

III Career Education - Iowa

3-1365

CAREER EDUCATION



in
IOWA

HISTORICAL HIGHLIGHTS

1970 1971

During 1970 a project funded under the provisions of Part D of the Vocational Education Amendments of 1968 was begun in the Pottawattamie County School System. The project involved students at St. Albert's and Lewis Central school districts.

The project initiated a work experience/exploration approach for secondary school students as a different kind of summer school. Courses offered in the summer of 1971 included welding, graphic arts, small engine repair, home economics, electronics, machine shop, drafting, and office education. Students also visited in the business and industrial community to observe workers on the job. Project staff participants expected to provide relevant educational-vocational curriculum, K-12, reduce the number of dropouts, and provide students with positive attitudes toward work and workers.

Project evaluation, handled through a contract with third party evaluators, indicated that the summer school exploratory courses were challenging and meaningful to students and provided for individual differences. Parents and instructors also viewed the courses favorably.

pottawattamie county project

Since 1968-69, Guidance Services Section of the Department of Public Instruction has been involved in conducting annual surveys of the public school population in the state. Surveys include a head count of drop-outs in local school districts, categorized by sex and grade level. A survey to check the status of high school graduates one year following graduation is also conducted. Results of this part of the survey are classified by type of educational institution entered by the graduate, whether employed, military entry, etc.

In 1970-71, surveys of secondary and post-secondary vocational-technical students were added to the overall survey. The status of the student's employment in his/her area of training is documented.

These surveys provide valuable information for assessing programming in the state's educational agencies.

guidance survey

MODELS

In 1971, exemplary state vocational education funds were allocated to implement a three-year project, Models for Career Education in Iowa. This project involved 9 schools distributed throughout the state. Iowa State University directed the project with the cooperation of the Department of Public Instruction. Staff from the University of Northern Iowa, the University of Iowa, and Iowa State University served as steering committee members. Third party evaluation of the project was handled by the University of Iowa.

A series of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise.

Awareness of the world of work and improved self concepts were the major themes of the project. These themes were integrated into all subject matter areas. The junior high segment of the project included exploration of occupational clusters to give students more adequate information for making future career decisions.

In 1972, the project was expanded through federal funds to include the curriculum of high school students.

Teachers in the Models schools developed 12,000 pages of career education activities as part of their responsibility as participants in the project. This provided visibility to the findings and accomplishments of the project. These materials were placed on microfiche and disseminated through the Iowa Network for Obtaining Resource Materials for Schools (I.N.F.O.R.M.S.).



Iowa Script

IOWAscript--an exemplary project providing descriptions of careers and vocational opportunities--began in 1971 at the Des Moines Area Community College in Ankeny.

IOWAscript prepared career information on aperture cards that could be read using a microfiche reader. The aperture card decks were initially provided to 24 pilot schools. Evaluation and revision of the information was provided by these schools.

The card decks contained information on approximately 200 jobs at that time. This information included a short description of the job, requirements, working environment and conditions, salary/wage data, and training available in the state. The scripts were continually updated to keep the information current. Subsequently, card decks were developed giving information on Iowa's post-secondary educational opportunities.

In 1974, the project was combined with CVIS to form Career Information System of Iowa (C.I.S.I.), which is currently operated from the Department of Public Instruction. (See C.I.S.I., 1972-73)

CVIS

In 1971, a trailer, a computer, several computer terminals, telephone circuits, and school counselors got together to help high school students in their career decision making. This system was known as Project CVIS—Computerized Vocational Information System. The mobile system enabled the Joint County School System of Linn, Johnson, Cedar, and Washington counties to make use of a computer as a tool for providing vocational guidance to a large number of high school students. The computer's memory bank contained a wealth of information about occupations, training, wage/salary scales, and applying for jobs.

Students first typed in a permanently assigned student number on the terminal keyboard. Information on the student, coded to that number, had been entered into the computer's memory bank in advance. Usually the information file contained the student's class rank and an estimate of his/her ability based on standardized tests.

