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VOCATIONAL EDUCATION INFORMATION SYSTEM. STATE OPERATING
MANUAL, VOLUME 1.

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VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS)

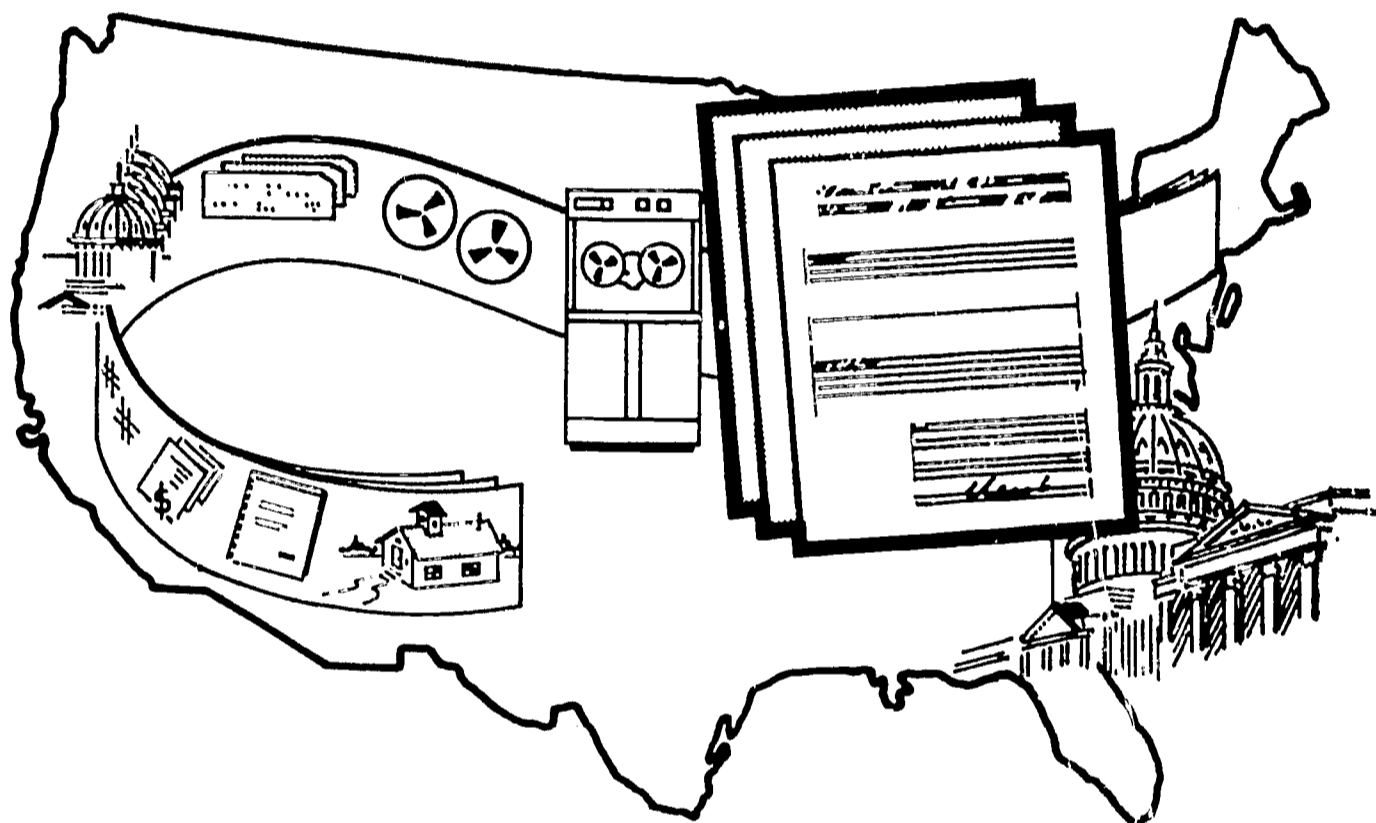
THE DESIGN SPECIFICATIONS NECESSARY TO DEVELOP A
NATIONWIDE STATE-LEVEL, VOCATIONAL EDUCATION INFORMATION
SYSTEM (VEIS) WERE PRESENTED IN THIS MANUAL. THESE
SPECIFICATIONS WERE PREPARED TO CONFORM TO A UNIVERSAL STYLE
FOR ALL STATES AND U.S. TERRITORIES TO USE IN FULFILLING
THEIR FEDERAL VOCATIONAL EDUCATION REPORTING REQUIREMENTS.
THE OUTPUT FORMATS OF THE SYSTEM, HOWEVER, WERE STANDARDIZED
IN THE INTEREST OF ESTABLISHING UNIFORMITY IN STATE-LEVEL
REPORTING. THE SYSTEM DESIGN INCLUDED A BUILT-IN CAPABILITY
FOR EXPANSION AND USED STAFF ACTIVITY AS THE DATA BASE. THE
CONTENTS OF THE MANUAL PROVIDE THE FOLLOWING INFORMATION--(1)
AN OVERALL DESCRIPTION OF THE SYSTEM AND THE SYSTEM
OBJECTIVES, (2) THE DETAILED DESIGN SPECIFICATIONS OF THE
SYSTEM WITH SUPPORTING FLOW CHARTS AND INPUT-OUTPUT DIAGRAMS,
(3) THE FORMS AND ASSOCIATED INSTRUCTIONS FOR COLLECTING
BASIC DATA FOR THE SYSTEM, AND (4) A GLOSSARY OF TERMS FOR
USE WITH THE SYSTEM. THIS MANUAL IS AN APPENDIX TO THE VEIS
FINAL REPORT, AA 000 155. OTHER RELATED REPORTS ARE AA 000
156 AND AA 000 158. (JH)

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VOLUME 1 OF 2

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STATE OPERATING MANUAL
VOLUME I OF II

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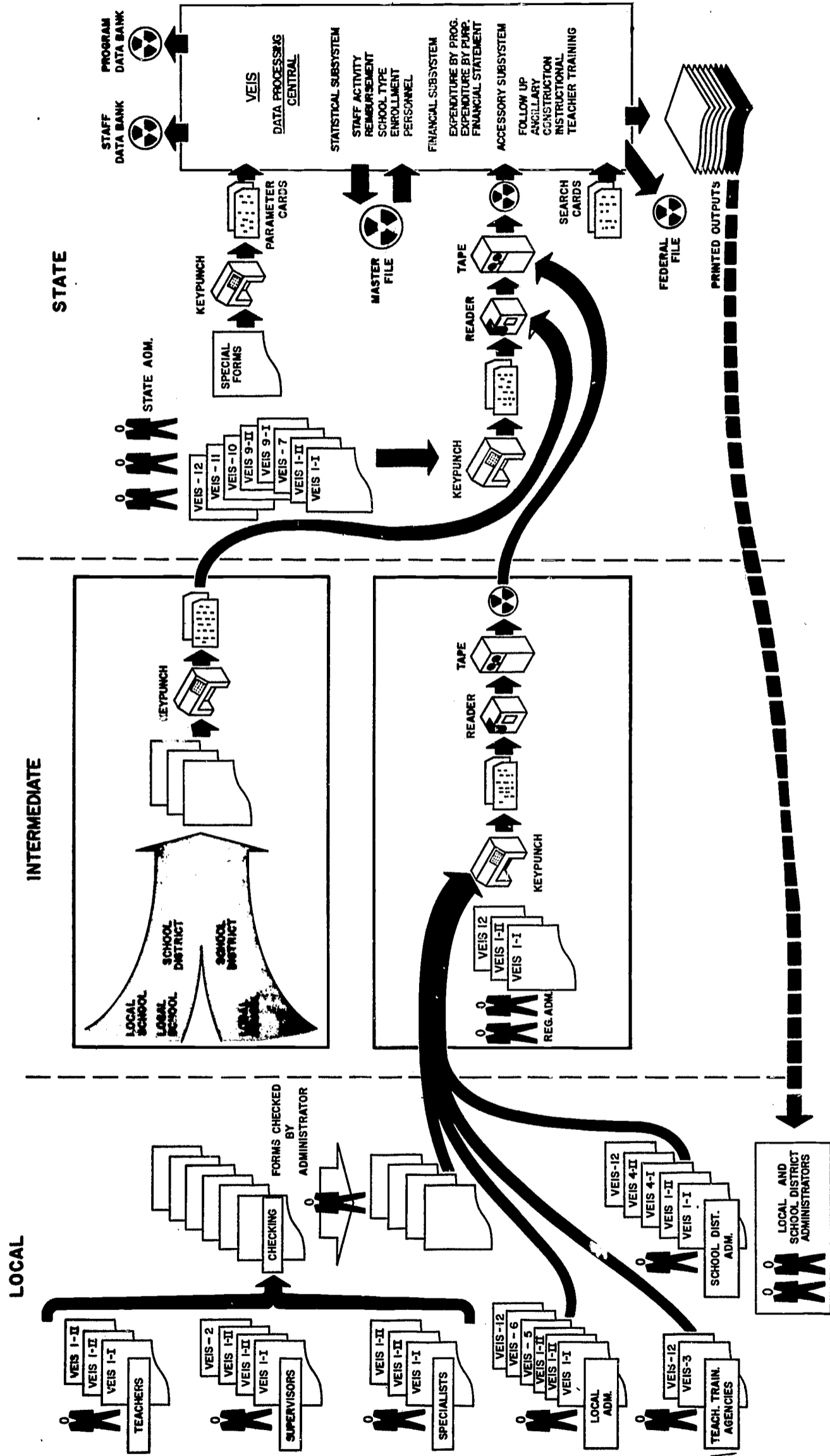
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Frontispiece. State Vocational Education Information System

FOREWORD

In the light of current changes in the American economy brought on by technological developments, increasing size of the work force, increasing mobility of population, and a variety of other socio-economic factors, new demands have been placed upon our educational system at all levels, particularly upon that of vocational education. This fact was recognized by the enactment of the Vocational Education Act of 1963 to assist the States in strengthening, improving, and expanding their existing programs, and to develop new programs of vocational education. To make the role of the Federal and State governments in vocational education more effective, a soundly-based standardized system of reporting data, utilizing modern data processing methods, must be employed to provide current data related to various training programs. These data should be basic to program and financial planning and reporting, decision making, and research and evaluation.

To this end, a study program involving the active cooperation and participation of State personnel, U. S. Office of Education personnel, and the contract services of Federal Electric Corporation was recently completed. The end product of this study is the State Operating Manual. Basically, this manual presents specifications for a universal State-level Vocational Education Information System (VEIS) designed to effect rapid and efficient collection and processing of vocational statistical data.

INTRODUCTION

The intent of this manual is to present a set of design specifications that will assist the States and territories in developing a universal Vocational Education Information System (VEIS). The specifications presented herein are not directed toward any equipment configuration but have been purposely prepared in a general style adaptable to any State. Sufficient detail is provided to enable each State to use the design specifications as a basis for developing a universal VEIS. However, in the interest of establishing uniformity in the reports generated by the system for the Federal government, the output formats included in the specifications must be followed.

The system, designed to meet present Federal reporting requirements, has a built-in capability for expansion to meet the ever-increasing demands that will certainly be placed on VEIS. A number of outputs generated for the Federal government will also meet internal State reporting requirements. In addition, much of the basic data collected through VEIS will be useful for numerous State and local reports.

To comply with an U. S. Office of Education requirement that VEIS be compatible with the Basic Educational Data System (BEDS) (as defined at the time the VEIS design was being developed), the system design is centered around staff activity input data; that is, the data base for the system is staff activity. Nevertheless, during the design effort some thought was given toward utilizing a student record card as a data base. As a result, a preliminary student record card was developed and will be included in the VEIS Final Report, dated 1 October 1966.

During the course of designing the system, numerous conferences were held with Federal and State vocational education personnel to define the basic data needed to meet immediate reporting requirements. In addition, a tour of several States was made to survey existing vocational education report systems and procedures, processing techniques, and problems related to data collection and retrieval.

Once the basic data was defined a prototype system design was developed and field tested (demonstrated) in California. Although only a limited number of computer programs was written for the demonstration, the results were detailed enough to refine the prototype design for use as the universal system.

The contents of this manual are arranged in four chapters and a supplement as follows:

- a. Chapter 1, *System Description*, describes the objectives of the system and presents an overall description of the system.
- b. Chapter 2, *System Design Specifications*, presents the design specifications and supporting flow charts, input/output diagrams, and output format diagrams.
- c. Chapter 3, *Report Forms and Instructions*, contains all the data collection forms and associated instructions for collecting basic data for the system.
- d. Chapter 4, *Glossary*, contains terms and definitions for VEIS.
- e. The Supplement contains all the documentation generated for the State of California demonstration. In part, this documentation includes: collection forms and instructions, functional and technical flow charts, COBOL programs, and sample printouts.

CHAPTER 1

SYSTEM DESCRIPTION

SYSTEM OBJECTIVES

The system objectives for VEIS are grouped into two basic operating areas: Federal-level reporting requirements and State-level reporting requirements.

The Federal-level reporting requirements represent the prime objectives of the system. These objectives are met by the generation of a series of financial and statistical reports which are forwarded to the U.S. Office of Education. These data are presently prepared and processed using manual techniques and submitted to the U.S. Office of Education as part of the Federal "green forms." With the implementation of VEIS, these data will be machine processed, placed on magnetic tapes, and forwarded to the U.S. Office of Education. The U.S. Office of Education will establish a Data Bank consisting of vocational education data that will be available for preparing reports for other Federal agencies, State Departments of Education, and schools at local levels.

The State-level reporting requirements represent a secondary or supplementary objective of the system. The data collected primarily for use in the preparation of Federal-level reports can be used for the preparation of local-interest statistical reports for various operating groups at the State, Regional, District and school levels. Because the system lends itself to expansion, modifications can accommodate the increasing data collection and processing demands created as vocational education programs continue to grow.

The states will also establish a Data Bank that will serve as a basis for many State and local reports. Examples of such reports include:

- a. Reimbursement factors
- b. Enrollment trends and projections

- c. Expenditures for specific programs, schools, regions, etc.
- d. Statistical reports for other State departments

Another adjunct of this system is that the reporting procedures within a given State will gain a degree of uniformity. That is, the various State vocational education organizations (usually organized along the lines of major vocational education programs) will be required to report through a universal system instead of individual reporting divisions.

As shown in the frontispiece, VEIS is divided into three functional reporting levels: local, intermediate, and State. The reporting levels have been selected in an attempt to relate the originator of basic data to a particular reporting level (data source). Whether the data originates at a school and is forwarded directly to the State or whether it is first sent to an intermediate collection agency, is immaterial. The actual flow will be dictated by the availability of peripheral computer equipment; such as, key punches, card readers, and tapes, etc. The important element in the flow of data is that the basic data, either on cards, tape, or original collection forms, must be presented to the State-level in an accurate and usable form. To this end, the VEIS collection forms were designed. Table 1 lists the VEIS collection forms by number and title, identifies the reporting levels that must complete the forms, and briefly describes the purpose of each form. The actual forms and instructions are included in Chapter 3.

LOCAL-LEVEL REPORTING SECTION

The local-level reporting section is comprised of individual schools and/or school districts. The VEIS collection forms that originate at this level are included in Table 1.

The forms that originate within a school should be checked by a school administrator familiar with both the State and U.S. Office of Education reporting requirements and with the mechanics of VEIS. The school administrator should check for conformance to instructions and uniformity in the interpretation of instructions, especially in those schools where a unique situation may require supplementary instructions to all respondents.

If all the staff information is available at a central school (or school district) data depository, it may not be necessary for individual staff members to actually complete Staff Activity forms: the data could be entered on the forms by office personnel. The method used

Table 1. VEIS Collection Forms

| <u>No.</u> | <u>Title</u> | <u>Reporting Levels</u> | | | <u>Purpose</u> |
|------------|--|-------------------------|-------------|--------------|---|
| | | <u>Loc.</u> | <u>Reg.</u> | <u>State</u> | |
| 1 | Professional Staff Record for Vocational Education | X | X | X | Collects statistical information about vocational education personnel. |
| 2 | Follow-Up of Enrollees in Cooperative and Preparatory Vocational Education Programs | X | | | Collects statistical data on students that have completed various programs within a specific school. |
| 3 | Status of Professional Staff Training in Vocational Education | X | | | Collects statistical information about teacher training and administrative training programs. |
| 4 | Project Status and Expenditures of Area Vocational School Construction | X | | | Collects school construction statistics. |
| 5 | School Instructional Expenditures for Vocational Education - by Program | X | | | Collects specific school financial data as related to instruction in vocational education programs. |
| 6 | School Ancillary Service Expenditures for Vocational Education - by Program | X | | | Collects specific school financial data as related to ancillary services and work study in vocational education programs. |
| 7 | Expenditure of Federal Funds for State Board and State Teacher Education and Local Boards of Education for Vocational Education - by Program | | | X | Collects summary financial data related to the expenditure of Federal funds for State Board activities, State Teacher Education programs, and Local Boards of Education for vocational education. |
| 8 | Expenditure of State Funds for State Board and State Teacher Education and Local Boards of Education for Vocational Education - by Program | | | X | Collects summary financial data related to the expenditure of State funds for State Board activities, State Teacher Education programs, and Local Boards of Education for vocational education. |

Table 1. VEIS Collection Forms (Cont)

| <u>No.</u> | <u>Title</u> | <u>Reporting Levels</u> | | | <u>Purpose</u> |
|------------|---|-------------------------|-------------|--------------|--|
| | | <u>Loc.</u> | <u>Reg.</u> | <u>State</u> | |
| 9 | Expenditure of State and/or Local Funds for Vocational Education by Federal Act and Purpose | | | X | Collects summary financial data related to the expenditure of State and Local funds for vocational education. |
| 10 | Expenditure of Federal VEA '63 Funds for Vocational Education - by Purpose | | | X | Collects summary financial data related to the expenditure of Federal Vocational Education Act of 1963 funds for vocational education. |
| 11 | Financial Statement of Federal Funds for Vocational Education | | | X | Collects summary financial data related to the status of Federal funds received by the State through Federal Acts. |
| 12 | Staff Header Card for Vocational Education, Administrative Organization Unit | X | X | X | Identifies deck of punched cards for a particular reporting unit. |

to collect staff data is under the jurisdiction of the employing agency (school or school district).

After the data on the collection forms is transferred to punched cards, the original forms will be returned to the schools for their files. Once the data is on cards, the schools can request specific staff information from the State and updating of personnel files becomes a simple matter. As a result, the schools, as well as various State agencies, are provided with a ready source of data for reports and studies.

INTERMEDIATE-LEVEL REPORTING SECTION

The intermediate-level reporting section functions as an intermediate collection and processing agency for VEIS. All the forms completed by the local schools and school districts are forwarded to this location. The number of intermediate centers within a State will be determined by the State Department of Education. In determining the number and location of these centers, the following points should be considered:

- a. Existing regional organization for vocational education
- b. Availability of card readers, punches, and tape units
- c. Cost considerations, such as whether to set up intermediate centers or feed data directly to the State.

Depending upon the facilities available, the data is either keypunched, verified, and put on magnetic tape as unbatched records or the data is only keypunched and verified. Regional administrators complete Staff Activity forms and place this data in VEIS. After all the forms have been properly processed, the magnetic tape and/or punched cards are forwarded to the State Department of Education and the forms (basic data) returned to the local schools for their files.

STATE-LEVEL REPORTING SECTION

As shown in the frontispiece, the output developed at the intermediate-level is forwarded to the State-level reporting section. The State-level, in addition to being a functional reporting level, is also responsible for the preparation of all Federal and State reports developed from the raw data collected in VEIS. The majority of the computations and reports are prepared with the use of a computer and peripheral equipment located in the Data Processing Central.

Data received from the intermediate-level arrives either on magnetic tape or punched cards. Data on cards are written on magnetic tape at the State-level. State administrators, like all other vocational education personnel, complete Staff Activity forms. In addition, Financial Summary forms are prepared by State-level personnel. All the basic data entered into the system at the State-level is keypunched, verified, and written on tape. This data, together with regional inputs, comprise an input file of unbatched records for the Data Processing Central. Other inputs to the Central that are prepared at the State-level are parameter cards, used primarily for determining reimbursement factors, and search cards, used to select computer programs from the master file.

DATA PROCESSING CENTRAL

All the data processing functions necessary to compute reimbursement; to reduce the voluminous quantity of staff, school, and vocational education program statistics; and to prepare various financial statements are performed by the Data Processing Central. The Data Processing Central consists of 1) a high-speed digital computer, operated under stored program control, that employs a large readily accessible file and 2) peripheral equipment that includes a card reader or paper tape reader, magnetic tape adapters, and a high-speed printer (and possibly an on-line typewriter). For purposes of categorizing outputs, the Data Processing Central is divided into three subsystems: statistical, financial, and accessory.

Access to the computer (figure 1) is accomplished through the use of two sets of punched cards: search and parameter. Together, these cards are referred to as control cards. The search cards select the computer program which is stored in the master file, and the parameter cards are used to insert variable data into the system. The computer output consists of a series of Federal and State reports that are written on magnetic tapes for off-line printing; or, if the capability exists, an on-line hard-copy printout can be obtained. The Federal file, containing summary data that meets Federal reporting requirements, is forwarded to the U.S. Office of Education and the State file (Staff Data Bank and Program Data Bank) is retained for use in preparing reports for use by the State and school districts.

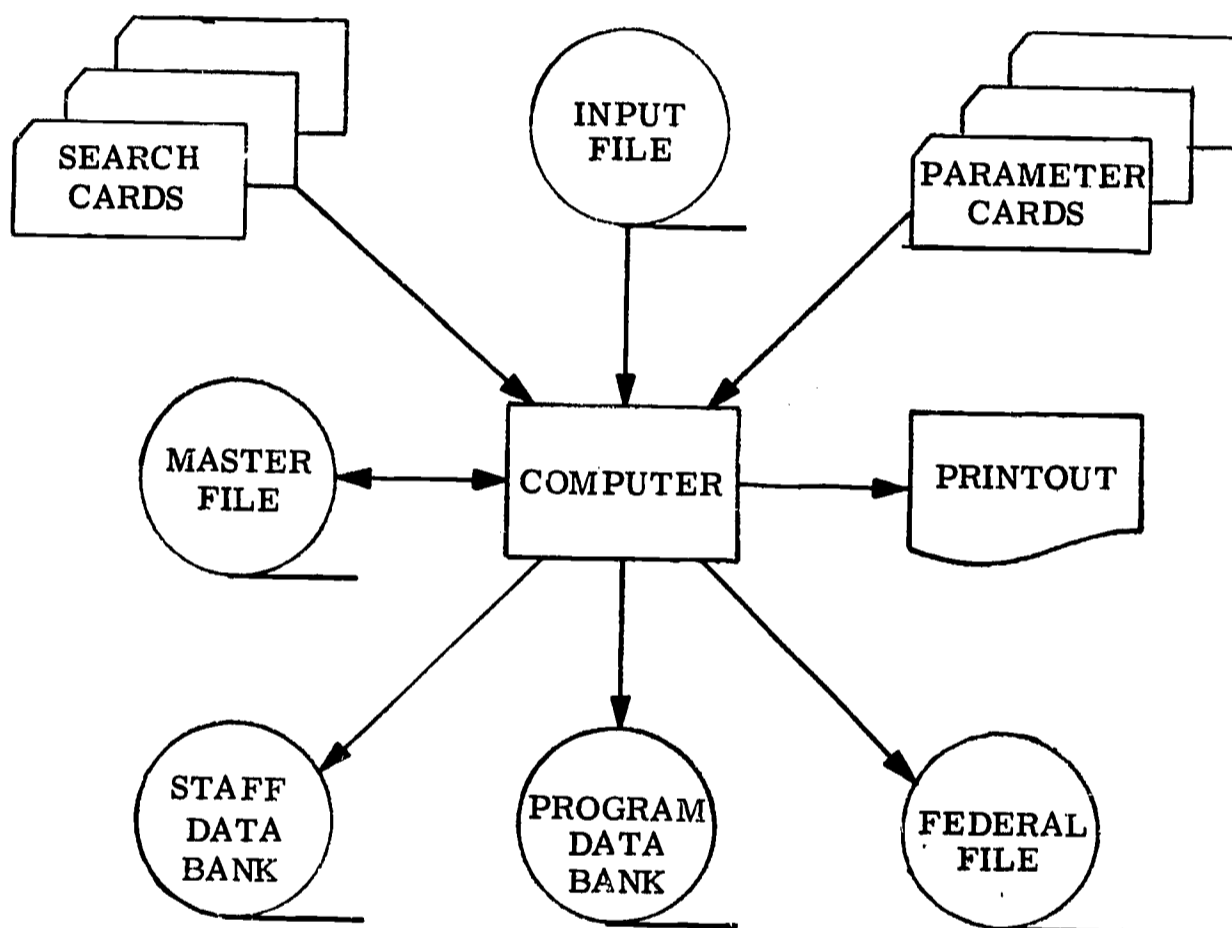


Figure 1. Computer Input/Output Flow Diagram

CHAPTER 2

SYSTEM DESIGN SPECIFICATIONS

This chapter contains the system design specifications for the universal VEIS. The chapter is divided into three sections, each keyed to one of the three subsystems (statistical, financial, and accessory) that comprise the Data Processing Central. Each section, in turn, describes the computer programs used to prepare specific report forms or to perform intermediate processing tasks required to meet Federal and internal State reporting requirements. The design specifications are presented in the form of input/output diagrams, functional flow charts, input and output tape formats, and printout formats.

SECTION 1

STATISTICAL SUBSYSTEM

The primary function of the Statistical subsystem (figure 2) is to facilitate retrieval and processing operations by pre-editing, pre-sorting, stamping, and packing the professional staff information that is stored in the Input File (magnetic tape). By rearranging the data, the input files are converted to a form suitable for further processing by the Statistical Subsystem as well as other subsystems. As the data is processed, controls for the total number of input records and the number of errors that are detected will be printed out on an on-line typewriter or printer. Unidentified professional staff data and records will also appear on the printed output.

The programs to retrieve the data in the Input File are stored on a magnetic tape, the Master File. Search cards are used to select a program from the Master File and load the program into core. All computer operations are controlled by an Executive Program that performs the following major functions:

- a. Call-in and transfer control to the requested programs
- b. Inform computer operator of the program assignment
- c. Inform the user of any unforeseen or unusual conditions

Parameter cards are used to read in and store additional information needed to compute the reimbursement factors. This information is stored in an accessible memory in the computer and is referred to as the Look-Up Table. This table contains approximately 1,000 codes for comparing staff activities to funds provided by the Federal Acts (George-Barden, Smith-Hughes, and Vocational Education Act of 1963). The number of codes in the Look-Up Table is determined by the subdivisions used to categorize activities to Federal funds.

The Input File is read, record by record, and all the activities reported by the professional staff are check against the Look-Up Table to determine if the activity is reimbursable.

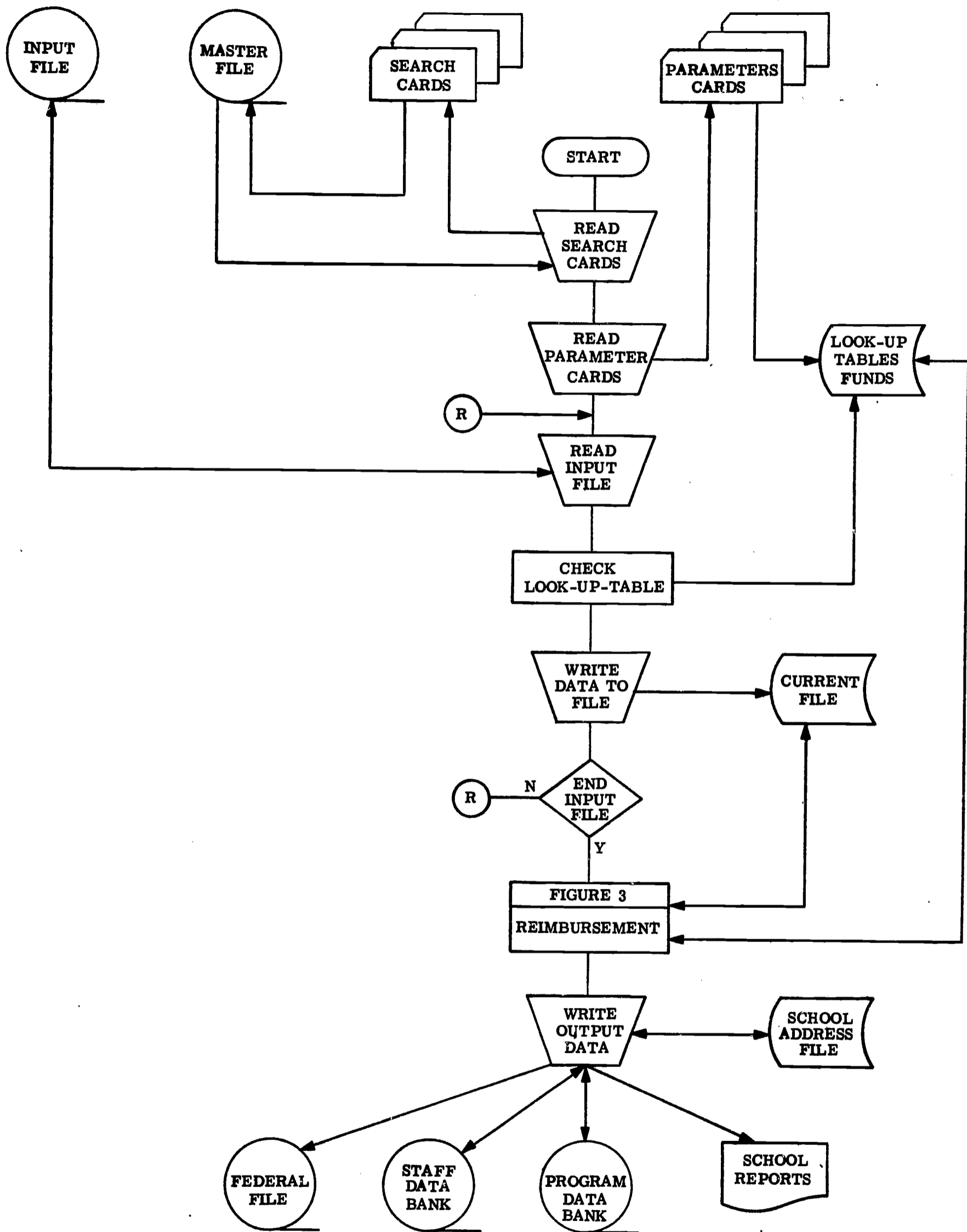


Figure 2. Statistical Subsystem, Functional Flow Chart

If it is, the activity is labeled with a BG, SH, or VE (George-Barden, Smith-Hughes, or Vocational Education Act of 1963) to identify the source of Federal funds. When all the input records have been processed, the reimbursement data is tallied, compared to total available Federal funds, and the reimbursement factors computed. After the reimbursement factors have been determined, the School Block of data (part of the Current File) is read into core, and the actual reimbursement for each Federal fund is printed out, as well as the total reimbursement for each school, each school district, each region, and a State total. Cumulative reimbursement totals by Federal fund and staff assignments are stored for use by other programs.

The Current File (disk file or drum) is divided into two files: Program and Staff. Provision should be made for a storage capacity for a minimum of 100,000 characters. The Program File contains all the information pertaining to a specific vocational education program; the Staff File contains information pertaining to staff members.

The School Address File (disk file or drum) contains school codes and school names and addresses. Provision should be made for a storage capacity of 50,000 characters minimum. This file is used to cross-reference school codes to school names and addresses and will be printed out with each reimbursement report.

STAFF ACTIVITY AND REIMBURSEMENT COMPUTATIONS PROGRAM

The Staff Activity section of the Staff Activity and Reimbursement Program pre-edits and pre-sorts the Input Files. The output developed by the Staff Activity Program is written on two tapes. One tape is referred to as the Staff Data Bank and the second, as the Program Data Bank. The data for these tapes originates with report Input Form VEIS-1, Parts I and II. A functional flow diagram of this program is shown in figure 3.

The output tape format for the Staff Data Bank is shown in figure 4. The Staff Block contains data on staff members employed at the school district, regional, or State levels. The first record of information within this block consists of 80 characters that identify the employing agency. This identification is obtained from the Staff Header Card (Input Form VEIS-12). The School Staff Block contains data on all the staff members (except teachers), and the Teacher Block contains the data on teachers for a school identified in the School Header Block. The number of characters in each Staff Block, School Staff Block, and Teacher Block will never exceed 10,000 characters.

The output tape format for the Program Data Bank is shown in figure 5. The Program Block by Teacher and Courses consists of variable length records. Input Form VEIS-1, Part II is the source of the variable basic data which will vary in size from 140 to 560 characters. Each Program Block lists all the teachers working in a given program and each of the activities for the teacher. The number of characters in each block will not exceed 10,000 characters.

The Reimbursement portion of the Staff Activity and Reimbursement Program computes the reimbursement factors from computational factors on the parameter cards and results obtained from the Staff Activity Section of this program. After the reimbursement factor is determined the Staff Data Bank is read and the reimbursement is computed for each reimbursable activity and summarized by the school, district, region and State. This summarized data is written on magnetic tape in the form of reports and can be printed on- or off-line.

SCHOOL-TYPE PROGRAM

The School-Type Program reads the Staff Data Bank and tallies the number of schools and/or agencies involved in vocational education. The listing developed is by vocational program, by type of school, and by type of program. The functional flow diagram of this program is shown in figure 6. The program produces two outputs: a magnetic tape that becomes part of the Federal File and a hard-copy output (figure 7).

PERSONNEL PROGRAM

The Personnel Program develops two files from the Staff Data Bank: teacher and State, and local administrators. The teacher file consists of types of teachers, vocational education programs, and types of programs. The administrator's flow chart for this program is shown in figure 8. The program produces two files that become part of the Federal File and a hard-copy output (figures 9 and 10).

STUDENT ENROLLMENT PROGRAM

The Student Enrollment Program reads the Program Data Bank and tallies the number of students by instructional program, instructional course, instructional grade, and sex.

The functional flow diagram for this program is shown in figure 11. The program produces two outputs: a magnetic tape that becomes part of the Federal File and a hard-copy output (figure 12).

