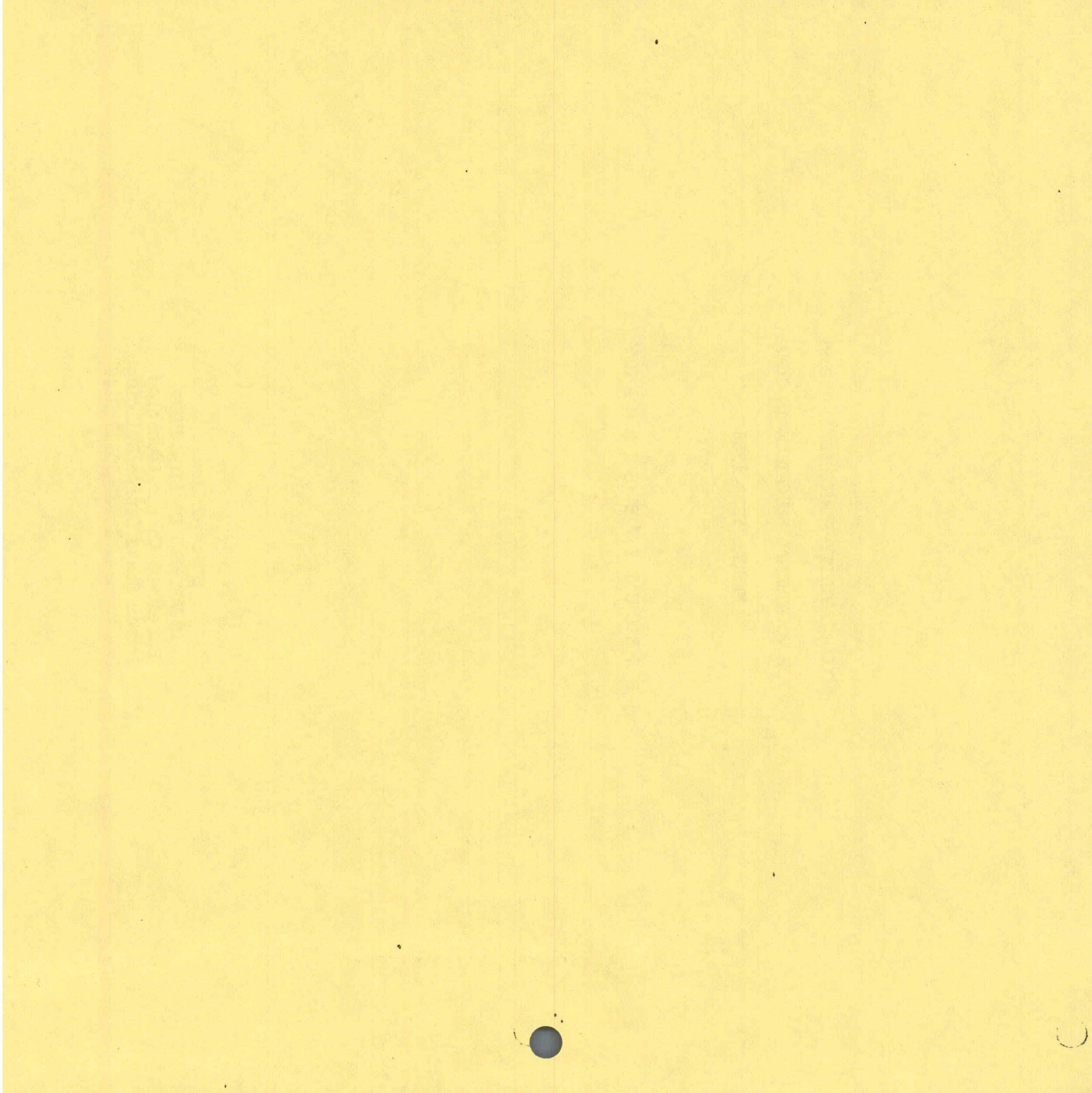


ACCOUNTABILITY-PERFORMANCE REPORT
FOR VOCATIONAL EDUCATION IN IOWA
FISCAL YEAR 1986

EXECUTIVE SUMMARY

State of Iowa
DEPARTMENT OF EDUCATION
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VOCATIONAL EDUCATION IN IOWA—FISCAL YEAR 1986
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INTRODUCTION

As the name implies, the Accountability-Performance Report reflects the effort of the total vocational education system to be accountable for its performance in effectively utilizing federal, state, and local vocational education funds, and in developing and strengthening linkages and partnerships with other public funding sources, as well as the private sector.

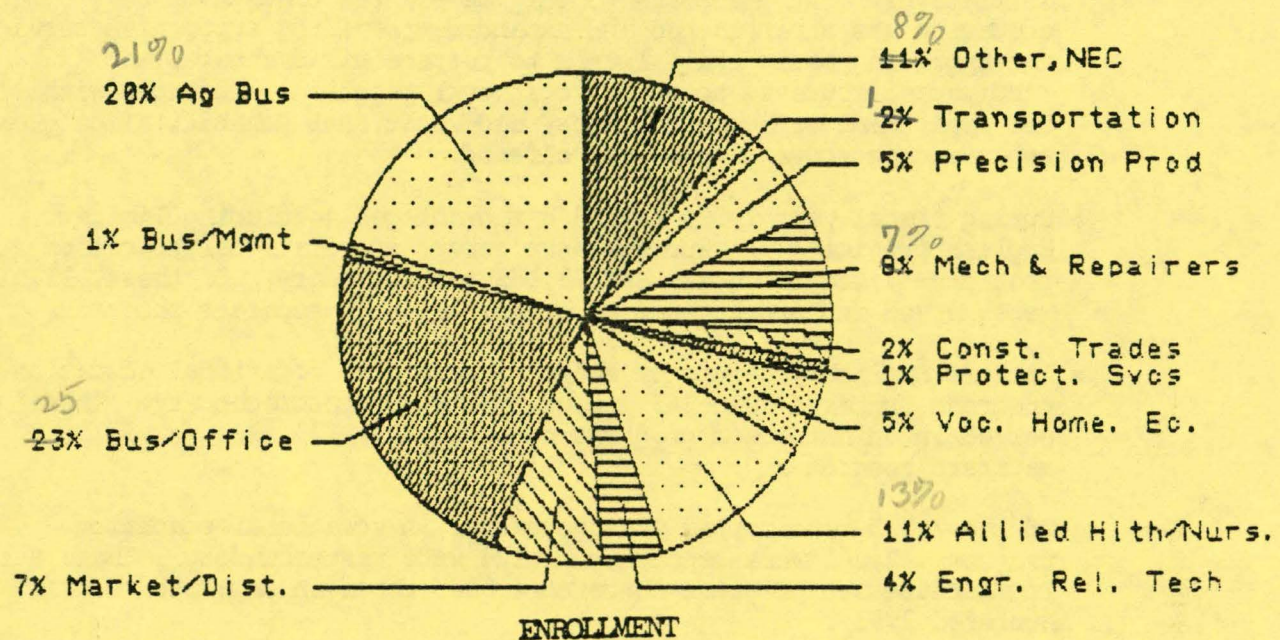
The Accountability-Performance Report is comprised of three separate sections: (1) the Accountability Section describes programmatic accomplishments primarily through use of nonfederal vocational education funds; (2) the Performance Section describes programmatic accomplishments primarily through use of Carl D. Perkins Vocational Education Act (P.L. 98-524) funds; (3) the Financial Section identifies the distribution of federal and nonfederal vocational education funds during fiscal year 1986.

In format, this Executive Summary is arranged according to the purposes set forth under the Statement of Purpose of the Carl D. Perkins Vocational Education Act. These stated purposes are pertinent to all aspects of vocational education, and the Executive Summary will indicate, in condensed form, the extent to which those purposes were accomplished via Iowa vocational education programs, services, and activities during fiscal year 1986.

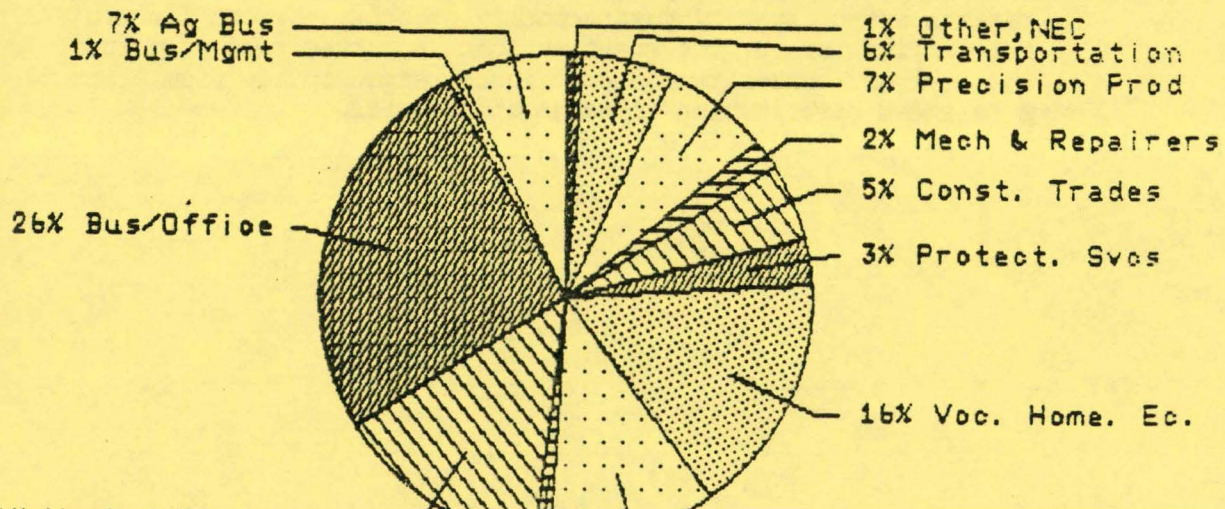
I. Meeting the Needs of Iowa's Existing and Future Work Force

- Labor demand and supply data were acquired through the Occupational Information Network (OIN), which is coordinated by the Iowa State Occupational Information Coordinating Committee (ISOICC). Labor demand and labor supply projections were then made for fiscal year 1986, for each major vocational education area.
- For comparison purposes, the distribution of employment in Iowa's varied business and industry enterprises was converted to those same occupational areas—so that the actual distribution of Iowa employment could be directly compared to the distribution of enrollment among the various vocational education areas. Observations of the chart on page 3 of this summary will reveal that, although some discrepancies exist, substantial progress is being made to respond to the identified needs of Iowa's employers.
- Student needs were identified through the Student Interest Survey and the information on student needs furnished with the annual applications.
- During the five years from fiscal year 1982 to fiscal year 1986, the Iowa Labor Force declined by 5 percent from 1,395,000 in 1982 to 1,328,000 in the 11-month period from January–November, 1986. Conversely, overall vocational education enrollments have increased proportionately. In 1982, vocational education enrollments (excluding Consumer and Homemaking) comprised 4.2 percent of the labor force; while in fiscal year 1986, that proportion had increased to 5.3 percent.
- Following labor market trends, and in accordance with program planning, enrollments in declining areas such as production agriculture have decreased significantly; while enrollments in expanding areas such as Business and Office have substantially increased.
- In fiscal year 1986, 367 of Iowa's secondary public school districts offered one or more vocational education program, four more than in fiscal year 1985. Many of the smaller districts participated in jointly administered (shared) programs, usually through arrangements between several secondary schools and the merged area school. Seventy-one (71) different districts participated in such sharing in fiscal year 1986.
- Vocational student organizations provided opportunities for leadership and for learning to accept widely varied responsibilities for a total of 19,028 secondary and 8,307 vocational education students in the major occupational areas.

LABOR DEMAND VS. ACTUAL ENROLLMENTS - FY 1986



LABOR DEMAND VS. ACTUAL ENROLLMENTS - FY 1986



- Many innovative programs and projects designed to improve services to the disadvantaged and handicapped functioned in fiscal year 1986, including linking local educational agencies with area education agencies to plan varied services; pooling of funds between secondary schools; special career planning and transition services workshops and projects; and development of a guide entitled "Individualized Career Initiatives." At the postsecondary level, the concept of developmental education was strengthened and expanded—providing supportive services and upgrading basic skill levels to prepare disadvantaged and handicapped students to enter vocational programs. Linkages with JTPA, the Department of Human Services, and Vocational Rehabilitation greatly expanded the scope of services offered.
- During fiscal year 1986, 22,663 disadvantaged (excluding limited English proficiency) students were served in vocational education programs—4,480 secondary and 18,183 postsecondary. Of these, 15,519 were served in mainstreamed programs, 7,144 in separate programs.
- Limited English proficiency students served in vocational education programs numbered 804—345 secondary and 459 postsecondary. Those served in mainstreamed programs numbered 469; 335 were served in separate programs.
- Of the 7,805 handicapped persons served in vocational education programs, 2,681 were secondary, 5,124 were postsecondary. Those served in mainstreamed programs numbered 4,888; those in separate programs numbered 2,917.
- Three (3) postsecondary institutions provided programs and services for inmates in as many correctional facilities; the total number served was 472.
- During fiscal year 1986, 1,348 displaced homemakers were served in vocational education programs—3 were served in secondary programs, 1,345 in postsecondary programs. Over 1,000 of these were served in centers established by postsecondary schools. Except for two metropolitan areas, the greatest numbers served came from rural Iowa. The greatest concentration of clients ranged in age from 21 to 50, with a balanced distribution of males and females.

and Partnership Act (JTPA) programs and activities through a variety of collaborative arrangements and projects, including: A JTPA Task Force in the Department of Education; joint Private Industry Council (PIC) and Area Planning Council (APC) planning efforts; linkages of funds for specific training projects; and joint funding arrangements for services to incarcerated individuals in correctional institutions.

- Advisory committees of knowledgeable business and industry representatives consulted with local vocational education planners in initiating new programs (including identifying needed competencies, relevant equipment, materials and supplies, etc.), and in evaluating and updating existing programs.
- Partnerships with the private sector also included business and industry enterprises furnishing work stations and supervision to cooperative education programs.
- Iowa's business and industry enterprises utilized customized educational programs (16 firms with New and Expanding Business and Industry Training [NEBIT] with 573 enrollees); 44 firms, 2,307 enrollees in Productivity Enhancement programs; and 17 firms, 1,297 enrollees in Retraining and Upgrading activities) to help increase productivity and enhance Iowa's economy.

IV. Improve Vocational Student's Academic Foundations and Application of Technology

- Application of academic foundations (mathematics, communication, problem-solving, etc.) was included in the articulation projects coordinated by many of the Area Planning Councils as well as being integrated into the curriculum of many different vocational education instructional programs. Projects such as Principles of Technology were implemented to introduce technological concepts to students in an applied context.

customized, education programs, tailored to the needs of the employers and the trainees.

- Altogether 208,367 adults took part in widely diversified adult supplementary education programs in many different occupational areas, including apprenticeship, Young Farmer/Adult Farmer, and relicensing/recertification activities. Most of these activities (excluding Young Farmer/Adult Farmer) utilized the 12 percent Adult Training and Retraining federal funds, and were conducted by the 15 merged area vocational schools/community colleges and two large secondary schools.

VI. Assist Economically Depressed Areas

- In Consumer and Homemaking programs 43,267 students from economically depressed areas (9,665 secondary, 33,602 adults) participated in specially designed projects to improve home environments, use management principles to achieve individual and family goals, increase decision-making and time management skills, and increase coping skills in managing stress and dealing with change.
- Many specially-designed activities involving the disadvantaged and handicapped displaced homemakers, and single parents and homemakers were targeted to students residing in economically depressed areas.
- In planning for the distribution of federal vocational education in fiscal year 1986, secondary districts and merged area schools from economically depressed areas were identified and designated to receive a higher percentage of the available funds than were districts and area schools from non-economically depressed areas.

- Staff development--a wide range of personnel development activities were conducted, including technical updates; establishing and operating a teacher occupational competency assistance center; enhancing instructors', counselors', and administrators' abilities to serve the disadvantaged and handicapped; introducing entrepreneurship concepts and curriculum materials; and assisting teachers, formerly with business and industry.

- During fiscal year 1986, 82 individuals participated in pre-service vocational education workshops; in excess of 5,000 individuals participated in inservice activities. Sixty-six (66) inservice proposals provided 584 inservice activities. Fifteen (15) of these proposals provided adult instructor development; six (6) provided consumer and homemaker staff development; and four (4) provided staff development for persons serving handicapped and disadvantaged students.

- Curriculum Development

A program improvement coordinating council was formed to facilitate communication among five curriculum cadres for the purpose of identifying common goals, resources, and proposed activities as well as advising the Department of Education and the State Council on Vocational Education as to prioritization of perceived needed program improvement activities. One (1) technical committee was organized and operated during the year. Plans were made for additional technical committees in fiscal year 1987. The Iowa Curriculum Assistance System and the Career Information System of Iowa provided services to enhance program improvement. Ten (10) curriculum projects were conducted during the year.

- Guidance and Counseling Services

During fiscal year 1986, guidance and counseling services were provided to 219,283 secondary students by 671 counselors, and to 32,283 postsecondary students by 97 student service personnel. In order to provide assistance to professionals responsible for planning, organizing, and delivering guidance services, career guidance guidelines entitled "Iowa Career Guidance Guide for Student Development" was developed under the direction of a coordinating committee consisting of 10 practicing guidance counselors and three members of the Guidance Services staff of the Department of Education.

Occupational information assistance is available from the Career Information System of Iowa (CISI) which offers both needle sort and computerized occupational information to individuals ranging from elementary and special education students, through secondary and postsecondary levels to adults. CISI materials were found in over 475 school buildings in Iowa's public and non-educational areas as correctional facilities, juvenile centers, public libraries, vocational rehabilitation centers, three Job Service offices, and several JTPA offices.

- Reference already has been made to persons served in consumer and homemaking programs in the depressed areas of Iowa. In the non-depressed areas, 55,752 persons were served. The secondary enrollment of 25,429 was one percent less than in fiscal year 1985. The adult enrollment of 30,323 was 59 percent less than in fiscal year 1985. Total secondary enrollment in consumer and homemaking increased by over 1,000 in fiscal year 1986. A positive trend is shown following several years of declining enrollment.
- During fiscal year 1986, 22 secondary and postsecondary sex equity projects were undertaken; 3,068 males and 3,667 females participated. Project categories were: model career exploration, guidance, outreach/recruitment career awareness, promotional materials, and curriculum. The model career exploration projects were concerned with developing ways to inform students of the nontraditional opportunities available to them.
- The ratio of overall enrollments by sex in vocational education instructional programs in fiscal year 1986 was 48 percent male and 52 percent female. The ratio between the sexes varied widely over the range of occupational areas in which vocational education programs were offered. In some of the primary nontraditional occupational areas, the ratio by sex improved in fiscal year 1986 as compared with fiscal year 1985; e.g., agriculture--1985 - 72 percent male/28 percent female, 1986 - 69 percent male/31 percent female; consumer and homemaking--1985 - 28 percent male/72 percent female, 1986 - 31 percent male/69 percent female.

IX. Student Outcomes--Employer Perceptions

For the past several years, systematic annual surveys have been conducted to explore student satisfaction (statistical and perception information collected from former vocational education students) and student satisfactoriness (statistical and perception information collected from employers of former vocational education students). Survey results may be summarized as follows: A. Student Follow-up--74.9 percent of responding former students completed their programs; 63.8 percent of those available for work were employed in an occupation related to their training; and 79.7 percent were employed in Iowa--20.3 percent out-of-state. B. Student Perception Survey--87 percent of responding students stated their instructional programs met or exceeded their expectations--72.1 percent reported they were well prepared for employment. C. Employer Follow-up--79.5 percent rated overall student preparation as Good/Very Good; ratings indicating students met or exceeded expectations: Quality of Work--93 percent, Quantity of Work--91 percent; Job Skills--92 percent. D. Employer Perception Survey--Three-fifths (3/5) of responding employers hired vocationally-trained students with little or no job experience beyond graduation; two thirds (2/3) of responding employers reported prior involvement in efforts to improve vocational education programs, e.g., providing instruction; providing work stations; serving on advisory committees; etc.

INTRODUCTION TO PERFORMANCE REPORT

This, the second part of the Performance-Accountability Report for Vocational Education in Iowa, Fiscal Year 1986, consists of three sections. These sections coincide with a suggested outline sent to the states by the United States Office of Education. They are Vocational Education Opportunities Accomplishments, Program Improvement Accomplishments Under Part B (of the Carl Perkins Vocational Education Act), and Consumer and Homemaking Accomplishments.

Work placement for the handicapped represented a majority interest in the state with four of nine areas in joint effort programs requesting federal assistance for specialized work placement. Areas 3, 4, 13, and 14 designed area-wide deliveries assisting vocational educators to place disabled youth in work settings. 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, orienting students for on the job training, developing realistic training plans, organizing sub-minimum wage payments, utilizing job tax credits, and arranging for specialized vocational assessment and counseling.

One area in the state (Heartland Area Education Agency) pooled funds to improve the ability of local vocational educators and counselors to better serve disadvantaged and handicapped youth. Staff improvement activities were directed at business education, home economics, technical update for all vocational educators, and counseling. Workshops were held for each group emphasizing teams of vocational educators and special educators, the idea being to improve coordination. Two hundred sixty (260) teachers and counselors were involved. Specific impacts regarding services will be realized and documented throughout fiscal year 1987. Examples of immediate results include business education teachers getting special materials and making accommodations for the physically handicapped, policy recommendations to change IEP plans for Area Education Agency 11 to include transition plans, and the development of local action plans between special education and vocational education staff to improve coordination between departments at the local school level.

Area Education Agency 6 in Marshalltown pooled handicapped funds to allow vocational and special educators to design specific activities on their own that would improve services for handicapped students. Six specific projects were supported via a selection process coordinated through the area planning council. The six projects addressed modification or addition of equipment and materials, tutorial and remedial assistance, adaptation of curriculum and instructional teaching, community-based vocational assessment, vocational exploration and job-seeking skills, and parent and community involvement in vocational education. Four hundred thirty-nine (439) handicapped students were involved.

The unique approach being used by Area Education Agency 6 has motivated vocational and special teachers to participate and cooperate in better serving handicapped youth. The teachers are being motivated via being recognized as the designers and experts and are being given the signal that dollars and technical assistance is available to help them with their ideas. This approach takes a certain amount of fear out of the teachers and local administrators in having to deal directly with the

comparable objectives established for special needs populations under the Carl Perkins Vocational Education Act. Eight percent (8%) governor's discretionary funds were utilized to fund model projects to improve transition services for disabled populations. One hundred thousand dollars (\$100,000) were obligated to three areas in the state. Recipients of the funds had to link local education agencies with area education agencies and community colleges in planning and implementing transition services.

JTPA funds also were used to support a workshop emphasizing the involvement of disabled persons in JTPA. Participants were asked to come as teams including rehabilitation and Job Service persons, community college and area education persons and JTPA entities including Area Planning Councils and Private Industry Councils. The teams did some planning while at the workshop directed largely at transition services for the disabled. Input during the workshop resulted in planning grants being supported by JTPA to assist areas to do more specific planning at the area and local level to further facilitate transition services. The results of planning will be realized during the 1986-87 school year.

The linkages with JTPA further supported the education established by P.L. 98-524, i.e., coordination between education agencies and expanded it to include agencies outside of education. Continued linkages to support transition services, vocational assessment, and improved counseling are presently being discussed.

c. Counseling and Transition Services

Nineteen eighty-six (1986) marked the conclusion of a three-year project to improve counseling services for the disabled. During the year a statewide workshop and six area workshops were held for teams of special educators and counselors to implement individual career planning and transition services. Two hundred twelve (212) persons were served in these workshops. The statewide workshop and regional workshops resulted in local school districts developing transition strategies such as the following:

1) Des Moines Public Schools

As a result of the Des Moines regional workshop, school personnel formed a district committee to discuss transition issues. The committee adopted a definition of transition and surveyed parents, agency providers, employers, vocational educators, and graduates of special education programs regarding transition service needs.

* This is a career planning folder detailing career development for grades 9-12 and transition into post-high school training. The folder was

folders "Transition Planning Profiles" and the folders will be in a three ring binder format. One of the major revisions was to include a data sheet for employers. The folders will be color coded by grade and the student will be encouraged to fill out as much information as possible. The goals from the folders will be placed on the students' IEPs. Teachers will receive information this fall regarding use of the folders, and implementation is scheduled for January 1987, beginning with the ninth graders.

2) Fort Dodge Community Schools

The Fort Dodge Schools have reproduced the ICI with "Fort Dodge" on the cover, but have made no revisions to the rest of the materials. All special education programs at the high school will be using the ICI this fall. In addition, a former administrative assistant will be returning to a counseling role and will be using the ICI with resource room students and other students presenting difficulties. Career and transition planning will be a major focus this year.

3) Southern Prairie Area Education Agency 15

Two (2) sites within the Area Education Agency have implemented the ICI. In Albia the special education teacher and work experience instructor have started to use the ICI beginning with ninth grade. In Ottumwa the work experience instructor has begun to use the ICI with the juniors at the high school; the ICI contains one addition--the local graduation requirements.

d. Assurances

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 disadvantaged and 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 (194) have complied.

Comprehensive career guidance and counseling were 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

personal strengths, likes and dislikes in relationship to accurate, current information on those same characteristics of 80-95 percent of Iowa based occupations. It offers counselors a basis for career and personal counseling. It offers students real world information on a broad spectrum of occupations in relationship to the students' self perception. Students can enter the system as often as necessary as they progress through school (primarily grades 9-12). All local education agencies (436) can access the system through local implementation or through services provided through the area education agency.

Assessments utilized by local schools and area education agencies included ASVAB, Career Assessment and Social Skills Training System, informal interest and career planning formats, and achievement and aptitude tests such as GATB. A 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 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 transition 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 7. The final draft was just recently printed for dissemination.

Plans for 1987 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 Systems—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 fiscal year 1987 to further document its effectiveness.

e. Concern

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

In regard to disadvantaged secondary students (other than LEP), 4,441 were served in mainstreamed programs; 39 secondary (other than LEP) students were served in separate programs. A breakdown of these numbers in terms of male and female is shown in Table 1. These programs were partially funded with P.L. 98-524 monies during fiscal year 1986.