The computer "asked" the student specific questions, such as what level of training beyond high school was the student willing to undertake. The computer would provide information about various occupations, wage scales, fringe benefits, training required, and a long term outlook for that occupation. It also advised the student on how to apply for a job and how to conduct him/herself with a personnel officer. The computer might also have suggested an interview with the student's counselor when the student's ambitions didn't seem to match the information in its memory bank.

CVIS was used experimentally by the Joint County System under a three-year program, funded in part, through a federal grant. Kirkwood Community College provided programming expertise and computer time.

In 1974, the CVIS delivery concept was combined with the IOWAscript project into a single service disseminated from the Department of Public Instruction. The new system is entitled Career Information System of Iowa. (See CISI, 1972-73)

Monticello Project

Beginning in March of 1971, the Monticello schools embarked upon a three (3) year state administered vocational-ly funded exemplary career education project. The school had been concerned that their current curriculum was not relevant for many students, with a critical need for change identified for 7th and 8th grade students. Their main goals included providing information to students about careers, reducing the yearly percentage of drop-outs, helping students develop the ability to plan courses of study and make vocational selections and expand the existing work experience program. In an effort to attain these goals, a course in career opportunities was designed for 7th & 8th graders. This course included field trips, career information, resource speakers, role playing, simulated work activities, and the use of slides and TV taped interviews with persons from local industries. Planning for a total career development curriculum included the following objectives: 1) revision of the elementary school curriculum to include an emphasis on awareness of career opportunities in the local community area; 2) integration of career development instruction in all subject areas, and 3) expansion of the opportunities for career experiences for students in grades 7-12.

Project Discovery was funded initially in 1971 with special needs funds through the Southwest Iowa Learning Resources Center. At this time, 10 schools in southwest Iowa became involved in developing hands-on career exploration experiences for junior high school students. In subsequent years, Career Education monies have been pooled with those from special needs and more schools in the state have become involved. Project Discovery has evolved into a career exploration system consisting of individualized, hands-on, simulated work and guidance and counseling activities for students in grades 5 through adult. The career exploration packages consist of student instructions, and materials and equipment to perform the outlined work tasks. Students are able to explore various careers by actually doing the tasks in the classroom as would be done by workers in the job. The materials are currently field tested by students in 20 sites across the nation.

Students who participate in Discovery activities will show an increase in self-awareness of their abilities and interests with respect to work content. These "fun type" activities broaden the experiential base for students and assist them in generating alternatives from which to make realistic career choices.

Materials developed through the project are presently being disseminated nationwide.

project discovery

1972 1973

This research project was sponsored in 1972 by the Iowa Department of Public Instruction in cooperation with the Mason City Community School District. The purpose of the project was to research, define, and describe possible approaches for implementing career education through teacher concept development and commitment. The goals were accomplished through summer values clarification workshops and a variety of occupational experiences for teachers.

A publication entitled "Goals and Objectives for Implementation of Career Education, Grades 7-12" is an outcome of the 1973 summer workshop. The document contains sample activities and evaluation methods in the areas of 1) self awareness; 2) alternatives in life; 3) positive attitudes toward work; 4) work settings and occupations; 5) skills for careers; and 6) formulation of tentative career choice.

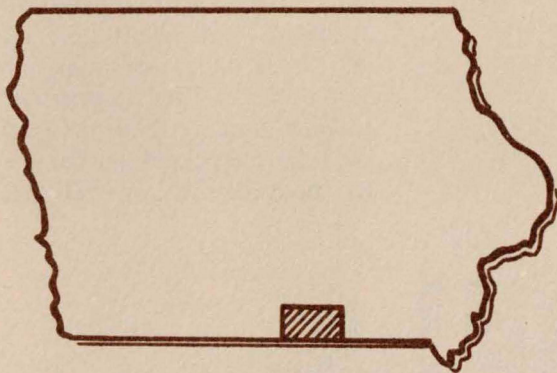
MODELS

A dark silhouette of a city skyline is positioned at the bottom of the page. It includes various building shapes, a prominent tower, and a satellite dish on the right side. The word "mason city" is printed in a white, lowercase, sans-serif font across the middle of the skyline.

mason city

Wayne County

The preliminary plans for this program were initiated in 1972 by the Education Subcommittee of the Wayne Model County Program. Detailed plans were drawn up by that subcommittee and the superintendents from four (4) school districts. Assistance was provided by the Career Education Division of the Department of Public Instruction, Rural Affairs Division of the Office of Programming and Planning, and Indian Hills Community College.



