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Three Year
Iowa State Program Plan
for Adult Basic Education
Fiscal Years 1983-1985



STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION

Iowa Department of Public Instruction

3-147

STATE BOARD OF PUBLIC INSTRUCTION
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

Three Year Iowa State Program Plan for Adult Basic Education Fiscal Years 1983-1985

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Area Schools and Career Education Branch
Adult Education Section
Grimes State Office Building
Des Moines, Iowa 50319

June, 1982

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

APPROVAL

The Three Year Program Plan for FY 1983 - FY 1985 for the administration of Adult Education under Public Law 91-230 is hereby approved by the U.S. Department of Education.

Submitted by the State of Iowa

Effective Date of Plan: July 1, 1982

Approval Recommended: *Donald H. Sundgren* 6-28-82
Director
Division of Adult Learning Programs

Approved: *Robert McWright* 6-29-82
(Assistant Secretary for Vocational and Adult Education) Date

**Department of Health, Education, and Welfare
Office of Education
Three Year Program Plan**

(State-Federal Agreement)

Adult Education Act
(Public Law P.L. 95-561)

Cover Sheet

Three Year Program Plan for Adult Basic Education Programs under Adult Education Act.

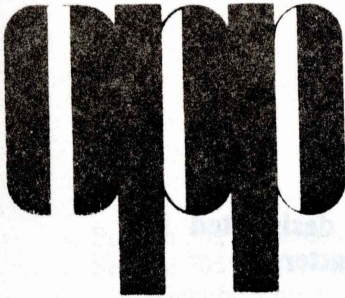
Amendment to Three Year Program Plan for Adult Basic Education Programs under Adult Education Act.

Submitted by the State of IOWA in accordance with the provisions of the Adult Education Act and the regulations promulgated thereunder.

Submitted by Iowa Department of Public Instruction on February 4, 1992
(name of state agency) (date)

by Robert D. Bentz
(Authorized Official)

State Superintendent of Public Instruction
(title)



STATE OF IOWA

Office for Planning and Programming

523 East 12th Street, Des Moines, Iowa 50319 Telephone 515/281-3711

STATE CLEARINGHOUSE

PROJECT NOTIFICATION AND REVIEW SIGNOFF

ROBERT D. RAY
Governor

EDWARD J. STANEK, PhD
Director

Date Assigned: November 2, 1981

STATE APPLICATION IDENTIFIER: IA821109-318

Review Completed: December 30, 1981

APPLICANT PROJECT TITLE:

Adult Basic Education

APPLICANT AGENCY:

Department of Public Instruction

Address

Grimes State Office Building

Des Moines, Iowa 50319

Attention: Don Wederquist

FEDERAL PROGRAM TITLE, AGENCY

Adult Education - State-Administered Program

AND CATALOG NUMBER:

Department of Education

Office of Vocational and Adult Education

Catalog No. 84.002

AMOUNT OF FUNDS REQUESTED:

Federal Funds - \$ 3,000,000

TOTAL FUNDS - \$ 3,000,000

PROJECT DESCRIPTION:

Adult Basic Education to provide basic skills training for undereducated adults.

The State Clearinghouse makes the following disposition concerning this application:

No Comment Necessary. The application must be submitted as received by the Clearinghouse with this form attached as evidence that the required review has been performed.

Comments are Attached. The application must be submitted with this form plus the attached comments as evidence that the required review has been performed.

STATE CLEARINGHOUSE COMMENTS:

A. Thomas Wallace
Federal Funds Coordinator

Certification by State Attorney General or other official designated in accordance with state law to advise the state agency on legal matters.

State of Iowa. I hereby certify that the Iowa State Department of Public Instruction, the state agency named in the plan, is the sole state agency for administration of the plan or for supervision of the administration of the plan; and that such state agency has authority under state law to develop, submit, and administer or supervise the administration of the plan, that the official title of the officer authorized to submit the State Plan is the State Superintendent of Public Instruction; that the State Treasurer has authority under state law to receive, hold, and disburse federal funds under the State Plan; and that to the best of my knowledge all provisions contained in the plan are consistent with state law as it is currently interpreted and that all copies of laws, citations to pertinent laws, and interpretations thereof relative thereto are included in the plan and are correct to the best of my knowledge as the law is currently interpreted.

7.8.4, 1982

(date)

Merle Wilna Fleming

(signature)

Merle Wilna Fleming

Assistant Attorney General
Administrative Law Division
Justice Department
State of Iowa

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Section 302 Statement of Purpose

The Three-Year Iowa State Program Plan for Adult Basic Education (ABE) serves as a grant application to receive federal funds for continuation of existing adult education programs and establishing new and innovative programs and projects under the Adult Education Act. The Iowa Department of Public Instruction (DPI) will work through the merged area school system to implement the plan.

The plan has three major objectives:

1. To attain the major purposes of the Adult Education Act.
 - a. enabling all adults to acquire basic skills necessary to function in society
 - b. enabling adults, who so desire, to continue their education to at least the level of completion of secondary school
 - c. making available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens
2. To serve as a basis for common understanding and communication among the following agencies, organizations, or groups: Iowa Department of Public Instruction, business and industry, educational institutions, fraternal organizations, lay citizenry, social organizations, and other groups. These organizations, agencies and groups can assist in the planning, implementation, and systematic evaluation of Iowa's Adult Basic Education Program.
3. To maintain Iowa's adult education programs and services to the following target populations within limited funding parameters:
 - a. adults in need of basic skills,
 - b. adults in need of training to become more employable,
 - c. adults with limited English language skills,
 - d. immigrants,
 - e. institutionalized adults,
 - f. handicapped adults,
 - g. older persons,
 - h. any unemployed or underemployed in need of job seeking skills or pre-employment skills.

The existing adult education delivery system is comprehensive and innovative in meeting the needs of the adult population. Many of the mandates outlined in the

Adult Education Act are currently being implemented and successfully achieved in Iowa. The success attained in Iowa's comprehensive adult education programs in providing adult education services is the result of considerable effort by dedicated adult educators at the local, state, and national levels. It is hoped this plan will provide a mechanism to further enhance the educational opportunities of all adults in Iowa.

Section 306 (b) (1) All Segments

General Philosophy

The overall scope of Adult Basic Education in Iowa is best reflected in the "Philosophy of Adult Basic Education for Iowa," (revised by the merged area schools' adult basic education (ABE) coordinators in 1981), which states:

Adult Basic Education is an organized effort to provide basic skills to adults, 16 years of age and older, who are not enrolled in school. The purpose of Adult Basic Education as cited in the enabling legislation is to:

1. enable all adults to acquire basic skills necessary to function in society,
2. enable adults who so desire to continue their education to at least the level of completion of secondary school, and
3. to make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Adult Basic Education programs are implemented through the merged area schools' adult education delivery system in active cooperation and coordination with human services agencies. The local Adult Basic Education program has the freedom, flexibility, and responsibility to serve those adults lacking basic skills.

A Description of Iowa's Adult Education Delivery System

Iowa has an excellent program of adult and continuing education which is currently operated through the 15 merged area schools' adult and continuing education divisions. The merged area schools were established when the 61st General Assembly in 1965 approved legislation (Chapter 280A, *Code of Iowa*) permitting the development of a statewide system of post-secondary educational institutions. The law officially designated these institutions as merged area schools, to be organized by merging geographical areas. It authorized boards of education of county school systems to plan for the merger of county school systems or parts thereof to develop a merged area, provided that no local school district be part of more than one merged area. (Iowa is primarily a rural state.)

The merged areas were authorized to develop area schools as either area community colleges or area vocational schools. The statement of philosophy contained in the original enabling legislation and amended in 1967 by the 62nd General Assembly identified the following categories as appropriate educational opportunities and services to be

provided by the merged area schools:

1. The first two years of college work, including pre-professional education. (This does not apply to those merged areas organized as area vocational schools.)
2. Vocational and technical training.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training are also enrolled in a local school, public or private.
6. Student personnel services.
7. Community Services.
8. Vocational education for persons who have academic, socio-economic, or other handicaps which prevent their succeeding in regular vocational education programs.
9. Training, retraining, and all necessary preparations for productive employment of all citizens.
10. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

The merged area school system in Iowa makes available to all residents of the state a diversified, accessible, and economical adult and continuing educational program.

Each merged area school has, as a major instructional unit, an adult and continuing education division. The area schools provide programs for adults in the following areas:

1. Adult basic education.
2. Adult secondary education.
3. General interest noncredit (includes leisure, recreational, cultural, and personal enrichment courses).
4. College credit.
5. Adult vocational supplementary (courses designed to upgrade people in their current occupations).
6. Short-term preparatory (programs designed to prepare persons for occupational entry).
7. Community services.

A significant aspect of Iowa's adult and continuing education program is the cooperative agreement. The agreement provides adult and continuing education programs and services at the local community school level.

The merged area school assumes major responsibility for: fiscal control and overall administrative responsibility; reimbursement for services rendered by the local school districts; in-service training for local coordinators and/or instructors; development of course content, course syllabi; collection of tuition, payment of instructional costs; and, to a degree, payment of supervisory costs.

The local school district assumes responsibility for: supervision and facilities at the local level, direct supervision of instructors at the local level, local reporting procedures to the merged area school, and programs to people in the local school district.

The cooperative agreement process provides an effective vehicle for expanding the resources of the present delivery system to the local school districts. Educational programs and services can be initiated, operated, and disseminated by the local school districts, or the local school district may cooperate with existing programs or agencies through an expanded cooperative agreement to serve their respective areas.

An expanded cooperative agreement is an agreement between a merged area school and other institutions of higher education, business and industry, and/or community and state agencies to expand educational programs and ancillary services to people.

The adult and continuing education delivery system has cooperated with various institutions and agencies to maintain educational programming and ancillary services to local school districts. Specific adult and continuing programming efforts have been channeled through the following:

1. Business and industry.
2. Institutions of high education (Regents institutions and private colleges).
3. Community and state agencies.
4. Regulatory and licensing boards.
5. Other cooperating agencies or groups.

The Iowa statewide delivery system has been clearly established and accepted as an effective way of reaching the adult population in locations across the state. Reaching the adult population and meeting its educational needs is part of the mission and public responsibility of all local, area, and state agencies and institutions. Through the statewide delivery system, the task and directions ahead for adult educators has become a meaningful reality. As new demands and challenges develop, the experience with and knowledge of the support and services provided by this system will enable adults to persist in their pursuit of excellence and performance. The ABE and adult secondary programs operate within this structure and use the same resources, agencies, and delivery system.

Uniform Definitions of Standard Terms

1. Rural Areas - communities of less than 10,000 population.

2. Urban Areas - communities or Metropolitan Statistical Area (MSA) of more than 10,000 population. The urban areas in Iowa include: Ames, Boone, Burlington, Cedar Falls, Cedar Rapids-Marion, Clinton, Council Bluffs, Davenport-Bettendorf, greater Des Moines, Dubuque, Fort Dodge, Fort Madison, Iowa City, Keokuk, Marshalltown, Mason City, Muscatine, Newton, Oskaloosa, Ottumwa, Sioux City, Spencer, and Waterloo.
3. Adults with Limited English Language Skills - adults who come from environments where a language other than English is dominant, and therefore, have difficulty speaking and understanding instruction in the English language.
4. Institutionalized Adults - adults who are residents, inmates, or patients of a penal institution, reformatory, or residential training school; general or special institution; hospital; or a residential school for physically or mentally handicapped persons.
5. Immigrants - legal aliens who establish permanent residence in the United States.
6. Adult Migrants - adults whose primary employment is on a seasonal or other temporary basis and who establish a temporary residence, with or without the family for the purpose of such employment. Such persons are considered to be migrants for educational purposes for five years after settling out of the migratory stream.
7. Adult - any individual who has attained the age of sixteen.
8. Adult Education - services or instruction below the college level (as determined by the Commissioner of Education), for adults who (a) lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education or who have not achieved an equivalent level of education, and (b) are not currently required to be enrolled in school.
9. Adult Basic Education - education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. The program is designed to eliminate such inability and raise the level of education of such individuals to help make them less likely to become dependent upon others, to improve their ability to benefit from occupational training and otherwise increase their opportunities for more productive and profitable employment, and to make them better able to meet their adult responsibilities. ABE students are considered to be those students who are functioning at less than a ninth grade level in any one of the following five instructional areas - mathematics, reading, science, social studies, and writing.
10. Adult Secondary Education - instruction at a level equivalent to the instruction in grades nine through

twelve. The instruction may lead to an adult high school diploma or its equivalency. Students enrolled in adult secondary classes must function at the ninth grade level or above in all of the following instructional areas - mathematics, reading, science, social studies, and writing.