The majority of students were served through mainstreamed programs via supplemental services provided through joint effort activities. Some of the highlights of services are described below.

b. JTPA Linkages in Joint Effort Programs

Area Education Agency 13 experimented with a specific plan to encourage disadvantaged youth to enter into 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 local education agencies into post-high school training. Activities included personal/social and career counseling at both levels (area education agency and community college), vocational and career assessment, work experience, and a personal development course in addition to exploration within vocational classes. All students had to stay on campus to help them adjust to the idea of being away from home.

The Area Education Agency 13 project resulted in a decision to continue the effort in fiscal year 1987. Specific formal and informal measures indicated that the students' self-esteem and self-concepts did rise. Students got a good exposure to vocational programs of their interest, dormitory life, responsibility for meeting schedules, and the need to organize study time to achieve.

Area Education Agency 7 in Cedar Falls linked Carl Perkins disadvantaged funds with JTPA to support a summer institute to assist disadvantaged students from different school districts to enter into vocational education programs. One hundred thirteen (113) 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 search skills. Parents were provided a special workshop to help them to help their children enter into training and work.

realizing the development of career centers to better be able to help students through interest assessments, career exploration, and career planning. Local impacts will be realized in the 1986-87 school year with regard to students entering vocational education programs. Parents who participated felt they received excellent help in how to help their children.

c. Local Successful Programs

Carl Perkins disadvantaged and handicapped funds were applied to a variety of support services in the Cedar Rapids Community School District. Support services were generated out of the Metro Secondary School which primarily functions to serve dropouts and potential dropouts within the school district. Students were enrolled in a variety of vocational exploration and training programs housed at Metro or in other high schools or within Kirkwood Community College. Examples of programs include Business Education-Typing and Accounting, Home Economics, Industrial Arts, Computer Programming, Mini-Internships, Auto Mechanics, Gardening, Laundry, Day Care, Bakery, and Bicycle Repair.

Carl Perkins funds were utilized to fund two coordinator positions responsible for setting up special programming to JTPA, pre-employment training, summer employment, special counseling for individual career plans and post-high school placement for work or training. Two hundred fifty (250) male students and 288 female students were served accordingly.

JTPA special programming resulted in the following:

- a. One hundred sixty (160) students completed various JTPA competencies;
- b. Forty-five (45) students were into a JTPA category called "entered employment," and;
- c. Twelve (12) were placed in JTPA "work experience." Seven (7) students found permanent part-time employment.

d. Specialized Career Development

Carl Perkins disadvantaged and handicapped funds were utilized to provide specialized career development activities in the Des Moines Community School District. Specialized career development activities included educational experiences that relate to personal needs and supportive counseling, application of knowledge to work, work experience and work exploration and research, and personal planning for training and work placement. During fiscal year 1986, 634 students from seven different high school centers were involved in one or more components of specialized career development. Extension of the support services allowed 87 young people to be involved in Neighborhood Improvement Projects and 25 others were able to be involved in the Teen Youth Corps/Summer Conservation Project.

- 1) Students' rate of attendance was within approximately three percentage points of all students at each of the project schools. In the case of Harding Transitional School and East and North High, students' rate of attendance was better than that of all students enrolled at those schools. This finding is especially positive since many of the disadvantaged students have a history of poor school attendance.
- 2) The withdrawal rate of students at the five program high schools was 5.86 percent. This compares very favorably with the district dropout rate for grades 9 through 12 of 9.81 percent.
- 3) Over 94 percent of the work experience students earned an average or better rating from job supervisors in the areas of work performance and employability attitudes.
- 4) On a one-to-one structured interview form, 98 percent of the students who comprised a 10 percent random sample of the disadvantaged students perceived the program favorably.
- 5) Students enrolled in the Home Remodeling Project completed an average of 88.4 percent of the teacher-made objectives.
- 6) Parents indicated a positive attitude toward the program as indicated by their responses on a survey which was mailed to them.

e. Student Leadership

An alternative student leadership conference was held in Iowa City in 1986 to allow high school dropouts from across the state to meet to discuss issues which affect their lives. Topics of concern included: drug use and abuse, teenage parenting, birth control, Aids, career planning, post-high school training, suicide, community involvement, dating, leisure-time activities, vocational interests and training, child abuse, and legal systems. One hundred fifty-seven (157) students from 12 separate alternative schools registered for the conference.

Students rated the conference as a good to excellent experience. They were able to meet students from different parts of the state, interact on serious concerns during the workshops, and make recommendations for future action regarding concerns for their education and well being. They strongly (97%) recommended a follow-up conference.

A follow-up workshop was planned for Cedar Rapids in fiscal year 1987. As well, the model was recommended and accepted to be presented at the national workshop sponsored by the North Central Regional Education Laboratory on Students at Risk scheduled for February 3-4, 1987 in Chicago. It is believed in Iowa that more student leadership efforts should be launched for dropouts and other students at risk to help them integrate and accommodate themselves to society.

disadvantaged funds under P.L. 98-524 were required to address all the assurances under the Act. Assurances regarding disadvantaged 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 complied.

Identification of interests, abilities, and special needs were addressed primarily through the Career Information System of Iowa (CISI). This system allows self-assessment of personal strengths, likes and dislikes in relationship to accurate, current information on those same characteristics of 80-95 percent of Iowa based occupations. It offers counselors a basis for career and personal counseling. It offers students real world information on a broad spectrum of occupations in relationship to the students' self perception. Students can enter the system as often as necessary as they progress through school (primarily grades 9-12). All local education agencies (436) can access the system through local implementation or through services provided through the area education agency.

Assessments utilized by local schools and area education agencies included ASVAB, informal interest and career planning formats, and achievement and aptitude tests such as GAIB. A variety of instruments and techniques emerged since no required battery or assessment procedures were mandated by the state.

g. Concern

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 345 limited English proficiency (LEP) secondary students who were served in mainstreamed programs; there were no LEP secondary students served in separate programs. A breakdown of the 345 students in terms of male and female is shown in Table 1. The degree of

...ial for the LEP population because the amount was too low and not usable, the population was no longer enrolled in vocational programs, or support services were appropriately taken care of through other sources of funds.

Four districts reported some activity with LEP students and three used vocational funds to help provide support services. The districts that used funds included Iowa City, Cedar Rapids, and Des Moines. Waterloo did not use vocational funds, but provided support for LEP students in vocational education.

Iowa City developed a lab to assist Limited English Speaking Proficiency and other disadvantaged students to practice word processing skills. The lab was established to give students more practice time and a different learning environment to cut down on distractions. Nine (9) LEP students were targeted for services.

Significant accomplishments were not realized in fiscal year 1986 since the district ran into delays on the purchase and installation of equipment. Continued emphasis is planned for fiscal year 1987. Curriculum is being written to individualize units and change instructional techniques for fiscal year 1987.

Cedar Rapids reported serving 81 LEP students through career education support services offered through METRO—an alternative school for dropouts and potential dropouts. The services offered at METRO are described in the previous section on disadvantaged. LEP students were particularly involved in the METRO Garden Project.

METRO staff coordinated services with Washington High School, and provided 81 LEP students enrolled in programs at Washington with special assistance in career planning. Arrangements were made for the METRO career education coordinator to work within existing classes to provide job-seeking skills counseling and practice in interviewing. Highly motivated LEP students (31) were given special assistance after school hours in job-seeking techniques, interviewing, preparing resumes, and making employer contacts.

METRO staff did not have high degrees of success in finding jobs for all the interested LEP students. Six were able to find part-time work in the community, and four were able to be placed in buildings and grounds work within the school district. This represented a 19 percent placement rate.

One phenomena emerged which challenged METRO staff in working with LEP students. The LEP students had work ethics that surpassed the majority of the other students. This caused the manager of buildings and grounds for the district to request LEP

vocational programs throughout the six junior and senior high schools, and special services were provided such as supportive counseling, work experience and exploration, and personal planning for training and work. In some cases, severe language barriers necessitated having to team career counseling staff with LEP language teachers to work on career counseling.

The LEP students were identified as having high work ethics, and the staff experienced some excellent successes. For instance, three students were placed in Broadlawns Hospital for clerical work in the X-ray and Medical Records Departments under subsidized employment. The hospital hired all three students after experiencing high performance from each. Seven other LEP students were placed in private sector jobs, and all were reported as being highly motivated. One of the seven was recruited by Central College to work and earn a college degree. One male LEP student was placed at Mercy Hospital under subsidized employment out of his own interest to work in medicine. The young man was hired by Mercy; he still remains a student in high school, and is presently Cadet Commander in the ROTC program.

The staff in Des Moines has developed a sound typology of the vast majority of Asian students encountered. Characteristically they are highly motivated to succeed, willing to work beyond expectations and standards, and are excellent in human relations.

The merged area schools were planning to implement or had implemented developmental education* programs. The major emphasis in fiscal year 1986 by Special Needs Coordinators and Learning Center Coordinators was in-service and implementing developmental education. As in fiscal year 1985, personnel in the merged area schools reported a greater number of students needing supportive services and upgrading basic skill levels to enter into a vocational program.

The concept of developmental education was implemented in activities serving disadvantaged, limited English proficient, and handicapped persons. Schools administering vocational activities in correctional institutions also used the developmental education concept. Human service agencies such as JTPA and the Department of Human Services coordinated their efforts in providing the additional instruction necessary for students to achieve their vocational objectives.

Area schools already having instructional developmental education programs reported increased percentages of students entering and completing vocational objectives. Comparisons have been made with groups of students not receiving developmental education instruction, and those students are not succeeding at a percentage level equal to those receiving developmental education instruction. In some instances, schools are reporting that 60 percent to 70 percent of the students completing vocational programs were unable to succeed in previous methods of instruction.

2. Handicapped

There were 2,237 handicapped postsecondary students who were served in mainstream programs, while 2,887 handicapped postsecondary students were served in separate programs. A breakdown of these numbers in terms of male and female is shown in Table 2.

During fiscal year 1986, the merged area schools were operating 42 activities providing mainstream with support services and separate instructional programs. Some of the merged area schools operated separate and instructional vocational programs in sheltered workshops and state institutions for handicapped persons. These were specially designed activities and programs designed to meet the needs of handicapped persons. The Departments of Human Services and Vocational Rehabilitation provided assistance to help handicapped persons achieve a vocational objective.

* Developmental education is defined as vocational education instruction specially designed to meet the needs of the person. The needs of the person are determined by counseling sessions, reading, writing, comprehension tests, and results from previous educational programs. Evaluation of occupational

exploration, counseling, remedial education, counseling and vocational education instruction. These coordinated effort activities used the resources of the merged area school, area education agency, vocational education handicapped funds, and JTPA funds.

Resources from Vocational Rehabilitation, Department of Human Services, and the merged area schools provided specially designed programs and supportive services for handicapped persons in sheltered workshops and state mental health institutions. With an individualized vocational education plan, students participated in instruction at workshops, institutions, and merged area schools.

It is anticipated that there will be an increase in the number of activities serving secondary, postsecondary, and adult handicapped persons in local schools, sheltered workshops, and state mental institutions.

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 Add'l Services in Main-streamed Programs	1,407	830	2,237	5,313	5,765	11,078	61	63	124	5,374	5,828	11,202
Indiv. Served in Separate Programs	1,707	1,180	2,887	3,217	3,888	7,105	167	168	335	3,384	4,056	7,440
TOTALS	3,114	2,010	5,124	8,530	9,653	18,183	228	231	459	8,758	9,884	18,642

there were 11,070 disadvantaged postsecondary/adult students (other than LEP) who were served in mainstreamed programs; 7,105 postsecondary/adult students (other than LEP) were served in separate programs. In regard to limited English speaking (LEP) postsecondary students, 124 were served in mainstreamed programs, and 335 were served in separate programs. A breakdown of these numbers in terms of male and female is shown in Table 2. These programs were partially funded with P.L. 98-524 monies during fiscal year 1986.

Fifty-eight (58) mainstream with support services and separate instructional programs were operated in fiscal year 1986 for disadvantaged and LEP students in the merged area schools. Separate specially designed instructional programs were administered by some merged area schools for the more severely economically and educationally disadvantaged persons. The primary need by the disadvantaged is supplemental or additional assistance necessary to enter and achieve in a regular vocational program. The Department of Human Services and JTPA were active in providing additional assistance for disadvantaged persons referred to area school programs.

Further implementation of the developmental education concept is projected for future years. Remedial education provided by developmental education instructional methods has proven to be effective.

4. Staff Development Benefiting Special Needs Populations

In February 1986, special needs coordinators from each of the merged area schools met for an in-service meeting. These coordinators have the responsibility for identifying the needs of eligible handicapped and disadvantaged persons and for utilizing resources available to provide programs and services to meet the vocational education needs of these persons. The meeting was held to discuss and clarify the services for disadvantaged and handicapped persons provided for in the Carl Perkins Vocational Education Act. It also provided information on head-count, allocation procedures, categories of funds, joint programming, advisory committees, equipment purchasing, and the program proposal process.

Over 40 merged area school learning center coordinators and instructors attended their annual in-service conference in May 1986. The conference, jointly funded by the Special Needs Section and the Adult Education Unit of the Department of Education, focused primarily on the implementation and improvement of developmental education. The working relationship with adult education has proven effective as learning center personnel have the responsibility for remedial education for vocational students, adult basic education, and high school completion.

"The state board of regents and the state board of public instruction shall meet during the fiscal year beginning July 1, 1985, to develop a plan for offering remedial education for students enrolled in public higher education institutions in this state that coordinates the efforts of the state board of regents institutions and the area schools. Recommendations shall be submitted to the General Assembly by January 15, 1986."

A task force appointed to carry out the directive submitted a final report and a proposed plan in accordance with the above. Of the seven recommendations made, the following are most applicable to problems at the K-12 level and the merged area schools (postsecondary).

"Recommendation 1—The Task Force on Remedial Programs agrees that the primary responsibility for remedial and developmental education remains with the area colleges. These colleges should develop and maintain appropriate programs to fill this need."

"Recommendation 3—The Task Force recognizes the need for better diagnosis of educational and developmental problems at the K-12 level and the area colleges and universities. The Task Force feels that diagnostic problems are at least as important as special programming opportunities, particularly at the K-12 level. Counselors at the high schools and area colleges should become involved in the diagnosis of educational problems of students."

"Recommendation 6—All area colleges should adopt a mandatory assessment program to assist in the appropriate placement of students and to maximize those students' educational attainment."

"Recommendation 7—Area college and Regents' universities should review their present programs for using information on students transferring into their institutions. There is a reason to believe that the use of such information can be improved and that this can lead to better placement of students at an appropriate level of instruction."

These recommendations provide added support to the following efforts currently being made to offer opportunities for remediation, especially in regard to handicapped and disadvantaged individuals, such as assessment centers, individualized learning centers, tutoring problems, study skill courses, sheltered workshops, work assessment centers, and remedial courses.

In Iowa, the federal funds allocated for the target group Adults Needing Training and Retraining were distributed via planning allocations to each of the 15 merged area schools (postsecondary) and for two large secondary schools (Davenport and Des Moines). All funded activities conformed with the purpose of these set-aside funds expressed in the Carl Perkins Vocational Education Act and 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 services and activities to train and retrain adults."

Planning allocation recipients made selections from the list of eligible activities identified in the Three-Year State Plan for Vocational Education Within Career Education and in the application guidelines. Allowable activities include:

- a. Provide and enhance the quality of ongoing adult retraining programs (preparatory, short-term preparatory, part-time preparatory, and supplementary).
- 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 at JTPA funded dislocated worker centers.
- d. Coordinate the assessment, development, and evaluation of courses offered to adults seeking upgrading and retraining (supervision of programs for adults).
- e. Provide, improve, and expand adult and postsecondary vocational education programs, services, and activities to train and retrain adults (adult supplementary).

2. Eligible Expenditures

All 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. Materials and supplies
- d. Purchase of equipment

A summary of the categories of expenditures for adult training and retraining activities by eligible recipients (12% funds) for fiscal year 1986 is shown in Table 3.

Eligible Recipient	Enrollment*			Expenditures				
	Male	Female	Total	Supplementary	Apprenticeship	Coordination	Equipment	Total
Merged Area Colleges	77,954	126,707	204,661	\$594,366	\$37,219	\$269,619	\$15,140	\$916,344
Secondary Schools(2)**	2,057	1,206	3,263	40,103	86,000	- 0 -	- 0 -	126,103
Apprenticeship***	(922)	(25)	(947)	NA	NA	NA	NA	NA
TOTALS	80,011	127,913	207,924	\$634,469	\$123,219	\$269,619	\$15,140	\$1,042,447

* Enrollments as reported on Multi-Supplementary Summary CE-4.

** Davenport and Des Moines

*** See paragraph one, page 18, for more detail.

3. Offerings and Enrollments

The location of classes varied according to the local need and circumstance; courses were offered at night and on weekends in school buildings as well as at business and industrial sites. The method of delivery also varied--classroom instruction, satellite, and telenet. Courses ranged from one hour to 120 hours in length.

A summary of the male and female enrollment for adult training and retraining activities by eligible recipient (12% funds) for fiscal year 1986 is shown in Table 3. Adult supplementary anticipated and actual enrollments by occupational area for fiscal year 1986 are presented in Table 4. Total actual adult supplementary enrollments were 1.5 percent less than projected, but exceeded the fiscal year 1985 actual enrollments by 3 percent. Enrollment patterns fluctuated considerably by occupational area with agriculture, technical occupations, vocational home economics, construction trades and mechanics, and repairers showing increases, while all other occupational areas declined, with business and office indicating the most substantial decrease from fiscal year 1985. Due to discrepancies in reporting sources, the totals in Tables 3 and 4 are not equal.

AREA FOR FISCAL YEAR 1986

Occupational Area	Supplementary Enrollments	
	Anticipated - 1986	Actual - 1986*
Agricultural/Agribusiness/Natural Resources	5,199	8,448
Business and Management	11,369	9,405
Business and Office Education	33,946	24,084
Marketing and Distributive Education	8,398	7,509
Technical Occupations	3,000	6,597
Allied Health	88,263	83,915
Health Sciences	9,560	9,482
Vocational Home Economics	8,640	18,725
Protective Services	10,040	8,042
Construction Trades	1,818	2,420
Mechanics and Repairers	6,830	7,061
Precision Production	3,330	2,701
Transportation	- 0 -	923
99.00 Other NEC (Apprenticeship)	11,545 (1,150)	12,449 (947)
Sub-Totals--Adult Training and Retraining	201,938	201,761
Young Farmer**	840	791
Adult Farmer**	8,833	5,815
Grand Totals — Adult Supplementary	211,611	208,367

* Enrollment obtained from Career Education Information System based on CE-4s submitted by eligible recipients.

**Young Farmer and Adult Farmer programs are operated only in secondary

ACCOUNTABILITY-PERFORMANCE REPORT
FOR VOCATIONAL EDUCATION IN IOWA
FISCAL YEAR 1986

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 1986

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 1986 Accountability-Performance Report.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, and/or handicap.

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Career Education
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ACCOUNTABILITY-PERFORMANCE REPORT
FOR VOCATIONAL EDUCATION IN IOWA
FISCAL YEAR 1986

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 1986 (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.

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 1986—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; secondary and postsecondary programs initiated and discontinued during fiscal year 1986; 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 1986, 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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Due to a change in reflecting industrial arts enrollments, it is not possible to accurately compare overall secondary enrollments between fiscal year 1985 and fiscal year 1986. Many individual occupational areas indicated marked decreases (agriculture—8.7% decline; health—down 54%; home economics occupations—down 25.4%; etc.). Other areas increased significantly (business and office increased by 30.3%; marketing and distribution up by 26.7%; etc.). Most of the traditional occupational areas registered at least slight decreases. One shift in some areas is the marked increase in enrollments below the 11th grade level. In the business and office area, 53 percent of the enrollments were below the 11th grade. Total secondary enrollments for fiscal year 1986 were 21 percent above the projections for that period. Total secondary enrollments (all subject areas, grades 7-12) decreased by 5.4 percent in fiscal year 1986 (see Table 1, page A3).

B. Postsecondary Level

Postsecondary enrollments exceeded projections by 7.5 percent, but were slightly (1 percent) below the actual fiscal year 1985 enrollments. Within the various occupational areas, enrollments fluctuated considerably, with gains recorded by agriculture (1 percent); business and management (69 percent)—but the numbers were small from 247 to 419; protective services (17 percent); mechanics and repairers (7 percent) and precision production (13 percent). Recording enrollment losses were business and office (-3.7 percent); marketing and distribution (-22.8 percent); allied health (-1.9%); health sciences (A.D.N. Nursing) (4.3 percent); etc. (see Table 1, page A3).

C. Programs Using the Cooperative Method of Instruction

Fiscal year 1986 enrollments totaled 7,774 at the secondary level, and 6,441 at the postsecondary level—both accomplishments representing a substantial increase over the projections. Compared with actual enrollments in fiscal year 1985, secondary cooperative enrollments were substantially higher, while the postsecondary posted a slight increase. In addition to the actual cooperative (paid employment) enrollments, 5,107 postsecondary allied health and nursing students were enrolled in clinical (applied learning experience in a health agency) programs; while 1,303 were enrolled in work experience (planned and coordinated by an educational representative and the employer) programs (see Table 1, page A4).

D. Jointly Administered Programs

Three years of experience are presented in Table 3 on page A5, indicating that while the number of districts and the number of programs involved in jointly administered (shared) programs has fluctuated; student enrollments have continued to decline over the three-year period—partially due to the overall student decline, as well as other factors such as changes in student interest, increased emphasis on "back-to-the-basics" etc. (see

programs tailored to meet the specific needs of Iowa business and industry firms. Each table reflects a different category of customized training programs. The New and Expanding Business and Industry (NEBIT) table indicates that more firms participated in fiscal year 1986 than in fiscal year 1985, but that the number of trainees per firm declined. In Productivity Enhancement programs, both the number of participating firms and enrollees reflected a very significant increase in fiscal year 1986. Programs involving the retraining and upgrading of employed workers were not recorded previously, but fiscal year 1986 indicated 17 firms participating with 1,297 enrollees.

F. Participation in Vocational Education Student Organizations

Five (5) years (fiscal years 1982-1986) of membership patterns in the nine different vocational education student organizations are presented in Table 7 on page All. Total membership reached its low point in fiscal year 1984 (22,162) although the fiscal year 1986 level of 22,335 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); others have fluctuated; and the two newest Industrial Arts Student Association (IASA) and Health Occupations Students of America (HOSA), experienced significant growth in fiscal year 1986 after beginning rather slowly in the first three years of existence (fiscal year 1982 - fiscal year 1984).