Career Awareness and Exploration

The program was approved as a Career Awareness and Exploration (CA&E) Program by the State Board of Public Instruction in July of 1973. A program coordinator was hired to provide improved career development activities for students in the four school districts. A work experience program was developed whereby high school juniors and seniors could spend one to two hours daily in supervised work in local businesses and industries.

Inservice training in career education was provided to teachers to familiarize them with career education concepts, and to identify and implement additional career education activities. Teachers welcomed the opportunity to sit down and make curriculum plans together. Some teachers felt it especially helpful to talk with teachers from other school districts in the county.

A general advisory committee was organized with members representing business, parents, students, and teachers. The committee sought to provide closer cooperation between the school, community, and the family, to make plans for and review the progress of the program, and to make recommendations to school boards and administrators concerning the implementation of career education.

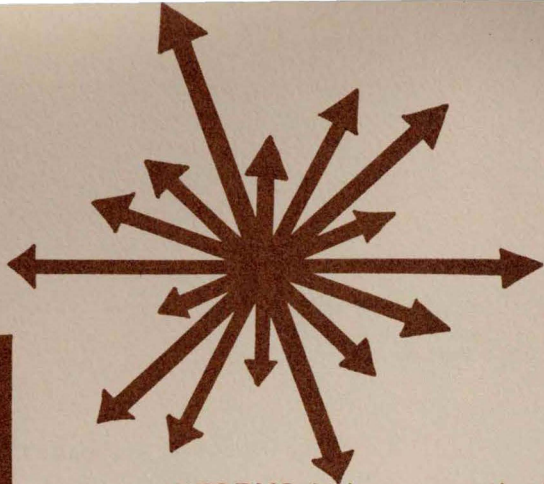
COMPREHENSIVE CAREER CURRICULUM

The Des Moines Independent Community Schools received a federal grant of U.S. Commissioner's discretionary funds in 1973 to develop a three-year career education effort in all elementary, junior high, and senior high schools. The project was committed to providing continued development, implementation, and evaluation of career education in a large city school district. Plans called for providing career awareness activities for students in the early years, career exploration in the middle years, and in-depth exploration and vocational education at the secondary level.

The project involved originally nine (9) pilot schools. Additional schools were identified to participate in the remaining years of the project.

At the elementary level, a Career Education Handbook was developed and printed, the 15 occupational cluster logos were redesigned to avoid sex stereotyping, and workshops were held for teachers. Curriculum workshops in six (6) occupational cluster areas, administration of a Career Interest Survey, use of the World of Work Economic Education program and proposed implementation of Agri-business education in the district were accomplished for the junior high/middle school level. Other programs included the Rent-A-Kid program, inservice for Youth Employment Counselors, and placement of students in full, part-time, and summer jobs.

INFORMS



INFORMS is known as the Department of Public Instruction's information-retrieval system. The network consists of information and materials that are retrievable via computer searching. Through this service, school personnel may request information on a particular subject of interest. Field representatives throughout the state coordinate the search between the individual and INFORMS. The requested information is provided in an information packet.

INFORMS' involvement in career education began with the nine (9) pilot schools in the Models Project. This project produced 22,000 pages of hard copy materials. INFORMS organized and coordinated the information so that it could be put on microfiche. That product was then disseminated through the network.

INFORMS also received many questions on career education, such as:

- career opportunities in science?
- pre-vocational programs for EMR students?
- are career education materials for use with existing classroom curriculum available?

As a result of this interest, the INFORMS staff developed, with the help of career education consultants in the Department, a pre-packaged item covering the general area of career education. A total of 3,000 copies of the package were disseminated. The original packet has been revised and updated three times.

Northwest Project

In 1973, twenty-two (22) high schools in Lyon, O'Brien, Sioux, and Osceola counties cooperatively embarked upon a three (3) summer workshop endeavor in career education curriculum development. The goals of the project were to develop learning packets for use in 9th through 12th grade classrooms. The materials related math, science, English, social studies, and industrial arts subject matter to the world of work. Staff from the Area IV Community College were used as resource persons.

