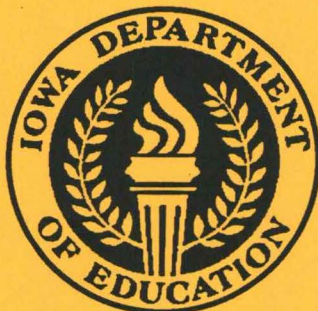


Vocational Education Minimum Standards and Requirements

S. F. 449

(Vocational Education State Legislation)

QUESTIONS & ANSWERS



**IOWA DEPARTMENT OF EDUCATION
October 1991**

PURPOSE

The intent of this booklet is to offer interpretation and guidance in the implementation of the new Vocational Education standards which school districts and schools must meet by July 1, 1992. Each school or school district meeting these standards will be appropriately accredited with respect to Vocational Education by the Department of Education.

The standards discussed here are minimum standards. They are not meant to define the very best we can offer Iowa students, but rather they define the minimum program opportunity that must be made available to students in our state.

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

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

VOCATIONAL EDUCATION
Minimum Standards and Requirements

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VOCATIONAL EDUCATION
Minimum Standards and Requirements

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Definition

Q 1: *What is vocational education?*

A 1: Vocational education means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

Q 2: *What expectations are there for the content areas identified in S. F. 449 for grades seven and eight? Are there competencies required for the seventh and eighth grade content? What are the licensure (certification) requirements to teach the content at the seventh and eighth grade levels?*

**Grades
7 & 8**

A 2: In grades seven and eight, family and consumer education, career education, and technology education must be taught along with the other requirements of English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, and visual art. The defined content for these additional areas is specified in the **proposed** rule changes to Section 12.5(4), Iowa Administrative Code (IAC) with the addition of new paragraphs "i", "j", and "k" cited as follows:

i. Family and consumer education. Family and consumer education instruction shall include the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school, and community including men, women, minorities and persons with disabilities. Subject matter emphasizes the home and family, including parenting, child development, textiles and clothing, consumer and resource management, foods and nutrition, housing, and family and individual health.

j. Career education. Career education instruction shall include exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives.

k. Technology education. Technology education instruction shall include awareness of technology and its impact on society and the environment, furthering students' career development by contributing to their scientific principles, technical information and skills to solve problems related to an advanced technological society, and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society.

There are no identified, required minimal competencies for grades seven and eight. The school district or school must provide instruction in the three areas as defined by items "i", "j", and "k" cited above. See **Q 11** for possible exceptions for nonpublic schools. Options for the delivery of this content could be as follows:

1. the areas of family and consumer education, career education, and technology education could be taught as separate courses as part of an exploratory program at both the seventh and eighth grade levels.

2. the areas of family and consumer education, career education, and technology education could be integrated or infused into existing curriculum areas or courses at both the seventh and eighth grade levels.
3. a combination of options one and two.

Licensure

Licensure (certification) requirements to teach this content would be the same as or similar to what is presently in place to teach other programs or content areas at the seventh and eighth grade levels.

The school improvement consultants from the Bureau of School Administration and Accreditation will expect written documentation that schools have implemented these curriculum requirements for grades seven and eight by July 1, 1992 for the 1992-93 school year. These requirements are the teaching of the identified content with the properly licensed teachers.

Grades 9 - 12

Q 3: *What must a high school do to meet the minimum curriculum requirements in the standards with respect to the vocational education requirement?*

A 3: A minimum of three sequential units must be offered and taught in at least one occupational cluster from at least four of the six service areas. Also instruction must (1) be competency-based, (2) be articulated with postsecondary programs of study, and (3) include field, laboratory, clinical, or on-the-job training.

Service Areas

Q 4: *What are the service areas?*

A 4: The service (content) areas in vocational education are:

Agricultural Education
Business/Office Education
Health Occupations Education
Home Economics Education
Industrial Education
Marketing Education

Occupational Clusters

Q 5: *For which occupational clusters within each of the six service areas have minimum competencies been identified?*

A 5: Minimum competencies have been identified for each occupational cluster within each service area as follows:

Agricultural Education
 Agricultural Business, Service and Supply
 Agricultural Mechanics
 Agricultural Production
 Agricultural Products and Processing
 Horticulture
 Natural Resources

Business/Office Education

(Business education contains only one occupational cluster.)

Health Occupations Education

Emergency Care
Health Occupations — Non-Certified Occupations
Nurses Aide
Practical Nursing

Home Economics Education

Family & Consumer Science
Occupational Child Care
Occupational Clothing, Apparel & Textiles
Occupational Food Production & Services
Occupational Home Furnishings
Occupational Institutional Home Management

Industrial Education

Construction
Engineering Related
General Mechanics
Graphic Communications
Manufacturing
Technical Service

Marketing Education

Entrepreneurship
General Marketing

Q 6: *How were the "minimum competencies" developed, and what are they?*

**Minimum
Competen-
cies**

A 6: Organized by occupational cluster, a statewide representation of workers in occupations within a given occupational cluster identified the minimum skills, knowledge, and attitudes needed by an individual to successfully enter, maintain, and advance in occupations within the cluster.

Q 7: *How are the minimum competencies to be used by the staff in a high school?*

A 7: The identified minimum competencies are to be used as the basis for building the curriculum for the selected occupational clusters. Local educators, utilizing the expertise of local advisory councils to identify those additional competencies which are necessary for a complete and quality program, will build beyond these minimums.

Q 8: *What is meant by "three sequential units in four of the six service areas"? How does this relate to the competency lists?*

Units

A 8: Each of the six service areas covers a wide variety of careers or occupational opportunities. "Sequential" simply refers to the courses addressing a given occupational cluster within a given service area. (Note: The use of sequential in S. F. 449 does not automatically imply prerequisite.) The minimum of three "sequential" units required to be offered and taught must address the identified, approved, minimum competencies, whether developed locally or statewide, for the specified occupational cluster.

Q 9: *Why is a minimum of three units required to be offered and taught in at least one occupational cluster for at least four of the six service areas?*

A 9: The objective of the vocational program is to provide an opportunity for students to prepare for an occupation. When the program is taken in its entirety, the student will have a strong foundation or background for seeking employment, additional studies at a postsecondary institution, or additional on-the-job training. However, a student may choose a course or two within the sequential offering on an elective basis.

Q 10: *Must a district have a student enrolled in a course to have it count in meeting the standard of "offered and taught"?*

A 10: If a district chooses to meet the vocational standard without sharing with another educational entity, then three sequential units in a designated occupational cluster in at least four of the six service areas must be offered and taught. A student must be enrolled in every course offered in the three unit sequence to meet the standard.

If a district chooses to share with one or more school districts or schools or community colleges, then three sequential units must be offered and taught with at least one student enrolled in each course. All students from all sharing entities must have reasonable access to all courses shared. However, not all school districts or schools in the sharing agreement must have one or more students enrolled each time the course is offered and taught.

Q 11: *What are the criteria a private, accredited school must meet concerning the vocational standard?*

A 11: Laws of the 73rd General Assembly, 1990 Session, Chapter 1272, page 912 contains an amendment to Section 256.11(4), Code of Iowa. This section is cited as follows:

4. The following shall be taught in grades seven and eight. English-language arts; social studies; ... acquired immune deficiency syndrome. The state board as part of accreditation standards shall adopt curriculum definitions for implementing the program in grades seven and eight. However, family, consumer, career, and technology education are not required to be taught in nonpublic schools which do not offer vocational education programs.