Instructional Program and Teacher Training Priorities

The instructional program for adult education in Iowa is structured primarily through the existing merged area school adult education delivery system as previously described. The program is designed to be flexible in order to meet the needs of all segments of the adult population in any of the merged area schools. The program has the potential to significantly expand the instructional programs and services to specific target populations whose needs are not currently being met.

The long range program goals for fiscal years 1980-1982 were:

1. To provide the best possible educational opportunities for all uneducated adults in Iowa in order to make them more employable, productive, and responsible citizens.

Through the comprehensive merged area school adult education delivery system, educational opportunities for undereducated adults were expanded in terms of increases in class offerings and interagency cooperation, coordination and collaboration to provide educational opportunities for undereducated adults. Several 310 projects were funded in order to provide different strategies and methods for providing educational services and programs to undereducated adults.

2. To provide staff development opportunities for adult basic education staff with emphasis on life-coping skills, job-seeking skills, and special education.

The adult education section allocates a teacher training amount to the merged area school adult education programs in order for the local programs to meet the development needs of their professional staff. In addition, there were several 310 projects funded in the specific areas of life skills, job-seeking skills and special education dealing with institutionalized adults.

3. To develop and implement counseling and guidance programs designed for adult guidance services. Many of the programs offer the following services: 1.) diagnostic testing, 2.) job placement, 3.) agency liaison/referral, 4.) other guidance services.

Guidance and counseling programs for the adult students vary from program to program. This long-range goal still needs further development and refinement. One of the recommendations of the ABE evaluation suggests that a counselor should be assigned to work with ABE students on and off campus.

4. To explore competency-based educational programs and competency-based diploma programs for adults.

Many of the existing ABE programs have incorporated various elements of competency-based education programs into their curriculums. In addition one 310 project was funded to further explore the feasibility of competency-based adult education programs.

5. To establish and implement a comprehensive evaluation process involving the adult education section, State Advisory Council for Adult Education, and the participating planning committees. An evaluation of ABE programs was conducted during 1980. The results of the evaluation are as follows:

The members of the State Advisory Council for Adult Education evaluated the Adult Basic Education programs at the merged area schools during January-April, 1980. All but one of the 15 merged area schools' ABE programs were evaluated. The evaluations were done to meet the requirements of the Adult Education Act.

The ABE evaluation was a cooperative project among the Department of Public Instruction, State Advisory Council for Adult Education, and the Adult Basic Education coordinators. Representatives from the three groups worked together to develop the evaluation process and timetable. The evaluators were provided with suggested questions to use in the evaluation, a format for the written report, and copies of the merged area school ABE local plans. The adult education directors, deans, and ABE coordinators were informed prior to the evaluation and received copies of the suggested evaluation questions.

Two advisory council members evaluated each area school. They interviewed the adult education director, ABE coordinator, ABE teachers, ABE students, participating planning committee members, members of the community, and agency personnel. In addition the evaluators visited ABE programs in classrooms, learning centers, and institutional settings.

ABE Evaluation Results

The results of the evaluations were presented to the adult education directors and deans, adult basic education participating planning committees, and the Department of Public Instruction (DPI). Following is a composite summary of the evaluations:

Strengths of Iowa's ABE Program:

- a. Flexibility. The merged area schools are able to adjust their ABE program to meet the demands of specified target populations. This was evident in the way they prepared to meet the English-as-a-Second Language (ESL) needs of the Indochinese by opening new classes, securing instructors, and training tutors.

- b. Utilization of other funding sources. In order to meet the increasing demands for ABE services, the merged area schools are constantly seeking and securing funds to supplement the federal adult education money. The other funding sources include: Comprehensive Employment Training Act (CETA), Indochina Refugee Assistance Program, Vocational Education Special Needs, Area Agency on Aging, and business and industry. In addition, the merged area schools have secured nonfinancial agreements for facilities, child care, transportation, and instructors from agencies, business and industry, and churches.

- c. Accessibility of classes. The merged area school network through its cooperative agreements with public schools, business and industry, churches, service agencies, etc., has been able to bring the ABE programs to the specified target populations. ABE programs are usually available so a student doesn't have to drive more than 15 miles in a rural area. In metropolitan areas, ABE programs are offered at numerous sites. When there is not a large enough need to open a class in a specific community, a tutor is secured to meet the need. ABE classes are also held in sheltered workshops, county care facilities, nursing homes, penal institutions, reformatories, hospitals, and in businesses to make the program more accessible.

- d. Staff development. The ABE coordinators submit an annual staff development plan to the DPI. The staff development plans reflect the expressed needs of the ABE teachers in relation to local program needs. In addition, the teachers are encouraged to participate in 310 project workshops, statewide workshops, and professional association conferences. Instructors receive reimbursement for staff development activities.

- e. Quality instruction. The instructors in the ABE program are extremely dedicated and caring people. Most of the instructors are certified as elementary or secondary teachers, although certification is not required in Iowa to teach ABE. The instructors are part-time and teach 6 to 9 hours per week and often serve as counselors, recruiters and transporters. The instructors use a variety of teaching approaches with the adults; individualized, programmed, audio/visual, self-directed, and group.

- f. Agency cooperation. The ABE coordinators work closely with service agencies to provide the student with needed services. Agencies refer students to the ABE programs. Agencies also provide space for classes, transportation, and child care.

Weaknesses of Iowa's ABE Program:

- a. No transportation available for rural areas. Public transportation or a stipend needs to be made available in rural areas to assist the economically disadvantaged student in getting to class.

Recommendation: The ABE coordinators should seek assistance from service agencies for funds. The ABE coordinator should attempt to negotiate cooperative agreements with public schools, area agencies on aging, and other agencies that could provide transportation to ABE students.

- b. Counseling services not available. Personal and guidance services are not provided to adult education students who attend off-campus classes, and in only a few instances are counselors assigned to work with the ABE student who attends on-campus classes.

Recommendation: A counselor should be assigned to work with the ABE students both on and off campus. Many of the ABE students later enroll in the college credit and vocational programs, therefore using the existing full-time counselors would make this transfer easier. In addition, the adult education divisions help pay for counseling services.

- c. Class hours are not adequate. Classes in the outlying areas meet only 6 to 9 hours per week which is not adequate for measurable progress in ABE classes, especially in ESL classes.

Recommendation: Classes need to meet more often. Additional funding needs to be secured or a reappropriation of funds needs to occur to better meet the needs of the rural students.

- d. Lack of child care. This is a minor problem. Some merged area schools operate day-care centers. Others work with social service agencies to provide day-care; however, in the rural areas, day-care services are not provided and this has hampered students attending classes and has kept others from enrolling.

Recommendation: The ABE coordinators need to establish linkages with agencies and churches in rural areas so day-care services can be provided.

- e. Inadequate follow-up of dropouts and completers is carried out sporadically or not at all.

Recommendation: A system of follow-up needs to be developed to ensure that

dropouts are contacted and encouraged to re-enroll and that completers are contacted to see if they need additional services and to see how they benefited from the ABE program. A 310 Project has developed intake and follow-up procedures.

- f. Lack of publicity. The merged area schools have not developed a strong publicity program for ABE.

Recommendation: The merged area schools need to develop a plan for promoting ABE. The statewide ABE promotion package has been developed in which all the area schools participated.

Conclusion

The results and recommendations of the ABE evaluations have been used to update and amend local ABE program plans and were given consideration in the updating of the 1983-85 State Plan. The evaluation results may also be used as a springboard for additional evaluations for the duration of the Adult Education Act.

The ABE program evaluation demonstrated the merged area schools are doing a commendable job in reaching the specified target populations, in securing excellent teachers, and in creating linkages for funding and facilities. The merged area schools need to concentrate their efforts on providing counseling services for the ABE students, securing transportation and child care services when needed, and publicizing the ABE program.

6. To constantly assess through the participatory planning process input from area schools and cooperation with agencies, business and industry, etc., to identify adults in need of adult education services, the participatory planning committees have been active through the first three years of the Act. The local coordinator has utilized the participating planning committees, collectively and individually in helping to identify adults who would benefit from adult education services.
7. To initiate, implement, and evaluate a statewide promotional effort for ABE. To attain this goal the Adult Education Section of the Department of Public Instruction set aside money for a statewide campaign to promote adult basic education. Fiscal year 80 was to be a developmental year and fiscal year 81 was to be an implementation year. Following is a summary report of the promotion activities:

Determination of Need and Rationale

The need of ABE promotion was determined in fiscal year 1979. This need was reinforced by the evaluation of the State Advisory Council for Adult Education in cooperation with the following groups through formal and informal surveys:

1. adult education deans and directors
2. adult basic education coordinators
3. State Advisory Council for Adult Education
4. participatory planning committees
5. Department of Public Instruction Adult Education Section

The following rationale for statewide ABE promotion was developed:

1. A promotional strategy is needed as a basis for specific promotional activities. This strategy should include development of appropriate linkages with influential people and organizations as well as basic formulas for effective promotional techniques.
2. The primary objectives of statewide ABE promotion were:
 - a. increased public awareness and sensitivity to the need and benefits of ABE
 - b. stimulation and encouragement of active cooperation and support from all segments of the community
3. The benefits to be gained from an effective effort directed towards awareness and cooperation included:
 - a. improved effectiveness of direct recruitment efforts
 - b. increased enrollment
 - c. reinforced student motivation
 - d. increased numbers of adults served through cooperative efforts
 - e. enhanced status and impact of ABE professionally and politically

To achieve this goal:

1. A committee representing the ABE Coordinators, Adult State Advisory Council for Adult Education, DPI Publications Section, and DPI Adult Education Section was formed to develop a two-year promotion plan.
2. The committee contracted with Lessing-Flynn Advertising company to do the promotional activities.
3. The Adult Education Section committed money for the promotion campaign. The amount was determined by the Adult Education Chief based on estimates received on the costs of utilizing various means of promotion.

The factors that determined that a promotional effort was needed were:

1. the ABE program is not reaching total persons eligible
2. classes in outlying areas are often not full
3. business and industry has not been secured as a strong advocate of ABE

Responsibilities of ABE Promotion Committee

The Statewide ABE Promotion Committee was comprised of three ABE coordinators and one DPI Adult Education Consultant. Three State Advisory Council for Adult Education members and two DPI Publications Consultants were added as ex-officio members.

The ABE coordinators were appointed by the chairperson of the Adult Basic Education coordinators group. The Council members served on a voluntary basis.

The committee defined their responsibilities as follows:

1. Initiate the development of a statewide promotional strategy for ABE.
2. Contract with appropriate professionals to research the target audience and identify the most effective promotional methods to use.
3. Initiate staff development activities directed toward improving skills in public relations and expertise in securing cooperative support.
4. Provide assistance to professionals in defining ABE terminology, etc.
5. Approve expenditure of fund.
6. Report to the Adult Education Directors, ABE Coordinators, and State Advisory Council on promotion efforts.

Summary of Promotion Efforts

The ABE Promotion Committee began meeting in January 1979 to determine the goals, objectives, and target audience for the promotion campaign.

The Promotion Committee worked with Des Moines Area Community College to develop a proposal to submit to DPI Adult Education Section for funding.

After the proposal was funded, the Promotion Committee began implementing the activities. The Committee secured the help of the public relations director from Des Moines Area Community College to help them define and narrow their goals, objectives, and target audience and to conduct two staff development training activities for the Adult Basic Education Coordinators.