Guidelines and a handbook were developed to aid schools in incorporating "hands on" exploratory, laboratory, and field experience activities into the classroom. Community resource people were identified and career centers were set up at each high school library. Mini-courses were offered to allow students to explore their interest and strength areas.

Area 3 Consortium

The combined efforts of 10 local schools brought about development and implementation of career education components in Merged Area III beginning in 1973. The main goal of the three (3) year project was to improve teacher attitudes toward work and workers. Inservice was provided for participating teachers. Staff personnel established a complete career development program for each district, reviewed available school and community resources and assessed students to identify their developmental needs. New program offerings were established as needed, based on student needs. Planning also called for field trips, career days, use of career games, role playing, job simulation, and various work experiences.

In late 1973, a task force representing the DPI's Career Education and Management Information Divisions and the Guidance Services Section initiated an effort to combine the essence of the IOWAscript and CVIS projects. The objective of this activity was the development and subsequent implementation statewide of a system of current, relevant and essentially Iowa-based occupational and educational information via two delivery modes. The result of this DPI undertaking, accomplished with the assistance of IOWAscript and CVIS staff, was the State Board approval and funding of the Career Information System of Iowa (C.I.S.I.).

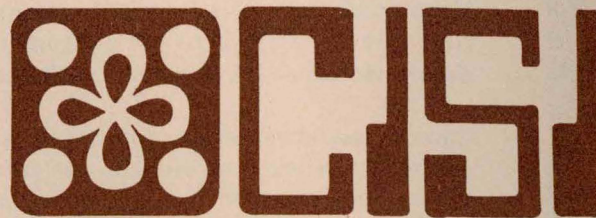
As a unit in the Guidance Services Section, C.I.S.I. provides its products and processes to users in a wide variety of educational and other human service agencies. A key element of the C.I.S.I. approach to occupational exploration is the use of QUEST, a 25-item self-perception questionnaire developed by Oregon's Career Information System. QUEST facilitates exploration of self and permits the user to relate this self-assessment to the characteristics of specific occupations. Users access the System in the following ways:

1) NEEDLE-SORT (MANUAL) DELIVERY--

Using a deck of plastic needle-sort cards to facilitate matching personal and occupational attributes, this delivery mode provides the user occupational information on microfiche and in print. In addition, summary information on all majors/programs in Iowa's colleges/universities and specialized schools is also available on microfiche.

2) COMPUTERIZED DELIVERY--Using a self-

operated computer terminal, the user enters personal (QUEST) attribute responses which are matched with occupational characteristics by the computer. The user can obtain computer printouts of occupational information identical to that available in the needle-sort delivery. In addition, an index of Iowa's various post-secondary educational



Another major System component is called AWARE, Awareness of Work Activities and Related Exploration. Designed to enable students to relate self and school to the "world of work" through an awareness and exploration of career clusters and job families within each, AWARE contains needle-sort cards and other materials usable in classroom and individual situations by students and teachers in upper elementary (gr. 4-6), junior high/middle school and special education/special needs programs.

Additions to the System currently under development include information on apprenticeships available in Iowa and summary information of majors/programs available in post-secondary educational institutions within a 50-75 mile radius of the state's borders.

To provide incentive for local school districts to develop K-12 career education plans, the Department of Public Instruction (Career Education Division) developed Career Awareness and Exploration (CA&E) guidelines in 1973.

Career awareness and exploration education consists of coordinated programs, activities, and services designed to help individuals understand the relation between self and the world of work, and eventually make realistic choices of careers.

Agencies wishing to participate in Iowa's CA&E program must submit a plan providing:

- 1) articulation of CA&E activities, K-12;
- 2) service for all students in at least one separately organized administrative educational unit at each grade or age level;
- 3) for the carrying out of the CA&E concept by integrating awareness of occupations into the curriculum for all students;
- 4) exploratory experiences for all students in 10 of the 15 occupational clusters by Grade 12;
- 5) approvable professional staff orientation and development of activities regarding career development for all staff.

It is required that planning and implementation of activities be provided in at least one elementary school, one junior high school, and one senior high school, in such a way that students receive sequential career education exposure.