Also contained on page 912 of the Session Laws is an amendment to Section 256.11(5), paragraph h, Code of Iowa. This section is cited as follows:

Private, Nonpublic Schools

h. A minimum of three sequential units in at least four of the following six vocational service areas: agriculture, business or office occupations, health occupations, consumer and family sciences or home economics occupations, industrial technology or trade and industrial education, and marketing education. Instruction shall be competency-based, articulated with post-secondary programs of study, and include field, laboratory, or on-the-job-training. Each sequential unit shall include instruction in a minimum set of competencies established by the department of education that relate to the following: new and emerging technologies; job-seeking, job-adaptability, and other employment, self-employment and entrepreneurial skills that reflect current industry standards and labor-market needs; and reinforcement of basic academic skills. The instructional programs shall also comply with the provisions of chapter 258 relating to vocational education. However, this section does not apply to nonpublic schools which do not offer vocational education programs.

The department of education shall permit school districts, in meeting the requirements of this section to use vocational core courses in more than one vocational service area and to use multi-occupational courses to complete a sequence in more than one vocational service area.

If an accredited nonpublic high school is offering some courses in vocational education, then the school would be expected to meet the requirement through one of the following options:

1. Offer and teach a minimum of four service areas on-site. Within each service area there must be at least one identified occupational cluster which consists of three sequential units which address the minimum competencies for the identified cluster.
2. Offer a vocational program which is delivered (taught) both on-site and through other participating agency(ies) in a consortium. The consortium may be with a school district(s) or another school(s), or community college(s) or a combination thereof.
3. A third option would be to offer the vocational program totally away from the school setting through a consortium.

Q 12: *Must a school offer and teach the three sequential units annually?*

Units

A 12: Yes.

Q 13: *If a school offers and teaches a two-class-period (or a three-class-period) course daily for the entire school year, does this count as two units (or all three units) of the required three sequential units?*

A 13: Yes.

Q 14: *Can the minimum competencies be placed in more than three sequential units for a selected occupational cluster?*

A 14: Yes.

Q 15: *May the third sequential unit of the high school program be offered at a community college?*

A 15: Yes, provided that it can be documented that the third unit is a "sequential" unit for the school's identified cluster. Also the instructor must hold the necessary license (certificate) to teach grades 9-12.

Articulation

Q 16: *Can a school district or school articulate with more than one community college for a given occupational cluster and/or for different occupational clusters depending upon the availability of the occupational cluster(s) at a community college(s)?*

A 16: Yes.

Telecommunications

Q 17: *Can telecommunications be used to meet the standard for vocational education?*

A 17: It may be difficult to provide instruction through telecommunications in a vocational program because of the necessity to include one of the following instructional methods: field, laboratory, clinical, or on-the-job experience. However, telecommunications can be employed as a means to deliver any course provided it is not the exclusive means of instructional delivery. Chapter 15, School Rules of Iowa, indicates that the instructional interaction between the student and the teacher must not be limited to a one- or two-way video and two-way audio experience. The course instruction must provide for more than one means for interaction between the teacher and the student. It is the responsibility of the school district or school to identify, develop, and implement one or more additional means for student/teacher instructional interaction beyond telecommunications.

Guides

Q 18: *Are written materials being developed to assist local districts with curriculum development?*

A 18: Yes, program (service area) management guides are in the process of being developed and will be available in agricultural education, business/office education, health occupations education, home economics education, industrial education, and marketing education. These guides will assist local school personnel with program design and curriculum development. Included in each guide will be a chapter on a suggested curriculum development process and another chapter devoted to various program models within the service area.

Special Needs

Q 19: *Will the program management guides provide assistance to instructors so that the curriculum provides the supplementary services and/or adaptations for students with special needs?*

A 19: Yes, a section within each program management guide is provided to identify strategies and techniques vocational instructors can use to best meet the needs

of students with special needs. A special needs planning guide is also being developed to be a part of the vocational program management guide series. This guide is designed to provide more detailed information on the process necessary to best deliver supplementary support services.

Infusions

Q 20: *Within each local school district's or school's curriculum guide written for a selected occupational cluster, must the school district or school include the required interdisciplinary teaching of higher order thinking, learning, and communication skills as well as the infusions of career education, technology, multicultural, nonsexist approaches to the educational program, and global education?*

A 20: Yes.

Q 21: *What is coring?*

Coring

A 21: Coring is an instructional design whereby competencies common to two or more different vocational service areas are taught as one course offering. A maximum of one unit may be cored to meet the minimum vocational education curriculum requirement. Cored courses may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one service area to meet the standard. To illustrate this point, a "coring" example of vocational program design will be illustrated in each of the vocational program management guides.

Q 22: *Who may teach a course which has been developed using the coring instructional design?*

Licensure

A 22: An instructor in one of the vocational service areas who holds a baccalaureate degree from an approved teacher education program and who has endorsement (approval) in any one of the service areas being cored.

Q 23: *What is a multi-occupations offering?*

Multi-Occupations

A 23: A multi-occupations offering combines on-the-job training in any of the occupational clusters with related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site.

Q 24: *Can a multi-occupations offering be counted for more than one unit in the three sequential units?*

Units

A 24: No, a multi-occupations offering can only be counted as one unit in the three sequential units. Typically, at least a total of two units is awarded. However, since the classroom portion of the multi-occupations offering is cored, the on-the-job portion cannot be counted to meet the minimum standard as only one unit of instruction may be cored.

Licensure

Q 25: *Who may teach a multi-occupations offering?*

A 25: A teacher-coordinator who holds a valid license (certificate) with a multi-occupations endorsement.

Monitoring

Q 26: *What will the consultants from the Bureau of School Administration and Accreditation monitor or review?*

A 26: They will do the following:

1. review the Summer and Fall BEDS (Basic Education Data Survey), and during regular school visits determine that the school district or school:
 - a. is teaching the required content for grades seven and eight, and
 - b. either offers and teaches or is involved in a sharing agreement for student access to programs in four of the six service areas. Also they will determine that three units of instruction are being provided in at least one identified occupational cluster for at least four of the six service areas.
2. check to determine that the vocational program is built upon minimum competencies, either the appropriate state list or a locally developed list approved at the state level. (Note: Written documentation will need to be provided by the school district or school that it has state approval for its list of locally developed competencies.)
3. verify that the instructor holds the appropriate license and endorsement.

Q 27: *Will the Bureau of Technical and Vocational Education consultants be reviewing/evaluating a set number of programs each year?*

A 27: Yes, the law requires that 20% of all vocational programs be reviewed every year for program effectiveness regardless of funding source.

More specifically, the Laws of the 73rd General Assembly, 1989 Session, Chapter 278, page 597, contains an amendment to Section 258.4(7), Code of Iowa, by striking the subsection and inserting in lieu thereof the following:

7. Annually review at least twenty percent of the approved vocational programs as a basis for continuing approval to ensure that the programs are compatible with educational reform efforts, are capable of responding to technological change and innovation, and meet the educational needs of students and the employment community. The review shall include an assessment of the extent to which the competencies in the program are mastered by the students enrolled, the costs are proportionate to educational benefits received, the vocational curriculum is articulated and integrated with other curricular offerings required of all students, the programs would permit students with vocational education backgrounds to pursue other educational interests in a postsecondary institutional setting, and the programs remove barriers for both traditional and nontraditional students to access educational and employment opportunities.

Q 28: *Will the consultants from the Bureau of School Administration and Accreditation check during their on-site visits to determine if the students have attained or demonstrated competency/proficiency in the minimum competencies for the school's identified occupational clusters?*

A 28: No, consultants from the Bureau of Technical and Vocational Education will determine student attainment of the competencies during the vocational evaluation process.

Q 29: *How are the terms "laboratory, on-the-job, clinical, and field experience" defined?*

A 29: The definitions are found in the **proposed** rule changes for Chapter 281-46.7(10), paragraph g, Iowa Administrative Code (IAC). They are:

(11) "Clinical experience" involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory.