TWO-DIGIT CIP

CODE & TITLE	Instr. Level	Antici. FY 1986 Enroll.	Actual Enrollments 1986				
			Below Grade 11	Grades 11 & 12	Sec. Total	Postsec Total	Total Enroll.
Agriculture/Agriculture/Nat. Resources	Secondary Postsec.	11,225 2,139	5,318	5,518	10,836	1,956	12,792
Business/Management	Secondary Postsec.	0 174	0	7	7	419	426
Business and Office	Secondary Postsec.	5,731 6,550	3,423	3,041	6,464	7,971	14,435
Marketing/Distribution	Secondary Postsec.	1,834 2,188	69	2,092	2,161	2,513	4,674
Communication (Advertising)	Secondary Postsec.	0 0	0	10	10	0	10
Communication Technologies	Secondary Postsec.	106 73	0	40	40	62	103
Consumer, Pers.; Misc. Svcs. (Cosmetologist)	Secondary Postsec.	54 282	0	64	64	220	284
Engineering, Engr. Related Tech.	Secondary Postsec.	0 2,811	0	0	0	2,485	2,485
Applied Health	Secondary Postsec.	537 4,740	36	277	313	4,183	4,496
Health Sciences (A.D. Nursing)	Secondary Postsec.	0 2,425	0	0	0	2,595	2,595
Vocational Home Economics	Secondary Postsec.	2,012 1,730	0	900	900	2,067	2,967
Library/Archival Sciences	Secondary Postsec.	0 0	0	9	9	0	9
Protective Services	Secondary Postsec.	0 351	0	8	8	381	389
Construction Trades	Secondary Postsec.	792 758	1	465	466	870	1,336
Mechanics and Repairers	Secondary Postsec.	1,150 3,402	48	1,249	1,297	3,587	4,884
Precision Production	Secondary Postsec.	1,007 2,115	43	767	810	2,514	3,324
Transportation/Material Mfg. (Truck Driving)	Secondary Postsec.	0 524	1	15	16	1,052	1,068
Not Elsewhere Classified	Secondary Postsec.	4,566 326	3,670	2,920	6,590	8	6,598
Industrial Arts	Secondary Postsec.	2,044 0	5,161	2,328	7,489	0	7,489
AND TOTALS — ALL OCCUPATIONS	Secondary Postsec.	31,088 30,588	17,770	19,710	37,480	32,883	70,363

CIP CODE AND TITLE	Instructional Level	Anticipated 1986 Enrollment	Actual 198 Enrollment
01 Agric./Agribus./Nat. Resources	Secondary	0	0
	Postsecondary	1,398	1,387
	Subtotal	1,398	1,387
06 Business and Management	Secondary	0	0
	Postsecondary	45	50
	Subtotal	45	50
07 Business and Office	Secondary	1,928	1,910
	Postsecondary	1,567	2,235
	Subtotal	3,495	4,145
08 Marketing and Distribution	Secondary	1,759	2,168
	Postsecondary	1,663	2,097
	Subtotal	3,422	4,265
15 Engineering and Engineering Related Technician	Secondary	0	0
	Postsecondary	76	30
	Subtotal	76	30
17 Allied Health	Secondary	99	18
	Postsecondary	45	45
	Subtotal	144	63
20 Vocational Home Economics	Secondary	443	345
	Postsecondary	187	214
	Subtotal	630	559
46 Construction Trades	Secondary	15	54
	Postsecondary	35	39
	Subtotal	50	93
47 Mechanics and Repairers	Secondary	18	15
	Postsecondary	88	78
	Subtotal	106	93
48 Precision Production	Secondary	0	0
	Postsecondary	112	266
	Subtotal	112	266
51 Multi-Occupations	Secondary	1,201	3,264
	Postsecondary	0	0
	Subtotal	1,201	3,264
GRAND TOTALS	SECONDARY	5,463	7,774
	POSTSECONDARY	5,216	6,441
	TOTAL	10,679	14,215

TABLE 3
Jointly Administered Programs
Number of Programs and Enrollments by 2-Digit CIP Level

CIP CODE AND TITLE	Fiscal Year 1984			Fiscal Year 1985			Fiscal Year 1986	
	No. of Dist.	No. of Prog.	Enroll.	No. of Dist.	No. of Prog.	Enroll.	No. of Dist.	No. of Prog.
01 - Agri./Agribus./Nat.Resources	11	12	143	8	9	98	2	2
13 - Business and Office	17	17	287	18	19	338	23	23
20 - Consumer, Pers., Misc. Svcs. **	0	0	0	0	0	0	5	5
21 - Allied Health	30	30	387	30	30	187	26	26
22 - Vocational Home Economics	6	6	48	6	6	36	6	6
23 - Industrial Arts**	0	0	0	0	0	0	5	5
24 - Construction Trades**	0	0	0	0	0	0	12	12
25 - Mechanics and Repairers**	0	0	0	0	0	0	34	34
26 - Precision Production**	0	0	0	0	0	0	4	4
27 - Multi-Occupations	2	2	51	5	5	51	6	6
GRAND TOTALS	73*	144	1,514**	68*	176	1,496**	71*	176

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

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

Fiscal Year	NEBIT Project (Occupational Program)	Name of Firm	Enrollment
1982	Meat Cutter—Hamburger Line	Land-O'-Lakes—Spencer Beef Div.	30
	Electronic Technicians	Sudenga Industries, Inc.	12
	Sewing Machine Operators	Lands End/Yacht Stores, Inc.	24
	Resident Attendant	Convalescent Home for Children	88
	Meat Cutter	Land-O'-Lakes—Spencer Beef Div.	310
	Graphics Arts Occupations	UARCO, Inc.	78
	TOTAL FY 1982		542
1983	Welders and Fabricators	Kann Manufacturing Company	12
	Sewing Machine Operators	Lands' End, Inc.	24
	Nursing Occupations	St. Joseph's Hospital	21
	Sewing Machine Operators	Boyt Manufacturing Company	18
	Cash Register Operators	Target Corporation	90
	Press Operators and Press Foreman	UARCO, Inc.	134
	Resident Attendant	Exceptional Persons, Inc.	10
	Electrical Circuiting	Sudenga Industries, Inc.	15
TOTAL FY 1983		324	
1984	Multi-Occupations	Rath Pack and Local 431	20
	Computer Programming	Vertical Solutions Co.	1
	Residential Assistant	Area Residential Care	6
	Truck and Bus Driving	Holiday Express	10
	Lead Worker	Iowa Central Industries	10
	General Merchandise	Wal Mart (Marshalltown)	102
	Sewing Machine Operator	Boyt Manufacturing Corp.	12
	Graphic Print Comm.	Genpak Corp.	15
	Cash Register Operators	Wal Mart (Muscatine)	60
	Graphic Arts	Midwest Color Printing	18
	Cable Installer—Television	Heritage Cablevision	16
	Machine Operator	Imperial Clevite Inc.	114
	Graphic Arts	UARCO	38
TOTAL FY 1984		422	
1985	Food Processing	All States Quality Foods	55
	Radio and TV Broadcast	Low Power (TV-D) Television Development Corporation	8
	Business and Office Financial Services	Greyhound Lines, Inc.	673
	Marketing	Wal-Mart Stores, Inc.	958

Fiscal Year	NEBIT Project (Occupational Program)	Name of Firm	Enrollment
1986	Business Data Processing	Hallet Construction	49
	Business Data Processing	The Clarinda Company	13
	Business and Office	Greyhound Lines, Incorporated	56
	Financial Svcs. Mktg.	Wal-Mart (Mason City)	46
	Quality Control Technician	Washington Manufacturing	20
	Therapeutic Child Care	Handicapped Village of N.W. Iowa	68
	Geriatric Aide	Ruthven Community Care Center	115
	Motor Repair	Lydon Electric Service	4
	Electronic Compon. Assemb.	Electric Sound Equipment Co.	31
	Graphic Arts	The Perfection Form Company	14
	Printing Press Occup.	Farber Bay and Supply Company	5
	Food Processing	Food Processors	50
	Mch. Tool Opr., Mch. Shop	Hoof Products Company	77
	Mch. Tool Opr., Mch. Shop	Mt. Pleasant Tool Works	6
	Plastics	Iowa, U.S. Manufacturing	12
	Multi-Occupations	Jay's Incorporated	7
		TOTAL FY 1986	573

TABLE 5

Productivity Enhancement

Fiscal Year	Occupational Program	Name of Firm(s)	School	Enrol
1984	Business Owner Training	Thirteen (13) businesses	Rolfe Comm. School	
	Computer Programming	Iowa Mold Tooling Co., Inc.	Merged Area II	
	Manufacturing Technology	John Deere	Merged Area III	
	Electronics Drafting	Doerfer Engineering	Merged Area VII	
	Instrumentation Technology	Seven (7) Company Projects	Merged Area IX	
	Security Services	Per-Mar Security & Res. Corp.	Merged Area IX	
	Graphic & Printing Commun.	Rockwell - Goss	Merged Area X	
	Multi-Occupations	Universal Engineering Corp.	Merged Area X	
	Data Entry Operator	Blue Cross/Blue Shield	Merged Area XI	
	Electrician	Electrical Contractors Assoc.	Merged Area XI	
	Industrial Electronics	Rochester Products Div. GM	Merged Area XII	
	Industrial Maintenance Electrician	Four (4) Company Projects	Merged Area XII	
				TOTAL FY 1984
1985	Electrical Equipment Repair	Armour-Dial, Inc., Foote Mineral Co., Henkel Corp., Huninger Corp., Sheller-Globe Corp.	Merged Area XVI	
	Sewing Machine Operator	Boyt Manufacturing Corp.	Merged Area VI	
	Manufacturing Technology	Deere and Company	Merged Area VII	
			TOTAL FY 1985	
1986	Quality Control Technology	Tri/Mark Industries	Merged Area I	
	Electronics Components Assemb.	Tru-Start Rebuilt Batteries		
	Bus. Admin. and Management	Americas LTD.	Merged Area II	
	Quality Control Technology	Winnebago Industries		
	Office Supervision and Mgmt.	Fox River Mills		
	Quality Control Technology	SNC Manufacturing, Incorporated	Merged Area III	
	Quality Control Technology	Snap-On Tools Corporation		
	Quality Control Technology	EMW Groschopp, Incorporated	Merged Area IV	
	Marketing Management	Eagle Grove Chamber of Commerce	Merged Area V	
	Marketing Research	Lake City Chamber of Commerce		
	Marketing Research	Hotline, Incorporated		
Small Business Management	Lake City Chamber of Commerce			
Small Business Management	Four (4) small businesses			

Fiscal Year	Occupational Program	Name of Firm(s)	School	Enrol.
1986	Quality Control Technology	The Nissen Company		
	Quality Control Technology	Carnation Co. Pet Food Division		
	Quality Control Technology	Bean Vac. Arrow Acme Farmland		
	Nursing Assisting	Webster City Products Company		
	Nursing Assisting	Friendship Haven, Incorporated		
	Nursing Assisting	Methodist Manor		
	Machine Tool Oper./Machineshop	Pauly Ventures, Incorporated	Merged Area V	
	Metal Fabricator	Kiowa Corporation	Merged Area VI	
	Bus. Admin. and Mgmt.	Omega Cabinets	Merged Area VII	
	Drafting and Design Tech.	Doerfer Engineering		
	Quality Control Technology	John Deere - Waterloo		
	Quality Control Technology	Viking Pump Div. Houdaille		
	Accounting	North Star Steel	Merged Area IX	
	Data Entry Equipment Operator	Caterpillar Tractor Company		
	Air Condit. Htg. Refrigeration	Hawkeye Chemical Company		
	Chemical Manufacturing Tech.	Grain Processing Corporation		
	Welding Technology	John Deere - Davenport		
	Elec./Electronic Equip. Repair	Alcoa - Davenport		
	Mch. Tool Opr./Machine Shop	Red Jacket Pump Company		
	Communications, General	Sonoco Products Company	Merged Area XI	
	Quality Control Technology	John Deere - Des Moines		
	Quality Control Technology	Sundstrand Hydro-Trans.		
	Business Admin. and Mgmt.	John Deere - Ottumwa	Merged Area XV	
	Quality Control Technology	Cargill Corn Milling, Inc.		
	Quality Control Technology	John Deere - Ottumwa		
	Quality Control Technology	Union Carbide Corporation		
	Quality Control Technology	Fairfield Alum. Castings Co.		
	Industrial Technician	Louis Rich Company		
	Blueprint Reading	Rockwell International Corp.		
			TOTAL FY 1986	

TABLE 6

Retraining And Upgrading

Fiscal Year	Occupational Program	Name of Firm(s)	School	Enroll
1986	Electronics/Electron.Equip.Rep.	Mgmt. Business Systems, Inc.	Merged Area I	
	Inventory Control	Metal Craft, Incorporated	Merged Area II	
	Business Data Programming	A. C. Nielsen Company		
	Food Processing	Food Processors		
	Machine Tool Opr./Machine Shop	Eaton Corporation		
	Computer-Console Operator	VanNoort Salvage	Merged Area IV	
	Machine Tool Opr./Machine Shop	Kooima Manufacturing		
	Furniture Making	Custom Woodcarving, Inc.	Merged Area VI	
	Business Data Processing	Caterpillar Tractor Company	Merged Area IX	
	Business Data Processing	Ralston Purina Company		
	Industrial Technologies	Alcoa		
	Entrepreneurship, General	Ag Entrepren. Com. Consortium	Merged Area X	
	Manufacturing Technology	Heinrich Envelope Company	Merged Area XI	
	Industrial Technology	Iowa Electrical Educ. Trust		
	Automotive Mechanics Carbur.	Rochester Products, Div. G.M.	Merged Area XII	
	Bus. Admin. and Management	Union Carbide Corporation	Merged Area XV	
	Industrial Technician	Rockwell International Corp.		
			TOTAL FY 1986	1

Voc. Student Organizations	ACTUAL MEMBERSHIP				
	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
Future Farmers of America (FFA)	13,271	12,491	12,004	11,313	10,979
Agricultural Careers Training (ACT)	304	1,017			
*Postsecondary Agriculture Students (PAS)			786	682	665
Future Business Leaders of America (FBLA) Secondary Postsecondary	1,210	1,225	864	1,238	707 410
Distributive Education Clubs of America (DECA) (Sec.)	1,116	1,210	1,190	1,158	1,169
Distributive Education Clubs of America (DECA) (Postsec.)	402	372	380	414	517
Future Homemakers Association (FHA) HERO	5,161	5,102	4,037	4,687	4,369
Office Education Association (OEA) Secondary Postsecondary	1,150 973	959 1,057	1,061 994	988 1,172	873 1,211
Vocational Industrial Clubs of America (VICA) Secondary Postsecondary	795 142	620 134	504 123	500 183	451 104
Industrial Arts Student Association (IASA)		92	150	190	480
Health Occupations Student of America (HOSA)		36	69	104	400
TOTAL	25,474	24,315	22,162	22,629	22,335

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

Male/Female Enrollment Patterns In Vocational Education Programs

Two-Digit Instructional Program	Secondary			Postsecondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	88%	12%		77%	23%		85%	14%	
01.03 Agriculture/Agribusiness	9,446	1,340	10,836	1,507	449	1,956	11,003	1,789	12,792
06 Business and Management	4	3	7	255	164	419	259	167	426
07 Business and Office	2,576	3,888	6,464	1,776	6,257	8,033	4,352	10,145	14,497
08 Marketing and Distribution	939	1,222	2,161	1,262	1,297	2,559	2,201	2,519	4,720
09 Communications	2	8	10	0	0	0	2	8	10
10 Communication Technologies	27	13	40	50	12	62	77	25	102
12 Cosmetology	6	46	52	11	209	220	17	255	272
15 Engr. Engr. Related Tech.	0	0	0	2,178	327	2,505	2,178	327	2,505
17 Allied Health	72	241	313	413	3,770	4,183	485	4,011	4,496
18 Nursing	0	0	0	136	2,459	2,595	136	2,459	2,595
20.01 Consumer and Homemaking	10,507	23,861	34,368	0	0	0	10,507	23,861	34,368
20.02 Vocational Home Economics	262	638	900	246	1,821	2,067	508	2,459	3,027
21 Industrial Arts	5,875	1,614	7,489	0	0	0	5,875	1,614	7,489
43 Protective Services	3	5	8	284	97	381	287	102	389
46 Construction Trades	445	21	466	846	24	870	1,291	45	1,336
47 Mechanic Repairers	1,236	61	1,297	3,486	1,011	3,587	4,722	162	4,884
48 Precision Production	662	148	810	1,939	575	2,514	2,601	723	3,324
49 Transportation	16	0	16	970	82	1,052	986	82	1,068
Not Elsewhere Classified	3,212	3,314	6,526	6	2	8	3,218	3,316	6,534
GRAND TOTALS	35,340	36,423	71,763	15,365	17,646	33,011	50,705	54,069	83,774

In fiscal year 1986, with 436 public secondary districts in Iowa, only 22 offered five or more different programs (Table 9, page A13). One hundred eight (108) districts offered only one vocational area, while 69 offered no vocational education programs at all—even on a shared program basis. The number of districts offering multiple programs decreased significantly from fiscal year 1985 to fiscal year 1986, e.g., the number of districts offering three programs decreased from one 119 to 51; while the number offering only one program increased from 68 to 72. The distribution of other occupational areas remained constant.

B. Distribution of Vocational Educational Instructional Programs

At secondary/postsecondary levels (Table 10, page A14) this table identifies the distribution of the various occupational areas among the 367 secondary districts and the 15 merged area vocational schools/community colleges during fiscal year 1986. At the secondary level, vocational agriculture and home economics continued their dominance with each program area appearing in approximately 270 different districts. The number of districts offering vocational agriculture declined by four since fiscal year 1985. Business and office vocationally-reimbursed programs were offered in 72 different secondary districts (up from 68 in 1985). At the postsecondary level, of the 13 occupational areas listed, six are found in all 15 merged areas, while three others are found in at least 13 of the 15 institutions.

C. Instructional Programs Initiated/Discontinued in Fiscal Year 1986

Totally, slightly fewer new secondary instructional programs were initiated (Table 11, page A15) in fiscal year 1986 than in fiscal year 1985 (75 versus 88) although new program enrollments were very slightly higher in fiscal year 1986. New postsecondary programs indicated a very slight increase in fiscal year 1986 (31 in 1986 and 29 in 1985), but again indicated an increase in new program enrollments. Substantially fewer secondary programs were discontinued (Table 12, page A16) in fiscal year 1985; and that same pattern occurred at the postsecondary level (151 in fiscal year 1985, 68 programs discontinued in fiscal year 1986).

TABLE 9

Reimbursed Secondary Vocational Education Programs—Fiscal Year 1986*

Number of Different Occupational Areas	Number of Districts
5 or more	22
4	29
3	51
2	157
1	108
Total Offering One or More	367
0	69

Incidence Of Reimbursed Secondary/Postsecondary Vocational
Education Programs, Fiscal Year 1986*

Occupational Area (CIP)	Number of Districts	Number of Area Colleges
Agribus./Agric./Natural Resources	271	15
Business and Management	0	3
Business and Office	72	15
Marketing and Distribution	35	13
Communication Technologies	5	1
Engineering-Related Technologies	0	14
Allied Health	29	15
Health Sciences		
Cons. & Homemaking(Vocat.Home Ec)	270	15
Industrial Arts	1	0
Protective Services	0	4
Construction Trades	25	13
Mechanics and Repairers	43	15
Precision Production	16	15
Transportation	0	7
Multi-Occupations	66	0

* Data from Management Information System, Department of Education

TABLE 11

**New Instructional Programs Initiated In FY 1986 Through
State And Federal Vocational Aid**

Instructional Level	CIP Number and Title	No. of Programs			Enrollment	
		Ind. Adm.	Jointly Adm.	Total	Ind. Adm.	Jointly Adm.
Secondary	01.00 Agribusiness/Agric. Production	13	0	13	232	0
	07.00 Business and Office	6	9	15	731	108
	12.00 Consumer, Pers., and Misc. Services	0	2	2	0	2
	17.00 Allied Health	1	7	8	6	28
	20.99 Vocational Home Economics	5	3	8	191	18
	46.00 Construction Trades	1	2	3	44	19
	47.00 Mechanics and Repairers	0	5	5	0	51
	51.00 Multi-Occupations	1	1	2	2	9
	21.00 Industrial Arts	13	6	19	437	95
	TOTAL SECONDARY	40	35	75	1,643	330
Postsecondary	01.00 Agric./Agribus./Nat. Resources	1	0	1	10	0
	07.00 Business and Office	2	0	2	28	0
	08.00 Marketing and Distribution	2	0	2	35	0
	15.00 Engr. and Engr. Related Tech.	6	0	6	231	0
	17.00 Allied Health	4	0	4	112	0
	20.09 Vocational Home Economics	2	0	2	53	0
	43.00 Protective Services	1	0	1	41	0
	47.00 Mechanics and Repairers	6	0	6	153	0
	48.00 Precision Production	7	0	7	110	0
	TOTAL POSTSECONDARY	31	0	31	773	0
	GRAND TOTALS	71	35	106	2,416	330

Instructional Programs Discontinued in FY 1960,
Previously Reimbursed With State And Federal Vocational Aid

Instructional Level	CIP Number and Title	Number of Programs*	
		Ind. Adm.	Jointly Adm. T
Secondary	01.00 Agric./Agribus./Nat. Res.	7	2
	07.00 Business and Office	0	2
	12.00 Consumer/Personal/Misc. Services	0	1
	17.00 Allied Health	0	5
	20.99 Vocational Home Economics	1	2
	21.00 Industrial Arts	1	3
	46.00 Construction Trades	0	5
	47.00 Mechanics and Repairers	0	1
	48.00 Precision Production	2	0
		TOTAL SECONDARY	11
Postsecondary	01.00 Agribusiness/Agri. Production	3	0
	07.00 Business and Office	3	0
	08.00 Marketing and Distribution	8	0
	10.00 Communication Technologies	1	0
	15.00 Engr. and Engr. Rel. Technology	7	0
	17.00 Allied Health	4	0
	20.00 Vocational Home Economics	3	0
	46.00 Construction Trades	3	0
	47.00 Mechanics and Repairers	4	0
	48.00 Precision Production	3	0
	TOTAL POSTSECONDARY	36	0
GRAND TOTALS		47	21

*These programs include only those for which vocational reimbursement was granted.

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

1. To provide services for eligible participants through cooperative agreements between the State Education Agency, administrative entities inservice delivery areas, 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 Public Instruction under Section 123 of JTPA must be used to provide services to eligible participants. The remainder may be used to facilitate coordination of services.

B. Coordination Activities

General coordination activities between the Vocational Education and JTPA:

- Inclusion of education representatives on JTPA Private Industry Councils.
- Negotiation (annually) of a contract between the Office for Planning and Programming and the Department of Public Instruction staff who are responsible for coordinating vocational education training and services with JTPA.
- Establishment within the Department of Public Instruction of a JTPA task force to facilitate coordination and planning among the various sections involved in the provision of training and services. Departmental sections represented on the task force included: JTPA Unit and Adult Education Section within the Area Schools Division; Federal Programs Section, Administrative Support Services Section and Instructional Services Section within the Special Education Division; the Instruction and Curriculum Division; Rehabilitation Education and Services Branch; Guidance Services Section; and Special Needs Section. Members of the task force are contacted periodically to review and assist with the planning, training, and service activities which may be included in the Cooperative Agreement between JTPA Administrative Entities and the Department to provide linkages for training and services between the Department, each member area school, and each private industry council. The task force activities are continuing to provide input for JTPA (the specific units have since reorganized).

In addition to those general coordination efforts, JTPA funds were used to fund specific activities to enhance joint planning and activities between providers of training. One activity undertaken with Section 123 twenty percent (20%) coordination funds was a project to develop the capacity to provide instruction in Statistical Process Control. The goal was to facilitate a statewide resource network in managing with statistical methods to enhance the productivity of Iowa's business and industry. The project.

assistance to instructors was also a major part of the project to tailor the instruction to the specific needs of the employer. During the year the instruction was provided to merged area school staff and the technical assisting continues to be provided.

To assist in a statewide effort to reduce the level of adult illiteracy in the state of Iowa, a portion of the 20 percent coordination funds allocated to the state educational agency was utilized to support the 15-member literacy council appointed by Governor Brandstad. Grants also were made to merged area schools to facilitate volunteer workers in literacy efforts.

As an incentive to initiate joint efforts in program planning between Area Planning Councils (APCs) and Private Industry Councils (PICs), contracts were awarded to APCs who had received endorsement from area PICs for several collaborative projects, including a joint APC/PIC Administrative Entity planning retreat, to develop coordinated area planning efforts.

Training and services to JTPA participants were provided through three methods: allocations to Service Delivery Areas (SDAs); special projects to serve offenders; and projects combining Vocational Education and JTPA funds to initiate high tech vocational programs.

C. SDA Training/Service Activities

State Education Coordination Grant Funds, including program year 1984 carry-in funds, were allocated by formula to the 16 SDA Administrative Entities totaled \$985,567. During program year 1985, SDAs utilized the majority of their 8 percent funds (with the exception of QJT) for the same program activities for which they utilized their JTPA Title II funds. Eight percent (8%) funds were utilized to a great extent to cover the educational costs of individual referral enrollments to merged area schools and private schools. Additional SDAs increased the portion of their 8 percent funds to cover participant support costs such as child care and transportation costs of 8 percent participants.

Contracting 8 percent funds directly to SDA Administrative Entities has significantly increased the expenditures in the administrative cost category and has also 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 \$429,000 to serve offenders. Recommendations for projects to serve offenders were made by the Department of Corrections. Programs selected were at the following locations:

- Riverview Release Center (Newton)
- Fifth Judicial District—Fort Des Moines Residential Facility (Des Moines)
- Second Judicial District (Ames and Marshalltown)
- Eighth Judicial District (Ottumwa)
- Eighth Judicial District (Burlington)
- Iowa State Men's Reformatory
- Iowa Medical and Classification Center
- Hawkeye Institute of Technology

Programs selected for funding provided a valid range of services, and filled gaps in services previously available to Iowa offenders. Examples of 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 state education agency and the correctional institutions or judicial districts were negotiated to provide funding for the majority of the projects. In two cases, the contracts were developed between the DPI and the Service Delivery Entity, to provide instruction for offenders selected by the judicial districts. In another instance, the merged area school provided a special project for offenders in that Judicial District.

Between July 1, 1985 and June 30, 1986, 1,359 persons were enrolled in these special offender projects. Of that number, 991 were terminated from the projects. At the time of termination, 307 had entered unsubsidized employment. Many of the offenders were terminated at release from the institution, and did not have the opportunity to secure employment.

D. Vocational Education/JTPA New Technical Programs

Two projects were funded to provide technical training in emerging high tech skills. The projects combined JTPA, Carl Perkins Vocational Education Act, and local funds. High tech projects funded were: Electronic Diagnostic Technician and Laser Electro-Optics. Total JTPA funds allocated to the project were \$195,000.

A. Scope of Partnership Agreements

Within the past few months, partnership agreements have been developed between vocational education and several of the major enterprises which drive Iowa's economy. Some of the agreements have now been completed; while others are in the developmental process. Partnerships have been finalized with the construction enterprise—through an agreement with Master Builders of Iowa; the United States Armed Services—through an agreement with the United States Department of Defense; and Iowa's business and manufacturing community—through an agreement with the Association of Business and Industry. Agreements are being pursued with the automotive services industry; farm equipment repair industry; printing industry; and additional construction industry associations.

B. Partnership Objectives

Major partnership project objectives include: (1) to provide personnel development programs to assist local education agencies and merged area schools in implementing program improvement activities in terms of the partnership agreement; and (2) to foster the development of additional partnership agreements with major Iowa enterprises for the mutual benefit of the enterprise and of Iowa student and are exploring and/or pursuing careers in the enterprise. All agreements provide for:

- In-service activities using personnel and resources available through the enterprise partners.
- Activities promoting educational equity.
- Evaluation activities—involving the enterprise being served and in-service participants.

C. Expected Outcomes

Minimum outcomes of each partnership project include:

- An abstract describing the project, proposed activities, and tangible products.
- Provision of in-service for local education agency and merged area school personnel involved in education—industry partnerships.
- A final descriptive report identifying the procedures utilized; specific activities conducted; products developed; audience served; evaluative findings; and a summary of expenditures.

The federal mandate for follow-up activities is specified in the Carl D. Perkins Vocational Education Act, Part C (Section 421, Section 423). The evaluation uses data collected, by statistical valid sampling procedures, of each state program according to the extent to which program completers and leavers:

1. Find employment in occupations related to their training.
2. Are considered by their employers to be well-trained and prepared for employment.

Additional data provided include:

1. Total number of completers by gender.
2. Identification of wages by male and female students.

In response to the perceived need of the community colleges to study the vocational student follow-up data collection system, a statewide committee was convened during 1984, composed of representatives from secondary and postsecondary schools and organizations. A new student follow-up was developed, consisting of specific recommendations for secondary schools and area community colleges. In the following year, a secondary committee with similar composition was selected to add more specificity to the recommendations and to deal with the aspects of implementation.

The basic framework for follow-up included continuation of the 20 percent sampling survey which was originally designed to comply with federal reporting requirements, as well as the implementation at the postsecondary level of a "common data" form, which, while voluntary, would collect education and employment status data and wage statistics from vocationally-trained program completers. This form was to be program-based, would be completed by each community college, and ultimately submitted to the State Department of Education for processing and return of information. Designing the common data form was done to acquire more realistic and complete data which would be more indicative of the accomplishments of postsecondary and vocational education.

Modifications in the wording and content of parts of the sample survey questions were developed by both the secondary and postsecondary vocational student follow-up committees. Interest also was expressed in the eventual development of a multicomputer-based follow-up system.