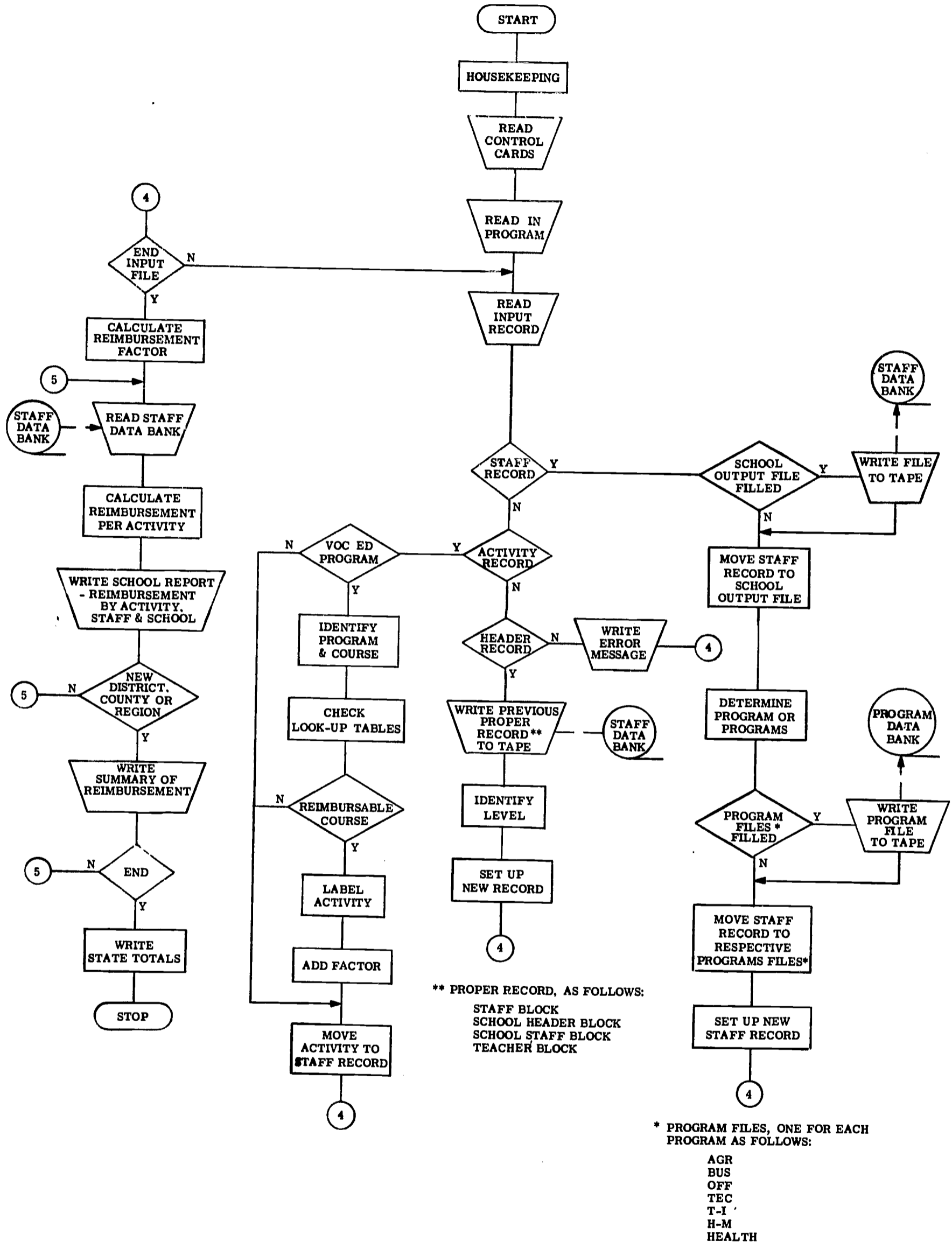


Figure 3. Staff Activity and Reimbursement Computations, Functional Flow Chart

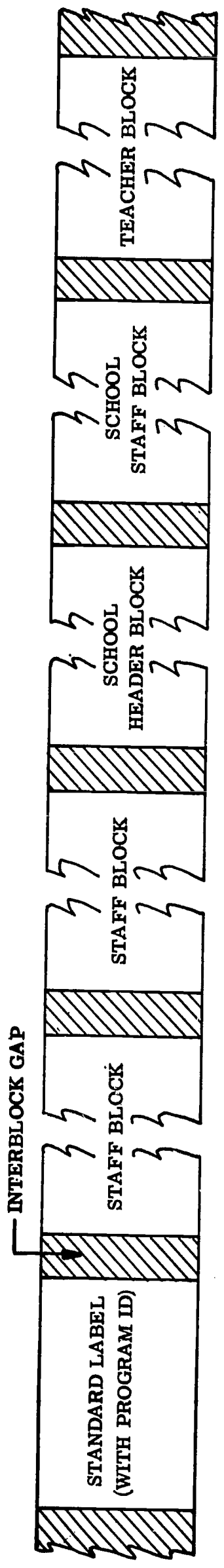


Figure 4. Staff Data Bank Tape Format

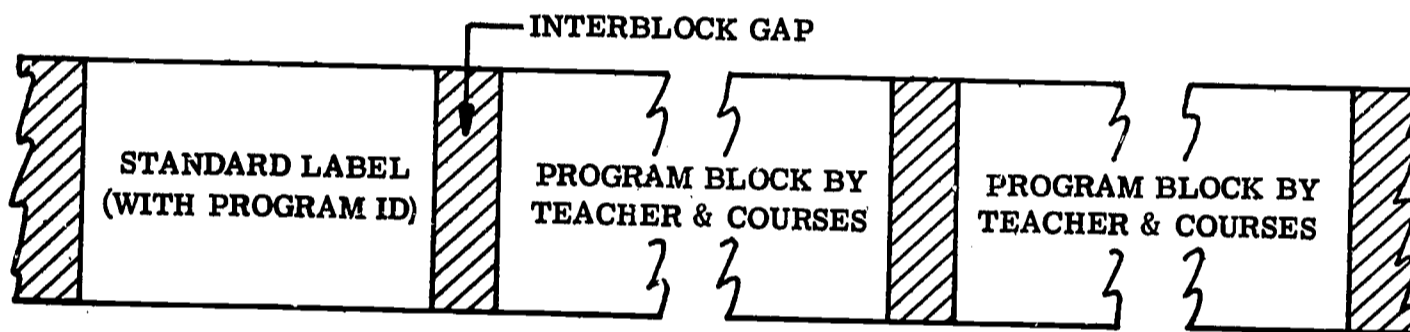
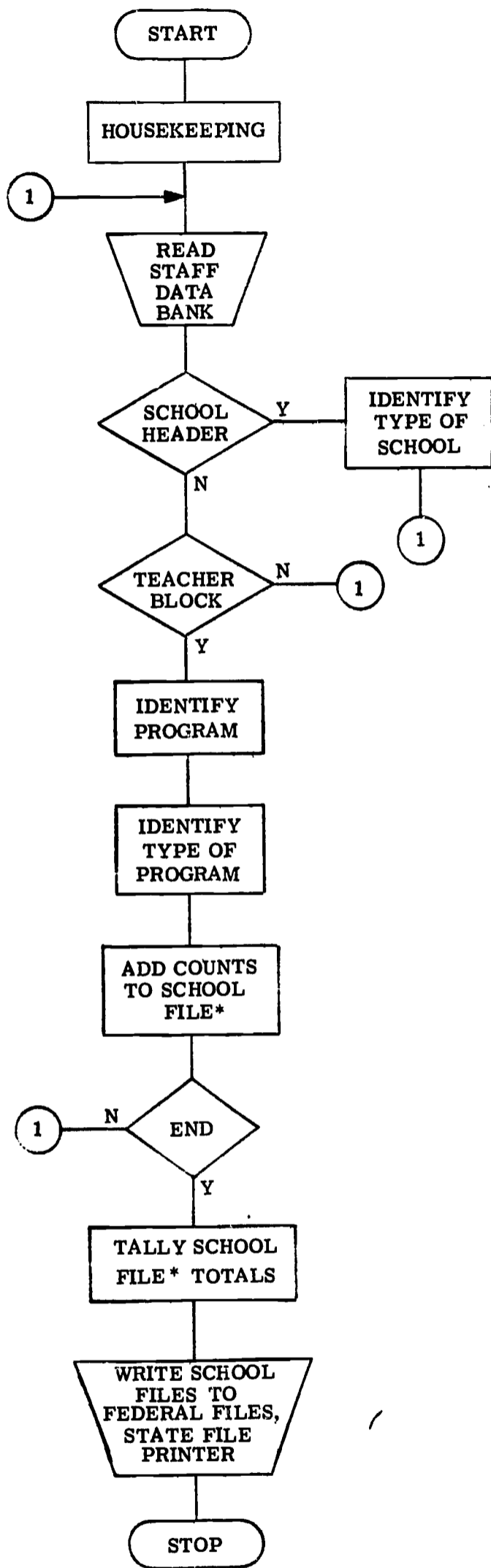


Figure 5. Program Data Bank Tape Format



* SCHOOL FILE: 850 CHARACTERS

Figure 6. School-Type Statistics, Functional Flow Chart

| NUMBER AND TYPE OF SCHOOLS OFFERING VOCATIONAL EDUCATION PROGRAMS | | | | | | | | | | |
|--|-------------------------------|---|-------|------------------------------|-----------------------------|-----------------------|---|--|----------------|--|
| VOCATIONAL PROGRAMS | TYPE OF PROGRAM | VOCATIONAL AND/OR TECHNICAL (SECONDARY) | | TECHNICAL VOCATIONAL (LOCAL) | COMMUNITY OR JUNIOR COLLEGE | UNIVERSITY OR COLLEGE | REGULAR OR COMPREHENSIVE SECONDARY SCHOOL | COMBINATION SECONDARY POST-SECONDARY VOCATIONAL TECHNICAL SCHOOL | UNDER CONTRACT | TOTAL SCHOOLS PER PROGRAM (UNDUPLICATED COUNT) |
| | | AREA OR REGIONAL | LOCAL | | | | | | | |
| | | (4)* | (4)* | (4)* | (4)* | (4)* | (4)* | (4)* | (4)* | (5)* |
| A. AGRICULTURE | ADULT COOPERATIVE PREPARATORY | | | | | | | | | |
| B. DISTRIBUTION | ADULT COOPERATIVE PREPARATORY | | | | | | | | | |
| C. HEALTH | ADULT COOPERATIVE PREPARATORY | | | | | | | | | |
| D. HOME ECONOMICS | ADULT COOPERATIVE PREPARATORY | | | | | | | | | |
| E. OFFICE | ADULT COOPERATIVE PREPARATORY | | | | | | | | | |
| F. TECHNICAL | ADULT COOPERATIVE PREPARATORY | | | | | | | | | |
| G. TRADES & INDUSTRY | ADULT COOPERATIVE PREPARATORY | | | | | | | | | |
| H. NUMBER OF SCHOOLS OFFERING ONE OR MORE TYPES OF PROGRAMS (UNDUPLICATED COUNT) | | | | | | | | | | |
| I. TOTAL NUMBER SCHOOLS (UNDUPLICATED COUNT) | | | | | | | | | | |

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 7. Number and Type of Schools Offering Vocational Education Programs, Printout Format

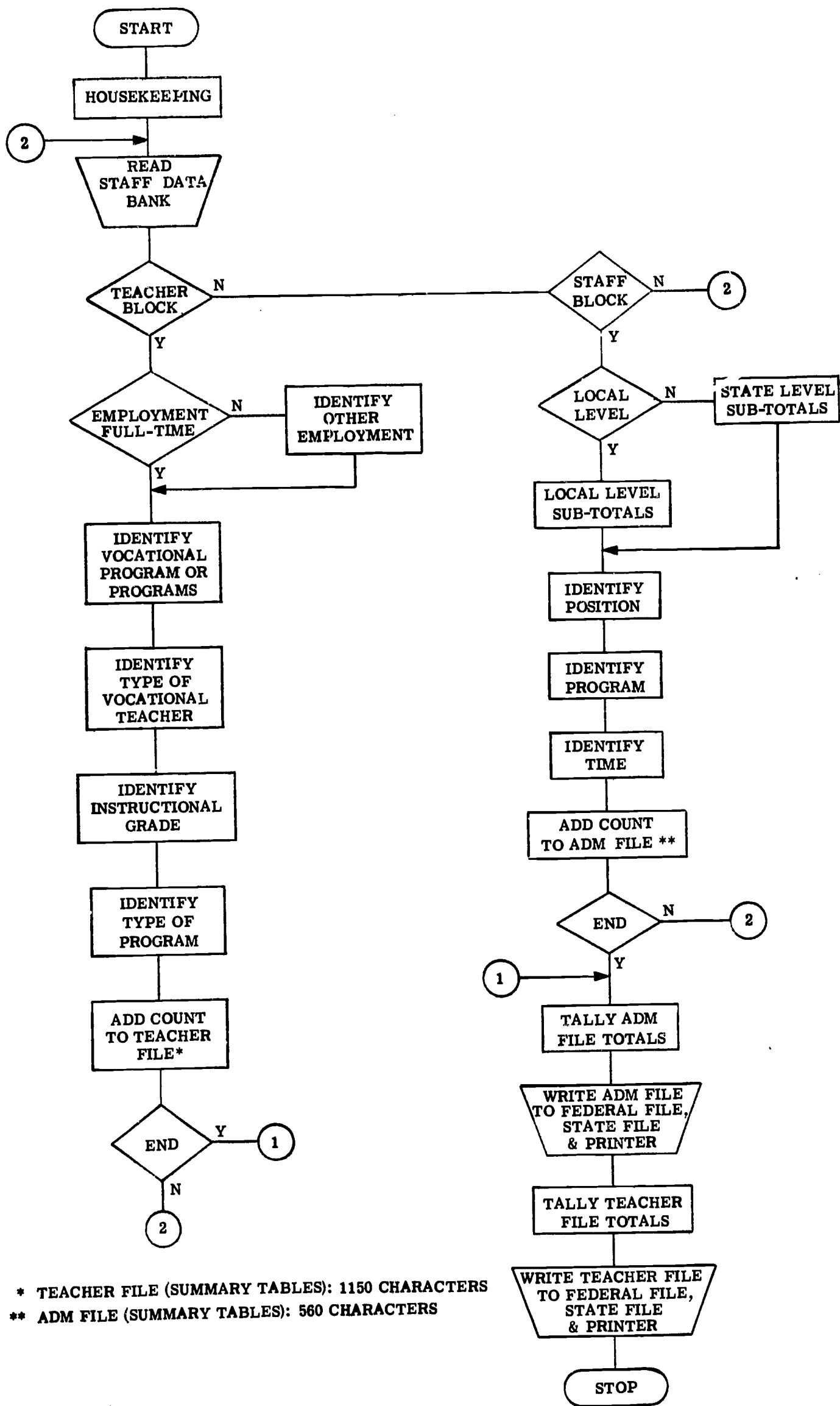


Figure 8. Personnel Statistics, Functional Flow Chart

| NUMBER OF STATE PERSONNEL AND LOCAL ADMINISTRATORS IN VOCATIONAL EDUCATION | | | | | | | | | | | | | | | | |
|--|---|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|
| TYPE OF POSITION | TOTAL ALL OCCUPATIONAL CLASSIFICATIONS (UNDUPLICATED COUNT) (5)* | PERSONS SERVING ALL CLASSIFICATIONS (5)* | AGRICULTURE | | DISTRIBUTION | | HEALTH | | HOME ECONOMICS | | OFFICE | | TECHNICAL | | TRADES & INDUSTRY | |
| | | | FULL-TIME (4)* | PART-TIME (4)* | FULL-TIME (4)* | PART-TIME (4)* | FULL-TIME (4)* | PART-TIME (4)* | FULL-TIME (4)* | PART-TIME (4)* | FULL-TIME (4)* | PART-TIME (4)* | FULL-TIME (4)* | PART-TIME (4)* | | |
| A. STATE LEVEL (SUB-TOTAL) | | | | | | | | | | | | | | | | |
| B. DIRECTOR (AREA) | | | | | | | | | | | | | | | | |
| C. SUPERVISOR | | | | | | | | | | | | | | | | |
| D. ASSISTANT SUPERVISOR | | | | | | | | | | | | | | | | |
| E. CURRICULUM SPECIALIST | | | | | | | | | | | | | | | | |
| F. RESEARCH SPECIALIST | | | | | | | | | | | | | | | | |
| G. YOUTH SPECIALIST | | | | | | | | | | | | | | | | |
| H. COUNSELOR | | | | | | | | | | | | | | | | |
| I. OTHER | | | | | | | | | | | | | | | | |
| J. LOCAL LEVEL (SUB-TOTAL) | | | | | | | | | | | | | | | | |
| K. CURRICULUM SPECIALIST | | | | | | | | | | | | | | | | |
| L. SUPERVISOR OR DIRECTOR | | | | | | | | | | | | | | | | |
| M. YOUTH SPECIALIST | | | | | | | | | | | | | | | | |
| N. COUNSELOR | | | | | | | | | | | | | | | | |
| O. OTHER | | | | | | | | | | | | | | | | |
| P. GRAND TOTAL | | | | | | | | | | | | | | | | |

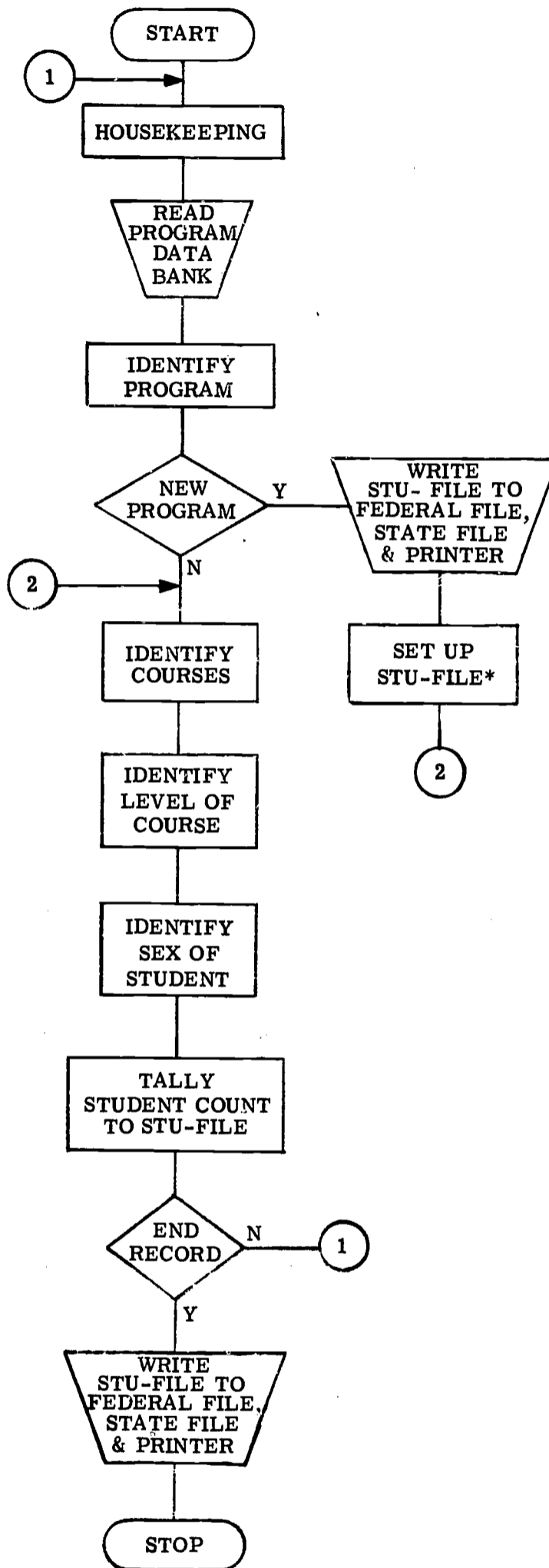
* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 9. Number of State Personnel and Local Administrators in Vocational Education, Printout Format

| NUMBER OF TEACHERS IN VOCATIONAL EDUCATION PROGRAMS | | | | | | | | | | | | | |
|---|---|-------------------------------|-------|---------------|---------------|----------------|---------------|--------------------------|------------------------------------|---|------------------------------|--|---------------|
| VOCATIONAL PROGRAMS | TYPE OF PROGRAM | TOTAL (UNDUPLICATED COUNT) | TOTAL | SECONDARY | | POST-SECONDARY | | NUMBER OF ADULT TEACHERS | | | | TEACHERS FOR PERSONS WITH SPECIAL NEEDS | |
| | | | | FULL- TIME | PART- TIME | FULL- TIME | PART- TIME | FULL- TIME | PART-TIME SECONDARY TEACHERS | PART-TIME POST-SECONDARY TEACHERS | FROM BUSINESS INDUSTRY | FULL- TIME | PART- TIME |
| | | (5)* | (5)* | (4)* | (4)* | (4)* | (4)* | (3)* | (4)* | (4)* | (4)* | (4)* | (4)* |
| A. AGRICULTURE | COOPERATIVE PREPARATORY SUPPLEMENTARY | | | | | | | | | | | | |
| B. DISTRIBUTION | COOPERATIVE PREPARATORY SUPPLEMENTARY | | | | | | | | | | | | |
| C. HEALTH | COOPERATIVE PREPARATORY SUPPLEMENTARY | | | | | | | | | | | | |
| D. HOME ECONOMICS | COOPERATIVE PREPARATORY SUPPLEMENTARY | | | | | | | | | | | | |
| E. OFFICE | COOPERATIVE PREPARATORY SUPPLEMENTARY | | | | | | | | | | | | |
| F. TECHNICAL | COOPERATIVE PREPARATORY SUPPLEMENTARY | | | | | | | | | | | | |
| G. TRADES & INDUSTRY | COOPERATIVE PREPARATORY SUPPLEMENTARY | | | | | | | | | | | | |
| H. WORK STUDY PROGRAM | | | | | | | | | | | | | |
| I. TOTAL | | | | | | | | | | | | | |

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 10. Number of Teachers in Vocational Education Programs, Printout Format



* STU-FILE: 5920 CHARACTERS

Figure 11. Student Enrollment, Functional Flow Chart

| ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS | | | | | | | | | | | | | |
|--|--|------|--------------|---------------|---------------------------|----------|----------|----------|--------------------------------|----------|-----------------------|---------------|----------------------------|
| INSTRUCTIONAL PROGRAM (3-DIGIT CODE) | INSTRUCTIONAL COURSE (4-DIGIT CODE) | SEX | GRAND TOTALS | BELOW GRADE 9 | SECONDARY LEVEL OF COURSE | | | | POST-SECONDARY LEVEL OF COURSE | | ADULT LEVEL OF COURSE | | PERSONS WITH SPECIAL NEEDS |
| | | | | | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | GRADE 13 | GRADE 14 | PREPARATORY | SUPPLEMENTARY | |
| | | (7)* | (7)* | (6)* | (6)* | (6)* | (6)* | (6)* | (6)* | (6)* | (6)* | (6)* | (6)* |
| | | M | | | | | | | | | | | |
| | | F | | | | | | | | | | | |
| | | M | | | | | | | | | | | |
| | | F | | | | | | | | | | | |
| | | M | | | | | | | | | | | |
| | | F | | | | | | | | | | | |

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 12. Enrollments in Vocational Education Programs, Printout Format

SECTION 2

FINANCIAL SUBSYSTEM

The purpose of the Financial Subsystem is to develop financial statements that will meet existant and future reporting requirements imposed by the U.S. Office of Education on the State Departments of Education. At the present, reporting obligations are fulfilled by means of the following Department of Health, Education and Welfare forms (commonly referred to as "green forms"):

- a. OE 4042 - Financial Statement of Federal Funds for Vocational Education
- b. OE 4043 - Expenditure of Funds for Vocational Education by Program
- c. OE 4044 - Expenditure of Funds for Vocational Education by Purpose

As shown in figure 13, each of the above forms is developed by the Financial Subsystem in the form of three summary tables. The outputs of the subsystem are printouts and a magnetic tape. The printouts are retained by the State for internal use and the tape is forwarded to the U.S. Office of Education as part of the Federal reporting requirements.

Each input record consists of 80 characters and is read and stored in designated locations in the tables. The storage location is identified by the field in the record and by record identification. After each input item is stored, the sub-totals are tallied.

The input requirements and table allocations for each financial output table (Tables 1, 2, and 3) are discussed in the following paragraphs; the data flow within the Financial Subsystems is illustrated in the functional flow chart, figure 14.

EXPENDITURE OF FUNDS BY PROGRAM, TABLE 1 (TAB 1)

The printout and output tape formats for Table 1 are shown in figures 15 and 16, respectively. The inputs for Table 1, and their sources, are listed below:

- a. The expenditure of Smith-Hughes, George-Barden, and VEA'63 funds for

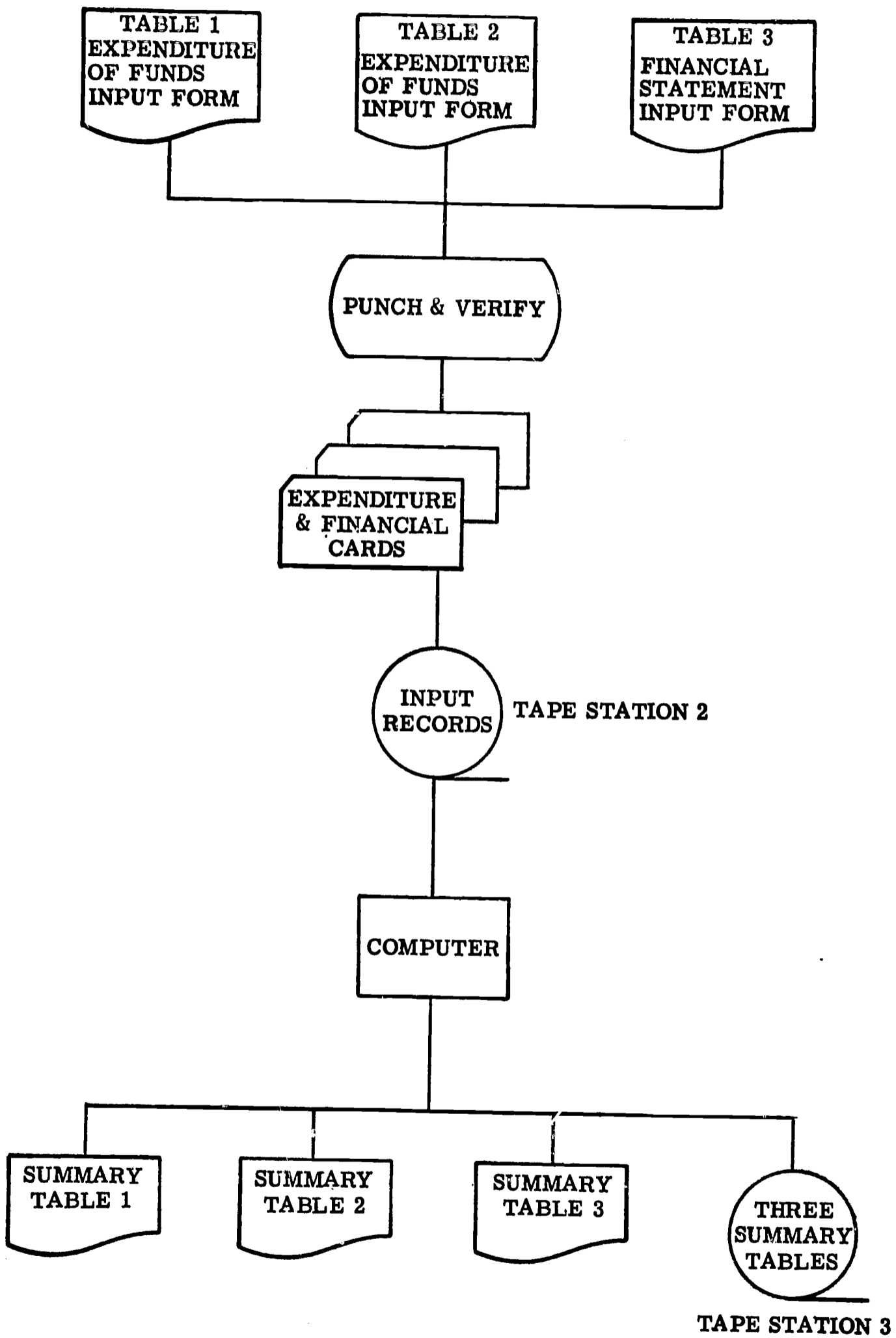


Figure 13. Financial Subsystem, Input/Output Diagram

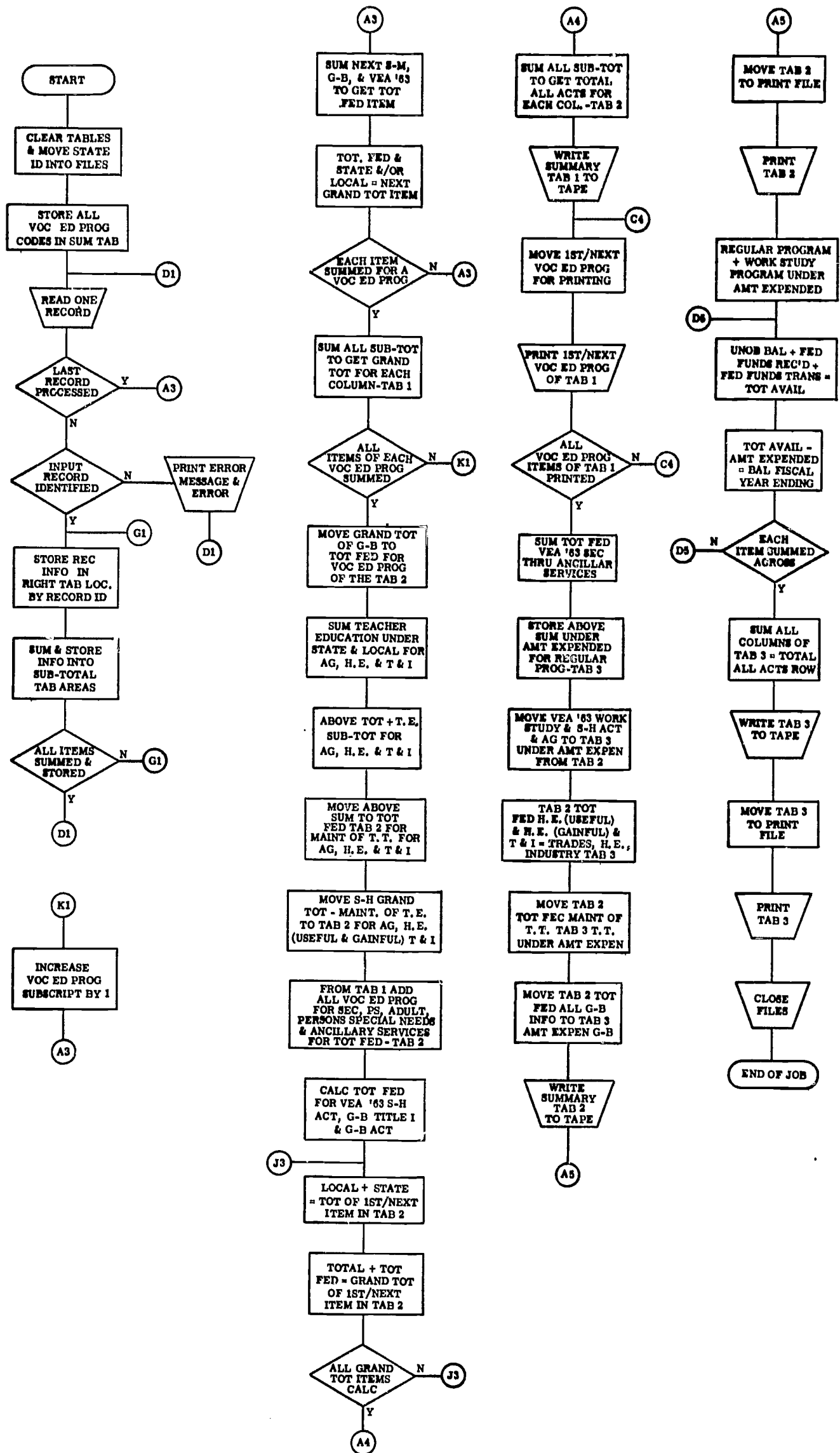


Figure 14. Financial Subsystem, Functional Flow Chart

| EXPENDITURE OF FUNDS FOR VOCATIONAL EDUCATION BY PROGRAM | | | | | | |
|--|---------------------|---------------------|-----------------------|----------------------|-----------------------|-----------------|
| VOC ED PROGRAM: _____ | | | | | | |
| GRAND TOTAL (FEDERAL/STATE/LOCAL) | GRAND TOTAL (9)* | STATE/LOCAL (9)* | TOTAL FEDERAL (9)* | SMITH-HUGHES (9)* | GEORGE-BARDEN (9)* | VEA' 63 (9)* |
| STATE BOARD VOCATIONAL EDUCATION (SUM) | | | | | | |
| ADMINISTRATION | | | | | | |
| RESEARCH | | | | | | |
| SUPERVISION | | | | | | |
| TEACHER EDUCATION | | | | | | |
| OTHER ALLOWABLE ITEMS | | | | | | |
| STATE TEACHER EDUCATION INSTITUTIONS (SUM) | | | | | | |
| TEACHER EDUCATION SALARY(S) | | | | | | |
| RESEARCH | | | | | | |
| OTHER ALLOWABLE ITEMS | | | | | | |
| LOCAL BOARDS OF EDUCATION (SUM) | | | | | | |
| ADMINISTRATION SALARY(S) | | | | | | |
| RESEARCH | | | | | | |
| SUPERVISION | | | | | | |
| TEACHER EDUCATION | | | | | | |
| OTHER ALLOWABLE ITEMS | | | | | | |
| INSTRUCTION (SUM) | | | | | | |
| SECONDARY | | | | | | |
| POST-SECONDARY | | | | | | |
| ADULT | | | | | | |
| PERSONS WITH SPECIAL NEEDS | | | | | | |
| INSTRUCTIONAL EQUIP AND SUPPLIES (SUM) | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| TRAVEL | | | | | | |
| OTHER ALLOWABLE ITEMS | | | | | | |
| VOC ED PROGRAM: _____ | | | | | | |
| GRAND TOTAL (FEDERAL/STATE/LOCAL) | | | | | | |

OUTPUT FORMAT IS REPEATED FOR EACH OF THE NINE VOCATIONAL EDUCATION PROGRAMS

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 15. Expenditure of Funds for Vocational Education by Program (Table 1), Printout Format

| YEAR | STATE CODE | GRAND TOTAL (SUM OF GRAND SUB-TOTALS) | STATE AND/OR LOCAL FUNDS | TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEAB3 FUNDS) | SMITH-HUGHES IS-HI FUNDS | GEORGE-BARBER IG-BI FUNDS | GEORGE-BARBER IG-BI FUNDS | VOCATIONAL EDUCATION ACT-1963 (VEA3) FUNDS |
|---|------------|---------------------------------------|--------------------------|--|--------------------------|---------------------------|---------------------------|--|
| (2) | (4) | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| GRAND SUB-TOTALS | | | | | | | | |
| STATE BOARD, VOCATIONAL EDUCATION (SUB-TOTALS)** | | | | | | | | |
| GRAND TOTAL (GRAND SUM OF SUB-TOTALS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| STATE AND/OR LOCAL FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEAB3 FUNDS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| SMITH-HUGHES IS-HI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| GEORGE-BARBER IG-BI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| VOCATIONAL EDUCATION ACT-1963 (VEA3) FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| ADMINISTRATION SALARIES† | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| RESEARCH | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| SUPERVISION | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| TEACHER EDUCATION | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| OTHER ALLOWABLE ITEMS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| STATE TEACHER EDUCATION INSTITUTIONS (SUB-TOTALS)** | | | | | | | | |
| GRAND TOTAL (GRAND SUM OF SUB-TOTALS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| STATE AND/OR LOCAL FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEAB3 FUNDS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| SMITH-HUGHES IS-HI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| GEORGE-BARBER IG-BI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| VOCATIONAL EDUCATION ACT-1963 (VEA3) FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| TEACHER EDUCATION SALARIES† | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| RESEARCH | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| OTHER ALLOWABLE ITEMS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| LOCAL BOARDS OF EDUCATION (SUB-TOTALS)** | | | | | | | | |
| GRAND TOTAL (GRAND SUM OF SUB-TOTALS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| STATE AND/OR LOCAL FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEAB3 FUNDS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| SMITH-HUGHES IS-HI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| GEORGE-BARBER IG-BI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| VOCATIONAL EDUCATION ACT-1963 (VEA3) FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| INSTRUCTION (SUM OF DETAIL TOTALS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| SECONDARY | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| POST-SECONDARY | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| ADULT | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| PERSONS WITH SPECIAL NEEDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| INSTRUCTIONAL EQUIPMENT (SUM OF DETAIL TOTALS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| SUPPLIES | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| EQUIPMENT | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| INSTRUCTIONAL EQUIPMENT (DETAIL TOTALS)† | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| TRAVEL (SUB-TOTALS) | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| STATE AND/OR LOCAL FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| SMITH-HUGHES IS-HI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| GEORGE-BARBER IG-BI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| VOCATIONAL EDUCATION ACT-1963 (VEA3) FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| OTHER ALLOWABLE ITEMS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| STATE AND/OR LOCAL FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| SMITH-HUGHES IS-HI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| GEORGE-BARBER IG-BI FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| VOCATIONAL EDUCATION ACT-1963 (VEA3) FUNDS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |
| OTHER ALLOWABLE ITEMS | | (9) | (9) | (9) | (9) | (9) | (9) | (9) |

- ** VOCATIONAL EDUCATION PROGRAM CODES:
- 0300 - AGRICULTURE
 - 0400 - DISTRIBUTION/MARKETING
 - 0500 - HEALTH
 - 0600 - HOME ECONOMICS (USEFUL EMPLOYMENT)
 - 0700 - HOME ECONOMICS (GAINFUL EMPLOYMENT)
 - 1200 - OFFICE
 - 1400 - TECHNICAL
 - 1500 - TRADES AND INDUSTRY
 - 1700 - FISHERIES
 - 1900 - LANGUAGE

** THE TAPES FOR EACH "SUB-TOTAL" AND "DETAIL TOTAL" IS IDENTICAL TO THE "ASSOCIATED" "SUM OF SUB-TOTALS" FORMAT

END OF RECORD

† THE TAPE LAYOUT IS REPEATED FOR EACH VOCATIONAL EDUCATION PROGRAM.

Figure 16. Expenditure of Funds for Vocational Education by Program, Record Tape Output Format

vocational education personnel is obtained from the Statistical Subsystem (Section 1 of this chapter).

- b. The expenditure of Smith-Hughes, George Barden, and VEA'63 funds for supplies, equipment, travel, and other allowable items under State Board Vocational Education, State Teacher Education Institutions, and Local Boards of Education, and Other Allowable Items are obtained from Input Form VEIS-7.
- c. Expenditure of State and Local funds is obtained from Input Form VEIS-8. However, it is also possible to utilize the results from the School Ancillary and School Instructional computer programs of the Accessory Subsystem (Section 3 of this chapter). This is accomplished by using the Grand Totals of each collection item obtained through the use of the above programs as the input Grand Total for Table 1 (see figure 15). Then, by subtracting the Total Federal entries in Table 1 from the Grand Total, the State/Local funds for each item is obtained.

The number of fields allocated to Table 1 is determined by the number of collection items, categories of funding information, and vocational education program (Agriculture, Health, Office, etc.) identification. As shown in figure 15, there are twenty-seven collection items (listed in left column of printout) for each of the six categories of funding information (six columns of data). With one field assigned to the vocational program identification and one field for each item, Table 1 consists of 163 fields for one vocational education program:

$$(6 \text{ fields} \times 27 \text{ items}) + 1 \text{ ID field} = 163 \text{ fields}$$

If each of the item fields consists of nine characters and the identification field consists of four characters, the total number of characters for one vocational education program consists of 1462 characters:

$$(162 \text{ fields} \times 9 \text{ characters}) + 4 \text{ character ID} = 1462 \text{ characters}$$

Therefore, a complete Table 1 consists of 163 fields times the number of vocational education programs reported by a particular State. If the State reports ten programs (maximum number), the table will consist of 1630 fields, or 14,620 characters, plus two fields of two characters each for the year and State codes (figure 15) for a total of 14,624 characters.

