanded the number of programs for displaced homemakers and enabled them and other new programs to serve single parents and homemakers as well. The State Plan for Vocational Education in Iowa (1986-88) defines in detail the goals established for these monies.

All local education agencies, merged area schools, area education agencies and a large number of community-based organizations were notified of the competitive request for proposals for use of these funds. Proposals were received in December 1985, reviewed by committees, and submitted to the State Board for Vocational Education for approval in the Spring.

While one of the state plan objectives for use of the single parent and homemaker monies was the establishment of a statewide center to serve all funded and non-funded CBO'S and LEA's working with single parents and homemakers, no proposals were received for this purpose in FY 87, and this objective has yet to be met.

## 2. Single Parents and Homemaker Projects and Persons Served

The following table, Table 5, reflects the number of projects funded in each category and the numbers of males and females served in each. In addition, the number of displaced homemakers and members of minority groups served are included.

Two review categories were established for the fiscal year 1987 funds. They were: a. general projects to serve single parents and homemakers, including student services and counseling projects, and b. centers to serve displaced homemakers, single parents and homemakers—with special emphasis on displaced homemakers.

The data provided in Table 5 reflect that Iowa surpassed its objective of serving 3,500 single parents and homemakers by a significant number. A second objective, that of providing services and programs for displaced homemakers and single parents in diverse areas of the state also was met.

TABLE 5

NUMBER OF SINGLE PARENT AND HOMEMAKER PROJECTS, PERSONS SERVED,  
AND FUNDING IN FISCAL YEAR 1987 BY PROJECT CATEGORY

Project Category	Number of Projects	Number of Persons Served		Number of Displaced Homemakers	Number of Ethnic Minorities	Funds
		M	F			

in each proposal submitted for funding, information was included which identified the need specific to the particular area of the state for the services to be provided. For Iowa, a state experiencing the effects of the crisis in the rural economy, the funds to serve single parents and homemakers provided a special opportunity to meet the needs of rural families. Many women who have been traditional farm wives find it necessary to obtain employment outside the home in order to sustain their families. While most of these women are not displaced homemakers using the traditional definition (although the divorce rate in rural Iowa is rapidly increasing due to the tremendous strains on the family due to the economy), they, and often their husbands, demonstrate the same symptoms which have frequently characterized the displaced homemakers: severe depression; a feeling of being a failure; a belief that there is no way to transfer their abilities to another line of work; a very low self image. Many of the projects funded with the single parent and homemaker funds helped the people served re-evaluate their options and begin to move forward toward economic self-sufficiency. It is significant that almost 50% of those served with these funds were from rural Iowa.

a. General Projects to Serve Single Parents and Homemakers

Under the category of General Projects, efforts were made to provide the supportive services single parents and homemakers need. At some schools the projects linked with services more specifically targeting displaced homemakers. At one school, the project was subcontracted to a community based organization working with families in need who were referred by the Iowa Department of Human Services.

Three projects funded targeted very special groups. The Inner City Single Parent and Homemaker Project, Des Moines, targeted the women living in and around a low income housing project. Most of these women were welfare recipients, and many of them were from minority races. The project coordinator provided self esteem building workshops, pre-employment workshops and job shadowing. Of necessity, much of the work was one-on-one.

The second project targeted rural women over the age of 55, who had a need to become comfortable with computer technology in order to return to the work place. Two-day workshops were held in six community colleges. In every case potential participants outnumbered the spaces available. A higher number of women attending the workshops were able to move on to jobs in their communities. The workshops were coordinated by the Iowa Commission on the Status of Women. Each of these projects has been approved for funding in FY 88.

The third project was designed by Iowa State University to provide assessment, tuition and transportation for Mesquakie Indian single

related to counseling: group and individual counseling; interest inventories and assessments; career planning courses; job seeking skills workshops; and referrals. Most projects developed posters or flyers identifying their services, and used a variety of outreach techniques to reach the targeted population. Workshops and conferences for single parents were held in some areas. Other schools used funds for assistance with tuition, child care and transportation.

b. Centers to Serve Displaced Homemakers

The second category of programs serving single parents and homemakers in Iowa is that of centers to serve displaced homemakers as well as single parents and homemakers. Iowa has funded programs to serve displaced homemakers since 1979. Because of the additional funds available through the Carl Perkins Act, the Department of Education increased the number of funded programs serving displaced homemakers from three in fiscal year 1985 to twelve in fiscal year 1987.

Many of the services provided through the centers were similar to those offered through grants to serve single parents and homemakers through general projects and student services grants. All centers had advisory councils which assisted in identifying community needs and methods of meeting those needs. Outreach was a key component of the projects, with some centers using outreach counselors in several locations. Additionally, promotion of the programs was done through public service announcements on radio and TV; presentations to employers, school personnel, and community based organizations; and through direct mailing and distribution of fliers, letters, and newspaper supplements.

Other services offered included self esteem building workshops; employability development; placement assistance; peer support groups; promotion of nontraditional employment; tutoring; tuition; child care, and transportation assistance.

4. Coordination and Linkages

Within state government in Iowa, ongoing efforts are being made to coordinate all programs serving displaced homemakers, single parents and homemakers in order to enable them to receive appropriate vocational training, gain employment, and become economically self sufficient. Program coordinators all made extensive use of referral networks and linkage to other projects. Both the Job Training Partnership Act and the Dislocated Worker Program provided services to clients served by the centers.

In one area of the state, the center funded with Carl Perkins funds linked closely with a community based organization funded by the

displaced homemakers, homemakers and single parents within the state of Iowa. Included were programs funded through the Department of Economic Development (Job Training Partnership Act), the Department of Education, and the Department of Human Services. Additional conferences to promote coordination among programs have been planned.

5. Method of Determining Greatest Financial Need

Because of the disparate unemployment rates in the various jurisdictions of the state of Iowa, the Department of Education determined that local education agencies should decide the bases for determination of greatest financial needs. This is consistent with Iowa's belief in meeting the local needs of a community.

Criteria used to determine financial need may include personal income, eligibility of a family for reduced cost school lunches, use of food stamps, JTPA eligibility, or subsidized day care. Based upon reports received from programs, it is estimated that almost all persons receiving assistance in tuition costs, books, child care or transportation were in financial need.

For several years, the State Plan for Vocational Education in Iowa has included the use of federal money for a limited number of sex equity projects. Through funds available in the Carl Perkins Vocational Education Act, Iowa has been able to more vigorously pursue the elimination of sex bias in vocational education. The State Plan for Vocational Education in Iowa (1986-88) defines in detail the goals for use of funds to eliminate sex bias.

All local education agencies, merged area schools, and area education agencies and a large number of community-based organizations were notified of the competitive request for proposals for sex equity projects. Proposals were received in December 1985, reviewed by five-member committees, and submitted to the State Board of Vocational Education for approval.

## 2. Sex Equity Projects and Persons Served

Table 6 gives a concise view of the categories of projects funded at both the secondary and postsecondary level, the number of males and females involved in those projects, and the total dollars spent in each category. The figures reflecting number of people served understate the effectiveness of the projects as many people (parents, students, employers, and general public) were reached through promotional activities, but are not included in the count.

TABLE 6

NUMBER OF SEX EQUITY PROJECTS, PERSONS SERVED, AND FUNDING  
IN FISCAL YEAR 1987 BY PROJECT CATEGORY

Project Category	Number of Projects	Number of Persons Served		Funds
		M	F	
Model Career Exploration Projects (postsecondary)	8	769	2,292	\$225,488
Outreach/recruitment (postsecondary)	1	459	483	13,896
(secondary)	1	90	78	545
Career Awareness (secondary)	1	5	26	6,948
Sex Fair Promotional Materials (postsecondary)	1			7,650
(secondary)	1			1,975
Sex Equity Curriculum Development (postsecondary)	1		33	7,031
Sex Equity Inservice/Conferences (postsecondary)	2	322	953	24,158
(secondary)	1	73	85	13,758

Seven of the model career exploration programs funded in 1987 were at postsecondary merged area schools. Each project focused on developing ways to inform students of the nontraditional career opportunities available to them. The major focus of all the projects was on girls and women who needed to know about the advantages of nontraditional jobs, including higher pay levels that would enable them to support themselves and their families. Several of the projects provided programming for high school students and their parents.

During FY 1987, the State of Iowa gave increased attention to the problems related to teen pregnancy. The Department of Education played an active role in this endeavor. Three of the Sex Equity projects funded in this year provided on-site child care or related services to teen parents in metropolitan areas. Additional projects have been approved for FY 1988.

Conferences promoting sex equity were held for diverse groups of people. A set of two workshops on nontraditional careers targeted professional staff at a large community college as well as counselors from the surrounding school districts. Another conference was designed to promote early equity in grades 5 through 9, and provided opportunities for teams from a variety of school districts to work together on goals for their schools. A third conference at a state university focused on girls in grades 6 through 12, promoting enrollment in math and science courses as a necessity to enter technological career training. All of these approaches were successful in promoting equity in vocational education.

#### 4. Determination of Financial Need

In determining the financial need of participants in programs designed to eliminate sex bias as well as projects serving single parents and homemakers, the financial need guidelines established by each educational agency were the base on which decisions were made. Because many students with need for childcare or transportation assistance did not qualify for tuition assistance, allowances were made for providing necessary assistance in such cases.

#### 5. Male/Female Enrollment Patterns - Fiscal Year 1987

During fiscal year 1987, the overall enrollment by sex in vocational education programs was 50 percent male and 50 percent female. Within several vocational areas, the 1987 enrollment figures show significant change toward a more balanced enrollment. Table 7 reflects specific positive change from FY 86 to FY 87.



POSITIVE CHANGE IN MALE/FEMALE ENROLLMENTS BY  
SELECTED PROGRAM AREAS, FY 86 AND FY 87

Program Area	1986		1987	
	Male/Female	Male/Female	Male/Female	Male/Female
Business and Office	30%	70%	35%	65%
Marketing and Distribution	30%	70%	48%	52%
Communication Technologies	75%	25%	69%	31%
Consumer and Homemaking	31%	69%	33%	67%
Industrial Arts	78%	22%	72%	28%
Protective Services	78%	22%	74%	26%

In several of the traditionally sex-segregated vocational areas, little or no progress toward more balanced enrollment by sex was evident. These include the Construction Trades, Mechanic Repairers, Nursing and Cosmetology. Ongoing efforts will be made to encourage nontraditional enrollments in all program areas.

Table 8 reflects male/female enrollment figures for all vocational programs in fiscal year 1987.

Digit Instructional Program	Secondary			Postsecondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture/Agribusiness	87%	13%	11,131	75%	25%	1,890	85%	15%	13,021
Business and Management	57%	43%	14	65%	35%	408	64%	36%	422
Business and Office	48%	52%	7,710	22%	78%	7,687	35%	65%	15,397
Marketing and Distribution	47%	53%	1,797	49%	51%	2,540	48%	52%	4,337
Communications	50%	50%	18	0	0	0	50%	50%	18
Communication Technologies	65%	35%	69	75%	25%	72	69%	31%	141
Metology	3%	97%	39	2%	98%	170	2%	98%	209
Comp./Engr.-Related Tech.	0	0	0	90%	10%	2,464	90%	10%	2,464
Medical Health	12%	88%	180	12%	88%	4,931	12%	88%	5,111
Printing	0	0	0	6%	94%	2,633	6%	94%	2,633
Consumer and Homemaking	33%	67%	40,078	0	0	0	33%	67%	40,078
Vocational Home Economics	32%	68%	955	10%	90%	2,174	17%	83%	3,129
Industrial Arts	72%	28%	14,772	0	0	0	72%	28%	14,772
Protective Services	100%	0%	2	73%	27%	399	74%	26%	401
Construction Trades	98%	2%	423	98%	2%	813	98%	2%	1,236
Mechanic Repairers	97%	3%	1,059	96%	4%	3,423	96%	4%	4,482
Automotive Production	90%	10%	517	80%	20%	2,241	82%	18%	2,758
Transportation	100%	0%	15	88%	12%	875	88%	12%	890
Nowhere Classified	60%	40%	3,910	69%	31%	78	60%	40%	3,988
TOTALS	52%	48%	82,689	46%	54%	32,798	50%	50%	115,487

1. ENROLLMENTS, PROGRAMS, and SERVICES

A total of 703 persons were provided vocational programs and services in correctional institutions in fiscal year 1987. A breakdown of enrollment by male and female and by educational institution and correctional facility is shown in Table 9.