The Promotion Committee sent a letter to professional advertising and public relation agencies in the Des Moines Area and Chicago in October 1980, explaining the promotion project and requesting bids. Lessing-Flynn Advertising Company was selected.

Lessing-Flynn in conjunction with the Promotion Committee developed and conducted a phone survey to determine the public's understanding of the merged area schools and adult basic education. Five hundred phone responses were secured. The data collected was categorized by age, sex, occupation, and level of education completed.

Based on the survey results the Promotion Committee in cooperation with Lessing-Flynn made two television public service announcements, five radio public service announcements, (2-60 second, 2-30 second, and 1-10 second). A slide presentation, and a logo were developed. The Committee also decided to have a toll free line installed at DPI for calls resulting from the PSA's. The Governor of Iowa proclaimed an Adult Basic Education Week.

Program Goals for Fiscal Years 1983-1985:

The long-range program goals for fiscal years 1983-1985 are as follows:

1. to continue to provide the best possible educational opportunities for all undereducated adults in Iowa
2. to continue staff development activities and opportunities for adult basic education staff
3. to continue a comprehensive evaluation process to ascertain the effectiveness of the ABE program
4. to pilot-test and evaluate the new GED testing structure designed to serve more people at a reduced cost
5. to conduct studies, through the 1980 census data, to determine the number, range, and scope of various target populations who can benefit from ABE programs and services
6. to continue to assess through the participatory planning process, input from area schools, business and industry, and human service agencies, the identification of adults in need of adult education services
7. to continue to provide coordination, cooperation, and collaboration efforts with human service agencies, business and industry and other educational programs
8. to continue the integration of ABE/GED instruction with vocational preparatory instruction to avoid duplication of effort between the two programs
9. to provide counseling and guidance services in cooperation with human services agencies

Section 306 (b) (2) STATE ADMINISTRATION

The following describes the responsibilities of the Adult Education Section of the Iowa Department of Public Instruction.

Specific Responsibilities of Personnel

Chief of Adult Education Section - The Chief of the Adult Education Section is responsible for selecting and supervising personnel in the Adult Education Section. The position also involves assisting in:

1. allocating federal funds in adult education
2. coordinating adult continuing education
3. coordinating and evaluating adult education programs
4. coordinating staff development
5. coordinating State Plan development of adult education
6. coordinating vocational supplementary education programs
7. evaluating curriculum
8. issuing High School Equivalency Diplomas

Consultants of Adult Education Section—There are three consultants within the Adult Education Section responsible for the following:

1. Area school visitations
2. coordinating and evaluating local adult education programs
3. evaluating curriculum
4. overall coordination of participatory planning committees
5. preparing state and federal reports
6. consulting services to the area school adult education staffs
7. reviewing and evaluating 310 projects
8. supervising ESL programs
9. supervising adult vocational supplementary programs (includes agriculture, apprentice, agriculture for veterans, distributive, health, home economics, recertification and relicensure, office occupations, trade and industry)
10. supervising drinking drivers program
11. other duties that may be assigned by the chief of the Adult Education Section.

The overall objective of the Adult Education Section of the Department of Public Instruction is to encourage program offerings and related services for specific target populations and the general adult population.

Each consultant has been assigned to specific merged area schools. One of the primary responsibilities is to coordinate and provide consultative services relative to the following:

1. participatory planning strategies
2. identification of target population groups
3. interagency consultation, cooperation, and coordination
4. identification of local needs, resources, and goals
5. formulation of strategies for significant expansion of adult education programs, services, and delivery of same
6. formulation, implementation, and evaluation of local staff development and program plans by participatory planning committees and the State Advisory Council for Adult Education
7. other services that are deemed necessary in accordance with the priority areas delineated in the Adult Education Act.

The state agency assures that not more than five percent of the annual federal allotment will be used for direct state administration expenditures for the administration and governance of the Adult Education Act.

State Advisory Council for Adult Education

The membership of the State Advisory Council for Adult Education has representatives from: public schools, merged area schools, colleges and universities, human services agencies, associations, community groups, business and industry, and the general public. The State Board of Public Instruction is responsible for selecting members for the council from persons nominated by the Adult Education Section of DPI. In seeking nominees from these various groups, comprehensive representation of the state's population will be sought, (e.g., minority groups, sex, and geographic area).

The Council has 15 members, including a chairman, a vice chairman, and a secretary. The term of office is three years. Council members are given the option of serving two terms, not to exceed six years. It is the responsibility of the DPI to ascertain that all groups are represented and to see that the persons selected will contribute most positively to the Council.

Nominations for council members for the following year are to be made no later than June 1 of the previous fiscal year to the Adult Education Section of the DPI. Anyone having an interest in adult education can suggest nominees. The membership year runs from July 1 to June 30. Appointments to the Council by the State Board of Public Instruction will be made by notifying appointees of their selection and their responsibilities no later than June 20, preceding the year they are to start serving as members.

Appropriate sub-committee or referent groups are permissible and highly desirable. The Council has the responsibility of designating appropriate sub-committees when it is deemed necessary. Sub-committees can be used to discuss issues on given areas and to make reports to the entire Council at future meetings.

The objectives of the Council are:

1. to assist the adult education staff of the DPI in developing a positive image of adult education as related to all aspects of the adult population of our state
2. to advise the DPI staff on the needs and possibilities of adult education programs in the state
3. to advise and assist the staff in cooperating with various agencies and interest groups in serving the needs of their particular organizations
4. to encourage and direct the staff to collect and disseminate information concerning adult education
5. to advise and assist the adult education personnel of the state in the evaluation of programs
6. to serve as a sounding board for the state adult education staff regarding any proposed project and/or program
7. to open communication lines with other boards and agencies that deal with adult education
8. to give consideration to learning handicaps at the adult level
9. to continue efforts toward adequate funding for adult education
10. to encourage establishment of local adult education advisory councils

The chairperson of the Council is responsible for working with the secretary and a representative of the Adult Education Section from the DPI to see that proper items are brought to the attention of the Council, to develop agenda, and to chair the Council meetings. The vice-chairperson will serve in the absence of the chairperson and will assist the chairperson as needed.

The secretary is responsible for sending the agenda of Council meetings to members, taking minutes of the meetings, and disseminating the minutes in written form.

The representative from the DPI is responsible for attending meetings of the Council and for assisting in setting agenda. The representative will also serve as a resource person and as an ex-officio member of the Council.

The joint arrangement should ensure that meetings will take place on a regular basis. The chairperson, vice-chairperson, and secretary, with the assistance of DPI representatives, are responsible for developing an annual report which is submitted to the State Board of Public Instruction at an appropriate time through the State Superintendent of Public Instruction.

The State Advisory Council is not a certified council. Its membership is not appointed by the governor and the Council does not receive federal monies. The Advisory Council receives an annual appropriation through the general office state fund.

Section 306 (b) (3) Cooperation and Coordination

It shall be the policy of the Adult Education Section to explore effective ways of coordinating programs and projects supported under the Adult Education Act with the following:

1. Career Education Division of the Department of Public Instruction
2. Community Action Program (CAP)
3. Comprehensive Education Training Act (CETA)
4. Guidance Services Section of the Department of Public Instruction
5. Iowa Department of Health
6. Iowa Department of Social Services
 - a. Division of Mental Health Resources
 - b. Bureau of Child Advocacy
 - c. Division of Adult Corrections
 - d. Division of Community Services
7. Iowa Health Systems Agency
8. PROTEUS
9. Vocational Education Advisory Council
10. State Manpower Services Council
11. The Commission on Aging
12. Special Needs Section of the Department of Public Instruction

13. Volunteers-In-Service To America (VISTA)
14. Work Incentive Program (WIN)
15. Iowa Refugee Service Center
16. Job Service of Iowa
17. Merged Area Schools
 - a. Adult Deans and Directors Group
18. Iowa State Occupational Information Coordinating Committee (ISOICC)
19. Career Information Systems of Iowa (CISI)
20. American Indian Organizations
21. Commission on the Status of Women
22. Iowa Association for Rehabilitation Facilities
23. Iowa Association for Private Residential Providers
24. Community Education Programs
25. other related programs

The Department of Public Instruction will initiate and maintain communication with such agencies for the purpose of implementing the above policy. It shall be the policy, whenever practical, to coordinate the adult education program carried out under the Adult Education Act with the following state, federal, and local agency programs:

1. adult education in libraries
2. adult career education
3. bilingual adult education
4. community schools adult education
5. consumer education
6. institutionalized education
7. metric education
8. reading improvement
9. senior citizens'
10. women's
11. Merged Area Schools
12. other

The Adult Education Section staff will communicate with the state and/or local officials administering the above programs to determine the goals and objectives of these programs and to determine cooperative arrangements for serving the adult population.

The Department of Public Instruction, Adult Education Section, has established appropriate linkages with several of the above listed agencies and organizations. Consultants work directly with various associations, boards, committees, and organizations directly involved in vocational career education. Many of the priorities established for vocational education are delineated in the State Plan for vocational education.

The Adult Education Section cooperates and coordinates with the Iowa State Vocational Education Advisory Council on issues concerning adult vocational supplementary programs. The State Advisory Council for Adult Education in Iowa and the Iowa State Vocational Education Advisory Council have had joint meetings to discuss common issue and concerns pertaining to adult education.

Staff of the Adult Education Section are members of the Department of Public Instruction CETA task force. The task force meets regularly to keep communication open and to cooperate and coordinate services to mutual clients.

The Adult Education Section has worked closely with the Department of Social Services to establish guidelines for high school equivalency testing for young adults on formal probation and in institutions.

The administrative structure of the Adult Education Section allows flexibility to establish appropriate linkages with any agency or organization that may have an interest in the adult education programming effort. The section will continue to cooperate, coordinate, and link with appropriate organizations and agencies.

As a result of continued emphasis on interagency coordination, the following objectives have been established:

1. formulation of strategies and procedures for joint funding of adult education programs
2. reduction of duplication of effort
3. more effective utilization of existing resources, facilities, and expertise
4. formulation of strategies to more effectively meet the needs of the specific target populations

Section 306 (b) (4) Needs, Resources, Goals

To determine adult learning needs a combination of the following was used: (1) local adult education program plans, (2) 1970 federal census data, (3) research studies, (4) on-site visitations with area schools' ABE coordinators and adult education directors, (5) state and local advisory council input, and (6) participatory planning committees' input.

The following studies and methods were used to determine the adult population learning needs:

1. goals and objectives outlined in local program plans

2. federal 1970 census data indicating number of adult population with less than high school education or less than an eighth grade education
3. evaluation of Iowa's new GED structure
4. evaluation of local ABE programs conducted by the ABE coordinators and participatory planning committees

The following needs have been identified:

Adult Basic Education Needs

ABE needs cluster around the following areas: communication skills, basic computational skills, life-coping skills, job-seeking skills, counseling and guidance services, goal setting, and self-concept building with emphasis on a one-to-one teacher/student relationship.

Adult Secondary/Equivalency Needs

Adult secondary education needs are similar to ABE needs. However, those students enrolled in adult secondary education classes have an immediate objective of passing the GED tests and receiving the high school equivalency diploma, or receiving a high school adult diploma. Other needs are communication skills, computational skills, societal-coping skills, job-seeking skills, and problem-solving skills. Students enrolled in adult secondary classes do not require the close one-to-one instructional relationship that is characteristic of ABE students.

English-as-a-Second-Language Needs for Immigrants

English-as-a-second-language needs center around the following areas: bilingual/bicultural instruction, societal-coping skills, self-concept building, and job seeking, and vocationally related skills.

Non- or limited-English-speaking adults will have an opportunity to take adult education programs through the merged area schools in which instruction is offered in English and, to the extent necessary, in the native language available.

Institutional Needs

Institutionalized adults' needs include basic academic skills, societal coping skills, socialization skills, self-concept building, job seeking skills, and instruction in how to deal effectively with their physical disabilities. Institutionalized adults generally need an individualized instruction approach with emphasis on a one-to-one teacher/student relationship.