If this table and the other two financial tables (Tables 2 and 3) are too large for the

available computer, one vocational education program can be processed at a time. Before the processing cycle starts, the input data for Table 1 must first be sorted by vocational education program prior to entering the computer. When a new program code is read, the computer processes the previous program's input and generates an output. All the data for one program, including writing the results on tape and generating a printout, must be processed before clearing the table (163 fields, 1462 characters) and reading the input for the next vocational education program.

To avoid an excessive number of computer program instructions, when summarizing or moving tabular information in core, three levels of subscripting are used. In a 3-level subscript Table 1, the first subscript variable represents the specific vocational education program, the second subscript variable represents each item line, and the third subscript variable represents each column. For example, in figure 15, the first subscript variable is one through ten, representing the maximum number of vocational education programs; the second variable is one through twenty-seven, representing the number of lines in the form; and the third variable is one through six, representing the individual columns on the form. Thus, only one formula with variable entries is necessary to find or move program sub-totals and grand-totals both vertically and horizontally on the form. Using figure 15, assume

I = vocational education program number

J = item line number

K = column number

then:

$$\text{Column-entry (I, J, 4)} + \text{Column-entry (I, J, 5)} + \text{Column-entry (I, J, 6)} \\ = \text{Column-entry (I, J, 3)}$$

Increasing J by increments of one, from 1 to 27, the Grand Total for the Federal column (column 3) is obtained for any vocational education program (I).

The printout format is based on 120 locations for each line of data. To store each line of output requires a subscript title table consisting of 1134 characters (42 maximum characters x 27 lines of output) in which all the titles on the left side of the printout are program stored. To save storage location, it is suggested that the titles from the title table and the answers from Table 1 be moved into the print format of 120 locations, one output line at a time.

EXPENDITURE OF FUNDS BY PURPOSE, TABLE 2 (TAB 2)

The printout and output tape formats for Table 2 are shown in figures 17 and 18, respectively. A number of the inputs for Table 2, listed below, are obtained by utilizing specific Table 1 outputs.

- a. Expenditure of Total Federal funds for Secondary, Post-Secondary, Adult, and Persons With Special Needs items under VEA'63 (figure 17) is obtained by first summing the Secondary item under Local Boards of Education in the VEA'63 column of Table 1 for all vocational education programs and storing this information in Table 2 for VEA'63 Secondary in the Total Federal column. Then, using the same procedure, sum and store data for the Post-Secondary, Adult, and Persons With Special Needs items. If computer limitations necessitate processing by individual vocational education programs (1462 characters for one program as compared to 14,620 characters for ten programs), four extra fields must be reserved to tally Secondary, Post-Secondary, Adult, and Persons With Special Needs items before clearing the table for processing the next vocational education program.
- b. Expenditure of Total Federal funds for VEA'63 Ancillary Services is obtained by summing all the Administration Salaries, Research, Supervision and Teacher Education under VEA'63 for all vocational education programs in Table 1. This sum is then transferred to Table 2 under the Total Federal column for the VEA'63 Ancillary Services. If computer limitations necessitate processing by individual vocational education program (1,462 characters versus 14,620 characters) one extra field must be reserved to tally Ancillary Services items before clearing the table for processing the next vocational education program.
- c. Expenditure of Total Federal Smith-Hughes funds is obtained by first summing the following items in Table 1 under Smith-Hughes funds: Teacher Education under State Board Vocational Education, State Teacher Education Institutions, and Local Boards of Education for Agriculture, Home Economics (Useful plus Gainful) and Trades and Industry. These totals are then entered for the corresponding vocational education programs in Table 2 under Smith-Hughes Maintenance of Teacher Training. These totals are, in turn, subtracted from the Grand Total entry in the Smith-Hughes column of Table 1 to obtain the other Smith-Hughes Total Federal entries in Table 2. That is, Total Federal entries for Agriculture,

| EXPENDITURE OF FUNDS FOR VOCATIONAL EDUCATION BY PURPOSE | | | | | |
|--|---------------------|-----------------------|---------------------------|---------------|---------------|
| GRAND TOTAL (FEDERAL/STATE/LOCAL) | GRAND TOTAL (9)* | TOTAL FEDERAL (9)* | TOTAL STATE/LOCAL (9)* | STATE (9)* | LOCAL (9)* |
| VOCATIONAL EDUCATION ACT OF 1963 (SUM) | | | | | |
| SECONDARY | | | | | |
| POST-SECONDARY | | | | | |
| ADULT | | | | | |
| PERSONS WITH SPECIAL NEEDS | | | | | |
| CONSTRUCTION | | | | | |
| ANCILLARY SERVICES | | | | | |
| WORK STUDY | | | | | |
| SMITH-HUGHES ACT (SUM) | | | | | |
| AGRICULTURE | | | | | |
| HOME ECONOMICS, USEFUL EMPLOYMENT | | | | | |
| HOME ECONOMICS, GAINFUL EMPLOYMENT | | | | | |
| TRADES AND INDUSTRY | | | | | |
| MAINTENANCE OF TEACHER TRAINING (SUM) | | | | | |
| AGRICULTURE | | | | | |
| HOME ECONOMICS | | | | | |
| TRADES AND INDUSTRY | | | | | |
| GEORGE-BARDEN ACT (SUM) | | | | | |
| TITLE I (SUM) | | | | | |
| AGRICULTURE | | | | | |
| DISTRIBUTION | | | | | |
| HOMEMAKING | | | | | |
| HOME ECONOMICS, GAINFUL | | | | | |
| TRADES AND INDUSTRY | | | | | |
| FISHERIES | | | | | |
| TITLE II - HEALTH | | | | | |
| TITLE III - TECHNICAL | | | | | |

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 17. Expenditure of Funds for Vocational Education by Purpose (Table 2), Printout Format

| | | | |
|--|---------------------|---|-------------|
| GRAND SUB-TOTALS | | | |
| GRAND TOTAL (SUM OF GRAND SUB-TOTALS) | TOTAL FEDERAL FUNDS | TOTAL STATE & LOCAL FUNDS (SUM OF STATE & LOCAL) | LOCAL FUNDS |
| (9) | (9) | (9) | (9) |

* THE TAPE FORMAT FOR EACH "SUB-TOTAL" AND "DETAIL TOTAL" IS IDENTICAL TO THE ASSOCIATED "SUM OF SUB-TOTALS" FORMAT

| | | | |
|--|---------------------|---|-------------|
| VOCATIONAL EDUCATION ACT OF 1963 (SUB-TOTALS)* | | | |
| GRAND TOTAL (GRAND SUM OF SUB-TOTALS) | TOTAL FEDERAL FUNDS | TOTAL STATE & LOCAL FUNDS (SUM OF STATE & LOCAL) | LOCAL FUNDS |
| (9) | (9) | (9) | (9) |
| | | | |

| | | | |
|--|---------------------|---|-------------|
| SMITH-HUGHES ACT (SUM OF SUB-TOTALS) | | | |
| GRAND TOTAL (GRAND SUM OF SUB-TOTALS) | TOTAL FEDERAL FUNDS | TOTAL STATE & LOCAL FUNDS (SUM OF STATE & LOCAL) | LOCAL FUNDS |
| (9) | (9) | (9) | (9) |
| | | | |

| | | | |
|--|---------------------|---|-------------|
| GEORGE HARDEN ACT (SUM OF SUB-TOTALS) | | | |
| GRAND TOTAL (GRAND SUM OF SUB-TOTALS) | TOTAL FEDERAL FUNDS | TOTAL STATE & LOCAL FUNDS (SUM OF STATE & LOCAL) | LOCAL FUNDS |
| (9) | (9) | (9) | (9) |
| | | | |

END OF RECORD

Figure 18. Expenditure of Funds for Vocational Education by Purpose, Record Tape Output Format

- Home Economics (Useful Employment), Home Economics (Gainful Employment), and Trades and Industry.
- d. Expenditure of Total Federal George-Barden funds is obtained by transferring Table 1 Total Federal entries for each George-Barden item to the corresponding item under Total Federal George-Barden in Table 2.

Other input sources for Table 2 are listed below:

- a. Expenditure of Local funds, by Federal Act (Smith-Hughes, George-Barden, and VEA'63), is obtained from Input Form VEIS-9.
- b. Expenditure of State funds, by Federal Act (Smith-Hughes, George-Barden, VEA'63), is obtained from Input Form VEIS-9.
- c. Expenditure of Federal VEA'63 funds for construction is obtained by using the results of the School Construction computer program of the Accessory Subsystem.
- d. Expenditure of Federal VEA'63 funds for Work Study is obtained by using the results of the School Ancillary computer program of the Accessory Subsystem. The program provides a Grand Total of VEA'63 funds: the Federal funds are obtained by subtracting the total State/Local funds from this Grand Total.

As shown in figure 17, Table 2 consists of five fields of 28 collection items each, for a total of 140 fields. Each field consists of nine characters for a total of 1,260 characters. Two-level (double) variable subscript labeling of item lines and columns is recommended to facilitate sub-total procedures. A subscript title table will consist of 40 characters (maximum required) for 28 titles, or 1,120 characters. Storing and printing one 120-character line at a time, instead of storing and printing the entire formatted table, will save storage locations.

FINANCIAL STATEMENT OF FEDERAL FUNDS, TABLE 3 (TAB 3)

The printout and output tape formats for Table 3 are shown in figures 19 and 20, respectively. The following inputs to Table 3 are derived from selected data in Table 2:

- a. The Amount Expended for VEA'63 Act is obtained by first summing VEA'63 Secondary, Post-Secondary, Adult, Persons with Special Needs, Construction and Ancillary Services items under the Total Federal column in Table 2 and then storing this sum under VEA'63 Regular Programs in the Amount Expended column in Table 3. Then, move the VEA'63 Work Study entry in Total Federal column of Table 2 to the VEA'63 Work Study Program in the Amount Expended column of Table 3.

- b. The Amount Expended for Smith-Hughes Act is obtained by:
1. Moving the Smith-Hughes Act Agriculture entry under the Total Federal column in Table 2 to the corresponding entry in the Amount Expended column of Table 3.
 2. Summing Smith-Hughes Trades and Industry and Home Economics (Useful Employment plus Gainful Employment) entries under the Total Federal column in Table 2 and moving the sum to the Smith-Hughes Trade, Home Economics, Industry under the Amount Expended column in Table 3.
 3. Moving Smith-Hughes Maintenance of Teacher Training Sum under Total Federal column in Table 2 to Smith-Hughes Teacher Training under Amount Expended in Table 3.
- c. The Amount Expended for George-Barden Act is obtained by moving the entries under Total Federal of Table 2 to corresponding George-Barden items in Table 3.

All other inputs necessary to complete Table 3 are obtained from Input Form VEIS-11.

As shown in figure 19, Table 3 consists of six fields of 17 collection items each, for a total of 102 fields. Each field consists of nine characters for a 918-character table. Two-level (double) variable labeling of item lines and columns is recommended to facilitate the processing of table inputs. A subscript title table will consist of 38 characters (maximum required) for 17 titles (listing on left side of table), or a total of 646 characters) instead of storing and printing the entire formatted table (1,120 characters) will save storage locations.

LOCATION REQUIREMENTS FOR TABLES

A summary of location requirements for Tables 1, 2, and 3 follows:

| <u>Location Requirements</u> | <u>Table 1</u> | <u>Table 2</u> | <u>Table 3</u> | <u>Total</u> |
|------------------------------|----------------|----------------|----------------|--------------|
| Data entries (minimum*) | 1,466 | 1,260 | 918 | 3,644 |
| Data entries (maximum **) | 14,624 | 1,260 | 918 | 16,802 |
| Collection item titles | 1,134 | 1,120 | 646 | 2,900*** |

* Table 1 consists of only one vocational education program.

** Table 1 consists of ten vocational education programs.

*** Add approximately 1,000 characters for table titles and column headings.

| FINANCIAL STATEMENT OF FEDERAL FUNDS FOR VOCATIONAL EDUCATION | | | | | | |
|---|---|--|--|---|-----------------|-------------------------------|
| | UNOBLIGATED BALANCE PREVIOUS YEAR | FEDERAL FUNDS RECEIVED DURING YEAR | FEDERAL FUNDS TRANSFERRED (+ OR -) | TOTAL AVAIL FOR EXPENDITURE DURING YEAR | AMOUNT EXPENDED | BALANCE FISCAL YEAR ENDING |
| | (9)* | (9)* | (9)* | (9)* | (9)* | (9)* |
| GRAND TOTAL (ALL ACTS) | | | | | | |
| VOCATIONAL EDUCATION ACT OF 1963 (SUM) | | | | | | |
| REGULAR PROGRAM - SECTION 3 | | | | | | |
| WORK STUDY PROGRAM - SECTION 13 | | | | | | |
| SMITH-HUGHES ACT (SUM) | | | | | | |
| AGRICULTURE | | | | | | |
| TRADE, HOME ECONOMICS, INDUSTRY | | | | | | |
| TEACHER TRAINING | | | | | | |
| GEORGE-BARDEN ACT (SUM) | | | | | | |
| TITLE I (SUM) | | | | | | |
| AGRICULTURE | | | | | | |
| DISTRIBUTION | | | | | | |
| HOME ECONOMICS | | | | | | |
| TRADES AND INDUSTRY | | | | | | |
| FISHERIES | | | | | | |
| TITLE II - HEALTH | | | | | | |
| TITLE III - TECHNICAL | | | | | | |

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 19. Financial Statement of Federal Funds for Vocational Education (Table 3), Printout Format

| GRAND SUB-TOTALS | | | | | |
|--|---|---|--|--------------------------|---------------------------------------|
| UNOBLIGATED BALANCE PREVIOUS YEAR (ITEM 1) | FEDERAL FUNDS RECD DURING YEAR (ITEM 2) | FEDERAL FUNDS TRANSFERRED (+ OR -) (ITEM 3) | TOTAL AVAIL FOR EXPEN DURING YEAR (ITEM 4) (ITEMS 1 + 2 + 3) | AMOUNT EXPENDED (ITEM 5) | BALANCE FISCAL YEAR (ITEM 5 - ITEM 4) |
| (9) | (9) | (9) | (9) | (9) | (9) |

THE TAPE FORMAT FOR EACH "SUB-TOTAL" AND "DETAIL TOTAL" IS IDENTICAL TO THE ASSOCIATED "SUM OF SUB-TOTALS" FORMAT

| VOCATIONAL EDUCATION ACT OF 1963 (SUM OF SUB-TOTALS) | | | | | |
|--|------------------------------------|--|--|-------------------------------------|--------------------------------|
| UNOBLIGATED BALANCE PREVIOUS YEAR (9) | FEDERAL FUNDS RECD DURING YEAR (9) | FEDERAL FUNDS TRANSFERRED (+ OR -) (9) | TOTAL AVAIL FOR EXPEND DURING YEAR (9) | AMOUNT EXPENDED (9) | BALANCE FISCAL YEAR ENDING (9) |
| VOCATIONAL EDUCATION ACT OF 1963 (SUB-TOTALS) | | | | | |
| | | REGULAR PROGRAMS SECTION 3 (54) | | | |
| | | | | WORK STUDY PROGRAMS SECTION 13 (54) | |

| SMITH-HUGHES ACT (SUM OF SUB-TOTALS) | | | | | |
|---------------------------------------|------------------------------------|--|--|---------------------------------------|--------------------------------|
| UNOBLIGATED BALANCE PREVIOUS YEAR (9) | FEDERAL FUNDS RECD DURING YEAR (9) | FEDERAL FUNDS TRANSFERRED (+ OR -) (9) | TOTAL AVAIL FOR EXPEND DURING YEAR (9) | AMOUNT EXPENDED (9) | BALANCE FISCAL YEAR ENDING (9) |
| SMITH-HUGHES ACT (SUB-TOTALS) | | | | | |
| | | AGRICULTURE (54) | | | |
| | | | | TRADES & INDUSTRY HOME ECONOMICS (54) | |
| | | | | TEACHER TRAINING (54) | |

| GEORGE-BARDEN ACT (SUM OF SUB-TOTALS) | | | | | |
|---------------------------------------|------------------------------------|--|--|---------------------|--------------------------------|
| UNOBLIGATED BALANCE PREVIOUS YEAR (9) | FEDERAL FUNDS RECD DURING YEAR (9) | FEDERAL FUNDS TRANSFERRED (+ OR -) (9) | TOTAL AVAIL FOR EXPEND DURING YEAR (9) | AMOUNT EXPENDED (9) | BALANCE FISCAL YEAR ENDING (9) |

| GEORGE-BARDEN ACT (SUB-TOTALS) | | | | | | | | | | |
|-------------------------------------|------------------|-------------------|---------------------|------------------------|----------------|----------------------|-------------------------|-----------------|---------------|--|
| TITLE I (DETAIL TOTALS) | | | | | | | | | | |
| TITLE I (SUM OF DETAIL TOTALS) (54) | AGRICULTURE (54) | DISTRIBUTION (54) | HOME ECONOMICS (54) | TRADES & INDUSTRY (54) | FISHERIES (54) | TITLE II HEALTH (54) | TITLE II TECHNICAL (54) | END OF FILE (1) | END OF RECORD | |

Figure 20. Financial Statement of Federal Funds for Vocational Education, Record Tape Output Format



INPUT ERROR CHECKS

Input error checks that should be used to establish the validity of the input data are listed below. These checks are primarily keyed to codes used on the input forms. Additional error detection schemes, such as checking magnitudes of individual entries and sums for logical values, can also be programmed into the system.

a. VEIS-8

1. Check input form identification codes U.V., and W for Parts 1, 2, and 3, respectively.
2. Check vocational education program code.

b. VEIS-9

1. Check input form identification codes Q, R, and S for Parts 1, 2, and 3, respectively.
2. Check source of funds code for a one or two.

c. VEIS-10

1. Check for input form identification code P.

d. VEIS-11

1. Check for input form identification code M.
2. Check for proper major purpose code.

SECTION 3

ACCESSORY SUBSYSTEM

The primary purpose of the Accessory Subsystem is to develop a series of reports which supplement the reports prepared by the Statistical and Financial Subsystems and complete the reporting requirements of the U.S. Office of Education. The data sources for the Accessory Subsystem are local schools and school districts, whereas the State was the data source for the Financial Subsystem. At present, reporting obligations covered by this subsystem are fulfilled by means of the following Department of Health, Education and Welfare forms:

- a. OE 4045 - Follow-Up of Enrollees in Cooperative and Preparatory Vocational Education Programs
- b. OE 4047 - 3 - Status of Teacher Training in Vocational Education
- c. OE 4220 - Project Status and Expenditures of Vocational Area School Construction

In addition to preparing the above reports, the Accessory Subsystem processes data received from individual schools and school districts that are used as inputs to the Financial Subsystem and for the preparation of miscellaneous State reports. As shown in figure 21, the outputs are in the form of printouts, magnetic tape, and punched cards. The Federal tape is forwarded to the U.S. Office of Education and contains the data that is required for Federal reporting requirements. The printouts, State tape, and punched cards are retained by the State for internal use and storage in a data bank.

The school construction printout lists all the projects in the State, by project number, and contains the data collected on Input Form VEIS-4. The other printouts provide State summary information based on the data collected at the school level. In addition, error messages are printed out when erroneous and unidentified inputs are fed into the subsystem. These printouts list the inputs and identify the error; the inputs are not processed any further. The State tape contains all the input cases, stored in

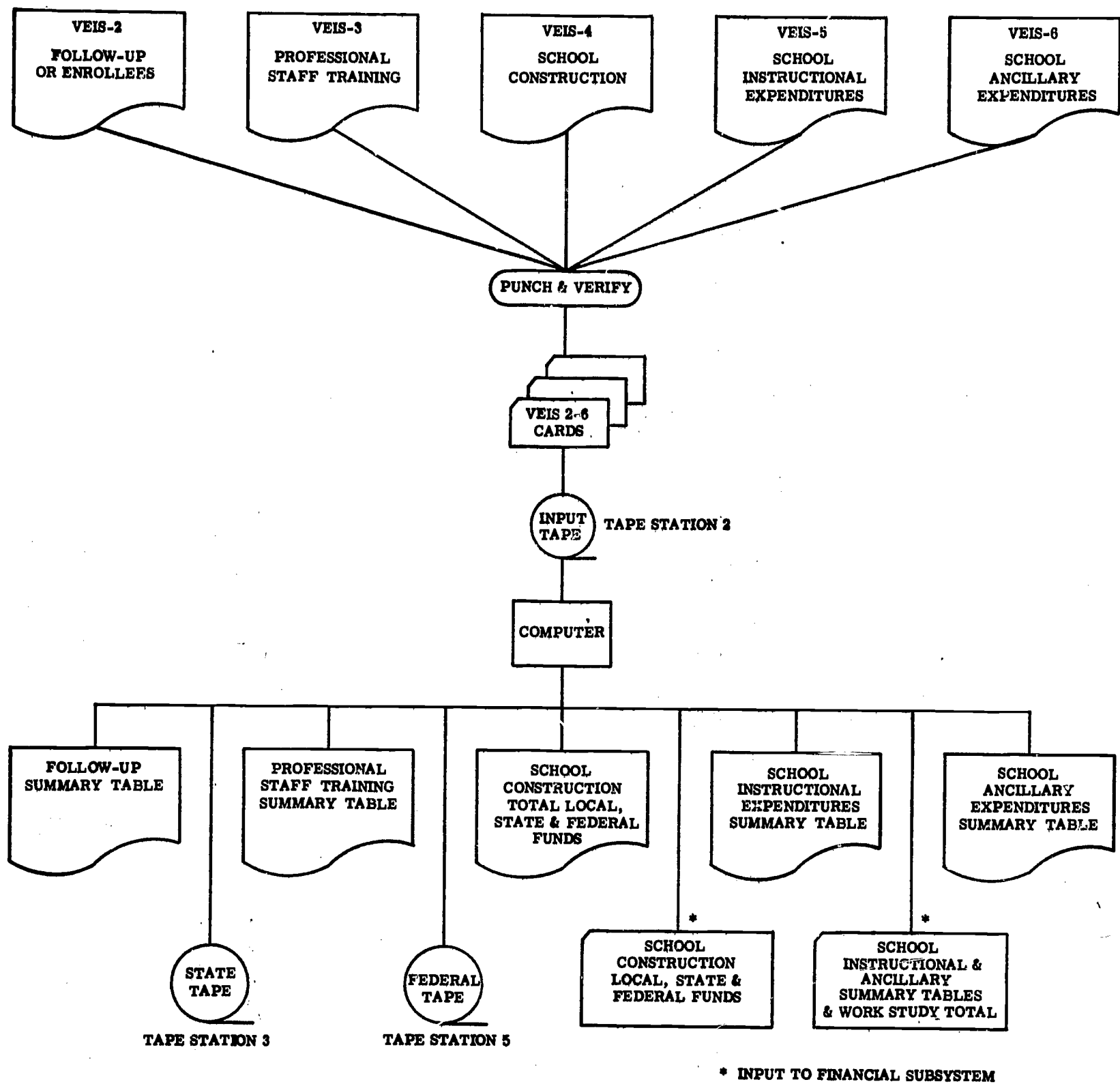


Figure 21. Accessory Subsystem, Input/Output Diagram

hierarchical order. The State tape will serve as a reference file for all error-free inputs; input cases that contain errors will not be written on the tape.

The control of the subsystem is under the Accessory Subsystem (AS) Executive Program (figure 22). Besides clearing all the tables and storing year and State identifications in predetermined locations, a provision is made to read table inputs from the output tape of the previous run consisting of all the accessory summary tables. This provision is necessary if all the inputs for the State are not processed during one run, or if all the corrected input records (those that were discarded on the first run because of errors) are to be reprocessed and added to the already existing summary tables. Once subsystem summary tables are restored, the 80-character input records are read and processed, one at a time. The control of the subsystem is then transferred to one of the five computer programs by means of the input record identification. If an input record isn't identified, an error message is generated and that particular record isn't processed any further.

The five computer programs that are used in the Accessory Subsystem are discussed in the following paragraphs.

FOLLOW-UP OF ENROLLEES PROGRAM

The Follow-Up of Enrollees Computer Program is used to process statistical data collected on students that have completed the various vocational education programs in all secondary and post-secondary schools throughout the State. The input source for this program is input Form VEIS-2, which is completed by individual schools or school districts and submitted to the State Office of Education. The functional flow chart for this program is shown in figure 23.

All legal vocational education program codes and secondary and post-secondary codes are stored in the Follow-up Summary Table during the first pass through the executive program. Then, input records are read into the computer. The tape format is shown in figure 24. If the codes sensed in an input record are not found among the codes initially stored in the summary table during the first computer pass, an error message and the erroneous input case are printed. If a code error is detected, all processing of this record ceases, and transfer of control is made back to read a new record. If there are no code errors, the number of males and females employed and/or available is determined by

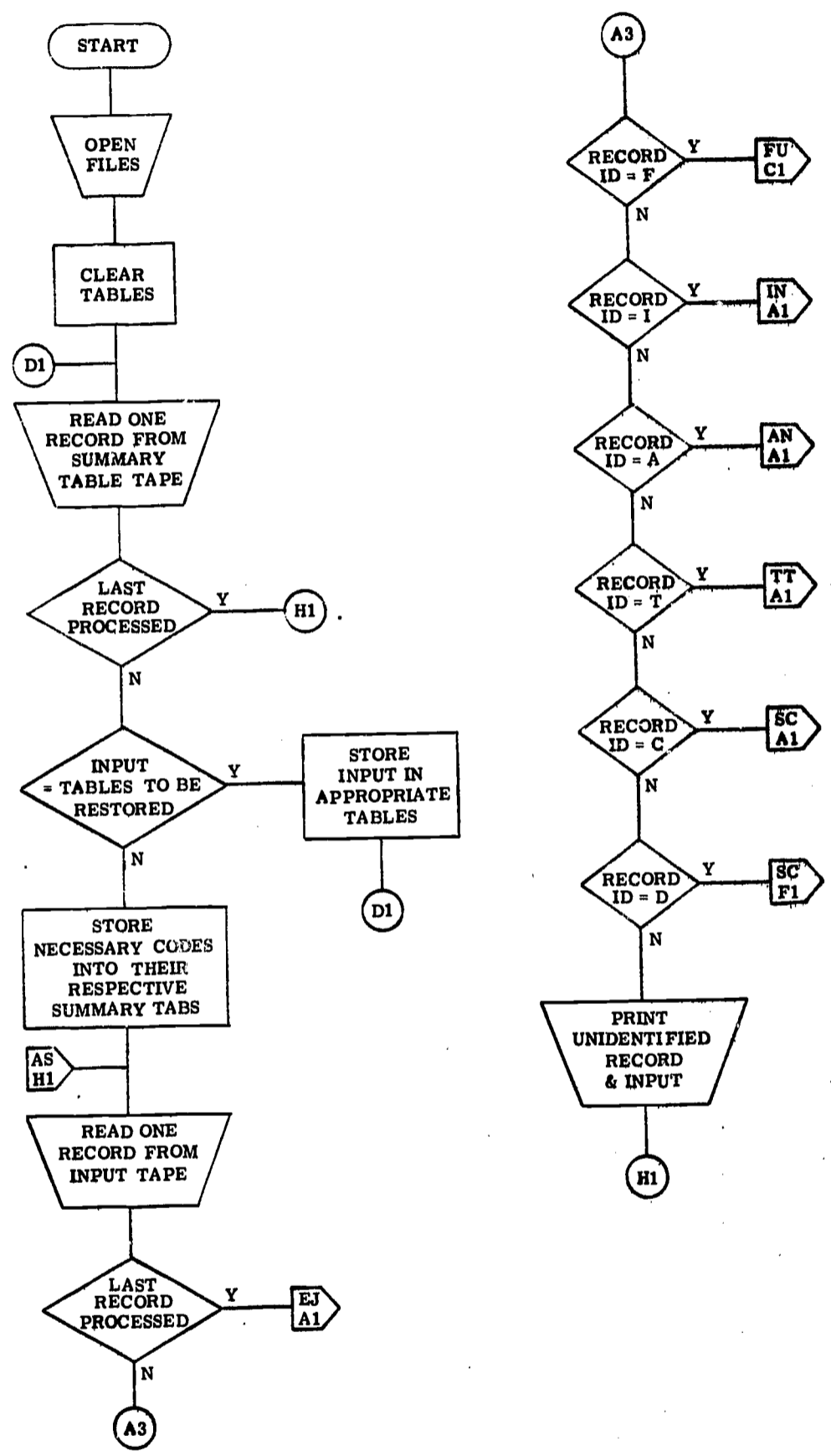


Figure 22. Accessory Subsystem (AS) Executive Program, Functional Flow Chart



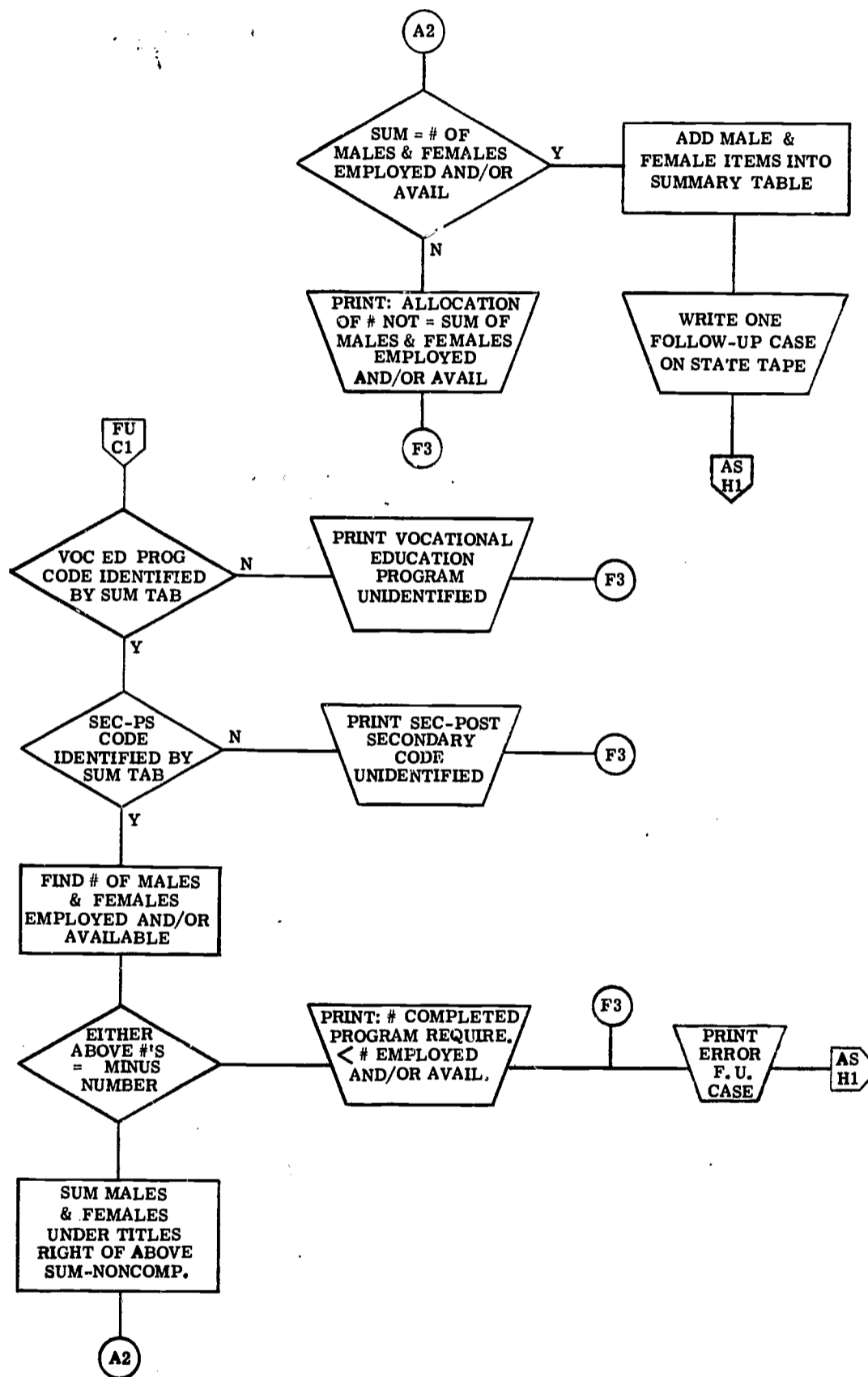


Figure 23. Follow-Up of Enrollees, (FU), Functional Flow Chart

| | | | | | | | | | | | | | |
|---------------|--------------|----------------|----------------------------|-----|------------------|-----------|--------------------|-----------------------------|-------------|-----------------------------------|-----|-------------------------|--|
| STATE CODE | REGION CODE | | | | SCHOOL NUMBER | RECORD ID | VOC ED PROGRAM* | SEC (CODE 1) PS (CODE 2) | | COMPLETED PROGRAM REQUIREMENTS | | ENTERED ARMED FORCES | |
| | CONG DIST | COUNTY CODE | SCHOOL DISTRICT CODE | | | | | MALES (M) | FEMALES (F) | M | F | | |
| (2) | (1) | (2) | (2) | (3) | (4) | (1) | (4) | (1) | (4) | (4) | (3) | (2) | |

| | | | | | | | | | |
|-------------------------------|-----|--|-----|-------------------------------------|-----|---|-----|---|-----|
| CONTINUED FULL-TIME SCHOOL | | NOT IN LABOR FORCE FOR OTHER REASONS | | NUMBER EMPLOYED AND/OR AVAILABLE | | EMPLOYED FULL-TIME FOR WHICH TRAINED | | EMPLOYED FULL-TIME RELATED TO TRAINING | |
| M | F | M | F | M | F | M | F | M | F |
| (3) | (3) | (3) | (3) | (4) | (4) | (3) | (3) | (3) | (3) |

| | | | | | | | | | | |
|--|-----|---|-----|------------|-----|-------------------|-----|---------------------|-----|---------------|
| EMPLOYED FULL-TIME NOT RELATED TO TRAINING | | EMPLOYED PART-TIME NOT ATTENDING FULL-TIME SCHOOL | | UNEMPLOYED | | STATUS UNKNOWN | | NON- COMPLETIONS | | END OF RECORD |
| M | F | M | F | M | F | M | F | M | F | |
| (3) | (3) | (3) | (3) | (3) | (3) | (2) | (2) | (2) | (2) | (1) |

* VOCATIONAL EDUCATION
PROGRAM CODE

- 001 - AGRICULTURE
- 004 - DISTRIBUTION/MARKETING
- 007 - HEALTH
- 008 - HOME ECONOMICS
- 012 - OFFICE
- 016 - TECHNICAL
- 017 - TRADES AND INDUSTRY

Figure 24. Follow-Up of Enrollees, Record Information, Record Tape Output Format

subtracting the sum of males and females that entered the armed forces, that continued full-time school, and that are not in the labor force for other reasons from the total number of males and females that completed the vocational education program requirements. If either of the calculations (males or females) result in a negative number (indicating that there are more enrollees employed and/or available than completed the program requirements) an error message, the associated input case, and the number of males and females employed and/or available are printed. Then a transfer is made to read a new input record.

If there are no input errors, the number of males that are employed, unemployed, and status unknown are totaled and the number of females for the same items are totaled. (Non-completions are not included in these two sums because these students did not complete the program requirements). If these two sums do not equal the sums derived earlier for the number of males and females employed and/or available, an error message is generated that identifies the type of error. If no input errors were detected, all input items are added to the summary table.

The Follow-Up Summary Table (figures 25 and 26) is a three-level subscript table that includes a State code consisting of two characters. The first subscript variable represents the vocational education program code (three characters); the second subscript variable represents the secondary and post-secondary codes (one character); and the third subscript variable represents the 24 male and female collection items. Since each collection item field consists of six characters, the total number of characters (table size) for the summary table is 2053:

- 6 characters x 24 items + 1 secondary/post-secondary code character
= 145 characters
- 2 secondary/post-secondary code characters x 145 characters + 3 vocational education program (VEP) code characters = 293 characters/VEP
- 7 VEP x 293 characters/VEP + 2 State code characters = 2053 characters

SCHOOL INSTRUCTIONAL EXPENDITURES PROGRAM

The School Instructional Expenditures Computer Program is used to process specific financial data obtained from the schools that is required to prepare Federal-level reports.

| FOLLOW-UP OF ENROLLEES IN COOPERATIVE AND PREPARATORY VOCATIONAL EDUCATION PROGRAMS | | | | | | | | | | | | | | | |
|---|-----|---------------------------------------|-----|-----------------------------------|-----|----------------------|-----|----------------------------|-----|----------------------------------|-----|----------------------------------|-----|--------------------------------------|-----|
| VOC. ED. PROGRAM (3) | | SEC. 1 SEC. 2 (1) | | COMPLETED PROGRAM REQUIREMENTS | | ENTERED ARMED FORCES | | CONTINUED FULL-TIME SCHOOL | | OTHER REASONS NOT IN LABOR FORCE | | NUMBER EMPLOYED AND/OR AVAILABLE | | EMP. FULL-TIME IN OCCUPATION TRAINED | |
| M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | (6) |
| EMP. FULL-TIME IN RELATED OCCUPA. | | EMP. FULL-TIME IN NON-RELATED OCCUPA. | | EMP. PART-TIME (NO F-TIME SCHOOL) | | UNEMPLOYED | | STATUS UNKNOWN | | NONCOMPLETIONS | | | | | |
| M | F | M | F | M | F | M | F | M | F | M | F | | | | |
| (6) | (6) | (6) | (6) | (5) | (6) | (6) | (6) | (6) | (6) | (6) | (6) | | | | |

NOTE: THE NUMBERS IN PARENTHESES INDICATE THE MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.
A SEPARATE PAGE IS PRINTED FOR SECONDARY (SEC.) AND POST-SECONDARY (P.S.) FOR EACH VOCATIONAL EDUCATION PROGRAM (VOC. ED. PROGRAM) REPORTED IN THE SUMMARY TABLE.