"Field training" is an applied learning experience in a non-classroom environment under the supervision of an instructor.

"Lab training" is experimentation, practice or simulation by students under the supervision of an instructor.

"On-the-job training" is a cooperative work experience planned and supervised by a teacher-coordinator and the supervisor in the employment setting.

Q 30: *May a community college instructor serve (teach) secondary students?*

A 30: Yes, if the instructor holds a license authorizing service for both secondary and post-secondary with an endorsement in occupational teaching areas such as automechanics, nurse aide, horticulture, legal secretarial, and food service.

Q 31: *Who is responsible for checking that an instructor is teaching in an area for which he/she holds an endorsement?*

A 31: Local administrative personnel who are responsible for employment and assignment of staff must ensure that licensed educators are assigned in areas/subjects for which endorsements are held. Ultimately, state personnel who serve in the Bureau of School Administration and Accreditation monitor the assignment of staff.

Q 32: *What are Regional Planning Boards/Consortia designed to do?*

A 32: Regional Planning Boards/Consortia are established to assist school corporations in providing an effective, efficient and economic means of delivery of quality vocational education programs.

Definitions

Licensure

Regional Planning

Q 33: *How does each region decide on its method for administering regional planning?*

A 33: When mutual agreement is obtained among the community college(s), local education agency(ies), and the area educational agency(ies), a regional planning consortium is formed. If the regional planning board method is chosen, then the membership is described in the Iowa Vocational Education Standards and Requirements (S.F. 449).

Q34: *Who are the regional planning board/consortia members?*

A34: Each region has the option to choose one of the following two means of determining membership:

1. Regional planning boards shall be composed of five members which are representative of each category as follows:
 - local school board(s) of directors
 - community college board(s) of directors
 - area education agency board(s) of directors
 - local advisory councils on vocational education
 - vocational education instructional personnel
2. Regional planning consortia are an alternative provided for in H. F. 479, the DE appropriations bill to the 1991 legislative session. Such regional planning consortia may be established by mutual agreement among the community colleges, local education agencies, and area education agencies.

Q 35: *How are the board/consortia members determined?*

A 35: Regional Planning Boards — The community college and area education agency board each select one of their board members to serve. Each school district within a region casts one vote to elect the local school board member. The local advisory council member is elected by one vote per local advisory board per district. The vocational instructor member is determined by a vote of eligible teachers from the combined secondary and postsecondary instructional staff members within a merged area.

Regional Planning Consortia — Consortia members are determined by mutual agreement by the community college(s), local education agency(ies), and the area education agency(ies). There is no limit to the number of members.

Q36: *What are the responsibilities of the Regional Planning Board/Consortium?*

A36: There are six responsibilities as follows:

1. Support local school districts and community colleges in the delivery of quality, diversified vocational education programs within the region, including services to special populations.
2. Involve representatives of business, industry, labor, and other government agencies in the planning for and delivery of vocational education.
3. Provide for the gathering and interpretation of data identifying students' occupational needs (labor market, entrepreneurial, and self-employment opportunities) at the regional, state, national and international levels.
4. Develop a five-year regional vocational education plan with annual updates, utilizing the uniform regional planning process described in the proposed rule change — subrule 46.6(5).
5. Implement planning procedures and contracting (at the request of the state director of education or the local district) for the delivery of vocational services when a local district is otherwise unable to meet the vocational education standards.
6. Identify the personnel and resources needed in order to carry out their responsibilities.

Q37: *What is the authority of Regional Planning Board/Consortia?*

A37: Regional Planning Boards/Consortia may assist school districts or schools to meet the standards for program approval. If the district does not meet the standard, the following procedures apply:

1. Upon notice to the district by the Department of Education that the accreditation standard for vocational education instruction listed in subrule 281-12.5(5), I. A. C., is not met, the district shall be granted one year to meet the standards for approval.
2. If the district chooses to waive the one-year grace period, or has failed to meet the standards after one year, the state director of education shall delegate the authority to the appropriate regional planning board/consortium to direct the district to contract with another school district, or with a community college which has a suitable vocational education program, to provide vocational education for students of that district.

3. The regional planning board/consortium shall facilitate the development of a contract with an existing education agency (including community colleges or consortia) with an appropriate vocational education program for the delivery of a vocational education program for requesting districts which have not met the accreditation standard for vocational education.
4. The regional planning board/consortium shall report to the director of the department of education any school district failing to contract with another school district or community college to make an approved vocational education program available for students of that district.
5. Upon receipt by the department of education of such a report, a Phase II visit as defined in Section 256.11, Code of Iowa, will be initiated by the Bureau of School Administration and Accreditation.

Transportation

Q38: *Who is responsible for providing student transportation to and from the instructional site established by either the Regional Planning Board or Consortium?*

A 38: The local school district is responsible for transportation.

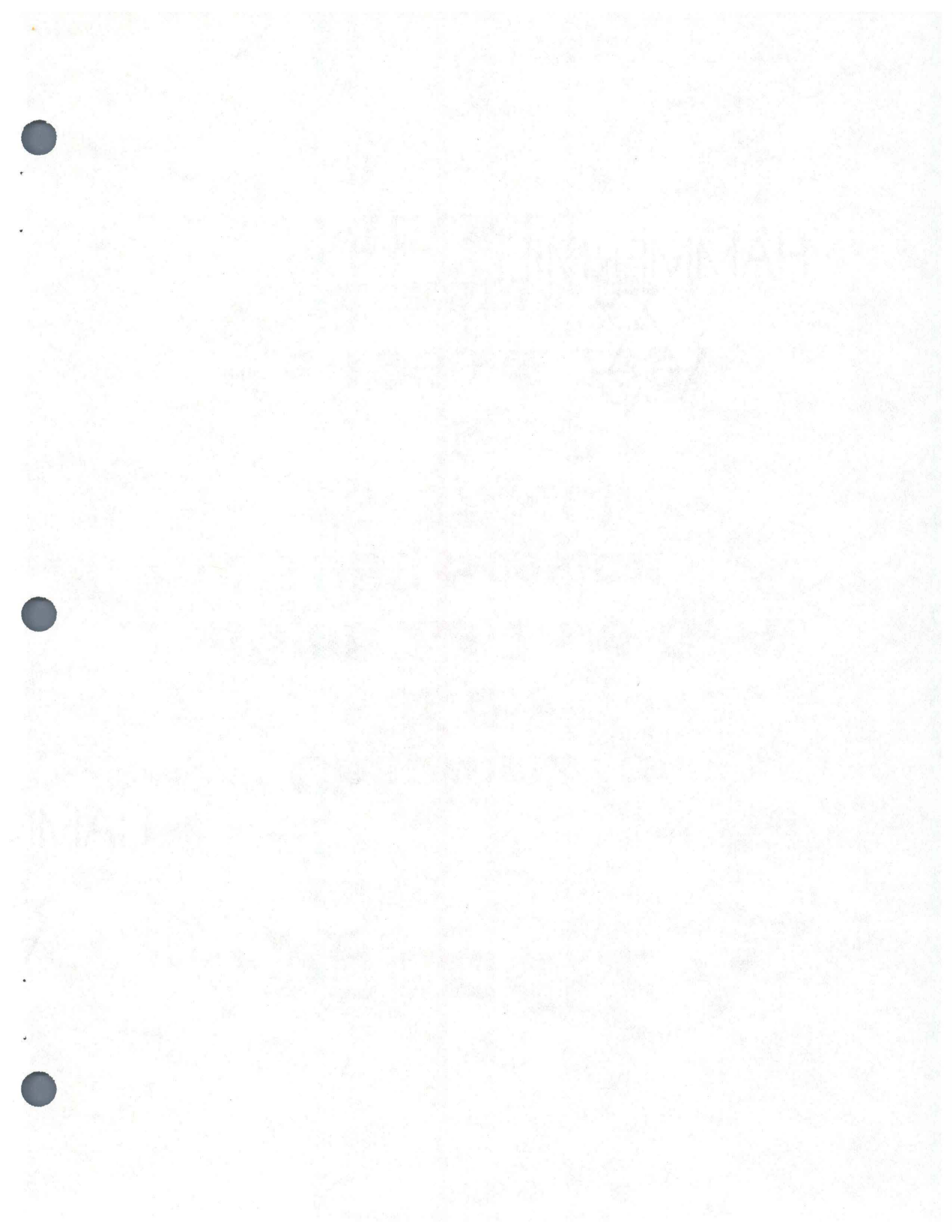
Regional Planning

Q39: *Do Regional Planning Boards/Consortia determine program offerings for community colleges and local school districts.*

A39: No.