Curriculum offerings have been increased for institutionalized adults. Specifically, a greater percentage of ABE classes have been established for adults based in a county homes, sheltered workshops, correctional institutions, etc.

Special Education Needs

The special education needs center around the same basic areas as ABE — communication skills, counseling and guidance services, goal setting, and self-concept building — with special emphasis on instructional methods for dealing with the physically, mentally, or emotionally handicapped.

Women with Special Needs

A special project has been established through vocational education to serve the needs of displaced homemakers. The project is designed to provide multi-purpose service centers for displaced homemakers including job counseling; job training and placement services; a well-person health clinic; financial management; educational services; outreach information; and research for creation of new jobs.

Elderly and Handicapped Needs

The elderly and handicapped needs include self-concept building, counseling and guidance services, transportation, instruction in how to deal effectively with disabilities, and planning for leisure time activities.

Through the effective use of the participatory committees expanded class offerings will be made available for the elderly and non-institutionalized handicapped populations. Specialized programs will be developed to meet the needs of the elderly and handicapped.

A statewide workshop for ABE teachers was constructed to assist teachers to meet the needs of handicapped persons. The overall objective of the workshop was to train teachers to evaluate and prescribe materials for handicapped adults.

The local ABE programs have established a close working relationship with the Area Agency on Aging to identify the needs and provide services for senior citizens.

Description of Resources

Resources for meeting the needs of specific target populations are available at both the state and local level. The resources which must be utilized fall into three main categories: human resources, physical resources, and financial resources.

Human Resources

Qualified personnel exist at the state and local level to effectively administer and deliver ABE and adult secondary instructional programs. Additional personnel need to be employed at the local level to meet the guidance and counseling needs and the needs of the special education adults.

Physical Resources

Merged area schools utilize available facilities such as public schools, churches, libraries, industries, hospitals, senior citizens centers, and social agencies; in addition to area school owned facilities for delivery of services. These facilities are available to the merged area schools for

minimal or no cost. The merged area schools also have cooperative agreements to take programs into the sheltered workshops, county care facilities, correctional institutions, congregate meal sites, Indian reservations, etc. There is no charge for facility use.

Financial Resources

Financial resources for administration and maintenance of adult education classes are limited in terms of the federal allocation and the local merged area schools' matching dollars. In some cases, other federal and state programs such as CETA, CDP, WIN, state migrant, vocational rehabilitation, and special needs provide additional financial resources to local adult education programs. The merged area schools offer facilities as in-kind contributions to outside agencies. Agencies offer use of their facilities to merged area schools as part of their in-kind contribution.

Goals

The following goals have been formulated to assure that the needs of the target populations will be met:

1. The Adult Education Section through the Participatory Planning Committees (PAC) will initiate basic identification of needs and resources available to meet the needs in each merged area.
2. The Adult Education Section will assist in linking together the area schools and agencies, business, industry, and organizations to significantly expand the existing delivery system to better serve the needs of specific target populations.
3. The Adult Education Section, participatory planning committees, evaluate the implementation phase of the area school local program to see if the needs are being met.

Section 306 (b) (5) Equivalency

Assurance is provided in the federal-state agreement that the total expenditure of federal funds for the high school equivalency diploma shall not exceed 20 percent of the total allotment granted to the state.

Students shall be served through equivalency programs if they are functioning academically at a level above that established for ABE and have, after considering the alternatives, selected the equivalency diploma as their most realistic goal.

The adult equivalency diploma student needs are similar to ABE student needs. However, these students have a more immediate objective of passing the GED tests and receiving the equivalency diploma. These students do not generally require the close one-to-one instructional relationship that is characteristic of ABE students.

Those adult secondary students who do not elect to follow the equivalency diploma alternative will be able to pursue a program to increase their functional competencies

in the areas of communication skills, computational skills, problem solving skills, inter-personal skills, job acquisition and retention skills, and other adult competency skills meeting identified needs.

It will be the plan of the Adult Education Section to encourage program offerings for instructional adult secondary education if the needs for instructional ABE have been made available in the area to be served. This can be demonstrated by the number of students served and the programs held in each merged area in relation to the potential number of students to be served.

The DPI consultant will ascertain if adequate opportunities have been made available for adults to obtain adult secondary education by checking the availability of adult secondary education classes, and the number of adults with less than a twelfth grade education in each merged area.

The assurance procedures section of the local adult education program plan provides the specific criteria for determining who may be served in equivalency and/or adult secondary instructional programs. Each program plan lists the specific procedures the local program will follow in determining who may be served in adult secondary instructional programs. The criteria definition of ABE and adult secondary education students are:

1. ABE student: A student enrolled in classes who is functioning at less than a ninth grade level in any one of the five instructional areas.
2. Adult secondary education student: A student enrolled in classes who is functioning at the ninth grade level or above in all five instructional areas.

Iowa's New GED Testing Center Structure

In fiscal year 1981 a new GED testing structure was implemented to achieve the following goals:

1. Provide testing potential within 3-50 mile radius of any Iowa resident.
2. Provide increased flexibility in test center structure (i.e. satellite, transportation center options).
3. Develop standardized reporting procedure at local, state, and national level.
4. Improve communication at local, state, and national level.
5. Develop a potential national model for GED testing center structure.
6. Enlarge role, scope, and responsibility(ies) of Parent Center Chief Examiner.
7. Increase decision making at local level.
8. Provide a vehicle for improved program planning and communication with ABE/GED instructional staff.

In order to determine the effectiveness of the new structure the following evaluation will be conducted during fiscal year 1982.

Evaluation Component of Iowa's New GED Structure

Goals and Objectives

Goal: Provide a systematic evaluation, both statistical and narrative, of the new GED structure whereby testing services to GED candidates may be improved.

Objectives:

1. Assess the effectiveness of the new GED structure.
2. Determine strategies whereby the structure may be improved.
3. Provide input for further planning and evaluation.

Evaluation Areas

1. Volume of GED traffic through parent, satellite, and transportation centers
 - a. Provide a comparison of traffic patterns through the type of center under the old structure (parent, satellite centers) as opposed to traffic patterns under the new structure (parent, satellite, transportation centers). Discuss the reasons candidates may have tested in a combination of centers. (i.e. a candidate may have started testing in a transportation center but finished testing in a parent and/or satellite center.) This concept is unique to the new structure and is referred to as "crossover testing."
2. Accessibility to testing centers by GED candidates
 - a. Discuss the frequency of testing sessions by **center type**.
 1. Parent and satellite centers: Include a narrative statement which describes how often testing is provided (i.e. 3 nights a week, 3 hours per day, 3 times a month, etc.).
 2. Transportation centers: Discuss the actual number of times testing sessions were held at the transportation centers. State the factors which significantly determined the testing schedules in the transportation centers.
 - b. Has the availability of testing in the transportation centers had any significant impact on enrollment in GED instructional programs? (Include the major factors which did or did not contribute to enrollment.)
 - c. Discuss the impact the new GED delivery system has had on other agencies and organizations in terms of: (1) flexibility to provide testing to agencies and organizations (CETA, WIN, Job Corps 2

institutionalized settings, business and industry, county homes, etc.). (2) attitudinal changes of candidates, teachers, examiners, and agency or organization personnel as a result of candidates taking the tests in a "familiar" environment. (Include agency support letters if possible.)

3. Cost effectiveness of testing program

- a. Has the new GED structure proven to be cost effective for your district? (Identify those factors which were most significant in determining whether the new structure has been cost effective: i.e. establishment of transportation centers, direct costs to testing program, number of people served, etc.)

4. Administration of new GED structure

- a. What types of organizational and/or administrative changes have occurred as a result of the new GED structure?
- b. What advantages and/or disadvantages have been experienced as a result of these organizational and/or administrative changes?
- c. Has a communication network been established with alternate examiners, ABE coordinators, GED instructors, relative to the new GED structure. (Describe your communication process: i.e. meetings, memorandums, center visitations, etc.)
- d. If your district **has not made any changes** permitted under the new GED structure, state specific reasons for the "no change" status.

5. Test security

- a. Have provisions for test security under the new structure been adequate? (Identify those factors which are most important for test security.)
- b. Describe the inservice training program established for new GED examiners in relation to testing policies, procedures, test security, etc.

6. Recommendations

- a. Summarize any recommendations as a result of the evaluation.
 - 1.) problems with new GED structure
 - 2.) suggestions for further improvement
 - 3.) any other benefits of the new structure

Anticipated Outcomes of New Structure

1. comprehensive coverage of state with GED testing centers
2. more people effectively served at reduced operating costs

3. standardization of state reporting system consistent with GED testing service reporting system
4. increased decision making by the chief examiner at local level

Section 306 (b) (6) Fiscal Control and Accountability

The merged area schools shall submit a three-year local adult education program plan to the Adult Education Section describing priorities, goals, objectives, activities, and evaluation procedures for implementation of their local adult education program. The program plan is used as a guideline for monitoring and evaluating local education programs by the Adult Education Section with input for revisions and amendments provided by the local participatory planning committee.

In addition, the merged area school must submit reporting forms to ensure the proper expenditure of federal adult education monies and proper accounting of student enrollments, contact hours, and FTEE's in compliance with the requirements of the Adult Education Act.

The following forms must be submitted annually:

| | |
|----------|--|
| AE-12HSC | Characteristics of Adult Basic Education and High School Completion students Enrollment statistics by age and race |
| AE-12RN | Continuing and General Adult Education Programs Eligible and Not Eligible for State General Aid Enrollment statistics for residents and non-residents, contact hours, and reimbursable hours |
| ABE-9 | Adult Basic Education Program Financial Report Federal and local expenditures of ABE program monies by grade level, including institutionalized adults, and persons of limited English speaking ability |
| AS-10B | Annual Area School Report of Full-Time Equivalent Enrollments Enrollment statistics, contact hours, and reimbursable hours for all merged area schools |
| AS-15C | Program Completions (awards granted) |
| AS-15D | Balance Sheet (annual report) |
| AS-15F | General Fund Revenue and Expenditure Statement |
| AS-15F | Plant Fund Revenue and Expenditure Statement |
| AS-15G | General Fund Allocation of Receipts and Disbursements |

CE-4B Prorate Sheet

Annual Performance Report

Federal Financial Status Report

310 Final Project Report

The following reports must be submitted quarterly:

310-1 Quarterly Reimbursement Requests for 310 Projects

Breakdown of expenses for 310 projects

The following reports must be submitted as needed:

ATT-1 Teacher Training/Staff Development Budget Approval Request
Request for funding for local staff development activities

ATT-2 Reimbursement Request for Teacher Training
Submitted after teacher training activity to document expenses and receive state reimbursement

Section 306 (b) (7) Expanded Delivery

Iowa has developed a comprehensive delivery system for adult education through the merged area schools. The merged area schools are cooperating and coordinating with business and industry, churches, community organizations, correctional institutions, county care facilities, Indian settlements, K-12 public school systems, libraries, migrant camps, nursing homes, social service, Young Men's Christian Associations, and Young Women's Christian Associations in bringing adult education services to the people.

The State Department of Public Instruction will continue to fund adult education services through the merged area schools. To significantly expand these services and to make the services easily accessible to the people, the state has and will continue to encourage the adult education directors and ABE coordinators to cooperate with the agencies, organizations, institutions, and businesses and industries in their merged area school.

The State Adult Education Section will further assist in the expansion of the delivery of adult education services by participating in the participatory planning meetings held at each area school to determine the needs, goals, and activities.

The State Adult Education Section will gather information from the participatory planning committee's and State Advisory Council's evaluation at the end of each fiscal year based on their local plans and at the end of the three-year FY 1980-1982 plan to determine if Adult Education services have been significantly expanded.

The major thrust of the expanded delivery system through the merged area schools will be twofold: (1) to increase the number of least educated adults in Adult Basic Education classes and (2) to increase the number of total agencies involved in identification of the least educated adults throughout the state of Iowa.

The merged area school adult basic education programs will inform the least educated adults about the availability of programs and services through the following agencies and organizations.