In fiscal year 1986, the following steps were taken to begin implementing changes: (1) Printing and distributing the "common data" preprinted student follow-up instrument; (2) Modifying the former Vocational Education Data System (VEDS) instrument; (3) Distributing the Vocational Education Management System publication—for use with IBM-compatible computers; and (4) Developing IBM Microcomputer-compatible Vocational Education Management System, to enable postsecondary schools to produce mailing labels, collect individual student-based follow-up data, produce localized report summaries,

reporting. As a part of the accountability process at the local planning level, follow-up information is used in making decisions about needed curriculum revisions, instructional program continuance, the number of sections of instructional programs to offer, and during the self-evaluation phase of the Five-Phase Evaluation System.

The fiscal year 1986 Vocational Student Follow-Up encompassed 5,619 former students (in school year 1984-1985), of which 4,206 (74.9%) completed their programs. Of the former students who were available for work, 63.8% were employed in an occupational related to their training, while 23.3% were employed in an unrelated occupation. Of those employed, 79.7% were employed in Iowa, while 20.3% were employed out-of-state. Among program completers, 7.2% were continuing their education, and 2.9% were unemployed seeking work. The total response rate for the survey was 30.1% (both secondary and postsecondary).

B. Student Perception Survey

In addition to the 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 formats were used with secondary as opposed to postsecondary former students. Secondary responders overall were satisfied with their preparation--with 87% indicating that the programs met or exceeded their expectations; while 72.1% reported that they were well prepared for employment. The most popular methods of obtaining employment were: Direct Application--36.3%; Teacher/Vocational Instructor--17.6%; and Parents/Family--17.6%. At the postsecondary level, coincidentally, the same percentage of former students (87%) indicated that their instructional programs met or exceeded their expectations, while 87% stated they were well prepared from employment. Sixty-five percent (65%) of postsecondary responders reported that they had met their career objectives before leaving the vocational education programs.

C. Employer Follow-Up Survey

Students involved in the Vocational Student Follow-Up Survey were asked to report the names and addresses of their employers (when working). From this listing, a file of employers of former vocational education students was compiled. Since this was a 20 percent sampling survey, the number of employers who were eligible to respond (536) was comparatively small. Responses may be summarized as follows: (1) Three factors were rated to assess overall preparation, Technical Knowledge, Work Attitude, and Work Quality--with the overall rating as follows: 79.5 percent of the respondents rated these composite items as Good/Very Good; (2) In comparing vocationally-prepared employees with those non-vocationally prepared in similar positions, 61.4 percent of responding employers indicated the preparation was as good as or better than (41.4%) the non-vocationally prepared employees. Work-related attributes of vocationally-prepared employees were consistently rated high in meeting or exceeding expectations,

employers who had participated in the Employer Follow-Up Survey (see above), plus a representative sample composed of employers (Job Service listing) with presumably less first-hand experience with vocationally-prepared students. The major survey objectives were to obtain employer perceptions which might be of use in improving programs, strengthening communications, are developing strategies to affectively market vocational education.

Totally, 4,051 employers were in the sample (840-employer follow-up; 3,211-Job Service). Of that total, 2,109 or 52.1 percent responded.

Survey results include the following:

- Almost three-fifths of the responding employers indicated that they hired vocational education graduates who had training in specific occupations with little or no work experience beyond graduation.
- Among the reasons given by some of the responders for not hiring vocational education graduates were: (1) Student's preparation did not meet the employer's needs; (2) Lack of work experience; (3) high wage expectations; (4) Programs not available; and (5) Preferred academic graduates.
- Over one-third of the responding employers reported prior involvement in improving the efforts of schools to prepare individuals for employment, with the principal types of involvement being providing instruction; providing work stations; serving as advisory committee members; and serving as resource persons.
- In terms of competencies/skills desired in new employees, employers ranked the category of Attitudes, Work Habits, and Interpersonal Relationships in first place, followed by Specific Job Skills and Communication Skills. Surprisingly the lowest priority indicated by employers was the computational competency.
- Over 30 percent of respondents indicated that the best measure of the success of vocational education programs was "employer satisfaction with employed program graduates."

VI. State Administration Accomplishments

The charts presented here (Degree of Completion of the Iowa Department of Education Vocational Education Administrative Activities for Fiscal Year 1986) identify the various mission statements or planned activities established for the state agency vocational education staff for fiscal year 1986. For each entry, the activity is described, the extent of accomplishment is identified, and explanations are provided where appropriate.

IOWA DEPARTMENT OF EDUCATION
 VOCATIONAL EDUCATION ADMINISTRATIVE ACTIVITIES
 FOR FY 86

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Administrate MOA activities	X					Scheduled activities were completed.
MOA desk audit	X					The desk audit samples were identified for years through 1990. Those schools to be visited because of the desk audit during FY 86 were identified and communicated to the Equity Section, Department of Education.
Conduct on-site reviews		93%				All MOA visits were completed. A follow-up visits remain to be done in 87.
Prepare federal reports and related correspondence		X				The MOA annual report was completed on time. Some correspondence was carried over.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Develop and operate management information system						
Conduct student follow-up survey		X				Covers the tail end of the 1985 survey and front end of the 1986 survey. Activities were completed to the extent planned during the cycle.
Conduct employer follow-up survey		X				Pertains to the 1985 activity as planned. Activity got underway after the end of FY 86 as planned.
Conduct employer perception study		X				Completed during FY 86. Publication released beginning of FY 87 due to funding constraints for printing.
Conduct graduate follow-up survey		X				

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Conduct secondary school dropout survey		X				Enrollment field on Secretary's Report (S.A.R.) not completed. 1 to match completed dropout file a S.A.R. file.
Conduct student interest survey		X				Completed to the extent planned 86.
Prepare <u>Low Income Individuals in Iowa</u>		X				
Produce <u>R.E.C. Status Report</u>		X				System modifications in main frame eliminated the previous capabilities accessed through the career education information system process with approximately same information.
Manage in-house processing of annual application data		X				Those schools seeking approval to conduct vocationally funded programs each received approval or tentative approval by the end of the fiscal year. Those programs with tentative approval will be resolved during FY 87.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
manage in-house processing of annual reimbursement data	X					The FY 85 reimbursement cycle was conducted between April and September 1985. Items for improving the process were collected for incorporation in the FY 86 reimbursement cycle.
continue to implement on-line capability for Career Education Information System	X					System continues to be refined and made for expanded utilization.
process, analyze, and provide data from Career Education Information System and census publications and tapes.	X					All requests for information were analyzed and responded to in a timely manner.
provide coordination for Area Planning Councils	X					Coordination was provided through personal visits to APC coordinator directors; visits to area planning council meetings; memorandums and correspondence; telerets; and personal telephone contacts.
conduct meeting of the APC coordinators	X					Several face-to-face as well as several teleret conferences were held as well as the jointly planned and implemented APC-PIC Administrative Entity Conference held at Lake Okoboji in August 1985.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Provide technical assistance to Area Planning Councils for local and area program development, implementation, and program evaluation		X				Program development inservice, ement and educational data, coordi among Department staff regarding nical information were provided t planning council coordinators.
Develop guidelines, review applications, and monitor grants to APC's		X				Guidelines to operate an area pla council were developed; area plan council proposals were reviewed a summarized; and contracts were de and monitored.
are accountability report for FY 85		X				The report was prepared and submi the U.S. Department of Education timely fashion.
are Executive Summary of State Plan for tional Education within Career Education			X			An Executive Summary was prepared not published, pending the updati budgetary information. These dat later updated to develop the Exec Summary of the amended Three-year Plan.
ement first year of revised evaluation em					X	A committee of Department staff r the existing system and proposed incorporation of the standards fo quality programs. A draft of the revised system was developed; how it was not piloted. Due to the inability to reach closure on the proposed modification and the lim

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Continued						availability of Department staff travel resources, no evaluations conducted during fiscal year 198
Update on an annual basis the three-year state plan		X				The FY 87 and FY 88 amendments to three-year state plan were developed following the established procedure obtaining input including the 15 concurrent public hearings. Approve the amended three-year state plan obtained by the (then) State Board of Public Instruction and the U.S. Department of Education.
and collaborative relationships with community organizations, agriculture, business, industry, health, and labor to facilitate coordination in preparing students for employment						
Coordinating Committee for Improvement of Education in Iowa			X			A sub-committee of the membership Coordinating Committee was utilized to develop recommendations regarding modernization grant and budget in allocating program improvement funds
Associated General Contractors of Iowa				X		A partnership agreement was developed and implemented. A conference was conducted to inservice construction trade instructors. A recognition program has been developed and implemented.
Master Builders of Iowa						

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Association of Business and Industry	X					The Iowa Department of Education Iowa Foundation for Business and Industry co-sponsored and will co-sponsor the "Iowa Business Education Connection," a program which gifts of equipment, materials supplies are donated from businesses various schools throughout the state.
Printing Industry of Iowa			X			There has been an ongoing relationship with personnel of the Printing Industries of the Midlands.
Automobile industry			X			A relationship has been developed between the Iowa Automobile Dealers Association and the Department. Agreement was reached to implement National Automotive Technicians Education Foundation, Inc. automotive certification program.
Develop and implement 2-year application process for FY 87 and FY 88				X		The concept of a two year application process is being reviewed by staff. No recommendations have been made as to the implementation of a 2 year application process.
Administer annual reimbursement process for FY 85	X					Completed in accordance with reimbursement cycle plan.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Provide technical assistance to local education agencies planning, administering or evaluating new and/or ongoing instructional programs						
Programs for secondary and postsecondary populations						Technical assistance was provided on-site individual and team visits, telephone contacts. Held teleconferencing meetings with coordinators. New development in multi-occupations accomplished. Program visitation of ongoing instructional programs was accomplished.
Exploratory			95%			One consultant reported the following: Telephone assistance was given to numerous schools. Twenty schools received on-site assistance. Evaluation visit to a merged area school. Presentations given twice to University of Northern Iowa classes (approximately 30 students).
Preparatory			95%			Two presentations made to all business teachers in a merged area. Presentation made at...Community College. Presentation made at Iowa Unified Conference for Vocational Education at the Iowa Business Education Association Convention.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Supplemental			95%			requests; a total of approximately 600 teaching staff were contacted through the above activities eye to eye. Another 200 by telephone. This involved exploratory, preparatory, and supplemental--secondary and postsecondary.
Programs for targeted populations						
Exploratory		X				Technical assistance was provided to educational agencies by on-site visits, office visits, and special needs coordinators' meetings. Telephone conversations also were used to provide assistance. One special needs coordinators' meeting was held for inservice on the Carl Perkins Vocational Education Act. With the primary emphasis on providing comprehensive programs and services, career exploration is a component of preparatory and supplementary services.
Preparatory			X			
Supplemental				X		

Programs for adult population

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
1. Preparatory			X			Provided assistance to customize training programs as requested.
2. Supplemental			X			Great effort—Over 300,000 registered last year in merged area college local school district programs. Statewide effort available in every corner of state.
wide technical assistance to local education agencies planning, administering and/or evaluating new and/or ongoing support services						
Guidance and Counseling Services						
Master Plan Project			X			Seventeen inservice meetings were conducted statewide for school administrators and counselors.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
1. Career Information System of Iowa					X	CISI provided new technical and support services for schools in FY 86. New FY 86 was a multi-floppy disk delivery system. Subscribers were given access to all text file information on the screen which previously was available only in printed form. New also was a complete set of military text file occupation and military life information. All materials were distributed to subscribers. An update information workshop pertaining to above was offered for subscribers.
2. Single Parent and Homemaker Project				90%		Ongoing efforts were made to assure targeted populations were served through these projects.
3. Special needs activities					X	Provided inservice and distributed pertinent materials.
4. Comprehensive career guidance services					X	

Supportive services for targeted populations

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Single parent and homemaker			90%			All projects offered comprehensive support services to the targeted populations.
Handicapped			X			Comprehensive services were designed to provide supportive services such as the following: exploratory, job seeking skills, remedial education instruction, tutoring, counseling, testing, and related vocational education instruction.
Disadvantaged			X			For educational agency personnel administering vocational education programs and services for incarcerated persons, technical assistance was provided by inservice meetings and telephone conversations.
Incarcerated			X			Workshops were held for all program coordinators to assist in better identifying supportive service needs.
Displaced homemakers			90%			Special efforts were made to encourage counselors and staff to promote non-traditional vocational enrollments. Projects were encouraged to meet the needs of men as well as women.
Sex equity projects and activities			90%			

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Provide technical assistance to local education agencies modernizing instructional programs and services						
Curriculum Improvement						
High School Industrial Arts Curriculum Project	X					Completed. Main purposes of project were: development, evaluation, and dissemination. Outcome of the project five industrial technology learning modules.
Iowa Curriculum Assistance System	X					Cooperative activity between Department of Education and Iowa State University to aid local education agencies and merged area schools with curriculum development. Funded as a curriculum project in FY 86. Some services provided in FY 86: 32 curriculum assistance consultations to education workshops on curriculum design, a catalog and computer searches for curriculum and instructional materials responded to 655 individuals with of 1,984 documents pertaining to curriculum, and displays at state conferences.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
3. Principles of Technology Project	X					Pilot programs in Des Moines and
4. Career Education: Relating the Basics to Life Project	X					Publication--Final edit complete
5. Entrepreneurship Education Inservice	X					A survey was sent to each merged school and every secondary school for the purpose of determining the extent to which entrepreneurship was offered within vocational education programs. A program planning brochure was developed and distributed. Two advisory committee meetings were held. Consultative services were provided and the program was established for offering regular workshops.
6. Diversified Agriculture		95%				Fruit and Vegetable Production and Marketing - Part II, Sod Product Marketing, and Christmas Tree and Energy have been completed and inserviced. A general unit on Diversification and Marketing was inserviced in June 1986. Writing has been completed, but it has not been printed and made available to teachers due to delays by the writers.
Equipment Modernization (replacement) Program	X					The FY 86 equipment replacement was managed as planned.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Program evaluation						X The evaluation process was not implemented for vocational education programs during FY 86.
Personnel development						
New teacher workshop						X Staff was involved in presentation information at 6 workshops.
Required courses for vocational approval						X Assistance rendered to teacher education and department heads at universities and administrators at area schools. (Some offerings were cancelled due to low enrollment or problems with scheduling.)
Technical update activities						X Aided teacher educators with identification of priorities; records and updated on instructor records and certification.
Provide technical assistance to local education agencies integrating student organization activities into instructional programs						X Interested schools advised of procedure to initiate organization in AISA. Sessions offered at 1986 Iowa Unified Conference for Vocational Education regarding integration of FHA/HERO activities into the instructional program. An FFA chapter met all requirements for chartering with the state association. DECA well established and functioning.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
<p>inued</p> <p>ide statewide direction for the purpose mproving curriculum in local education cy instructional programs:</p>						<p>very well. A major effort was co to work with the multi-occupation coordinators to convince them on instructional merits of providing student organization activities. statewide meetings were held for students and staff. All schools interest in and continue to use t student association (OEA) as a pa the instructional program. Were encouraged to become even more in due to the national convention to held in Des Moines in fiscal year Postsecondary has continued to gr membership.</p>
<p>By administering curriculum cadres with linkages to technical committees</p>		X				<p>Recommendations were submitted by to coordinating council. Funded curriculum materials produced. A meetings of the cadres, and worke sub-committees. Worked on delive such things as evaluation of loca programs, certification of staff, forming technical committees.</p>
<p>Personnel Development Cadre</p>					X	<p>Members not identified. Meeting held.</p>

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Advisory Committee for Special Populations			X			The role and responsibility of advisory committees was discussed in special needs coordinators' meetings plus resource guide on local vocational education advisory council which was distributed.
Sex Equity Council			95%			The Council provided guidance regarding priorities, and contributed to the Program Improvement Council activities
Development standards for local education agency's program of vocational education						
Existing/current standards			X			Standards for home economics programs were developed and printed in FY 86. They were distributed for use by home economics teachers throughout the district.
Proposed standards				X		A committee on standards submitted report "Standards for Developing Quality Vocational Education Programs" during the early part of FY 86. Work was done on incorporating these standards into a draft of a five year evaluation plan to be submitted to the Director. Bureau of Career Education in FY 87.
Provide technical assistance to local education agencies planning, administering or evaluating economic development projects						

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
NEBITT		X				Worked with ten merged area schools and sixteen business and industrial firms to provide assistance in regard to the establishment and operation of sixty-four occupational programs with a total enrollment of 573 individuals.
Industrial Start Up					X	Program was not funded.
Capacity Building Grants		X				All fifteen merged area schools received a grant.
Productivity Enhancement		X				Worked with ten merged area schools and forty-seven business and industrial firms to provide assistance in regard to the establishment and operation of forty-four occupational programs with a total enrollment of 2,307 individuals.
Retraining		X				Worked with nine merged area schools and seventeen business and industrial firms to provide assistance in regard to the establishment and operation of sixty-four occupational programs with a total enrollment of 1,297 individuals.
HF 623		X				Excellent—State lobby was effective in obtaining tax break in new federal legislation.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	

direct and monitor the planning, administering and/or evaluating new and/or existing instructional programs (Specific attention will be given to the development of measures to evaluate effectiveness of programs, and, in addition, assure compliance with federal law.)

Programs for secondary and postsecondary populations

Exploratory	95%	Made visits to schools; obtained information and information via career information system; and made telephone contact with schools. Received and processed proposals and forms submitted by schools. Year-end reports were prepared for evaluation.
Preparatory	95%	Held telenet meetings with coordinators of low income projects. Adopted a set of criteria for those programs which utilize the cooperative method of instruction which focus on the quality components of programs which utilize cooperative method. Schools visited were evaluated using subjective judgement and the national standards for business education. Plans were formulated

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Supplemental					95%	to inservice all business staff on national standards through the bus cadre request activity.
Programs for targeted populations						
single parent and homemaker					90%	Work will continue during FY 87 to evaluating completed programs and population served.
handicapped					X	Public educational agencies request vocational education funds were prepared proposal guidelines to prepare proposal for activities to serve handicapped disadvantaged populations. The proposal guidelines included an assurance statement to be signed by the public education agency administrator and submitted with the proposal. An evaluation report guideline form was provided to educational agencies to
disadvantaged					X	

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Incarcerated						X assist them in preparing a year end written evaluation report which was submitted to the Department at the of FY 86.
Displaced homemakers						90% Work will continue during FY 87 toward evaluating completed programs and the population served.
Program for adult population						
Preparatory						X Limited to customized training programs. Provided assistance to programs as requested.
Supplemental						90% Tremendous task. Hundreds of courses and hundreds of thousands of registrations. Difficult to do with limited staff of people including only one person assigned full-time to the task.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
<p>Direct and monitor the planning, administering and/or evaluating of new 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.)</p>						
Guidance and Counseling Services						
Master Plan Project		X				Career Guidance Curriculum Guide completed on schedule.
Career Information System of Iowa			X			CIST provided support services for schools in FY 86. In a survey made in the Spring of 1986, subscribers evaluated highly CISI's support services for FY 86. The four major areas targeted in the survey were: (1) frequency of use, (2) degree of helpfulness, (3) impact of PROCESS, and (4) ease of use. The survey confirmed that the major components of PROCESS are widely used by subscribers. The results of the survey were overwhelmingly supportive of PROCESS.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
3. Disadvantaged						X
4. Incarcerated						X
5. Displaced Homemakers						90%
Sex equity projects and activities						90%

Ongoing services will continue in 87. Have sought to provide, where possible, child care, transportation and tuition assistance in order to retain this population in vocational education programs

Coordinate and monitor the modernizing of instructional programs and services (Specific attention will be given to the development of measures to evaluate effectiveness of programs, and, in addition, assure compliance with federal law.)

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Curriculum Improvement						
1. High School Industrial Arts Curriculum Projects				X		Frequent visits to Iowa State University. Attended workshops and visited with the project director. During FY 86, two of five learning modules were developed and four were field tested in 16 secondary schools as a part of the evaluation component of the project.
2. Iowa Curriculum Assistance System				X		A follow-up study of user satisfaction provided the following: 88.3 per cent of supervisors reported increased effectiveness in using curriculum materials; two out of three ICAS users made decision to adapt or adopt new curriculum materials as a result of ICAS services; better than four of five users recommended ICAS services to colleagues.
3. Principles of Technology Project				X		Site visitations and final report completed.
4. Career Education: Relating the Basics to Life Project				X		Publication--Final edit completed.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
5. Entrepreneurship Education Services		X				Worked with the project director University of Northern Iowa to be certain that the project was on track. Also served at the national level entrepreneurship consortium.
6. Diversified Agriculture			90%			All projects were completed and inserviced except Ag Diversification Marketing which was inserviced in 1986. but has not been printed and distributed to Vo-Ag teachers. inservice has been evaluated, but materials have not been evaluated.
Equipment Moderization (replacement) Program		X				All awards were monitored per the Career Education Information System—CE-4. invoices, and on-site visitations.
Program evaluation					X	The evaluation process was not implemented for vocational education during FY 86.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Personnel development						
1. New teacher workshop		X				Staff planned and coordinated of: with university personnel.
2. Required courses for vocational approval		X				Surveyed, coordinated a schedule offerings throughout state via a delivery system.
3. Technical update activities		X				Reviewed proposals for state level local level activities; selected programs; monitored and processed funding for same.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
<p>Plan and monitor local education services providing contracted services to parent organization activities (Specific attention will be given to the development of procedures to evaluate effectiveness of programs, and, in addition, assure compliance with federal law.)</p>		X				<p>Attended leadership conferences. Visitations with student organization directors. Met with state officer plan conferences. Provided contracted services and coordinators for such things as: state leadership conferences and workshops, Iowa delegation for national leadership conferences, peers educating peers--student body and families. Provided judges and proctors. Worked with a national convention. worked with staff to become familiar with procedure to use for the "87" convention.</p>
<p>Plan and monitor the planning, administering and/or evaluating economic development services (Specific attention will be given to the development of procedures to evaluate effectiveness of programs, and, in addition, assure compliance with federal law.)</p>						
<p>DEBIT</p>			90%			<p>Programs were monitored by written reports on completion and on-site as appropriate.</p>
<p>Industrial Start Up</p>						X Program was not funded.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Capacity Building Grants					98%	Programs were monitored in conjunction with projects initiated by the metropolitan area schools and several face-to-face meetings during the year.
Productivity Enhancement					95%	Programs were monitored either by written reports or on-site visits.
Retraining					95%	Programs were monitored by on-site visits to the business or industrial final written reports.
HF 623					X	Excellent—State lobby was effective in obtaining tax break in new federal legislation to continue this program (only slight exception).
Prepare VEDS Report for FY 85					X	All of the prescribed Vocational Education Data Systems (VEDS) reports were prepared for internal use, but not submitted to the U.S. Office of Education.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
.se biennial budget for FY 87						
State administration						X Materials necessary to prepare the budget were not available from the Comptroller's office until August
Program		X				Successfully completed and received \$143,328 additional state vocational for FY 87.
are annual budget for FY 87						
State administration			X			Submitted a FY 87 administrative report to the Deputy Commissioner, Department of Education on June 6, 1986. The report is based on a prioritized list of activities, comparable to those listed in this report, and the estimated cost to carry out each activity for FY 87 developed by the staff of the unit in the Department involved with vocational education. A revision of the budget was necessary due to a reorganization of the Department of Education.
Program			X			The budget was prepared with the knowledge then existing, although it was altered completely with the restructuring of the Department of Education which began in FY 87.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
review, update, and implement equitable funding approach						
Elementary-secondary schools					X	
Merged area schools	X					New foundation formula approved by General Assembly. Won accolades from merged area colleges and members of General Assembly.
Director state administrative expenditures, procedures, and procedures	X					Worked with all units of the Department involved in carrying out the activities those listed in this report, upon which the FY 86 budget was based. Expenditures when compared with budget, were for all intents and purposes zeroed out. Agreements and procedures were developed, processed, and completed in a timely fashion.
Review sites and buildings to be acquired, rented, or remodeled for use of school districts and area community colleges	X					All requests were honored.
(Deleted because it was a duplicate of the above.)						

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Administer school assistance and impact disaster aid to schools	X					All applications were received and forwarded to Washington, D.C.
Review and update uniform accounting system manual	X					Completely updated.
Develop and implement a state agency staff development-system				X		A plan for a staff development meeting was proposed, but it was not approved. No other effort was made during FY. In accordance with need, some meetings the staff attended in-state and out-of-state meetings.
Implement an equipment inventory system to meet federal requirements.	X					Completed and being returned. Will be updated annually.
Monitor compliance of all firms, persons, associations, or corporations relative to advertising and selling courses of instruction	X					

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Coordinate management staff meetings		X				
Coordinate activities of Intra-state Agency with Education, Employment, and Training Force		X				Meetings were held each month, minutes were recorded, and other staff services rendered as scheduled or requested.
Develop and implement a plan for marketing vocational education within career education						
Develop an annual plan		X				A marketing plan for vocational education was developed and submitted to the Director, Career Education Division on January 29, 1986. It included input from 10 members of the staff. On February 16, 1986, the Director appointed a member ad hoc committee on marketing to: (1) critique the plan, (2) identify specific action steps to implement the activities, and (3) identify budgetary provisions to be made at three administrative levels. The committee, after discussion with several individuals outside the Department and further deliberation, submitted its report to the Director on August 22, 1986.
Prepare and distribute a newsletter		X				Prepared and distributed four newsletters in a quantity of 7500 copies each to educators, business and industry persons, and others in accordance with the plan.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Prepare and distribute fact sheets		X				Prepared and distributed fact sheets and data and information warranted.
Prepare and distribute news releases			X			Releases pertained to State Plan hearing, Vocational Education Week results of studies conducted, partnerships, and vocational programs being offered. Releases were sent statewide to newspapers, radio stations and association newsletters. Art also were presented in the Department Dispatch. Numerous calls for more detailed information were received regarding studies conducted.
Prepare and distribute information brochures and publications				X		Prepared and distributed 1000 copies of a proceedings booklet for the Iowa Unified Conference for Vocational Education held in June 1985. Prepared and distributed 8500 copies of an Vocational Education Data 1984-85 folder. Developed a rough draft agriculture education brochure; this effort was terminated at this point.
Prepare 406A reports					X	The responsibility for completion of these reports was reassigned. The reports were completed by the Fiscal Control Section, Merged Area School Division, Department of Education.
Host Unified Conference					X	A display of cooperative effort conference was held in Des Moines June 1986. In excess of 900 individuals attended the three-day conference. Sixty-nine (69) exhibitors participated.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Review LEA, State, and private school audits, and assist in audit resolution (02 Guidelines)						X All reviewed in compliance with A
Conduct annual visitations at Merged Area schools						X Great effort. Merged area colleges requested use of similar procedures 87.
Prepare responses for legislative requests						X Responded to numerous requests from legislators, legislative fiscal table and Democratic Caucus relating to program purpose, direction, and funding needs.
Coordinate activities relative to <u>CIP</u> <u>Directory</u>						X Updating materials were gathered, the publication was not revised due to other priorities and no budget.
Provide coordination for labor market information						X Close coordination was maintained with staff from the Iowa State Occupational Information Coordinating Committee (ISOICC) in the gathering, analysis, interpretation, and use of Iowa labor demand/supply data.