Three (3) of the merged area schools provided vocational programs and services in correctional institutions. Iowa Central Community College in Fort Dodge provided vocational counseling and instruction for medium security residents at the North Central Correctional Facility at Rockwell City. Iowa Valley Community College provided competency-based vocational instruction for offenders at the Iowa Training School for Boys at Eldora. The Hawkeye Institute of Technology provided supportive services and instruction for offenders at the First Judicial Division of Correctional Services at Waterloo.

Residents at the North Central Correctional Facility are rather short term, so the primary emphasis was job-seeking and keeping skills, occupational information and vocational instruction.

The Iowa Training School for Boys has implemented a competency-based vocational instruction curriculum providing good results. A community-based vocational training component has been added, which enables a student to receive training under the supervision and instruction of a business/industry person.

Hawkeye Institute of Technology provided support services for residents in a judicial district corrections center. The intent also was to expose the residents to vocational training programs when leaving the correctional facility.

TABLE 9

NUMBERS SERVED AND EXPENDITURES FOR SERVICES FOR CRIMINAL OFFENDERS  
BY EDUCATIONAL INSTITUTION AND CORRECTIONAL FACILITY

Educational Institution	Correctional Facility	Numbers Served			Expenditures	
		M	F	Total	Vocational*	JTPA
Iowa Central Community College	North Central Correctional Facility	28	0	28	15,356.00	160,850.72
Iowa Valley Community College	Iowa Training School for Boys	629	0	629	60,000.00	129,687.19
Hawkeye Institute of Technology	First Judicial Division of Correctional Services	46	13	59	8,690.00	0.00
<b>TOTALS</b>		<b>703</b>	<b>13</b>	<b>716</b>	<b>184,046.00</b>	<b>190,537.91</b>

\*Carl Perkins Vocational Education Act 1% Corrections Funds

NORTH Central Correctional Facility

P.O. Box 313

Rockwell City, Iowa 50579

Iowa Training School for Boys

Eldora, Iowa 50627

First Judicial Division of Correctional Services

316 East Fifth

Waterloo, Iowa 50701

3. Funding

For fiscal year 1987, JTPA and vocational education funds for corrections were pooled. An RFP was developed enabling eligible recipients to submit a request for either one or both sources of funds. A breakdown of expenditures by correctional facility is shown in Table 9. Vocational education and JTPA personnel worked together in the RFP process.

Refer to Table 6, page A-16, in the Accountability Report.

B. IMPROVED CAREER GUIDANCE

1. Students Served and Staff Involved

Guidance services were provided to 212,554 secondary students by 660 counselors and to 32,798 postsecondary students by 95 student service personnel.

2. "Iowa K-12 Career Guidance Curriculum Guide for Student Development"

During the period of July 1, 1986 through June 30, 1987, work was completed on the development of the "Iowa Career Guidance Guide for Student Development"--career guidance guidelines for the State of Iowa. The Guide was printed, and it was disseminated at 15 statewide AEA inservice meetings conducted with 519 counselors and 85 school administrators in attendance. The evaluation of the Guide conducted at the end of each inservice meeting showed that approximately 80% of the administrators in attendance viewed the Guide very positively in their initial reaction to the document and of being some assistance to them in redirecting the goals, objectives and activities of their present guidance program. Approximately 89% of the counselors in attendance viewed the Guide very positively in relation to the format and content of the publication and being of assistance to them in redirecting their existing guidance program.

This guide was designed to be responsive to societal changes and to help young people learn how to live, learn, and make a living. The first chapter contains an introduction to and overview of the total guide, and was written for a broad audience, including parents, school board members, administrators, and teachers. It emphasizes that quality programs of guidance services respond to the needs of all individuals in a comprehensive and developmental way. The second chapter develops a common vocabulary for the implementation or the redirecting of guidance program goals and objectives. The content of the chapter discusses the major program components, career guidance and counseling functions, and the planning process. The third chapter provides examples of a guidance curriculum for grades K-3, 4-6, 7-9, and 10-12. The fourth chapter provides information concerning the various standards, rules, and requirements contained in the Code of Iowa, Standards for Approved Schools, and the certification requirements that are presently in effect and which apply to all Iowa counselors and school districts. The chapter also provides detailed program guidelines, including evaluative criteria. The final chapter contains a listing of resources that may be of assistance to counselors as they implement or redirect programs of guidance services.

In fiscal year 1987, the Career Information System of Iowa (CISI) provided new information materials that helped people explore the world of work and assisted them in making career decisions. There are three major occupational information systems featured in CISI which are: (1) AWARE; (2) PROCESS and; (3) SKILLS.

- 1) AWARE is designed primarily for the elementary and special education student. It contains a student handbook, teacher manuals, and a needle sort card deck. It allows the student to search through several categories of work areas or job families based on the student's subject interests. It is the first step in exploring general categories of occupational interests and provides a good base to advance on to the PROCESS system.
- 2) PROCESS is designed primarily for the high school and adult population. It is a detailed and structured career information system with specific information on jobs, careers, and educational opportunities. Information is delivered to the user by three different modes--manual, microcomputer, or microfiche. By far, the most popular is the microcomputer system used in most schools in the state. Individuals sort out occupations based on their interests and aptitudes by answering a 21 item questionnaire called QUEST and entering their answers into a microcomputer. The computer sorts through their answers and provides a list of occupations that match their interests and abilities.
- 3) SKILLS is the newest addition to the CISI inventory. Where PROCESS explores career options by looking at one's interests and aptitudes, SKILLS is based on a person's acquired work skills or skills they like to use.

SKILLS via the computer helps clients sort through several occupations and pick those that use their skills. Clients choose their best skills from a list of 72, picking their top 5, 10 and 20 skills. These 35 skills are entered into a computer which sorts over 300 occupations looking for the best occupational matches. The program pulls out at least 30 occupations for the clients to review. Detailed information can be accessed for any occupation by going into the information files.

b. Information Files

Two of the systems mentioned above, PROCESS AND SKILLS, allow people to explore a wide range of occupational and educational information. They provide detailed and current information on Iowa careers in a set of Occupational Briefs. They also feature

one-fourth of all Occupational Briefs are reviewed annually by people who are engaged in those occupations. A minimum of four people, an employer, an employee, a trainer and a trainee, are asked to review each occupation. During the past four years, the percentage of returns from these review groups has averaged over 60 percent. New and emerging occupations are incorporated in to the system as their growth and impact affect the world of work.

Detailed information about training programs is made available through the Programs of Study and Training. These documents also are reviewed and updated annually through a survey sent to all schools and training institutions in the state. The annual update provides CISI users current information on all educational programs available in Iowa. New and emerging programs are identified making them valuable current source materials for a client's use.

The third major component is School Profiles. These contain detailed information on training institutions in the state, and also are reviewed and updated on an annual basis. The schools contained in these profiles include proprietary schools, trade and technical schools, cosmetology schools, barber schools, community colleges, four-year colleges and Regents institutions. Information on each school is compiled in the School Profiles, and all of their training programs are summarized. The combination of all three products provides the client detailed Iowa occupational, educational, and institutional information.

#### c. Microcomputer Versions

There are two microcomputer delivery systems available, a standard single disk version and a new multi-disk version. CISI, with help from the area education agencies, developed a total microcomputer system. This new system incorporates Occupational Briefs, Programs of Study and Training, and School Profiles on 22 double-sided disks. Subscribers are able to explore detailed occupational information and educational information via the microcomputer. CISI also offers new military information files that cover all branches of the military and give detailed information on military occupations and military life. These military files are available only on the multi-disk MICRO-CISI system.

Next year CISI plans to offer a disk on Financial Aids that will cover information on a wide spectrum of Federal and State loan or assistance programs. CISI also plans to develop a two disk drive version for Fall 1987 introduction. This option will eliminate the removal of the Master disk each time an information disk is used and make the system much more convenient to use.

CISI materials can be found in over 485 school sites (school buildings) of Iowa's public and non-public schools which create a potential user population (grades 7-12) of approximately 230,115 students. In addition, PROCESS materials are used in 15 Area Education Agencies, 20 merged area schools, two state universities, and three private four-year colleges. CISI also is located in four correctional facilities, three juvenile centers, nine public libraries, 14 vocational rehabilitation centers, three Job Service offices, and several JTPA offices.

e. Evaluation

A survey mailed in the Spring of 1987 polled all current subscribers of CISI. Some areas targeted in the survey were: Value of System; Level of Use; Degree of Helpfulness; Impact of CISI; and Ease of Use. The survey confirmed the major components were widely used by CISI subscribers. The PROCESS Handbook and Programs of Study and Training were used by over 70 percent of our subscribers. The most popular component, Occupational Briefs, was used by over 80 percent of our subscribers.

The degree of helpfulness for CISI was also rated high. The highest ratings for helpfulness went to the Occupational Briefs, the PROCESS Handbook, and the Programs of Study and Training. Another area surveyed, "Ease of Use," showed that most counselors felt that CISI was easy to use.

The survey showed that the PROCESS had positive impact on students and clients. It had its highest impact on: (1) Informing students/clients about occupations; (2) Providing information quickly and saving counselor time; (3) Providing educational information; (4) Creating self-awareness; and (5) Assisting students in making appropriate choices.

Finally, subscribers were asked if they would recommend CISI to another agency. Almost ninety-eight percent indicated they would.

The results of the survey were highly supportive of CISI PROCESS. Listed below are a few examples of comments written on surveys returned to our office.

f. Comments

- 1) "CISI is about the best program we have ever received from a government agency."
- 2) "Excellent program. I use it daily. It is a big part of my job shadow program."



- 4) "Students really like the computer use. The SKILLS Inventory is very popular."
- 5) "Best career information source used."
- 6) "I would really be lost without it."
- 7) "Provides the backbone of our career information resources."
- 8) "It has helped our clients understand jobs and make better job choices."
- 9) "The program has helped immensely in career exploration. Kids can explore on their own time."
- 10) "CISI is a quick, efficient method of getting career information to students. The PROCESS Handbook is terrific, and I really like the new military information."
- 11) "I am sold on it. It is a great program, as well as a great time saver."
- 12) "CISI is the major component of our guidance system."
- 13) "It allows students to become more excited about career exploration."
- 14) "Using it with my freshmen gets them going early with career, school, and course selection plans."
- 15) "I am impressed how much CISI improves yearly."

g. Funding

Funds for the operation of CISI during fiscal year 1987 were \$292,925.56.

4. Guidance and Counseling Activities of Area Schools

The admission standard of the area schools includes an open door admission policy, school admission procedures for pre-placement evaluation, counseling services relative to pre-placement evaluation and goals of the applicant, exploratory courses, remedial and developmental experiences, evaluation of procedures, concurrent enrollment, and compliance with the administrative rule.

This standard has particular relevance for career and vocational education. Comments from the merged area schools indicate their career and vocational counseling, assessment and interest, and aptitude tests

criteria. Crucial to this interview are the results of the required basic skills assessment. After counselors have reviewed records, students planning to enroll in vocational programs attend orientation group meetings. The groups are small to encourage active participation and allow for counselor assessment of whether the students are satisfied with the program and whether any remedial assistance is needed.

The merged area schools reported that major financial aid programs available to the students of the area school included veterans assistance, social security, college work study, scholarships, Iowa Vocational-Technical Technician Grants, student economic opportunity grants, national defense student grants, and guaranteed student loan program Pell grants. The information is disseminated through the use of bulletin boards and brochures mailed.

#### 5. Placement Activities of Area Schools

The area school placement service most frequently offered includes assistance in obtaining employment and dissemination of placement information. The schools conduct follow-up studies each year and utilize this information to counsel future students.

Effective placement services are becoming a primary selling point for many institutions. Most of the schools also made reference to working with Job Service of Iowa. Clientele for the services are current students, graduates of the institution or another institution or a person from the community. The suggestion has been made for the colleges to develop a placement effort which coordinates placement activities that enable students to develop lifetime job seeking skills. It was pointed out that such an effort will contribute to consistency in placement activities and assist in both maintaining placement records for follow-up studies and assisting graduates with future career placement needs.

## 1. Program Improvement Structure

The State Plan for Vocational Education Within Career Education, FY 1986-1988 contains provisions for program improvement activities. More specifically, the Plan provides for the systematic discussion, assessment of needs, and establishment of recommendations regarding the priorities for state-directed personnel development, curriculum development, research, and exemplary/demonstration activities.