Figure 25. Follow-Up of Enrollees, Printout Format

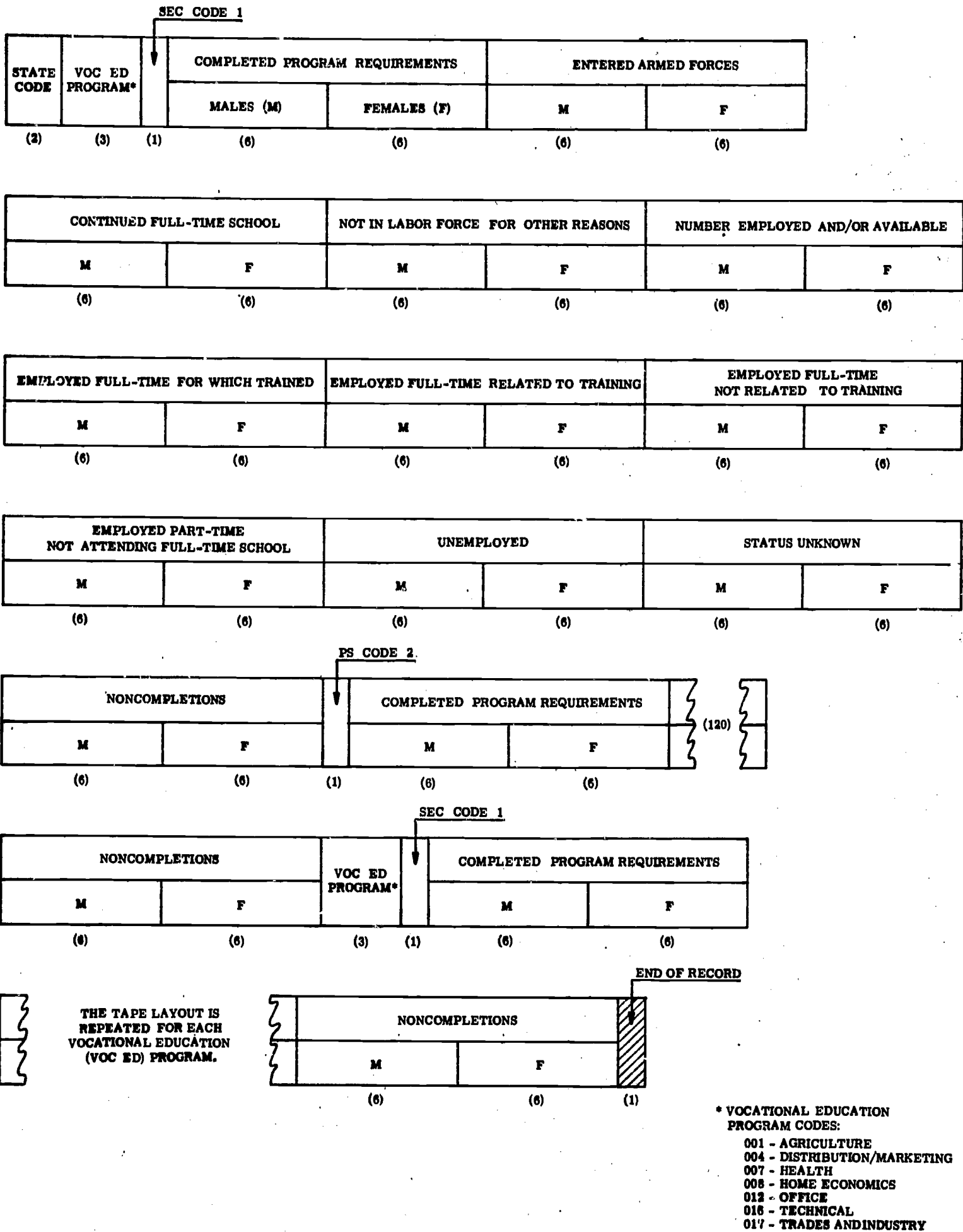


Figure 26. Follow-Up of Enrollees, Summary Table, Record Tape Output Format

The input source for this program is Input Form VEIS-5, which is completed by every school and/or school district in the State and forwarded to the State Department of Education. The functional flow chart for this program is shown in figure 27.

Although each input form contains two cases, only one input case is processed at a time; the input case indicator, INSTR, is set to one to indicate the processing of the first input case of the two input case record. Next, the vocational education program code and the purpose code of the input case is checked against the codes stored in the School Instructional Expenditures Summary Table. If either of the codes are incorrect or if a code is not included on the input form, an error message and the associated input case are printed. The input case is always printed with its school identification code to help locate the source (school) of erroneous data. Since the vocational education program code refers to both input cases on an input record, program control is transferred to read a new record when an error is detected. When a purpose code is found to be wrong, a further test must be made on INSTR for an indication if the first or second input case is being processed. If the first case is being processed, the second input case must be stored into the area of the first input case and a transfer of control is made to process the second case. If it is the second input case that is identified as having a purpose code error a transfer is made back to the Accessory Subsystem Executive Program to read a new record.

If there are no errors present when the first case is being processed, the common data (vocational education program and complete school identification) is moved into the tape format of this program (figure 28). Regardless of the input case being processed, the remaining data is moved and the input case is read on the State tape for use as a reference file. Each of the money inputs for a specific purpose code is then added into the summary table under its designated vocational education program and purpose codes. The two subscript references for this storing have already been obtained by the position number of these codes in the table. All the money for this input case is also added into one tally representing its purpose. If this is the second case of the record, a transfer of control is made to read in a new record. If this had been the first input case of the record that was being processed, the input case indicator (INSTR) is set to two and the second input case is moved into the storage areas of the first input case for processing.

The School Instructional Expenditures Summary Table (figures 29 and 30) is a three-level subscript table. The first subscript variable represents the nine vocational education

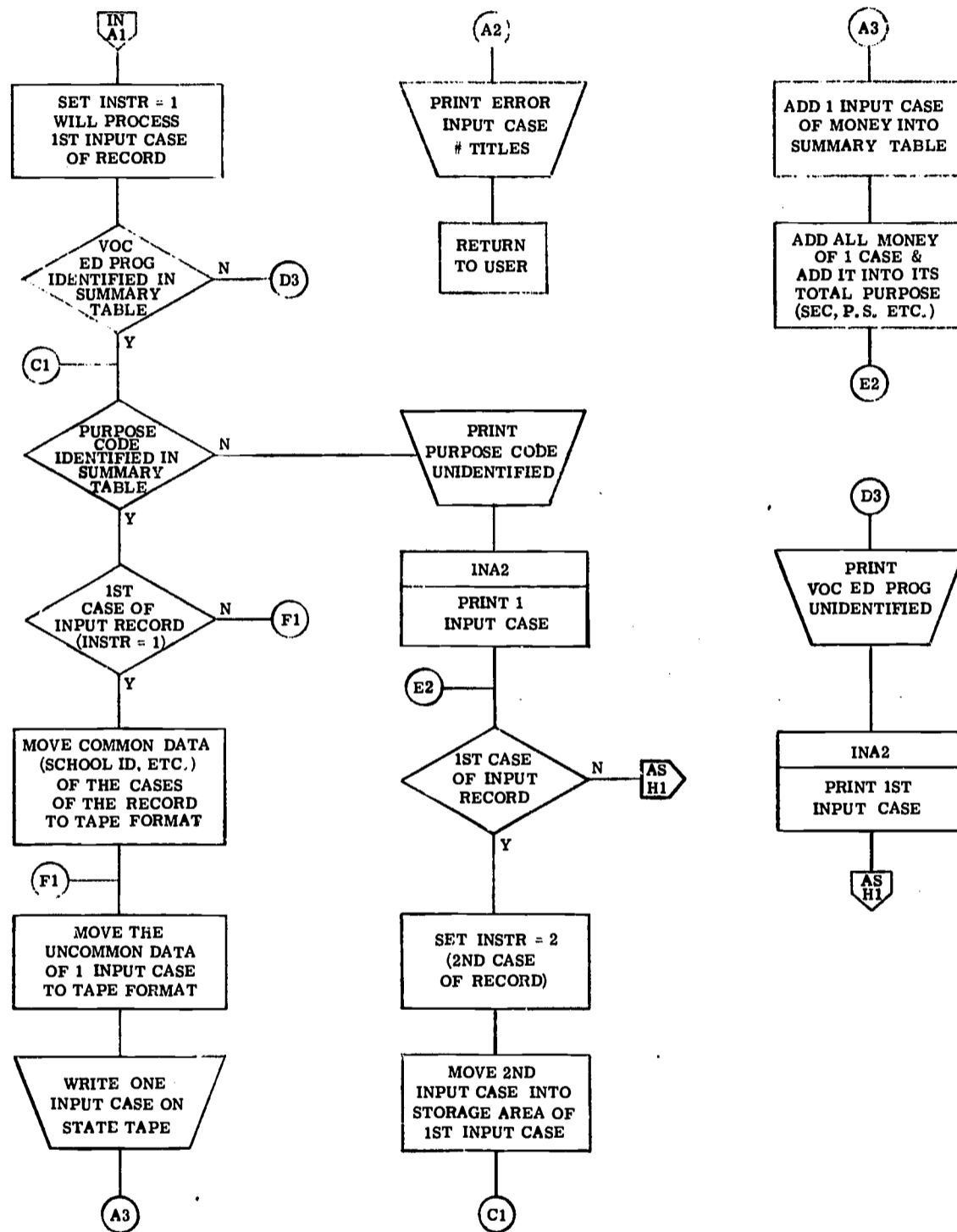


Figure 27. School Instructional Expenditures (IN), Functional Flow Chart

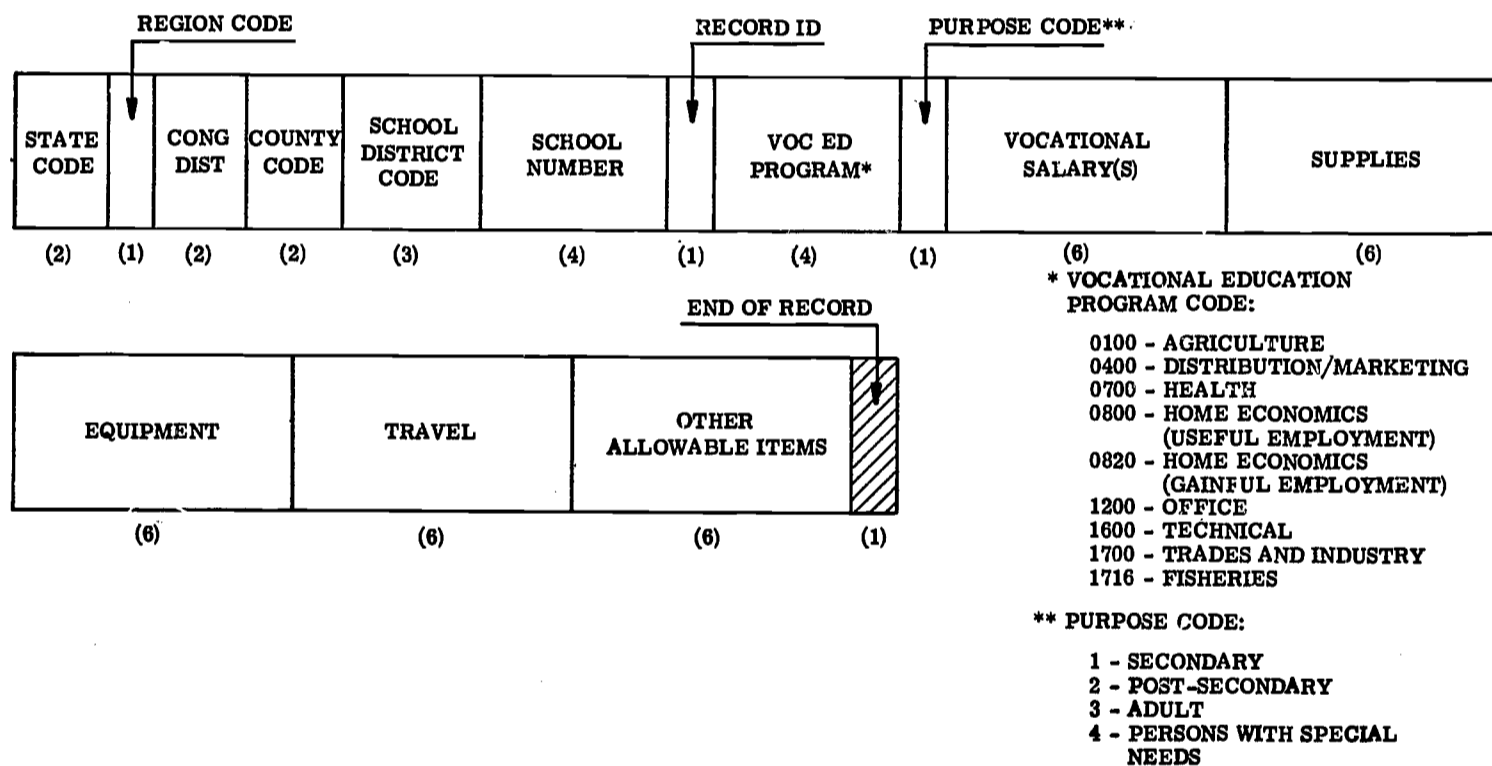


Figure 28. School Instructional Expenditures, Record Information, Record Tape Output Format

program codes (four characters); the second subscript variable represents the four purpose codes (one character); and the third subscript variable represents the five collection items. Since each summary collection item field consists of eight characters, the total number of characters for a summary table containing nine programs (maximum) is 1550 characters:

$$5 \text{ fields} \times 8 \text{ characters} + 1 \text{ purpose code character} = 41 \text{ characters}$$

$$41 \text{ characters} \times 4 \text{ purpose codes} = 164 \text{ characters}$$

$$(164 \text{ characters} + 4 \text{ VEP characters}) \times 9 \text{ VEP} = 1512 \text{ characters}$$

$$1512 \text{ characters} + 2 \text{ State code characters} + (4 \text{ total purpose fields} \times 9 \text{ characters}) = 1550 \text{ characters}$$

SCHOOL ANCILLARY SERVICE EXPENDITURES PROGRAM

The School Ancillary Service Expenditures Computer Program is used to process financial data related to ancillary services and work study programs that are required to prepare Federal-level reports. The input source of this program is Input Form VEIS-6, which is completed by every school and/or school district in the State and forwarded to the State Department of Education. The functional flow chart for this program is shown in figure 31.

The first check point in the computer program is the vocational education program code. If the code in the input record can't be matched against any of the vocational education program codes stored in the School Ancillary Services Summary Table or against the work study code 0030 in the Work Study Summary Table, an error message and the associated input case are printed. If the code is identified as either a vocational education program or a work study program the input is moved to its respective tape format (figures 32 and 33) and written on tape. All the money inputs are added into their respective summary tables. If the code is identified as a vocational education program, the money inputs are also added under the program in the ancillary summary table. For work study inputs, only administration and student salaries are processed. Each of the inputs are also added into their respective tallies for ancillary or work study. Computer program control is transferred to the Accessory Subsystem Executive Program each time a new record must be read.

| SCHOOL INSTRUCTIONAL EXPENDITURES FOR VOCATIONAL EDUCATION - BY PROGRAM | | | | |
|---|--------------------|---------------------|------------------|----------------------------|
| VE PROG (4) | PURPOSE (1) | | | |
| VOC SALARIES \$ (8) | SUPPLIES \$ (8) | EQUIPMENT \$ (8) | TRAVEL \$ (8) | OTHER ALLOWABLES \$ (8) |

A SEPARATE PAGE IS PROVIDED FOR EACH PURPOSE FOR EACH VOCATIONAL EDUCATION PROGRAM REPORTED IN THE SUMMARY TABLE

| (LAST PAGE) | | | |
|---------------------|--------------------------|-----------------|-------------------------|
| SECONDARY \$ (9) | POST-SECONDARY \$ (9) | ADULT \$ (9) | SPECIAL NEEDS \$ (9) |

NOTE: THE NUMBERS IN PARENTHESES INDICATE THE MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 29. School Instructional Expenditures, Printout Format

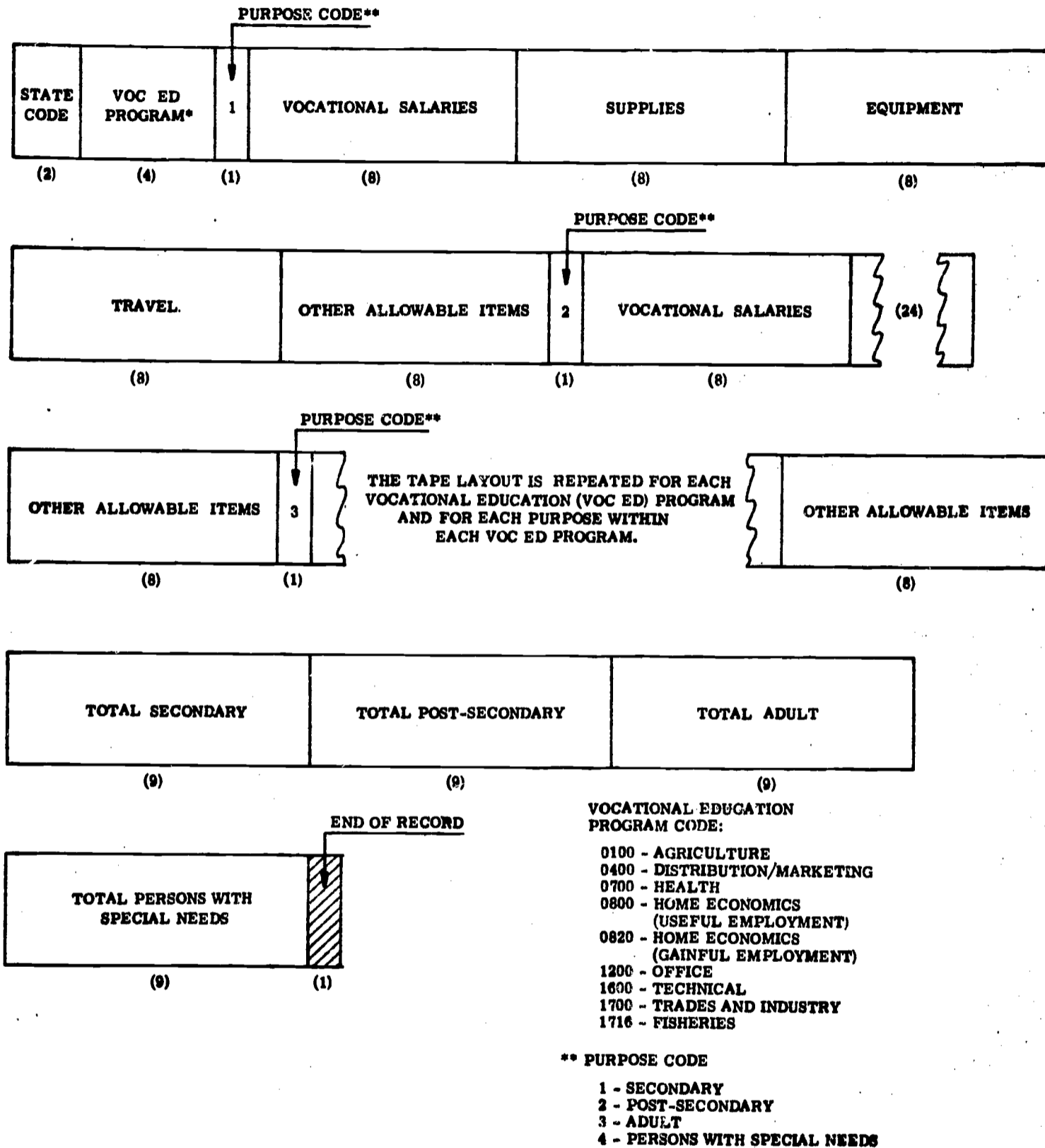


Figure 30. School Instructional Expenditures, Summary Table Record Tape Output Format

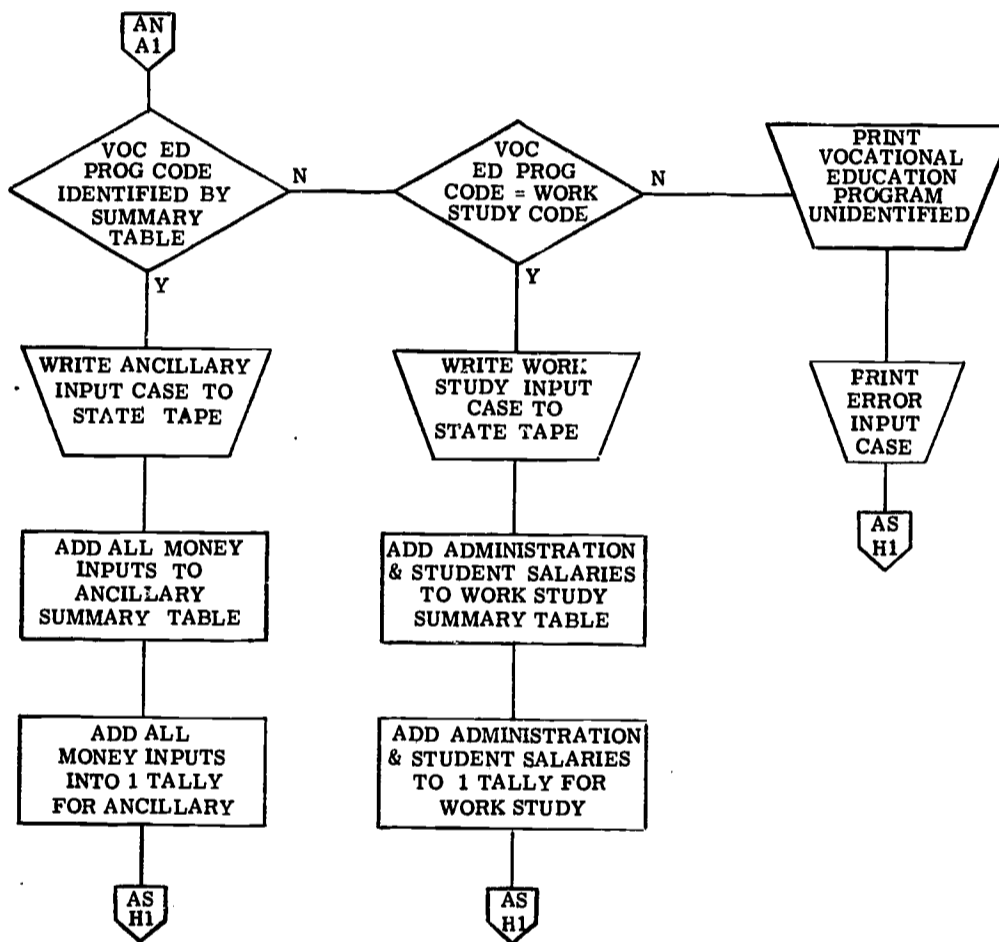


Figure 31. School Ancillary Service Expenditures (AN), Functional Flow Chart

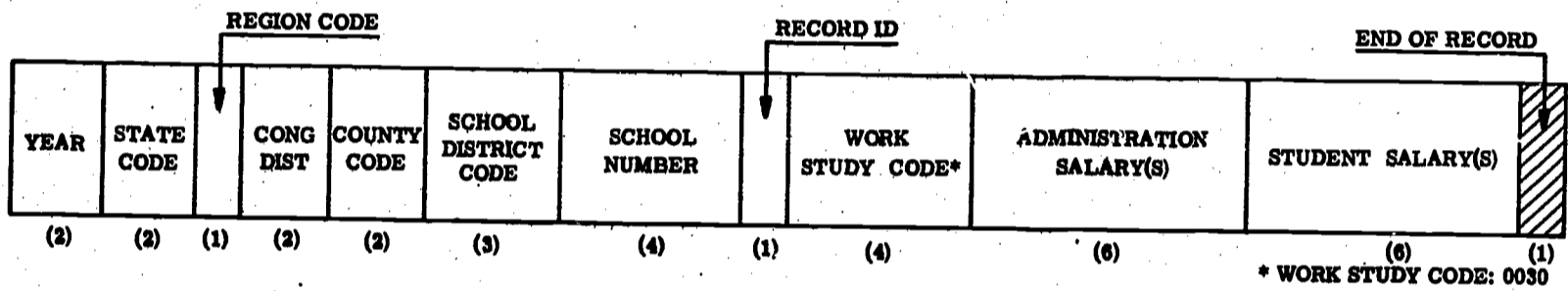


Figure 32. School Work Study Expenditures, Record Information, Record Tape Output Format

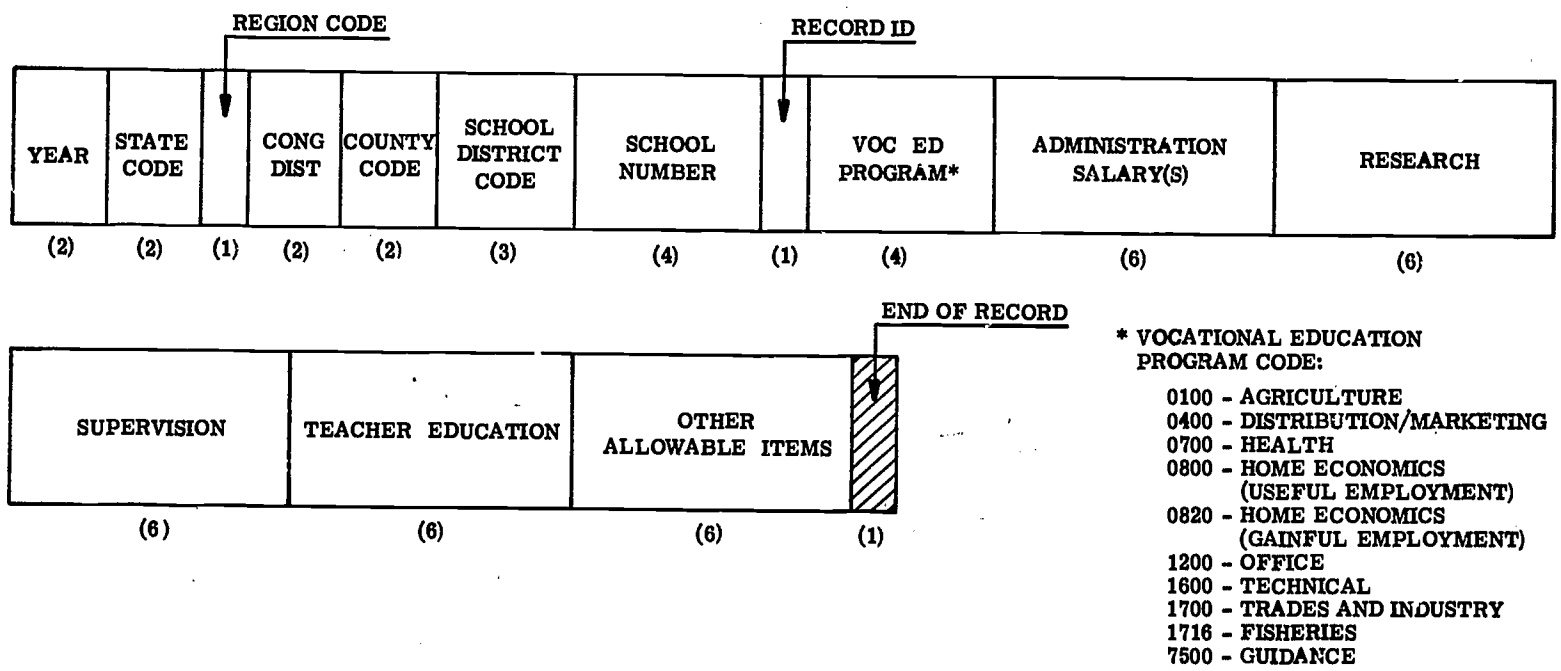


Figure 33. School Ancillary Service Expenditures, Record Information, Record Tape Output Format

The Work Study and School Ancillary Services Summary Table (figures 34 and 35) is a two-level subscript table. The first subscript variable represents the nine vocational education program codes (four characters) and the second subscript variable represents the five collection items. Since each summary collection item field consists of eight characters, the total number of characters for the work study summary is 32 and for the ancillary services summary is 452, for a grand total of 485 characters for both tables:

- a. Work Study (contains three fields: administration salaries, student salaries, and State total)

3 fields x 8 characters = 24 characters

24 characters + 2 year characters + 2 State code characters
+ 4 work study code characters = 32 characters

- b. School Ancillary

5 fields x 8 characters = 40 characters

(40 characters + 4 VEP characters) x 10 VEP = 440 characters

440 characters + 2 year characters + 2 State code characters
+ 8 ancillary tally characters = 452 characters

PROFESSIONAL STAFF TRAINING PROGRAM

The Professional Staff Training Computer Program is used to process statistical data collected on teacher and administrative training programs conducted throughout the State in teacher training institutions. The input source for this program is Input Form VEIS-3, which is completed by all training institutions in the State and forwarded to the State Department of Education. The functional flow chart for this program is shown in figure 36.

The computer program first tests the vocational education program and teacher training codes against the codes stored in the Professional Staff Training Summary Table. If either code is not checked out properly, an error message and the associated input case is printed. If no errors are detected in the two codes, the input case is written on the State tape file (figure 37) in a hierarchical order. Each of the input items is added into the summary table under its respective training and vocational education programs.

| SCHOOL ANCILLARY SERVICE EXPENDITURES FOR VOCATIONAL EDUCATION BY PROGRAM | | | | |
|---|--------------------|-----------------------|-----------------------|----------------------------|
| VE PROG (4) | YEAR (2) | | | |
| ADMINISTRATION \$ (8) | RESEARCH \$ (8) | SUPERVISION \$ (8) | TEACHER ED. \$ (8) | OTHER ALLOWABLES \$ (8) |

A SEPARATE PAGE IS PRINTED FOR EACH VOCATIONAL EDUCATION PROGRAM REPORTED IN THE SUMMARY TABLE.

| (LAST PAGE) SCHOOL ANCILLARY SERVICE EXPENDITURES FOR VOCATIONAL EDUCATION BY PROGRAM | |
|---|----------------------|
| VE PROG (4) | YEAR (2) |
| ADMINISTRATION \$ (8) | STUDENT \$ (8) |
| TOTAL EXPENDITURES FOR ANCILLARY SERVICE AND WORK STUDY | |
| ANCILLARY \$ (8) | WORK STUDY \$ (8) |

NOTE: THE NUMBER IN PARENTHESES INDICATE THE MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED QUANTITY.

Figure 34. School Ancillary Service and Work Study Expenditures, Printcut Format

| | | | | | |
|------|------------|------------------|-------------------------|------------------|------------------|
| YEAR | STATE CODE | WORK STUDY CODE* | ADMINISTRATION SALARIES | STUDENT SALARIES | TOTAL WORK STUDY |
| (2) | (2) | (4) | (8) | (8) | (8) |

| | | | | | |
|------|------------|------------------|-------------------------|-------------------|----------------------|
| YEAR | STATE CODE | VOC ED PROGRAM** | ADMINISTRATION SALARIES | RESEARCH SALARIES | SUPERVISION SALARIES |
| (2) | (2) | (4) | (8) | (8) | (8) |

| | | | |
|-------------------|-----------------------|------------------|---|
| TEACHER EDUCATION | OTHER ALLOWABLE ITEMS | VOC ED PROGRAM** | THE TAPE LAYOUT IS REPEATED FOR EACH VOCATIONAL EDUCATION (VOC ED) PROGRAM. |
| (8) | (8) | (4) | |

END OF RECORD

| | | |
|-----------------------|-------------------------|-----|
| OTHER ALLOWABLE ITEMS | TOTAL ANCILLARY SERVICE | |
| (8) | (8) | (1) |

* WORK STUDY CODE: 0030

** VOCATIONAL EDUCATION PROGRAM CODES:

- 0100 - AGRICULTURE
- 0400 - DISTRIBUTION/MARKETING
- 0700 - HEALTH
- 0800 - HOME ECONOMICS (USEFUL EMPLOYMENT)
- 0820 - HOME ECONOMICS (GAINFUL EMPLOYMENT)
- 1200 - OFFICE
- 1600 - TECHNICAL
- 1700 - TRADES AND INDUSTRY
- 1716 - FISHERIES
- 7500 - GUIDANCE

Figure 35. School Ancillary Service and Work Study Expenditures, Summary Table, Record Tape Output Format

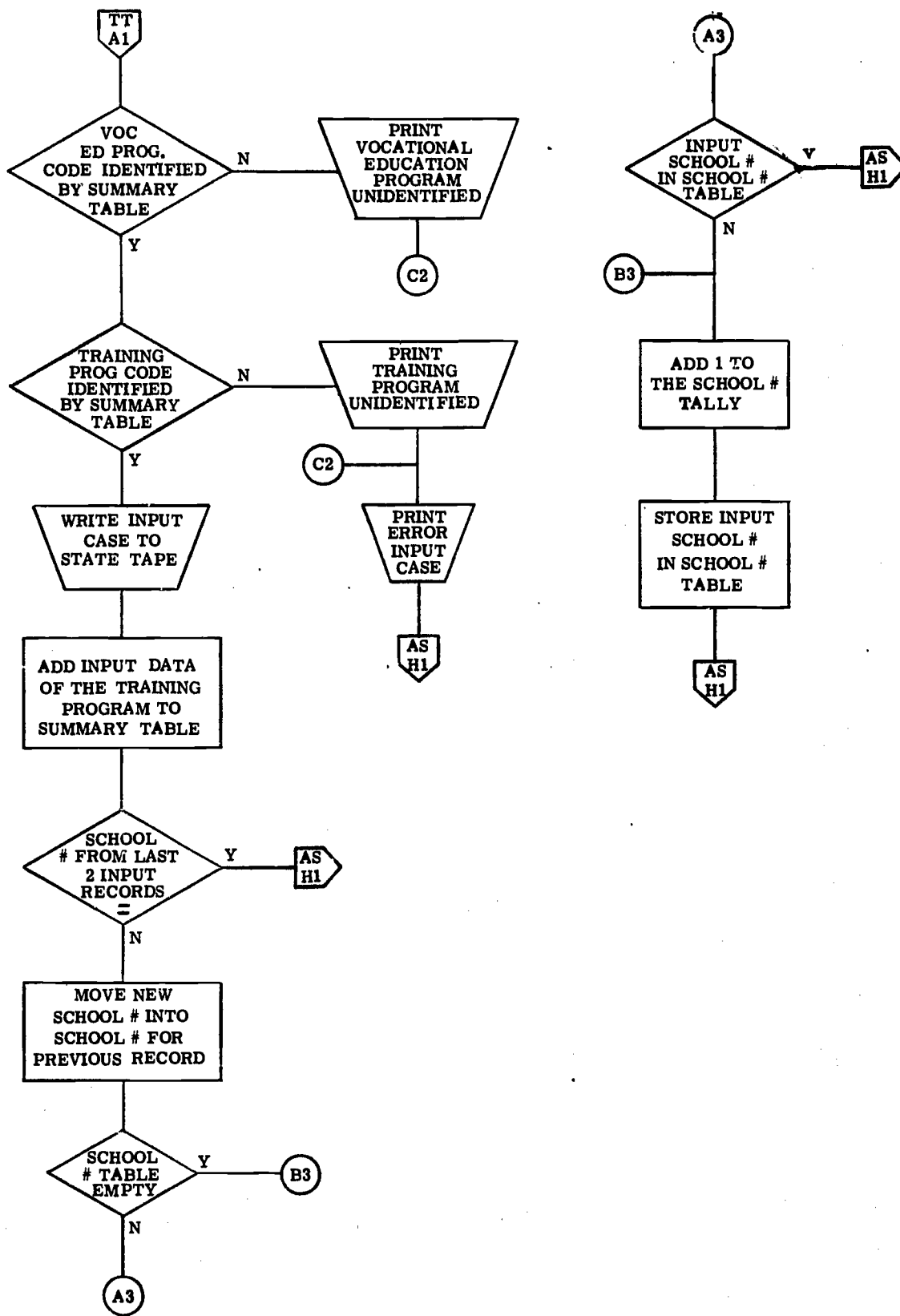


Figure 36. Professional Staff Training (TT), Functional Flow Chart

| YEAR | STATE CODE | REGION CODE | | | SCHOOL DISTRICT CODE | SCHOOL NUMBER | RECORD ID | VOC ED PROGRAM* | TRAINING PROGRAM CODE** | | | |
|------|------------|-------------|-------------|---------------------|----------------------|---------------|-----------|-----------------|-------------------------|-----|-----|-----|
| | | CONG DIST | COUNTY CODE | # APPROVED PROGRAMS | | | | | # OF TEACHER TRAINERS | | | |
| | | | | | | | | FULL-TIME | PART-TIME | | | |
| (2) | (2) | (1) | (2) | (2) | (3) | (4) | (1) | (3) | (1) | (3) | (3) | (3) |

| # OF TEACHERS TRAINING ENROLLEES | | # COMPLETING MINIMUM STATE PLAN REQUIREMENTS THIS FISCAL YEAR | | # SEC COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED | | # ADULT COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED | |
|----------------------------------|------------|---|-------------------|---|--------------|---|--------------|
| PRE-SERVICE | IN-SERVICE | SEC 'PS INSTRUCTION | ADULT INSTRUCTION | IN-STATE | OUT-OF STATE | IN-STATE | OUT-OF STATE |
| (4) | (4) | (4) | (4) | (4) | (3) | (4) | (3) |

| ESTIMATED # COMPLETIONS FOR NEXT FISCAL YEAR | | EST'D NEED FOR TEACH NEXT FISC YEAR | | END OF RECORD |
|--|-------|-------------------------------------|-------|---------------|
| SEC | ADULT | SEC | ADULT | |
| (4) | (4) | (2) | (2) | (1) |

- * VOCATIONAL EDUCATION PROGRAM CODE:
- 001 - AGRICULTURE
 - 004 - DISTRIBUTION/MARKETING
 - 007 - HEALTH
 - 008 - HOME ECONOMICS
 - 012 - OFFICE
 - 016 - TECHNICAL
 - 017 - TRADES AND INDUSTRY
 - 075 - GUIDANCE

- ** TRAINING PROGRAM CODE:
- 1 - SUPERVISORY TRAINING
 - 2 - ADMINISTRATIVE TRAINING
 - 3 - TEACHER TRAINING
 - 4 - COMBINATION OF 1, 2 AND 3
 - 5 - OTHER

Figure 37. Professional Staff Training, Record Information, Record Tape Output Format

To obtain the number of institutions offering one or more approved teacher training programs a table (School Number Table) is constructed of all the new school codes as they enter the system. During the first pass through the computer program the table will be empty and the input school number will be placed in this table with the school number tally equal to one. For the balance of this pass, a test of the input school number will be made against the numbers in the table. If the input number is found to equal a school number in the table, a transfer is made to read a new record through the control of the Accessory Subsystem Executive Program. (Each input form constitutes an input record.) If there is no match, then the school number tally is increased by one and the input school number is added to the School Number Table. Then, a transfer to the executive program takes place to read a new record. If the School Number Table is subscripted, the value of the subscript which stores the last number in the table should equal the number of institutions offering one or more approved teacher training programs in vocational education and consequently the school number tally would not be necessary.