1. local participatory planning committees
2. community agencies and organizations identified under expanded delivery section of the state plan
3. promotion project activities

Section 306 (b) (8) Outreach

To assure that the adult education program will be strengthened to meet the needs of populations least likely to participate, the Adult Education Section has provided the merged area schools with a suggested format for selecting participatory planning committee members and a format for holding participatory planning meetings. The Adult Education Section will review the participatory planning member lists to ensure representation from adults with limited English language skills, business and industry, churches, community organizations, fraternal and voluntary organizations, institutionalized adults, labor unions, public and private educational agencies and institutions, special adult populations (including residents of urban areas with high rates of unemployment), state and local manpower and training agencies, and other entities in the state concerned with adult education.

The Adult Education Section has outlined the responsibilities of the representatives of the agencies, institutions, and organizations selected to participate and has defined the allowable costs and the suggested format for participatory planning committee selection and participatory planning meetings.

The information from the participatory planning committee meetings will be sent to the Adult Education Section for review and inclusion in the State Plan. A representation from the Adult Education Section will attend the meetings when possible.

Section 306 (b) (9) Scheduling, Transportation, Child Care

The merged area schools offer programs at numerous locations and at varied times to make the adult education programs easily accessible to the adult students. Programs are offered in facilities such as correctional institutions, day care centers, county care facilities, public libraries, public schools, hospitals, service centers, and students' homes. Both day time and evening classes are offered with open

entry and exit at times most conducive to the students' needs. When there are not enough students in one community to justify holding a class, tutors are secured for the students.

Transportation problems are minimal because the adult education classes are established at locations and facilities based on students' need. In instances where the students are not mobile, the class is taken to them or other arrangements are made. The merged area schools are cooperating with existing agencies that offer transportation for the handicapped, senior citizens, and economically disadvantaged.

Some of the merged area schools have day care centers on their campuses that offer infant and toddler care free or at a minimal charge. The day care centers offer baby sitting services as well as parenting education, homemaking skills, and child development skills. Other merged area schools cooperate closely with social services, CETA, Community Action Program, churches, and other human services agencies and programs that provide child care services.

Section 306 (b) (10) Special Emphasis to Adult Basic Education

The Adult Education Section will cooperate and coordinate program activities within the merged area schools to ensure that emphasis is placed upon meeting the needs of the ABE target populations.

The specific methods to determine if ABE needs have been met within each merged area school are:

1. review of goals and objectives of local program plans reflecting the needs, goals, and objectives of ABE target populations
2. constant gathering of local needs assessment data with prime input provided by local participatory planning committees
3. review of specific evaluation guidelines established by the Department of Public Instruction for annual visitations to merged area schools (See pp. 57-59: *Selected School Laws and Standards*, 1980).

Section 306 (b) (11) Bilingual English-as-a-Second Language

Non- or limited-English-speaking adults and immigrants have been provided an opportunity to take adult education programs in English, and to the extent necessary, in the native language through the merged area schools. Each consultant will review the offerings in each merged area school to determine the quality of English-as-a-Second Language bilingual programs being offered. The merged area school will be responsible for obtaining and reporting adequate information to determine if there are English-speaking adults who are not being currently served through ABE. The bilingual adult education programs, whenever

possible, shall be carried out in coordination with programs of bilingual education assisted under Title VII of the Elementary and Secondary Education Act of 1965, as amended, and bilingual vocational education programs under the Vocational Education Act.

A special project was established to meet the needs of the Indo-Chinese refugees. A summary of the project is as follows:

The overall goal of the project, to provide a statewide coordinated effort to enable adult refugees to acquire basic skills necessary to function in American society and contribute to the employability of adult refugees through development of job seeking skills and occupational English, has been met with funding by the Iowa Refugee Service Center and the Department of Public Instruction subcontracting to the 15 merged area schools. One person in the Adult Education Section of DPI was given the responsibility as project director for the program.

Objective I: to coordinate and link with state and local agencies that serve refugees

To coordinate the statewide plan, the project director has:

1. Met monthly with the merged area school Adult Education Deans and Directors and Adult Basic Education Coordinators to keep them informed of funding, new curriculum and materials, workshops, activities of other agencies involving refugees, and to evaluate the projects at the merged area schools.
2. Met monthly with the Department of Public Instruction Comprehensive Employment Training Act (CETA) Task Force to keep them informed of activities related to the refugees. (CETA task force is comprised of members from CRTA, Special Needs, Vocational Education, Guidance, Special Education, Certification, Basic Skills, and Vocational Rehabilitation.)
3. Met with the Iowa Refugee Advisory Council to inform them of the educational programs through the merged area schools.
4. Sent letters to and met with the Job Service of Iowa statewide representatives who are responsible for helping to place refugees in jobs to encourage them to work closely with the Adult Basic Education Coordinators at the merged area schools.
5. Met with Marv Weidner, Manager of Refugee Service Center, Colleen Shearer, Director of Job Service, Dan Chavez and Paul Spurlock of DPI to discuss educational needs of children and adults and alternative funding sources.
6. Invited representatives of Iowa Refugee Service Centers, Social Service, and CETA to speak to ESL teachers on services available to refugees.

7. Met with advisory committees, instructors, and/or coordinators for the ESL programs at various merged area schools.
8. Encouraged the ABE coordinators through letters and used meetings to encourage cooperation between merged area schools and service agencies.

Objective II and III: To offer an English-as-a-Second Language Program to supplement the language the employed refugees need on the job and to offer a program for the refugee to assist them in gaining employment

The following are examples of how this objective was met:

Northeast Iowa Technical Institute provided vocational ESL and work site experience for refugees.

Iowa Lakes Community College provided vocational and ESL instruction for 12 refugees in Lake Park, Spencer, Emmetsburg, and Algona.

Northwest Iowa Technical College - An instructor was employed to work with two refugees on site in a book store where they were employed. The instructor served as a liaison between the refugees and store manager until no longer needed.

Northwest Iowa Technical College provides ESL for a CETA refugee program of 40-60 students. Instruction includes ESL, employment counseling, job seeking skills, and visits to Job Service.

Des Moines Area Community College - Fifty-six adults were referred and given "hands on" experience in the college's Career Exploration program at the Urban Campus.

Iowa Western Community College - Job-seeking skills were offered in Harlan, Atlantic, and Council Bluffs. Twenty-three refugees participated. The three-fold purpose of the classes was to: 1.) orient the refugees to the world of work, 2.) help them learn the process of filling out application forms, and 3.) teach them how to interview for a job.

Iowa Western Community College - Six students were given a two day vocational assessment at the college's assessment center. Assessments included the GATB, TAPS, interest inventories, basic skills test, vocational skills test, general aptitude tests, including both educational and manipulative measures.

Southeastern Community College contacted employees requesting information on the industries/businesses where the refugees are employed and industrial/business terms which might help them at the work site. Through their contacts, the employers stressed that the occupational terms were not as important as learning basic communication skills. As a result, the classes incorporate both.

Objective IV: To offer driver education for those refugees who need transportation for employment and for job training.

Not all merged area schools are offering driver training classes. However, those that are say it is one of the most popular parts of the ESL program. Most of the merged area schools are offering instruction for the written drivers test.

Iowa Valley Community College has a drivers education class for non-English-speaking adults. The class includes 5 weeks of classroom instruction using materials developed by an ESL instructor, New Readers Press "Taking the Wheel" materials, and driving manuals and six hours of behind the wheel driving.

Iowa Western Community College conducts driver training classes in cooperation with local high schools. Each student received ten hours of classroom training and six hours of behind the wheel training. ESL instructors coordinated the classes with the driver license testing office to insure that requirements were met.

Objective V: To establish a comprehensive program of English-as-a-Second Language.

All the merged area schools have established a comprehensive program of ESL. The components include ESL for the literate and non-literate, everyday living skills, job seeking skills, vocational ESL, high school equivalency preparation, career assessment, drivers training, basic health care, and citizenship preparation including government and history.

Many of the examples cited under earlier objectives show the comprehensiveness of the program. Other examples are:

Iowa Valley Community College's ESL program includes budgeting, finding a place to live, saving and investing, buying a car, finding a job, nutrition, using the telephone, citizenship preparation, drivers education, and career assessment.

Iowa Western Community College enrolled five refugees in GED preparation after they completed ESL.

Indian Hills Community College has incorporated consumer programs into their ESL program. They are utilizing the home economics coordinator in their adult education division to coordinate this effort.

Objective VI: To offer staff development for English-as-a-Second Language instructors and tutors who teach refugees.

The project director held a statewide workshop. This workshop was funded by Adult Education Act funds. There was no charge to the participants.

In lieu of the four quadrant workshops, the project paid for one instructor from each merged area school to attend the regional ESL workshop in Kansas City. This request was made by the merged area schools to the project director and approved by the manager of the Iowa Refugee Service Center.

The project director has an informal agreement with the DPI consultant in the Alternative Programs Section to allow adult education ESL instructors and tutors to participate in his ESL workshops for the public schools and AEA's.

Each merged area school receives Adult Education Act money earmarked for staff development.

The project director has sent materials and material lists to the ABE coordinators to keep them up to date on ESL materials.

Intake Process:

Project director has required that the merged area schools comply with Public Law 96-212 Refugee Act of 1980.

All the merged area schools have or are in the process of implementing formal language assessment of refugees. Tests being used are: JOHN Test, English-as-a-Second Language Oral Assessment (Literary Volunteers of America), STEL Test, Access to English I & II Test, California Test, Michigan Placement Test, and structured oral tests for nil-law proficiency students.

The merged area schools are keeping progress reports on the refugees. Follow-up in some instances is difficult because many of the refugees move from one community to another.

Merged area schools, as stated earlier, are assessing the vocational and/or job placement skills of the refugee.

Section 306 (b) (13) Local Proposals

A sample of the Grant-for-Services Proposal is included in appendix D. This proposal must be submitted by eligible applicants applying for adult education funding.

Eligible applicants will be selected annually from state and local educational agencies, public and private agencies, institutions, and organizations. Ineligibility is determined in accordance with the requirements of the Adult Education Act (P.L. 95-561: Section 314):

No grant may be made under this title for any education program, activity, or service related to sectarian instruction or religious workshop, or provided by a school or department of divinity. For purposes of this section, the term "school or department of divinity" means an institution or a department or branch of an institution whose

program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects.

Program funds will be allocated for program operation purposes. The merged area schools will provide a three-year program plan for utilization of funds in light of state and local priorities. The state and local resources expended in a given year shall not be less than the amount expended from such sources during the preceding year. Additional state and/or local monies will be added as they become available. An announcement of the availability of federal funds and an invitation to submit proposals will be sent to the media.

Process and Procedures for Funding Grant-for-Services Proposals

The criteria for approval of submitted applications will be consistent with the purpose of the Adult Education Act; service to specified population segments; consideration of geographic distribution, state and local needs, state and local resources, guidelines established by the Iowa three-year program plan.

The Grant-for-Services proposal shall include the following:

1. Legal name and address of sponsor
2. Name and address of parent organization
3. Type of organization
4. Name and address of person responsible for directing the program
5. Name and address of legal fiscal agent
6. New programs planned for three-year expansion of ABE and adult secondary classes
7. Listing of participatory planning committee members and organizational or institutional affiliation
8. Explanation of utilization of participatory planning committee in goal-setting, evaluation, planning, etc.
9. Listing of other agencies cooperating in delivery of services to the target population
10. A proposal narrative which includes the following categories:
 - a. need for service
 - b. goals and objectives of program, including evaluation procedures and summary of first three-year evaluation
 - c. estimate(s) of target populations
 - d. methods and procedures
 - e. one-year staff development/teacher training plan and budget

11. Compliances for reporting

12. Assurance procedures

The following procedures will be adopted in reviewing of local proposals.