Agencies participating in approved CA&E programs are reimbursed for costs attributable to the program, such as salaries of teachers, travel, consultant fees, transportation for field trips, and the development of materials. At the end of the three-year period, the local school assumed complete responsibility for the program.

CA&E.
guidelines

1974 1975

Bread & Butterflies--a combination of the realities of making a living and the freedom to be one's self. Bread & Butterflies is a television program designed to help install career development concepts into the classrooms of nine-to-twelve year olds. The series consists of 15 career development programs, each 15 minutes in length.

Iowa's involvement in the series began in 1975 as a cooperative effort between Iowa Public Broadcasting Network and the Iowa Department of Public Instruction. One-day workshops to train teachers in using the series were offered at 14 sites in the state. Approximately 1,000 teachers, administrators, and counselors were involved in the training. A curriculum guide for the series was also developed.

Following the initial training sessions, Bread & Butterflies workshops were held for 3 summers in cooperation with Drake University and Area Educational Agencies at a total of 10 sites across the state. Teachers could elect to receive college credit for these workshops.

Bread & Butterflies has proven to be an innovative way for nine-to-twelve year olds to discover the relationship between their lives and the world of work.

bread & butterflies

Guidance Mini-

Project Grants

Beginning in 1973, the Guidance Services Section of the Department of Public Instruction has made grants available to local schools for the purpose of encouraging career development activities through guidance services. To date, 240 mini-project grants have been awarded to schools for use with students in grades 7-12.

Applicants for the grants are required to complete a needs survey. This assessment provides information about students' perceptions of the world of work, future career plans, aptitudes, and involvement with counselors in the career development process. Schools must present this needs information and a proposal stating objectives to be accomplished with the grant monies. Guidance mini-project grants have involved providing career information literature to students, teacher inservice programs, job exploration experiences, additional time for career counseling, development of individual career profiles, and involving students in "shadowing" programs.

C.A.&E. JOINT EFFORTS

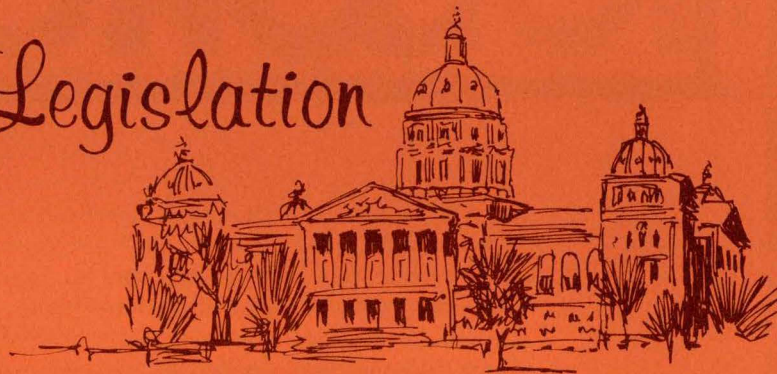
In 1974, further strides were made toward providing career education programs in Iowa's schools. Nine local and forty-nine joint school districts developed and administered K-12 Career Awareness and Exploration (CA&E) plans.

(Involvement in CA&E programs has continued to grow until over 200 local education agencies have now participated in State Board approved and funded career awareness and exploration activities.)

DPI GOAL SETTING

Early in 1974, the Department of Public Instruction organized committees to plan statements of philosophy, policies, and rationale pertaining to career education and provide staff orientation. This was followed by the formation of Department task forces which further developed philosophy and rationale in preparation for goal setting. In October, an ad hoc committee consisting of representatives from many organizations was formed to aid the Department in establishing educational goals.

State Legislation



Legislation adding Career Education to the revised School Standards was developed and approved by the Iowa State Legislature in 1975.

“The Board of Directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society.”

--Chapter 280.9, Code of Iowa

This legislation provides for such essential elements in career education as 1) awareness of self in relation to others and the needs of society, 2) exploration of employment opportunities and experiences in personal decision making; 3) and experiences which will help students to integrate work values into their lives.

CONCERNS

By 1975, the intended time period for the Department of Public Instruction's eleven (11) imperatives was over. The Department felt it was desirable to replace the imperatives with new planning guidelines for the years 1976-80.