The Professional Staff Training Summary Table (figures 38 and 39) is a three-level subscript table. The first subscript variable represents eight vocational education program codes (three characters); the subscript variable represents the five training program codes (one character), and the third subscript represents the fifteen collection items. Since each summary collection item field consists of six characters, the complete table size is 3671 characters:

$(15 \text{ fields} \times 6 \text{ characters}) + 1 \text{ training program code character} = 91 \text{ characters}$

$91 \text{ characters} \times 5 \text{ training programs} + 3 \text{ VEP characters} = 458 \text{ characters}$

$(458 \text{ characters} \times 8 \text{ VEP}) + 2 \text{ State code characters} + 2 \text{ year characters} + 3$
additional characters for institutions offering one or more approved programs
 $= 3671 \text{ characters}$

The School Number Table size is a function of the number of institutions offering one or more approved training programs. Therefore, provisions should be made for a maximum number of characters to store all appropriate school identification numbers.

SCHOOL CONSTRUCTION PROGRAM

The School Construction Computer Program is used to process statistical data collected

| PROFESSIONAL STAFF TRAINING FOR VOCATIONAL EDUCATION | | | | | | | | |
|---|---|--|--|--|--|--|---|--|
| VOC. ED. PROGRAM (3) | SUPERVISORY TRAINING: 1 ADMINISTRATIVE TRAINING: 2 TEACHER TRAINING: 3 COMBINATION OF 1, 2 AND 3: 4 OTHER: 5 (1) | | | | NUMBER COMPLETED MINIMUM STATE PLAN REQ THIS FISCAL YEAR SECONDARY ADULT (6) (6) | | NUMBER SECONDARY COMPLETIONS PLACED IN FIELD WHICH TRAINED IN-STATE OUT-STATE (6) (6) | |
| NUMBER APPROVED PROGRAMS (3) | NUMBER TEACHER TRAINERS FULL-TIME PART-TIME (6) (6) | | NUMBER ENROLLEES IN TEACHER TRAINING PRE-SERVICE IN-SERVICE (6) (6) | | | | | |
| NUMBER ADULT COMPLETIONS PLACED IN FIELD WHICH TRAINED IN-STATE OUT-STATE (6) (6) | ESTIMATED NUMBER COMPLETIONS FOR NEXT FISCAL YEAR SECONDARY ADULT (6) (6) | | ESTIMATED NEED FOR TEACHERS NEXT FISCAL YEAR SECONDARY ADULT (6) (6) | | | | | |
| TOTAL NUMBER OF INSTITUTIONS OFFERING ONE OR MORE APPROVED TEACHER TRAINING PROGRAMS * (3) | | | | | | | | |

* DATA PRINTED ONLY AT END OF PRINTOUT

NOTE: THE NUMBER IN THE PARENTHESES INDICATE THE MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 38. Professional Staff Training, Printout Format

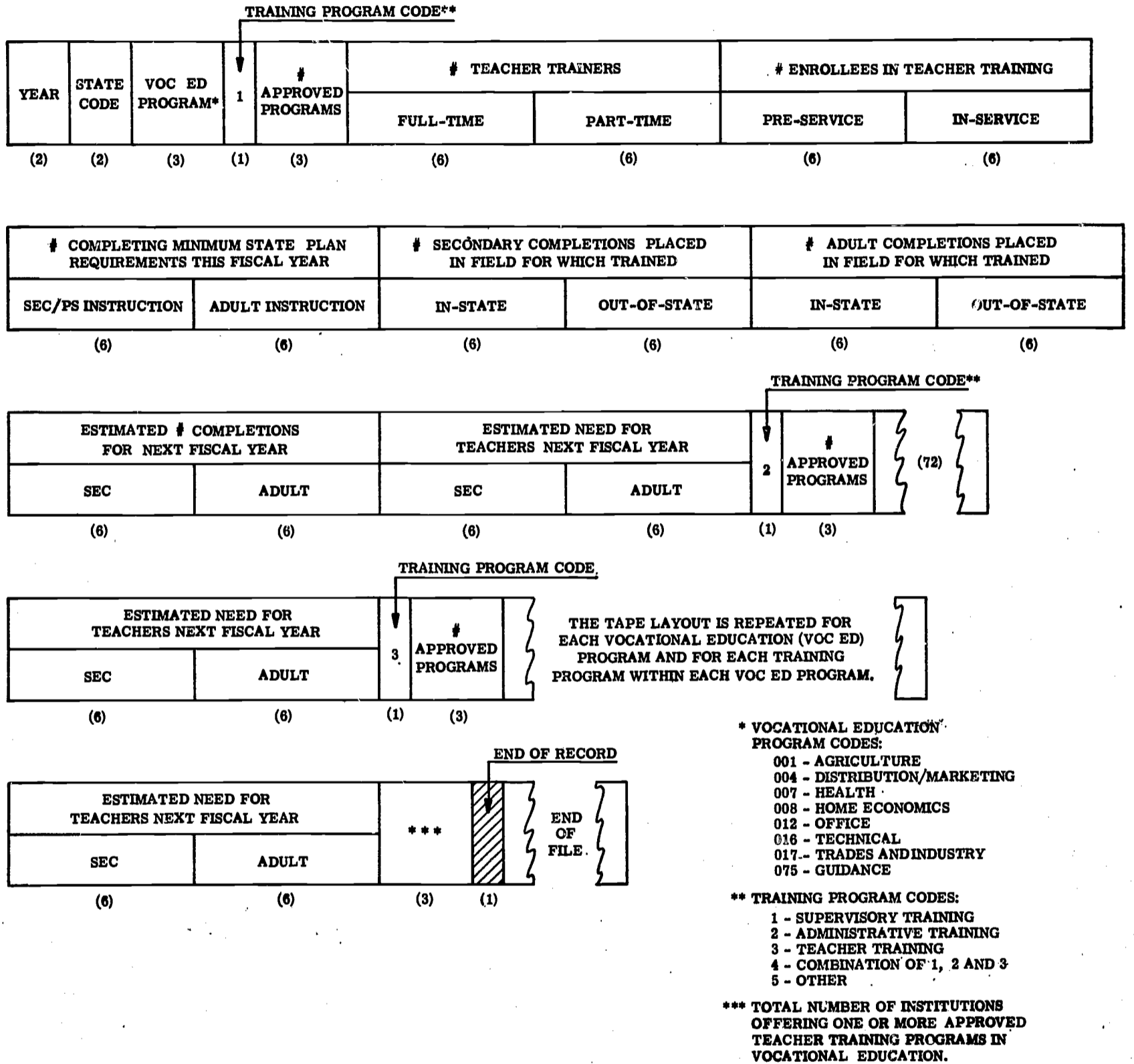


Figure 39. Professional Staff Training, Summary Table, Record Tape Output Format

on construction projects throughout the State. The input source for the program is Input Form VEIS-4, which is completed by all schools and/or school districts and forwarded to the State Department of Education. The functional flow chart for this program is shown in figure 40.

Since the form consists of two sheets, the input case read from tape consists of two records. The two records are both processed under the same project number. Normally, the first record of the pair in a school construction case is the C-record, which is stored in a designated area of the tape format (figure 41). The C-check indicator is set to one to notify the next record that a C-record has already been read and is waiting for a D-record with the same project number, so that the entire case can be processed. If a D-record is then read, it will be stored in a designated area of the tape format and the project numbers of the two records will be checked for equality. If they are identical, the type of area vocational school code and the type of construction program code will then be tested for a number less than 5 and 3, respectively. If the project numbers are not identical for the input case being processed, the computer program will print both project numbers and their complete school identifications. The new project numbers will be stored over the old in the tape format since the tape format project number should be the last record read: the C-check and D-check counters will indicate which record was read last. If either of the two codes is wrong, an error message reflecting the error and the two record cases are printed. Both C-check and D-check will be set to zero to indicate that a complete case was processed and that no part of a case is waiting to be processed. A transfer of control is made through the Accessory Subsystem Executive Program to read a new record.

If the D-record is read before the C-record, it will be stored in a designated area of the tape format and the D-check will be set to indicate that part of the input case is waiting for a C-record. The same checks described above will be made once the C-record is read. If two C-records or two D-records are read together, the last record of the two will be held until its counterpart is read. The first record read will be lost and an error message will be printed stating that two C-records or two D-records have been read together. The print-out will also list the associated project numbers and complete school identifications.

After reading a complete input case of two records, the local, State, and Federal funds are stored in their respective tallies and are also totaled to obtain an input case total of the three funds.

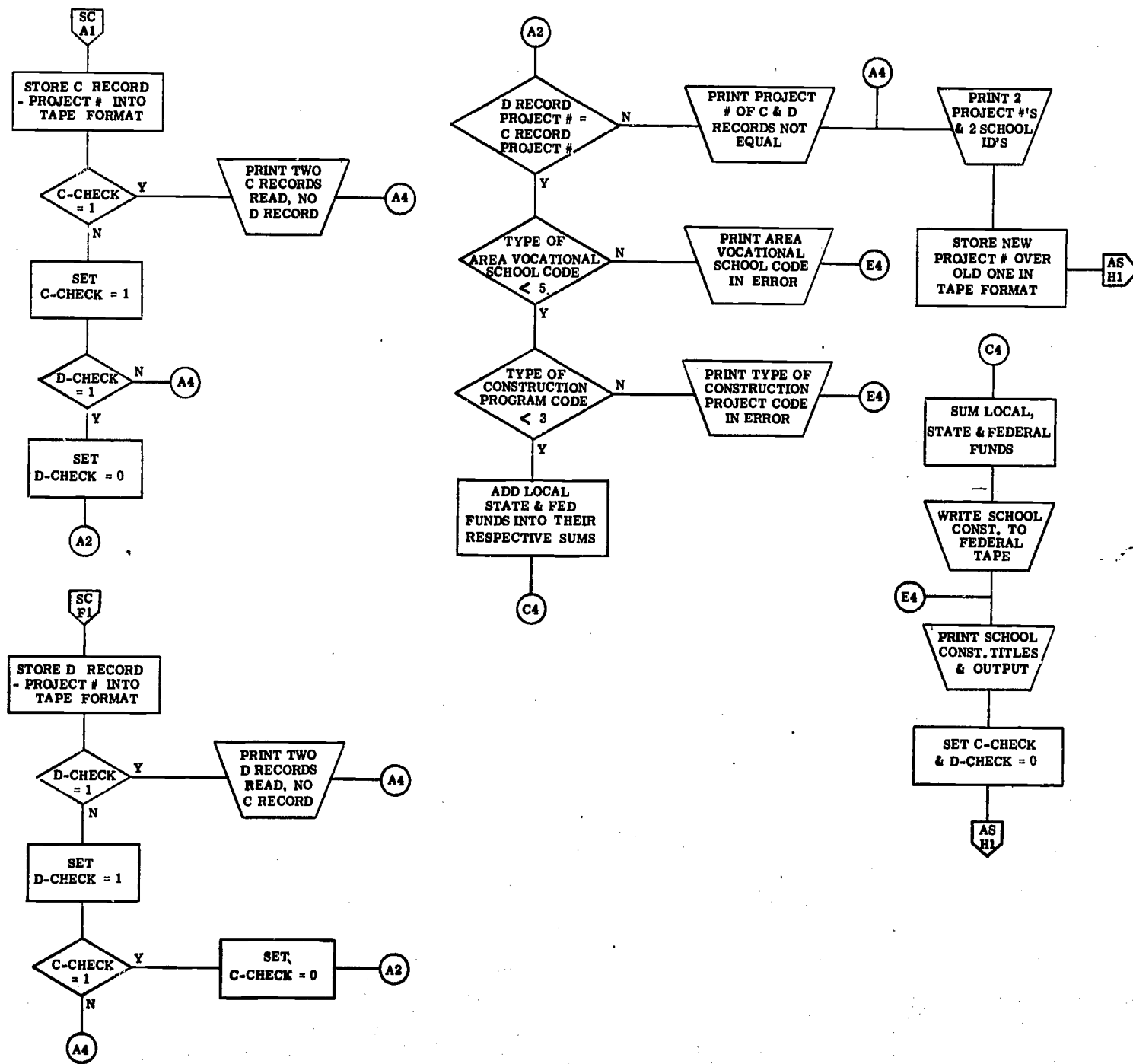


Figure 40. School Construction (SC), Functional Flow Chart

| | | | | | | | | | | | | |
|------|---------------|--------------|----------------|----------------------------|------------------|-----|-----------|----------------|-----------------------------|-----|-----------------------------------|-----------------------------|
| | | REGION CODE | | | | | RECORD ID | | TYPE OF AREA VOC SCHOOL* | | TYPE OF CONSTRUCTION PROGRAM** | |
| YEAR | STATE CODE | CONG DIST | COUNTY CODE | SCHOOL DISTRICT CODE | SCHOOL NUMBER | | | PROJECT NUMBER | | | AGRICULTURE | |
| | | | | | | | | | | | NEW FACILITY (N) | EXISTING FACILITY (E) |
| (2) | (2) | (1) | (2) | (2) | (3) | (4) | (1) | (6) | (1) | (1) | (4) | (4) |

| | | | | | | | |
|------------------------|-----|--------|-----|----------------|-----|--------|-----|
| DISTRIBUTION/MARKETING | | HEALTH | | HOME ECONOMICS | | OFFICE | |
| N | E | N | E | N | E | N | E |
| (4) | (4) | (4) | (4) | (4) | (4) | (4) | (4) |

| | | | | | | | |
|-----------|-----|---------------------|-----|--------------------------------------|---------------------------------|----------------------|---------------------|
| TECHNICAL | | TRADES AND INDUSTRY | | ACRES FOR CONSTRUCTION PROJECT | TOTAL SQUARE FEET IN PROJECT | # CLASS- ROOMS | # LABS/ SHOPS |
| N | E | N | E | | | | |
| (4) | (4) | (4) | (4) | (4) | (6) | (2) | (2) |

| | | | |
|----------------------------|-------|-------|---|
| FUNDS EXPENDED FOR PROJECT | | | COST OF INITIAL EQUIPMENT INCLUDED IN PROJECT |
| FEDERAL | STATE | LOCAL | |
| (8) | (8) | (8) | (8) |

| | | |
|---|-----|---------------|
| SUM OF FEDERAL, STATE, AND LOCAL FUNDS | | END OF RECORD |
| (8) | (1) | |

*TYPE OF AREA VOCATIONAL
SCHOOL CODE:

- 1 - SPECIALIZED HIGH SCHOOL
- 2 - DEPARTMENT OF A HIGH SCHOOL
- 3 - TECHNICAL/VOCATIONAL SCHOOL
- 4 - DEPARTMENT OF A HIGHER EDUCATION
INSTITUTION

** TYPE OF CONSTRUCTION
PROGRAM CODE:

- 1 - EXPANSION, REMODELING AND/OR
ALTERATIONS
- 2 - CONSTRUCTION OF NEW BUILDINGS

Figure 41. School Construction, Record Information,
Record Tape Output Format

The only storage necessary for this program is the three fields for local, State and Federal funds with each field consisting of nine characters for a storage size of 27 characters.

END OF JOB PROGRAM

The End of Job Computer Program functions as the Accessory Subsystem Output Program. This program is used to write output information on the Federal file and print summary tables and punch cards needed for the Financial Subsystem. The functional flow chart is shown in figure 42.

First, the End of Job Program writes to the Federal tape and prints the three total sums of local, State, and Federal funds for all school construction projects in the State. (The checked error-free school construction statistical data was previously written on the Federal tape through the School Construction Program.)

Second, the Follow-Up Summary Table is written on the Federal tape and then printed. The program sequences the output so secondary data precedes post-secondary data for a particular vocational education program (figure 26).

Next, the School Instructional Summary Table is written on the Federal tape. It includes the four purpose totals for secondary, post-secondary, adult, and persons with special needs (figure 30). The four purpose totals are also included in the printout.

Next, the two summary tables for the School Ancillary Program are written on Federal tape (figure 35); one table contains ancillary service data and the other, administrative and student salaries for work study. A summation of ancillary and work study funds will be included at the end of the respective tables. The same information is printed by purpose code and vocational education program.

The last summary table to be written on the Federal tape (figure 39) and printed is the one for Professional Staff Training Program.

The Accessory Subsystem End of Job Program also generates outputs for use by the Financial Subsystem. These outputs can be punched on cards, as suggested here, or stored

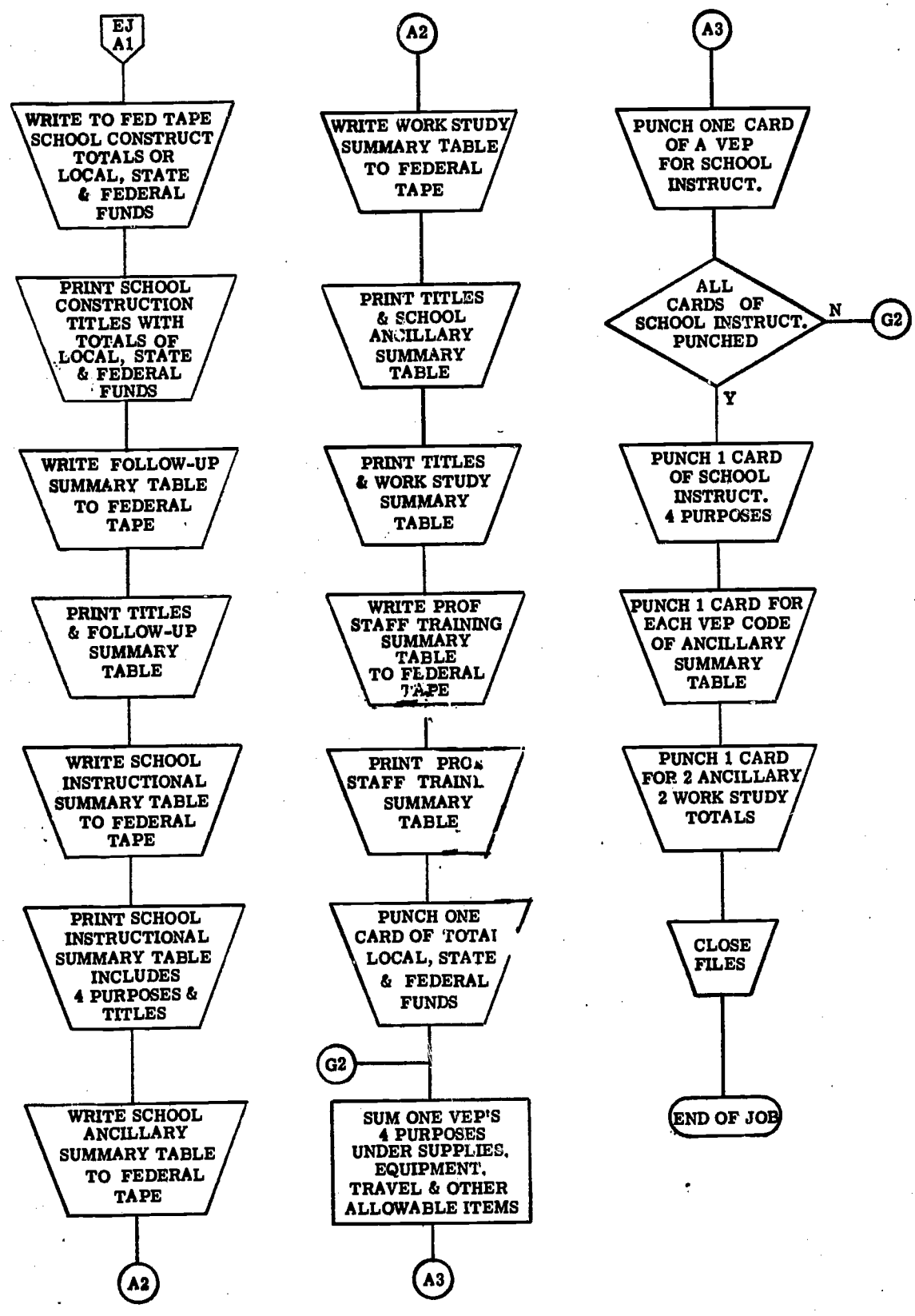


Figure 42. End of Job (EJ), Functional Flow Chart

on any convenient medium available in the State. For example, if the State has a sufficient number of tapes and tape stations, it may be more expedient to use the tapes in place of cards for the storage of this information. The Financial Subsystem Summary Tables serviced by the Accessory Subsystems and the related outputs generated by the Accessory Subsystem are listed below:

- a. **Expenditure of Funds for Vocational Education by Purpose, Table 2 (figure 17):**
 1. The total local, State, and Federal funds for school construction is obtained from the School Construction Summary Table. These sums are entered under Vocational Education Act of 1963 in local, State, and Federal columns in Table 2.
 2. The four total purpose sums (secondary, post-secondary, adult, and persons with special needs) are obtained from the School Instructional Expenditures Summary Table for each vocational education program. These sums are entered under Vocational Education Act of 1963 in the Grand Total column in Table 2.
 3. The two total sums for ancillary services and work study are obtained from the School Ancillary Summary Table. These sums are entered under Vocational Education Act of 1963 in the Grand Total column in Table 2.
- b. **Expenditure of Funds for Vocational Education by Program, Table 1 (figure 15):**
 1. After the necessary summation is performed by the End of Job Program, the following sums are obtained from the School Instructional Expenditures Summary Table:
 - (a) Secondary instructional salaries
 - (b) Post-secondary instructional salaries
 - (c) Adult instructional salaries
 - (d) Persons with special needs instructional salaries
 - (e) Supplies
 - (f) Equipment
 - (g) Travel
 - (h) Other allowable itemsThese sums, by vocational education program, are entered under Local Boards of Education in the Grand Total column in Table 1.

2. All the ancillary service totals, by vocational education program, are obtained from the School Ancillary Summary Table. The sums are entered under Vocational Education Act of 1963 in the Grand Total column in Table 1.

After all the above information is generated, the files that were opened at the start of the program run are closed and the end of job is effected.

CHAPTER 3

REPORT FORMS AND INSTRUCTIONS

This chapter contains the report forms and associated instructions that are used as the collection medium for VEIS. Table 1 (Chapter 1) lists the VEIS input forms (VEIS-1 through -12), identifies the reporting levels that must complete the form, and briefly describes the purpose of each form.

The unique format of the input forms was adopted to facilitate data conversion from the forms to punched cards by key-punch operators. The position numbers (numbers 1-80 below boxes for data entries) on the forms are keyed to the 80 columns of a punched card. The position numbers are also used to correlate the instructions that accompany each form to the data items included on the form.

As noted earlier in the manual, VEIS was made compatible to BEDS (Basic Educational Data System), as it was known at the time VEIS was developed, and many BEDS collection items were included on the input forms to meet this requirement. Those items not directly related to vocational education requirements are flagged with a double dagger (††) symbol on the form. In addition, items unique to the State of California (for demonstration purposes) are appropriately identified on each form.

The general and detailed instructions for each form should be thoroughly read by all users before the forms are completed. All respondents should be impressed with the fact that the outputs generated by VEIS are only as accurate as the basic data fed into the system.

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-1

PROFESSIONAL STAFF RECORD FOR VOCATIONAL EDUCATION (PART I AND PART II)

INTRODUCTION

Form VEIS-1, Professional Staff Record for Vocational Education, is used to collect statistical information about vocational education personnel. The information collected is processed and stored in a central file of a data processing system maintained by the State Department of Education. The file will provide the State with ready access to data frequently required for Federal- and State-level reports.

This staff record consists of two forms: Part I and Part II. All vocational education staff personnel (teachers and administrators) will complete a set of these forms. Part I asks for personal data; Part II asks for information about each activity assigned to the staff member (e.g., course, class, special assignment, etc.). Each staff member will complete only one Part I form; however, he will complete a separate Part II form for each of his vocational education activities. After all the Part II forms have been completed, they should be numbered sequentially (in the upper right-hand corner of each sheet), collated (Part I followed by Part II sheets), stapled in the upper left-hand corner, and submitted to a designated school official.

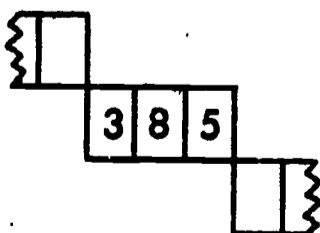
NOTE

Form VEIS-1, Part II is also used to obtain unduplicated student enrollment by vocational education program count. Special instructions for this purpose follow the Detailed Instructions for Part II.

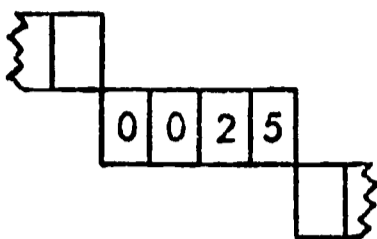
Carefully read both the general and the detailed instructions that follow before completing the forms. There are several items in Part II that are not applicable for administrative personnel and, therefore, should not be completed by them.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



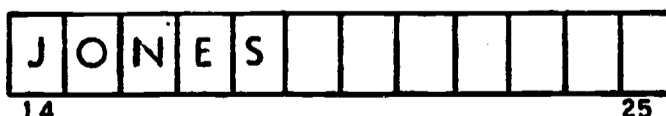
3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



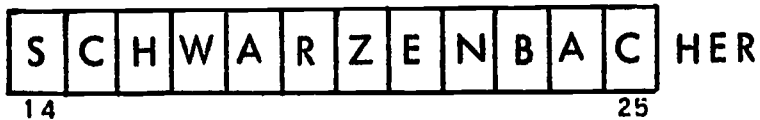
4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.
5. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
6. Fill in the box in the lower right-hand corner of each sheet of each part of the form.
7. Refer to the VEIS Glossary of Terms for definitions of terms that are not defined in the detailed instructions.

PART I - DETAILED INSTRUCTIONS

- Column 1 Do not use this space; it is reserved for programmer's use.
- Columns 2 - 3 Enter the last two digits of the number of latest school year to which the data entered on the form is applicable. For example, if the data represents the 1965-66 school year, enter 66 in the spaces provided.
- Columns 4 - 12 Enter your social security number. Use all nine spaces.
- Column 13 Do not use this space; it is reserved for programmer's use.
- Columns 14 - 25 Print your last name, starting with column 14. Enter only one letter in each space provided. In this case, the spaces that are not used should remain blank; that is, do not enter a zero in unused blank spaces, as is required in General Instruction No. 3. For example, the name "Jones" would be recorded as follows:



If your last name contains more than 12 letters, print the first 12 letters in the spaces provided, and the remainder of the letters outside the columnar spaces. For example, the name "Schwarzenbacher" would be recorded as follows:



- Column 26 Enter your first initial. .
- Column 27 Enter your middle initial. If you do not have a middle initial, leave the column blank.
- Column 28 Enter an M (male) or an F (female) to identify your sex.
- Columns 29 - 30 Insert the last two digits of the number of your year of birth. For example, if you were born in 1927, enter "27" in the spaces provided.
- Columns 31 - 32 Enter, from the following list, the Administrative Organization Unit code that best describes your employing agency. Your selection should be based on your major assignments or responsibilities; examples are cited for each of the Administrative Organization Units listed below:

| <u>Administrative Organization Unit</u> | <u>Code</u> |
|--|-------------|
| Public School (e.g., teacher, principal, librarian, counselor) | 11 |
| Local Basic Administrative Unit (commonly referred to as "school district") (e.g., superintendent, central office staff, supervisor) | 12 |
| Intermediate Administrative Unit (commonly referred to as "region") (e.g., administrative staff) | 13 |
| State Education Agency (e.g., state board, executive officers, staff) | 14 |
| Public School Operated by the State (e.g., State school for the blind or deaf, or a State correctional institution) . | 15 |

Administrative Organization Unit (Cont)

Code

| | |
|---|----|
| Public School Operated by the Federal Government (e.g., Federally operated school for military de- pendents or service personnel) | 21 |
| Nonpublic School | 31 |

Columns 33 - 37 Enter your annual contract salary, including extra pay and/or other compensation for additional assignments if these are considered to be part of your contract salary. (Note: Extra pay not included in your contract salary will be reported in columns 48 - 51.)

For example, assume your compensation for the year was as follows:

- a. Teaching assignment (part of contract salary). \$8,200.
- b. Sponsor a student vocational education extra-curricular activity (part of contract salary) 300.
- c. Teach an evening adult vocational education course (not part of contract salary) 450.
- d. Develop vocational education curriculum during summer months (not part of contract salary) 500.

Since items a. and b. are part of the annual contracted salary, you would enter 8,500 in the spaces provided; items c. and d. would not be entered at this time.

Columns 38 - 39 Enter the number of months covered by your contract period.

Column 40 Enter a code to indicate whether your employment with the Administrative Organization Unit (columns 31 - 32) is full-time (code 1) or part-time (code 2).

Column 41 If you entered code 2 (part-time) in column 40, enter here (column 41) the appropriate Other Employment code from the following list:

Other Employment

Code

| | |
|----------------------------|---|
| Secondary school | 1 |
|----------------------------|---|

Other Employment (cont)

Code

| | |
|--|---|
| Post-secondary school | 2 |
| Industry | 3 |
| Employment other than the above. | 4 |
| No other employment. | 5 |

Columns 42-43 Enter the percentage (to the nearest whole number) part-time that you are employed at the Administrative Organization Unit identified in columns 31-32. This item applies to staff members who are employed part-time for part or all of the regular school term. The percentage reflects the ratio of the part-time hours per unit period to the total hours that would normally be devoted to full-time work for the same period. Enter "00" if employed full time.

Columns 44-47 Enter the amount of extra pay and/or other compensations for extra duties that is included in the annual contract salary reported in columns 33-37. For example, in the situation cited for columns 33-37, you would enter 300 in the spaces provided (columns 44-47).

Columns 48-51 Enter the amount of extra pay and/or other compensations for extra duties that is not included in the annual contract salary reported in columns 33-37. For example, in the situation cited for columns 33-37, you would enter 950 (sum of items c. and d.) in the spaces provided (columns 48-51).

Column 52 Enter the number of periods into which a regular school day at your school is divided. If your school uses a flexible schedule (e.g., a junior college), enter a "0" in the space provided.

Columns 53-70 Do not use these spaces; they are reserved for the programmer's use

Columns 71-80 Do not use these spaces.

Fill in the box in the lower right-hand corner of the sheet.

PART II - DETAILED INSTRUCTIONS

NOTE

Administrative personnel should not complete columns 16-23, 26-30, and 33-51. Enter "0" in each of these spaces.

- Column 1 Do not use this space; it is reserved for programmer's use.
- Column 2 Enter the code that identifies the function of this sheet. If the sheet is to be used by your school as part of its start-of-year application to the State for the approval of funds, enter Code A. If it is to be used as part of an end-of-year report for vocational education programs, enter code R. The administrative office will provide you with the function (code).
- Columns 3 - 4 Assign a Sequence Activity Number to each of the activities to which you are assigned. The numbers should be selected from the three groups shown below, starting with the lowest number (01, 51, or 71) in each group. An activity is defined as a discrete area of responsibility and/or assignment (classroom, course, guidance, etc.) within the groups listed below. You should prepare a separate Part II sheet for each activity which you report, and assign a number (in sequential order) to each activity.

| <u>Activity</u> | <u>Number Group</u> |
|--|---------------------|
| Activities covered by annual contract salary. (These activities do <u>not</u> include extra duties covered by extra pay included in the annual contract salary) | 01 to 09 |
| Activities covered by extra pay included in annual contract salary | 51 to 59 |
| Activities covered by extra pay <u>not</u> included in annual contract salary | 71 to 79 |
| To determine whether a particular assignment should be considered one activity or more than one activity, the following criteria should be used: | |
| a. If a lesson lasts two or more periods, it counts as <u>one</u> activity. | |



- b. If the same course is taught to different groups of pupils, each class is considered a separate activity.
- c. If different courses are taught to the same group of pupils, each course is considered a separate activity.
- d. Each inclusive non-teaching activity should be reported as a separate activity. For example, part-time department chairman and agriculture extra-curricular advisor would count as two separate activities.

Using the illustrations provided for columns 33-37 in Part I, and assuming you had the assignments shown below, the Sequence Activity Numbers would be assigned in this way:

- a. Teach Drafting I to two different classes 01, 02
- b. Teach Electric Wiring I & II, one class
per course 03, 04
- c. Serve as advisor to a vocational education
extra-curricular activity 51
- d. Develop a vocational education curriculum
during the summer 71

In the above example, you performed six different activities and, therefore, would complete six separate Part II sheets.