In September 1986, a Program Improvement Cadres' Workshop was held in Ames, Iowa. It was designed to orient cadre members as to their role and responsibilities in the state's program improvement effort. Some of the items discussed were: update on State Plan for the Administration of Vocational Education, roles and functions of curriculum cadres and limited technical committees, update of major state-directed initiatives, models for determining program improvement priorities, and procedures and timelines for curriculum cadres. Time also was devoted to individual curriculum improvement cadre meetings.

Curriculum improvement cadres in the following five disciplines continued their activities during fiscal year 1987: agriculture education, business education, home economics, health occupations education, and industrial education. The Sex Equity Council continued to work with all curriculum areas to identify and promote increased sensitivity to equity issues on the part of educators and business and industry personnel.

Key contributions from the Sex Equity Council in fiscal year 1987 included help in setting priorities for use of the single parent and homemaker and sex equity monies; assistance in reviewing proposals submitted for funding; and active participation on the Program Improvement Coordinating Council.

During FY87, program improvement activities of the five curriculum improvement cadres and Sex Equity Council were coordinated by a Program Improvement Coordinating Council. Membership was composed of chairpersons of these groups and facilitators from the State Department of Education. The mission of the Council is to advise the Department of Education as to program improvement needs and corresponding activities. During the year, the Council facilitated communications among the cadres for the purpose of identifying common goals, resources, and proposed activities as a basis for advising the Department of Education and the State Council on Vocational Education.

Three limited technical committees proposed by two curriculum cadres were formed, and completed their work during FY87. Recommendations of the Technical Committee on Biotechnology focused on the development of a long range plan to emphasize the infusion of the biosciences into the study of agriculture in Iowa. The committee also recommended that the

the development of training programs. Recommendations were made concerning competency listing, industry analysis, resource identification, and program planning.

The Business Technical Committee reviewed the present Curriculum and Reference Guide, and recommended that the Guide be revised and updated.

The following is a summary of the activities of the curriculum improvement cadres and Program Improvement Coordinating Council during FY87:

Recommended to the Department of Education program improvement (curriculum improvement, personnel development, research, and exemplary) activity priorities for FY89.

Recommended to the Department of Education the establishment of limited technical committees for FY87; monitored the work of these committees.

Made recommendations to the Department of Education to assist in maintaining viable curricula responsive to current and future trends.

Discussed and established procedures and criteria for the identification of state-directed program improvement priorities.

Heard and discussed progress reports on current projects/activities and other reports throughout the year.

Provided technical assistance to program improvement projects.

Explored opportunities for and established liaison and partnerships with public and private agencies, associations, and organizations.

Oriented new cadre members and updated all cadre members through workshops and meetings.

Discussed and recommended input to the State Plan for the Administration of Vocational Education.

A summary of the status and funding of the groups included in the program improvement structure is presented in Table 10.

STATUS AND FUNDING OF CURRICULUM IMPROVEMENT CADRES  
WHICH OPERATED DURING FY87

Cadre	Status of the Project				Funding in FY87
	Start FY87	Cont. FY87	Comp FY87	Extend FY88	
Program Improvement Coordinating Council		X		X	\$ 929.52
Agriculture Education Curriculum Improvement Cadre		X		X	\$ 2,858.25
Business Education Curriculum Improvement Cadre		X		X	\$ 5,128.85
Health Occupations Curriculum Improvement Cadre		X		X	\$ 596.29
Home Economics Curriculum Improvement Cadre		X		X	\$ 1,239.95
Industrial Education Curriculum Improvement Cadre		X		X	\$ 3,028.13
Business Technical Committee	X		X		\$ 644.00
Technical Committee on Biotechnology	X		X		\$ 1,558.42
Telemarketing Technical Committee	X		X		\$ 353.22
				Total	\$17,266.15

Funding of the Sex Equity Council in FY87 was in the amount of \$1,201.10.

2. Personnel Development

a. Goals, Activities, and Participation

Goal 6 in the State Plan provides for the following in FY87: "To promote preservice and provide inservice programs which increase the competence of vocational instructors, administrators, and other personnel in the performance of their responsibilities." During fiscal year 1987, proposals were submitted, approved, and funded to conduct inservice activities to contribute to the following in accordance with the guidelines set forth in the State Plan:

- Provide technical update
- Improve teaching methodology and supervisory skills
- Design and conduct a unified conference for vocational education
- Establish and operate a teacher occupational competence assistance center
- Implement the career education inventory and infuse career education activities that contribute to the career development of students
- Assist instructors, administrators, and counselors to serve the business and industry community
- Enhance the ability of instructors, counselors, and

- Assist new teachers entering teaching from business and industry
- Assist administrators and teacher educators

In a broad sense, personnel development activities for fiscal year 1987 included: seminars/workshops; courses; conferences and conventions; orientation sessions; visitations to schools, businesses, and industries; return to industry for occupational experience; professional association meetings; testing; surveys; and developmental activities.

Table 11 provides a summary of the inservice activities undertaken by secondary schools, area education agencies, merged area schools, and colleges/universities during fiscal year 1987. Nineteen of the proposals dealt with one activity. Ten of the proposals dealt with ten or more activities. Seventy percent of the proposals were state-directed. In Table 10, it is to be noted that 4,377 staff and resource persons participated in the inservice activities. Of the 4,377 individuals, 2,279 were designated by sex. Sixty-one and one-half percent (61.5%) of these were male; 38.5% were female. Two thousand one hundred fifteen (2,115) students and graduates were involved in four of the 346 activities.

TABLE 11

NUMBER OF AGENCIES/ORGANIZATIONS, PERSONNEL DEVELOPMENT PROPOSALS, ACTIVITIES, AND PARTICIPANTS BY AGENCY/ORGANIZATION CLASSIFICATION

Classification Agencies/ Organizations	Number of Agencies/ Organizations	Number of Proposals	State- Directed	Local	Number of Activities	Number of Participants			
						M	F	Sex Not Identified	Total
Secondary Schools	2	2	1	1	14	88	113	0	201
Area Education Agencies	1	1	0	1	2	14	1	0	15
Merged Area Schools	12	17	4	13	251	433	175	78	686
College/ Universities	3	31	31	0	79	866	589	2,020	3,475
Totals	18	51	36	15	346	1,401	1,878	2,098	4,377
								2,115*	2,115*

\*Students and graduates involved

more specific examples of the reported activities in which vocational instructors, administrators, supervisors, coordinators, counselors, support personnel and resource persons included were:

Current Use of Software Copyright Laws  
American Vocational Association Convention  
Curriculum Development Mini-workshop  
Writing Skills Workshop  
Marketing Strategies  
Economic Development  
State Nursing Home Activities Coordinator/Instructor Workshop  
Training for New Custodial/Boiler Programs  
Conference on "Technical Update for Late Eighties"  
Briggs and Stratton Update Seminar  
Instructor Training to Develop Curriculum for Dietary Supervisors  
Instructor Training in Lotus 1-2-3  
Workshop on Updating Entrepreneur Curriculum  
Seminar on Management Communication Skills for Women  
IBM Compatible Computer Training  
Workshop on New Intra-oral Techniques in Radiology  
Seminar on Electronic Carburetors, Ignition, and Computerized  
Engine Maintenance  
National Marketing Conference  
Clinical Decision Making Workshop  
Auto Certification Seminar  
Robot Conference  
Telemarketing Conference  
Hydraulic Trouble Shooting  
Cardiac Support  
AUTO CAD Training  
John Deere Grounds Care School  
Hospice Seminar  
FAA-DOT Mechanics Seminar  
Competency Based Education Workshop  
Tax Institute  
Seminar on Entrepreneurs  
Pediatric Update Workshop  
Iowa Nurses Association Convention  
Workshop on Diabetes and Pregnancy  
Robotics Workcell Design  
Earthmoving Equipment Maintenance Course  
Electronic Fuel Injection Training  
Estimating Seminar  
Midwest Bio-med Symposium  
Computer Graphics Workshop  
National Association of Professional Band Instrument Repair  
Technicians Convention  
Livestock Marketing/Auctioneering  
Industrial Representations/Data Processing  
Career/Life Planning

Conference with Industry on Recruiting  
Image and Self Projection for Professional Women  
Leadership and Supervisory Skills for Women Seminar  
GM-CCC Computer School  
Cummins Engine School  
Allison 250-C-18, I and II Turbine Engine Factory School  
Business Applications for the Microcomputer  
Economic Development Through Entrepreneurship  
Guidance Leadership Workshop  
Principles of Technology Workshop  
Transition Workshop  
Dental Assistant Instructors Technical Update Workshop  
National Conference for Health Occupations Education  
Health Maintenance and Prevention Workshop  
Agricultural Marketing and Futures  
Integrated Pest Management  
Food Production Training Workshop  
Improvement of Instruction in Ag/Agribusiness via Ag Data Bases and  
Computer Assisted Instruction  
Computer Numerical Control  
Automotive Workshop/Emission Controls

c. Evaluation of Inservice Activities

In addition to providing the information above, a final report pertaining to the activities in each proposal included a report of evaluation results. Excerpts from some of these reports follow:

- "As a result of this training and visitation, instructors developed instructional strategies to teach basic competencies utilizing the new equipment... This technical update is one in a series of opportunities provided to vocational staff to bring about the completion of the Institutional Initiative of Vocational Education Modernization."
- "Probably the greatest success of this project is that the 'fear' of computers was overcome by several faculty.... The staff reported that the most effective sessions were those in which hands-on applications were experienced."
- "The activities undertaken were good and valuable to the staff. It is unfortunate that we did not provide more activities."
- "This schooling was extremely valuable and important as it allows us, as instructors, to impart the latest technical advances to our students and prepare them to be better qualified technicians and also enhances the reputation of....Community College."
- "Current technological information was gained that is being incorporated into classroom and shop activities; plus valuable



that I received as well as the use and improvement of training aids and additional shop activities."

- "Participants were positive in their responses to both the workshop instructors/facilitators and to the workshop content. A typical comment concerning the Planning a Computer-Based Business Education Curriculum was, 'The value of this workshop went beyond my greatest expectations.'"
- "Evaluation outcomes indicate a high level of agreement that each content presentation will be of value in helping participants implement, expand or improve health promotion/wellness programming in their respective institutions, (range 4.0 to 4.71, 5 point scale). A similar concurrence that planned objectives were achieved was recorded, (range 4.06 to 4.71, 5 point scale). The written critique was similarly positive and provided many good suggestions for future programming."
- An evaluation of an Agricultural Marketing and Futures inservice meeting provided the following (scale of 1 to 5 with 5 being high):

1. Program was interesting.	3.99
2. I gained ideas of value to me in my work.	3.94
3. My technical knowledge in the area of marketing was increased.	3.52
4. My technical knowledge in the area of futures was increased.	3.51
5. I received helpful instructional materials.	4.17
6. I like the satellite-TV method of conducting workshops.	3.80"
- "Several counselors and special educators shared their excitement and satisfaction at the benefits to students in their school."
- "The program was not formally evaluated, but it was evident that participants were interested. The weather was miserably hot, yet people were asking questions, taking notes and shooting pictures."
- In regard to a project concerned with the evaluation of home economics programs in Iowa, the following was presented:

"Project outcomes demonstrate that project objectives were achieved in that the findings provide an evaluation of both the consumer and homemaking and occupational child care programs in Iowa."
- "Student evaluation forms indicated the following:
  1. Positive results regarding course delivery by IVTE staff

\*. less resistance is being expressed by course participants relative to certification requirements than was evident five years ago."

- "Participants' reactions to all of the activities were very positive and although some were better than others, the overall evaluation was excellent."
- "The school made me aware of the technological advances in jet engine design, materials, and non-destructive methods presently being used in the industry. I am now able to transmit this information gained to my students and have them receive a more realistic view of the industry practices used today."
- "We learned what we needed to know to effectively present this course to the students. The application of physics was particularly interesting to me. The class was relaxed and the instructor understood what we needed to know and work on. The instructor is able to bring in many outside experiences to supplement the presentation."
- "The TV method was excellent. I needed more basic information on options and not on hedging. The broker was interesting at times and way over my head at others."
- "Did not meet my expectations since I expected to receive more complete course guidelines."
- "This activity has resulted in a model for updating to be developed. The first is the active involvement of the Iowa Auto Instructors Association in the planning of workshops for their particular needs. A needs assessment was conducted by the group and the results were used in planning their workshop."

d. Pre-service Activities

A proposal for each of the state universities was approved, and reimbursement was made for the instruction of new teachers. A total of five courses/workshops of several sessions each were provided. Thirty-nine (39) males and 37 females participated. Teacher educators were assisted by resource persons in providing the instruction.