Appendix A

**Chapter 278
of the
Laws of the 73rd G. A.
1989 Session
(S. F. 449)
&
the 1990 & 1991
Amendments
Thereeto**



CHAPTER 278

FAMILY, CONSUMER, AND CAREER EDUCATION

S.F. 449

AN ACT relating to vocational education and requesting a study.

Be It Enacted by the General Assembly of the State of Iowa:

Section 1. Section 256.11, subsection 4, Code 1989, is amended to read as follows:

4. The following shall be taught in grades seven and eight: English-language arts; social studies; mathematics; science; health; human growth and development, family, consumer, career, and technology education; physical education; music; and visual art. The health curriculum shall include the characteristics of sexually transmitted diseases and acquired immune deficiency syndrome. The state board as part of accreditation standards shall adopt curriculum definitions for implementing the program in grades seven and eight.

Sec. 2. Section 256.11, subsection 5, paragraph h, Code 1989, is amended by striking the paragraph and inserting in lieu thereof the following:

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

The department of education shall permit school districts, in meeting the requirements of this section, to use vocational core courses in more than one vocational service area and to use multi-occupational courses to complete a sequence in more than one vocational service area.

Sec. 3. Section 258.4, subsection 7, Code 1989, is amended by striking the subsection and inserting in lieu thereof the following:

7. Annually review at least twenty percent of the approved vocational programs as a basis for continuing approval to ensure that the programs are compatible with educational reform efforts, are capable of responding to technological change and innovation, and meet the educational needs of students and the employment community. The review shall include an assessment of the extent to which the competencies in the program are being mastered by the students enrolled, the costs are proportionate to educational benefits received, the vocational curriculum is articulated and integrated with other curricular offerings required of all students, the programs would permit students with vocational education backgrounds to pursue other educational interests in a postsecondary institutional setting, and the programs remove barriers for both traditional and nontraditional students to access educational and employment opportunities.

Sec. 4. Section 258.4, Code 1989, is amended by adding the following new subsections:

NEW SUBSECTION. 8. Establish a minimum set of competencies and core curriculum for approval of a vocational program sequence that addresses the following: new and emerging technologies; job-seeking, job-keeping, and other employment skills, including self-employment and entrepreneurial skills, that reflect current industry standards, leadership skills, entrepreneurial, and labor-market needs; and the strengthening of basic academic skills.

NEW SUBSECTION. 9. Establish a regional planning process to be implemented by regional planning boards, which utilizes the services of local school districts, merged area schools, and

other resources to assist local school districts in meeting vocational education standards while avoiding unnecessary duplication of services.

NEW SUBSECTION. 10. Enforce rules prescribing standards for approval of vocational education programs in schools, departments, and classes.

NEW SUBSECTION. 11. Notwithstanding the accreditation process contained in section 256.11, permit school districts, which provide a program which does not meet the standards for accreditation for vocational education, to cooperate with the regional planning boards and contract for an approved program under this chapter without losing accreditation. A school district which fails to cooperate with the regional planning boards and contract for an approved program shall, however, be subject to section 256.11.

Sec. 5. NEW SECTION. 258.16 REGIONAL VOCATIONAL EDUCATION PLANNING BOARDS ESTABLISHED - DUTIES.

1. Regional planning boards are established to assist school corporations in providing an effective, efficient, and economical means of delivering sequential vocational educational programs for students in grades seven through fourteen, which use both local school district services and merged area school services.

2. A regional planning board shall be established in each merged area, as determined by the state board for vocational education. Each regional planning board shall have as members persons who are representatives from the merged area school board of directors, the area education agency board of directors, the local councils on vocational education, the local school districts' boards of directors, and vocational education certificated instructional personnel.

3. The regional planning boards shall do all of the following:

a. Provide for the participation of merged area schools and the local school districts in the delivery of vocational education in the region, as well as for the participation of representatives of the business and industry community.

b. Determine the occupational needs of students based on labor-market, entrepreneurial, and self-employment opportunities and demand within the region, the state, the nation, and in other countries.

c. Provide for development of a five-year plan addressing the delivery of quality vocational education instructional programs pursuant to section 256.11, subsection 4, and subsection 5, paragraph "h", and section 280A.23, subsection 1. The plan shall be updated annually.

d. Implement the procedures and contract, at the request of the director of the board of vocational education, for the delivery of vocational education programs and services pursuant to section 256.11, subsection 4, and subsection 5, paragraph "h", and section 280A.23, subsection 1.

Sec. 6. Section 280A.23, subsection 1, Code 1989, is amended to read as follows:

1. Determine the curriculum to be offered in such school or college subject to approval of the state board and ensure that all vocational offerings are competency-based, provide any minimum competencies required by the department of education, comply with any applicable requirements in chapter 258, and are articulated with local school district vocational education programs. If an existing private educational or vocational institution within the merged area has facilities and curriculum of adequate size and quality which would duplicate the functions of the area school, the board of directors shall discuss with the institution the possibility of entering into contracts to have the existing institution offer facilities and curriculum to students of the merged area. The board of directors shall consider any proposals submitted by the private institution for providing such facilities and curriculum. The board of directors may enter into such contracts. In approving curriculum, the state board shall ascertain that all courses and programs submitted for approval are needed and that the curriculum being offered by an area school does not duplicate programs provided by existing public or private facilities in the area. In determining whether duplication would actually exist, the state board shall consider the needs of the area and consider whether the proposed programs are competitive

as to size, quality, tuition, purposes, and area coverage with existing public and private educational or vocational institutions within the merged area. If the board of directors of the merged area chooses not to enter into contracts with private institutions under this subsection, the board shall submit a list of reasons why contracts to avoid duplication were not entered into and an economic impact statement relating to the board's decision.

Sec. 7. Section 282.7, subsection 2, Code 1989, is amended by striking the subsection and inserting in lieu thereof the following:

2. If the vocational program offered by a school district does not meet the state board of vocational education's standards for program approval, the district shall be granted one year to meet the standards for approval. If a district chooses to waive the one-year grace period, or the district fails to meet the approval standards after one year, the director of the board of vocational education shall delegate the authority to the regional planning board established pursuant to section 258.16 to direct the district to contract with another school district or a merged area school which has an approved program, for the provision of vocational education for students of the district. The district that has waived the one-year grace period or has failed to meet the approval standards shall pay to the district or merged area school that has an approved program an amount equal to the percent of the school day in which a pupil is receiving vocational education in the approved program times the district cost per pupil of the district of residence of the pupil. The regional planning board established pursuant to section 258.16 shall contract with an approved program for delivery of vocational education in the district which has failed to meet the approval standards or has waived the one-year grace period. Transportation to and from the approved program shall be provided by the school district that has waived the one-year grace period or has failed to meet approval standards. Reasonable effort shall be made to conduct the approved program at an attendance center in the district that has failed to meet the approval standards or has waived the one-year grace period.