Columns 5 - 6 Enter the code that identifies the Instructional Organization in which the Sequence Activity Number identified in columns 3 - 4 is taught, or by which it is sponsored. The term "instructional organization" refers to a school or other educational organization whose purpose is to provide instruction of a given type or types. Select a code from the following list only if you entered code 11 (public school), code 15 (public school operated by the State), code 21 (public school operated by the Federal government), or code 31 (nonpublic school) in columns 31 - 32 in Part I of the Professional Staff Record. Otherwise use code "09."

| <u>Instructional Organization</u> | <u>Code</u> |
|--|-------------|
| Regular or comprehensive high school | 12 |



| <u>Instructional Organization (cont)</u> | <u>Code</u> |
|--|-------------|
| Vocational/technical school, local | 14 |
| Technical institute. | 30 |
| University or college | 40 |
| Community or junior college | 45 |
| Vocational/technical school, area or regional | 50 |
| Combination secondary, post-secondary, and technical | 80 |
| Under contract | 90 |

Columns 7 - 9 Enter, from the following list, the Position, Title, or Assignment code that best describes the Sequence Activity identified in columns 3 -4.

| <u>Position, Title or Assignment</u> | <u>Code</u> |
|---|-------------|
| Director | 300 |
| Supervisor (includes consultants) | 400 |
| Assistant supervisor | 410 |
| Curriculum specialist | 420 |
| Research specialist (vocational) | 421 |
| <u>Teacher</u> | |
| Classroom | 601 |
| Substitute | 602 |
| Homebound or hospitalized | 603 |
| Supervising or department head | 604 |
| Teacher trainee (vocational) | 607 |

| <u>Position, Title or Assignment (cont)</u> | <u>Code</u> |
|--|-------------|
| Other teacher | 609 |
| Itinerant teacher (vocational) | 611 |
| Teacher coordinator (vocational) | 612 |
| Youth organization specialist (vocational) | 620 |
| Counselor | 750 |
| Other professional personnel | 900 |
| Non-credential personnel (trades and industry) | 950 |

Columns 10 - 12 Enter, from the following list, the Area of Responsibility code that best describes your duties for the Sequence Activity identified in columns 3 - 4.

| <u>Code</u> | <u>Area of Responsibility</u> |
|-------------|---|
| | <u>Administration Service Area</u> |
| 101 | School Board |
| 102 | Board Secretary's Office |
| 103 | Board Treasurer's Office |
| 104 | School Elections |
| 105 | Tax Collection |
| 106 | Legal Services |
| 107 | Other Board of Education Responsibility |
| 110 | General Administration |
| 111 | Public Information Services |
| 112 | Centralized Research Services |
| 113 | Statistical Services |
| 114 | Data Processing Services |
| 115 | Printing, Publishing, Duplicating |
| 120 | Administration of Instruction |
| 130 | Personnel Administration |
| 140 | Pupil Personnel Services Administration |
| 150 | Business Administration |
| 160 | Fiscal Control (Financial Accounting) |
| 170 | Buildings and Grounds Administration |
| 180 | Purchasing and Stores |
| 190 | Other Administrative Responsibility |

| <u>Code</u> | <u>Area of Responsibility (cont)</u> |
|-------------|--|
| | <u>Instruction Service Area</u> |
| 210 | Improvement of Curriculum and Instruction |
| 220 | School Direction and Management |
| 230 | Classroom Instruction |
| 235 | The Training of Preservice and Inservice Teachers |
| 239 | Teaching, Other Than Classroom Instruction |
| 240 | Textbook Program |
| 250 | School Library Services |
| 260 | Audiovisual Services |
| 270 | Guidance Services |
| 280 | Psychological Services |
| 290 | Educational Television |
| 298 | Supervising or Coordinating - Activities in an area or region (Vocational) |
| 299 | Other Instructional Services Responsibility |
| 300 | <u>Other School Services</u> |
| | <u>Attendance and School Social Work Service Area</u> |
| 311 | Attendance Services |
| 312 | School Social Work Services |
| 319 | Other Attendance and School Social Work Responsibility |
| | <u>Health Services Service Area</u> |
| 321 | Physical and Mental Health Services |
| 322 | Dental Health Services |
| 323 | School Nurse Services |
| 329 | Other Health Services Responsibility |
| | <u>Pupil Transportation Services Service Area</u> |
| 331 | Pupil Transportation Vehicle Operation |
| 332 | Pupil Transportation Services Insurance |
| 333 | Replacement of Pupil Transportation Services Vehicles |
| 334 | Operation and Maintenance of Pupil Transportation Services |
| 335 | Pupil Transportation Vehicle Servicing and Maintenance |
| 336 | Parent - Arranged Transportation of Pupils |
| 337 | Direction and Management of Pupil Transportation Services Program |
| 339 | Other Pupil Transportation Services Responsibility |

Columns 13 - 15 Enter, from the following list, the Instructional Program code that identifies the Instructional Program for the Sequence Activity identified in columns 3 - 4.

| <u>Instructional Program (Vocational Education Only)</u> | <u>Code</u> |
|--|-------------|
| Agriculture | 001 |
| Distribution/Marketing Education | 004 |
| Health Occupations | 007 |
| Home Economics | 008 |
| Office Occupations Education | 012 |
| Technical Education | 016 |
| Trades and Industry Education | 017 |
| Work Experience Education | 021 |
| Combination of two or more of the above instruction programs | 097 |

Columns 16 - 19 Enter, from the following list, the Instructional Course code that identifies the Instructional Course for the Sequence Activity identified in columns 3 - 4. (Note that a separate group of Instructional Courses is provided for each of the Instructional Programs listed for use in columns 13 - 15. In columns 16 - 19, enter only the 4-digit codes which are applicable to the Instructional Program identified in columns 13 - 15.) For example, if the Instructional Program identified in columns 13 - 15 were Trades and Industry Education (code 017) and the Instructional Course was Carpentry, you would enter "0500" in columns 16 - 19. (NEC, as used below, is the abbreviation for "not elsewhere classified.")

| <u>Code</u> | <u>Instructional Course</u> |
|-------------|---|
| 0010000 | <u>Agriculture (Vocational Education)</u> |
| 0100 | Agricultural Marketing |
| 0200 | Agricultural Processing |
| 0300 | Agricultural Production |
| 0400 | Agricultural Services |

| <u>Code</u> | <u>Instructional Course</u> |
|----------------|---|
| 0500 | Horticulture, Ornamental |
| 0600 | Agricultural Mechanics (NEC) |
| 0700 | Farm Management (NEC) |
| 0800 | Forestry (NEC) |
| 9800 | Non-course Activity |
| 9900 | Other Agriculture (NEC) |
| 0040000 | <u>Distribution/Marketing Education (Vocational Education)</u> |
| 0100 | Apparel, Shoes |
| 0200 | Automotive, Petroleum |
| 0300 | Business Services, Advertising |
| 0400 | Export Trade |
| 0500 | Finance and Insurance |
| 0600 | Fish Merchandising (Fishery) |
| 0700 | Food |
| 0800 | Food Service |
| 0900 | Furniture |
| 1000 | General Merchandise |
| 1100 | Hardware, Lumber, Equipment |
| 1200 | Hotel, Motel |
| 1300 | Management, Mid-management |
| 1400 | Manufacturer Representatives |
| 1500 | Real Estate |
| 1600 | Transportation |
| 1700 | Wholesale (NEC) |
| 9800 | Non-course Activity |
| 9900 | Other Distribution/Marketing (NEC) |
| 0070000 | <u>Health Occupations (Vocational Education)</u> |
| 0100 | Dental Assistant |
| 0200 | Dental Lab Assistant |
| 0300 | Dispensing Optician Assistant |
| 0400 | Medical Assistant |
| 0500 | Medical Lab Assistant |
| 0600 | Nurses Aide |
| 0700 | Operating Room Assistant |
| 0800 | Physical Therapy Assistant |
| 0900 | Practical Nurse |
| 9800 | Non-course Activity |
| 9900 | Other Health Occupation (NEC) |

| <u>Code</u> | <u>Instructional Course (cont)</u> |
|----------------|---|
| 0080000 | <u>Home Economics (Vocational Education)</u> |
| 0100 | Homemaking (Useful Employment) |
| 0110 | Child Development |
| 0120 | Clothing and Textiles |
| 0130 | Consumer Education |
| 0140 | Family Relations/Family Living |
| 0150 | Food/Nutrition |
| 0160 | Home Management |
| 0170 | Housing/Home Furnishings |
| 0180 | Home Economics (Homemaking) (High School Only) |
| 0190 | Other Homemaking (NEC) |
| 0200 | Occupational Preparation (Gainful Employment) |
| 0210 | Care and Guidance of Children |
| 0220 | Food Management, Production, and Services |
| 0230 | Institutional and Home Management |
| 0240 | Clothing Management, Production and Service |
| 0250 | Home Furnishings and Equipment |
| 0290 | Other Occupational Preparation in Home Economics (Specify) |
| 9800 | Non-course Activity |
| 9900 | Other Home Economics (NEC) |
| 0120000 | <u>Office Occupations Education (Vocational Education)</u> |
| 0100 | Accounting, Auditing, Budget and Management Analysis |
| 0200 | Administrative Specialization |
| 0300 | Computing and Accounting |
| 0400 | Data Processing |
| 0500 | Information and Message Distribution |
| 0600 | Material and Production Recording |
| 0700 | Miscellaneous Clerical |
| 0800 | Stenographic-Secretarial |
| 0900 | Typing and Related |
| 1000 | Filing and Related |
| 1100 | Supervisory |
| 1200 | Personnel and Training Administration |
| 9800 | Non-course Activity |
| 9900 | Other Office Education (NEC) |
| 0160000 | <u>Technical Education (Vocational Education)</u> |
| 0100 | Aeronautical and Aero-space Technology |
| 0200 | Building Construction Technology |

| <u>Code</u> | <u>Instructional Course (Cont)</u> |
|-------------|--|
| 0300 | Chemical Technology |
| 0400 | Civil Technology |
| 0500 | Dental Technology |
| 0600 | Electrical Technology |
| 0700 | Electronics Technology |
| 0800 | Instrumentation Technology |
| 0900 | Mechanical Technology (including mechanical drafting and design; tool and die design; and mechanical production) |
| 9800 | Non-course Activity |
| 1000 | Metallurgical Technology |
| 9900 | Other Technical Education (NEC) |
| 0170000 | <u>Trade and Industrial Education (Vocational Education)</u> |
| 0100 | Air Conditioning and Refrigeration |
| 0200 | Aircraft Maintenance |
| 0300 | Automotive |
| 0400 | Barbering |
| 0500 | Carpentry |
| 0600 | Commercial Art |
| 0700 | Commercial Food Preparation |
| 0800 | Cosmetology |
| 0900 | Diesel |
| 1000 | Drafting |
| 1100 | Dressmaking and Tailoring |
| 1200 | Electrical, Industrial |
| 1300 | Electrical, Lineman Training |
| 1400 | Electrical, Wiring |
| 1500 | Firemen Training |
| 1600 | Fishery |
| 1700 | Food Service Worker (including waiter/waitress) |
| 1800 | Heavy Equipment Operation |
| 1900 | Hotel, Motel, and Restaurant (except waiter/waitress) |
| 2000 | Law Enforcement |
| 2100 | Machine Tool Operator |
| 2200 | Machine Shop |
| 2300 | Meat Cutter |
| 2400 | Painting and Decorating |
| 2500 | Photography |
| 2600 | Plumbing |
| 2700 | Printing |
| 2800 | Radio and TV Maintenance |

| <u>Code</u> | <u>Instructional Course (Cont)</u> |
|-------------|--|
| 2900 | Service Occupations (NEC) |
| 3000 | Sheet Metal (NEC) |
| 3100 | Shoe Repairing |
| 3200 | Small Engine Repair (Internal Combustion) |
| 3300 | Supervisory |
| 3400 | Surveying |
| 3500 | Trowel Trades |
| 3600 | Watchmaking |
| 3700 | Welding |
| 3800 | General Continuation |
| 9800 | Non-course Activity |
| 9900 | Other Trade and Industrial Education (NEC) |

0190000 Basic Education Vocational Education Act of 1963
(Special Needs)

Columns 20 - 21 Enter, from the following list, the Instructional Grade code that identifies the grade level at which the course listed in columns 16 - 19 was developed.

| | <u>Instructional Grade</u> | <u>Code</u> |
|---|----------------------------|-------------|
| 7th grade | | 07 |
| 8th grade | | 08 |
| 9th grade | | 09 |
| 10th grade | | 10 |
| 11th grade | | 11 |
| 12th grade | | 12 |
| 13th grade | | 13 |
| 14th grade | | 14 |
| Combination 7th, 8th, & 9th (Junior High) | | 51 |
| Combination 10th, 11th, & 12th grades | | 52 |

Instruction Grade (Cont)

Code

| | |
|--|----|
| Combination 13th & 14th grades | 53 |
| Special Needs | 91 |
| Adult | 95 |

Columns 22 - 23 Enter, from the following list, the Method of Instruction code that best describes the method of instruction or type of program for which the course listed in columns 16 - 19 was developed.

Method of Instruction

Code

| | |
|---|----|
| Supplementary vocational program | 30 |
| Cooperative education | 32 |
| Preservice teacher training (vocational) | 34 |
| Apprenticeship training (vocational) | 35 |
| On-The-Job training | 36 |
| Part-time general continuation class (vocational, trade and industrial) | 37 |
| Preparatory program (vocational) | 38 |
| Ungraded secondary | 80 |
| Other NEC | 90 |
| Workshop | 92 |
| Seminar | 94 |

Columns 24 - 25 Enter the applicable "Administrative Level" code from the list below. This item is not applicable to staff members performing teaching assignments, but only to staff members that render the service described herein. The term "Administrative Level" refers to the level at which staff members with special assignments provide leadership, guidance, and other assistance to the teaching staff. The purpose of this assistance is to improve the curriculum and the curriculum materials

used by teachers in performing their teaching activities. Staff members performing this function would include supervisors of instruction, audio-visual consultants, subject matter consultants, curriculum consultants, helping teachers, etc.

| <u>Administrative Level</u> | <u>Code</u> |
|---|-------------|
| Kindergarten and pre-kindergarten | 10 |
| Elementary | 20 |
| Intermediate | 30 |
| Secondary | 40 |
| Post-secondary | 50 |
| Elementary-secondary combined or ungraded | 60 |
| Adult | 70 |

- Columns 26 - 28** Enter the period length (in minutes) for the Instructional Course identified in columns 16 - 19. Include switching time (time between classes) in the entry. If the course identified in columns 16 - 19 is taught according to a flexible schedule (the period length varies from day to day or period to period), enter the total number of minutes per week the course is taught.
- Column 29** Enter the number of periods per day that the Instructional Course identified in columns 16 - 19, is held. If the course schedule is flexible enter a "1" in the space provided.
- Column 30** Enter the number of days per week that the Instructional Course, identified in columns 16 - 19 is held. If the course schedule is flexible, enter a "1" in the space provided.
- Columns 31 - 32** Enter the number of weeks per semester during which the Instructional Course identified in columns 16 - 19 is held.
- Column 33** Enter "code N" if the Instructional Course identified in columns 16 - 19 is a new course; if not, enter the number of years the course has been in existence. If more than nine years, enter 9.

- Columns 34 - 36 Enter the number of male pupils enrolled in the Sequence Activity identified in columns 3 - 4.
- Columns 37 - 39 Enter the number of female pupils enrolled in the Sequence Activity identified in columns 3 - 4.
- Columns 40 - 41 Enter, from the following list, the Type of Pupil code that best describes the type of pupil enrolled in the Sequence Activity identified in columns 3 - 4.

| <u>Type of Pupil</u> | <u>Code</u> |
|-------------------------------------|-------------|
| Regular | 10 |
| Handicapped | 20 |
| Gifted | 30 |
| Adult and out-of-school | 40 |
| Person with special needs | 50 |
| Former Dropout | 60 |
| Other | 90 |

- Columns 42 - 45 Enter your travel expense for the Sequence Activity identified in columns 3 - 4.
- Columns 46 - 49 Enter expenses related to the preparation of brochures for business vocational education programs.
- Columns 50 - 51 Enter the number of years of job experience you have had which is related to the Sequence Activity identified in columns 3 - 4. Do not include teaching experience in your entry.
- Columns 52 - 53 Enter the first letter of your first name in column 52 and the first letter of your last name in column 53.

Columns 54 - 78 Do not use these spaces; they are reserved for the programmer's use.

Columns 79 - 80 Enter the last two digits of the number of latest school year to which the data entered on the form is applicable.

Fill in the box in the lower right-hand corner of each sheet.

PART II - SPECIAL INSTRUCTIONS (UNDUPLICATED STUDENT COUNT)

NOTE

When Part II is used to report unduplicated student enrollment by program, the form must be completed by a school official (department head or counselor) who is cognizant of the number of students enrolled in a specific vocational education program (Agriculture, Home Economics, Trades and Industry, etc.). A student counted in one program shall not be counted in a second program. Complete a separate Part II form for each program.

Column 1 Do not use this space, it is reserved for programmer's use.

Column 2 Enter code R.

Columns 3 - 4 Do not use these spaces. Enter 0's in the spaces.

Columns 5 - 6 Enter the code that identifies the Instructional Organization in which the program (columns 13-15) is taught. Use the codes listed under Detailed Instructions, Columns 5-6.

Columns 7 - 9 Enter the code that best describes your position, title, or assignment. (See Note, above.) Use the codes listed under Detailed Instructions, Columns 7-9.

Columns 10 - 12 Enter code 313 for unduplicated student count.

Columns 13 - 15 Enter the vocational education program code that identifies the program for which the unduplicated count is reported. Use the codes listed under Detailed Instructions, Columns 13-15.

Columns 16 - 33 Do not use these spaces. Enter 0's in these spaces.

Columns 34 - 36 Enter the number of male students (unduplicated count) enrolled in the vocational education program identified in columns 13-15. If the enrollment exceeds 999, use a second Part II form for the balance of the enrollment.

Columns 37 - 39

Enter the number of female students (unduplicated count) enrolled in the vocational education program identified in columns 13-15. If the enrollment exceeds 999, use a second Part II form for the balance of the enrollment.

Columns 40 - 78

Do not use these spaces. Enter 0's in these spaces.

Columns 79 - 80

Enter the last two digits of latest school year to which the data entered on the form is applicable.

PROFESSIONAL STAFF RECORD FOR VOCATIONAL EDUCATION

PART I OF TWO PARTS

PART I (Sheet 1 of 1)

X FOR PROGRAMMER'S USE ONLY

SCHOOL YEAR (19__)

SOCIAL SECURITY NUMBER ††

STAFF MEMBER'S †† NAME

LAST NAME (START AT LEFT) — INITIALS (FIRST & MIDDLE) —

SEX (M OR F) ††

YEAR OF BIRTH (19__)

ADMINISTRATIVE ORGANIZATION UNIT CODE * ††

ANNUAL CONTRACT SALARY

CONTRACT PERIOD (MONTHS)

EMPLOYED FULL-TIME (CODE=1) OR PART-TIME (CODE=2)

IF PART-TIME, IDENTIFY OTHER EMPLOYMENT ** ††

PERCENTAGE PART-TIME EMPLOYMENT ††

INCLUDED IN CONTRACT —

NOT INCLUDED IN CONTRACT —

EXTRA PAY AND/OR OTHER COMPENSATIONS FOR EXTRA DUTIES

NUMBER OF PERIODS IN REGULAR SCHOOL DAY (NOT APPLICABLE FOR JUNIOR COLLEGES)

FOR PROGRAMMER'S USE ONLY

(SPARE COLUMNS)

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting salary/pay. For amounts ending .01 to .50, enter next lower dollar, and for amounts ending .51 to .99, enter next higher dollar.

NOTES

*Select proper code from applicable list of codes in detailed instructions.

**Select Other Employment code from the following list:

- 1 - Secondary school
- 2 - Post-secondary school
- 3 - Industry
- 4 - Employment other than 1, 2, or 3, above
- 5 - No other employment

†† This data is not required for Vocational Education. It is for BEDS purposes only.

NAME OF STAFF MEMBER:

SCHOOL OR EMPLOYING AGENCY:

APPROVAL SIGNATURE:

DATE PREPARED:

PROFESSIONAL STAFF RECORD FOR VOCATIONAL EDUCATION

PART II OF TWO PARTS

PART II (Sheet ___ of ___)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------|---|-----------------------------|-------------------------------------|---|---------------------------------|-----------------------------|----------------------------|---------------------------|--------------------------------|----------------------------|--|-------------------|-----------------|--------------------|----------------------|---|--------|--|--|---------------------------|--------------------|--|------|--------|---------------------|------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| Y | FOR PROGRAMMER'S USE ONLY | APPLICATION (CODE=A) OR REPORT (CODE=R) (FOR CALIF) | SEQUENCE ACTIVITY NUMBER †† | INSTRUCTIONAL ORGANIZATION CODE* †† | POSITION, TITLE, OR ASSIGNMENT CODE* †† | AREA OF RESPONSIBILITY CODE* †† | INSTRUCTIONAL PROGRAM CODE* | INSTRUCTIONAL COURSE CODE* | INSTRUCTIONAL GRADE CODE* | METHOD OF INSTRUCTION CODE* †† | ADMINISTRATIVE LEVEL CODE* | MINUTES PER PERIOD (INCL. SWITCH.TIME) † | PERIODS PER DAY † | DAYS PER WEEK † | WEEKS PER SEMESTER | EXPENSES (FOR CALIF) | BUSINESS VOCATIONAL EDUCATION BROCHURES | TRAVEL | NUMBER YEARS JOB EXPERIENCE †† (EXCL. TEACHING EXPERIENCE) | FIRST & LAST INITIALS OF STAFF MEMBER'S NAME | FOR PROGRAMMER'S USE ONLY | SCHOOL YEAR (19__) | NEW COURSE (CODE=N) OR NUMBER OF YEARS COURSE TAUGHT | MALE | FEMALE | TYPE OF PUPIL CODE* | NUMBER OF PUPILS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

NOTES

- *Select proper code from applicable list of codes in the detailed instructions.
- † For flexible schedules, refer to detailed instructions.
- †† This data is not required for Vocational Education, for BEDS purposes only.

INSTRUCTIONS

Detailed instructions are attached.

Prepare a separate Part II sheet for each Current Activity reported by the staff member and enter sheet numbers in upper right-hand corners of sheets.

In columns 5-53, report only data pertaining to the Current Activity identified in columns 3-4.

When reporting numerical data, enter only one digit in each columnar space. The right-hand

digit is entered in the extreme right-hand columnar space of a group. Place an "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, enter next lower dollar, and for amounts ending .51 to .99, enter next higher dollar.

NAME OF STAFF MEMBER:

SCHOOL OR EMPLOYING AGENCY:

APPROVAL SIGNATURE:

DATE PREPARED:

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-2

FOLLOW-UP OF ENROLLEES IN COOPERATIVE AND PREPARATORY VOCATIONAL EDUCATION PROGRAMS

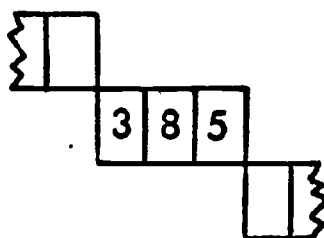
INTRODUCTION

Form VEIS-2, Follow-Up of Enrollees in Cooperative and Preparatory Vocational Education Programs, is used to collect statistical data on students that have completed various programs within a specific school. The data will be used by the State Department of Education to meet Federal reporting requirements and also used for various evaluation and analytical studies.

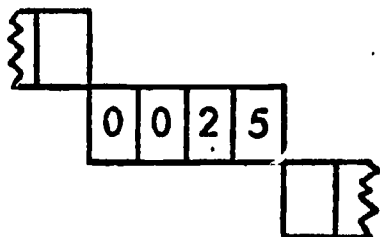
Carefully read both the general and the detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-4.
6. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-2 form required to report the "Follow-Up of Enrollees" data for all the Vocational Education Programs offered in the school system.) Staple the complete set in the upper left-hand corner.
7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
8. Fill in the box in the lower right-hand corner of each sheet of the form.
9. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 Do not use this space; it is reserved for programmer's use.

Columns 2-4 Insert the appropriate Vocational Education Program code from the following list:

| <u>Vocational Education Program</u> | <u>Code</u> |
|-------------------------------------|-------------|
| Agriculture | 001 |
| Distribution/Marketing | 004 |
| Health | 007 |
| Home Economics | 008 |
| Office | 012 |
| Technical | 016 |
| Trades and Industry | 017 |

Column 5 Enter, from the following list, the code that identifies the type of school offering the vocational education program identified in columns 2 - 4:

| <u>Type of School</u> | <u>Code</u> |
|--------------------------|-------------|
| Secondary | 1 |
| Post-secondary | 2 |

Columns 6 - 13 Enter the number of male (columns 6-9) and female (columns 10-13) students who completed all the program requirements for the vocational education program identified in columns 2 - 4.

Columns 14-18 Enter the number of male (columns 14-16) and female (columns 17-18) students who entered the armed forces after completing all the program requirements.

Columns 19-24 Enter the number of male (columns 19-21) and female (columns 22-24) students who continued full-time school after completing all the program requirements.

Columns 25-30 Enter the number of male (columns 25-27) and female (columns 28-30) students who did not enter the labor force for other reasons after completing all the program requirements. Do not include students who have been accounted for in other information categories on the form.

Columns 31-36 Enter the number of male (columns 31-33) and female (columns 34-36) students who completed all the program requirements and who are now employed full-time in the occupation for which trained.

Columns 37-42 Enter the number of male (columns 37-39) and female (columns 40-42) students who completed all the program requirements and who are now employed full-time in an occupation related to their training. Do not include students who were reported in columns 31-36.

Columns 43-48 Enter the number of male (columns 43-45) and female (columns 46-48) students who completed all the program requirements and who are now employed full-time in an occupation not related to their training. Do not include students who were reported in columns 31-36 and 37-42.

Columns 49-54 Enter the number of male (columns 49-51) and female (columns 52-54) students who completed all the program requirements and who are now employed part-time, regardless of whether the occupation is, or is



not, related to their training. Do not include students who are employed part-time and are attending full-time school. These students should be included in the numbers reported in columns 19-24.

- Columns 55-60 Enter the number of male (columns 55-57) and female (columns 58-60) students who completed all the program requirements and who are now unemployed.
- Columns 61-64 Enter the number of male (columns 61-62) and female (columns 63-64) students who completed all the program requirements and whose status is unknown at this time.
- Columns 65-68 Enter the number of male (columns 65-66) and female (columns 67-68) students who left school before completing all their program requirements, but who left with marketable skills and are now employed in an occupation related to their training.
- Column 69 Enter the code (provided by State education agency) that identifies the school region in which the reporting school is located.
- Columns 70-71 Enter the number that identifies the congressional district in which the reporting school is located.
- Columns 72-73 Enter the code (provided by State education agency) that identifies the county in which the reporting school is located.
- Columns 74-76 Enter the code (provided by State education agency) that identifies the school district in which the reporting school is located.
- Columns 77-80 Enter the School Identification Number (provided by the State educational agency).

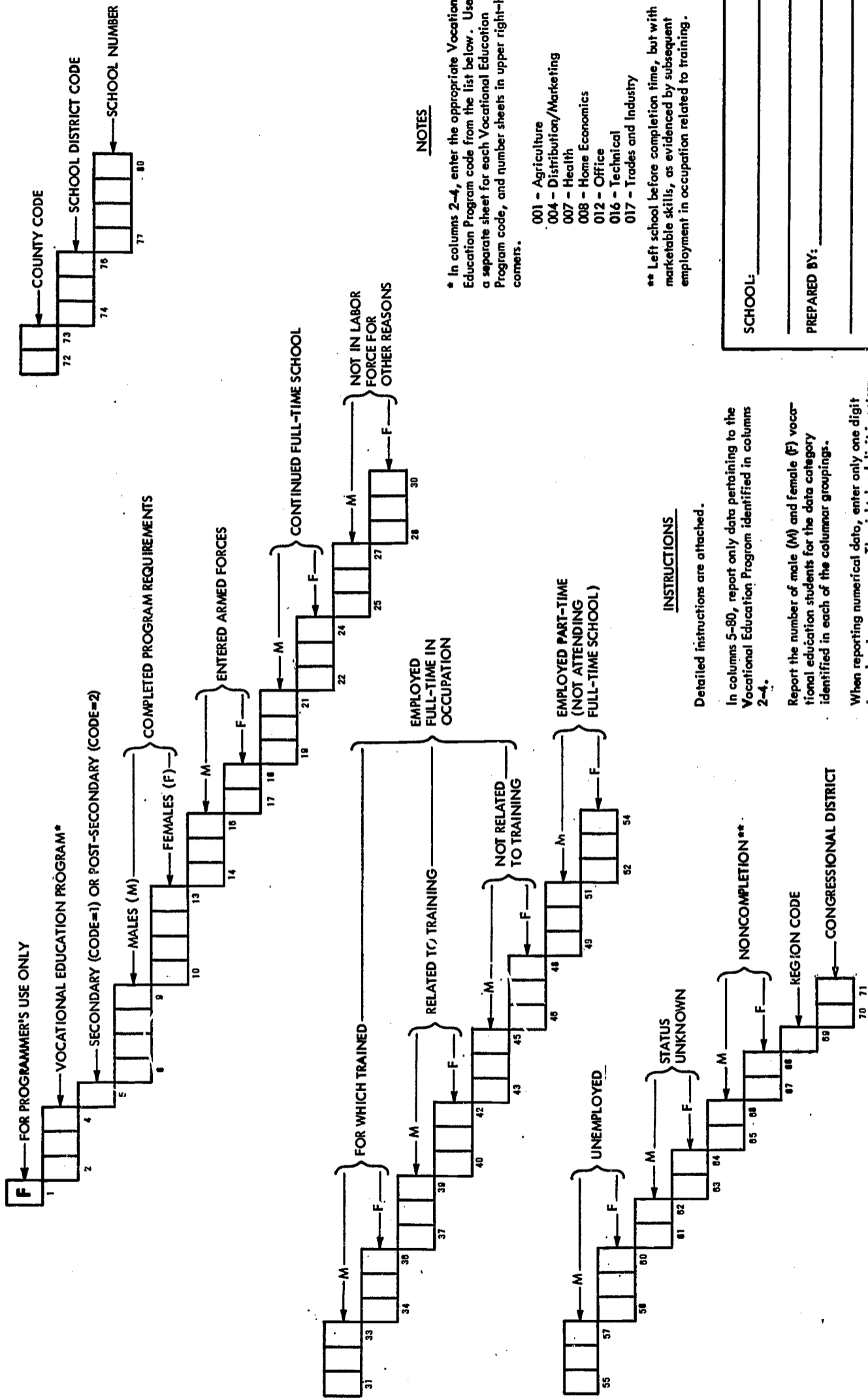
Fill in the box in the lower right-hand corner of each sheet.

NOTE

This form should be checked carefully. The sum of the numbers in columns 6-13 must equal the sum of the numbers entered in columns 14-64. Recheck the General Instructions.

FOLLOW-UP OF ENROLLEES IN COOPERATIVE AND PREPARATORY VOCATIONAL EDUCATION PROGRAMS

(Sheet ___ of ___)



NOTES

* In columns 2-4, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet for each Vocational Education Program code, and number sheets in upper right-hand corners.

- 001 - Agriculture
- 004 - Distribution/Marketing
- 007 - Health
- 008 - Home Economics
- 012 - Office
- 016 - Technical
- 017 - Trades and Industry

** Left school before completion time, but with marketable skills, as evidenced by subsequent employment in occupation related to training.

INSTRUCTIONS

Detailed instructions are attached.

In columns 5-80, report only data pertaining to the Vocational Education Program identified in columns 2-4.

Report the number of male (M) and female (F) vocational education students for the data category identified in each of the columnar groupings.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

SCHOOL: _____

PREPARED BY: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-3

STATUS OF PROFESSIONAL STAFF TRAINING IN VOCATIONAL EDUCATION

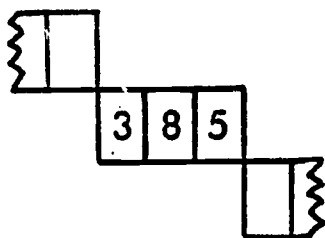
INTRODUCTION

Form VEIS-3, Status of Professional Staff Training in Vocational Education, is used to collect information about teacher and administrative training programs. The data collected will be used by the State Department of Education to fulfill Federal reporting requirements, and for various studies conducted by State and local agencies.

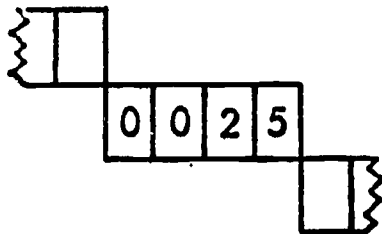
Carefully read both the general and the detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-4.
6. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-3 form required to report the "Status of Professional Staff Training" data for all the Vocational Education Programs offered in the school system.) Staple the complete set in the upper left-hand corner.
7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
8. Fill in the box in the lower right-hand corner of each sheet of the form.
9. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 Do not use this space; it is reserved for programmer's use.

Columns 2 - 4 Insert the appropriate Vocational Education Program code from the following list:

| <u>Vocational Education Program</u> | <u>Code</u> |
|-------------------------------------|-------------|
| Agriculture | 001 |
| Distribution/Marketing | 004 |
| Health | 007 |
| Home Economics | 008 |
| Office | 012 |
| Technical | 016 |
| Trades and Industry | 017 |

Vocational Education Program (Cont)

Code

Guidance 075

Column 5 Enter, from the following list, a Training Program code which is applicable to the Vocational Education Program identified in columns 2-4.

Training Program

Code

Supervisory Training 1

Administrative Training 2

Teacher Training 3

Combination of the above 4

Other 5

Columns 6-8. Enter the number of teacher/professional training programs of the type identified in column 5 that were approved by the State for reimbursement.

Columns 9-14 Enter the number of full-time (columns 9-11) and part-time (columns 12-14) teachers who are associated with the type of training program identified in column 5.

Columns 15-22. Enter the number of Pre-Service (columns 15-18) and In-Service (columns 19-22) enrollees in the teacher-training programs. The term "pre-service" refers to pre-employment training offered to people preparing to teach vocational education students or to assume professional duties and responsibilities in the field of vocational education, and the term "in-service" refers to training designed to contribute to the employed teacher's professional growth during the time of his or her service in a school system.

Columns 23-30. Enter the number of enrollees who completed the minimum State plan requirements during the fiscal year. Secondary and/or post secondary enrollees (columns 23-26) are teacher trainees who are, or will be, teaching in secondary and/or post secondary school education programs. Adult enrollees (columns 27-30) are teacher trainees who are, or will be, teaching in adult school programs (usually part-time) directed toward adult students (e.g., adult extension courses). Do not report in the Adult category enrollees whom you have already reported in the Secondary and/or Post Secondary category.

- Columns 31 - 37** Enter the number of enrollees who completed their teacher training requirements this fiscal year (in accordance with minimum State plan requirements) for secondary school instruction education programs and who have been placed in In-State (columns 31 - 34) and in Out-of-State (columns 35 - 37) positions.
- Columns 38 - 44** Enter the number of enrollees who completed their teacher training requirements this fiscal year (in accordance with the minimum State plan requirements) for adult school instruction programs and who have been placed in In-State (columns 38 - 41) and Out-of-State (columns 42 - 44) positions. Do not report in this (Adult Instruction) category enrollees who were reported in the Secondary School Instruction category (columns 31 - 37).
- Columns 45 - 52** Enter the number of enrollees who will complete minimum State plan requirements during the next fiscal year. Do not report in the Adult category (columns 49 - 52) enrollees who were reported in the Secondary category (columns 45 - 48).
- Columns 53 - 56** Enter an estimate of the number of teachers who will be needed as replacements and for program expansion during the next fiscal year. This estimate should be limited to school districts whose requirements are usually filled by the reporting school or State agency. Do not report in the Adult category (columns 55 - 56) enrollees who were reported in the Secondary (columns 53 - 54) category.
- Columns 57 - 66** Do not use these spaces.
- Columns 67 - 68** Enter the last two digits of the number of the fiscal year in which the data reported is applicable. For example, if data on the form represents the 1965 Fiscal year, enter 65 in the spaces provided.
- Column 69** Enter the code (provided by State education agency) that identifies the school region in which the reporting school or agency is located.
- Columns 70 - 71** Enter the number that identifies the congressional district in which the reporting school or agency is located.
- Columns 72 - 73** Enter the code (provided by State education agency) that identifies the county in which the reporting school or agency is located.
- Columns 74 - 76** Enter the code (provided by State education agency) that identifies the school district in which the reporting school or agency is located.

Columns 77- 80 Enter the school or agency identification number (provided by State education agency).

Fill in the box in the lower right-hand corner of each sheet.

NOTE

This form should be checked carefully. Recheck the General Instructions .

STATUS OF PROFESSIONAL STAFF TRAINING IN VOCATIONAL EDUCATION

(Sheet ___ of ___)

T FOR PROGRAMMER'S USE ONLY

VOCATIONAL EDUCATION PROGRAM **

TRAINING PROGRAM **

APPROVED PROGRAMS

FULL-TIME

PART-TIME

NUMBER OF TEACHER TRAINERS

PRE-SERVICE

IN-SERVICE

NUMBER OF ENROLLEES IN TEACHER TRAINING

SECONDARY AND/OR POST-SECONDARY INSTRUCTION

ADULT INSTRUCTION

NUMBER COMPLETING MINIMUM STATE PLAN REQUIREMENTS THIS FISCAL YEAR

IN-STATE

OUT-OF-STATE

NUMBER OF ADULT COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED

IN-STATE

OUT-OF-STATE

SECONDARY

ADULT

ESTIMATED NUMBER OF COMPLETIONS FOR NEXT FISCAL YEAR

SECONDARY

ADULT

ESTIMATED NEED FOR TEACHERS FOR NEXT FISCAL YEAR

SECONDARY

ADULT

(SPARE COLUMNS)

YEAR (19__)

REGION CODE

CONGRESSIONAL DISTRICT

COUNTY CODE

SCHOOL DISTRICT CODE

SCHOOL NUMBER

NOTES

* Insert appropriate Vocational Education Program code from the list below. Prepare a separate sheet of the form for each VEP code and number sheets in upper right-hand corners, per detailed instructions.

- 001 - Agriculture
- 004 - Distributary/Marketing
- 007 - Health
- 008 - Home Economics
- 012 - Office
- 016 - Technical
- 017 - Trades and Industry
- 075 - Guidance

** Insert appropriate Training Program code from the list below. Prepare a separate sheet of the form for each TP code and number sheets in upper right-hand corners, per detailed instructions.

- 1 - Supervisory Training
- 2 - Administrative Training
- 3 - Teacher Training
- 4 - Combination of 1, 2 and 3
- 5 - Other

INSTRUCTIONS

Detailed instructions are attached.

In columns 6-80, report only data pertaining to the Vocational Education Program identified in columns 2-4 and the Training Program identified in column 5.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

INSTITUTION/STATE AGENCY: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__



INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-4

PROJECT STATUS AND EXPENDITURES OF AREA VOCATIONAL SCHOOL CONSTRUCTION

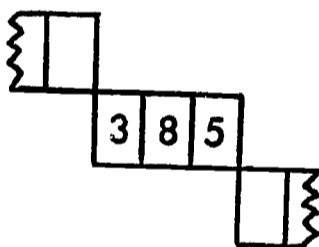
INTRODUCTION

Form VEIS-4, Project Status and Expenditures of Area Vocational School Construction, is used to collect school construction statistics. The data collected will be used by the State Department of Education to fulfill Federal reporting requirements, and for various studies conducted by State and local agencies.