Results of these pre-service activities are provided in the following evaluation statements:

- "Evaluations indicated the workshop to be a productive and rewarding experience for all participants. A concern, however, was expressed as to the amount of material presented in such a short time period. Participants successfully completed workshop

their employment. The activity was judged to be highly valuable and should be continued in future years. Several participants felt that the first workshop session should be conducted prior to their entry into the classroom as an instructor. The participants also expressed the opinion that they were much more confident in their classrooms as a result of attending the New Teacher Workshop...."

- "All completers of the project attained the objectives identified for the project."

e. Funding

Funds for the reimbursement of costs to provide preservice and inservice training for vocational education personnel during FY87 were \$448,953.

3. Curriculum Development

a. Goals and Activities

Goal 8 in the State Plan provides for the following in FY87: "To improve and expand vocational education through research, demonstration, curriculum projects." During fiscal year 1987, proposals were submitted, approved, and funded to conduct activities to contribute to the following in accordance with the guidelines set forth in the State Plan:

- Develop curriculum materials to improve instructional programs
  - Business Education
  - Farm Business Management
- Continue curriculum improvement cadres
- Provide curriculum assistance system (exemplary/demonstration project)
- Provide for curriculum projects recommended by curriculum cadres and program improvement council
- Participate in entrepreneurship consortium.

b. Curriculum Projects

Six (6) curriculum projects were funded during fiscal year 1987. The projects were monitored and reviewed throughout the year by consultants of the Department of Education and members of the respective curriculum improvement cadres noted in Table 9. In addition, advisory committees established for each project provided input for necessary modification as the projects progressed.

In the process, proposals are issued, and established criteria are used in rating and selecting proposals for funding. These include assurance that procedures are utilized to eliminate sex bias and

TABLE 12

STATUS AND FUNDING OF CURRICULUM PROJECTS BY TITLE  
CONDUCTED DURING FY87

Cadre	Status of the Project				Funding in FY87
	Start FY87	Cont. FY87	Comp FY87	Extend FY88	
National Entrepreneurship Education Consortium		X		X	\$ 2,000.00
Agriculture Diversification-- Production, Marketing, and Processing of Rabbits	X	X		X	\$ 18.00
Principles of Technology Assessment	X			X	\$ 1,099.00
Develop Instructional Material Packets for Farm Management Programs		X		X	\$24,787.00
Business Education Curriculum Projects	X		X		\$26,565.00
Agriculture Vo-Ag Recordbook Computer Software		X		X	\$22,504.00
				Total	\$76,973.00

The following provides a brief description of each of the curriculum projects funded during fiscal year 1987.

1) Project Title: National Entrepreneurship Education Consortium

The Consortium was designed to provide leadership in assisting member states to upgrade the skills of entrepreneurship education/training providers and to help promote life-long learning for economic and community development. The Consortium has developed materials to assist the member states in working with vocational teacher-educators, instructors, and administrators in integrating entrepreneurship concepts into their vocational curricula.

During fiscal year 1987, Iowa has continued to utilize the assistance of the Consortium in a statewide effort to increase the awareness of vocational educators of the need for integrating these concepts into their course content. A consultant in the Bureau of Career Education attended national level entrepreneurship leadership training sessions. Information and materials obtained through these sessions and through the interchange with individuals in attendance from other states were used in furthering entrepreneurship education in the state. Information on model entrepreneurship projects and instructional materials available from the Consortium were disseminated to educators interested in and concerned with entrepreneurship education in Iowa.

The completion of the project has been delayed because of reassignment of responsibilities of the individual originally assigned to do the work. The project has progressed to the point of obtaining some background material and completing a portion of the review of literature pertaining to the subject. It will be scheduled for continuation during FY88.

3) Project Title: Principles of Technology Assessment

The purpose of the project was to create, administer, and evaluate tests to measure student progress in six units of the Principles of Technology program. The project was undertaken in conjunction with a workshop during the summer of 1986. Eighteen teachers from thirteen school districts participated in the assessment activity. The result was the creation of a pool of test items. The project staff worked with university staff members to select items from this pool and construct tests.

Tests were developed for six units and four subunits of each. The six units are force, work, rate, resistance, energy, and power; the four subunits of each are mechanical systems, fluid systems, electrical systems, and thermal systems.

After the tests were constructed, they were administered to students in the Principles of Technology program by teachers in the thirteen school districts. Answer sheets were submitted to the project staff. They were scored, and a printout of scores plus a test item analysis were returned to the schools. Test data were stored to be used on the mainframe computer in conjunction with further analysis and modification.

During FY88, modifications will be made, as deemed necessary, to improve the tests for further administration.

4) Project Title: Develop Instructional Materials Packets for Farm Management Programs

The following two of six instructional units prepared during fiscal year 1986 were reviewed and printed during fiscal year 1987:

Unit 5	Farm and Family Goals
Unit 6	Short-run Financial Planning

Inservice training on the first four instructional units was held for about thirty vocational agriculture teachers in January 1987. An additional unit--Unit 7--Using Computers in Farm and Family Management--emerged, and was partially developed during the year. The plan is to

instructional units printed thus far have been and are being implemented in schools in Iowa.

5) Project Title: Business Education Curriculum Projects

This project was undertaken to identify new curriculum content areas in the business curriculum, develop curriculum and instructional materials for the areas, and disseminate new curriculum materials to Iowa secondary and postsecondary business teachers.

Two instructional units--computer application data base and communications--written in June 1986 were printed and distributed to all business teachers in Iowa through their Iowa Business Education Association representatives. An inservice meeting was held in November to distribute the curriculum materials to the IBEA representatives and explain to them the content of the curriculum materials and the suggested procedures to be used in making their final distribution to the business teachers in their respective areas.

A team of four business education teachers, two secondary and two postsecondary, wrote a telecommunications unit of instruction in June. This unit has been printed and prepared for distribution to all Iowa business teachers in the fall of 1987. Twenty-five sets of supplementary materials were purchased for use in conjunction with the unit. These sets will be distributed to the Area Education Agency Media Centers on the basis of the number of business teachers in each area. The total telecommunications unit includes forty-three colored slides, cassette tape, and a comprehensive teacher's manual with discussion guide, student projects, and test with answers.

6) Project Title: Agriculture Vo-Ag Recordbook Computer Software

The project outcome will be a computerization of the Iowa Vo-Ag/FFA Supervised Occupational Experience Handbook for use in both secondary and postsecondary schools.

The first version of the computerized recordbook, a set of diskettes, was prepared in FY86 by a group composed of vocational agriculture instructors and representatives of the business sector and the Department of Education. It was distributed and inserviced at each of the six vocational agriculture instructor meetings held in October 1986. A presentation of the material also was made to a group of agriculture education students at Iowa State University.

Using suggestions made by the instructors and students, further update and modification was made of the first version of Supervised Agriculture Experience Records composed of five diskettes during FY87. This set of diskettes will be distributed to the Iowa vo-ag instructors at an annual conference in July 1987. Copies also will be furnished to

Goal 8 of the State Plan provides for the improvement and expansion of vocational education through research. During fiscal year 1987, a state-directed research project was funded in the amount of \$13,108. The following is a summary of the project:

**Project Title:** Conduct a Statewide Feasibility Study on the Issues Faced When Cooperation Occurs Between High Schools and Merged Area Schools in Sharing a Comprehensive Vocational Program at a Regional Site.

Personnel of one community college, one area education agency, and seven high school districts were involved in the project during FY87. Employment classification included administrators, teachers, and board members. Basic concerns were to explore ideas to improve quality and diversity of vocational education offerings in the schools in the geographical area and to explore the possibilities of providing a cooperative program of vocational education within these schools at a reduced cost.

In addition to meetings within the geographic area, a retreat of two faculty members and one administrator from one school district and a similar number from the community college was held at the National Center for Research in Vocational Education in Columbus, Ohio. Assistance and counsel was gained from members of the Center's staff.

Like projects were researched by means of ERIC at the National Center. Over three hundred examples of the project as envisioned were found. No evidence has been found to indicate that a project of this magnitude has been done previously.

"Each of the seven local high school districts as well as the AEA and merged area school agreed and unanimously expressed a 100% endorsement of the Feasibility Study's conduct."

The project will be continued in FY88.

#### 5. Exemplary/Demonstration

Goal 8 of the State Plan provides for the improvement and expansion of vocational education through exemplary/demonstration activity in the form of a curriculum assistance system funded in the amount of \$99,391 in fiscal year 1987. The following is a summary of the project:

The mission of the Iowa Curriculum Assistance System (ICAS), "is to increase the availability of (a) quality competency-based curriculum and instructional materials and (b) curriculum assistance to Iowa's vocational staff and students, and related training programs in business and industry."

"The functions of ICAS are to provide a facility and service system designed to:

1. Assess and prioritize vocational curriculum needs
2. Communicate those needs to cooperating agencies
3. Conduct catalog and computer curriculum material searches
4. Review and evaluate curriculum materials
5. Maintain a loan library of vocational curriculum materials
6. Purchase and disseminate curriculum materials
7. Adopt and adapt curriculum materials
8. Conduct curriculum inservice training
9. Coordinate curriculum training for specific disciplines
10. Measure and evaluate ICAS systems".

ICAS is a member of the National Network of Curriculum Coordination for Vocational Technical Education (NNCCVTE) and a member of the Midwest Curriculum Coordination Center (MCCC). "The major benefits of NNCCVTE and MCCC membership are the technical assistance, the communication channels, and the dissemination capabilities available through these organizations."



provides number of responses/items, number of requests, and number of participants as noted in the Report.

TABLE 13

NUMBER OF RESPONSES/ITEMS, REQUESTS, AND PARTICIPANTS  
BY ICAS SERVICE

ICAS Service	Number of Responses/ Items	Number of Requests	Number of Participants
Searches to identify curriculum and instructional materials available	613		NA
Documents sent out on loan/review	2,849	653	
Curriculum information presentations (ICAS services and how to use them)	24		456
Curriculum assistance consultations (specific curriculum development activities)	10		112
Curriculum updating workshops (curriculum design and materials in a specific program)	6		188
Statewide conferences at which ICAS display booths were set up	7		NA
Documents sold	13,194	1,503	
ICAS library holdings	3,311		
Items available from national data base (VECM)	6,000*		

\*As of June 1987

Table 14 provides data in the form of percentages pertaining to the use of ICAS services--searches, loans, and sales--by clientele group.

TABLE 14

PERCENTAGE USE OF ICAS SERVICES BY CLIENTELE GROUP

Clientele Group	ICAS Services		
	Searches	Loans	Sales
High Schools	39%	42%	35%

Iowa Department of Education contracted with the National Center for Vocational Education, Ohio State University to do the evaluation. Eleven findings were presented in the report. Six major conclusions were drawn from these findings:

- The Iowa Curriculum Assistance System (ICAS) is a viable and successful project of the Bureau of Career Education. The evaluation team believes that there is no question that ICAS should continue to be supported. It is a vital link in the Bureau of Career Education's statewide system of career education curriculum improvement.
- The leadership of the Bureau of Career Education needs to better define the roles and relationships of ICAS to other components of its statewide curriculum improvement effort.
- Formal mechanisms for policy-setting, planning, evaluation, and redirection of ICAS need to be established or strengthened.
- There is a need for the Bureau of Career Education to reexamine the role and functioning of the ICAS Advisory Council.
- ICAS operates less efficiently than it might because it does not take full advantage of available cataloging and record keeping technologies.
- There is a need to leverage the time and efforts of the ICAS staff and especially its director so that services can be expanded without overtaxing staff.

Recommendations to improve ICAS for the period 1987-1992 are presented in the Report.

In fiscal year 1987, schools were reimbursed with federal dollars for equipment purchased for use in vocational education programs and activities. Table 15 provides a summary of this reimbursement in terms of dollars distributed, categories and number of recipients, and the purpose of the equipment purchased for use in vocational education programs and activities.