Sec. 8. POSTSECONDARY HANDICAPPED EDUCATION STUDY. The department of education in conjunction with the board of educational examiners shall conduct a survey of courses and programs offered at the community college and vocational technical school level which are designated for handicapped students. The department shall review the criteria currently being used to designate a course or program as appropriate for the handicapped, as well as the curriculum offered, and the certification of instructional personnel, to determine if modifications of the current standards and certification requirements are needed to provide an appropriate education to the students served by the programs.

The department shall summarize the results of the study and any conclusions and recommendations in a report to be submitted to the general assembly by January 1, 1990.

Sec. 9. Sections 1 through 3 and sections 5 through 7 are effective July 1, 1992.

Approved June 1, 1989

addition of the sixth grade to the current agreement is signed by the board, under chapter 282, by July 1, 1990.

Sec. 30.

Notwithstanding the amounts of the budgets approved under section 273.3, subsection 12, in addition to the moneys available to area education agencies under section 442.7, subsection 7, paragraphs "g" and "h", for special education support services, there is appropriated from the general fund of the state to the department of education for the fiscal year beginning July 1, 1990, the amount of \$225,000, or as much thereof as may be necessary, to be paid to area education agencies that have fewer than 3.5 public school pupils per square mile, to be expended for special education support services of the applicable area education agencies during the fiscal year beginning July 1, 1990.

Sec. 31. 1989 Iowa Acts, chapter 135, section 130, is amended to read as follows:

SEC. 130. The department of education is directed to conduct a survey of school districts to determine the academic, cocurricular, and extracurricular fees charged to students as a requirement for enrollment in the schools, or participation in an activity, of the school district. Both districtwide and building fees shall be included in the survey. The survey shall include the procedures used by the district for payment of fees for low-income pupils. The survey shall provide information listing the total of fees collected and of fees waived. The department of education shall report the results of the survey to the chairpersons and members of the house and senate committees on education by ~~January 15~~ July 1, 1990.

Sec. 32. 1989 Iowa Acts, chapter 278, sections 1 and 2, are amended to read as follows:

SECTION 1. Section 256.11, subsection 4, Code 1989, is amended to read as follows:

4. The following shall be taught in grades seven and eight: English-language arts; social studies; mathematics; science; health; human growth and development, family, consumer, career, and technology education; physical education; music; and visual art. The health curriculum shall include the characteristics of sexually transmitted diseases and acquired immune deficiency syndrome. The state board as part of accreditation standards shall adopt curriculum definitions for implementing the program in grades seven and eight. However, family, consumer, career, and technology education are not required to be taught in nonpublic schools which do not offer vocational education programs.

SEC. 2. Section 256.11, subsection 5, paragraph h, Code 1989, is amended by striking the paragraph and inserting in lieu thereof the following:

h. A minimum of three sequential units in at least four of the following six vocational service areas: agriculture, business or office occupations, health occupations, consumer and family sciences or home economics occupations, industrial technology or trade and industrial education, and marketing education. Instruction shall be competency-based, articulated with post-secondary programs of study, and include field, laboratory, or on-the-job training. Each sequential unit shall include instruction in a minimum set of competencies established by the department of education that relate to the following: new and emerging technologies; job-seeking, job-adaptability, and other employment, self-employment and entrepreneurial skills that reflect current industry standards and labor-market needs; and reinforcement of basic academic skills. The instructional programs shall also comply with the provisions of chapter 258 relating to vocational education. However, this subsection does not apply to nonpublic schools which do not offer vocational education programs.

The department of education shall permit school districts, in meeting the requirements of this section, to use vocational core courses in more than one vocational service area and to use multi-occupational courses to complete a sequence in more than one vocational service area.

Sec. 33. 1989 Iowa Acts, chapter 322, section 7, is amended to read as follows:

SEC. 7. Notwithstanding the funding restrictions, requirements relating to the development of a request for proposal, and certification by the department of management, ~~contained in~~ under section 18.136, if 1989 Iowa Acts, House File 774, is enacted by the general assembly,

Sec. 215. Notwithstanding section 8.33, funds appropriated in 1990 Iowa Acts, chapter 1272, section 14, subsection 1, paragraph "b", remaining unencumbered or unobligated on June 30, 1991, shall not revert to the general fund of the state but shall be available for expenditure for the purposes listed in section 210, subsection 1, paragraph "b", of this division during the fiscal year beginning July 1, 1991, and ending June 30, 1992.

* Sec. 216. Notwithstanding sections 258.16 and 282.7 effective July 1, 1992, community colleges, local education agencies, and area education agencies may establish by mutual agreement area vocational consortia to assume and exercise the duties and responsibilities established for regional vocational education planning boards under those sections.

Sec. 217. Notwithstanding any credit hour prerequisite requirements contained in sections 261.9, 261.17, 261.18, and 261.19A, sections 261.44 through 261.89, and sections 261.92 through 261.105, or in any other Iowa student financial aid program administered by the college student aid commission, a person who is a "displaced worker" as defined under section 261.5 shall be eligible to receive funds under any Iowa student financial aid program administered by the commission, if the person meets any applicable prerequisite financial need criteria for the financial aid program.

Sec. 218. Section 261.25, subsections 1, 2, and 3, Code 1991, as amended by 1991 Iowa Acts, House File 173, section 908, are amended to read as follows:

1. There is appropriated from the general fund of the state to the commission for each fiscal year the sum of thirty-two million six four hundred eight eighty thousand seven-hundred-ninety-five dollars for tuition grants.

2. There is appropriated from the general fund of the state to the commission for each fiscal year the sum of eight hundred thirteen thousand eight-hundred-forty dollars for scholarships.

3. There is appropriated from the general fund of the state to the commission for each fiscal year the sum of one million three hundred fifteen thousand six-hundred-forty-seven dollars for vocational-technical tuition grants.

Sec. 219. Section 261.85, unnumbered paragraph 1, Code 1991, as amended by 1991 Iowa Acts, House File 173, section 909, is amended to read as follows:

There is appropriated from the general fund of the state to the commission for each fiscal year the sum of three million eighty-five thousand six-hundred-eighty-four dollars for the work-study program.

Sec. 220. Notwithstanding the allocation of phase III moneys under sections 294A.14 and 294A.25, for the fiscal year beginning July 1, 1991, prior to the allocation to school districts and area education agencies, \$125,000 of the moneys allocated for phase III shall be retained by the department of education to continue to contract with the regional educational laboratory for this state to establish and monitor an independent evaluation of the operation of phase III of the educational excellence program. The results of the evaluation shall be reported to the department of education and to the general assembly by January 1, 1992.

Sec. 221. Notwithstanding sections 302.1 and 302.1A, for the fiscal year beginning July 1, 1991, and ending June 30, 1992, the portion of the interest earned on the permanent school fund that is not transferred to the credit of the first in the nation in education foundation and not transferred to the credit of the national center for gifted and talented education shall be credited as a payment by the historical division of the department of cultural affairs of the principal and interest due on moneys loaned to the historical division under section 303.18.