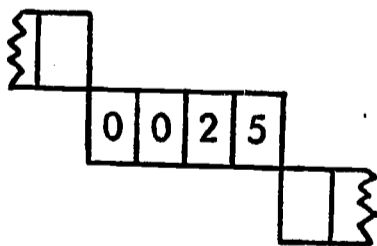
Carefully read both the general and the detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.
5. Prepare separate sheets (sheets 1 & 2) of this form for each Construction Project

reported. All information reported on the form should be related to the Construction Project identified in columns 2-7. Staple sheet 1 to sheet 2 in the upper left-hand corner.

6. Use dollar accounting when reporting costs and/or funds. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
7. Fill in the box in the lower right-hand corner of each sheet of the form.
8. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS (Sheet 1 of 2)

- Column 1 Do not use this space; it is reserved for programmer's use.
- Columns 2 - 7 Enter the code assigned to the Construction Project. Do not use an alphanumeric code; use only a numeric code.
- Column 8 Enter the appropriate Type of Area Vocational School code from the following list:

| <u>Type of School</u> | <u>Code</u> |
|--|-------------|
| Specialized High School | 1 |
| Department of a High School | 2 |
| Technical/Vocational School | 3 |
| Department of Higher Education Institution | 4 |

- Column 9 Enter the appropriate Type of Construction Program code from the following list:

| <u>Type of Construction Program</u> | <u>Code</u> |
|---|-------------|
| Expansion, Remodeling, and/or Alterations | 1 |
| Construction of New Buildings | 2 |

- Columns 10- 65Enter the estimated student capacity for each Vocational Education Program (Agriculture, Distribution/Marketing, etc.) based on regular full-time day-school programs in both the new (N) and the existing (E) school facilities. The term "existing school facilities" refers to the school facilities in use before the reported construction project was started. The term "new school facilities" refers to the school facilities being built or altered under the reported Construction Project.
- Columns 66-71Do not use these columns.
- Columns 72 -73Enter the code (provided by State education agency) that identifies the county in which the project is located.
- Columns 74-76Enter the code (provided by State education agency) that identifies the school district in which the project is located.
- Columns 77-80Enter the school identification number (provided by the State education agency).

Fill in the box in the lower-right-hand corner of the form.

DETAILED INSTRUCTIONS (Sheet 2 of 2)

- Column 1Do not use this space; it is reserved for programmer's use.
- Columns 2-7Enter the code assigned to the Construction Project. The code must be identical to the Construction Project Number reported on sheet 1.
- Columns 8-11Enter the total number of acres occupied by the Construction Project identified in columns 2 -7. Report to the nearest tenth of an acre.
- Columns 12-17Enter the total number of square feet allotted to the Construction Project identified in columns 2-7.
- Columns 18-19Enter the total number of classrooms included in the Construction Project identified in columns 2-7.
- Columns 20-21Enter the total number of laboratories and/or shops included in the Construction Project identified in columns 2- 7.
- Columns 22- 45.Enter the total amounts of Federal funds (columns 22-29), State funds

(columns 30 - 37), and local funds (columns 38 - 45) that were expended for the Construction Project identified in columns 2-7. The funds reported should include (1) the funds actually expended during the current fiscal year and (2) funds that have been obligated during the current year for the balance of the project.

- Columns 46-53. . . . Enter the cost of the initial equipment (as defined in paragraph 104.1 (n) (2) of "Part 104-Administration of Vocational Education: Federal Allotments to States") included in the Construction Project identified in columns 2-7.
- Columns 54-66. . . . Do not use these spaces.
- Columns 67-68 Enter the last two digits of the fiscal year in which the data is applicable.
- Column 69 Enter the code (provided by State education agency) that identifies the school region in which the Construction Project is located.
- Columns 70-71. Enter the number that identifies the congressional district in which the Construction Project is located.
- Columns 72-73. Enter the code (provided by State education agency) that identifies the county in which the Construction Project is located.
- Columns 74-76. Enter the code (provided by State education agency) that identifies the school district in which the Construction Project is located.
- Columns 77-80. Enter the school identification number (provided by State education agency).

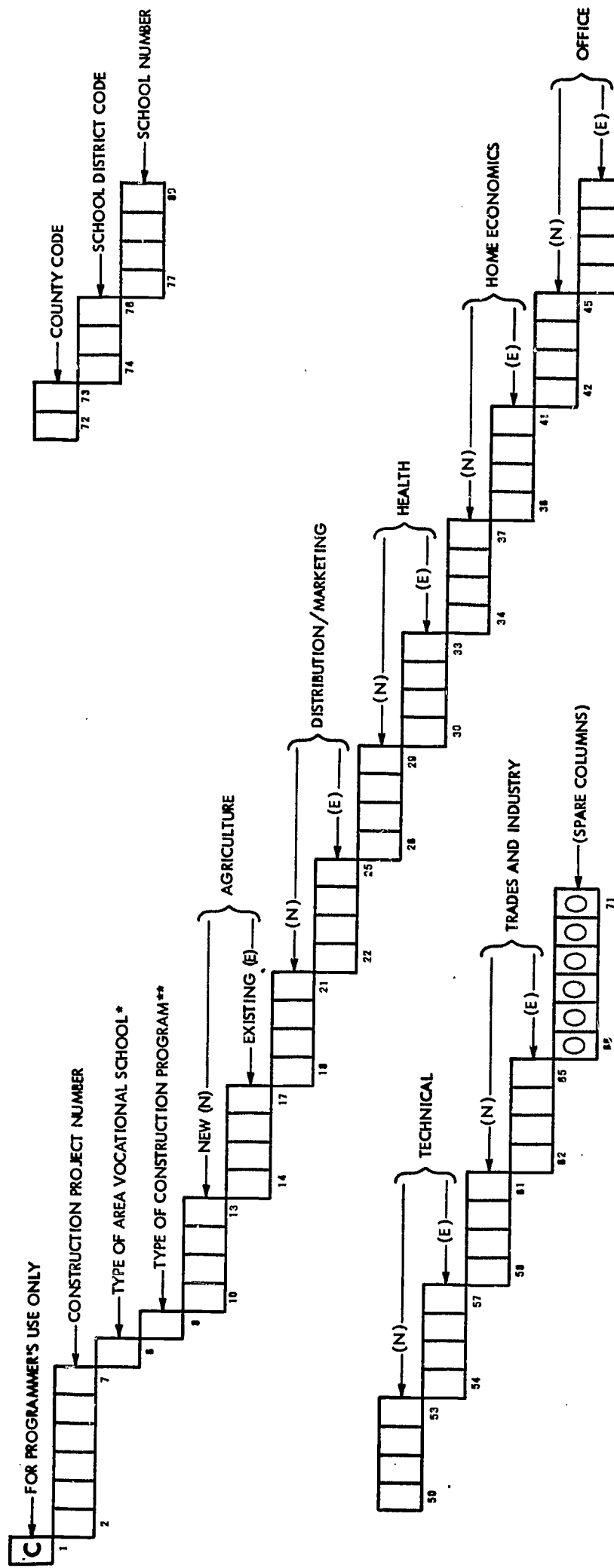
Fill in the box in the lower right-hand corner of the form.

NOTE

This form should be checked carefully. Recheck the General Instructions.

PROJECT STATUS AND EXPENDITURES OF AREA VOCATIONAL SCHOOL CONSTRUCTION

(Sheet 1 of 2)



INSTRUCTIONS

Detailed instructions are attached.

Prepare a separate set of forms for each Construction Project Number.

In Columns 8-80, report only data pertaining to the Construction Project Number identified in columns 2-7.

For each vocational education program identified in the columnar headings, report the estimated student capacity based on the regular full-time day-school program in both the New (N) and the Existing (E) school facilities.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

NOTES

*Enter the appropriate code for the Type of Area Vocational School from the following list:

- 1 - Specialized High School
- 2 - Department of a High School
- 3 - Technical/Vocational School
- 4 - Department of a Higher Education Institution

**Enter the appropriate code for the Type of Construction Program from the following list:

- 1 - Expansion, Remodeling and/or Alterations
- 2 - Construction of New Buildings

SCHOOL: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19 ____

PROJECT STATUS AND EXPENDITURES OF AREA VOCATIONAL SCHOOL CONSTRUCTION

(Sheet 2 of 2)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------------------|---|-----------------------------|---|--------------------------------|---|------------------------------|----|---------------------------------|----|------------------------------------|----|---------|----|-------|----|-------|----|------------------------------|----|---|----|-----------------|----|-------------|----|-------------|----|------------------------|----|-------------|----|----------------------|----|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| D | | FOR PROGRAMMER'S USE ONLY | | CONSTRUCTION PROJECT NUMBER | | ACRES FOR CONSTRUCTION PROJECT | | TOTAL SQUARE FEET IN PROJECT | | NUMBER OF CLASSROOMS IN PROJECT | | NUMBER OF LABS OR SHOPS IN PROJECT | | FEDERAL | | STATE | | LOCAL | | FUNDING EXPENDED FOR PROJECT | | COST OF INITIAL EQUIPMENT INCLUDED IN PROJECT | | (SPARE COLUMNS) | | YEAR (19__) | | REGION CODE | | CONGRESSIONAL DISTRICT | | COUNTY CODE | | SCHOOL DISTRICT CODE | | SCHOOL NUMBER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

INSTRUCTIONS

Detailed instructions are attached.

In columns 8-80, report only data pertaining to the Construction Project Number identified in columns 2-7.

Use dollar accounting when reporting expenditures. For amounts ending in .01 to .50, enter the next lower dollar, and for amounts ending in .51 to .99, enter the next higher dollar.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

SCHOOL: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-5

SCHOOL INSTRUCTIONAL EXPENDITURES FOR VOCATIONAL EDUCATION-BY PROGRAM

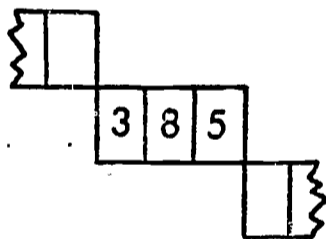
INTRODUCTION

Form VEIS-5, School Instructional Expenditures for Vocational Education - by Program, is used to collect specific school financial data as related to instruction in vocational education programs. The data collected will be used by the State Department of Education to fulfill Federal reporting requirements, and for studies conducted by State and local agencies.

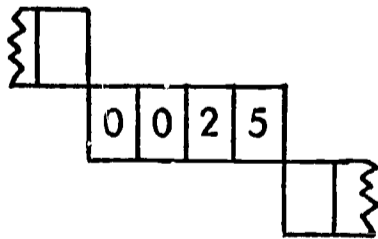
Carefully read both the general and the detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-5.
6. In columns 7-36, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Purpose identified in column 6. In columns 38-67 enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Purpose identified in column 37. List two purposes on each sheet, using two sheets if necessary, for each program.
7. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-5 form required to report the "School Instruction Expenditures" data for all the Vocational Education Programs offered in the school system.) Upon completion, staple the complete set in the upper left-hand corner.
8. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
9. Fill in the box in the lower right-hand corner of each sheet of the form.
10. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 Do not use this space; it is reserved for programmer's use.

Columns 2-5 Enter the appropriate Vocational Education Program code from the list below:

| <u>Vocational Education Program</u> | <u>Code</u> |
|--|-------------|
| Agriculture | 0100 |
| Distribution/Marketing | 0400 |
| Health | 0700 |
| Home Economics (Useful Employment) | 0800 |



Vocational Education Program (Cont)

Code

| | |
|---|------|
| Home Economics (Gainful Employment) | 0820 |
| Office | 1200 |
| Technical | 1600 |
| Trades and Industry | 1700 |
| Fisheries | 1716 |

Column 6 Enter, from the following list, a Purpose Code which is applicable to the Vocational Education Program identified in columns 2-5:

Purpose

Code

| | |
|--------------------------------------|---|
| Secondary | 1 |
| Post-secondary | 2 |
| Adult | 3 |
| Persons With Special Needs | 4 |

Columns 7 - 12 Enter the total expenditure for vocational instructional salaries (regardless of the source of funds) for the purpose identified in column 6. Administration and supervision salaries should not be included in this space. Provision is made to report these salaries on form VEIS-6, School Ancillary Service Expenditures for Vocational Education-By Program.

Columns 13-18. Enter the total expenditures for supplies for the purpose identified in column 6.

Columns 19-24. Enter the total expenditures for equipment for the purpose identified in column 6.

Columns 25-30. Enter the total expenditures for travel for the purpose identified in column 6.

Columns 31-36. Enter the total expenditures for other allowable items for the purpose

identified in column 6. Provide a breakdown of these expenditures on reverse side of the form.

- Column 37 Enter a second Purpose code, if needed, for the Vocational Education Program in columns 2-5. (See instructions for column 6).
- Columns 38 - 43 Enter the total expenditure for vocational instructional salaries (regardless of the source of funds) for the purpose identified in column 37.
- Columns 44 - 49 Enter the total expenditures for supplies for the purpose identified in column 37.
- Columns 50 - 55 Enter the total expenditures for equipment for the purpose identified in column 37.
- Columns 56 - 61 Enter the total expenditures for travel for the purpose identified in column 37.
- Columns 62 - 67 Enter the total expenditures for other allowable items for the purpose identified in column 37. Provide a breakdown of these expenditures on the reverse side of the form.
- Column 68 Do not use this space.
- Column 69 Enter the code (provided by State education agency) that identifies the school region in which the reporting school is located.
- Columns 70 - 71 Enter the number that identifies the congressional district in which the reporting school is located.
- Columns 72 - 73 Enter the code (provided by State education agency) that identifies the county in which the reporting school is located.
- Columns 74 - 76 Enter the code (provided by State education agency) that identifies the school district in which the reporting school is located.
- Columns 77 - 80 Enter the school identification number (provided by State education agency).

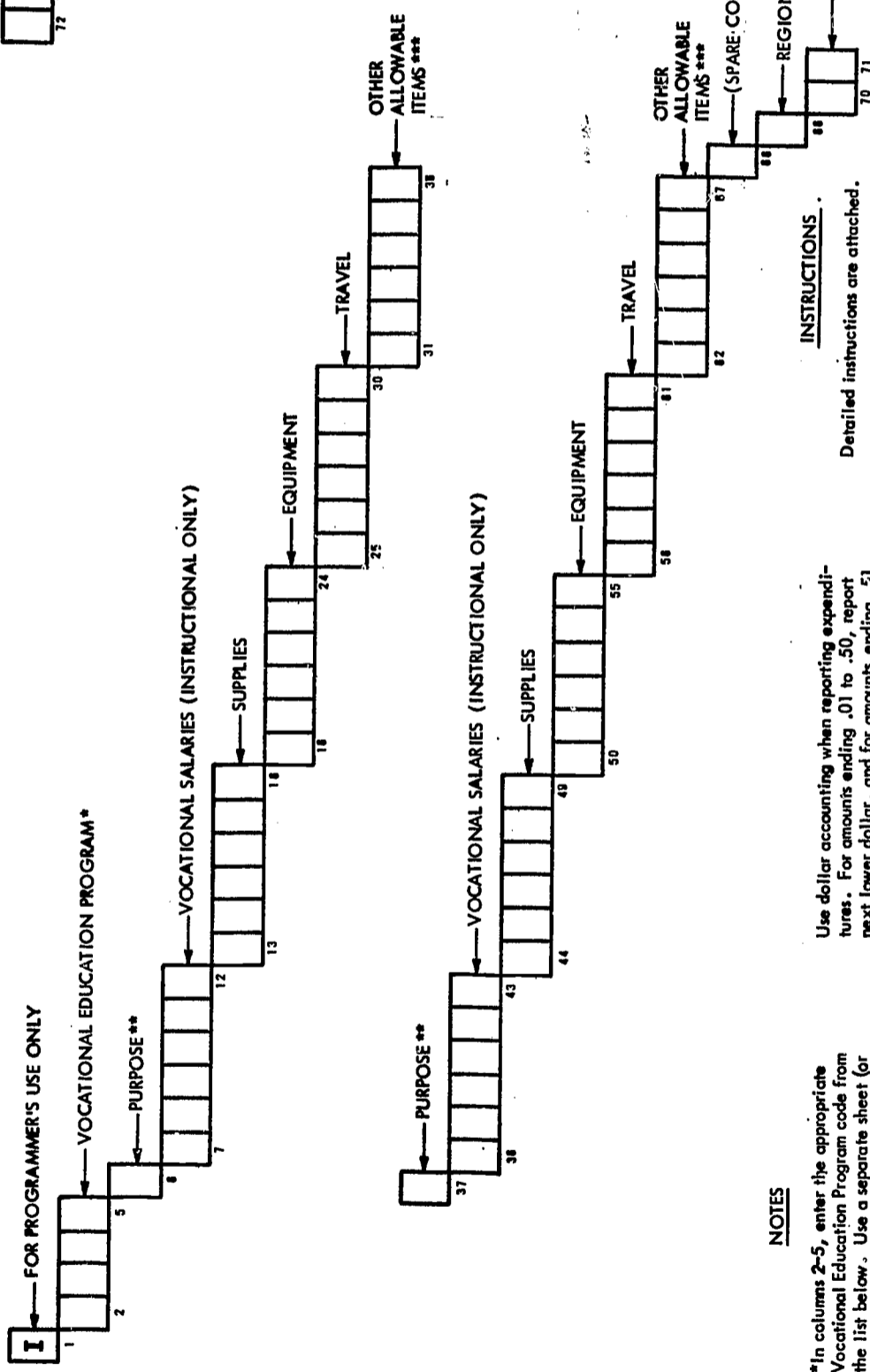
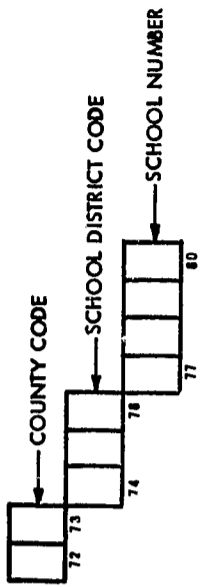
Fill in the box in the lower right-hand corner of each sheet of the form.

NOTE

This form should be checked carefully. Recheck the General Instructions.

SCHOOL INSTRUCTIONAL EXPENDITURES FOR VOCATIONAL EDUCATION - BY PROGRAM

(Sheet ___ of ___)



NOTES

- *In columns 2-5, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet (or sheets) of the form for each applicable VEP code, and number all sheets in upper right-hand corners, per detailed instructions.
 - 0100 - Agriculture
 - 0400 - Distribution/Marketing
 - 0700 - Health
 - 0800 - Home Economics
 - 0820 - Home Economics (Useful Employment)
 - 1200 - Office
 - 1600 - Technical
 - 1700 - Trades and Industry
 - 1716 - Fisheries
- ** In columns 6 and 37, enter the appropriate Purpose code from the list below. List two Purposes on a sheet, using two sheets if necessary, and number the sheets. (See above.)
 - 1 - Secondary
 - 2 - Post-Secondary
 - 3 - Adult
 - 4 - Persons with Special Needs
- *** Provide a breakdown of these expenditures on reverse side of this form.

INSTRUCTIONS
Detailed instructions are attached.

In columns 7-36, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Purpose identified in column 6.

In columns 38-67, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Purpose identified in column 37.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

SCHOOL: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__



INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-6

SCHOOL ANCILLARY SERVICE EXPENDITURES FOR VOCATIONAL EDUCATION - BY PROGRAM

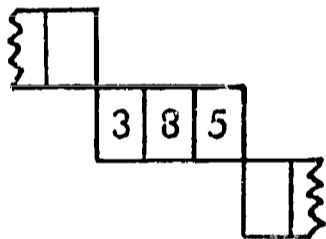
INTRODUCTION

Form VEIS-6, School Ancillary Service Expenditures for Vocational Education-By Program, is designed to collect specific school financial data as related to ancillary services in vocational education programs. The data collected will be used by the State Department of Education to meet Federal reporting requirements, and for studies conducted by State and local agencies.

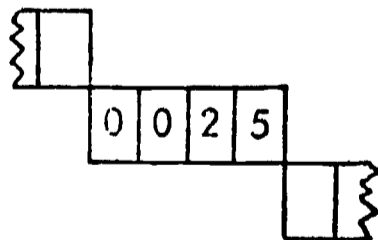
Carefully read both the general and the detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-5.
6. If this form is to be used to report expenditures related to a Work Study program, use only columns 2-5, 6-11, and 12-17 to report data, as outlined in the detailed instructions that follow.
7. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-6 form required to report the "School Ancillary Service Expenditures" data for all the Vocational Education Programs offered in the school system.) Upon completion, staple the complete set in the upper left-hand corner.
8. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
9. Fill in the box in the lower right-hand corner of each sheet of the form.
10. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 Do not use this space; it is reserved for programmer's use.

Columns 2-5 Unless this form is to be used to report expenditures related to a Work Study Program, enter the appropriate Vocational Education Program code from the following list:

| <u>Vocational Education Program</u> | <u>Code</u> |
|--|-------------|
| Agriculture | 0100 |
| Distribution/Marketing | 0400 |
| Health | 0700 |
| Home Economics (Useful Employment) | 0800 |

Vocational Education Program (Cont.)

Code

| | |
|---|------|
| Home Economics (Gainful Employment) | 0820 |
| Office | 1200 |
| Technical | 1600 |
| Trades and Industry | 1700 |
| Fisheries | 1716 |
| Guidance | 7500 |

If this form is used to report expenditures related to a Work Study program, enter code 0030 in columns 2-5.

- Columns 6-11** Enter that portion of the total expenditure for local administration that has been prorated for the salaries of Local Directors. Administrative responsibilities are related to the overall direction of vocational education programs which may include several areas or programs. If responsibility includes more than one program (listed in the instructions for columns 2-5), the administration salaries should be apportioned for each program and reported accordingly. If this form is used to report expenditures related to a Work Study Program, enter the amount of administration salaries prorated for this activity.
- Columns 12-17** Enter the total expenditures for research for the program identified in columns 2-5; include supervision of research as part of this expenditure. If this form is used to report expenditures related to a Work Study Program, enter the total student salaries.
- Columns 18-23** Enter the total expenditures for supervision for the program identified in columns 2-5. Supervision salaries are defined as salaries of vocational education personnel who provide leadership and expertise in a particular program (listed in the instructions for columns 2-5). If supervision involves more than one program, the salaries should be apportioned accordingly. Supervision of research and teacher education should be reported as part of research expenditures (columns 12-17) or teacher education expenditures (columns 24-29).

- Columns 24-29 Enter the total expenditures for teacher education for the program identified in columns 2-5. Include supervision of teacher education as part of teacher education expenditures.
- Columns 30-35 Enter the total expenditures for other allowable items (excluding expenditures attributable to instruction) for the program identified in columns 2-5. Provide a breakdown of these expenditures on the reverse side of the form.
- Columns 36-66 Do not use these spaces.
- Columns 67-68 Enter the last two digits of the number of the fiscal year to which the data entered is applicable.
- Column 69 Enter the code (supplied by State education agency) that identifies the school region in which the reporting school is located.
- Columns 70-71 Enter the number that identifies the congressional district in which the reporting school is located.
- Columns 72-73 Enter the code (supplied by State education agency) that identifies the county in which the reporting school is located.
- Columns 74-76 Enter the code (supplied by State education agency) that identifies the school district in which the reporting school is located.
- Columns 77-80 Enter the school identification number (supplied by State education agency).

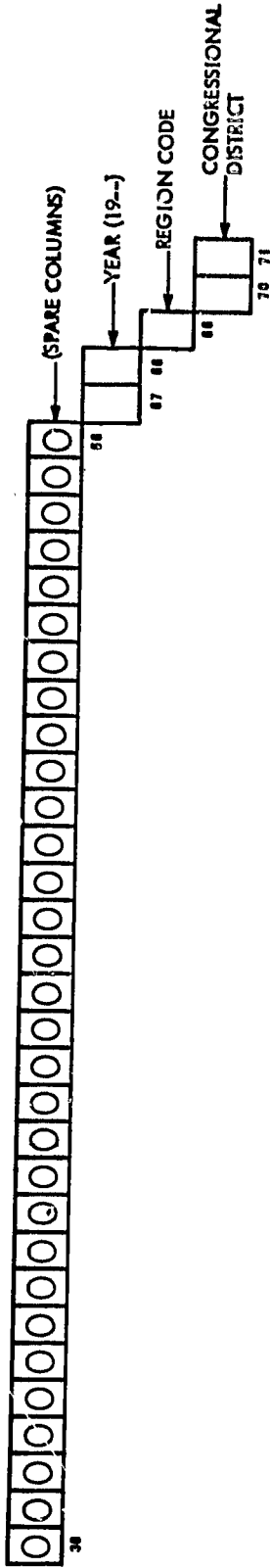
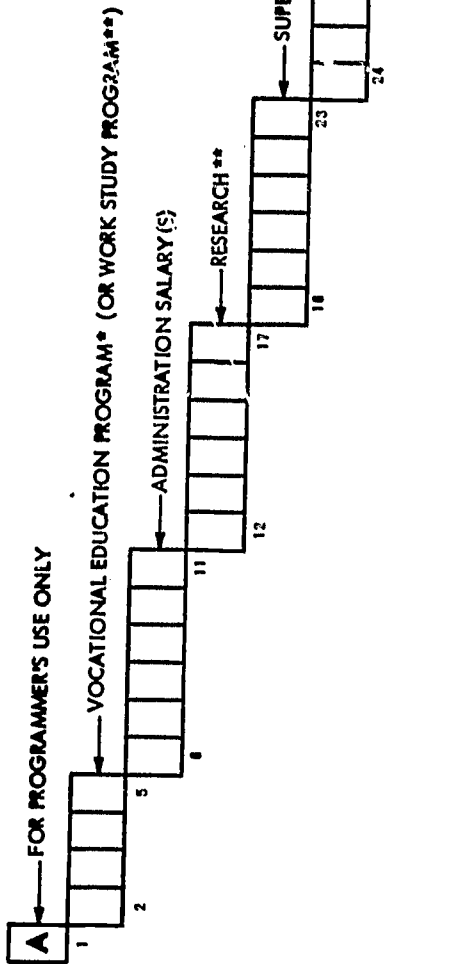
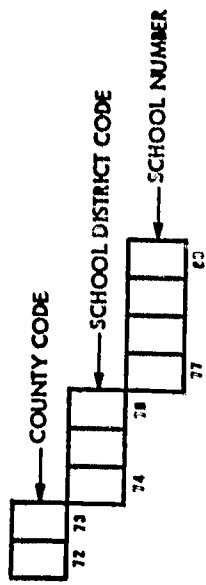
Fill in the box in the lower right-hand corner of each sheet.

NOTE

This form should be checked carefully. Recheck the General Instructions.

SCHOOL ANCILLARY SERVICE EXPENDITURES FOR VOCATIONAL EDUCATION - BY PROGRAM

(Sheet ___ of ___)



INSTRUCTIONS

Detailed instructions are attached.

In columns 6-35, enter only data pertaining to the Vocational Education Program identified in columns 2-5, or to a Work Study Program.**

When entering numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the right-hand columnar space of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending .51 to .99, report next higher dollar.

NOTES

*In columns 2-5, enter the appropriate Vocational Education Program code, (or Work Study Program code) from the list below. Prepare a separate sheet of the form for each VEP code, and number sheets in upper right-hand corners.

**If this form is used to report expenditures related to a Work Study Program, enter code "0030" in columns 2-5, enter administration salaries in columns 6-11, and leave columns 12-35 blank.

***Provide a breakdown of these expenditures on the reverse side of this form.

- 0100 - Agriculture
- 0400 - Distribution/Marketing
- 0700 - Health
- 0800 - Home Economics (Useful Employment)
- 0820 - Home Economics (Gainful Employment)
- 1200 - Office
- 1600 - Technical
- 1700 - Trades and Industry
- 1716 - Fisheries
- 7500 - Guidance

SCHOOL: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19 ____



INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-7

EXPENDITURE OF FEDERAL FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION - BY PROGRAM

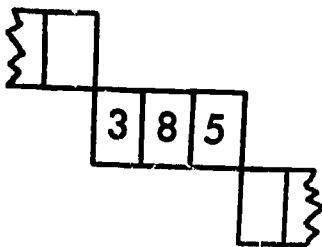
INTRODUCTION

Form VEIS-7, Expenditure of Federal Funds for State Board and State Teacher Education and Local Boards of Education for Vocational Education - By Program, is used to collect summary financial data related to the expenditure of Federal funds, and is completed by the State Department of Education. Expenditure of Federal funds is reported by Acts: Smith-Hughes, George-Barden, and Vocational Education Act of 1963. The data collected will be used to meet Federal reporting requirements and for various State-level studies and reports.

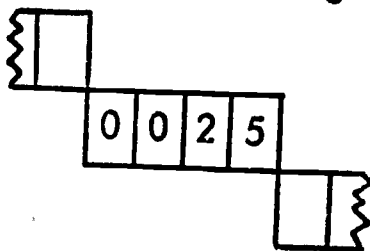
Carefully read both the general and detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.
5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-5.

VEIS-7

6. In columns 8-31, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Activity identified in columns 6-7. In columns 34-57, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Activity identified in columns 32-33. List two activities on each sheet, using two sheets if necessary.
7. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-7 form required to report the "expenditure of Federal funds for State Board and State teacher education and local boards of education" data for all Vocational Education Programs offered in the State.)
8. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
9. Fill in the box in the lower right-hand corner of each sheet of the form.
10. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 Do not use this space; it is reserved for programmer's use.

Columns 2-5 Enter the appropriate Vocational Education Program code from the list below:

| <u>Vocational Education Program</u> | <u>Code</u> |
|---|-------------|
| Agriculture | 0100 |
| Distribution/Marketing | 0400 |
| Health | 0700 |
| Home Economics (Useful Employment) | 0800 |
| Home Economics (Gainful Employment) | 0820 |
| Office | 1200 |
| Technical | 1600 |
| Trades and Industry | 1700 |
| Fisheries | 1716 |
| Guidance | 7500 |

Columns 6 - 7 Enter, from the list below, an Activity code which is applicable to the Vocational Education Program identified in columns 2-5.

| <u>Activity</u> | <u>Code</u> |
|---|-------------|
| <u>State Board for Vocational Education</u> | |
| Other Allowable Items (1) | 07 |
| <u>State Teacher Education Institutions</u> | |
| Other Allowable Items (2) | 11 |
| <u>Local Boards of Education</u> | |
| Other Allowable Items, School Ancillary Expenditures | 17 |
| Supplies | 23 |
| Equipment | 24 |
| Travel | 25 |
| Other Allowable Items, School Instructional Expenditures | 26 |

(1) State Board For Vocational Education, Other Allowable Items:

That portion of the total expenditure for State administration that has been prorated for the following items: Travel of Executive Officer, State Director, State Advisory Committees, State Board, State Supervisors, Teacher Trainers and their necessary supporting professional and clerical staffs. When Vocational Teacher's expenses for travel to conferences are paid directly to the teacher rather than through Boards of Education, such expenditures should be reported here. Also report expenditures for communication, supplies, printing, rental of space, heat, light, and janitorial service.

(2) State Teacher Education Institutions, Other Allowable Items:

Travel of Vocational Teacher Educators and their necessary supporting professional and clerical staffs. Also report expenditures for communication, supplies, printing, rental of space, heat, light and janitorial service.

Columns 8 - 15 Enter the total amount of Smith-Hughes Federal Funds that were expended for the activity identified in columns 6-7.

VEIS-7



- Columns 16 - 23 Enter the total amount of George-Barden Federal Funds that were expended for the activity identified in columns 6-7.
- Columns 24 - 31 Enter the total amount of Vocational Education Act of 1963 (VEA'63) Federal Funds that were expended for the activity identified in columns 6-7.
- Columns 32 - 33 Enter a second Activity code, if needed, for the Vocational Education Program identified in columns 2-5. (See instructions for columns 6-7.)
- Columns 34 - 41 Enter the total amount of Smith-Hughes Federal Funds that was expended for the activity identified in columns 32-33.
- Columns 42 - 49 Enter the total amount of George-Barden Federal Funds that was expended for the activity identified in columns 32-33.
- Columns 50 - 57 Enter the total amount of Vocational Education Act of 1963 (VEA'63) Federal Funds that was expended for the activity identified in columns 32-33.
- Columns 58 - 78 Do not use these spaces.
- Columns 79 - 80 Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet of the form.

NOTE

This form should be checked carefully. Recheck the General Instructions.

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-8

EXPENDITURE OF STATE FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION - BY PROGRAM

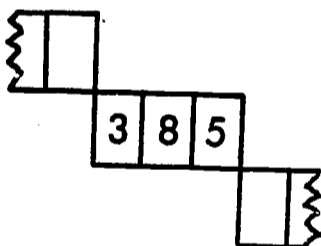
INTRODUCTION

Form VEIS-8, Expenditure of State Funds for State Board and State Teacher Education and Local Boards of Education for Vocational Education - By Program, is used to collect summary financial data related to the expenditure of State funds, and is completed by the State Department of Education. The data collected will be used to meet Federal reporting requirements and for various State-level studies and reports.

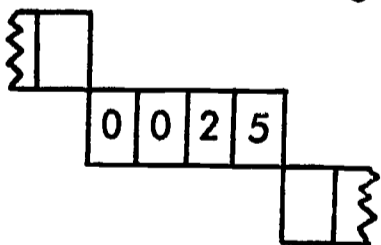
Carefully read both the general and detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.
5. This form contains three parts (Part I, Part II, and Part III). Prepare a separate form (Parts I, II, and III) for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education program identified in columns 2-5. Make certain that a Part I sheet, a Part II and a Part III sheet are completed for each program reported.

VEIS-8

6. Enter a serial number in the upper right-hand corner of each sheet to identify the sheet within a Part I group, within a Part II group, and within a Part III group. Upon completion, staple sheets in upper left-hand corner.
7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
8. Fill in the box in the lower right-hand corner of each sheet of the form.
9. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

PART I - DETAILED INSTRUCTIONS

Column 1 Do not use this space, it is reserved for programmer's use.

Columns 2 - 5 Enter the appropriate Vocational Education Program code from the list below:

| <u>Vocational Education Program</u> | <u>Code</u> |
|--|-------------|
| Agriculture | 0100 |
| Distribution/Marketing | 0400 |
| Health | 0700 |
| Home Economics (Useful Employment) | 0500 |
| Home Economics (Gainful Employment). | 0820 |
| Office | 1200 |
| Technical | 1600 |
| Trades and Industry | 1700 |
| Fisheries | 1716 |
| Guidance | 7500 |

Columns 6 - 13 Enter that portion of State funds distributed to the State Board for Vocational Education that was expended for administration on salaries for the program identified in columns 2-5. Administration salary is defined as that portion of the total expenditure for State administration that has been prorated to the vocational service for salaries of the following: Executive Officer of the State Board, State Director of Vocational Education, and their necessary professional and clerical staffs. If

responsibilities include more than one Vocational Education Program, the administration salaries should be apportioned for each program and reported accordingly.

Columns 14 - 21 Enter the total amount of State funds distributed to the State Board for Vocational Education for research for the program identified in columns 2-5. Include supervision of research as part of this entry.

Columns 22 - 29 Enter the total amount of State funds distributed to the State Board for Vocational Education for supervision for the program identified in columns 2-5. Supervision salaries are defined as salaries of vocational education personnel who provide leadership and expertness in a particular program. If supervision involves more than one Vocational Education Program, the salaries should be apportioned accordingly. Supervision of research and teacher education should not be included in this entry; they are reported in columns 14-21 and columns 30-37, respectively.

Columns 30 - 37 Enter the total amount of State funds distributed to the State Board for Vocational Education for teacher education for the program identified in columns 2-5. Include supervision of teacher education as part of this entry.

Columns 38 - 45 Enter the total amount of State funds distributed to the State Board for Vocational Education for other allowable items for the program identified in columns 2-5. Other allowable items is defined as that portion of the total expenditure for State administration that has been prorated for the following items: Travel of Executive Officer, State Director, State Advisory Committee, State Board, State Supervisors, Teacher Trainers and their necessary supporting professional and clerical staffs. When vocational teacher's expenses for travel to conferences are paid directly to the teacher rather than through Boards of Education, such expenditures should be reported here. Also, report expenditures for communication, supplies, printing, rental of space, heat, light, and janitorial service. If the above expenditure involves more than one Vocational Education Program, the expenditure should be apportioned accordingly.

Columns 46 - 53 Enter the total amount of State funds distributed to State Teacher Education Institutions for Instruction Salaries for the program identified in columns 2-5.

Columns 54 - 61 Enter the total amount of State funds distributed to State Teacher Education Institutions for Research for the program identified in columns 2-5.

Columns 62 - 69 Enter the total amount of State funds distributed to State Teacher Education Institutions for Other Allowable Items for the program identified in columns 2-5. Provide a breakdown of these expenditures on the reverse side of the form.

- Columns 70 - 78 Do not use these spaces.
- Columns 79 - 80 Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part I and enter sheet numbers in upper right-hand corner of each sheet.