TABLE 15

NUMBER OF RECIPIENTS AND REIMBURSEMENT AMOUNTS IN FEDERAL DOLLARS  
BY VOCATIONAL EDUCATION EQUIPMENT PURPOSE

Vocational Education Equipment Purpose	Number of			Reimbursement Amount in Federal Dollars
	School Districts	Area Education Agencies	Merged Area Colleges	
Tutorial and remedial assistance for disadvan- taged and handicapped students.	9	2	3	\$ 46,421.00
Program Improvement Activities	1	0	3	67,670.00
Replacement and upgrading in ongoing instructional programs	30	0	2	333,736.00
New instructional programs	23	0	2	392,991.50
Totals	53*	2*	8*	\$840,818.50

\*Unduplicated count

In the distribution of dollars to be reimbursed to schools for equipment replacement and upgrading in secondary school ongoing instructional programs, the following criteria were used:

- Relationship of total vocational enrollment to total 9-12 enrollment.
- Number of vocational programs in the district.
- LEA priority for equipment items on their list.
- Relationship of LEA program to the state's priority program ranking.
- Relative importance of the item to the occupational area.
- Adequate enrollment in approved vocational education programs.
- Number of students in approved vocational education programs.
- Present availability of equipment in the school.
- Prior efforts on the part of the school to obtain the equipment item.

The following are examples of the equipment purchased:

Microcomputers	Robots
Hard disk drives	Robot controllers
Printers	Sewing machines
Word processors	Electric ranges
Computer terminals	Welders
Programmable control panels	Benches
Electronic typewriters	Cabinets
Electronic stations	Chairs
Lab instruction systems	Greenhouses
System trainers	

The following in decreasing order were the most frequently requested items of equipment: microcomputers, printers, sewing machines, and electronic typewriters.

In regard to equipment purchased for tutorial and remedial purposes as noted in Table 14, the items were primarily microcomputers, printers, and disk drives plus software.

1. Organization and Purpose

Area Planning Councils (APCs) in Iowa are established for the purpose of coordinating the planning efforts of the area to encourage the desired accessibility, and efficiency of operation of quality programs, services, and activities which contribute to the development of general employability and specific job skills of youth and adults. Impetus for considering the use of an area-based structure for planning for vocational education originated in 1978 through recommendations from the initial State Plan Planning and Accountability Report Committee. Further consideration was provided in the Final Report of the Task Force on Vocational Education\*.

In fiscal year 1987, proposal review and funding decisions resulted in the continuation of all area planning councils representing the fifteen areas coterminous with the merged area schools boundary lines. Each of the APCs operated independently—selecting different means of organizing their respective councils, setting goals and objectives, and establishing strategies for implementation.

2. Activities

As a result of the implementation of the area planning concept, selected area planning councils reported progress in the following areas:

- a. Updated multi-year plans.
  - b. Increased awareness and public support for area planning and vocational education.
  - c. Promoted jointly administered programs.
  - d. Initiated articulation agreements between secondary and postsecondary educational institutions.
  - e. Initiated joint cooperative efforts in program planning between education and employment and training (JTPA).
  - f. Studied student characteristics, student outcomes, and area or regional demographics.
  - g. Conducted surveys of businesses to provide area programs planners with occupational information concerning current and long-range manpower requirements of employers.
-

- i. Assisted local educational agencies with their planning for career and vocational-technical education.

Technical assistance, inservice, and presentations were provided by the Department of Education staff. Many presentations were given to area planning councils to review the APC historic background and promote future goals and objectives to be accomplished. Research studies, articles, directories, and other APC related materials were distributed to the coordinators. Assessment of APC inservice needs and interest is an ongoing activity.

Future achievements of APCs depend upon the continuous involvement of area business and industry personnel, school board members, Private Industry Council members, and educators working together to improve opportunities for students. Area representatives are encouraged to develop linkages between and among community agencies and deliverers of vocational education services to increase the sharing of resources which result in more cost effective programs, services, and activities. The cumulative effects of these achievements will enhance the ability of our youth and adults to contribute to their social and economic well being.

### 3. Funding

A summary of these Area Planning Councils and the status and funding for each is shown in Table 16.

TABLE 16

STATUS AND FUNDING OF AREA PLANNING COUNCILS  
WHICH OPERATED DURING FISCAL YEAR 1987

Area Planning Council	Status of the Project		
	Cont. FY 87	Extend FY 88	Funding in FY 87
Area Planning Council 1 (Northeast Iowa Technical Institute)	X	X	12,612
Area Planning Council 2 (North Iowa Area Community College)	X	X	12,612
Area Planning Council 3 (Iowa Lakes Community College)	X	X	12,612
Area Planning Council 4 (Northwest Iowa Technical College)	X	X	12,612

Area Planning Council	Status of the Project		
	Cont. FY 87	Extend FY 88	Funding in FY 87
Area Planning Council 6 (Area Education Agency 6)	X	X	12,612
Area Planning Council 7 (Area Education Agency 7)	X	X	12,612
Area Planning Council 9 (Mississippi Bend Area Education Agency 9)	X	X	12,612
Area Planning Council 10 (Kirkwood Community College)	X	X	12,612
Area Planning Council 11 (Heartland Area Education Agency 11)	X	X	10,909
Area Planning Council 12 (Western Iowa Tech Community College)	X	X	10,772
Area Planning Council 13 (Iowa Western Community College)	X	X	12,612
Area Planning Council 14 (Southwestern Community College)	X	X	12,612
Area Planning Council 15 (Indian Hills Community College)	X	X	12,612
Area Planning Council 16 (Southeastern Community College)	X	X	12,612
Total			183,801

A. Goals and Activities

Goal 12 in the State Plan provides for the following in fiscal year 1987: "To provide, improve, and expand consumer and homemaking programs which prepare youth and adults for the occupation of homemaking." During fiscal year 1987, funding was provided for support in regard to:

- Instructional and equipment costs of new consumer and homemaking programs
- Coordination costs related to adult consumer and homemaking programs
- Instructional costs of local education agencies located in economically depressed areas
- Staff development activities for consumer and homemaking teachers
- State administration
- Student organization activities.

B. Enrollments--Depressed and Non-Depressed Areas

1. Reference is made to Table 17. At the secondary level, depressed area enrollments were 11.35 percent below the projection. They were 29 percent below the actual enrollments for fiscal year 1986. In non-depressed areas, actual secondary enrollments exceeded the projections by 36 percent. They were 30.6 percent more than actual enrollments for fiscal year 1986.

TABLE 17

PROJECTED AND ACTUAL CONSUMER AND HOMEMAKING ENROLLMENTS  
FOR FISCAL YEARS 1986 AND 1987 BY INSTRUCTIONAL LEVEL  
FOR DEPRESSED AND NON-DEPRESSED AREAS

Instructional Level	Projected Enrollments FY 1987	Actual Enrollments FY 1987
Depressed Areas		
Secondary	7,741	6,862
Adult	46,033	34,344
Sub-totals	53,814	41,206
Non-Depressed Areas		
Secondary	24,416	33,216
Adult	47,685	26,997
Sub-totals	72,101	60,213
Totals	107,915	101,419



the fiscal year 1986 actual enrollments. Non-depressed area adult enrollments were 43.38 percent below the projections. They were 10.96 percent below the actual enrollments of fiscal year 1986.

As noted in Table 16, total consumer and homemaking enrollments of 101,419 were 6 percent below the projection of 107,915. They were 2.42 percent above the actual fiscal year 1986 enrollment of 99,019.

A more specific breakdown by 6-digit CIP code and title of the data in Table 16 is provided in Table 18.

TABLE 18

PROJECTED AND ACTUAL CONSUMER AND HOMEMAKING ENROLLMENTS—BY 6-DIGIT CIP

CIP Codes & Titles	S E C O N D A R Y		A D U L T	
	Projected Enrollment '87	Actual Enrollment '87	Projected Enrollment '87	Actual Enrollment '87
20.0101 Comprehensive Consumer and Homemaking	7,656	7,024	93,758	63,341
20.0102 Child Development and Care and Guidance	3,995	4,469	0	0
20.0103 Clothing and Textiles	2,863	3,071	0	0
20.0104 Consumer Education	566	584	0	0
20.0105 Exploratory Homemaking		7,295	0	0
20.0106 Family/Individual Health	632	883	0	0
20.0107 Family Living and Parenthood	5,293	5,281	0	0
20.0108 Food and Nutrition	7,889	8,318	0	0
20.0109 Home Management	133	161	0	0
20.0110 Housing, Home Furn., and Equipment	1,299	1,331	0	0
20.0199 Cons. & Hmkg., Home Economics, Other	1,831	1,661	0	0
<b>TOTAL CONSUMER AND HOMEMAKING</b>	<b>32,157</b>	<b>40,078</b>	<b>93,758</b>	<b>61,341</b>

Total enrollment at the secondary level has increased 4,984 students over fiscal year 1986, which indicates a promising trend when compared with an increase of 1,105 students in fiscal year 1986.

consumer and homemaking programs, services, and activities which were conducted during fiscal year 1987 and for which monies were designated in the State Plan and referenced in Section IIIA of this report are noted below:

Instructional and equipment costs were reimbursed for two newly developed consumer and homemaking programs enrolling 151 female and 67 male students. One program is located in a rural and one in a metropolitan area.

Fourteen (14) adult education coordinators for consumer and homemaking were employed at 15 merged area schools. Responsibilities range from accounting, hiring, staff development, and scheduling, to evaluation and working with advisory committees.

Two staff development meetings were held during the year, and a session for this purpose was held at the state adult education conference.

Requirements for courses that are to be identified with contact hours were spelled out and discussed with liaison officers and other interested area college personnel. These requirements are to be used in computing full-time equivalent enrollment for consumer and homemaking state general aide.

Depressed area grants were awarded to 10 merged area school adult education programs. Four (4) staff development meetings for coordinators were held via telenet, and plans were made for conducting an in-depth project and needs assessment culminating in curriculum development.

Staff development activities conducted during fiscal year 1987 are included in Section II-C2 of this report pertaining to staff development projects. More specifically, the consumer and homemaking staff development projects were:

- Incorporation of Work and Family Concepts Into Vocational Education Curricula
- Workshop for Teachers and Home Economics Coordinators on Food Production Training
- Evaluation of Home Economics Programs
- Home Economics/Science Program Partnership

State administration and student organization activities are discussed in Section IIIF, Achievements in State Leadership, of this report.

1. Depressed area program coordinators were involved with public and private agencies such as the following:

Headstart Parents/Instructors (STEP)	Advisory Committee
Community Action Agencies	Social Security
WIC, WIN, ADC	Career Assistance Center
State Department of Human Services	Job Service
Area Agency on Aging	Red Cross
Coop Extension	Legal Aide
Congregate Meals Coordinators	Low Rent Housing
Adult Basic Education	Interagency Council
Foster Grandparents	Mid Sioux Opportunity
Retired Senior Volunteers	Sheltered Workshops
Homemaker Home Health Aide	Juvenile Courts
Upper Des Moines Opportunity	Vocational Rehabilitation
Northwest Iowa Mental Health	Crisis Center
Family Crisis Line	Womens Center
JTPA/ABE/GED	Small Business Development Center
Displaced Farmers Program	Salvation Army
RSVP	Heart Association
Displaced Homemaker	Family Protective Services
Single Parents	YWCA
Luthern Social Services	Credit Bureaus
Catholic Social Services	Child Guidance Center
Department of Public Health	Family Service League
Private Therapists, Counselors, Ministers	Inner City Single Parent Vocational Program
Planned Parenthood	Council on Alcoholism and Drug Abuse
Child Abuse Association	Young Womens Resource Center
Office of Housing & Urban Development	Parents Anonymous
Small Business Association	Juvenile Court
Chambers of Commerce	

2. Non-Depressed Area Joint Effort Programs

Three (3) merged area schools combined efforts with seven local education agencies to provide six occupational programs in food service and one in child care for secondary students.

E. Notable Accomplishments

Reports submitted by consumer and homemaking coordinators and instructional staff provided information concerning accomplishments in consumer and homemaking programs, services, and activities.

<u>PROGRAM TITLE AND LENGTH</u>	<u>NUMBER OF PROGRAMS</u>
Parent Growth-Parents of Preschoolers (10 weeks)	3
Parent Growth-Special Parents (12 weeks)	2
Parent-Growth Parents of Elementary Children (12 weeks)	2
Work Study-Child Development for MD Students (10 weeks)	3
TOTAL	<u>10</u>

"By the end of the 1986-87 school year, the records will show that seventy-five percent (75%) of the clients/client groups enrolled...successfully completed the program planned for them."