- a. An announcement of availability of federal funds and an invitation to submit proposals will be published at an appropriate time in *The Des Moines Register and Tribune*. This newspaper offers a comprehensive coverage to Iowa and is the most widely read. In addition, an announcement will be submitted to the wire service to be published in local area newspapers.
- b. No local proposal will be reviewed by the Department of Public Instruction, Adult Education Section, which has been submitted from an outside agency, other than the established local educational agency (Merged Area School), until two certification requirements are met:
 - 1.) Certification of consultation with the locally established program in preparing the proposal.
 - 2.) Certification that the locally established program has reviewed and had opportunity to comment on the proposal prior to being sent to the Department of Public Instruction, Adult Education Section, to be considered for funding.
- c. Each program applying for federal Adult Basic Education funds shall be required to submit a Grant-for-Services proposal. The proposal shall include all items or amendments thereto.

DPI Policies and Procedures for Review of Grant-for-Services Proposals

The policy is to review all applications in terms of whether criteria are met and whether federal and state rules and regulations are adhered to.

All applications will be reviewed and evaluated by the 15-member Statewide Review Committee for Grants-for-Services proposals using the below listed criteria to final decisions for funding being made by the Adult Education Section of the Department of Public Instruction. The criteria for review of Grants-for-Services proposals are:

1. The local agency is capable of implementing the plan and completing the project.
2. The proposal has identified:
 - a. Evidence of major emphasis placed on the least educated adults (adults functioning at a reading level range of 0-8)
 - b. Evidence of efforts to establish outreach into the community

- c. The fiscal, human and physical resources for implementing the program are identified

3. Three-year expansion of ABE and adult secondary programs is listed
4. The plan was developed in conjunction with the assistance of the local participatory planning committee
5. The participatory planning committee's membership and affiliations are included
6. A plan of action for utilization of participatory planning committee is listed
7. Other agencies cooperating in delivery of services to adult target populations are included
8. The proposal narrative includes the following sections
 - a. need for services substantiated by statistical or narrative data
 - b. program goals, objectives, and evaluation procedures related to needs
 - c. specific target populations identified including number of people for whom services will be provided
 - d. methods and procedures for achieving stated goals and objectives
The procedures should include a description of program personnel, enrollment procedures, evaluation, counseling and guidance activities, instructional strategies - (i.e., basic skills education such as communication skills, computational skills, problem solving skills, interpersonal skills, job-seeking skills; non-traditional methods such as competency based education programs or other alternatives to the traditional high school diploma)
 - e. staff development/teacher training plan including goals, objectives, and budget

9. Compliance and assurance procedures

Procedure for Allocation of Funds to Local Programs

The formula for distribution of federal adult education program funds to the geographic areas represented by Iowa's merged area schools is based on a combination of 50 percent population - age 16 and over (based on current census data) - and 50 percent production (based on the average ABE generated full-time equivalency enrollments (FTEE) for the last two fiscal years).

The funding of local educational agencies (local agencies, organizations, and institutions) will follow the same basic guidelines as cited for the existing adult education delivery system through Iowa's Merged Area Schools with the additional procedures identified in the left-hand column under 2. a and b.

Section 306 (b) (14) Program Achievement

Reporting Procedures

The merged area schools shall submit a three-year local adult education program plan to the Adult Education Section describing priorities, goals, objectives, activities, and evaluation procedures for implementation of the local adult education program. The program plan is used as a guide for monitoring and evaluating of local adult education programs by the Adult Education Section and the participatory planning committee and the State Advisory Council for Adult Education.

Monitoring Procedures

The adult education consultant visits and monitors the progress of all adult education programs funded through the Department of Public Instruction on a quarterly basis. Each visitation is recorded on the "Area Schools Visitation Form." At the end of each fiscal year, the consultant reviews the local plan goals to determine if the stated goals and objectives are being implemented and/or achieved.

Evaluation Procedures

The primary purpose of evaluation is to document how funds are being utilized. Specifically, the evaluation includes who is being served by the adult education program, what kinds of needs are presently being met, what other needs ought to be addressed, and how effectively the program is operating. Primary areas of the program that will be evaluated include the goal-setting process, agency cooperation, accessibility of programs, flexible scheduling, instructional methods, recruitment, and staff development.

The area schools are visited on an annual basis by a representative of the Department of Public Instruction in accord with the Administrative Rules for Merged Area School Districts. The annual visits concentrate on administrative rules for governance of specific programs as delineated in *Selected School Laws and Standards (1980)*.

The specific annual visitation guidelines which apply to adult education are listed below.

ABE

1. Describe the process that is used to determine the potential number of people who could benefit from ABE instruction for the following population segments, if applicable to your school.
 - a. rural area residents
 - b. urban areas whose residents have high unemployment rates
 - c. institutionalized adults
 - d. ESL candidates
 - e. immigrants

2. What procedures were established to determine the following items?
 - a. number of ABE classes offered in local communities
 - b. joint funding strategies and interagency cooperation

3. Are goals and objectives of current ABE staff development plan and ABE program being implemented and/or achieved?

___yes ___no

If no, explain.

4. Explain procedures for long-range planning.
5. Is an advisory committee utilized to provide input to local plan and staff development?

___yes ___no

If no, explain.

6. Instructional methods
 - a. is there a basic skills component in your ABE curriculum involving the following specific areas: communication skills, problem solving, interpersonal skills, and computational skills?

___yes ___no

If no, explain.

- b. Is curriculum designed to teach general work skills?

___yes ___no

If no, explain.

High School Diploma

1. Does institution offer an adult high school diploma program?

___yes ___no

If yes, what procedure was utilized to determine need of an adult high school diploma program?

If no, explain.

2. Are teachers in adult high school program certified in secondary education?

___yes ___no

If no, explain.

General Adult

1. Describe the process that is used to determine the potential number of general adult courses.
2. Explain the types of courses offered.
3. Explain the type of support services offered by the merged area schools to local school districts.

Dissemination of Findings

The Adult Education Section will inform the merged area school adult director, ABE coordinators, State Advisory Council, participatory planning committees, and others interested in adult education on the process of adult education programs.

310 Special Experimental Demonstration and Teacher Training Projects

The following topical areas have been identified as priority areas for Iowa's Special Experimental Demonstration and Teacher Training projects.

Priority Areas

1. Expanding outreach to those adults least educated and most in need

New and innovative approaches are being required to expand program outreach in order to effectively meet the needs of underserved populations including adults who are: older persons, rurally isolated, located in urban areas of high unemployment, handicapped, immigrants, refugees, limited in English language proficiency, female offenders, single parent mothers, or displaced homemakers. In considering support for outreach efforts, institutions or agencies should consider innovative programs for informing underserved populations of the availability and benefits of the adult education program and/or program outreach services to provide reasonable and convenient access to the adult education program.

Sample topics:

- a. Develop new approaches of coordination with business and industry, labor unions, community organizations, other nongovernmental agencies, or approaches directly with the target populations.
- b. Provide staff development/in-service opportunities to prepare adult education personnel (teachers, administrators, counselors, tutors, volunteers, etc.), to better serve the identified target populations.
- c. Develop or disseminate appropriate instructional programs or methods based on the needs and life experiences of the learners.
- d. Use of new and/or innovative practices in the use of mass media and technological innovations to increase outreach efforts.

2. Identifying and preparing for new and emerging roles

The 1978 amendments to the Adult Education Act emphasize expanded outreach to the least educated adults to enable them to acquire the basic skills necessary to function in society. Adult educators will need to perform new or expanded roles to fully implement this objective in the law.

Sample topics:

- a. Involve both adult educators and adult learners in educational program planning and implementation.
 - b. Assist adult educators to identify and use alternative learning settings in which adult learners can interact with their peers.
 - c. Assist in developing the adults' ability to cope with personal and family changes that occur with increased education, independence, and life options.
 - d. Assist adult educators to develop their own understanding of and ability to cope with the cultures, life styles, and adults they serve, as well as the values and value systems in the American culture.
- #### 3. Mastering basic and life skills necessary to function effectively

A mastery of basic and life skills is fundamental to the effective functioning of adults in their own environments and in society at large. Without these basic coping skills, opportunities for employment and a productive life style are limited.

Sample topics:

- a. Pilot test competency-based curriculums designed to develop basic coping and life skills appropriate to specified target populations.
 - b. Collect, pilot test, and disseminate competency-based adult education materials designed to enable the adult to successfully make the transition from a limited and limiting environment to functioning and coping in the larger society.
- #### 4. Develop and pilot test a plan to assist adult learners to prepare for the world of work

New and innovative practices are needed to assist the adult student working on basic skills development to also prepare or upgrade his/her occupational skills. Instructional programs are provided to meet the adult's basic skills but many times fail to follow the student into employability skills development. Adult students need assistance through education, counseling, career assessment, and job preparation so they can function successfully in society.

Sample topics:

- a. Involve the adult educator, counselor, vocational educator, and adult learner in developing and implementing a program for occupational skills development or upgrading upon completion of ABE/HSC.
- b. Develop and implement an occupational education plan while the adult student is enrolled in ABE/HSC.
- c. Develop and implement a basic skills plan while the adult student is enrolled in a career education program.
- d. Identify and develop a plan to assist adult learners to prepare for the world of work.

The state priorities for 310 projects were established with input from local, state, and national agencies. Priority areas to be considered for funding were developed in relation to the national priorities as established by the mandates of the Adult Education Act. The priority areas include the following specific mandates:

1. Educational opportunities for adults are enumerated in the Adult Education Act. It has been documented as a national priority in adult education.
2. To provide adults the opportunity to become more employable, productive, and responsible citizens is also specified as a priority in the Adult Education Act.
3. Staff development opportunities for Adult Basic Education personnel is constantly stressed as a national priority with the provision for specific demonstration and teacher training.

The priority areas for 310 projects are established in relation to the federal priorities and the staff development needs within the state. The priority areas are included in the request for proposals (RFP's). The RFP's are mailed to all interested parties. Evaluation of the proposals, by the screening committee and state staff, is conducted in accordance with the procedures and instruments outlined in the State Plan and the addendum. Those agencies or organizations who submit proposals for consideration address a specific priority area outlined in the RFP. When a decision is made to fund a specific, project-based screening criteria, three additional criteria are applied to determine the level of funding for each project. The three criteria are: 1) availability of monies for 310 projects, 2) distribution of funds among various educational agencies (i.e., four-year and two-year institutions) 3) budget negotiations between the state educational agency and the project director.

The process for the selection and implementation of special demonstration and teacher training projects (310 projects) involves the following steps:

1. The Adult Education Section selects a screening committee for the following:
 - a. priority ranking of initial topic requests

- b. evaluation of proposals submitted in relation to the priority areas
- c. The screening committee includes representatives from the following areas:
 - 1.) The State Advisory Council for Adult Education in Iowa
 - 2.) Four-year educational institutions
 - 3.) Merged area school - ABE coordinators
 - 4.) Merged area school - Adult education directors

2. The Adult Education Section solicits initial topic requests from all interested parties. The topic requests are sent to merged area school adult education directors and coordinators, department chairpersons of four-year institutions, State Advisory Council for Adult Education members, and other interested parties. The purpose of the topic requests phase is to solicit topical areas from all areas of adult education.

3. The screening committee prioritizes the topic requests. The Adult Education Section determines the final topics to be considered in line with screening committee recommendations.

4. The Adult Education Section sends the proposal requests to the same groups as the topic requests. The proposal requests include the following information:

- a. outline for application
- b. the announced priority topic areas
- c. general guidelines for projects
- d. evaluation form which the screening committee will use for screening applications.

5. The screening committee evaluates the proposals. The Adult Education Section determines which proposals should be considered for funding and which ones should be rejected. The grantees whose proposals are rejected may submit in writing to chief of Adult Education Section the reasons they feel their proposals should be given further consideration. The chief of the Adult Education Section will reconsider the proposal.

Procedures for Evaluation

The Adult Education Section evaluates each 310 project annually in terms of goals, objectives, timelines, and general strategies as delineated in the project proposal. Each project specifies the evaluation procedures to be utilized in addition to the Adult Education Section evaluation to assess project impact, goals, objectives, and general project strategies.