These new plans were based on what the citizens and educators of Iowa perceived to be educational concerns. Data was collected during two (2) major, separate efforts. Students, educators, and lay citizens in 60 randomly selected school systems (according to the fifteen (15) educational areas of Iowa) were included in the first sample. The second sample was taken from conventioners at the State Parents and Teachers Association, Iowa State Education Association, Iowa Association of School Administrators, Iowa Association of Secondary School Principals, Iowa Association of Elementary School Principals, and Iowa Association of School Board conventions. The top 20% of the concerns by rank from each group were selected for further planning considerations. Concerns were grouped according to things students learn, and the processes used in operating schools. Committees were set up within the Department and the work was begun on defining objectives and activities to accomplish desirable changes in the concern areas.

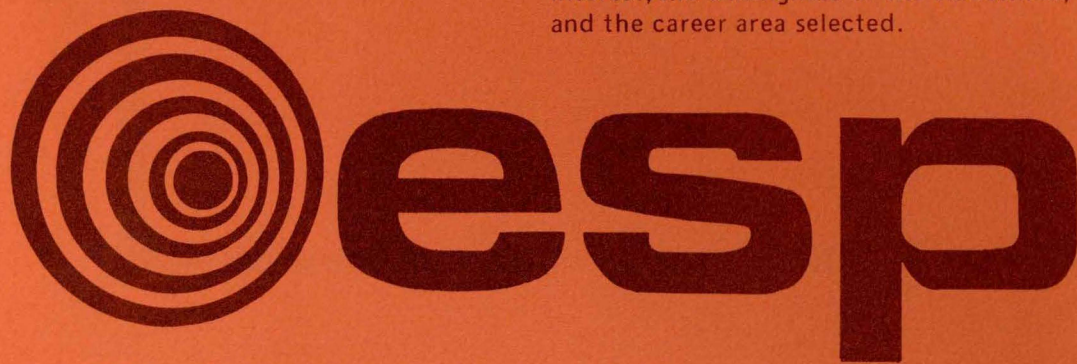
INTO ACTION

One of the concerns selected was "Career Attitudes and Skills." The committee attacking this concern developed 6 objectives and 8 activities to insure that the instructional program of each school enables individuals to move through the stages of career development in a planned sequence of curriculum experiences. Objectives included providing students with help regarding:

- 1) self;
- 2) the dignity of work;
- 3) decision-making skills;
- 4) awareness and exploration of a wide range of occupations,
- 5) expansion of current skills;
- 6) development of new skills through continuing experiences;

and involving parents in a coordinated career education thrust.

The Special Needs Section of the Department of Public Instruction developed a program entitled Employer School Program (ESP) in 1975. In ESP, schools contract with workers in local business and industry to provide exploration and instruction for special needs students in selected career areas. These workers become the teachers in their area of expertise. They are paid a wage to work with students--students are not paid, but receive school credit for their experience. Student interest is the main factor in providing this community based experience. Written contracts are established between the workers and the school to detail the responsibilities of each. Parents are also involved in planning the experience. Outlines of training are established, so that the training received is similar to what would be provided in a vocational school. The length of the experience depends on the student's ability and interest, the willingness of the tradesmen, and the career area selected.



Career Laboratories Utilizing Experience (C.L.U.E.) began in Des Moines in 1975 as a Title VI-G-Child Service Demonstration Center funded by the Bureau of Education for the Handicapped. The project is designed to serve junior and senior high school severely learning disabled students.

The project initially involved two (2) senior and one (1) junior high schools and has expanded to include three (3) senior and four (4) junior high schools. The project hopes to add a consultant for the job/vocational exploration phase of the program.

The purposes of the project are to provide the students with career/vocational exploration and experience, survival/life-coping skills, and parent/community education and participation. Students are provided experiences in employability skill building, social awareness, decision making, career awareness, and daily living competencies. They may enter the program at any time and continue as long as necessary. C.L.U.E. students work in the classroom during the morning on academic areas using remedial materials. In the afternoon they are involved in enrichment activities and work--either for pay or as volunteers.