The following are excerpts, by objective, from reports pertaining to depressed area grants:

Learn the basics of preventative care and wellness programs, also ways to arrange for medical care for low income.

"This is a concern for families who had no medical insurance and adequate income for preventive care to learn of available alternatives. Through wellness and preventive care programs as well as making use of community resources, many individuals learned they could maintain healthy families. Five programs filled this objective. This was especially important to the farm groups, young parents and women who are struggling at a low paying job and providing for the many needs of a family."

Learn the pros and cons of community services.

"Information was exchanged during discussion periods which fulfilled this objective. Participants were always willing to share which service was available and the necessary guidelines. Some exchange programs were started as the result of mutual need which emerged from the group and were not being met in the community. Two programs addressed this objective. It was especially important to the person who was being forced to make a career change or a single parent without support from family. Participants in the young mothers groups, Dislocated Workers, Project HIRE, and students in ABE classes were especially interested in exploring these programs."

"Those who have never used community services do not know how to ask for help. This year participants were more willing to accept this information and followed through by going to the recommended agency. Programs were given in cooperation with many community service agencies, i.e., JTPA, Maternal Health, YWCA, Information and Referral, Mental Health Centers, Salvation Army, Department of Human Services, aging agencies, and Extension Service. This introduced people to personnel who would be able to assist them. Brochures were also readily available describing community service agencies and their objectives. All of the programs included some information and discussion regarding the use of specific agencies to meet individual needs."

Become aware of how important a group can be for mental health and community support.

"The unemployed face many emotional and trying experiences. Yet to plan and work into a new career they need a positive attitude and must feel good about themselves. Unemployment affects the entire family. There was definite need for support and service to maintain a balanced emotional state and family life. This topic was addressed in a variety of ways in 25 separate workshops."

To educate parents of the basic needs, behavioral habits, and emotional needs of different age children. To explore the changing family life cycle.

"Working with the Family Support Council (Child Abuse Group). Four (4) Nurturing classes were held. These were held for parents and then twice their children were invited and case study situations were established. One class was totally all child abusers who were referred from the Courts. General parenting for new parents were held in two locations. These were very well attended by both parents. Two classes featured how to deal with children of various ages and how peers affect their attitudes. A class for parents of teenagers was also held. It is interesting how 8-9 years ago we did not even schedule parenting classes because of poor attendance. Now they are welcomed and attendance is good."

To assist and/or inform those on limited incomes how to effectively budget their resources. To provide information to our economically distressed farm population on low income survival living skills.

"During our crisis all agencies in our area are cooperating together to provide information useful to those needing it. Budget classes are held through the Depressed Program; then the extension service continues by working with them on a one-to-one basis. Matura has its WIC program where we present budgeting and how to use personal resources. Many of the classes held in the foods

"This year a student of mine was in serious need of help in regard to her home life. She was a victim of child abuse and neglect. She came to me for counseling almost daily. She became so depressed and showed signs of child abuse and neglect. I recognized these signs and assisted in reporting the case. Since that time she has been placed in foster care. She is doing much better physically and emotionally now. I maintain contact with her. Weekly we have a phone conversation to keep in touch with her well-being. Since the foster home she has been placed in is outside our school district she does not attend our school any longer. The district she is in does not have an FHA chapter. So, I brought her to our annual family night and awards banquet so she could see her friends and get her award. She had changed from a very unkept appearance to a well-groomed and fashionably dressed young lady. The members were so impressed with how she changed. They were very supportive and continue to maintain contact with her through letters, phone calls, and visits. Prior to this experience I had with her I did not realize how much of an impact I can have as a teacher. There are a lot of young people who need our special attention. I am glad I was there for her to help get her life moving in a more positive direction."

"Rhonda, a student in family living and our FHA president, experienced an especially traumatic year, having had to cope with a series of drastic changes in her family status and background. Emotionally, she had as rough a time as anyone could have. With help from a unit on coping with crisis, and support from fellow FHA members, Rhonda was eventually able to focus on helping others, thereby taking the focus off her own problems. She discovered the value of a healthy self-concept after, as she herself told us, being on the brink of suicide. She researched the area, and organized a workshop on the topics of self-concept at the state meeting. At this point, Rhonda has been able to accept her parent's divorce and her sisters' single parenthood. She told me: 'I still have rough times, but I remember the good things, like FHA, and I remember that things will not always be so bad.'"

"'The Power of One' program has been initiated in our local chapter. Two students have completed units so far and presented a program to our chapter and neighboring chapter to make members more aware of it's value. The student who chose the self-improvement has accomplished her goal of weight loss and improved fitness. The member who selected the leadership model was elected president for the new year and is continuing to improve her leadership skills."

student enrolled in Creative Living, a beginning homemaking course, as a junior. He readily developed clothing and textile skills and enrolled in the semester course, clothing and textiles, as a senior. As a result he has designed and constructed denim jackets, out of used jeans, as a creative and money-making project. This has been a source of income for him and with his father temporarily unemployed has been very beneficial. He is also quite talented in art and his objective is to become a Fashion Designer. He has been accepted at a designing school in California and received the Jaycee's Scholarship toward this endeavor. He was also recognized as an outstanding Home Economics Student on Awards Night."

"One of my students at age 21 graduated this year. During her high school years she took prenatal classes, clothing, foods, and parenting from me. During this time, she also had two children, got married, dealt with an abusive spouse, and got divorced. This school year she was determined to graduate and she reached her goal by creating a stable family life for herself and her two children, coming to school every day, and working hard in her classes."

"Success Story in FHA activities: This year the FHA cosponsored a Senior Citizen's Prom with the Student Council. The main purpose of the event was to promote better public relations between the school and the senior citizens who are or were taxpayers and may not have very direct contact with the school anymore. The Student Council arranged for the Indianola Jazz Band to play music for dancing, Big Band style. They also arranged for the Industrial Arts and Art departments to set up displays of student projects. They provided tours of the Junior-Senior high complex. The FHA set up the home economics department displays and prepared and served refreshments, prom-style. The event was a huge success. Between one hundred fifty (150) and two hundred (200) senior citizens attended on a lovely May Saturday night. They looked at displays set up in the hall leading to the gym where the band was playing. Many danced. Many toured the building. The benefits were numerous. The seniors were impressed with the projects from each department, especially the variety of items indicating the variety of offerings at our school. They also loved seeing the building and its facilities and 'wanted to go into every room' to see what was going on. They were impressed about the number of computers being used in the school, especially by students in various classes. The students received so many compliments on what a nice school they were able to attend, and about the many facilities and offerings available to them. Students were amazed that 'seniors know how to dance--many of them better than we do,' and that the attitude of the seniors toward school was so positive. Perhaps the most important benefit received was the student's perceptions of what a senior citizen was like--an active, caring, able-bodied person without complaints or ailments for the most part, even though that senior may have a disability."

1. State Staff

Some activities of the two consultants on the state staff during fiscal year 1987 were:

- a. Reviewed and provided recommendations in regard to program and project proposals.
- b. Provided technical assistance to local schools in regard to consumer and homemaking programs and projects.
- c. Monitored personnel development projects.
- d. Participated in the evaluation of consumer and homemaking programs and projects, as well as Methods of Administration.
- e. Coordinated the activities of the Future Homemakers of America student organization.
- f. Coordinated the activities of the Curriculum Improvement Cadre for Home Economics.
- g. Gave presentations to teacher education classes from the three State Universities.
- h. Met with head teacher educators to establish state program priorities.
- i. Attended and participated in numerous National, State, and regional meetings including Home Economics Association, Vocational Association, FHA/HERO, Council on Family Relations, Department of Education National Conference on Home Economics, Governor's conference on Education, University Career Day, Area Planning Council, National OEA Conference held in Des Moines, and Iowa Association of Lifelong Learning. Coordinated annual state conference for home economics teachers.
- j. Provided leadership for 20 Adult Education Consumer and Homemaking program coordinators. Held three day-long staff development meetings.
- k. Developed proposal for Homemaker-Home Health Aide Training Grant which was approved and funded by the Department of Health and Human Services Department of the United States Public Health Service. State grants were awarded to 15 merged area schools which continue to be supervised and coordinated.
- l. Continued to work with the Home Economics teachers association, "Patterns for Progress." This active group is provided leadership by key leaders who are elected to represent the 15 area education agency districts. Three (3) face-to-face and one telenet meeting were held for key leaders.
- m. Among activities were development of programs of work, handbook for key leaders, as well as a telephone network and promotional brochures. Key leaders are charged with updating teachers in their local AEA districts, often accomplished during area staff development meetings.



opportunities for developing leadership skills were provided at:  
Local Meetings—typically one per month  
District Leadership Meeting—one in each of 16 FHA districts  
in the fall  
District Leadership Camps--six  
State Leadership Conference--approximately 650 youth and  
adults in attendance  
State Leadership Camp--65 youth and adults participating  
Cluster Meeting (Regional)--180 youth and adults attending  
National Leadership Conference--19 youth and adults attended

An innovation this year was to develop an FHA postcard which would increase visibility of the organization and promote communication.

Increased emphasis was placed on parliamentary procedure. Resources were collected and developed with the resulting information shared at sessions at the State Leadership Conference, State Leadership Camp, district and local meetings, and distributed at each FHA district.

The Power of One, a program for individual action and recognition to foster personal growth, was implemented.

Two person education teams are continuing their efforts. The Student Body team is concerned with health, fitness, and nutrition while improving the health of the next generation is the goal of the Families and Futures team. The latter works cooperatively with the March of Dimes. All team members receive training at the State Leadership Camp.

**FINANCIAL STATUS REPORT**  
 (Follow instructions on the back)  
 TITLE: Education, Bureau of Career  
 Location: Grimes State Office Bldg  
 Ames, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED U.S. Department of Education Vocational Education Basic Grant Summary, Title II		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002650	OMB Approved No. 0348-0001	PAGE 1
4. EMPLOYER IDENTIFICATION NUMBER 1426004525A1		5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	7. BASIS <input checked="" type="checkbox"/> C
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY 87		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/86 TO (Month, day, year) 6/30/87		

FUNCTIONS/ACTIVITIES	STATUS OF FUNDS					(e)	(f)	
	(a) STATE ADMINISTRATION	(b) SEX EQUITY COORDINATION	(c) TITLE II - PART A	(d) TITLE II - PART B	(g)			
Previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-				\$
Report period	946,023	52,115	15,048,880	8,877,235				24
Income credits	-0-	-0-	-0-	-0-				
Report period	946,023	52,115	15,048,880	8,877,285				24
State	946,023	52,115	15,048,880	8,877,285				24
State share of outlays	473,012		11,382,596	5,858,990				17
State share of outlays	473,011	52,115	3,666,284	3,018,295				7
Unliquidated obligations								
State share of unliquidated obligations on line h								
Unliquidated obligations								
State share of outlays and obligations								7,2
Amount of Federal funds								9,2
State share of Federal funds								2,0

RATE  
 "A" in appropriate box)  PROVISIONAL  PREDETERMINED  FINAL  FIXED

g. BASIS      j. TOTAL AMOUNT      k. FEDERAL SHARE

13. CERTIFICATION  
 I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
*David Bechtel*  
 TYPE OR PRINTED NAME AND TITLE  
 David Bechtel, Acting Dir  
 Dept. of Education

DATE REPORT SUBMITTED  
 12/29/86  
 TELEPHONE NUMBER AND EXTENSION  
 515/28

**FINANCIAL STATUS REPORT**  
(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED  
U.S. Department of Education  
Vocational Education, Title II and Title III

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER  
E002650  
E002647, E002653

3. OMB Approved No. 0348-0031

4. EMPLOYER IDENTIFICATION NUMBER  
1426004525A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT  
 YES  NO

7. BASIS

8. PROJECT/GRANT PERIOD (See instructions)  
FROM (Month, day, year) TO (Month, day, year)  
FY 87

9. PERIOD COVERED BY THIS REPORT  
FROM (Month, day, year) TO (Month, day, year)  
7/1/86 6/30/87

FUNCTIONS/ACTIVITIES	STATUS OF FUNDS					
	(a) GUIDANCE	(b) LOCAL ADMINISTRATION	(c) LEP	(d) TITLE II IN DEPLETED AREAS	(e) TITLE II TO ELIGIBLE RECIPIENT	(f)
Previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	
This report period	486,931	1,695,964	61,261	16,472,217	19,482,460	
Income credits	-0-	-0-	-0-	-0-	-0-	
This report period (line e)	486,931	1,695,964	61,261	16,472,217	19,482,460	
date (line d)	486,931	1,695,964	61,261	16,472,217	19,482,460	
Local share of outlays		1,636,935				
Local share of outlays (line f)	248,502	59,029	15,108	3,411,338	6,088,481	
Unliquidated obligations						
Local share of unliquidated obligations on line h						
Unliquidated obligations						
Local share of outlays and obligations						
Local amount of Federal funds						
Balance of Federal funds						