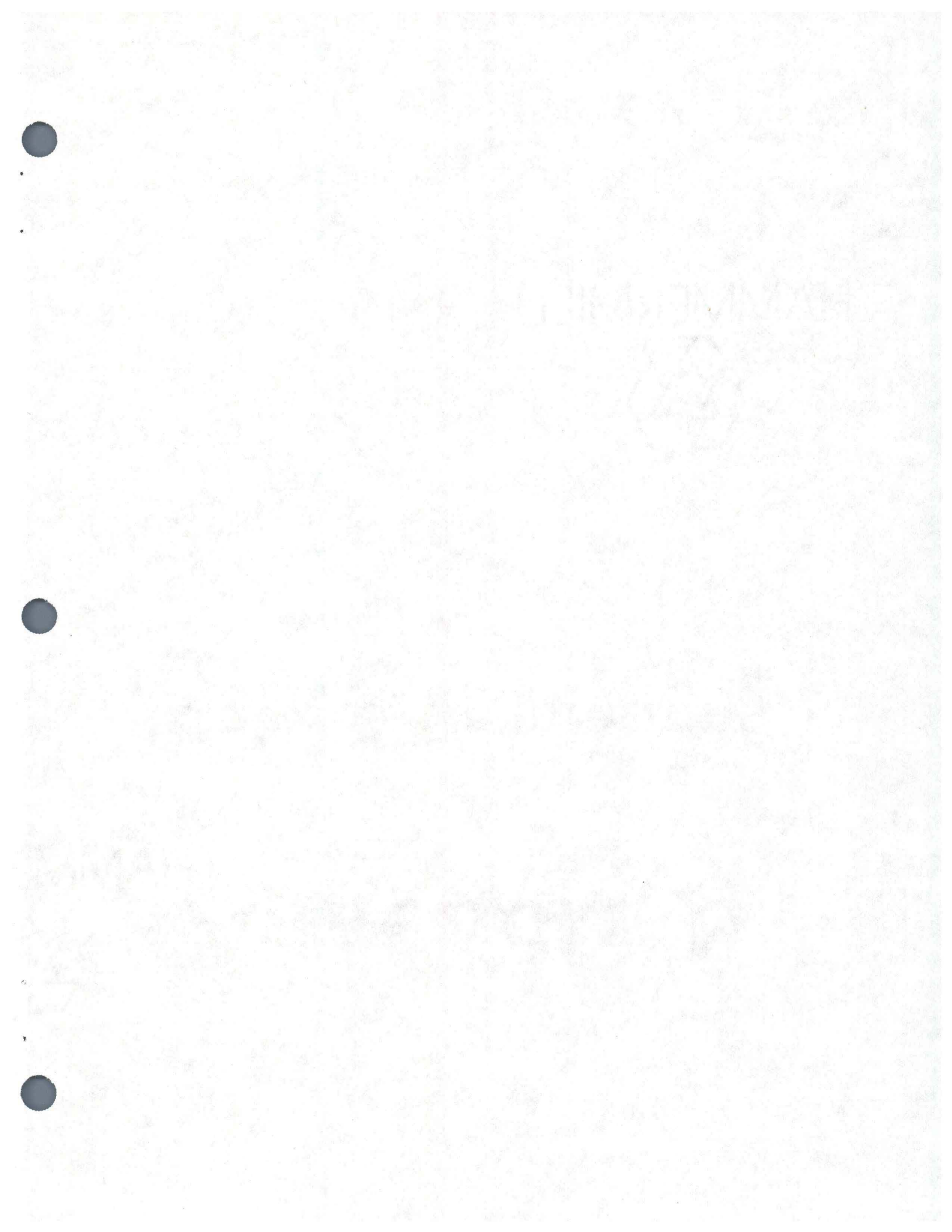
Sec. 222. Section 11.6, subsection 1, unnumbered paragraph 1, Code 1991, is amended to read as follows:

The financial condition and transactions of all cities and city offices, counties, county hospitals organized under



Appendix B

Rules & Regulations



EDUCATION DEPARTMENT [281] Adopted and Filed

Pursuant to the authority of Iowa Code sections 256.11, 258.3A, 258.4(10), and 280A.23, the Iowa Department of Education hereby adopts the following amendments to Chapter 12, "General Accreditation Standards"; Chapter 21, "Community Colleges"; and Chapter 46, "Vocational Education Programs," Iowa Administrative Code.

These amendments establish new standards which will provide increased access to a diversity of vocational education programs for Iowa students, develop competency-based instructional programs, and develop systematic articulation between secondary and postsecondary vocational education programs services and activities. Chapter 12 amendments implement state legislation setting new vocational standards; Chapter 21 relates the new vocational education standard to curricular offerings of area community colleges; and Chapter 46 establishes an assessment process, a regional planning process, and regional planning boards.

Item 1 adds three new subjects and their definitions to the education programs which are required for public schools at the junior high level.

Item 2 deletes the outdated requirements for vocational education programs and provides new, expanded requirements and explanatory definitions.

Item 3 deletes outdated references and presents revised provisions for offering vocational education programs in postsecondary institutions and apprenticeship programs.

Item 4 deletes outdated references and more accurately identifies the discipline of vocational education.

Item 5 establishes new standards for vocational education in Iowa, adds new definitions of terms and describes strategies for implementing the provisions of 1989 Iowa Acts, chapter 278. The process used in identifying minimum competencies is described, and new provisions for local schools and community colleges to use in establishing their competencies are set out, e.g., use of advisory committees and incumbent workers. New provisions for developing the articulation of vocational education programs at the secondary level with appropriate postsecondary programs are explained. Guidelines for evaluating vocational education programs are presented, and new provisions are established for implementing a regional planning process, establishing regional vocational education planning boards, selecting regional planning board members, identifying the common duties of the boards, and establishing an auxiliary planning group to accomplish specific regional planning activities. Alternatives are provided for local school districts not meeting the standards for operating vocational education programs.

Notice of Intended Action was published in the Iowa Administrative Bulletin on February 6, 1991, as ARC 1682A. A public hearing was held on February 26, 1991, and 29 persons attended. Subsequently, the following changes are made to the rules:

Subrule 12.5(4) was amended to recognize the contributions of special populations.

Paragraph 12.5(5) "i" was amended to allow one of the three required units to be a core unit, add specific special populations to the standard, provide for a waiver if an innovative plan is submitted, and to address the composition of advisory councils/committees.

Subparagraph 12.5(5) "i"(6) was amended to add a definition of industrial technology.

Subparagraph 12.5(5) "i" (10) was amended to add the phrase "which lead to entry level employment".

Subrule 21.4(2) was amended to restore the first two sentences, which had been inadvertently deleted and the word "shall" was changed to "may".

Rule 281--46.7 (258) was amended to add recognition of special populations.

Subrule 46.7(1) was amended to delete the entry on State Board approval of the minimum competency validation process by March 30, 1991.

Subrule 46.7(2) was amended to slightly change the wording of the procedures for local schools and community colleges to develop minimum competencies, and requires that such competency lists be approved by the state Department of Education.

Subrule 46.7(3) was amended to transfer a sentence from subparagraph 12.5(5) "i" (13), "articulation," to this subrule, which pertains to the process of articulation.

Paragraph 46.7(4) "c" was amended to include meeting the needs of special populations.

Paragraph 46.7(4) "g" was amended to add wording regarding supportive services, as well as providing access to specific special population groups.

Subrule 46.7(5) was amended to include special population groups.

Subrule 46.7(6) was amended to permit community colleges, local education agencies, and area education agencies to form consortia and conduct regional planning activities in lieu of regional planning boards.

Paragraph 46.7(8) "a" was amended to include special population groups.

Paragraph 46.7(8) "e" was amended to delete the reference to discretionary planning activities which might be conducted by regional planning boards.

Subrule 46.7(9) was amended to provide for balanced representation on the regional vocational work group.

Subrule 46.7(10), introductory paragraph, was amended for clarity.

An Economic Impact Statement was prepared in response to a formal request made by the Administrative Rules Review Committee at its March 11, 1991, meeting. This statement was published in the Iowa Administrative Bulletin on June 12, 1991.