A graphic design featuring the letters 'C', 'L', 'U', and 'E' in a large, bold, sans-serif font. Each letter is suspended from a thin vertical line that extends from the top of the page. The letters are filled with a dark color and have a small, light-colored, teardrop-shaped cutout at the bottom of each letter. The background is a solid, light-colored color.

1976 1977

Teacher Incentive Awards

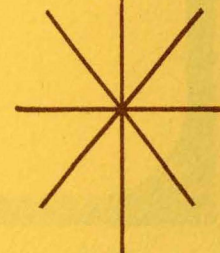
Some Title IV monies were identified in 1976 for planning grants. These grants amounted to a maximum of \$1,250 and could be used by Area Education Agencies to assess the status of career education in their areas.

Additional Title IV monies, through teacher incentive awards (TIA), helped teachers and counselors initiate program change based upon needs data.

Junior high school language arts students in a TIA program based in Ft. Dodge produced the "Treasure Chest of Jobs"--a directory of jobs within their own community. Copies of the directory were disseminated to local elementary schools for their use. Students also developed a "Directory of Hard Times Jobs" for use by senior high school students seeking work.

The West Marshall TIA conducted a needs survey and set up a career education steering committee composed of faculty, students, and lay personnel. Career education objectives were developed for the district and inservice provided the staff.

Other TIA schools developed similar programs for their districts.



A model of Experience Based Career Education (EBCE), which was developed, field tested, and evaluated by the Appalachia Educational Laboratory from 1972 to 1975, has been adopted by several Iowa schools. EBCE is an alternative to traditional classroom and job preparation programs for high school juniors and seniors. It provides students with an opportunity to explore occupations in the business and industrial community, and at the same time, to earn the academic credit needed for graduation. Students select the career experience sites they want to explore and spend a period of two to thirteen weeks (4 days/week) at a single site. About 75% of their time is spent in the community under the tutelage of adults who are performing their normal career and/or vocational activities. Neither students nor adults are paid for their involvement. Students relate to a Learning Coordinator for all aspects of their program. The coordinator helps students plan their career experiences to provide needed academic experiences, which are translated into earned credits. EBCE has been approved for local school adoption by the Joint Dissemination Review Panel of the Office of Education.

In 1975 the Appalachia model was adopted for high school dropouts, funded through CETA with the Office of Programming and Planning as the prime sponsor and operated out of the independent learning center at Iowa Central Community College. It has substituted attainment of the GED for academic subject credit for these students.

In 1976, Ames High School added a modification of the Appalachia model of EBCE to their career awareness and exploration activities. Iowa Central Community College received a Title IV Adoption Grant from the Department of Public Instruction to implement EBCE. This program was piloted with a small group of students in Pocahontas High School in January of 1977. Later that year ICCC received a U.S. Commissioner's Discretionary Grant, Part D of the Vocational Amendments to implement the program in a rural setting. EBCE for postsecondary students was initiated in January 1978 at ICCC involving four experiential courses: math, science, social science, and English.



In 1977, the Department of Public Instruction received a federal grant to conduct a program entitled "Improving Career Exploration" (ICE). ICE was an effort to combine four (4) existing components of career exploration

into one program model for implementation at the junior high school level. Four awareness seminars were held in September of 1976 to inform all interested school districts about Project ICE. Twenty-four public schools, one private school, two institutions for juvenile offenders, and one mental health institute were selected for the program.

The four components implemented through ICE included:

- 1) hands-on activities for in-school use--Project Discovery
- 2) integrated career exploration activities in ongoing curriculum--Models for Career Education in Iowa
- 3) community-based instruction on a contract basis for special needs students--Employer School Program
- 4) guidance-based activities for self perception in relation to work--Career Information System of Iowa

Training sessions were held at four locations around the state in December. Specific training in each of the ICE components and orientation to the project's evaluation plan were presented at these sessions. After implementation in January, on-site visitation and training were provided to schools as necessary.

CAREER EXPLORATION INSTITUTE

Fourteen teams of educators from throughout Iowa participated in the Iowa Career Exploration Institute during 1976-77. Teams consisted of administrators, guidance personnel, and classroom teachers. The Institute was a cooperative effort by the Department of Public Instruction and Drake University for the purpose of planning career education strategies for middle and junior high school students. Participants were able to receive graduate college credit for the Institute.