10. RATE  
 PROVISIONAL  PREDETERMINED  FINAL  FIXED  
 "X" in appropriate box

11. CERTIFICATION  
 I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

12. SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
 David H. Bechtel  
 David Bechtel, Acting Dir  
 Dept. of Education

13. DATE OF SUBMITTAL  
 12/87

14. TELEPHONE NUMBER  
 515/

**FINANCIAL STATUS REPORT**  
(Follow instructions on the back)

1. AGENCY NAME AND COMPLETE ADDRESS (including ZIP code)  
 Department of Education, Bureau of Career  
 Education, Grimes State Office Bldg.  
 Ames, IA 50319

2. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED  
 U.S. Department of Education  
 Vocational Education Consumer and Home-making, Title III, Part B

3. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER  
 E002653

OMB Approved  
 No. 0348-0001

4. EMPLOYER IDENTIFICATION NUMBER  
 7426004525A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT  
 YES  NO

7. PROJECT/GRANT PERIOD (See instructions)  
 FROM (Month, day, year) TO (Month, day, year)  
 FY 87

8. PERIOD COVERED BY THIS REPORT  
 FROM (Month, day, year) TO (Month, day, year)  
 7/1/86 6/30/87

**STATUS OF FUNDS**

FUNCTIONS/ACTIVITIES	(a) PROGRAMS III NON-DEPRESSED	(b) PROGRAMS III DEPRESSED	(c)	(d) STATE LEADERSHIP	(e) STATE ADMINISTRATION	(f)	(g)
Previously reported	\$ -0-	\$ -0-		\$ -0-	\$ -0-		\$
For report period	309,730	502,496		-0-	45,182		85
Income credits	-0-	-0-		-0-	-0-		
For report period (line e)	309,730	502,496		-0-	45,182		85
Balance (line d)	309,730	502,496		-0-	45,182		85
Federal share of outlays					22,591		53
Federal share of outlays (line f)	111,124	192,040		-0-	22,591		32
Unliquidated obligations							
Federal share of unliquidated obligations (line h)							
Unliquidated obligations							
Federal share of outlays and obligations							32
Amount of Federal funds							37
Balance of Federal funds							50

9. RATE  
 PROVISIONAL  PREDETERMINED  FINAL  FIXED

10. BASE

11. TOTAL AMOUNT

12. FEDERAL SHARE

13. CERTIFICATION  
 I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
*David H. Bechtel*  
 TYPED OR PRINTED NAME AND TITLE  
 David Bechtel, Acting Dir.  
 Dept. of Education

DATE REPORT SUBMITTED  
 12/29/87  
 TELEPHONE NUMBER AND EXTENSION  
 515/28

**FINANCIAL STATUS REPORT**

(Follow instructions on the back)  
 ORIGINATOR (Name and complete address, including ZIP code)  
 Education, Bureau of Career  
 on, Grives State Office Bldg.  
 nes, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED  
 U.S. Department of Education  
 Vocational Education Community-Based Organizations, Title III, Part A

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER  
 E002647

OMB Approved (No. 0348-0001)

3. EMPLOYER IDENTIFICATION NUMBER  
 1426004525A1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

5. FINAL REPORT  
 YES  NO

6. BASIS

7. PROJECT/GRANT PERIOD (See instructions)  
 FROM (Month, day, year) FY 87 TO (Month, day, year)

8. PERIOD COVERED BY THIS REPORT  
 FROM (Month, day, year) 7/1/86 TO (Month, day, year) 6/30/87

FUNCTIONS/ACTIVITIES -	(a) STATE ADMINISTRATION	STATUS OF FUNDS					
		(b)	(c)	(d)	(e)	(f)	(g)
Previously reported	\$ -0-	\$	\$	\$	\$	\$	\$
During report period	-0-						32,
Income credits	-0-						
During report period (line e)	-0-						32,
Balance (line d)	-0-						32,
Federal share of outlays	-0-						
Federal share of outlays (line f)	-0-						31,
Unliquidated obligations							
Federal share of unliquidated obligations (line h)							
Unliquidated obligations							
Federal share of outlays and obligations							31,
Amount of Federal funds							86,
Balance of Federal funds							55,

12. RATE  
 "X" in appropriate box)  PROVISIONAL  PREDETERMINED  FINAL  FIXED

13. CERTIFICATION  
 I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

14. SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
 David Bechtel, Acting Dir  
 Dept. of Education

15. DATE REPORT SUBMITTED  
 12/29/86

16. TELEPHONE NUMBER  
 515/281-1111

**FINANCIAL STATUS REPORT**  
(Follow instructions on the back)

RELATION (Name and complete address, including ZIP code)  
 Education, Bureau of Career  
 on, Grimes State Office Bldg.  
 nes, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED  
 U.S. Department of Education  
 Vocational Education Ouse Grant, Title II, Part D

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER  
 E002650

3. OMD Approved No. 0348-0001

4. EMPLOYER IDENTIFICATION NUMBER  
 1426004525A

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT  
 YES  NO

7. BASIS  
 1

8. PROJECT/GRANT PERIOD (See instructions)  
 FROM (Month, day, year) TO (Month, day, year)  
 FY 87

9. PERIOD COVERED BY THIS REPORT  
 FROM (Month, day, year) TO (Month, day, year)  
 7/1/86 6/30/87

FUNCTIONS/ACTIVITIES	STATUS OF FUNDS					
	(a) CURRICULUM DEVELOPMENT	(b) STAFF DEVELOPMENT	(c) PROGRAM IMPROVEMENT	(d)	(e)	(f)
Previously reported	\$ -0-	\$ -0-	\$ -0-			
This report period	185,413	642,088	8,049,784			
Income credits	-0-	-0-	-0-			
This report period (line e)	185,413	642,088	8,049,784			
date (line d)	185,413	642,088	8,049,784			
Actual share of outlays	39,405	282,791	5,536,794			
Share of outlays (line f)	146,008	359,297	2,512,990			
Unliquidated obligations						
Actual share of unliquidated obligations (line h)						
Unliquidated obligations						
Share of outlays and obligations						
Actual amount of Federal funds						
Balance of Federal funds						

10. RATE OF RATE  
 "X" in appropriate box  PROVISIONAL  PREDETERMINED  FINAL  FIXED

e. BASE

f. TOTAL AMOUNT

g. FEDERAL SHARE

11. CERTIFICATION  
 I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
*David Bechtel*  
 TYPED OR PRINTED NAME AND TITLE  
 David Bechtel, Acting Dir.  
 Dept. of Education

DATE REPORT SUBMITTED  
 12/1/86

TELEPHONE NUMBER  
 515/

**FINANCIAL STATUS REPORT**  
(Follow instructions on the back)

ORGANIZATION (Name and complete address, including ZIP code)  
 Department of Education, Bureau of Career  
 Education, Grimes State Office Bldg.  
 Ames, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED U.S. Department of Education Vocational Education Basic Grant, Title II, Part A		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002650		3. OMD Approved No. 0348-0001	
4. EMPLOYER IDENTIFICATION NUMBER 1426004525A1		5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER		6. FINAL REPORT <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
7. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY 87		8. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/86		9. TO (Month, day, year) 6/30/87	

S/FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						
	(a) HANDICAPPED	(b) DISADVANTAGED	(c) ADULTS	(d) SINGLE PARENTS	(e) SEX BIAS	(f) CONNECTIONS	
previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$
for this report period	1,750,593	2,564,557	9,621,676	706,126	206,182	199,746	
minus income credits	-0-	-0-	-0-	-0-	-0-	-0-	
for this report period (as line c)	1,750,593	2,564,557	9,621,676	706,126	206,182	199,746	
to date (line d)	1,750,593	2,564,557	9,621,676	706,126	206,182	199,746	
Federal share of outlays	1,141,901	1,371,326	8,659,106				
Federal share of outlays (line f)	608,692	1,193,231	962,570	643,211	179,903	78,677	
Unliquidated obligations							
Federal share of unliquidated obligations (line h)							
Balance of unliquidated obligations							
Federal share of outlays and obligations							
Net amount of Federal funds							
Balance of Federal funds							

13. CERTIFICATION  
 I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

14. SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
 David H. Bechtel  
 David Bechtel, Acting Dir  
 Dept. of Education

15. DATE REPORT SUBMITTED  
 12/21/86

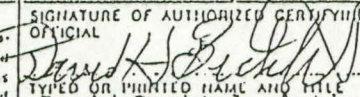
16. TELEPHONE NUMBER  
 515/281-5152

4-1-1986

**FINANCIAL STATUS REPORT**  
(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED U.S. Department of Education Vocational Education Basic Grant Summary, Title II		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002670		3. OMD Approved No. 0348-0001
4. EMPLOYER IDENTIFICATION NUMBER 1426004525A1		5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. B...
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY 86		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/86 TO (Month, day, year) 6/30/87		

5. FUNCTIONS/ACTIVITIES	STATUS OF FUNDS					(f)	(g)
	(a) STATE ADMINISTRATION	(b) SEX EQUITY COORDINATION	(c) TITLE II - PART A	(d) TITLE II - PART U	(e)		
previously reported	\$ 1,049,873	\$ 57,616	\$ 16,551,188	\$ 7,442,620			\$ 2
this report period	-0-	2,384	2,563,076	1,203,700			
in income credits	-0-	-0-	-0-	-0-			
this report period (line c)	-0-	2,384	2,563,076	1,203,700			
to date (line d)	1,049,873	60,000	19,114,264	8,646,320			28
federal share of outlays	524,937		13,935,011	4,739,169			19
share of outlays (line f)	524,936	60,000	5,179,253	3,907,151			9
unliquidated obligations							
federal share of unliquidated obligations on line h							
of unliquidated obligations							
share of outlays and obligations							9
total amount of Federal funds							9
balance of Federal funds							

11. CERTIFICATION I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.	SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  TYPED OR PRINTED NAME AND TITLE David Bechtel, Acting Dir Dept. of Education	DATE OF SUBMITTAL 12/2/86 TELEPHONE NUMBER 515/...
12. RATE OF RATE (Mark "X" in appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED	I. BASE J. TOTAL AMOUNT K. FEDERAL SHARE	



**FINANCIAL STATUS REPORT**

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED U.S. Department of Education Vocational Education Basic Grant, Title II, Part A		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002670		3. OIGD Approval No. 0348 0001
4. EMPLOYER IDENTIFICATION NUMBER 142600452A1		5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER		6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
7. ORGANIZATION (Name and complete address, including ZIP code) Department of Education, Bureau of Career Education, Grimes State Office Bldg., Ames, IA 50319		8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY 86 TO (Month, day, year)		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/86 TO (Month, day, year) 6/30/86

**STATUS OF FUNDS**

US/FUNCTIONS/ACTIVITIES	(a) HANDICAPPED	(b) DISADVANTAGED	(c) ADULTS	(d) SINGLE PARENTS	(e) SEX DIAS	(f) CONNECTIONS
as previously reported	\$ 2,796,596	\$ 3,635,132	\$ 9,090,210	\$ 629,803	\$ 166,972	\$ 232,475
as this report period	478,373	1,182,110	487,929	226,182	174,847	13,635
Program Income credits as this report period (rows line e)	-0-	-0-	-0-	-0-	-0-	-0-
as to date (row line d)	3,274,969	4,817,242	9,578,139	855,985	341,819	246,110
Federal share of outlays (row line f)	2,366,328	2,818,232	8,487,771			
State share of outlays (row line g)	908,641	1,999,010	1,090,368	772,344	318,025	90,865
Unliquidated obligations						
Federal share of unliquidated shown on line h						
State share of unliquidated obligations						
Total share of outlays and obligations						
Relative amount of Federal funds						
Balance of Federal funds						

TYPE OF RATE  
Place "1" in appropriate box)  PROVISIONAL  PREDETERMINED  FINAL  FIXED

10. a. BASE b. TOTAL AMOUNT c. FEDERAL SHARE

11. CERTIFICATION  
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
*David N. Bechtel*  
TYPED OR PRINTED NAME AND TITLE  
David Bechtel, Acting Dir.  
Dept. of Education

DATE SUBMITTED  
12/2  
FILE NUMBER  
515/

# FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED  
 U.S. Department of Education  
 Vocational Education Basic Grant, Title II, Part D

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER  
 E002670

OMB Approved  
 No. 0348-0001

3. ORGANIZATION (Name and complete address, including ZIP code)

Department of Education, Bureau of Career  
 Education, Grimes State Office Bldg.,  
 Ames, IA 50319

4. EMPLOYER IDENTIFICATION NUMBER  
 1426004525A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT  
 YES  NO

7.