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
vide State Leadership and resource materials for:						
State Council on Vocational Education		X				Met monthly with State Council to and convey emerging issues and n
State Job Training Coordinating Council		X				Met with State Job Training Coordinating Council to amend State Plan and for FY 87.
prepare revision of <u>Prioritizing Iowa's Training Needs</u>				X		The revision was prepared and ut in a limited way, but was not published for widespread distribution.
conduct and maintain records of internal equipment inventory		X				Inventory was completed as scheduled
prepare guidelines for local planning						
Jointly administered programs					X	Publication was not prepared due to inadequate funds and other priorities

ACTIVITY	Degree of Completion					COMMENTS
	100%	75%	50%	25%	0%	
Develop and gain acceptance of procedures coordination with:						
State Job Training Coordinating Council						X Formal written procedures were not prepared.
State Council on Vocational Education						X No formal procedures were developed.
Develop Policies and Procedures--External						X Formal in-writing policies and procedures were not completed.
Microcomputer pilot test for student follow-up		X				After June 1, 1986, two merged area schools provided follow-up data via microcomputer. All merged areas were provided the opportunity to use the MF POS based system for student follow-up. Programs were developed for both the common data system and vocational postsecondary schools. There will be further implementation in FY 87.
Develop a comprehensive State Plan for Vocational Education						X

... for the above by eligible recipient is to be noted in Table 3. These apprentices were in 15 apprenticeable classifications. The apprentice classifications in which there were more than a statewide total of 50 enrolled were, in descending order, pipefitter, Associated Building Contractor's apprentice, electrician, sheet metal worker, and carpenter.

Some statewide offerings conducted in fiscal year 1986 included:

Courses to meet the need for relicensure in fields such 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 field of agriculture on topics such as: production and marketing of truck gardens, swine management, dairy cow nutrition, and sheep management.

Courses offered in the area of long-term health care such as: geriatric aid/orderly (60 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).

4. Coordination Activities with the JTPA and the Private Sector

During fiscal year 1986, none of the planning allocation recipients elected to use any of the adult training and retraining (12%) funds to establish linkages with JTPA in providing cooperative services to dislocated workers.

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

In Iowa, funds to serve single parents and homemakers were distributed using a competitive request for proposal method. Proposals were reviewed by five-member committees who made their recommendations to the Department of Education.

Three review categories were established for the fiscal year 1986 funds. They were: general projects to serve single parents and homemakers, student services and counseling projects, and centers to serve displaced homemakers, single parents and homemakers, with special emphasis on displaced homemakers.

TABLE 5

NUMBER OF SINGLE PARENT AND HOMEMAKER PROJECTS,
PERSONS SERVED, AND FUNDING IN FISCAL YEAR 1986 BY PROJECT CATEGORY

Project Category	Number of Projects	Number of Persons Served		Number of Displaced Homemakers	Number of Ethnic Minorities	Funds
		M	F			
General Projects (secondary)	4	18	259	3	20	\$ 82,11
(postsecondary)	7	144	1380	51	66	\$113,89
Counseling/Student Services (postsecondary)	13	585	1459	292	20	\$177,00
(secondary)	2	18	121	0	6	21,80
Centers to Serve Displaced Homemakers (postsecondary)	11	220	3283	1002	51	\$231,40
Total	37	985	6522	1348	163	\$566,20

identified the need specific to the particular area or the state for the services to be provided. For Iowa, a state feeling 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 this population re-evaluate their options and begin to move forward toward economic self-sufficiency.

a. Student Services Programs to Serve Single Parents and Homemakers

Recognizing that the counseling and student services programs offered by the post secondary schools could be an asset to single parents and homemakers needing assistance, the State Plan set aside a portion of the single parents and homemakers monies to provide such services.

In carrying out the projects, a wide variety of services were offered based upon the specific needs in various parts of the state. Many of the services offered 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. One institution monitored and encouraged regular class attendance by clients and demonstrated a high success level. Other schools used funds for assistance with tuition, child care and transportation.

b. General Projects to Serve Single Parents and Homemakers

Under the category of General Projects, additional 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. Two projects were especially unique in addressing the needs of single parents and homemakers. Both were funded at secondary schools but addressed the needs of adults.

minority faces. The project coordinator provided self-esteem, career workshops, pre-employment workshop 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 need to become comfortable with computer technology in order to return to the work place. Two-day workshops were held at six community college. In every case potential participants outnumbered the space available. A higher number of the 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. Both of these projects will be granted funding for a second year.

c. Displaced Homemakers Programs

The third category of programs serving single parents and homemakers 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 number of funded programs serving displaced homemakers from three in fiscal year 1985 to eleven in fiscal year 1986. Of these, three were partially funded by the Iowa Department of Human Services. On the state level, both funding agencies coordinated their efforts in order to be non-duplicative. In addition, meetings were initiated with the state agency administering the Job Training Partnership Act in order to better plan for services to displaced homemakers. In the fall of 1985 a two-day conference was held for coordinators of all programs serving displaced homemakers (regardless of funding source) to provide information on serving the population; to present instruction on use of the Eureka Micro Skills software package which was provided at no cost to each program; and to provide an opportunity to learn what other programs were doing. Evaluations of this conference were very positive, and requests were made for repeat conferences annually or even twice a year. Staff from the Department of Human Services assisted in the conference.

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 supplement

Perkins funds linked closely with a community based organization funded by the Department of Human Services to serve displaced homemakers.

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; and placement services.

Program coordinators reported a need for greater visibility of programs and indicated strategies to improve this in fiscal year 1987. They also indicated that the lack of employment opportunities in the state contributes to a feeling of helplessness and depression among some low income women and men that is hard to overcome. The need for services is far greater than the funds to support them, and all programs are seeking additional funds from their local institutions, JTPA, and state appropriated monies to serve displaced homemakers.

The state agencies in Iowa are continuing plans to coordinate all programs serving displaced homemakers in order to make the best use of the resources available.

d. Summary

Through a supplementary report, additional information about the populations served with the Single Parent and Homemaker money were collected. From the information gathered, the following generalizations can be made:

1. The greatest numbers of men and women served came from rural Iowa. The exceptions were the large metropolitan areas of Davenport and Waterloo.
2. While some minority women and men were served, a greater effort needs to be made to inform them of available services.
3. The range of age of clients served was from 15 to 61+. The greatest concentration of clients ranged in age from 21 to 50, with a balanced distribution.
4. The majority of men and women served had completed high school. Many had some postsecondary training. A few had graduate degrees.

programs at the area schools.

- A similar number enrolled in other educational programs.
- JTPA programs enrolled a significant number of participant
- Lesser numbers of clients moved into part-time or full-time employment.

In looking toward the future year, additional data are being collected regarding members of individuals benefiting from child care, transportation and tuition assistance. In some parts of Iowa, these are among the great needs.

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 June 1985, reviewed by five-member committees, and submitted to the State Board for Vocational Education for approval.

2. 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.

3. 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, the general public) were reached through promotional activities but are not included in the count.

NUMBER OF SEX EQUITY PROJECTS, PERSONS SERVED,
AND FUNDING IN FISCAL YEAR 1986 BY PROJECT CATEGORY

Project Category	Number of Projects	Number of Persons Served		Funds
		M	F	
Model Career Exploration Projects (Postsecondary)	4	24	162	\$ 90,118
Guidance Activities (Secondary)	1	420	439	3,316
Outreach/recruitment (Postsecondary)	2	12	8	3,441
Career Awareness (Secondary)	5	1315	1370	9,882
(Postsecondary)	1	7	201	5,707
Nontraditional Recruitment (Secondary)	4	743	659	8,085
(Postsecondary)	1	520	702	26,875
Sex Fair Promotional Materials (Postsecondary)	1			3,000
Sex Equity Curriculum Development (Postsecondary)	1	10	103	1,548
(Secondary)	2	17	23	13,509
Total	22	3068	3667	\$165,481

Four (4) two-year model career exploration projects were funded in 1986 at postsecondary merged area schools. Each of these projects focused on developing ways to inform students of the nontraditional career opportunities available to them. A major focus of all the projects was 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.

- Northwest Iowa Technical College — \$23,874

This agency established a career exploration program which was designed to eliminate student fears regarding nontraditional occupations. A part of this project was presentations made to high school seniors and staff in Area IV school districts. Through this project, 19 women students chose to enroll in nontraditional career programs in the fall of 1986.

girls and women age 16-25. Activities and counselors were available at all three college campuses with orientation to nontraditional careers a major focus.

- Western Iowa Tech Community College -- \$15,779

PACE II was an outgrowth of an earlier project serving students interested in nontraditional careers. Unique to PACE II was the linkage with other projects serving special populations at WIT. These included the Single Parents and Homemakers Project; Dislocated Worker Center; JTPA; and programs to serve the disadvantaged and handicapped. A key feature of PACE II was the support group available for women and men enrolled in nontraditional programs.

- Kirkwood Community College -- \$18,589

The Electronics and Engineering Career Opportunities Program was unique in that it was a specific nontraditional curriculum designed to recruit and train women. In the first year of this project, 25 women were enrolled in the program. Providing women with special training which they may not routinely have received as girls and which would enable them to be successful in an electronics career was an important component of this project. A specific curriculum was developed for this project.

4. Male/Female Enrollment Patterns--Fiscal Year 1986

Overall enrollments by sex in vocational education instructional programs in Iowa were well divided, with the total ratio at 48 percent male/52 percent female. In some of the primary nontraditional occupational areas, the ratio by sex improved in fiscal year 1986 from the fiscal year 1985 total, e.g., Agriculture--1985-72 percent male/28 percent female, 1986-69 percent male/31 percent female; Consumer and Homemaking--1985-28 percent male/72 percent female, 1986-31 percent male/69 percent female; Precision Production (Machine Shop, Graphic Arts, etc.)--1985-92 percent male/8 percent female, 1986-78 percent male/22 percent female. In other areas, disparities remained, e.g. Cosmetology--6 percent male/94 percent female; Allied Health and Nursing--9 percent male/93 percent female. The most evenly divided occupational area was Marketing and Distribution, with a 46 percent male/54 percent female ratio. Efforts to encourage enrollments in nontraditional areas is making a slight impact, though progress may seem slow.

Two-Digit Instructional Program	Secondary			Postsecondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
01.03 Agriculture/Agribusiness	88%	12%	10,836	77%	23%	1,956	85%	14%	11,003
06 Business and Management	57%	43%	7	61%	39%	419	61%	39%	259
07 Business and Office	40%	60%	6,464	22%	78%	8,033	30%	70%	10,145
08 Marketing and Distribution	40%	60%	2,161	22%	78%	2,559	30%	70%	2,201
09 Communications	20%	80%	10	0	0	0	20%	80%	2
10 Communication Technologies	67%	33%	40	81%	19%	62	75%	25%	77
12 Cosmetology	8%	92%	52	5%	95%	220	6%	94%	17
15 Engr. Engr. Related Tech.	0	0	0	87%	13%	2,505	87%	13%	2,178
17 Allied Health	23%	77%	313	10%	90%	4,183	11%	84%	485
18 Nursing	0	0	0	5%	95%	2,595	5%	95%	136
20.01 Consumer and Homemaking	31%	69%	34,368	0	0	0	31%	69%	10,507
20.02 Vocational Home Economics	29%	71%	900	12%	88%	2,067	17%	83%	508
21 Industrial Arts	78%	22%	7,489	0	0	0	78%	22%	5,875
43 Protective Services	78%	22%	8	78%	22%	381	78%	22%	287
46 Construction Trades	3	5	466	284	97	870	287	102	1,291
47 Mechanic Repairers	95%	5%	1,297	97%	3%	3,587	97%	3%	4,722
48 Precision Production	1,236	61	810	3,486	1,011	2,514	78%	22%	2,601
49 Transportation	82%	18%	16	77%	23%	1,052	78%	22%	986
Not Elsewhere Classified	82%	18%	6,526	77%	23%	8	78%	22%	3,218
GRAND TOTALS	49%	51%	71,763	47%	53%	33,011	48%	52%	50,705

A total of 472 persons were provided assistance during fiscal year 1986. A breakdown of enrollment by male and female and by educational institution and correctional facility is shown in Table 8.

Three (3) postsecondary institutions provided programs and services for inmates of as many correctional facilities. Iowa Central Community College provided vocational counseling and instruction for medium security residents at the North Central Correctional Facility at Rockwell City. Iowa Valley Community College provided vocational instruction for offenders at the Iowa Training School for Boys at Eldora. The Hawkeye Institute of Technology provided vocational counseling and instruction for offenders of the First Judicial Division of Correctional Services at Waterloo.

TABLE 8

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	
Iowa Central Community College	North Central Correctional Facility	65	0	65	\$41,661
Iowa Valley Community College	Iowa Training School for Boys	346	0	346	48,222
Hawkeye Institute of Technology	First Judicial Division of Correctional Services	45	16	61	1,310
TOTALS		456	16	472	\$91,193

2. Participating Correctional Facilities

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 1986, three merged area schools were granted the one percent corrections funds provided by the Carl Perkins Vocational Education Act. An amount of \$91,193 was expended for this purpose. A

A review committee representing corrections and vocational education reviewed and scored proposals with applications getting the high score receiving grants of funds. JTPA funds which were provided were:

Iowa Central Community College — \$44,00
Hawkeye Institute of Technology -- \$21,693

Refer to Table 11, page A-15, in the Accountability Report.

B. IMPROVED CAREER GUIDANCE

1. Students Served and Staff Involved

Guidance services were provided to 219,923 secondary students by 671 counselors and to 32,283 postsecondary students by 97 student service personnel.

2. Career Guidance Guidelines for Elementary-Secondary Schools

During the period of July 1, 1985 through June 30, 1986, work was continued on the development of the "Iowa Career Guidance Guide for Student Development"—career guidance guidelines for the State of Iowa. This activity was initiated by members of the Department of Education in 1984. The need, in view of societal changes and changes in the guidance profession, was agreed upon in 1984 by 32 members of the guidance profession employed in Iowa education agencies. This group set up general areas to be covered in a publication to be developed. A coordinating committee composed of seven of the 32 representatives and three members of the Guidance Services Section was organized. Chapter writing committees were selected during the spring of 1985. Their work has been done under the direction of the coordinating committee.

Writing of the chapters was begun in the spring of 1985 and finished in December 1985. Draft copies of the guide were printed in January 1986. Copies were distributed to administrators and counselors from 22 local school districts, and one area education agency who have volunteered to pilot the publication. The pilot study was done during February, March, and April 1986. During this time, the participants completed a detailed evaluation of the guide. During the first week of June 1986, the coordinating committee reviewed the input of those who participated in the field study. The outcome was an agreement of revisions to be made in the draft copy. Revisions were made by members of the Guidance Services Section in the Department, and the final publication was prepared for printing. Distribution and assistance for use in Iowa's schools will be made during fiscal year 1987.

The publication has been developed to assist educators in the implementation of organized programs and guidance services or redirecting of the goals and objectives of the present career programs in operation. It provides information useful for professionals responsible for the planning, organizing, and delivery of guidance services. Examples of a career curriculum for grades K-3, 4-6, 7-9, and 10-12 are given. 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 fiscal year 1986, the Career Information System of Iowa (CISI) provided new information materials that assisted people to explore the world of work and helped them make career decisions. The systems featured in CISI are: (1) AWARE; (2) PROCESS and; (3) a new system introduced during the year called SKILLS.

- 1) AWARE is designed primarily for the elementary and special education students. It contains a user handbook and needle sort card deck. It allows the student to search through general categories of job families based on the student's own subject interests. It is the first step in exploring general categories of career interests and provides a good base for the student to advance 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 mainframe computer. By far, the most popular is the microcomputer system which is used in most schools in the state. Individuals sort out occupations based on their interests and aptitudes through a 21 item questionnaire called QUEST.
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 a process that uses a person's self-perceived acquired work skills or skills they like to use.

SKILLS is a computerized program that helps clients identify occupations that use their best skills. The client chooses from a list of 72 skills, prioritizing into the top five, next 10 and 20 skills. These 35 skills are entered into a computer which sorts through 300 occupations looking for the best occupational matches. The program will pull out at least 30 different occupations for the clients to review. Detailed information can be accessed for any occupation by going into the data files.

b. Data Files

Two of the systems mentioned above, PROCESS AND SKILLS, allow people to explore a wide range of occupational and educational information available in the state. They provide detailed and current information on Iowa careers in a set of Occupational Briefs. They also feature Programs of Study and Training which provide current information on educational training programs in the state. A third

usually 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 developed 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 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 user detailed Iowa occupational, educational, and institutional information.

CISI, with help from the area education agencies, has developed a total microcomputer information delivery system. This new system incorporates the Occupational Briefs, Programs of Study, and Training and School Profiles on 22 double-sided floppy disks. Subscribers are able to explore occupational interest areas and access detailed occupational and educational information via the microcomputer.

Another new development for CISI is the addition of military information files. The military information files were part of a nationwide movement that integrates military information into state career information systems. CISI added these new files with the new MICRO-CISI system.

CISI materials can be found in over 475 school sites (school buildings) of Iowa's public and non-public schools which create a potential user population of approximately 238,481 students. In addition, PROCESS materials are used by all of the area education agencies, 14 merged area schools, two state universities, and three private four-year colleges. CISI also is located in four correctional facilities, three juvenile

A survey mailed in the spring of 1960 polled all current subscribers of CISI. The four major areas targeted in the survey were: (1) Level of Use; (2) Degree of Helpfulness; (3) Impact of PROCESS; and (4) Ease of Use. The survey confirmed the major components of PROCESS were widely used by CISI subscribers. The PROCESS handbook, Programs of Study and Training, and the School Profiles were used by over 90 percent of our subscribers. The most popular component, Occupational Briefs, was used by 99 percent of our subscribers.

The degree of helpfulness for CISI PROCESS was also rated very high. Well over 90 percent of our subscribers rated the Handbook, Programs of Study and Training and School Profiles helpful. Ninety-eight percent (98 percent) rated the occupational Briefs helpful.

The survey showed that the PROCESS had positive impact on students and clients. It had its highest impact on informing students/clients about occupations (99 percent), educational information (98 percent), the work world (98 percent), and self-awareness (98 percent). It also rated high impact (95 percent) on providing information quickly and saving counselor time.

The fourth major area survey, "Ease of Use," showed that well over 95 percent of the counselors indicated CISI PROCESS was easy to use. Subscribers were asked if they would recommend CISI to another agency. Ninety-eight percent (98 percent) indicated they would.

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

d. Comments

- 1) "It is my first choice for looking up information on Iowa occupations."
- 2) "It is the heart of our program."
- 3) "Created interest, caused student traffic; excellent resource!"
- 4) "The computers have allowed by students quick, easy access to CISI. They use it all of the time. The computers make it go."
- 5) "I hope to use it more each year!"

- 8) "It is an easy-to-use program full of information for inmates to have access, too, for their future planning. It allows inmates to make more realistic plans and to establish a new course of action for their future."
- 9) "Best source of occupational information available to my students."
- 10) "I think CISI is the greatest counseling tool there is."
- 11) "It is the best source of occupational information."
- 12) "CISI has improved the program by making high school students set goals and start to achieve them."
- 13) "CISI is the backbone of our career program. We start it and use it as the springboard for all other career activities."
- 14) "One location for "tons" of data."
- 15) "The best career information available."

e. Funding

Funds for the operation of CISI during fiscal year 1986 were \$353,617.

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 are available upon request.

Each admissions applicant interviews with a counselor and reviews interest, abilities, and career placement criterion. 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

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.

Goal 6 in the State Plan for Vocational Education Within Career Education, FY 1986-1988, provides for the following: To promote preservice and provide in-service programs which increase the competence of vocational instructors, administrators, and other personnel in performance of their responsibilities. During fiscal year 1986, proposals were submitted, approved, and funded to conduct in-service 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 administrators to serve disadvantaged and handicapped students
- Introduce entrepreneurship concepts and curriculum materials
- Study and disseminate information on the effectiveness of the current personnel development system
- Assist new teachers entering teaching from business and industry
- Assist administrators and teacher educators

In a broad sense, personnel development activities for fiscal year 1986 included: seminars/workshops/institutes; 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 9 provides a summary of the in-service activities undertaken by secondary schools; merged area schools; colleges/universities; and councils, commissions, associations, and firms (public/private). As noted in the table, 66 in-service proposals were approved and reimbursed for activities undertaken during this year. Approximately one-third of the proposals dealt with one activity. Fifteen (15) of the proposals were devoted to adult instructor development; four were devoted to handicapped and disadvantaged efforts in which 589 participants were involved; and six were devoted to consumer and homemaking efforts in which 529 participants were involved. Participation, as shown in Table 9, is duplicative in nature in that individuals did participate in more than a single activity in many instances. It is to be noted that in excess of 5,000 "participants" were involved in in-service activities, and of these, the numbers of males and females were nearly equal.

Classification of Agencies/ Organizations	Number of Agencies/ Organizations	Number of Proposals	Number of Activities	Number of Participants			
				M	F	Sex Not Identified	Total
Secondary Schools	4	6	17	457	355		812
Merged Area Schools--Ex- cept Adult Instructor Development	12	14	266	421	300		721
Merged Area Schools--Adult Instructor Development	14	15	210	562	715		1277
Colleges/ Universities	4	30	90	1389	1154		2543
Councils, Commissions, Associations, & Firms (Public/Priv.)	1	1	1			144	144
Totals	35	66	584	2829	2524	144	5497
Handicapped & Disadvantaged*	3	4	10	436	423		859
Consumer and Homemaking*	2	6	7	0	529		529

* Included in the totals above.

2. Specific In-service Activities

More specific examples of the reported activities in which vocational instructors, administrators, supervisors, coordinators, counselors, and support personnel were involved were:

- Iowa Economic Development Seminar
- Clinical Evaluation--National League of Nursing
- Turfgrass Seminar
- Accountants' Seminar
- Competency-Based Educational Workshop
- DACUM Training
- Sales Workshops
- Lead Fire Service Instructor Workshop
- Engine "Update" School
- Stress Management Seminar
- Effective Teaching in Clinical Setting
- Microcomputer Instructor Training Workshop

- Telecommunications
- Display Writing
- IBM CP Use
- Quality Control Information for Instructors
- Video Tape Production
- Allen Bradley Training
- National Rural Education Forum
- Statistical Process Control Instructor Training
- American Vocational Association Convention
- Marketing Conference
- American Society of Training Directors' Conference
- Iowa Nursing Council Meeting
- Northwest Regional Fire Service Meeting
- Return to Industry Activities
- I-CAR Meeting
- Tours of Business and Industrial Firms
- Industry-Based Training
- Workshops in Grant Writing
- National Delegate Assembly—Leadership Skills
- Administrative Dimensions Workshop
- Foundations Course
- Curriculum Course
- Co-op Course
- Methods Course
- Evaluation Course
- Vocational Advisory Committee Seminar
- Motivated Employee Seminar
- Marketing Adult Education and Establishing Goals Workshop
- Serving Business and Industry Workshops
- American Association of Community and Junior College Convention
- Governor's Conference
- Coordinating Planning Workshop
- Technical Update of the Textiles and Fashion Industry
- Human Resources Management Conference
- Certification Workshop
- Displaced Homemaker Program Coordinator Training
- Closing the Gap—Computers for the Disabled
- Adult Foods Instructor Training in Low Salt, Low Fat, and Low Sugar Cooking
- In-service for Entrepreneurship
- Technical Update in Dental Materials
- Technical Update in Gerontology
- Iowa Occupational Competency Testing Center

In addition to the above, the Iowa Unified Conference for Vocational Education was held in Des Moines in June. In excess of 900 individuals attended the three-day conference. The conference was statewide and included general sessions, concurrent sessions, individual/organizational sessions. Sixty-nine (69) exhibitors participated in the conference.

workshop, and transition workshop for counselors. All projects combined served a total of 859 professionals including teachers, counselors, administrators, and parents. The following descriptions capture some of the highlights and results:

- The Iowa Curriculum Assistance Systems organized and implemented a workshop to orient persons interested in serving special populations to existing state-of-the-art curriculum materials. Thirty-six (36) persons participated.
- Business educators were teamed with special educators at a statewide conference held in Waterloo in November 1985. Teams were requested for the purposes of increasing communication between special educators and vocational educators and building closer working relationships to better serve students with learning problems. Each team had to design a special project that they would implement in their home schools throughout the winter.

A follow-up workshop was held in the spring to share ideas regarding implementation successes and failures. Throughout the implementation stage all schools received consultant assistance from staff of the University of Northern Iowa.

- Ten (10) teams representing 24 staff persons implemented special projects to assist students with learning problems at their individual schools. One team (Southeast Polk) coordinated efforts with their area education agency to replicate a workshop within their area. This resulted in 40 more teachers from special education and business education to be trained. As well, it resulted in a survey to identify major concerns of business educators to plan future workshops. The results indicated the following concerns in rank order:

- a) Modification of course materials, equipment and curriculum
- b) Joint planning time for business education and special education
- c) Individualized education program planning and writing
- d) Behavior problems
- e) Identification of learning problems
- f) Motivation problems

The emphasis on teaming (Business Education and Special Education) has resulted in increased communication and cooperation between special educators and business educators. The in-service model received very positive comments, and recommendations have been made to continue the process of having joint workshops including special educators and vocational educators.