The specific criteria for evaluation of 310 projects is established in relation to the following items:

1. successful completion of project goals and objectives
2. completion of key events in relation to project timelines
3. impact of project on specified target population
4. overall rating of projects by project participants
5. dissemination of project results to key individuals and agencies at the local, state, and national levels
6. usability of project results, strategies, or curriculum materials by project participants

The form of evaluation of 310 projects is shown on the following page.

Procedures for Dissemination

All project final reports are submitted to the U.S. Office of Education National Office for review and appropriate distribution. The project directors are encouraged to share copies of their final reports with the following groups or organizations:

1. 310 project directors
2. Merged area school adult education directors
3. Merged area school ABE coordinators
4. State and National Advisory Council for Adult Education
5. Other key groups and individuals
6. National clearinghouses
7. State adult education directors

**Evaluation Form of Special Demonstration
Staff Development 310 Projects**

| Institution: _____ | Possible Points | Assessed Points |
|--|----------------------------|----------------------------|
| 1. Priority area(s) Proposal is focused on announced priority area(s). | 10 | _____ |
| 2. Evidence of need a. Need is clearly defined and problem delineated. b. Basic rationale is provided. | 10 | _____ |
| 3. Measurable objectives a. Objectives relate to the need(s). b. They state who will exhibit the behavior, what the behavior will be, what (instructional or research) variable will bring it about, and how it will be measured. c. Objectives are capable of being attained through procedures described. | 10 | _____ |
| 4. Operational plan - procedures a. Activities are related to objectives and will result in attainment of the objectives. b. Activities are transportable to other education programs, agencies, or projects. c. Adequate details are given in a description of the general design. | 15 | _____ |
| 5. Time schedule a. Activities can be accomplished in the time allotted. b. Sequence of activities is logical. | 8 | _____ |
| 6. Evaluation plan a. Objective information can be collected about the project. b. Impartial evaluation procedures which focus on management, instructional processes, and student outcomes are described. c. Instruments will provide valid assessment of desired outcomes. | 15 | _____ |
| 7. Procedures for dissemination Plans for dissemination of outcomes are described. | 9 | _____ |
| 8. Commitment of applicant organization Reasonable evidence of support by applicant organization and cooperating institutions is given. | 8 | _____ |

Section 104 - Special Development Projects

| Project Name | Location | Description | Status | Date |
|--------------|----------|---------------------------------------|--------------|------|
| Project A | Area 1 | Development of residential units | Approved | 1985 |
| Project B | Area 2 | Construction of industrial park | Under Review | 1986 |
| Project C | Area 3 | Expansion of commercial district | Approved | 1987 |
| Project D | Area 4 | Development of public housing | Approved | 1988 |
| Project E | Area 5 | Construction of office building | Approved | 1989 |
| Project F | Area 6 | Development of retail center | Approved | 1990 |
| Project G | Area 7 | Construction of school building | Approved | 1991 |
| Project H | Area 8 | Development of parking garage | Approved | 1992 |
| Project I | Area 9 | Construction of community center | Approved | 1993 |
| Project J | Area 10 | Development of sports complex | Approved | 1994 |
| Project K | Area 11 | Construction of library building | Approved | 1995 |
| Project L | Area 12 | Development of medical center | Approved | 1996 |
| Project M | Area 13 | Construction of government offices | Approved | 1997 |
| Project N | Area 14 | Development of entertainment district | Approved | 1998 |

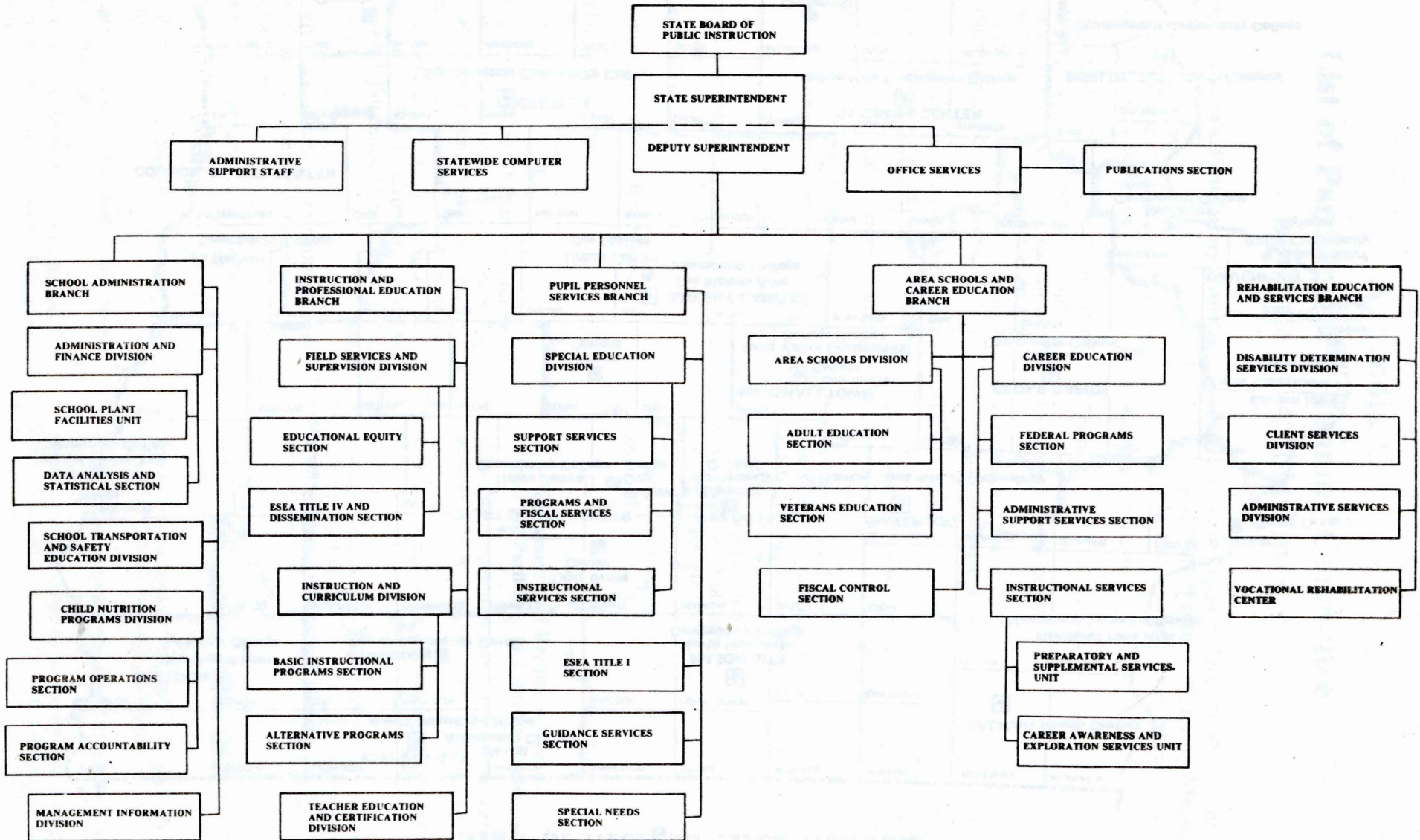
Organization Chart
Iowa Department of Public Instruction



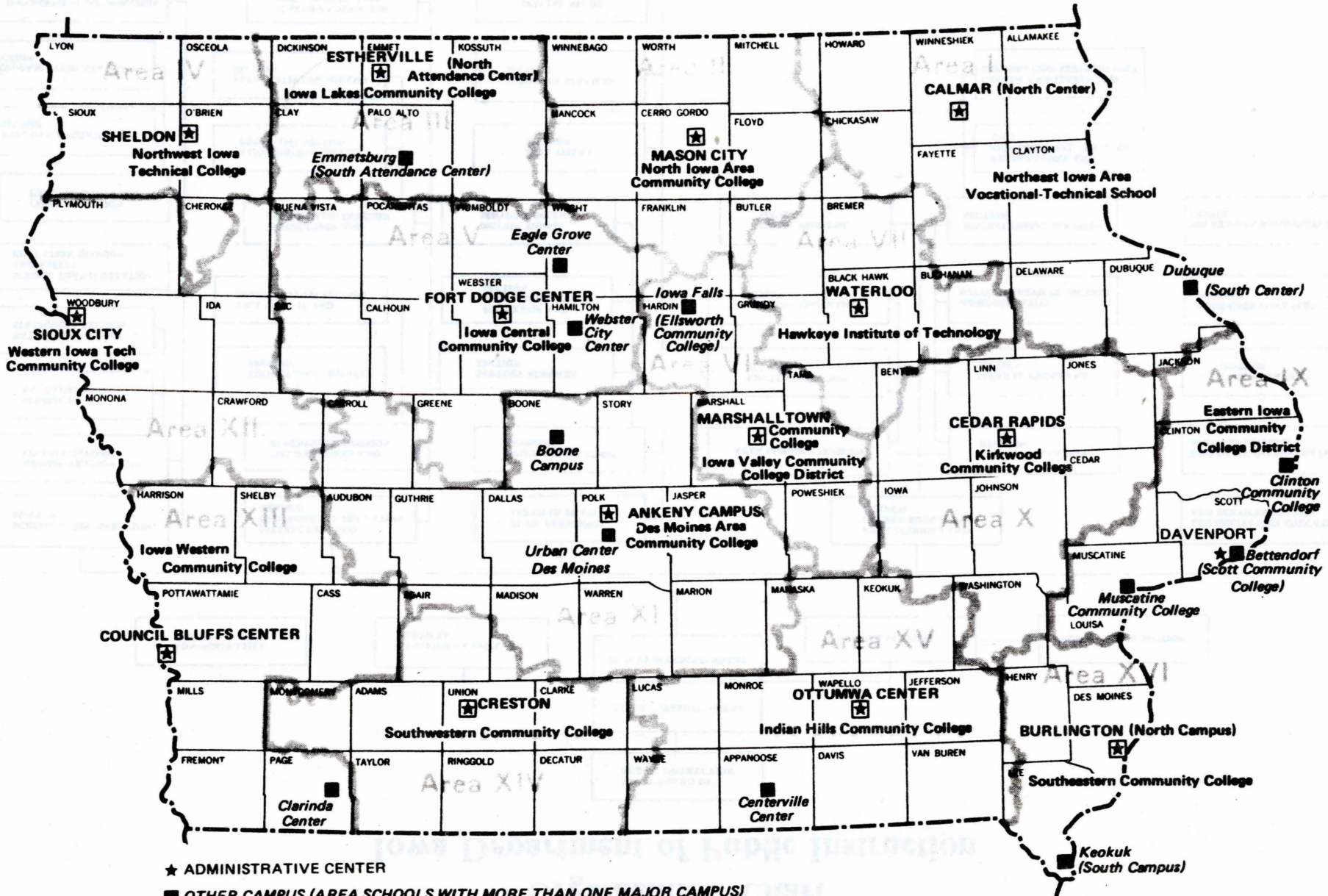
Appendices

Appendix

Appendix A Organization Chart Iowa Department of Public Instruction



Appendix B Map of Merged Area Schools



- ★ ADMINISTRATIVE CENTER
- OTHER CAMPUS (AREA SCHOOLS WITH MORE THAN ONE MAJOR CAMPUS)
- ⊠ ADMINISTRATIVE CENTER AND CAMPUS

Appendix C

List of Participatory Planning Committee by Type of Affiliation

Process for Selection of Iowa's Participatory Planning Committee Members

The process for selection of the Participatory Planning Committee members involved the following steps:

1. A meeting was held with the ABE Coordinators from the 15 merged area schools to discuss specific strategies relative to selection of participatory planning committee members in each merged area. Each coordinator received a packet of instructional materials which contained the following:
 - a. list of agencies and organizations which were to be invited to participate in the planning process
 - b. purpose(s) of the participatory planning committee
 - c. number of meetings
 - d. goals and objectives of the committee
 - e. committee timeline description
 - f. meeting format
 - g. draft copy of the Adult Education Act
 - h. state plan outline
 - i. local plan format
2. Each merged area school ABE coordinator held two participatory planning committee meetings. The purpose of the meetings was to provide input into the state plan and to assist in the development of the local merged area school program plan. Consultants from the Department of Public Instruction, Adult Education Section, were present at the meetings.
3. The participatory planning committees will continue to function while the Act is effective for the following purposes:
 - a. coordination of programming efforts
 - b. identification of specified target populations
 - c. goal setting and evaluation of program goals and objectives
 - d. interagency cooperation and joint agency funding strategies
 - e. Evaluation of the State Plan and expansion of the delivery system for Adult Education Services.