8. PROJECT/GRANT PERIOD (See instructions)

FROM (Month, day, year)  
 FY 86

TO (Month, day, year)  
 7/1/86

9. PERIOD COVERED BY THIS REPORT

TO (Month, day, year)  
 6/30/86

## STATUS OF FUNDS

US/FUNCTIONS/ACTIVITIES	(a) CURRICULUM DEVELOPMENT	(b) STAFF DEVELOPMENT	(c) PROGRAM IMPROVEMENT	(d)	(e)	(f)
Days previously reported	\$ 231,031	\$ 449,926	\$ 6,761,663			
Days this report period	-0-	-0-	1,203,700			
Program income credits	-0-	-0-	-0-			
Days this report period (minus line c)	-0-	-0-	1,203,700			
Days to date (plus line d)	231,031	449,926	7,965,363			
Federal share of outlays	14,550	43,278	4,681,341			
State share of outlays (minus line f)	216,481	406,648	3,284,022			
Unliquidated obligations						
Federal share of unliquidated obligations shown on line h						
State share of unliquidated obligations						
Federal share of outlays and unliquidated obligations						
Relative amount of Federal funds						
Unliquidated balance of Federal funds						

10. TYPE OF RATE  
 (Place "X" in appropriate box)  PROVISIONAL  PREDETERMINED  FINAL  FIXED

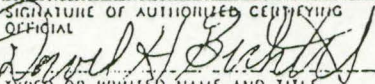
11. RATE

12. DATE

13. TOTAL AMOUNT

14. FEDERAL SHARE

15. CERTIFICATION  
 I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
  
 TYPED OR PRINTED NAME AND TITLE  
 David Bechtel, Acting Dir  
 Dept. of Education

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED  
 U.S. Department of Education  
 Vocational Education Community-Based Organization, Title III, Part A

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER

3. EMPLOYER IDENTIFICATION NUMBER

4. EMPLOYEE IDENTIFICATION NUMBER

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT

7. PERIOD COVERED BY THIS REPORT  
 FROM (month, day, year) TO (month, day, year)

8. PROJECT/GRANT PERIOD (See instructions)  
 FROM (month, day, year) TO (month, day, year)

9. SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
 David Bechtel, Acting Dir.  
 Dept. of Education

10. DATE  
 12/12/81

11. CERTIFICATION  
 I certify to the best of my knowledge and belief that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

12. FEDERAL SHARE OF OULAYS AND UNLIQUIDATED OBLIGATIONS  
 a. FEDERAL SHARE  
 b. BASE  
 c. TOTAL AMOUNT

MS/FUNCTIONS/ACTIVITIES	STATE	ADMINISTRATION	PREVIOUSLY REPORTED	THIS REPORT PERIOD	FORM INCOME CREDITS	THIS REPORT PERIOD	THIS REPORT PERIOD	FEDERAL SHARE OF OULAYS	FEDERAL SHARE OF OULAYS	UNLIQUIDATED OBLIGATIONS	FEDERAL SHARE OF UNLIQUIDATED OBLIGATIONS	SHOWN ON LINE B	UNLIQUIDATED OBLIGATIONS	UNLIQUIDATED OBLIGATIONS	ACTIVE AMOUNT OF FEDERAL FUNDS	Balance of Federal Funds
(1)			\$ N/A	N/A	N/A	N/A	N/A	N/A	N/A							
(2)			\$													
(3)			\$													
(4)			\$													
(5)			\$													
(6)			\$													
(7)			\$													
(8)			\$													
(9)			\$													
(10)			\$													
(11)			\$													
(12)			\$													

13. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED

14. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER

15. EMPLOYER IDENTIFICATION NUMBER

16. EMPLOYEE IDENTIFICATION NUMBER

17. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

18. FINAL REPORT

19. PERIOD COVERED BY THIS REPORT  
 FROM (month, day, year) TO (month, day, year)

20. PROJECT/GRANT PERIOD (See instructions)  
 FROM (month, day, year) TO (month, day, year)

21. SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

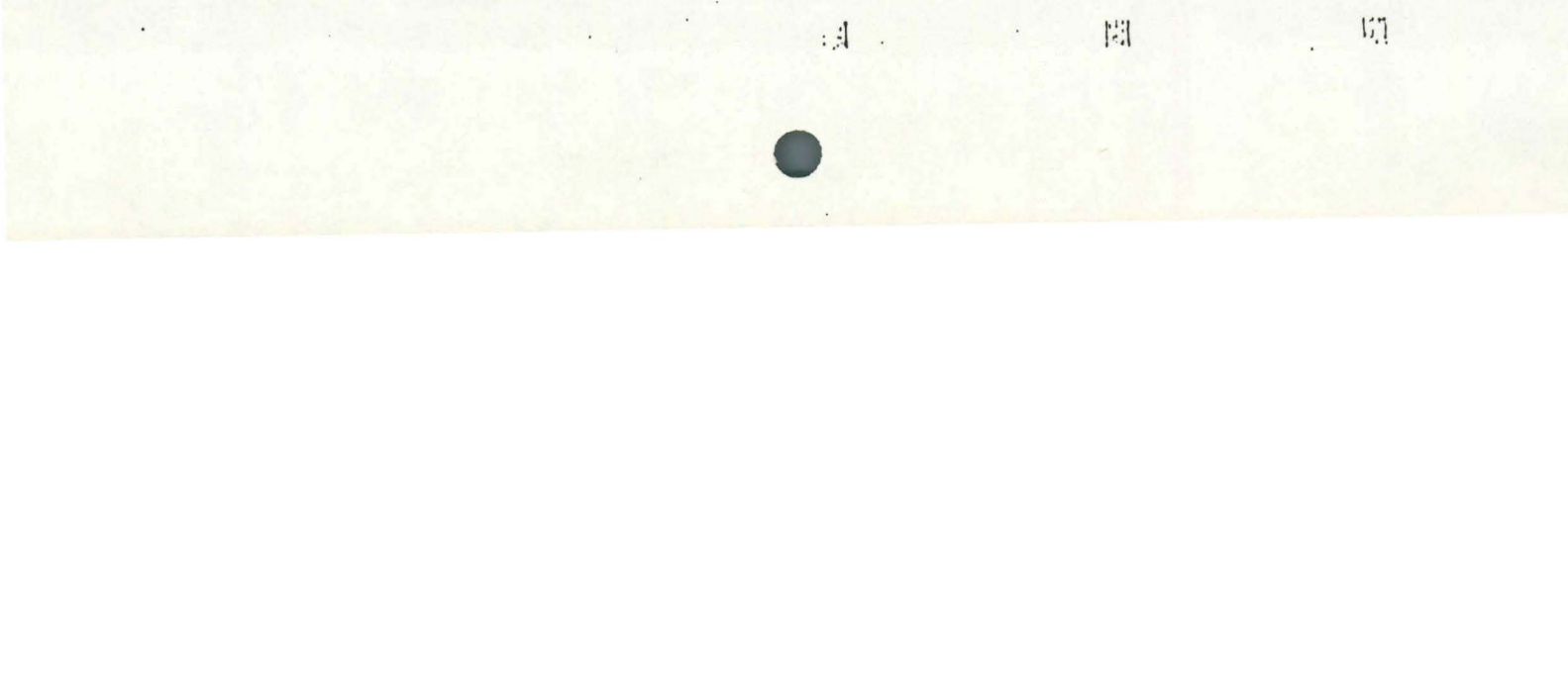
22. DATE

23. CERTIFICATION

24. FEDERAL SHARE OF OULAYS AND UNLIQUIDATED OBLIGATIONS

FINANCIAL STATUS REPORT

(Follow instructions on the back)



**FINANCIAL STATUS REPORT**

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED U.S. Department of Education Vocational Education Consumer and Homemaking, Title III, Part B		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002674	OLD Approved No. 0348 0001
4. EMPLOYER IDENTIFICATION NUMBER 1426004525A1		5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
7. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) TO (Month, day, year) FY 86		8. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) TO (Month, day, year) .7/1/86 6/30	

**STATUS OF FUNDS**

US/FUNCTIONS/ACTIVITIES	(a) PROGRAMS IN NON DEPLETED	(b) PROGRAMS IN DEPLETED	(c)	(d) STATE LEADERSHIP	(e) STATE ADMINISTRATION	(f)
Days previously reported	\$ 211,665	\$ 708,794	\$	\$ -0-	\$ 47,212	\$
Days this report period	25,986	-0-		-0-	-0-	
Program income credits	-0-	-0-		-0-	-0-	
Days this report period (views line c)	25,986	-0-		-0-	-0-	
Days to date (views line d)	237,651	708,794		-0-	47,212	
Federal share of outlays					23,606	
Federal share of outlays (views line f)	124,743	245,086		-0-	23,606	
Unliquidated obligations						
Federal share of unliquidated (shown on line h)						
Share of unliquidated obligations						
Federal share of outlays and unliquidated obligations						
Relative amount of Federal funds						
Unliquidated balance of Federal funds						

TYPE OF RATE  
Place "X" in appropriate box)  PROVISIONAL  PREDETERMINED  FINAL  FIXED

6. DATE

J. TOTAL AMOUNT

K. FEDERAL SHARE

Mark any expenditures deemed necessary or information required by Federal sponsoring agency in compliance with statute.

13. CERTIFICATION  
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
*David H. Bechtel*  
TYPED OR PRINTED NAME AND TITLE  
David Bechtel, Acting Dir  
Dept. of Education

DATE SUBMITTED  
12/

TELEPHONE NUMBER  
515

**FINANCIAL STATUS REPORT**

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED U.S. Department of Education Vocational Education, Title II and Title III		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002670, E002674	OMD Approval No. 0348 0031
3. EMPLOYER IDENTIFICATION NUMBER 1426004525A1		4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	5. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
6. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY 86 TO (Month, day, year)		7. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/86 TO (Month, day, year) 6/30/86	

8. ORGANIZATION (Name and complete address, including ZIP code)  
Department of Education, Bureau of Career  
Education, Grimes State Office Bldg.  
Des Moines, IA 50319

LINES/FUNCTIONS/ACTIVITIES >	STATUS OF FUNDS					(f)	(g)
	(a) GUIDANCE	(b) LOCAL ADMINISTRATION	(c) LEP	(d) TITLE III DEPRIESED AREAS	(e) TITLE II TO ELIGIBLE RECIPIENT		
Days previously reported	\$ 375,257	\$ 2,395,555	\$ 356,427	\$ 12,227,142	\$ 21,887,954		
Days this report period	121,504	180,658	28,236	9,763,802	19,900,487		
Program Income credits	-0-	-0-	-0-	-0-	-0-		
Days this report period (minus line e)	121,504	180,658	28,236	9,763,802	19,900,487		
Days to date (plus line d)	496,761	2,576,213	384,663	21,990,944	41,788,441		
Federal share of outlays		2,362,693					
Local share of outlays (minus line f)	430,844	213,520	138,810	4,377,487	8,490,310		
Unliquidated obligations							
Federal share of unliquidated obligations shown on line h							
Local share of unliquidated obligations							
Local share of outlays and unliquidated obligations							
Relative amount of Federal funds							
Unliquidated balance of Federal funds							

9. TYPE OF RATE (Place "1" in appropriate box)  PROVISIONAL  PREDETERMINED  FINAL  FIXED

10. a. BASE b. TOTAL AMOUNT c. FEDERAL SHARE

11. CERTIFICATION  
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  
*David H. Bechtel*  
TYPED OR PRINTED NAME AND TITLE  
David Bechtel, Acting Dir  
Dept. of Education

DATE SUBMITTED 12  
TELEPHONE NUMBER 51