- Thirty-seven (37) industrial educators, special educators, and administrators came together in a joint workshop at Cedar Rapids in January 1985. The purpose was to increase team involvement at the

a definite workload for staff development for several years to come.

Results of the workshop produced special implementation projects in all 13 schools that participated. A follow-up research project is planned for fiscal year 1987 to determine if the workshop has had long-term effects. After one-half year all the participants were working together to improve services for the handicapped. The research project will determine if participants from previous workshops and this workshop continue to use strategies, ideas, materials, or techniques learned at the workshops after a period longer than one year.

- The Iowa Association of Alternative Schools and Department of Education co-sponsored an alternative education conference in April 1986 in Des Moines. Five hundred fifty (550) persons attended the conference including 27 persons from other states. This effort was directed at improving and expanding schools, programs, and services for dropouts and potential dropouts. The evaluation of the workshop rated the conference good to excellent and met the participants objectives in a wide-range of topics.

In a follow-up to the workshop the state has received 17 requests to support or expand schools and programs for dropouts and potential dropouts. Additional requests are expected as new excellence standards are implemented in local schools. Excellence standards include increased academic requirements which are helping to force students to drop out of high school. Increased dropouts, increased requests for help, and positive evaluations of workshop results indicate the future staff development activity will be needed. Plans are being made to implement a statewide workshop in the spring of 1987.

- The Mountain Plains Regional Resource Center and two groups (Special Education and Vocational Education) within the Iowa Department of Education linked resources during the 1985-86 school year to sponsor training workshops for counselors, special educators, and vocational educators to better understand and implement transition efforts in local education agencies. The effort was entitled, "Project Transition: Career Planning for Handicapped Students." The following activities were completed:

- a) Statewide Awareness Workshop--35 attendees representing all areas of the state.
- b) Six regional workshops organized by attendees at a statewide workshop. Two hundred twelve (212) participants.
- c) Twelve (12) districts selected to implement transition activities with consultative assistance.

Curriculum Assistance Systems for dissemination.

- e) Printed and disseminated 500 copies of a document entitled "Transition from School to Work." An additional 250 copies were placed in the Iowa Curriculum Assistance System for dissemination.

The results of the staff development activities are being evidenced through the implementation of local action plans. Forty-nine (49) such action plans are in progress in large and small rural schools. The exact impact of this will have on students is yet to be realized.

Critical questions which emerged during the transition project include:

- a) What should be essential information in a transition plan?
- b) Who should be responsible for a transition plan?
- c) Who should serve on local transition teams?
- d) Who should be responsible for coordination?
- e) What effects do the following play in the development and implementation of a transition plan?
 - Size of district
 - Type of special program by disability and delivery model
 - Resources
 - Personnel
- f) Can or should the transition plan and process be implemented on a classroom only or a district-wide basis? What factors determine the approach to use?

These questions will need continued attention to help promote planning and implementation in local districts.

Personnel development projects designed specifically for consumer and homemaking staff, as noted in Table 8, served a total of 529 persons. The following descriptions provide a summary of the activities:

- A one-day conference, "Families and Work," was held in Waterloo in April to update vocational home economics teachers. Conference topics were the effects of family life on work and career, the effects of work and career on family life, management of family life and work, and teaching strategies for handling employability and management concepts within vocational home economics.

package developed by the Curriculum Improvement Centre for Home Economics. A videotape supplements the handbook and the scope and sequence materials. Two in-service workshops which dealt with the use of the handbook for program development in home economics were held during the Iowa Unified Conference for Vocational Education in June.

- A project was conducted to identify in-service opportunities needed and/or desired by middle/junior high home economics teachers to enable them to teach the application of math, science, communication, and higher order thinking skills to practical problems related to home and family living. A summer curriculum workshop was held during which teachers and university personnel wrote the first draft of an 18 week exploratory home economics curriculum for eighth graders. The units were used four times during the year, each time with some revisions and continued development. This project involved university subject matter specialists and members of a project advisory council. The curriculum was introduced at the Iowa Unified Conference for Vocational Education in June. A week long credit workshop was held in June to introduce teachers to the curriculum. These teachers are being asked to introduce it to other teachers.
- A project was undertaken to evaluate occupational child care programs in Iowa schools. Data were collected from all occupational child care programs in Iowa that were willing to cooperate. In all, there were 10, both secondary and postsecondary. Home economics teachers have been using collected data for local presentations. Evaluation devices used in the study are available for teachers to keep and use. Suggestions for local data collection have been provided to teachers.
- A data base program for the selection of play activities for children from birth to 10 years of age has been developed. A teacher's guide has been developed to accompany the program. Some work remains to be done after which evaluations will be conducted.
- A curriculum module was developed for use by secondary home economics teachers to teach secondary students about aging. A detailed conceptual outline was developed and reviewed by secondary home economics teachers, teacher educators, communication specialists, and gerontology specialists. Revisions were made in the outline. Learning activities have been developed, and teaching resources have been identified. The completed draft of the curriculum module was reviewed by secondary home economics teachers.

3. Evaluation of In-service 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:

in situations where teachers have received help. As for practices and procedures, we have had fewer problems with teachers who had attended the orientation meetings."

- "The conferences and workshops attended were judged satisfactory in view of the long-range goal of this institution in staff development. Because of the direct need to build a base of knowledge about high technology, computer assisted information systems and data processing in vocational education, it was viewed as necessary to attend these types of institutes to build that knowledge base. The staff development emphasis upon basic high technology knowledge also is in agreement with the goals of the Area Planning Council in articulating secondary and postsecondary curriculum".
- "Participants were in agreement that the week was a valuable resource in upgrading their knowledge, skills, and understandings of current manufacturing technology. . . Participants and supervisors indicated that they were also made aware of the need to improve abilities of both themselves and their students in the basic sciences (math, applied physics) as a necessary foundation for teaching high tech manufacturing."
- "Some good sessions; however, the overall conference was poorly planned."
- "As a result of a train the trainer conference, attended by some of our EMS coordinators and instructors, we are now requiring new EMS instructors to go through a training program prior to their teaching."
- "Each of the workshops were (sic) evaluated in an open written procedure. The evaluation instrument was used at the completion of the workshop and requested immediate feedback from the participants. Most of the comments were very positive about the in-service in regard to customized rural diversification programs. Some of the feedbacks were not positive about the customized safety programs and materials which were presented. Nearly all participants thoroughly enjoyed the participative activity of the workshop."
- "The project proceeded pretty much as planned. There were many positive feelings developed on the part of the participants. . . Community College benefited from the grant from the area of curriculum development. Many of the activities have been developed into educational programs for the distressed agricultural community across the state. Plans are currently underway for the continuation of these activities."
- "Expenditures of technical updating funds resulted in enhanced instructor capabilities and knowledge of his/her teaching field by

workshop items in the classroom, revealed a number of instructors applying what they had learned to good advantage."

- "Instructors reported this to be a very positive learning experience, and have already utilized some of their new skills."
- "Only one reactor was a school counselor. 3 were from AEA's. The others, higher education--would have like more from school counselor ranks. . .The interaction among the counselors was very worthwhile. . .Really liked the format--time to study papers and have authors present, however, the size may have prevented everyone who wanted to from participating. Some breakdown into small groups may have counteracted this."
- "The rating scale was 1-5 scale with 5 being the highest rating. The average ranking for all activities was a 4.5. The participants felt the conference was well organized and provided them with useful information. They want the conference replicated next year, a typical comment. 'I thoroughly enjoyed myself. I learned a lot of new things, realized I have more potential than I'm utilizing.'"
- "Not enough time to really explore how some of the programs are implemented. I need another day."
- "No significant differences were found between teachers who attended the fruit/vegetable in-service and those who did not participate when the following factors were compared:
 1. Number of programs which have a greenhouse for vo-ag use.
 2. Chapters who raised and sold fruits and vegetables as chapter projects.
 3. Fruits/vegetables that were raised on the school land lab.
 4. Fruits/vegetables instruction which was included in the adult program.
 5. Numbers of teachers who took horticulture classes as an undergraduate.
 6. Number of secondary vo-ag students enrolled in vo-ag programs.
 7. Number of non-farm, nontraditional secondary students enrolled in vo-ag programs.
 8. Number of years of teaching experience which the vo-ag teacher has completed."
- "We had the opportunity to observe the lab demonstrations, and equipment and go through some of the units--including the teaching strategies and relate some of the materials to our personal backgrounds. Definitely gives us a good place to start to get organized and prepared to implement the program in our local school districts. I like the idea of working up the subunit and unit test banks."

and developing self confidence in those with less math background."

- "The project staff elicited feedback from the field test sites and from the DPI during the course of the project in order to determine the effectiveness of the project and possible future directions. The participants at the spring meeting were asked to provide input as to how they felt the project was progressing. It was determined that the project was on track in terms of career planning for handicapped students and its continuation was encouraged. Additionally, there was a formal evaluation conducted regarding the project newsletter. Essentially, the newsletter was very well received by counselors and special educators..."
- "Could have used more time in discussion of mutual problems, differences in different schools, etc. Career Ed. was very sketchy because of so much information. More time on the computers!"
- On a form with a rating scale of 1-5, with 5 being high, participants of the Iowa Unified Conference for Vocational Education were asked to evaluate various aspects of the conference. The following is a summary of the respondents' evaluation of the total conference program:

<u>ITEM</u>	<u>AVERAGE RATING</u>
Length of sessions	3.94
Relevance of topics to fit your needs	3.73
Effectiveness of presenters	3.91
Organization of presentations	4.04
Opportunities for informal interaction	3.72

4. Preservice Activities

In accordance with goal 6 in the State Plan referred to above, proposals were submitted, approved, and funded to conduct workshops for new teachers entering the field of teaching in vocational education. A proposal for each of the state universities was approved and reimbursement was made for the instruction of new teachers. A total of four workshops of several sessions each were provided. Forty-six (46) males and 36 females participated. Teacher educators were assisted by resource persons in providing the instruction.

Results of the workshops 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. All participants successfully completed workshop activities and

attending the sessions. Follow-up conversations with participants indicate the experience was very effective and meaningful. Feedback indicating this opinion were also received by DPI which were initiated by workshop participants."

5. Funding

Funds for the reimbursement of costs to provide the preservice and in-service training for vocational education staff during fiscal year 1986 were \$622,417.

In November 1985, a two-day statewide meeting to discuss program improvement in Iowa schools was held in Des Moines. Its purpose was to provide curriculum improvement cadre members with an explanation of the purpose of curriculum cadres, how the cadres fit into the total state effort, and services such as the Iowa Curriculum Assistance System, Career Information System of Iowa, etc., which can be utilized by cadres to improve curricula. Various initiatives of the Carl Perkins Vocational Education Act, priority areas, and the organization of a program improvement council were discussed. There also was discussion concerning limited technical committees as described in the Act. Funding and procedural items in regard to the above were covered during the meeting. Time also was devoted to individual curriculum improvement cadre meetings.

Five curriculum improvement cadres in the following disciplines continued their activities during fiscal year 1986: agriculture education, business education, home economics, health occupations education, and industrial education. In addition, the sex equity council continued its activities. In its relationship to the curriculum cadres, the Sex Equity Council sees its responsibility as one to work with all curriculum areas to identify equity issues and promote increased sensitivity to them on the part of both educators and business and industry.

During the year, a program improvement coordinating council composed of the chairpersons from the five curriculum improvement cadres and the Sex Equity Council was established. This council will facilitate communication between cadres for the purpose of identifying common goals, resources, and proposed activities, as well as advising the Department of Education and the State Council on Vocational Education as to prioritization of perceived needed program improvement activities. The Council met once during the year for an organizational meeting in January. During the meeting, there was discussion concerning the role of the Council. Items of concern to the cadres were presented by the members. The Council members discussed its approach to reviewing and recommending program improvement priorities and criteria to be used in priority determination.

Several limited technical committees were proposed by the curriculum improvement cadres during the year; however, only one committee was organized and operated during the year--Food Service Supervisors for Long-Term Care Facilities.

A summary of the activities of the five curriculum improvement cadres during fiscal year 1986 follows:

- Developed and submitted a list of priorities for curriculum improvement and personnel development activities to the program improvement coordinating council.
- Recommended the establishment of a limited technical committee for

- heard and discussed project progress reports and other reports throughout the year.
- Provided assistance to curriculum improvement projects.

A summary of these cadres, the status, and the funding for emphasis shown in Table 10.

TABLE 10

STATUS AND FUNDING OF CURRICULUM IMPROVEMENT CADRES
WHICH OPERATED DURING FISCAL YEAR 1986

Cadre	Status of the Project				Funding in FY 86
	Start FY 86	Cont. FY 86	Comp. FY 86	Extend FY 87	
Agriculture Education Curriculum Improvement Cadre		X	X	X	\$ 3,175
Business Education Curriculum Improvement Cadre		X	X	X	7,856
Health Occupations Curriculum Improvement Cadre		X	X	X	4,826
Home Economics Curriculum Improvement Cadre		X	X	X	2,739
Industrial Education Curriculum Improvement Cadre		X	X	X	4,600
Total					\$23,196

Key contributions from the Sex Equity Council in fiscal year 1986 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.

2. Curriculum Projects

- Ten (10) curriculum projects, one of which is divided into three parts, were approved and funded during fiscal year 1986. The projects were monitored and reviewed throughout the year by consultants of the Department of Education and members of the respective curriculum improvement cadres. In addition, advisory committees established for each project provided input for necessary modification as the projects progressed.

Requests for proposals were issued, and established criteria were

This three year project follows and is based upon a previous project, Phase I, which described the current status of industrial arts, prioritized new curriculum development needs, and recommended new philosophical directions and dimensions for high school industrial arts. The Phase I project was accomplished during the 1981-82 school year.

The progress of years 1 and 2 of Phase II were reported in the Iowa Accountability Report for Vocational Education Within Career Education for 1984 and 1985. The following pertains to year 3 of the project, Phase II. The main purposes of year 3 of the project were: development, evaluation, and dissemination. During the year, the remaining two—Construction and Transportation—of five learning modules were developed and pilot tested. Based on the results of pilot testing, revisions were made in the two learning modules. Then four learning modules—Energy and Power, Graphic Communications, Manufacturing, and Construction—were field tested in 16 secondary schools as a part of the evaluation component of the project. The field test results provided strong support for the development of industrial technology learning modules in the areas represented in the field test. The students were able to learn the material, and they perceived the material as an important part of industrial technology. The teachers were able to use the stimulus materials effectively, and they recognized the module materials as being a new development in the right direction for industrial arts. Dissemination of the material will be made through the Iowa Curriculum Assistance System (ICAS).

2) Project Title: Agriculture Curriculum—Diversification and Marketing

The project outcome is a package of teaching and technical information on agriculture diversification and marketing for use by Iowa vocational and technical agriculture instructors. The package consists of three instructional units:

1. Agriculture diversification
2. Marketing strategies
3. Crop specific market conditions

Each unit includes an instructional plan, visual masters, slides, student activities, and related technical information. The material was prepared by project staff. They were assisted by an eight member advisory committee composed of agriculture teachers and producers. It is specifically designed for use in Iowa schools.

The material was presented at the Iowa Unified Conference for Vocational Education in June. Printing and distribution of the package will be made during the fiscal year 1987.

The project outcome is a package of instructional materials and technical information on producing and marketing Christmas trees and wood for energy for use by Iowa vocational and technical agriculture instructors. The package consists of two instructional units: Christmas tree production and marketing and wood as energy. The units consist of a teaching plan, visual masters, slides, student activities, and technical information.

An advisory committee consisting of forestry experts, producers, and educators assisted in the development and review of the package. The units were written by project staff and edited by forestry experts and educators.

The distribution and in-service of the instructors in regard to the materials were made at three in-service sessions held at the Iowa Unified Conference for Vocational Education in June.

4) Project Title: Agriculture Diversification—Production and Marketing of Fruits and Vegetables

The project outcome is a package of teaching and technical information on the production and marketing of fruits and vegetables for use by Iowa vocational and technical agriculture instructors. The package consists of eight instructional units:

1. Apple production
2. Grape production
3. Bulb and root crop production
4. Asparagus production
5. Lettuce production
6. Rhubarb production
7. Snap Bean production
8. Grading, exhibiting, and judging fruits and vegetables

Each unit includes an instructional plan, visual masters, slides, computer software discs, student activities, and related technical information. The format of the materials was guided by a committee of producers and agriculture teachers; it is specifically designed for use in Iowa schools.

The distribution and review of the instructional units and information on the production and marketing of fruits and vegetables was made at a technical update meeting as a part of the Iowa Unified Conference for Vocational Education held in June.

A package of teaching materials prepared during the year consists of the following six instructional units:

1. Inventory of farm and family financial resources
2. Farm accounting systems
3. Family record keeping
4. Organizing farm and family records
5. Goal-setting and planning
6. Short-run financial planning

A two-member team developed the materials. A farm family response group consisting of 15 persons reviewed the materials as they were developed. Program leaders from cooperative extension and members of the Agriculture Curriculum Cadre have participate in the identification of instructional units to be developed.

Editing of the materials, artwork, and printing will be completed during fiscal year 1987. It is assumed that additional topics will emerge during the year.

6) Project Title: Agriculture Diversification—Production and Marketing of Sod

The project outcome is a package of teaching and technical information on the production and marketing of sod for use by Iowa vocational and technical agriculture instructors. The package consists of one instructional unit—sod production and marketing. The unit includes an instructional plan, student activities, visual masters, slides, and related technical information. It was specifically designed for use in Iowa schools.

A panel of teachers and producers was involved in planning the design and evaluating draft copies of the materials.

The distribution and in-service on the materials were combined with a technical update meeting on the production and marketing of fruits and vegetables held for Iowa vocational agriculture teachers as a part of the Iowa Unified Conference for Vocational Education held in June.

This project was established to develop curriculum instructional units to update the Business Education Curriculum Guide, to distribute updated material, and to provide staff development activities for Iowa business educators on the use of the materials.

During June 1985, curriculum development teams wrote three instructional units to be added to the Curriculum Guide. The units are keyboarding, computer literacy, and computer applications. These units were edited, printed, and distributed to the Iowa Business Education Association area representatives who distributed copies to each business teacher in their area either through the area education agency mail distribution or through a called meeting in the area.

Nine (9) business education teachers from secondary schools were selected to write two instructional units—computer application data base and communications. They wrote the units in June. These units will be edited, printed, and distributed during the fall of 1986.

8) Project Title: National Entrepreneurship Education Consortium

The entrepreneurship consortium was designed to provide leadership in assisting member states to upgrade the skills of entrepreneurship education/training providers. The consortium has developed materials to assist the member states in working with vocational teacher-educators, teachers, and administrators in integrating entrepreneurship concepts into their vocational curriculum.

Iowa has utilized the assistance of the consortium in planning a statewide effort to increase the awareness on the part of vocational educators for the need of integrating these concepts into their course content. A state planning task force met and outlined strategies to attain this goal.

the Iowa Department of Education joined with 10 other states in the Spring of 1983 to support the development of the Principles of Technology program.

Two, not for profit, organizations initiated the project and successfully solicited support for this initiative from the various State Departments of education around the country. These two organizations are the Agency for Instructional Technology (AIT), and the Center for Occupational Research and Development (CORD—Bloomington, Indiana).

The Principles of Technology program is a two-year course of study designed to prepare students more effectively for technical careers. The complexity and rapid change of modern technology require training that is applicable to more than a single job. Technicians must understand the mechanical, fluid, electrical, and thermal principles on which modern equipment operates.

Each participating state could provide two pilot implementation sites for the testing of the program materials. This pilot testing took place during fiscal year 1985 and fiscal year 1986. The major purpose of the pilot testing was formative. All data collected by the instructors were forwarded to AIT/CORD. The state agencies, in turn were continually kept up-to-date via progress and evaluative reports. Input was continually being solicited by AIT/CORD from the state agencies as well as from the teachers.

Iowa, in support of the pilot testing aspect of the project, provided two sites. These sites were determined from the respondents to a statewide search via a mailing to all districts within the state. Nine (9) responses were received, and two schools met the criteria. They were the Vinton Community School District and the Des Moines Independent Community School District. These schools were provided \$20,000 each for the purchase of equipment with which to implement the program over the two-year period.

Vinton provided an implementation that met all of the objectives for AIT/CORD and for the Agency. Des Moines provided a satisfactory implementation from the Iowa standpoint, and identified numerous problems that needed to be solved before other schools would be encouraged to implement the program. These problems were, student recruitment, teacher training, equipment refinements, and time schedules. These contrasting experiences by these two schools have provided the basis for the strategies needed for statewide implementation and also, to provide AIT/CORD with the data they needed to finalize the Principles of Technology program.

the mission of the Iowa Curriculum Assistance System (ICAS) is to increase the quality and quantity of competency-based curriculum and instructional materials available to Iowa's vocational education programs and related training programs in business and industry. ICAS' mission is based upon the belief that curriculum and instructional materials are essential to quality vocational technical education in Iowa. The functions of ICAS are to develop (1) a facility and (2) a service system designed to:

- Assess and prioritize needs
- Conduct manual and computer searches
- Maintain a loan library
- Adopt and adapt materials
- Measure and evaluate materials
- Communicative needs
- Review and evaluate materials
- Purchase and disseminate materials
- Provide in-service training
- Coordinate training for specific disciplines

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.

Some of the services provided by ICAS during fiscal year 1986 include:

- Presentations to 26 groups of educators who requested information about the services of ICAS.
- Thirty-two (32) curriculum assistance consultations to educators who had requested assistance with specific curriculum development activities
- Nine (9) workshops on curriculum design and materials in a specific program area.
- Conducted 356 catalog and computer searches for up-to-date curriculum and instructional materials.
- Maintains an in-house library of curriculum materials for the purpose of loan and review. Six hundred fifty-five (655) individuals requested loans, and 1,984 documents were sent out on loan.
- Four (4) display booths were set up at statewide conferences.
- Clientele have made numerous requests to purchase materials that have been identified in searches or have been loaned for review.
- Numerous telephone requests (1,689) for information, searches, loan/review or purchase of materials were received by ICAS staff.

ICAS has curriculum documents which can be reviewed by visitors to ICAS, or can be sent out for review purposes. Total number of holdings—3,200. Areas covered include materials for:

- Industrial Arts Education
- Marketing and Distribution Education
- Trade and Industry Education
- Technical Education
- Special Needs
- Related Math and Communications
- Entrepreneurship

Instructional curriculum materials include:

- Courses in Study
- Teacher Units of Instruction
- Student Units of Instruction
- Competency Profiles
- Competency Student Progress Charts
- Audio Visual
 - a) slide/tape
 - b) video tape
 - c) transparencies
 - d) micro software
- Certificates of Competence
- Micro Software

ICAS attempts to emphasize involvement from many partnerships in its operation. Cooperation and support are favorable and encouraging. Without cooperation, numerous activities would not succeed. Organizations are an integral part of ICAS' curriculum updating activities. Use of ICAS services by partnerships validates the quality of ICAS services, and confirms the usefulness of quality curriculum materials by partnership members.

ICAS has had a very successful history during the initial four years. Staff has been the key to this success. Project objectives and time schedules have been met. The fifth year of operation will emphasize "fine tuning" ICAS services.

A follow-up study confirmed user satisfaction. Supervisors reported significant support for staff's use of ICAS services. The follow-up study provided the foundation for continuous marketing strategies. The following are several implications excerpted from a report of the study:

- "With 88.3 percent of the supervisors reporting increased teacher effectiveness in using curriculum materials, it is apparent that supervisors see a significant ICAS impact."
- "With two out of three—2:3—ICAS users' decision to ADAPT or ADOPT new curriculum materials as a result of ICAS services, it is apparent that teachers are benefiting greatly, and the ICAS services are effective."

- "With 94 percent of the ICAS users reporting satisfaction with the way ICAS staff treat them, it appears the ICAS staff members are doing their jobs very well."

- b. A summary of the curriculum projects, the status, and the funding for each is shown in Table 11.

TABLE 11
STATUS AND FUNDING OF CURRICULUM PROJECTS BY TITLE
CONDUCTED DURING FISCAL YEAR 1986

Project Title	Status of the Project				Funding in FY 86
	Start FY 86	Cont. FY 86	Comp. FY 86	Extend FY 87	
High School Industrial Arts Curriculum Project -- Phase II		X	X		\$ 80,321
Agriculture Curriculum--Diversification and Marketing	X		X		10,499
Agriculture Diversification--Production and Marketing of Christmas Trees and Wood for Energy in Iowa	X		X		5,535
Agriculture Diversification--Production and Marketing of Fruits and Vegetables	X		X		29,312
Farm and Family Management		X	X		13,815
Agriculture Diversification--Production and Marketing of Sod	X		X		3,996
Statewide Business Education Curriculum Guide Update		X		X	15,000
National Entrepreneurship Education Consortium		X		X	2,000
Principles of Technology --		X	X		8,432

Efforts to assess the needs for and demonstrate the implementation of the articulated vocational education programs in Iowa began in the early 1980's with a research project entitled "Vocational Education Articulation Model for Iowa." The project involved several selected secondary schools, the area community college in that area, the area education agency, and Iowa State University in an attempt to develop a vocational education articulation model which potentially extended from the 10th grade through a four-year college degree. The project was designed to permit students to transfer and progress through the educational system with minimum cost, repetition of program, content, and time and with maximum efficiency. Proposed outcomes include: (1) developing an articulation guide to provide for a smooth transition from grades 10 through 16, encompassing five selected vocational areas—Machine Shop, Electronic, Welding, Clerical/Secretarial, and Drafting; and (2) to develop an articulation agreement with clear and precise procedures to monitor the vocational education progress and student achievement through identified proficiency levels.

b. State Plan Provisions

In addition to the articulation model, other plans for eventual statewide implementation of the concept included: (1) In the amended Three-Year State Plan for Vocational Education, the section on Career Awareness and Exploration (Prevocational Education, Section 3.2) includes this requirement for program approval: "...learning experiences are a part of the scope and sequence leading the entry level employment and fuller specialized training." Also, in Iowa, articulation efforts primarily are coordinated by the 15 area planning councils (APCs). This APC objective is expressed in Section 5.7 of the amended Three-Year State Plan as follows: "Identify objectives and activities that promote the articulation of programs which provide for efficient and effective learning by students as they develop skills and knowledge necessary for successful employment, and provide a vehicle for communication with the community and with participants.

d. Articulation Agreement

Operationally, another step taken to promote articulation is the "Agreement to Articulate" form which will have to be complete as one part of the proposal for a new exploratory program. The agreement would be between a secondary district(s) and the appropriate merged area school. Five different specific articulation options are offered—including competency-based instruction, "testing out" of programs already mastered, and the granting of advance standing and/or credits for portions of programs already completed.

functioning in Area 14. Funds for the project were provided through the area JTPA Private Industry Council (PIC) using 8 percent state education agency coordination funds. Participants included 18 of the 22 public local education agencies in Area 14, Southwestern Community College, and Graceland College (a four-year institution). Three (3) curriculum areas are involved—Office Occupations, Auto Mechanics, and identification of math competencies necessary for success in selected vocational programs. Tasks were documented; competencies were identified; student competency records and articulation agreement were prepared; an articulation document was developed; and evaluation procedures were set in place. Procedures providing advance placement and/or college credit have been developed. All project objectives have been satisfactorily accomplished.