Number and Types of Organizations Involved in Local Participatory Planning Meetings in the Merged Area Schools

| | |
|--|------------|
| Business and industry | 31 |
| Churches | 18 |
| Community organizations | 20 |
| Fraternal and voluntary organizations | 20 |
| Labor unions | 10 |
| Public and private educational agencies and institutions | 101 |
| Social agencies (includes legislators, institutionalized adults, handicapped adults, retarded citizens, rural and urban populations, vocational rehabilitation, social services, etc.) | 82 |
| State manpower training agencies | 43 |
| Total | 325 |

Summary of Recommendations from the Participatory Planning Committees

1. Continue cooperation and coordination with human services agencies and business and industry.
2. Change concept of societal-coping skills to life-coping skills.
3. Change "residents of urban areas with high rates of unemployment" to "any unemployed or underemployed in need of job seeking skills or pre-employment skills".
4. Change the wording of "significant expansion" to "maintain current system within present and/or limited funding parameters".
5. Continue emphasis to establish or expand counseling services for adult target population.
6. Summarize "Women with Special Needs" section.

All Six recommendations were taken into consideration and will be developed and/or implemented in the Adult Basic Education program for fiscal years 1983-1985.

Appendix D Guidelines for Grant-for-Services

AE - Grant
Due - March 1, 1982

**State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Adult Education Section
Grimes State Office Building
Des Moines, Iowa 50319**

**Adult Education Grant-for-Services
(Adult Education Act Public Law - 95-561)**

Three Year Proposal

Cover Sheet

- _____ Grant-for-Services for Adult Education
- _____ Amendment to the Grant-for-Services for Adult Education
- _____ Staff Development Plan for FY '83.

Submitted by _____ in accordance with the Iowa State Program of Adult Basic Education for the period July 1, 1982 through June 30, 1985.

signature of authorized official *date*

signature of business manager *date*

signature of administrative officer *date*

To be completed by the Iowa Department of Public Instruction

Date on which plan or amendment is effective: _____

Approved: _____
signature of Chief, Adult Education Section *date*

Concurred: _____
*signature of Associate Superintendent,
Area Schools and Career Education Branch* *date*

Instructions for Proposal Narrative

II. Proposal Narrative

1. The Need

Need for Service - Provide information that this service is needed by residents of the area to be served.

Substantiate need for service. (Include census type data, need assessment data, etc.)

Cite facts and figures to support your statements.

Cite relevant data for program or class site location: i.e., rationale for same.

2. Goals and Objectives of Program

This section must include the **explicit goals and objectives of the program with evaluation procedures**. The goals and objectives must directly relate to the need(s) identified under the need section.

Program goals can reflect 3-year planning and/or yearly planning. If using yearly planning indicate year.

Objectives are specific action steps to accomplish each goal. Objectives must be broken down for each goal for each year.

Evaluation procedures are units of measure by which it can be determined that goals and objectives have been met for each year.

3. Estimate of Population

Estimate the total number of people to whom you will endeavor to provide services during the proposal period for each level and for each target population.

a. ABE - Federally Adult Education Funded

Adult Basic Education (0-8)
High School Equivalency (GED)

b. ABE - Non-Federally Adult Education Funded

Adult Basic Education (0-8)

c. Adult Secondary Education - Non-Federally Adult Education Funded

High School Equivalency and High School Diploma

Target Population

1. adults in need of basic skills
2. adults in need of training to become more employable

3. adults with limited English language skills

4. immigrants

5. institutionalized adults

6. older persons

7. residents in rural areas under 10,000

8. residents in urban areas with high rates of unemployment

4. Methods and Procedures

Describe the activities of the program personnel and clients that are necessary to achieve the stated goals and objectives. The discussion should include the following: recruitment, enrollment, instructional activities, evaluation, counseling, and follow-up of students.

Instructional activities should include basic skills education and nontraditional methods. Basic skills should include communication skills, computational skills, problem solving, inter-personal skills, and job seeking skills. Nontraditional methods may be the implementation of competency-based adult education programs or other alternatives to the traditional high school diploma or the high school equivalency diploma.

5. Staff Development

Include the staff development activities for the first year of the three-year plan. Staff development activities for FY '84 and FY '85 must be submitted prior to the beginning of the respective fiscal year.

Describe the methods by which the staff development plan will provide professional growth for program personnel (supervisory, instructional teachers, aides, counseling, and clerical). Discussion should include, but not be limited to, areas of orientation; pre-service; and in-service at local, quadrant, and state levels.

This section should contain goal statements, objectives, and activities for the goals and objectives established in Part II.2. **Include a proposed one-year itemized budget following the guidelines listed below:**

a. Non-Allowable Costs

- 1.) Stipends will not be paid to workshop participants out of state teacher training monies.
- 2.) Lodging will not be paid out of state teacher training monies without prior approval from the Adult Education Section.

II. Proposal Narrative (continued)

3.) Expenses for out-of-state travel (e.g., ABE Commission, NAPCAE/AEA) will not be paid out of teacher training monies without prior approval from the Adult Education Section.

b. Allowable Costs

- 1.) In-state travel will be reimbursed at the institutional rate not to exceed 22 cents per mile.
- 2.) Meals will be reimbursed in accordance with the state guidelines not to exceed:
 - a.) breakfast \$3.00
 - b.) lunch \$3.25
 - c.) dinner \$7.75
- 3.) State-wide conferences may be included in this plan.
- 4.) State adult education teacher training monies may be used to send additional participants to a 310 teacher training workshop if the local interest exceeds the openings budgeted by the 310 project director. The project director must approve the additional participants. Only expenses for mileage and meals may be provided.

5.) ABE teacher training funds may be used for fees, honorariums, and materials necessary for teacher training activities.

c. Sample Outline for Adult Education Program Teacher Training Plan

I. Adult Education Program Plan

Priority Area I

Goal I

Objective 1.

Activity 1.

Activity 2.

Objective 2.

Activity 1.

Activity 2.

Goal II

Objective 1.

Activity 1.

II. Adult Education Teacher Training

| Dates | Activity Title and Objectives | Number of Participants | Projected Breakdown of Costs | Projected Total Costs | | |
|-------|-------------------------------|------------------------|------------------------------|-----------------------|-------|----------|
| | | | | State | Local | Combined |

(As applicable to each activity)

Travel

Meals

Fees

Honorariums

Materials

Other

Total State Reimbursement Requested _____

III. Compliances

1. The grantee will submit annually the AE-12RN containing statistics on number of classes and enrollment, contact hours, and reimbursable hours, AE-12 HSC containing profile of students and the ABE-9 financial form outlining federal and local expenditures.
2. The ATT-1/ATT-2 forms must be submitted to request approval and reimbursement for teacher training activities and to follow progress in the completion of the indicated activities.

IV. Assurance Procedures

The following criteria for assurance procedures must be included in all local program plans.

1. Procedure for determining that no more than 20% of federal funds are expended for high school equivalency instructional purposes.
2. Procedure for determining that no more than 20% of federal funds are expended for institutionalized adults.
3. Procedure or policy for serving adult population ages 16-18 years.
4. Federal funds used for local ABE programs are on a 90% basis, providing adequate funds are available, with remaining 10% or more provided by grantee.
5. Certification that the Governing Board of Grantee has approved participation in the Adult Basic Education Program of the Adult Education Act.
6. Certification that the Adult Basic Education Program will be conducted in compliance with all regulations as stated in the Iowa State Plan for Adult Basic Education, Department of Public Instruction; fiscal, program, and class enrollment reports will be submitted as requested by the State Department of Public Instruction.
7. Certification that Adult Basic Education Program will comply with all relevant provisions of the Iowa Civil Rights Act of 1965 as amended, Iowa Executive Order #15 or 1973, Federal Executive Order 11246 of 1965 as amended by Federal Executive Order 11375 of 1967, the Equal Employment Opportunity Act of 1972, and all provisions relevant to fair employment.

MINOR ADDENDUM

The purpose of this minor addendum to the Iowa State Plan is to expand upon those areas not clarified in the Plan.

1. The local manpower and training category included persons on local participatory planning committees representing the following agencies: 1) Comprehensive Education Training Act (CETA), 2) Work Incentive Program (WIN), 3) Volunteers in Service to America (VISTA), Community Action Programs (CAP), 4) Job Service of Iowa, 5) other local manpower and training agencies. (see Appendix C)
2. Adults in urban areas with high rates of unemployment were represented on some local participatory planning committees. The following listing included those merged area schools represented in this category: 1) Des Moines Area Community College; Des Moines, Iowa, 2) Kirkwood Community College; Cedar Rapids, Iowa, 3) Western Iowa Tech Community College; Sioux City, Iowa, 4) Eastern Iowa Community College District; Davenport, Iowa, 5) Hawkeye Institute of Technology; Waterloo, Iowa, 6) Iowa Western Community College; Council Bluffs, Iowa. (see Appendix C)
3. Representatives of the adult population with limited English speaking ability (ESL) were included on the local participatory planning committees. The Adult Education Section of the Department of Public Instruction has initiated a special project to serve the needs of limited English speaking adults in conjunction with the Iowa Refugee Service Center. [see Section 306 (b)(11)]
4. The social agencies category included persons on the local participatory planning committees from the following programs: 1) Basic Skills, 2) Right to Read, 3) Special Needs, 4) institutionalized adults, 5) senior citizens, 6) librarians, 7) consumer education, 8) other related programs. (see Appendix C)
5. The Iowa State Program Plan was circulated throughout the state for public comment and review for 60 days prior to final sign off procedures. The review process occurred through the 15 participatory planning committees established in conjunction with the merged area schools representing a total of 325 persons who had the opportunity to review the plan. The original plan was sent for review during October, 1981 with participatory planning committee review and responses submitted by January, 1982. The plan had a review time frame of approximately 70-80 days. (see Appendix C)
6. The needs of adults in urban areas with high rates of unemployment clustered around the following areas: communication skills, basic computational skills, life-coping skills, job-seeking skills, counseling and guidance services, goal setting, and self-concept building with emphasis on a one-to-one teacher/student relationship. [see Section 306 (b)(4)]
7. The projected percent of adult education monies expended to accomplish the program goals for fiscal years 1983-1985 are as follows:
 - a. to continue to provide the best possible educational opportunities for all undereducated adults in Iowa (65-70%)
 - b. to continue staff development activities and opportunities for adult basic education staff (12-15%)
 - c. to continue a comprehensive evaluation process to ascertain the effectiveness of the ABE program (2-4%)
 - d. to pilot-test and evaluate the new GED testing structure designed to serve more people at a reduced cost (12%)
 - e. to conduct studies, through the 1980 census data, to determine the number, range, and scope of various target populations who can benefit from ABE programs and services (1-2%)
 - f. to continue to assess; through the participatory planning process, input from area schools, business and industry, and human service agencies; the identification of adults in need of adult education services (1-2%)
 - g. to continue to provide coordination, cooperation, and collaboration efforts with human service agencies, business and industry, and other educational programs (2-4%)
 - h. to continue the integration of ABE/GED instruction with vocational preparatory instruction to avoid duplication of effort between the two programs (2-4%)
 - i. to provide counseling and guidance services in cooperation with human services agencies (2-4%) [see Section 306 (b)(1): "Program Goals for Fiscal Years 1983-1985"]
8. The assurances contained in the f.y. 1980-1982 State Plan are still in effect for the f.y. 1983-1985 State Plan.
9. Adults enrolled in basic education programs will not be charged tuition fees or any other charges, or be required to purchase any books or any other materials that are needed for participation in the program.

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