The State Board of Education adopted these amendments on September 12, 1991. These rules will become effective on November 6, 1991.

These rules are intended to implement Iowa Code section 256.11 and chapter 258.

The following amendments are adopted:

Item 1. Amend subrule 12.5(4), introductory paragraph as follows, and insert the following paragraphs at the end thereof:

12.5(4) Junior high program, grades seven and eight. The following shall be taught in grades 7 and 8: English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, and technology education, physical education, music, and visual art. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.

i. Family and consumer education. Family and consumer education instruction shall include the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school and community including men, women, minorities and persons with disabilities. Subject matter emphasizes the home and family, including parenting, child development, textiles and clothing, consumer and resource management, foods and nutrition, housing, and family and individual health.

j. Career education. Career education instruction shall include exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives.

k. Technology education. Technology education instruction shall include awareness of technology and its impact on society and the environment; furthering students' career development by contributing to their scientific principles, technical information and skills to solve problems related to an advanced technological society; and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society.

Item 2. Amend subrule 12.5(5) by rescinding paragraph "i", and inserting in lieu thereof the following:

i. Vocational education (three units in four service areas). A minimum of three sequential units of which one may be a core unit, shall be taught in four of the following six service areas: Agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multioccupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multioccupations cannot be used in the same sequence. If a district elects to use multioccupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.

The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by subrule 281--46.7(10), paragraph "g."

(1) A service area is the broad category of instruction in the following occupational cluster areas (definitions are those used in these rules):

(2) "Agricultural education programs" prepare individuals for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles, as they relate to agriculture. Agricultural education focuses on, but is not limited to, study in horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics marketing, and leadership development.

(3) "Business and office education programs" prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as preparing, transcribing, systematizing, preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business and office duties.

(4) "Health occupations education programs" prepare individuals for employment in a variety of occupations concerned with providing care in the areas of wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instruction offered encompasses varied activities in such areas as dental science, medical science, diagnostic services, treatment therapy, patient care areas, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing or credentialing to practice, or to use a specific title.

(5) "Home economics education programs" encompass two categories of instructional programs:

1. "Consumer and family science" programs may be taught to prepare individuals for a multiple role of homemaker and wage earner and may include such content areas as food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; and clothing and textiles.

2. "Home economics occupations programs" prepare individuals for paid employment in such home economics related occupations as child care aide/assistant, food production management and services, and homemaker/home health aide.

(6) "Industrial education programs" encompass two categories of instructional programs—industrial technology and trade and industrial. Industrial technology means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impact of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy. Trade and industrial programs prepare individuals for employment in such areas as protective services, construction trades, mechanics and repairers, precision production, transportation, and graphic communications. Instruction includes regular systematic classroom activities, followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.

(7) "Marketing education programs" prepare individuals for marketing occupations, including merchandising and management—those activities which make products and services readily available to consumers and business. Instruction stresses the concept that marketing is the bridge between production (including the creation of services and ideas) and consumption. These activities are performed by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit business firms.

(8) "Sequential unit" applies to an integrated offering, directly related to the educational and occupational skills preparation of individuals for jobs and preparation for postsecondary education. Sequential units provide a logical framework for the instruction offered in a related occupational area and do not require prerequisites for enrollment. A unit is defined in subrule 12.5(18).

(9) "Competency" is a learned student performance statement which can be accurately repeated and measured. Instruction is based on incumbent worker—validated statements of learner results (competencies) which clearly describe what skills the students will be able to demonstrate as a result of the instruction. Competencies function as the basis for building the instructional program to be offered. Teacher evaluation of students, based upon their ability to perform the competencies, is an integral part of a competency-based system.

(10) "Minimum competency lists" contain competencies validated by statewide technical committees, composed of representatives from appropriate businesses, industries, agriculture, and organized labor. These lists contain essential competencies which lead to entry level employment and are not intended to be the only competencies learned. Districts will choose one set of competencies per service area upon which to build their program or follow the process detailed in subrule 281--46.7(2) to develop local competencies.

(11) "Clinical experience" involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory.

"Field training" is an applied learning experience in a non-classroom environment under the supervision of an instructor.

"Lab training" is experimentation, practice or simulation by students under the supervision of an instructor.

"On-the-job training" is a cooperative work experience planned and supervised by a teacher-coordinator and the supervisor in the employment setting.

(12) "Coring" is an instructional design whereby competencies common to two or more different vocational service areas are taught as one course offering. Courses shall be no longer than one unit of instruction. Course(s) may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one vocational program to meet the standard.

(13) "Articulation" is the process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in a vocational program. An articulation agreement is the written document which explains the decisions agreed upon and the process used by the institution to grant advanced placement or credit.

(14) "Multioccupational courses" combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multioccupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are a part of the related instruction.

Item 3. Amend subrule 21.4(2) as follows:

~~21.4(2) Career-Vocational~~ education. Instruction shall be offered in ~~career~~ vocational education programs in no less than five different occupational fields as defined by the state department of education. College parallel courses may be offered as needed in career education programs. Instruction shall be offered in vocational education programs, ensuring that they are competency based, contain all minimum competencies required by the department of education, articulate with local school districts vocational education programs, and comply with any applicable requirements in Iowa Code chapter 258. The occupational fields in which instruction is offered shall be determined by merged area and geographical area needs as identified by surveys in these areas. Occupational advisory committees ~~shall~~ may be used to assist in developing and maintaining instructional content, including leadership development. ~~A follow-up of students terminating shall be conducted to determine how well students have succeeded and which adjustments in the curriculum, if any, need to be made.~~

Item 4. Rescind subrule 21.4(6) and insert in lieu thereof the following:

21.4(6) Vocational education.

a. Each course offered in the area of vocational education shall be taught in the shortest practical period of time at a standard consistent with the quality and quantity of work needed to prepare the student for successful employment in the occupation for which instruction is being offered.

b. A full-time student in vocational education shall be defined as one who is taking 12 or more credit hours or the equivalent in vocational education.

c. Curricula in full-time vocational education programs shall ordinarily be offered on the basis of a workload of 20 to 30 contact hours per week.

Item 5. Amend 281--Chapter 46 by adding the following new rules:

281--46.6(258) Revised standards for vocational education. Vocational education programs under the provisions of Iowa Code chapter 258 shall be administered by the specific provisions of subrule 281—12.5(4), as well as the other provisions set forth in 281—Chapter 12.

This rule is intended to implement Iowa Code section 256.11 and Chapter 258.

281--46.7(258) Definitions and descriptions of procedures. The strategies for implementing the vocational education standards may be clarified by the following definition and descriptions of procedures which shall be utilized:

Vocational education means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Program content shall include recognition of the contributions of individuals with disabilities, men and women in nontraditional roles and minorities. Such term also includes applied technology education.

46.7(1) Process for establishing minimum competencies. The department of education shall develop sets of minimum competencies through a structured group interview process, which involves the use of technical committees of incumbent workers, within an occupational cluster of a service area, who will analyze a researched list of competencies which include new and emerging technologies, job seeking, leadership, entrepreneurial, and occupational competencies. This analysis includes identifying the competencies necessary for the vocational program to offer so that the program participant has access to all instruction which leads to employment and further training.

All competency lists will be analyzed for reinforcement of academic skills. An initial academic skills analysis shall be performed by department staff with verification by committees of academic and vocational instructional staff.

Revalidation for minimum competencies will be completed and authorized for the state board at least every three years, commencing with the 1992-93 school year.

46.7(2) Competency development by local school districts or community colleges. Local school districts and community colleges may elect to develop competencies in lieu of the state minimum competencies as well as those above and beyond those identified by the department. They shall utilize the state developed competency development procedures described in subrule 46.7(1) and their competency lists must be approved by the state department of education.