Federal dollars were allocated for equipment replacement and upgrading for vocational education programs in the secondary schools of Iowa. The following criteria were used to assign dollars to the school districts:

- 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 student in approved vocational education program.
- Present availability of equipment in the school.
- Prior efforts on the part of the school to obtain the equipment item.

For fiscal year 1986, a total of 127 secondary school districts completed applications for equipment replacement and upgrading in the amount of \$1,481,363. Sixty-four school districts were approved for funding in accordance with the nine criteria. The total amount, all in federal dollars, was \$397,258.

2. Equipment Purchased

The following are examples of the equipment purchased:

Microcomputers	Welders
Typewriters	Power saws
Cash register	Grinders
Printers	Drill presses
Microwave/convection oven	Forge furnace
Sewing machines	Air compressor
Refrigerator/freezers	Oscilloscope
Washer/dryer	Milling machine
Stoves/ranges	Greenhouses
Lawn/garden tractor	Milking machine

F. Research

No research projects were funded during fiscal year 1986.

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 1986, 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. Multi-year plans have been developed by the area planning councils. The plans describe how to provide, in a cost effective articulated manner, the instructional programs and supportive services needed for initial employment and/or further specialized training by the comprehensive population to be served.
- b. Increased awareness and public support for area planning and vocational education.
- c. Greater cost efficiencies realized through jointly administered programs and sharing of instructors.
- d. Area planning councils initiated articulation agreements between secondary and postsecondary educational institutions to ease the transition of students from entry level skills preparation to advanced or technical skill preparation.
- e. Area planning councils initiated joint cooperative efforts in program planning between education and employment and training (JTPA).
- f. Study of student characteristics, student outcomes, and area or regional demographics.
- g. Area planning councils conducted surveys of businesses to provide area programs planners with occupational information concerning current and long-range manpower requirements of employers for their respective area.

planning for career and vocational-technical education.

- j. Coordinated Carl Perkins Vocational Education Act funds for school districts to serve handicapped and disadvantaged students.

Technical assistance, in-service, 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 in-service needs and interest is an ongoing activity.

Future achievements of APCs depend upon the continuous and systematic 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 challenged to develop linkages between and among community agencies and deliverers of vocational education services to increase communication, and the sharing of resources which result in more cost effective programs, services, and activities. The cumulative effects of these achievements and the continuous growth of collaborative efforts will enhance and promote 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 11.

Area Planning Council	Status of the Project				
	Start FY 86	Cont. FY 86	Comp. FY 86	Extend FY 87	Funding in FY 86
Area Planning Council 1 (North-east Iowa Technical Instit.		X		X	\$17,900
Area Planning Council 2 (Northern Trails AEA)		X		X	14,400
Area Planning Council 3 (Iowa Lakes Community College)	X			X	21,000
Area Planning Council 4 (Northwest Iowa Technical College)		X		X	14,400
Area Planning Council 5 (Iowa Central Community College)		X		X	13,924
Area Planning Council 6 (Area Education Agency 6)		X		X	14,400
Area Planning Council 7 (Area Education Agency 7)		X		X	14,400
Area Planning Council 9 (Mississippi Bend Area Education Agency 9)		X		X	14,400
Area Planning Council 10 (Kirkwood Community College)		X		X	14,400
Area Planning Council 11 (Heartland Area Education Agency 11)		X		X	363
Area Planning Council 12 (Western Iowa Tech		X		X	14,400

Area Planning Council	Start FY 86	Cont. FY 86	Comp. FY 86	Extend FY 87	Funding in FY 86
Area Planning Council 13 (Iowa Western Community College)		X		X	12,739
Area Planning Council 14 (Green Valley Area Education Agency 14)		X		X	14,390
Area Planning Council 15 (Indian Hills Community College)		X		X	14,400
Area Planning Council 16 (Southeastern Community College)		X		X	14,400
Total					\$209,916

... and goals for consumer and homemaking education are recommended by the Curriculum Improvement Cadre for Home Economics. Priorities in the State Plan are the same as those in the Carl Perkins Vocational Education Act, and they are the framework from which the Cadre makes its recommendations.

In fiscal year 1986, goals for consumer and homemaking education were to update content and methods of instruction at all levels with special attention to those less able to learn. Included in content priorities were such aspects of economic development as employability, entrepreneurship, and work and family. At all levels, emphasis was continued on the management of scarce resources, parent education and child development, and the needs of the newly unemployed including farm families.

Funds for consumer and homemaking education were allocated through requests for proposals for instructional and equipment costs for new secondary programs and for instructional costs of programs in economically depressed areas. Reimbursement was provided for coordinators of adult consumer and homemaking programs administered through the merged area schools. Funding for staff development activities went to the Regents institutions on the basis of applications.

B. Enrollments--Depressed and Non-Depressed Areas

Reference is made to Table 13. At the secondary level, depressed area enrollments exceeded the projection by 130 percent. They were only 16 percent above the actual enrollments for fiscal year 1985. In non-depressed areas, actual secondary enrollments exceeded the projections by 10 percent. They were 1 percent less than actual enrollments for fiscal year 1985.

TABLE 13

PROJECTED AND ACTUAL CONSUMER AND HOMEMAKING ENROLLMENTS FOR FISCAL YEAR BY INSTRUCTIONAL LEVEL FOR DEPRESSED AND NON-DEPRESSED AREAS

Instructional Level	Projected Enrollments	Actual Enrollments
Depressed Areas		
Secondary	4,198	9,665
Adult	35,632	33,602
Sub-totals	39,830	43,267
Non-Depressed Areas		
Secondary	23,076	25,429
Adult	54,413	30,323
Sub-totals	77,489	55,752

projections. They were 59 percent below the actual enrollments of fiscal year 1985.

As noted in Table 13, total consumer and homemaking enrollments of 99,019 were 16 percent below the projection of 117,319. They were 23 percent below the actual fiscal year 1985 enrollment of 128,863.

Total enrollment at the secondary level has increased by 1,105 students over fiscal year 1985, which indicates a promising trend following several years of declining enrollments which reflected increased emphasis on basic education subjects. The increase in low income enrollment is a result of the present poor economy in Iowa.

Total enrollment in adult education declined by 30,949 persons. Some possible causes for this deviation might be:

- People don't feel they can afford tuition because of Iowa's poor economy; therefore, do not enroll
- Some schools depleted their funding and consequently stopped offering and teaching courses
- Many farm women began working outside the home to supplement the farming income, and were too pressed for time for this activity
- Reporting inconsistencies

C. Objectives Accomplished by Depressed Area Grants

1. Provided learning opportunities for low-income families and individuals designed to:
 - a. Improve home environments and the quality of personal and family life.
 - b. Use management principles to achieve individual and family goals.
 - c. Assume responsibility for nurturing and strengthening family members by meeting their physical needs - food, clothing, housing, etc.
 - d. Increase skills for decision-making and time management in daily life.
 - e. Increase coping skills in the areas of managing stress and dealing with change successfully.
2. Increased know-how and knowledge of the consumer's power and ability in influencing circumstances in our society.
3. Became familiar with government and public agencies assisting low-income families and developed consumer and homemaking programs in cooperation with these agencies.

8. Developed guidelines for comparative shopping for items in priority areas as well as day-to-day needs.
9. Learned the basics for proper nutritional needs and applied the knowledge to meal planning. Such items as substitutes for costly food stuffs, recipes for leftovers, preparation and freezing of meals in advance (bulk preparation) were learned for medical care for low-income.
10. Learned the pros and cons of community and/or service exchange (coops) programs.
11. Became aware of the services available and the guidelines for community service agencies.
12. Learned basics of preventative care and wellness programs and wages to arrange.

D. Success Stories

- "Many of the units taught in management are designed to help students manage resources and make the most of what they have. A unit on obtaining and keeping a job helps some to improve their employability."
- "Foods students learn use of commodity foods, clothing students recycle clothes, learn mending and alteration. Funds for fabric and sewing materials is available for students unable to provide their own. Housing class provides all types of housing alternatives and cost; renting vs. buying is included. Least expensive ways of decorating are discussed, such as dry weed and flower arrangements."
- Last year one of the senior girls who was enrolled in Family Living class became pregnant and was married to a junior boy who was enrolled in Family Living this year. Last fall before the baby was born, the father had intended to divorce after the baby was born. During the course of the Family Living class, he began using examples of their marriage and of the baby to illustrate points in class discussion. The Family Living teacher has felt that the growing process in Family Living has been a real benefit to him personally and to his new family. The couple and the baby appear to have become a more solidified family with many more coping skills and a more positive attitude."
- "I have a former student, Sandy, who was always concerned about the facts of teenage pregnancy. In fact, in FHA, she did an encounter project on it. Sandy was an outstanding student in my family living and parenting classes, being very open and curious. Now, Sandy is working with the Grandparent Advocate program through planned parenthood in a nearby community, and doing an excellent job of helping other young people with the realities and the confusion of sexual decision-making."

placed on consumer education and management of resources. One example of this was a shift in Clothing from a basically construction class to largely clothing selection and wardrobe planning."

- "A teenage single parent who took Child Development while pregnant, has been an excellent source to help recruit for this class. She felt the course was excellent for her situation and readily uses the material. She took the parenting class as a Senior and put the many concepts to use with her child. She also enrolled in our Foods course which has been most beneficial as she realizes what the best nutrition is for her baby and practices it. This student has been very good in discussing the overwhelming responsibility her baby is, in my classes."
- My success story this year deals with a senior in Family Living. A guy who had found himself a teenage father and was married two months before entering class. He came in one day after school before the semester began and explained his situation. He knew nothing of what to expect about parenthood. In F.L., we go through the total prenatal development on up! Very extensive. Several times throughout the semester he'd step in to ask certain questions and tell me how glad he was he took the course! On the final exam, he wrote me a very special note."
- "Several of my food service coop students provided their family money for food and utilities this past year (We have many parents laid off from John Deere). One boy that did his got straight A's from his training station. He is plugged in to "LD" classes. He gained self-esteem from this first job experience."
- "In Family Living we discuss and have a unit on jobs. Since Moulton is in Appanoose Co. and is one of the highest in terms of federal and state monies coming to it in relation to the state, in many of our classes we teach employability skills and many of our students lack the desire to seek out and perform a job."
- "Working parents sometimes do not sit down and help older children organize. Many times I've helped students sort out priorities with using a minimum time allowance. Food preparation by students for dinner once or twice a week pleases parents and students are requesting more meal variety and quality."
- "Preparing meals using food items received from the govt. the group had never tasted mush, they liked it. At home they were using corn meal to feed the pets."

E. Achievements in State Leadership

There have been few changes from previous legislation, but the few are important. Included are the six percent and state leadership. The six percent is not adequate for the work that should be done with local teachers. On the other hand, the six percent assures that personnel

America for use as publicity vehicles at conferences and meetings.

- Established a three day state leadership meeting held in a camp setting for members of FHA and HERO at Boone, Iowa in June 1986. Approximately seventy-five individuals attended the state leadership camp.
- The Technical Committee for Food Service Supervisors in Long-term Care Facilities was appointed in October 1985. The committee members completed the following as a basis for a much needed recommendation:

Developed an inventory of competencies for food service supervisors; described the type and level of knowledge and skills needed for entry, retention, and/or advancement.

Surveyed curriculum currently being taught.

Reviewed other curriculum materials and compared with those currently being used.

Based on this study, the committee members made the following recommendation in two parts after agreeing that quality training programs must be available routinely at a reasonable cost to all food service supervisors throughout the State of Iowa:

Alternative 1

Continue to use the current 90 hour program and:

- Provide lists of supplementary references for teachers and students
- Train the teachers for the program and provide them with ongoing in-service
- Prepare teacher manuals for each part of the curriculum
- Provide a coordinator and procedures for assuring quality training programs
- Revise the remainder of the curriculum and update the entire curriculum on a regular basis
- Use the 90 hour curriculum as a career ladder and base for the Dietary Managers Association Program

Alternative 2

Enable food service supervisors to enroll in an approved Dietary Managers Association Program

- The Curriculum Improvement Cadre for Home Economics concluded its work on the development of a scope and sequence package for vocational home economics by the end of fiscal year 1985. The group developed scope and sequence charts which identify concepts and topics showing the content of each of the following six subject areas of home economics:

Food and nutrition

Housing, home furnishings, and equipment

These are to be used as a basis for planning and organizing curricular activities locally and at the state level.

During fiscal year 1986, a handbook which addresses procedures of curriculum development utilizing the scope and sequence package was developed for use by teachers. The handbook provides explanations and illustrations on how to develop a vocational home economics program.

- Other items of note are the following which have been described in a section of this report devoted to personnel development (Specific In-service Activities II, C, 2):

Middle School Home Economics Curriculum Development

Evaluation for Home Economics Programs

Integrating Computers in Vocational Home Economics—Phase II

Development of Secondary Curriculum Materials on Aging

Phase III Occupational Update in Families and Work for Vocational Home Economics Teachers

- And finally, reference should be made to the following activities of two consultants on the State staff:

Reviewed and provided recommendations in regard to program and project proposals.

Provided technical assistance to local schools in regard to consumer and homemaking programs and projects.

Monitored personnel development projects.

Participated in the evaluation of consumer and homemaking programs and projects.

Coordinated the activities of the Future Homemakers of America student organization.

Coordinated the activities of the Curriculum Improvement Cadre for Home Economics.

Coordinated the activities of the Technical Committee for Food

FINANCIAL SECTION

Introduction

The financial section identifies how vocational education funds (federal and nonfederal identified separately) were expended in fiscal year 1986. The various charts are arranged according to the various categories and funding purposes involved in the delivery of vocational education programs, services, and activities in Iowa.

Carryover funds from fiscal year 1986 are displayed, using the format and reporting categories required under the prior federal legislation, The Vocational Education Act of 1976, P.L. 94-482.

In the displays identifying expenditures from fiscal year 1986 funds, specific charts indicate federal and nonfederal expenditures in such areas as: Title IIA, Educational Opportunities (by category, e.g., handicapped, disadvantaged, etc.), Title IIB; Program Improvement; Title III; Consumer and Homemaking, etc.

SOCIAL STATUS REPORT <small>*follow instructions on the back</small>	1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202 NATIONAL PRIORITY PROGRAMS-SECTION 110		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002661 E002662		OMB Approved No. 1830-0503 5/31/85	PAGE 1 OF 1
	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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/> AC
7. NAME AND COMPLETE ADDRESS, INCLUDING ZIP CODE Education, Bureau of Education, Grimes St. Office Des Moines, IA 50319		8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) TO (Month, day, year) FY85		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) TO (Month, day, year) 7/1/85 6/30/86		

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS				TOTAL (\$)
	(a) Handicapped	(b) Disadvantaged	(c) LEP*	(d) Adult and Postsecondary	
Reported	\$ 3,689,310	\$ 3,219,252	\$ 41,991	\$ 25,495,304	
Next period					
Unliquidated obligations					
Period	726,435	1,280,292	-0-	798,834	
	4,415,745	4,499,544	41,991	26,294,138	
Outlays	3,189,858	2,863,648	28,139	23,706,307	
Outlays	1,225,887	1,635,896	13,852	2,587,831	
Unliquidated obligations					
Outlays and					
Outlays of Federal funds					
Outlays of Federal funds					

appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> 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.	SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL TYPED OR PRINTED NAME AND TITLE Robert D. Benton, Ed. D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area and number and extension) 515/281-529
a. BASE	b. TOTAL AMOUNT	c. FEDERAL SHARE			

FINANCIAL STATUS REPORT

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 (Name and complete address, including ZIP code)
 Education, Bureau of
 Education, Grimes St. Office
 Des Moines, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVA E, Washington, D.C. 20202		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002661		OMB Approved No. 1830-0503 5/31/85	PAGE OF 1 3
3. EMPLOYER IDENTIFICATION NUMBER 142600452A1		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) TO (Month, day, year) FY85		7. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) TO (Month, day, year) 7/1/85 6/30/86			

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (\$)
	(a) Vocational Education Programs	(b) Work Study	(c) Cooperative	(d) Energy	(e) Construction	(f) Full-time Sex Equity Personnel	
Reported	\$ 31,507,735	\$ -0-	\$ 9,626,812	\$ -0-	\$ -0-	\$ 34,612	\$ 49,002,6
Start period							3,294,9
End credits							-0-
End period	2,959,693	-0-	319,853	-0-	-0-	15,388	3,294,9
	34,467,428	-0-	9,946,665	-0-	-0-	50,000	52,297,6
Outlays	29,283,717	-0-	9,286,059	-0-	-0-	-0-	45,494,0
Outlays	5,183,711	-0-	660,606	-0-	-0-	50,000	6,803,5
Unliquidated obligations							-0-
Unliquidated obligations							-0-
Outlays and obligations							6,803,5
Outlays of Federal funds							-
Outlays of Federal funds							-

<input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> 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.	SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL TYPED OR PRINTED NAME AND TITLE Robert D. Benton, Ed.D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area or number and extension) 515/281-52
a. BASE	b. TOTAL AMOUNT	c. FEDERAL SHARE			

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 Department of Education— OVAE, Washington, D.C. 20202

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER
 E002661

OMB Approved No. 1830-0503
 5/31/85

PAGE 2 OF 3

3. EMPLOYER IDENTIFICATION NUMBER
 142600452A1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

5. FINAL REPORT
 YES NO

6. BASIS
 CASH A

7. PROJECT/GRANT PERIOD (See instructions)
 FROM (Month, day, year) TO (Month, day, year)
 FY85

8. PERIOD COVERED BY THIS REPORT
 FROM (Month, day, year) TO (Month, day, year)
 7/1/85 6/30/86

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (\$)
	(a) Stipends	(b) Placement Services	(c) Industrial Arts	(d) Support Services for women	(e) Day Care Services	(f) Displaced Homemakers	
by reported	\$ -0-	\$ -0-	\$ 1,140,858	\$ -0-	\$ -0-	\$ 74,174	
report period							
the credits							
ri period	-0-	-0-	-0-	-0-	-0-	-0-	
	-0-	-0-	1,140,858	-0-	-0-	74,174	
are of outlays	-0-	-0-	1,117,435	-0-	-0-	2,295	
outlays	-0-	-0-	23,423	-0-	-0-	71,879	
bligations							
ire of unliquidated line h							
iquidated obligations							
outlays and is							
nt of Federal funds							
Federal funds							

12. 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
 Robert D. Benton, Ed.D.
 Director, Dept. of Ed.

DATE REPORT SUBMITTED
 1/6/87

TELEPHONE (Area number and extension)
 515/281-529

13. (Check appropriate box)
 PROVISIONAL PREDETERMINED FINAL FIXED

a. BASE b. TOTAL AMOUNT c. FEDERAL SHARE

Indicate amount necessary or information required by Federal sponsoring agency in compliance with

7/84)

STANDARD FORM 270 (7-75)
 Prescribed by Office of Management and Budget
 Cir. No. A-118

FINANCIAL STATUS REPORT

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FROM (Name and complete address, including ZIP code)
 Education, Bureau of
 Education, Grimes St. Office
 Des Moines, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202 BASIC GRANT-CONT-SECTION 120		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002661	OMB Approved No. 1830-0503 5/31/85	PAGE 3	OF 3
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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/>
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY85		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/85		TO (Month, day, year) 6/30/86	

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS			
	(a) Residential Schools	(b) Contracted Services	(c) State Administration	(d) Local Administration
Amount reported	\$ -0-	\$ -0-	\$ 1,643,517	\$ 4,974,962
Report period				
Some credits				
Report period (e)	-0-	-0-	-0-	-0-
(f)	-0-	-0-	1,643,517	4,974,962
Share of outlays	-0-	-0-	829,611	4,974,962
of outlays (g)	-0-	-0-	813,906	-0-
Obligations				
Share of unliquidated obligations (h)				
Liquidated obligations				
of outlays and (i)				
Amount of Federal funds				
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 Robert D. Benton, Ed.D. Director, Dept. of Ed	DATE REPORT SUBMITTED 1/6/87
12. (in appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED			TYPED OR PRINTED NAME AND TITLE	TELEPHONE (Area number and extension)
a. BASE	b. TOTAL AMOUNT	c. FEDERAL SHARE		515/281-52

4-6, 7/84) STANDARD FORM 300 (7-79)
Prescribed by Office of Management and Budget, Rev. 4-110

FINANCIAL STATUS REPORT		1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202 PROGRAM IMPROVEMENT-SECTION 130		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002662		OMB Approved No. 1830-0503 5/31/85		PAGE OF 1 1	
3. EMPLOYER IDENTIFICATION NUMBER 142600452A1		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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/>	
8. PROJECT/GRAANT PERIOD (See instructions) FROM (Month, day, year) FY85		9. PERIOD COVERED BY THIS REPORT TO (Month, day, year) 7/1/85		10. FROM (Month, day, year) 7/1/85		11. TO (Month, day, year) 6/30/86			
STATUS OF FUNDS									
ACTIVITIES/ACTIVITIES	(a) RCU	(b) Guidance and Counseling	(c) Staff Training	(d) Sex-Bias Grants	(e) State Administration	(f) Local Administration	TOTAL (\$)		
Activity reported	\$ 315,414	\$ 1,224,803	\$ 378,567	\$ 13,295	\$ 287,261	\$ 148,961	\$ 2,368,3		
Report period							20,5		
Time credits							-0-		
Report period	20,537	-0-	-0-	-0-	-0-	-0-	20,5		
	335,951	1,224,803	378,567	13,295	287,261	148,961	2,388,8		
Share of outlays	45,531	749,676	53,594	4,430	143,631	148,961	1,145,8		
Outlays	290,420	475,127	324,973	8,865	143,630	-0-	1,243,0		
Liabilities							-0-		
Share of unliquidated							-0-		
Share of unliquidated							-0-		
Unliquidated obligations							-0-		
Outlays and							1,243,0		
Share of Federal funds							-		
Share of Federal funds							-		

12. 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: Robert D. Benton, Ed D. Director, Dept. of Ed.

DATE REPORT SUBMITTED: 1/6/87

TELEPHONE (Area number and extension): 515/281-52

FINANCIAL STATUS REPORT

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Department of Education, Bureau of
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 Des Moines, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202 SPECIAL PROGRAMS-DISADVANTAGED-SECTION 140		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002663	OMB Approved No. 1820-0503 5/31/85	PAGE OF 1 1
4. CHARTER IDENTIFICATION NUMBER 142600452A1		5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/> ACC
a. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) TO (Month, day, year) FY85		b. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) TO (Month, day, year) 7/1/85 6/30/86		

STATUS OF FUNDS

FUNCTIONS/ACTIVITIES ▶	TOTAL (\$)
Amount reported	\$ 184,715
Unliquidated period	-0-
Unliquidated credits period	-0-
Unliquidated outlays	-0-
Unliquidated obligations	184,715
Unliquidated outlays and obligations	11,861
Unliquidated outlays and obligations of Federal funds	172,854
Unliquidated outlays and obligations of Federal funds	-0-
Unliquidated outlays and obligations of Federal funds	-0-
Unliquidated outlays and obligations of Federal funds	-0-
Unliquidated outlays and obligations of Federal funds	172,854
Unliquidated outlays and obligations of Federal funds	-
Unliquidated outlays and obligations of Federal funds	-

appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> 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.	SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL TYPED OR PRINTED NAME AND TITLE Robert D. Benton, Ed.D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area and number and extension) 515/281-529
a. BASE	b. TOTAL AMOUNT	c. FEDERAL SHARE			

FINANCIAL STATUS REPORT

Follow instructions on the back

FOR (Name and complete address, including ZIP code)

Education, Bureau of
Education, Grimes St. Office
Des Moines, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202 CONSUMER & HOMEMAKING-SECTION 150		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER F002664	OMB Approved No. 1830-0503 5/31/85	PAGE 1	OF 1
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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/> M	
a. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY85		b. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/85		TO (Month, day, year) 6/30/86	

FUNCTIONS/ACTIVITIES ▶	Non-Depressed Areas		Depressed Areas		TOTAL (\$)
	(a) Education Programs	(b) Ancillary Services	(d) Education Programs	(e) Ancillary Services	
Amount reported	\$ 4,729,673	\$ 421,413	\$ 2,168,148	\$ 111,494	\$ 7,430,718
Report period					-0-
Unliquidated obligations					-0-
Report period	-0-	-0-	-0-	-0-	-0-
Amount of outlays	4,729,673	421,413	2,168,148	111,494	7,430,718
Amount of outlays	4,554,102	336,362	2,038,131	108,699	7,037,294
Amount of outlays	175,571	85,051	130,017	2,795	393,420
Unliquidated obligations					-0-
Amount of unliquidated obligations					-0-
Unliquidated obligations					-0-
Amount of outlays and unliquidated obligations					393,420
Amount of Federal funds					-
Amount of Federal funds					-

<input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> 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.	SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL TYPED OR PRINTED NAME AND TITLE Robert D. Benton, Ed.D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area code, number and extension) 515/281-529
8. BASIS	4. TOTAL AMOUNT	6. FEDERAL SHARE			

Additional information deemed necessary or information required by Federal sponsoring agency in compliance with

SOCIAL STATUS REPORT <small>Follow instructions on the back</small>	1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202 STATE PLANNING-SECTION 102(D)		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002668	OMB Approved No. 1830-0500 5/31/85	PAGE OF 1 1
	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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/> AC
8. (Name and complete address, including ZIP code) Education, Bureau of Education, Grimes St. Office Des Moines, IA 50319		9. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY85 TO (Month, day, year)		10. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/85 TO (Month, day, year) 6/30/86	

FUNCTIONS/ACTIVITIES ▶	TOTAL (\$)
by reported	\$ 66,274
report period	-0-
in credits	-0-
report period	-0-
	66,274
amount of outlays	21,648
total outlays	44,626
unliquidated obligations	-0-
amount of unliquidated obligations	-0-
unliquidated obligations	-0-
total outlays and unliquidated obligations	44,626
amount of Federal funds	-
total 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 Robert D. Benton, Ed.D. Director, Dept. of Ed	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area and number and extension) 515/2815294
12. (appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED	a. BASE	b. TOTAL AMOUNT	c. FEDERAL SHARE	

SOCIAL STATUS REPORT
 Follow instructions on the back

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED
 Department of Education-OVAE, Washington, D.C. 20202

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER
 E002661

3. OMB Approved No. 1830-0603
 5/31/85

4. EMPLOYER IDENTIFICATION NUMBER
 142600452A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT
 YES NO

7. BASIS
 CASH AC

8. PROJECT/GRANT PERIOD (See Instructions)
 FROM (Month, day, year) TO (Month, day, year)
 FY85

9. PERIOD COVERED BY THIS REPORT
 FROM (Month, day, year) TO (Month, day, year)
 7/1/85 6/30/86

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (f)
	(a) Vocational Education Programs	(b) Work Study	(c) Cooperative	(d) Energy	(e) Construction	(f) Full-time Sex Equity Personnel	
by reported	\$	\$	\$	\$	\$	\$	\$ -0-
for period							256,920
no credits							-0-
1 period							256,920
							256,920
are of outlays							12,286
outlays							244,634
ptions							-0-
rs of unliquidated							-0-
Adelred obligations							-0-
outlays and							244,634
re of Federal funds							-
Federal funds							-

1. (appropriate box) PROVISIONAL PREDETERMINED FINAL FIXED

2. 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
 Robert D. Benton, Ed. D.
 Director, Dept. of Ed.