The first three days of the Institute were held in October of 1976 at Springbrook State Park in Guthrie Center. Participants learned firsthand about career education projects for middle/junior high school students in Iowa and the nation. Subsequent meetings were held in December, March, and April. These meetings involved sharing of ideas and reports from each team, additional project presentations, a helping session by the Department of Public Instruction on proposal preparation, and the viewing of commercial career education materials.

As a result of the Institute, fourteen unique approaches to help junior high/middle school students engage in career exploration were developed.



At present, the Special Education Division and Special Needs Section of the Iowa Department of Public Instruction are involved in developing a handbook --"Vocational and Career Education for the Handicapped."

The handbook will assist education agencies in developing and administering career and vocational programs for handicapped students enrolled in their programs.

It will provide information on such questions as "How do we incorporate handicapped students in our regular vocational programs?", "What resources are available to the local education agency?"

The anticipated date for completion of the handbook is June, 1978.

REVISIONS & PRICE

S.E. EBCE



Iowa Central Community College (ICCC) initiated a project in 1977 to identify components of Experience Based Career Education (EBCE)* which could be used for mildly mentally disabled students. The seventeen (17) month project has involved rewriting and field testing EBCE materials to help learning coordinators implement programming for these students. Programming calls for initially assessing the student's interests--then the student's skills (both academic and physical); and ascertaining the student's potential for the chosen career area(s). Counseling will be provided to locate a student's weaknesses and strengths. The student's worker traits will be carefully matched to work sites for career experience. The project also will look at what EBCE does to the regular curriculum for these students. Does it, in fact, change math, communication skills, social skills, etc.?

It is recommended that a number of competencies involving daily living skills, personal-social skills, and occupational guidance and preparation be acquired by special education students before they leave the secondary school program. Such competencies can be linked with curriculum areas in the classroom. Competencies from P.R.I.C.E. (Programming Retarded in Career Education) are being integrated with the EBCE materials in this project. P.R.I.C.E. is an inservice/staff model to educate regular and special education personnel in providing effective career education services to special education students. The project was developed by the University of Missouri-Columbia, beginning in June of 1974.

A pilot project will begin in January 1978 at Fort Dodge for students with learning disabilities. This project is funded through Special Needs and CETA with the Office of Planning and Programming as the prime sponsor and operated through the ICCC. The project will involve five practical arts courses as the academic components for these students.

* See EBCE 1976-77.

H.R. 7

Congress has passed and the President has signed H.R.7--the Elementary and Secondary Career Education Act of 1977. Fifty million dollars is earmarked for career education in the first year. The bill requires eighty-five percent of each year's appropriation be passed through the states to local education agencies in the form of grants.

State agencies must see that career education concepts are part of the regular instruction program of a local education agency, not just part of vocational education. Programs must be administered by a state coordinator with previous career education experience. The state agency staff must include at least one person experienced in problems of discrimination and stereotyping in career education and at least one other professional trained in guidance and counseling

Grants to local education agencies are to be made on an "equitable" basis, taking into account special needs of LEAs in areas where there is high unemployment or where population is sparse.

A local school district can use the money to:

- instill career education concepts in the classroom;
- carry out career education guidance, counseling, placement, and follow-up;
- set up work experiences for students;
- develop collaboration with handicapped, minority, and women's groups and use people from those organizations in the classroom and on field trips;
- hire or train coordinators to pull together career education programs;
- give inservice training;
- buy materials and supplies;
- operate community career education councils;
- conduct needs assessments and program evaluations.

NEW PI STATS

Career education is evolving rapidly in Iowa schools as a strategy for curriculum development, articulation, and improved educational services to help students in their career development.

The Department of Public Instruction is developing a five-year plan to project further career education development in the state. Plans are to be in a position to best utilize federal funds should they become available through new career education legislation.

The Department's Agency-Wide Task Force on Career Education has established a comprehensive career education plan with short and long-range objectives and supporting strategies. Resources within and outside the agency are being organized in a common career education effort. The Department is preparing information for use in this expanded career education thrust. Pamphlets, brochures, posters, slide-tape programs and a handbook will be available to area and local education agencies and for use in the community.

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