46.7(3) Articulation. Teachers and administrators from both secondary and postsecondary instructional levels shall (when applicable) meet to identify competencies required at each level, and to jointly prepare agreements of articulation between secondary and postsecondary levels for specific occupational areas. Such joint articulation efforts will facilitate the secondary-postsecondary transition and help reduce duplication between the two levels. Articulation agreements shall be signed with at least one postsecondary institution per program offered at the high school level (as appropriate), i.e., community colleges, apprenticeship programs, or private postsecondary institutions.

46.7(4) Statewide vocational education evaluation. The department of education shall review at least 20 percent of approved vocational education programs within the state annually, to ensure that the programs are:

- a. Compatible with educational reform efforts.
- b. Capable of responding to technological change and innovation.
- c. Meeting educational needs of the students and employment community including students with disabilities, both male and female students from diverse racial and ethnic groups.
- d. Enabling students enrolled to perform the minimum competencies independently.
- e. Articulated/integrated with the total school curriculum.
- f. Enabling students with a secondary vocational background to pursue other educational interests in a postsecondary setting, if desired.
- g. Availing students with support services and eliminating access barriers to education and employment for both traditional and non-traditional students, men and women, persons from diverse racial and ethnic groups, and persons with disabilities.

Evaluation activities shall include both secondary and postsecondary vocational education instructional programs. A statewide evaluation system utilizing multiple indicators will encompass the requirements of both state and federal vocational education legislation.

46.7(5) Regional planning process. A regional planning process shall be implemented by regional planning boards in order to establish a long range comprehensive plan for vocational education. They shall utilize the services of local school districts, community colleges, and other resources to help local school districts meet vocational education standards, while avoiding unnecessary duplication of services. The regional planning process shall include, but not be limited to, the following components:

- a. Needs analysis—labor demand/supply, entrepreneurial opportunities, student needs and interests (including members of special populations), regional geographic data, and student/employer follow-ups for existing programs.
- b. Resources identification—vocational programs, staff, equipment, and financial capabilities of the secondary school districts within the region.

- c. Establishment of objectives (based on the needs analysis and identification of resources).
- d. Development of action steps—activities, responsibilities, and timelines indicated for each objective.
- e. Revision of the regional five year plan.

A model will be developed for the purpose of conducting needs analysis surveys. This model will be developed by the department of education for use by each region to collect minimum, uniform statewide composite data for use in developing the regional five-year plan, and for input into the State Plan for Vocational Education, and various federal and state reports.

46.7(6) Regional vocational education planning boards. Regional vocational education planning boards shall be established in each merged area, for the purpose of coordinating the development and implementation of quality vocational education programs. Each regional planning board shall be composed of five members, selected from local school boards of directors, community college boards of directors, area education agency boards of directors, local advisory councils on vocational education, and vocational education instructional personnel. Meetings of the regional planning boards shall be held at least once each quarter. By mutual agreement, community colleges, local education agencies, and area education agencies may establish area vocational consortia to assume and exercise the duties and responsibilities established for regional vocational education planning boards, in lieu of regional vocational education planning boards.

46.7(7) Selection of regional planning board members.

- a. Regional planning board members from the representing groups shall be selected as follows: Community college and area education agency boards of directors shall each appoint one (actively serving) board member to serve on the regional planning board. Currently serving local school board members shall file as candidates for the regional planning board. Elections shall be held and the member elected by one vote from each local board of directors within the region. Members of local advisory councils of vocational education (actively serving) shall file as candidates, and election shall be decided by a vote from each of the local advisory councils on vocational education within the region (one vote per local advisory council per district). Vocational education licensed instructors, (from both secondary and postsecondary institutions) who are actively teaching vocational education courses, shall file as candidates—with election decided by a vote of eligible teachers, listed on the most recent Basic Education Data Systems (BEDS) document obtainable from the department of education. Regional planning board membership shall be limited to five in number, representing the five agencies listed in the legislation, and each member shall have one vote on issues requiring a majority vote.
- b. Elections shall be conducted by the regional planning board fiscal agent in each region, in accordance with the guidelines established in paragraph 46.7(7)"a."

- c. Each regional planning board member shall be limited to two consecutive three-year terms, and a member must have been off the board for one year before running again for a board position.
- d. Interim vacancies shall be filled by appointment by the remaining regional planning board members.
- e. Terms of secondary and postsecondary licensed instruction personnel and the terms of secondary and postsecondary local advisory councils on vocational education shall be rotated to ensure a continuing secondary-postsecondary balance on the regional planning board.
- f. The regional planning board shall stagger terms of office from among the representatives of the five representing groups.

46.7(8) Duties. Regional planning boards shall perform such duties as:

- a. Supporting local school districts and community colleges in the delivery of quality, diversified vocational education programs within the region, including services to special populations.
- b. Involving representatives of business, industry, labor, and other government agencies in the planning for and delivery of vocational education.
- c. Providing for the gathering and interpretation of data identifying students' occupational needs (labor market, entrepreneurial, and self-employment opportunities) at the region, state, national and international levels.
- d. Developing a five-year regional vocational education plan with annual updates, utilizing the uniform regional planning process described in subrule 46.7(5).
- e. Implementing planning procedures and contracting (at the request of the state director of education or the local district) for the delivery of vocational services when a local district is otherwise unable to meet the vocational education standards.
- f. Identifying the personnel and resources needed in order to carry out their responsibilities.

46.7(9) Auxiliary (working) group. Each regional planning board shall recruit and appoint a regional vocational work group (representing the various constituencies within the region) which may include such groups as educators; representatives from business, industry, and labor; other government agencies (JTPA, private industry councils, job service, etc.); community leaders; and similar groups to perform some of the specific activities necessary to accomplish regional planning activities. Affirmative steps will be taken to include on regional work groups a balance of men and women, persons from diverse racial and ethnic groups and persons with disabilities.

46.7(10) Accreditation standards not met -- procedures.

For school districts not meeting accreditation standards for vocational education instruction listed in subrule 281—12.5(5), the following procedures apply:

- a. Upon notice to the district that the accreditation standards for vocational education instruction listed in subrule 281-12.5(5) are not met, the district shall be granted one year to meet the standards for approval.
- b. If a district chooses to waive the one-year grace period, or has failed to meet the standards after one year, the state director of education shall delegate the authority to the appropriate regional planning board to direct the district to contract with another school district, or with a community college which has a suitable vocational education program—to provide vocational education for students of that district.
- c. Districts waiving the grace period or having failed to meet the approval standards shall pay to the receiving district or community college an amount equal to the percent of the school day in which a pupil is receiving vocational education in the approved program—times the district cost per pupil of the district of residence.
- d. The regional planning board shall facilitate the development of a contract with an existing education agency (including community colleges or consortia) with an appropriate vocational education program for the delivery of a vocational education program for requesting districts which have not met the accreditation standards for vocational education.
- e. Transportation to and from the instructional site shall be provided by the school district waiving the one-year grace period or failing to meet program approval standards.
- f. Vocational education programs delivered through a consortia approach must be offered and taught to enable districts contracting for the service to count the program as an approved vocational education offering.
- g. The regional planning board shall report to the director of the department of education any school district failing to contract with another school district or community college to make an approved vocational education program available for students of that district. The report shall be a basis for the director to recommend to the state board of education as provided by Iowa Code section 256.11(11), that the district not remain accredited. The director is not required to use the provisions of Iowa Code section 256.11(10) prior to making this recommendation.

This rule is intended to implement Iowa Code section 256.11 and Chapter 258.

Date

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Director
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