DATE REPORT SUBMITTED
 7/6/87

TELEPHONE (Area and number and extension)
 515/281-5291

a. BASE b. TOTAL AMOUNT c. FEDERAL SHARE

Expended Under P.L. 98-524 Reported by Sub-Part

SPECIAL STATUS REPORT

(Please follow instructions on the back)
 1. (Name and complete address, including ZIP code)
 Education, Bureau of
 Education, Grimes St. Office
 Des Moines, IA 50319

3. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202 SPECIAL PROGRAMS-DISADVANTAGED-SECTION 140		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002663	OMB Approved No. 1830-0600 6/31/85	PAGE OF 1 1
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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/> ACC
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) TO (Month, day, year) FY85		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) TO (Month, day, year) 7/1/85 6/30/86		

STATUS OF FUNDS			TOTAL (\$)
10. FUNDS/ACTIVITIES ▶			
11. Reported			\$ -0-
12. In period			15,493
13. Credits			-0-
14. In period			15,493
15. Total			15,493
16. In period			9,795
17. Outlays			5,698
18. In period			-0-
19. Unliquidated obligations			-0-
20. In period			-0-
21. Total obligations			-0-
22. In period			5,698
23. Total of Federal funds			-
24. Federal funds			-

<input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED <input type="checkbox"/> (appropriate box)			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 TYPED OR PRINTED NAME AND TITLE Robert D. Benton, Ed.D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area and number and extension) 515/281-529
a. BASE	b. TOTAL AMOUNT	c. FEDERAL SHARE			

Expended Under P.L. 98-524 Reported By Sub-Part

FINANCIAL STATUS REPORT
(Follow instructions on the back)

ORGANIZATION (Name and complete address, including ZIP code)
 U.S. Department of Education, Bureau of Vocational Education, Grimes St. Office Des Moines, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED U.S. Department of Education Vocational Education Base Grant Summary, Title II		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	OMB Approved No. 0348-0001	PAGE 1
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. BASIS <input checked="" type="checkbox"/> CASH
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY85		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/85 TO (Month, day, year) 6/30/86		

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS					TOTAL (\$)
	(a) STATE ADMINISTRATION	(b) SEX EQUITY COORDINATION	(c) TITLE II - PART A	(d) TITLE II - PART B	(e)	
Previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-		\$ -0-
This report period	-0-	-0-	15,493	256,920		272
Net income credits	-0-	-0-	-0-	-0-		-0-
This report period (line c)	-0-	-0-	15,493	256,920		272
To date (line d)	-0-	-0-	15,493	256,920		272
Federal share of outlays	-0-		9,795	12,286		22
Share of outlays (line f)	-0-	-0-	5,698	244,634		250
Unliquidated obligations						-0-
Federal share of unliquidated obligations on line h						-0-
Unliquidated obligations						-0-
Share of outlays and obligations						250
Unexpended amount of Federal funds						-
Balance of Federal funds						-

11. RATE OF RATE: "X" (in appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED			12. 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 Robert D. Benton, Ed.D. Director, Dept. of Ed.		DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area number and ext) 515/281-	
13. BASE	14. TOTAL AMOUNT	15. FEDERAL SHARE						

Over Expended Under P.L. 98-524 Reported By Title

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
 OMB Approved No. 0348-0001
 PAGE 2

3. ORGANIZATION (Name and complete address, including ZIP code)
 Education, Bureau of
 Education, Grimes St. Office
 Des Moines, IA 50319

4. EMPLOYER IDENTIFICATION NUMBER
 142600452A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER
 6. FINAL REPORT
 YES NO

7. BASIS
 CASH

8. PROJECT/GRANT PERIOD (See instructions)
 FROM (Month, day, year) TO (Month, day, year)
 FY85 7/1/85 6/30/86

STATUS OF FUNDS

FUNCTIONS/ACTIVITIES ▶	(a) HANDICAPPED	(b) DISADVANTAGED	(c) ADULTS	(d) SINGLE PARENTS	(e) SEX BIAS	(f) CORRECTIONS	TOTAL (\$)
Previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	
For report period	-0-	-0-	-0-	-0-	-0-	15,493	
Income credits for report period (see c)	-0-	-0-	-0-	-0-	-0-	-0-	
State (see d)	-0-	-0-	-0-	-0-	-0-	15,493	
Proportional share of outlays (see f)	-0-	-0-	-0-	-0-	-0-	5,698	
Unliquidated obligations (see g)	-0-	-0-	-0-	-0-	-0-	-0-	
Proportional share of unliquidated obligations on line h							
Unliquidated obligations (see g)							
Proportional share of outlays and obligations (see f)							
Amount of Federal funds (see i)							
Proportional share of Federal funds (see j)							

9. RATE (Mark "X" in appropriate box) PROVISIONAL PREDETERMINED FINAL FIXED

10. BASIS BASE TOTAL AMOUNT 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.

12. SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL
 TYPED OR PRINTED NAME AND TITLE
 Robert D. Benton, Ed. D.
 Director, Dept. of Ed.

DATE REPORT SUBMITTED
 1/6/87

TELEPHONE (Area number and extension)
 515/281-5

Ever Expended Under P.L. 98-524 Reported By Title

FINANCIAL STATUS REPORT
(Follow instructions on the back)

1. NAME AND COMPLETE ADDRESS, INCLUDING ZIP CODE
 Education, Bureau of
 Education, Grimes St. Office
 Des Moines, 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 B	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	OMB Approved No. 0348-0001	PAGE 3
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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/>
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY85		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/85 TO (Month, day, year) 6/30/86	

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (g)
	(a) CURRICULUM DEVELOPMENT	(b) STAFF DEVELOPMENT	(c) PROGRAM IMPROVEMENT	(d)	(e)	(f)	
Previously reported	\$ -0-	\$ -0-	\$ -0-				
In report period	94,311	162,609	-0-				
Income credits	-0-	-0-	-0-				
report period (line c)	94,311	162,609	-0-				
Date (line d)	94,311	162,609	-0-				
Federal share of outlays	6,541	5,745	-0-				
Share of outlays (line f)	87,770	156,864	-0-				
Unliquidated obligations							
Federal share of unliquidated obligations (line h)							
Unliquidated obligations							
Share of outlays and obligations							
Amount of Federal funds							
Balance of Federal funds							

12. RATE <input checked="" type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> 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.	SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL TYPED OR PRINTED NAME AND TITLE Robert D. Benton, Ed.D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area number and extension) 515/281-
14. BASIS a. BASE b. TOTAL AMOUNT c. FEDERAL SHARE	* See explanations deemed necessary or information required by Federal sponsoring agency in compliance with 576-6, 1/86)		

Over Expended Under P.L. 98-524 Reported By Title

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

OMB Approved No. 0348-0001

PAGE 5

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

Education, Bureau of
Education, Grimes St. Office
Des Moines, IA 50319

4. EMPLOYER IDENTIFICATION NUMBER
142600452A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT
 YES NO

7. BASIS
 CASH

8. PROJECT/GRANT PERIOD (See instructions)
FROM (Month, day, year) FY85

9. PERIOD COVERED BY THIS REPORT
FROM (Month, day, year) 7/1/85 TO (Month, day, year) 6/30/86

STATUS OF FUNDS

FUNCTIONS/ACTIVITIES ▶	(a) GUIDANCE	(b) LOCAL ADMINISTRATION	(c) LEP	(d) TITLE II IN DEPRESSED AREAS	(e) TITLE II TO ELIGIBLE RECIPIENT	(f)	TOTAL (g)
Previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-		
This report period	-0-	-0-	-0-	-0-	272,413		
Income credits	-0-	-0-	-0-	-0-	-0-		
report period (see c)	-0-	-0-	-0-	-0-	272,413		
late (see d)	-0-	-0-	-0-	-0-	272,413		
Federal share of outlays		-0-					
Federal share of outlays (see f)	-0-	-0-	-0-	-0-	250,332		
Unliquidated obligations							
Federal share of unliquidated obligations on line h							
Unliquidated obligations							
Federal share of outlays and obligations							
Federal amount of Federal funds							
Federal share of Federal funds							

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

11. BASIS BASE

12. TOTAL AMOUNT

13. 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

DATE REPORT SUBMITTED
1/7/87

TYPED OR PRINTED NAME AND TITLE
Robert D. Benton, Ed. D.
Director, Dept. of Ed.

TELEPHONE (Area number and extension)
515/281-1

576-6, 1/86

STANDARD FORM 259 (7-76)
Printed by Office of Management and Enterprise Services, Washington, DC 20503

Over Expended Under P.L. 98-524 Reported By Title

FINANCIAL STATUS REPORT <small>Follow instructions on the back</small>		1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVA E, Washington, D.C. 20202		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002661		OMB Approved No. 1830-0503 5/31/85		PAGE OF 1 3	
3. NAME AND COMPLETE ADDRESS, INCLUDING ZIP CODE Education, Bureau of Education, Grimes St. Office Moines, IA 50319		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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/> AC	
		8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY85		9. PERIOD COVERED BY THIS REPORT TO (Month, day, year) 6/30/86					
STATUS OF FUNDS									
CATEGORIES/ACTIVITIES ▶	(a) Vocational Education Programs	(b) Work Study	(c) Cooperative	(d) Energy	(e) Construction	(f) Full-time Sex Equity Personnel	TOTAL (f)		
Amount reported	\$	\$	\$	\$	\$	\$	\$	\$ 49,002.	
Unliquidated at period end								3,551.	
Unliquidated obligations at period end								-0-	
Total outlays								3,551.	
Total obligations								52,554.	
Total outlays								45,506.	
Total obligations								7,048.	
Total outlays								-0-	
Total obligations								-0-	
Total outlays								7,048.	
Total obligations								7,048.	
Total outlays								-0-	
Total obligations								-0-	

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
Robert D. Benton, Ed. D.
Director, Dept. of Ed.

15. DATE REPORT SUBMITTED
7/6/87

16. TELEPHONE (Area code, number and extension)
515/281-5294

ANNUAL STATUS REPORT

Follow instructions on the back

TO: (Name and complete address, including ZIP code)
 Education, Bureau of
 Education, Grimes St. Office
 Des Moines, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002662		OMB Approved No. 1830-0603	PAGE OF 1 1
PROGRAM IMPROVEMENT-SECTION 130				5/31/85	
4. EMPLOYER IDENTIFICATION NUMBER 142600452A		5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER		6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
PROJECT/GRANT PERIOD (See instructions)		7. PERIOD COVERED BY THIS REPORT			
FROM (Month, day, year) FY85		TO (Month, day, year)		FROM (Month, day, year) 7/1/85	
				TO (Month, day, year) 6/30/86	

FUNCTIONS/ACTIVITIES	STATUS OF FUNDS						TOTAL (\$)
	(a) RCU	(b) Guidance and Counseling	(c) Staff Training	(d) Sex-Bias Grants	(e) State Administration	(f) Local Administration	
Authority reported	\$	\$	\$	\$	\$	\$	\$ 2,368,3
Report period							20.5
Unliquidated obligations							-0-
Report period							20.5
Amount of outlays							2,388.8
Outlays							1,145.8
Unliquidated obligations							1,243.0
Amount of unliquidated obligations							-0-
Outlays and unliquidated obligations							-0-
Amount of Federal funds							1,243.0
Federal funds							1,243.0
							-0-

<input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED			12. 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 Robert D. Benton, Ed. D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87
a. BASIS	b. TOTAL AMOUNT	c. FEDERAL SHARE			

STATUS REPORT

(Follow instructions on the back)

(Name and complete address, including ZIP code)

Education, Bureau of
Education, Grimes St. Office
Des Moines, IA 50319

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002663		3. OMB Approved No. 1800-0603	PAGE 1 OF 1
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. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/> ACC		8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) TO (Month, day, year) FY85		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) TO (Month, day, year) 6/30/86	

FUNCTIONS/ACTIVITIES ▶	TOTAL (\$)
Amount reported	184,715
Amount in period	15,493
Amount in credits	-0-
Amount in period	15,493
Amount of outlays	200,208
Amount of outlays	21,656
Amount of obligations	-0-
Amount of unliquidated obligations	-0-
Amount of obligations	-0-
Amount of outlays and obligations	178,552
Amount of Federal funds	178,552
Amount of Federal funds	-0-

<input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED			12. 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 Robert D. Benton, Ed. D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area and number and extension) 515/281-521
4. BASE	4. TOTAL AMOUNT	4. FEDERAL SHARE			

FINANCIAL STATUS REPORT
 (Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED
 Department of Education-OVAE, Washington, D.C. 20202
 CONSUMER & HOMEMAKING-SECTION 150

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER
 E002664

OMB Approved No. 1800-0503
 5/31/85

PAGE 1 OF 1

3. DONOR (Name and complete address, including ZIP code)
 Education, Bureau of
 Education, Grimes St. Office
 Des Moines, IA 50319

4. EMPLOYER IDENTIFICATION NUMBER
 142600452A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER
 [Blank]

6. FINAL REPORT
 YES NO

7. BASIS
 CASH [Blank]

8. PROJECT/GRANT PERIOD (See instructions)
 FROM (Month, day, year) TO (Month, day, year)
 FY85

9. PERIOD COVERED BY THIS REPORT
 FROM (Month, day, year) TO (Month, day, year)
 7/1/85 6/30/86

FUNCTIONS/ACTIVITIES	Non-Depressed Areas		STATUS OF FUNDS		Depressed Areas		TOTAL (f)
	(a) Education Programs	(b) Ancillary Services	(c) [Blank]	(d) Education Programs	(e) Ancillary Services		
Amount reported	\$	\$		\$	\$		\$ 7,430,7
Report period							-0-
Unexpended credits							-0-
Unexpended period							-0-
							7,430,7
Balance of outlays							7,037,2
Unexpended outlays							393,4
Unliquidated obligations							-0-
Balance of unliquidated line b							-0-
Unliquidated obligations							-0-
Unexpended outlays and credits							393,4
Balance of Federal funds							393,4
Balance of Federal funds							-

10. (Check appropriate box) PROVISIONAL PREDETERMINED FINAL FIXED

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
 Robert D. Benton, Ed. D.
 Director, Dept. of Ed.

DATE REPORT SUBMITTED
 1/6/87

TELEPHONE (Area number and extension)
 515/281-529

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

FINANCIAL STATUS REPORT <small>Follow instructions on the back</small>	1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education-OVAE, Washington, D.C. 20202 STATE PLANNING-SECTION 102(D)	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER E002668	OMB Approved No. 1830-0600 5/31/85	PAGE OF 1 1
	3. EMPLOYER IDENTIFICATION NUMBER 142600452A1	4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	5. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. BASIS <input checked="" type="checkbox"/> CASH <input type="checkbox"/> AC
6. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) TO (Month, day, year) FY85		8. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) TO (Month, day, year) 7/1/85 6/30/86		

STATUS OF FUNDS

FUNCTIONS/ACTIVITIES ▶	TOTAL (\$)
by reported	\$ 66,274
ort period	-0-
e credits	-0-
t period	-0-
	66,274
rs of outlays	21,648
utlays	44,626
gations	-0-
v of unliquidated	-0-
he h	-0-
dated obligations	-0-
utlays and	44,626
t of Federal funds	44,626
ederal funds	-0-

appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED	12. 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 Robert D. Benton, Ed. D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87
a. BASE b. TOTAL AMOUNT c. FEDERAL SHARE	13. TELEPHONE (Area, number and extension) 515/281-529	STANFORD FORM 305 O-78 Provided by Office of Management and Budget GSA, No. A-110	

7/84

FINANCIAL STATUS REPORT
(Follow instructions on the back)

ORGANIZATION (Name and complete address, including ZIP code):
 Department of Education, Bureau of
 Vocational Education, Grimes St. Office
 Des Moines, 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
 E002670

OMB Approved No. 0348-0001 PAGE 1

3. EMPLOYER IDENTIFICATION NUMBER
 142600452A1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

5. FINAL REPORT
 YES NO

6. BASIS
 CASB

7. PROJECT/GRANT PERIOD (See instructions)

8. PERIOD COVERED BY THIS REPORT

FROM (Month, day, year)
 FY86

FROM (Month, day, year)
 7/1/85

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

8. FUNCTIONS/ACTIVITIES ▶	9. STATUS OF FUNDS					10. TOTAL
	(a) STATE ADMINISTRATION	(b) SEX EQUITY COORDINATION	(c) TITLE II - PART A	(d) TITLE II - PART B	(e)	
11. previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-		\$ -0-
12. for this report period	1,049,873	57,616	16,551,188	7,442,620		25,101,297
13. net income credits	-0-	-0-	-0-	-0-		-0-
14. for this report period (see line c)	1,049,873	57,616	16,551,188	7,442,620		25,101,297
15. to date (see line d)	1,049,873	57,616	16,551,188	7,442,620		25,101,297
16. Federal share of outlays	524,937		12,500,654	4,288,543		17,314,134
17. State share of outlays (see line f)	524,936	57,616	4,050,534	3,154,077		7,787,163
18. unliquidated obligations						-0-
19. Federal share of unliquidated obligations shown on line h						-0-
20. State share of unliquidated obligations						-0-
21. Federal share of outlays and obligations						7,787,163
22. net amount of Federal funds						9,672,967
23. net amount of State funds						1,888,163

11. TYPE OF RATE
 Use "X" in appropriate box: PROVISIONAL PREDETERMINED FINAL FIXED

12. BASIS: a. BASE b. TOTAL AMOUNT c. 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
 TYPED OR PRINTED NAME AND TITLE
 Robert R. Bepton, Ed. D.

DATE REPORT SUBMITTED
 1/6/87
 TELEPHONE number and extension
 515/281

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

OMB Approved No. 0348-0001

PAGE 2

3. IDENTIFICATION (Name and complete address, including ZIP code)
Department of Education, Bureau of
Vocational Education, Grimes St. Office
Des Moines, IA 50319

4. EMPLOYER IDENTIFICATION NUMBER
142600452A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER
 YES NO

6. BASIS
 CASH

7. PROJECT/GRANT PERIOD (See instructions)
FROM (Month, day, year) FY86

8. PERIOD COVERED BY THIS REPORT
FROM (Month, day, year) 7/1/85 TO (Month, day, year) 6/30/86

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (f)
	(a) HANDICAPPED	(b) DISADVANTAGED	(c) ADULTS	(d) SINGLE PARENTS	(e) SEX BIAS	(f) CORRECTIONS	
previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	
this report period	2,796,596	3,635,132	9,090,210	629,803	166,972	232,475	
Income credits	-0-	-0-	-0-	-0-	-0-	-0-	
this report period as (line c)	2,796,596	3,635,132	9,090,210	629,803	166,972	232,475	
to date (line d)	2,796,596	3,635,132	9,090,210	629,803	166,972	232,475	
Federal share of outlays	2,054,547	2,186,370	8,047,763				
share of outlays (line f)	742,049	1,448,762	1,042,447	566,299	165,481	85,496	
Unliquidated obligations	-0-	-0-	-0-	-0-	-0-		
Federal share of unliquidated obligations shown on line h							
Balance of unliquidated obligations							
Share of outlays and obligations							
Balance amount of Federal funds							
Balance of Federal funds							

9. DATE OF RATE
Use "X" 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
TYPED OR PRINTED NAME AND TITLE
Robert D. Benton, Ed. D.
Director, Dept of Ed.

DATE REPORT SUBMITTED
1/6/87

TELEPHONE (number and ext)
515/281

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 B

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER
E002670

OMB Approved No. 0348-0001

PAGE 3

3. ORGANIZATION (Name and complete address, including ZIP code)
Department of Education, Bureau of Vocational Education, Grimes St. Office
Des Moines, IA 50319

4. EMPLOYER IDENTIFICATION NUMBER
142600452A1

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT
 YES NO

7. BASIS
 CASH

8. PROJECT/GRANT PERIOD (See instructions)
FROM (Month, day, year) FY86 TO (Month, day, year) 7/1/86 TO (Month, day, year) 6/30/86

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS			(d)	(e)	(f)	TOTAL (g)
	(a) CURRICULUM DEVELOPMENT	(b) STAFF DEVELOPMENT	(c) PROGRAM IMPROVEMENT				
previously reported	\$ -0-	\$ -0-	\$ -0-				
this report period	231,031	449,926	6,761,663				
minus income credits	-0-	-0-	-0-				
for this report period (line e)	231,031	449,926	6,761,663				
plus date (line d)	231,031	449,926	6,761,663				
Federal share of outlays	14,550	43,278	4,230,715				
State share of outlays (line f)	216,481	406,648	2,530,948				
Unliquidated obligations							
Federal share of unliquidated obligations on line h							
State share of unliquidated obligations							
Share of outlays and obligations							
Balance of Federal funds							

9. RATE OF RATE
 "X" (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
 TYPED OR PRINTED NAME AND TITLE
 Robert D. Benton, Ed.D.
 Director, Dept. of Ed.

DATE REPORT SUBMITTED
 1/6/87

TELEPHONE NUMBER AND EXTENSION
 515/281.

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 E00274	OMB Approved No. 0348-0001	PAGE 4
4. EMPLOYER IDENTIFICATION NUMBER 142600452A1	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"/> CASH
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) FY86		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 7/1/85 TO (Month, day, year) 6/30/86	

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (g)
	(a) PROGRAMS IN NON-DEPRESSED	(b) PROGRAMS IN DEPRESSED	(c)	(d) STATE LEADERSHIP	(e) STATE ADMINISTRATION	(f)	
Previously reported	\$ -0-	\$ -0-		\$ -0-	\$ -0-		\$ -0-
This report period	211,665	708,794		-0-	47,212		967,6
Income credits	-0-	-0-		-0-	-0-		-0-
This report period (line c)	211,665	708,794		-0-	47,212		967,6
date (line d)	211,665	708,794		-0-	47,212		967,6
Proportional share of outlays					23,606		586,1
Proportional share of outlays (line f)	112,823	245,086		-0-	23,606		381,5
Unliquidated obligations							-0-
Proportional share of unliquidated obligations on line h							-0-
Unliquidated obligations							-0-
Proportional share of outlays and obligations							381,5
Net amount of Federal funds							393,4
Balance of Federal funds							11,9

10. RATE OF RATE a "X" in appropriate box: <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED	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 Robert D. Benton, Ed.D. Director, Dept. of Ed.	DATE REPORT SUBMITTED 1/6/87 TELEPHONE (Area number and extension) 515/281
12. BASE g. TOTAL AMOUNT h. FEDERAL SHARE	any explanations deemed necessary or information required by Federal sponsoring agency in compliance with...		

M 376-6, 1/86)

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

OMB Approved No. 0348-0001

PAGE 5

3. EMPLOYER IDENTIFICATION NUMBER
 142600452A1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

5. FINAL REPORT
 YES NO

7. BASIS
 CASH

6. PROJECT/GRANT PERIOD (See instructions)
 FROM (Month, day, year)
 FY86

8. PERIOD COVERED BY THIS REPORT
 FROM (Month, day, year)
 7/1/85

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

FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (e)
	(a) GUIDANCE	(b) LOCAL ADMINISTRATION	(c) LEP	(d) TITLE II IN DEPRESSED AREAS	(e) TITLE II TO ELIGIBLE RECIPIENT	(f)	
previously reported	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-		
this report period	375,257	2,395,555	356,427	12,227,142	21,887,954		
net income credits	-0-	-0-	-0-	-0-	-0-		
this report period (line c)	375,257	2,395,555	356,427	12,227,142	21,887,954		
to date (line d)	375,257	2,395,555	356,427	12,227,142	21,887,954		
Federal share of outlays		2,195,905					
share of outlays (line f)	363,837	199,650	131,846	3,409,384	5,926,458		
unliquidated obligations							
Federal share of unliquidated obligations on line h							
unliquidated obligations							
share of outlays and obligations							
total amount of Federal funds							
balance of Federal funds							

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

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
 Robert D. Benton, Ed.D.
 Director, Dept. of Ed.

13. DATE REPORT SUBMITTED
 1/6/87

14. TELEPHONE (A number and ext)
 515/281-