PART II - DETAILED INSTRUCTIONS

- Column 1 Do not use this space; it is reserved for programmer's use.
- Columns 2 - 5 Enter the appropriate Vocational Education Program code. (See Part I - Detailed Instructions, Columns 2-5.) The code entered on sheet 1 of Part II must be identical to that on sheet 1 of Part I and Part III; the code on sheet 2 of this part must be identical to sheet 2 of Part I and Part III, etc.
- Columns 6 - 13 Enter the total amount of State funds distributed to local Boards of Education for Secondary Instructional Salaries in the program identified in columns 2-5.
- Columns 14 - 21 Enter the total amount of State funds distributed to local Boards of Education for Post-Secondary Instructional Salaries in the program identified in columns 2-5.
- Columns 22 - 29 Enter the total amount of State funds distributed to local Boards of Education for Adult Instructional Salaries in the program identified in columns 2-5.
- Columns 30 - 37 Enter the total amount of State funds distributed to local Boards of Education for Persons with Special Needs Instructional Salaries in the program identified in columns 2-5.
- Columns 38 - 45 Enter the total amount of State funds distributed to local Boards of Education for Equipment in the program identified in columns 2-5.
- Columns 54 - 61 Enter the total amount of State funds distributed to local Boards of Education for Travel in the program identified in columns 2-5.
- Columns 62 - 69 Enter the total amount of State funds distributed to local Boards of Education for Other Allowable Items for School Instructional purposes in the program identified in columns 2-5. Provide a breakdown of these expenditures on the reverse side of the form.

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- Columns 70 - 78 Do not use these spaces.
- Columns 79 - 80 Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part II and enter sheet numbers in the upper right-hand corner of each sheet.

PART III - DETAILED INSTRUCTIONS

- Column 1 Do not use this space; it is reserved for programmer's use.
- Columns 2-5 Enter the appropriate Vocational Education Program code. (See Part I - Detailed Instructions, Columns 2-5.) The code entered on sheet 1 of this part (Part III) must be identical to that on sheet 1 of Part I and Part II; the code on sheet 2 of this part must be identical to sheet 2 of Part I and Part II, etc.
- Columns 6 - 13 Enter the total amount of State funds distributed to local Boards of Education for Administration Salaries (salaries of local directors) in the program identified in columns 2-5. Administrative responsibilities are related to the overall direction of vocational education. If responsibility includes more than one vocational education program, the administration salaries should be apportioned for each program and reported accordingly.
- Columns 14 - 21 Enter the total amount of State funds distributed to local Boards of Education for Research in the program identified in columns 2-5. Include supervision of research as part of this entry.
- Columns 22 - 29 Enter the total amount of State funds distributed to local Boards of Education for Supervision for the program identified in columns 2-5. (For a definition of Supervision, see Part I - Detailed Instructions, Columns 22-29.)
- Columns 30 - 37 Enter the total amount of State funds distributed to local Boards of Education for Teacher Education in the program identified in columns 2-5. Include supervision of teacher education as part of this entry.
- Columns 38 - 45 Enter the total amount of State funds distributed to local Boards of Education for Other Allowable Items for School Ancillary Services in the program identified in columns 2-5. Provide a breakdown of these expenditures on the reverse side of the form.
- Columns 46 - 78 Do not use these spaces.
- Columns 79 - 80 Enter the last two digits of the number of the fiscal year for which the data is applicable.

VEIS-8

Fill in the box in the lower right-hand corner of each sheet that comprises Part III and enter sheet numbers in the upper right-hand corner of each sheet.

NOTE

This form should be checked carefully. Recheck the General Instructions.

EXPENDITURE OF STATE FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION -BY PROGRAM

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 2 OF THREE PARTS

SHEET ___ OF ___

V FOR PROGRAMMER'S USE ONLY

VOCATIONAL EDUCATION PROGRAM*

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

SECONDARY INSTRUCTIONAL SALARIES 21 22 23 24 25 26 27 28 29 30

POST-SECONDARY INSTRUCTIONAL SALARIES 31 32 33 34 35 36 37 38 39 40

ADULT INSTRUCTIONAL SALARIES 41 42 43 44 45 46 47 48 49 50

PERSONS WITH SPECIAL NEEDS INSTRUCTIONAL SALARIES 51 52 53 54 55 56 57 58 59 60

SUPPLIES 61 62 63 64 65 66 67 68 69 70

EQUIPMENT 71 72 73 74 75 76 77 78 79 80

TRAVEL 81 82 83 84 85 86 87 88 89 90

OTHER ALLOWABLE ITEMS (SPARE COLUMNS) 91 92 93 94 95 96 97 98 99 100

YEAR (19__)

79 80

LOCAL BOARDS OF EDUCATION - SCHOOL INSTRUCTIONAL EXPENDITURES

NOTES

*In columns 2-5, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet (or sheets) of the form for each applicable VEP code and number: all sheets in the upper right-hand corner, per detailed instructions.

- 0100 - Agriculture
- 0400 - Distribution/Marketing
- 0700 - Health
- 0800 - Home Economics (Useful Employment)
- 0820 - Home Economics (Gainful Employment)
- 1200 - Office
- 1600 - Technical
- 1700 - Trades and Industry
- 1716 - Fisheries
- 7500 - Guidance

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

STATE: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__

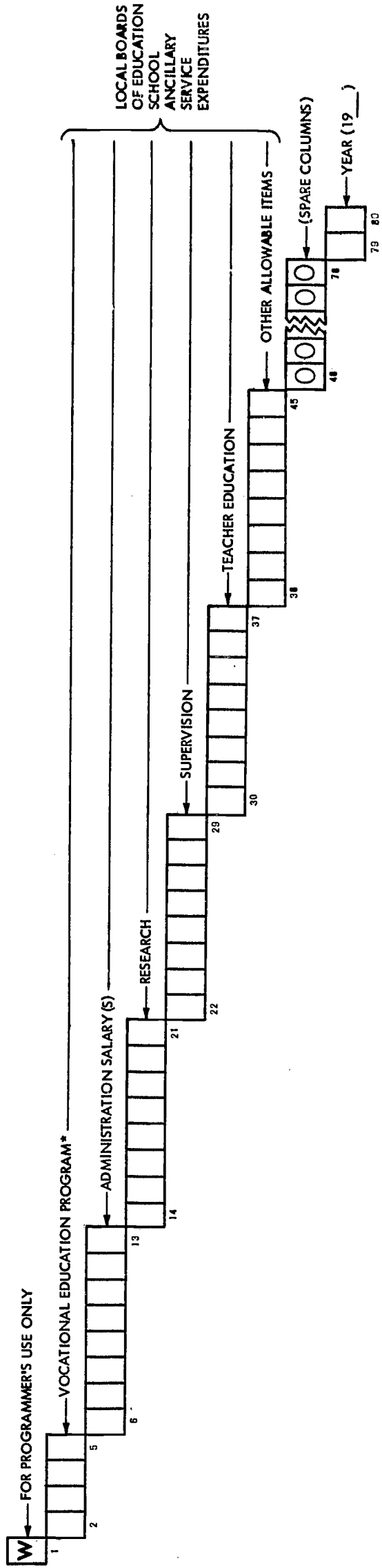


EXPENDITURE OF STATE FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION-BY PROGRAM

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 3 OF THREE PARTS

SHEET ___ OF ___



NOTES

*In columns 2-5, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet (or sheets) of the form for each applicable VEP code and number all sheets in the upper right-hand corner, per detailed instructions.

- 0100 - Agriculture
- 0400 - Distribution/Marketing
- 0700 - Health
- 0800 - Home Economics (Useful Employment)
- 0820 - Home Economics (Gainful Employment)
- 1200 - Office
- 1600 - Technical
- 1700 - Trades and Industry
- 1716 - Fisheries
- 7500 - Guidance

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

STATE: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-9

EXPENDITURE OF STATE AND/OR LOCAL FUNDS FOR VOCATIONAL EDUCATION - BY FEDERAL ACT AND PURPOSE

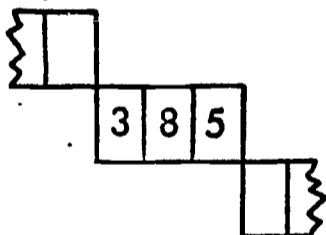
INTRODUCTION

Form VEIS-9, Expenditure of State and/or Local Funds for Vocational Education - By Federal Act and Purpose, is used to collect summary financial data related to the expenditure of State and local funds for each of the three Federal Acts (George-Barden, Smith-Hughes, and Vocational Education Act of 1963). The form is completed by the State Department of Education. The data collected will be used to meet Federal reporting requirements and for various State-level studies and reports.

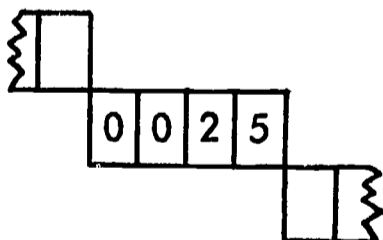
Carefully read both the general and detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.
5. This form contains three parts (Part I, Part II, and Part III). Prepare a separate form (Parts I, II, and III) for State funds and local funds. All information reported on the form should be related to the Source of Funds (State or local) identified in columns 2-5.

VEIS-9

6. Enter a serial number in the upper right-hand corner of each sheet to identify the sheet within a Part I group, within a Part II group, and within a Part III group. Upon completion, staple sheets in upper left-hand corner.
7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
8. Fill in the box in the lower right-hand corner of each sheet of the form.
9. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

PART I - DETAILED INSTRUCTIONS

Column 1 Do not use this space; it is reserved for programmer's use.

Column 2 Enter the Source of Funds code from the list below:

| <u>Source of Funds</u> | <u>Code</u> |
|------------------------|-------------|
| State Funds | 1 |
| Local Funds | 2 |

Columns 3 - 11 Enter the total amount of funds (identified in column 2) expended for vocational education in Secondary schools under the Vocational Education Act of 1963.

Columns 12 - 20 Enter the total amount of funds (identified in column 2) expended for vocational education in Post-Secondary schools under the Vocational Education Act of 1963.

Columns 21 - 29 Enter the total amount of funds (identified in column 2) expended for vocational education in Adult programs under the Vocational Education Act of 1963.

Columns 30 - 38 Enter the total amount of funds (identified in column 2) expended for vocational education programs for Persons With Special Needs under the Vocational Education Act of 1963.

Columns 39 - 47 Enter the total amount of funds (identified in column 2) expended for vocational education Work Study programs under the Vocational Education Act of 1963.

Columns 48 - 56 Enter the total amount of funds (identified in column 2) expended for Ancillary Services for vocational education programs under the Vocational Education Act of 1963.

- Columns 57 - 65 Enter the total amount of funds (identified in column 2) expended for vocational education Construction Projects under the Vocational Education Act of 1963.
- Columns 66 - 78 Do not use these spaces.
- Columns 79 - 80 Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part I and enter the sheet numbers in the upper right-hand corner of each sheet.

PART II - DETAILED INSTRUCTIONS

- Column 1 Do not use this space; it is reserved for programmer's use.
- Column 2 Enter the appropriate Source of Funds code. (See Part I - Detailed Instructions, Column 2.) The code entered on sheet 1 of this part (Part II) must be identical to that on sheet 1 of Part I and Part III, and the code on sheet 2 of this part must be identical to sheet 2 of Part I and Part III.
- Columns 3 - 11 Enter the total amount of funds (identified in column 2) expended for vocational education Agriculture programs under the Smith-Hughes Act.
- Columns 12 - 20 Enter the total amount of funds (identified in column 2) expended for vocational education Useful Home Economics programs under the Smith-Hughes Act.
- Columns 21 - 29 Enter the total amount of funds (identified in column 2) expended for vocational education Gainful Home Economics programs under the Smith-Hughes Act.
- Columns 30 - 38 Enter the total amount of funds (identified in column 2) expended for vocational education Trades and Industry programs under the Smith-Hughes Act.
- Columns 39 - 47 Enter the total amount of funds (identified in column 2) expended for vocational education for Maintenance of Teacher Training in Agriculture programs under the Smith-Hughes Act.
- Columns 48 - 56 Enter the total amount of funds (identified in column 2) expended for vocational education for Maintenance of Teacher Training in Home Economics programs under the Smith-Hughes Act.
- Columns 57 - 65 Enter the total amount of funds (identified in column 2) expended for vocational education for Maintenance of Teacher Training in Trades and Industry programs under the Smith-Hughes Act.

VEIS-9

- Columns 66 - 78 Do not use these spaces.
- Columns 79 - 80 Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part II and enter sheet numbers in the upper right-hand corner of each sheet.

PART III - DETAILED INSTRUCTIONS

- Column 1 Do not use this space; it is reserved for programmer's use.
- Column 2 Enter the appropriate Source of Funds code. (See Part I - Detailed Instructions, Column 2.) The code entered on sheet 1 of this part (Part III) must be identical to that on sheet 1 of Part I and Part II, and the code on sheet 2 of this part must be identical to sheet 2 of Part I and Part II.
- Columns 3 - 11 Enter the total amount of funds (identified in column 2) expended for vocational education in Agriculture (Title I) programs under the George-Barden Act.
- Columns 12 - 20 Enter the total amount of funds (identified in column 2) expended for vocational education Distribution (Title I) programs under the George-Barden Act.
- Columns 21 - 29 Enter the total amount of funds (identified in column 2) expended for vocational education Homemaking (Title I) programs under the George-Barden Act.
- Columns 30 - 38 Enter the total amount of funds (identified in column 2) expended for vocational education Gainful Home Economics (Title I) programs under the George-Barden Act.
- Columns 39 - 47 Enter the total amount of funds (identified in column 2) expended for vocational education Trades and Industry (Title I) programs under the George-Barden Act.
- Columns 48 - 56 Enter the total amount of funds (identified in column 2) expended for vocational education Fisheries (Title I) programs under the George-Barden Act.
- Columns 57 - 65 Enter the total amount of funds (identified in column 2) expended for vocational education Health (Title II) programs under the George-Barden Act.
- Columns 66 - 74 Enter the total amount of funds (identified in column 2) expended for vocational education Technical (Title III) programs under the George-Barden Act.

VEIS-9

Columns 75 - 78 Do not use these spaces.

Columns 79 - 80 Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part III and enter the sheet numbers in the upper right-hand corner of each sheet.

NOTE

This form should be checked carefully. Recheck the General Instructions.

VEIS-9

EXPENDITURE OF STATE AND/OR LOCAL FUNDS FOR VOCATIONAL EDUCATION-BY FEDERAL ACT AND PURPOSE

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 1 OF THREE PARTS

SHEET ___ OF ___

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|---------------------------|----|----------------|--|--|--|--|----|-------|--|----|--------------------|----------------------------|--|----|------------|--|----|----------------------------------|--|----|--------------|----|-----------------|--|-------------|--|
| G | FOR PROGRAMMER'S USE ONLY | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | SOURCE OF FUNDS* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 11 | 12 | 20 | | | | | 21 | 23 | | | 24 | 30 | | 31 | 37 | | 38 | 43 | | 44 | | | | | | |
| | | | POST-SECONDARY | | | | | | ADULT | | | | PERSONS WITH SPECIAL NEEDS | | | WORK STUDY | | | VOCATIONAL EDUCATION ACT OF 1963 | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 48 | | | | | | | | | | | 49 | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | 57 | | | | | | | | | | 58 | | 59 | | 60 | |
| | | | | | | | | | | | | ANCILLARY SERVICES | | | | | | | | | | CONSTRUCTION | | (SPARE COLUMNS) | | YEAR (19__) | |
| | | | | | | | | | | | | | | | | | | | | | | 78 | 79 | 80 | | | |

NOTES

*In column 2, enter the appropriate Source of Funds code from the list below. Use a separate sheet for each code and number the sheets in the upper right-hand corner, per detailed instructions.

- 1 - State Funds
- 2 - Local Funds

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

STATE: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__



EXPENDITURE OF STATE AND/OR LOCAL FUNDS FOR VOCATIONAL EDUCATION-BY FEDERAL ACT AND PURPOSE

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 2 OF THREE PARTS

SHEET ___ OF ___

| | | | | | | |
|---------------|---|----------------------------|---|-------------------------------------|---------------------------|---|
| R 1 | FOR PROGRAMMER'S USE ONLY SOURCE OF FUNDS* 2 3 | AGRICULTURE 11 12 | HOME ECONOMICS, USEFUL 20 21 | HOME ECONOMICS, GAINFUL 25 30 | TRADES AND INDUSTRY 38 | SMITH-HUGHES ACT |
| 39 | AGRICULTURE 47 48 | HOME ECONOMICS 55 57 | TRADES AND INDUSTRY 65 66 67 68 69 70 | (SPARE COLUMNS) 76 78 80 | YEAR (19__) 78 80 | MAINTENANCE OF TEACHER TRAINING SMITH-HUGHES ACT |

NOTES

* In column 2, enter the appropriate Source of Funds code from the list below. Use a separate sheet for each code and number all sheets in the upper right-hand corner, per detailed instructions.

- 1 - State Funds
- 2 - Local Funds

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99 report next higher dollar.

STATE: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-10

EXPENDITURE OF FEDERAL VEA '63 FUNDS FOR VOCATIONAL EDUCATION - BY PURPOSE

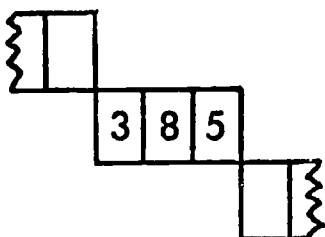
INTRODUCTION

Form VEIS-10, Expenditure of Federal VEA '63 Funds for Vocational Education - by Purpose, is used to collect summary financial data related to the distribution of Federal Vocational Education Act of 1963 funds. Distribution of funds are reported by purpose (secondary, post-secondary, adult, etc.). The form is completed by the State Department of Education. The data collected will be used to meet Federal reporting requirements and for various State-level studies and reports.

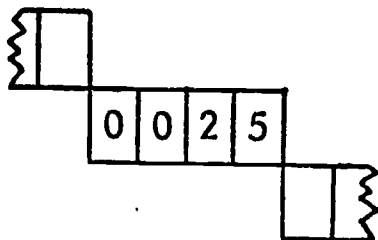
Carefully read both the general and detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.
5. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

VEIS-10

6. Fill in the box in the lower right-hand corner of the form.
7. Refer to the VEIS Glossary of Terms for definition of terms which are not included in the detailed instructions.

DETAILED INSTRUCTIONS

- Column 1 Do not use this space; it is reserved for the programmer's use.
- Columns 2 - 10 Enter the total amount of Federal Vocational Education Act of 1963 (VEA'63) funds that was expended in the State for Secondary school vocational education programs.
- Columns 11 - 19 Enter the total amount of Federal VEA'63 funds that was expended in the State for Post-Secondary school vocational education programs.
- Columns 20 - 28 Enter the total amount of Federal VEA'63 funds that was expended in the State for vocational education in Adult programs.
- Columns 29 - 37 Enter the total amount of Federal VEA'63 funds that was expended in the State for vocational education programs for Persons With Special Needs.
- Columns 38 - 46 Enter the total amount of Federal VEA'63 funds that was expended in the State for vocational education Construction projects.
- Columns 47 - 55 Enter the total amount of Federal VEA'63 funds that was expended in the State for Ancillary Services for vocational education programs.
- Columns 56 - 64 Enter the total amount of Federal VEA'63 funds that was expended in the State for vocational education Work Study programs.
- Columns 65 - 78 Do not use these spaces.
- Columns 79 - 80 Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of this form.

NOTE

This form should be checked carefully. Recheck the General Instructions.

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-11

FINANCIAL STATEMENT OF FEDERAL FUNDS FOR VOCATIONAL EDUCATION

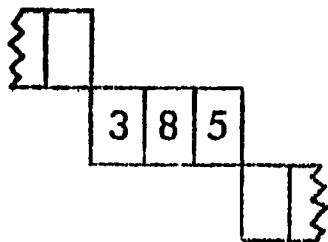
INTRODUCTION

Form VEIS-11, Financial Statement of Federal Funds for Vocational Education, is used to collect summary financial data related to the status of Federal funds received by the State through Federal Acts (George-Barden, Smith-Hughes, and Vocational Education Act of 1963). Funds are reported as follows: unobligated balance from previous year, Federal funds received during the year; and Federal funds transferred. This form is completed by the State Department of Education. The data collected will be used to fulfill Federal reporting requirements and for various State-level studies and reports.

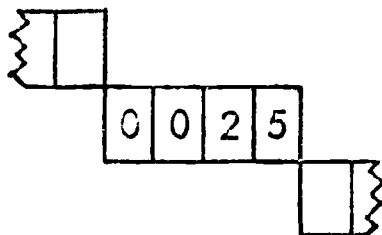
Carefully read both the general and detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.
5. In columns 4-30, report only data pertaining to the Major Purpose identified in columns 2-3. In columns 33-59 report only data pertaining to the Major Purpose identified in columns 31-32. List two Major Purposes on a sheet, using as many sheets as necessary.

VEIS-11

6. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-11 form required to present "a complete financial statement of Federal funds for vocational education" in the state.) Upon completion, staple the sheets in the upper left-hand corner.
7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.
8. Fill in the box in the lower right-hand corner of each sheet of the form.
9. Refer to the VEIS Glossary of Terms for definition of terms which are not included in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 Do not use this space; it is reserved for programmer's use.

Columns 2 - 3 Enter, from the list below, the appropriate Major Purpose code. The purposes are grouped by the three major Federal Vocational Education Acts; namely, the Vocational Education Act of 1963, the Smith-Hughes Act, and the George-Barden Act.

| <u>Major Purpose</u> | <u>Code</u> |
|--|-------------|
| <u>Vocational Education Act of 1963</u> | |
| Regular Program (Section 3 of Act) | 03 |
| Work Study Program (Section 13 of Act) | 04 |
| <u>Smith-Hughes Act</u> | |
| Agriculture | 06 |
| Trades and Industry | 07 |
| Teacher Training | 08 |
| <u>George-Barden Act</u> | |
| Agriculture - Title I | 11 |
| Distribution - Title I | 12 |
| Homemaking - Title I | 13 |
| Trades and Industry - Title I | 14 |
| Health - Title II | 15 |
| Technical - Title III | 16 |



- Columns 4 - 12** Enter the Unobligated Balance from the Previous Year for the Major Purpose identified in columns 2-3. Report as part of this Unobligated Balance any miscellaneous receipts, such as refunds, replacement of Federal with State or local funds, or the prorated share portion of money received from the sale of equipment purchased in part with Federal funds. An itemized accounting of any such miscellaneous receipts should be attached or listed on the reverse side of the form, and the U.S. Office of Education should be advised accordingly, using a separate memorandum if necessary. The amount of such receipts may not be spent for obligations of a year subsequent to that for which payment was originally made.
- Columns 13 - 21** Enter total Federal Funds Received During Year for the Major Purpose identified in columns 2-3.
- Columns 22 - 30** Enter total Federal Funds Transferred for the Major Purpose identified in columns 2-3. Enter a plus sign (+) in column 22 if Federal funds were transferred into an Act. Enter a minus sign (-) in column 22 if Federal funds were transferred from an Act.
- Columns 31 - 32** Enter a second Major Purpose code if needed. (See instructions for columns 2-3.)
- Columns 33 - 41** Enter the Unobligated Balance from the Previous Year for the Major Purpose identified in columns 31-32. (See instructions for columns 4-12 for more details.)
- Columns 42 - 50** Enter total Federal Funds Received During Year for the Major Purpose identified in columns 31-32.
- Columns 51 - 59** Enter total Federal Funds Transferred for the Major Purpose identified in columns 31-32. Enter a plus sign (+) in column 51 if Federal funds were transferred into an Act. Enter a minus sign (-) in column 51 if Federal funds were transferred from an Act.
- Columns 60 - 78** Do not use these spaces.
- Columns 79 - 80** Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in box in the lower right-hand corner of this sheet and enter sheet numbers in the upper right-hand corner of sheet.

NOTE

This form should be checked carefully. Recheck the General Instructions.

FINANCIAL STATEMENT OF FEDERAL FUNDS FOR VOCATIONAL EDUCATION

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

SHEET ___ OF ___

| | | | |
|--|--------------------------------------|------------------------------------|----|
| M | | FOR PROGRAMMER'S USE ONLY | |
| 1 | 2 | 3 | 4 |
| MAJOR PURPOSE CODE* | | | |
| 12 | 13 | 21 | 22 |
| UNOBLIGATED BALANCE FROM PREVIOUS YEAR | | FEDERAL FUNDS RECEIVED DURING YEAR | |
| 30 | FEDERAL FUNDS TRANSFERRED (+ OR -)** | | |

| | | | |
|--|----|------------------------------------|----|
| 31 | 32 | MAJOR PURPOSE CODE* | |
| 41 | 42 | 50 | 51 |
| UNOBLIGATED BALANCE FROM PREVIOUS YEAR | | FEDERAL FUNDS RECEIVED DURING YEAR | |
| 59 | 60 | 79 | 80 |
| FEDERAL FUNDS TRANSFERRED (+ OR -)** | | (SPARE COLUMNS) | |
| YEAR (19__) | | | |

INSTRUCTIONS

Detailed instructions are attached.

In columns 4-30, report only data pertaining to the Purpose identified in columns 2-3.

In columns 33-59, report only data pertaining to the Purpose identified in columns 31-32.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

NOTES

*In columns 2-3 and 31-32, enter the appropriate Purpose code from the list below. List two Purposes on a sheet, using as many sheets as necessary. Number all sheets in the upper right-hand corner, per detailed instructions.

Vocational Education Act of 1963

03 - Regular Program (Section 3)

04 - Work Study Program (Section 13)

Smith - Hughes Act

06 - Agriculture

07 - Trades and Industry

08 - Teacher Training

George-Barden Act

11 - Agriculture

12 - Distribution

13 - Home-making

14 - Trades and Industry

15 - Title II - Health

16 - Title III - Technical

Title I

**Enter a plus sign (+) in column(s) 22 and/or 51 if Federal funds are transferred into an Act. Enter a minus sign (-) in column(s) 22 and/or 51 if Federal funds are transferred from an Act.

STATE: _____

APPROVAL SIGNATURE: _____

DATE PREPARED: _____

FISCAL YEAR ENDING 30 JUNE 19__

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-12

STAFF HEADER CARD FOR VOCATIONAL EDUCATION ADMINISTRATIVE ORGANIZATION UNIT

INTRODUCTION

Form VEIS-12, Staff Header Card for Vocational Education Administrative Organization Unit, is used as a school identification card. This form is completed by each reporting school and is submitted with the completed VEIS forms to the State Department of Education.

Type or clearly write all numerical data in the spaces provided. Enter only one digit or letter in each columnar space. Refer to the VEIS Glossary of Terms for definition of terms that are not included in the instructions that follow.

INSTRUCTIONS

Column 1 Enter the appropriate Administration Organization Unit Location code from the list below.

| | <u>Location</u> | <u>Code</u> |
|--------------|-----------------|-------------|
| State | | 1 |
| Region | | 3 |
| County | | 5 |
| District | | 7 |
| Local School | | 9 |

Columns 2 - 21 Print the name of the Administrative Organization Unit, that is, the name of the reporting unit, starting with column 2. Spaces that are not used should remain blank. Use abbreviations if the number of letters for the name exceeds the spaces provided.

Columns 22 - 36 Enter the street address for the reporting unit, starting with column 22. Spaces that are not used should remain blank. Use abbreviations if the number of letters for the address exceeds the spaces provided.

Columns 37 - 50 Enter the name of the city in which the reporting unit is located, starting with column 37. Spaces that are not used should remain blank. Use abbreviations if the number of letters for the city exceeds the spaces provided.

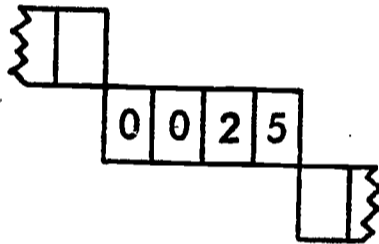
VEIS-12

Columns 51 - 55 Enter the State name, starting with column 51. Spaces that are not used should remain blank. Use abbreviations if the number of letters for the State exceeds the spaces provided.

Column 56 Enter the appropriate Type of School code from the following list:

| <u>Type of School</u> | <u>Code</u> |
|--|-------------|
| Special High School | 1 |
| Department of a High School | 2 |
| Technical/Vocational School | 3 |
| Department of Higher Education Institution | 4 |

Columns 57 - 61 Enter the number of female students (unduplicated count) enrolled in all the vocational education programs offered in the reporting unit. Enter the right-hand digit of the number in the extreme right-hand space (column 61) and insert zeros ("0") in spaces not used. For example, the number "25" would be recorded as follows:



Columns 62 - 66 Enter the number of male students (unduplicated count) enrolled in all the vocational education programs offered in the reporting unit. Refer to special instructions included for columns 57-61.

Columns 67 - 80 Enter the Administration Organization Unit code (provided by State education agency).

Fill in the box in the lower right-hand corner of the form.

STAFF HEADER CARD FOR VOCATIONAL EDUCATION ADMINISTRATIVE ORGANIZATION UNIT

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|------------------|----|----|----|----|----|----|----|----|----|--------|----|----|----|----|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| ADMINISTRATIVE ORGANIZATION UNIT LOCATION CODE* | | NAME OF ADMINISTRATIVE ORGANIZATION UNIT** | | | | | | | | | | | | | | | | | | | STREET ADDRESS** | | | | | | | | | | CITY** | | | | | STATE** | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|----|--|----|----|----|----|--|----|----|----|----|---------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|
| 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| TYPE OF SCHOOL CODE*** | | NUMBER OF FEMALE STUDENTS (UNDUPLICATED COUNT) | | | | | NUMBER OF MALE STUDENTS (UNDUPLICATED COUNT) | | | | | ADMINISTRATIVE ORGANIZATION UNIT CODE | | | | | | | | | | | | |

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

NOTES

*Select Location Code from the following list:

- 1 - State
- 3 - Region
- 5 - County
- 7 - District
- 9 - Local School

**Use abbreviations if the number of characters for the name, street, city, and state exceed the spaces provided.

***Select proper code from applicable list of codes in detailed instructions.

SCHOOL OR EMPLOYING AGENCY:

ADDRESS:

DATE PREPARED:

CHAPTER 4

GLOSSARY OF TERMS

This chapter contains a glossary of terms commonly used in the Vocational Education Information System. The basic source of the definitions was the following publications prepared by the U.S. Office of Education:

a. **State Educational Records and Report Series:**

Handbook I, The Common Core of State Educational Information (Bulletin 1953, No. 8)

Handbook II, Financial Accounting for Local and State School Systems (OE-22017)

Handbook III, Property Accounting for Local and State School Systems (OE-21019)

Handbook IV, Staff Accounting for Local and State School Systems (OE-23039)

Handbook V, Pupil Accounting for Local and State School Systems (OE-23035)

b. **Part 104 - Administration of Vocational Education:**

Federal Allotments to States, Rules and Regulations

In some instances, definitions from the above sources were modified to meet vocational education reporting requirements. These changes were coordinated with cognizant U.S. Office of Education personnel.

Acts

As used in vocational education, refers to the Smith-Hughes Act, the three titles (Title I, Title II, and Title III) of the George-Barden Act, the supplementary acts, and the Vocational Education Act of 1963.

Administration Salary(s), Local Boards of Education

That portion of the total expenditure for local administration that has been prorated for salaries of Local Directors.

Administration Salary(s), State Board of Vocational Education

That portion of the total expenditure for State administration that has been prorated to the vocational salaries of the Executive Officer of the State Board, the State Director of Vocational Education, and the necessary supporting professional personnel and their clerical staffs.

Adult

An individual who has reached a specified minimum legal age of adulthood, usually 21 years.

Adult and Out-of-School Youth (Type of Pupil)

Adults and out-of-school youth receiving instruction in an adult education instructional organization or in an adult education program offered by an elementary school, a secondary school, or a college.

Adult Vocational Education

Instruction which provides opportunity for adults and out-of-school youth to further their education. This instruction may be offered through a separate adult education instructional organization of a school system (such as an evening school or an adult trade, technical, or vocational school), through an adult education program of a college, or through some other arrangement. While most pupils in adult education receive their instruction in courses to which an instructional level has not been assigned, adult education often includes instruction at the elementary and secondary instructional levels in classes, through correspondence, or by other means. Adult education also includes instruction at the post-secondary instructional level for which credit is not given toward a degree or toward the completion of a terminal program.

Ancillary Services

Those auxiliary activities which are conducted in support of vocational education programs, rather than as separate operations, and whose primary function is to expedite the performance of, and insure quality in, the programs. For example, teacher training, conduct of demonstration and experimental programs, development of instructional materials, program evaluation, research and guidance activities.

Apprentice

A worker who is learning a recognized occupation in accordance with a written apprentice-training contract between him and his employer or employers, which provides for a given period of planned work experience through employment on the job, supplemented by appropriate related instruction, and specified other details of the arrangement.

Apprenticeship Training

An organized system for providing young people with the manipulative skills and technical or theoretical knowledge needed for competent performance in skilled occupations. The program usually involves cooperation among schools, labor, and management, since apprentices learn the skills of their craft through on-the-job work experiences, and the related theoretical information through classroom instruction. The minimum terms and conditions of apprenticeship are regulated by State and local statutes or agreements.

Area or Regional Supervisor

A person responsible for supervising or coordinating activities in an area or region.

Area or Regional Vocational School

A public school or institution that serves a geographical area larger than one school district; for example, a school serving a whole State, several counties, a whole county, or parts of two or more school districts. In vocational education, for construction purposes, "area vocational education school" means any public school or public institution the facilities of which can be constructed with Federal funds under the provisions of section 4(a)(5) of the 1963 Act. These may include only: (1) A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full-time study in preparation for entering the labor market; (2) The department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market; (3) A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market; and (4) The department or division of a junior college or community college or university which, under the supervision of the State board, provides vocational education in no less than five different occupational fields leading to immediate employment but not leading to a baccalaureate degree.

Assistant Supervisor

Assistant to the person in charge of a single occupational area or program.

Certificate of Completion

An official record granted to members of vocational classes or programs upon satisfactorily completing the requirements of a course of instruction.

Code

A system of numbers and/or letters and/or other symbolic designations used for identifying previously defined items and categories of information.

College

A school providing instruction at the college level. This includes the community college, junior college, and any other school offering college level instruction. The college may also offer adult education and other courses in addition to its college level courses.

Commissioner

Refers to the Commissioner of Education, U.S. Department of Health, Education and Welfare.

Community College

Is a junior college operated by the board of education of a local basic administrative unit (including the independent local board for one or more community colleges). Instruction is adapted in content, level, and schedule to the needs of the local community.

College, Junior

An institution of higher education which offers the first two years of college instruction, frequently grants an associate degree, and does not grant a bachelor's degree. Offerings include transfer and/or terminal programs at the post-secondary instructional level and may also include adult education programs.

Comprehensive Secondary School

A secondary school with a number of departments (e.g., academic, industrial, business, vocational) offering a diversified program to meet the needs of pupils with varying interests and abilities.

Congressional District

A portion of the State defined geographically for electoral purposes and identified by a number or code.

Construction Project

A specific project for the construction or expansion of an area vocational school facility which will be accomplished at a single site as provided in paragraph 104.44 of "Part 104 -- Administration of Vocational Education: Federal Allotments to States, Rules and Regulations."

Construction, Type of

Type of construction undertaken for Area Vocational Education school facility projects as follows:

- (a) Expansion, remodeling, and/or other alterations of existing buildings, as defined in Regulation 104.1(n)(2)(i).
- (b) Construction of new buildings to the extent they contain such school facilities and initial equipment as defined in Regulation 104.1(n)(2)(ii).

Contracted Services

Those services rendered to the school system through contract or other agreement with a firm, company, individual, or other educational agency or institution, such services being performed by person or persons not on the school staff.

Cooperative Education

A combination program of alternate schooling and employment (study and practice) conducted on an alternating schedule so as to provide legal employment of the student, with organized on-the-job training, and also correlated vocational school instruction.

Counselor

A staff member assigned professional services having the purpose of assisting pupils in making plans and choices in relation to education, vocation, or personal development.

Course of Study

An organization of subject matter and related learning experiences provided for the instruction of pupils on a scheduled or other systematic basis during a predetermined period of time (e.g., semester, regular school term, or a 2-week workshop) and usually providing, upon successful completion, credit toward a degree or other certification of completion of an overall instructional program.

Curriculum

A series of interrelated courses of varying length, arranged in logical sequence, and designed to meet a stated educational objective.

Curriculum Specialist

A person who develops instructional materials to support the instructional program in a particular occupational area.

Dependent

One who is sustained by another, or who relies on another for support.

Distribution Education

A program of instruction in marketing, merchandising, and management. The instruction is devoted to updating, upgrading, career development, and operational management.

Dropout

A pupil who leaves school before graduation or completion of a program of studies for any reason except death, and without transferring to another school.

The term dropout is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school or before completing an equivalent program of studies.

Such an individual is considered a dropout whether he drops out before or after he has passed the compulsory school attendance age, and whether or not he has completed a minimum required amount of school work.

Employment

Lawful work in a recognized occupation.

Enrollment, (Vocational)

Number of students in vocational classes which met the standards in the State Plan, received direction, supervision and furnished reports, irrespective of whether expenditures for these classes were supported by reimbursement of vocational funds or used for matching Federal funds.

Equipment, (Vocational)

A fixed or movable article, or set of articles, which:

- a. Retain its original shape and general appearance with reasonable care and use over a period of at least one year when handled with reasonable care;
- b. Is usually more feasible to repair than to replace with an entirely new unit (non-expendable) when it is damaged or fails to function properly;

- c. Does not lose its identity through incorporation into a larger or more complex unit or substance.

Follow-Up Study

A program to determine (1) what occupations were pursued by students and/or graduates of vocational education courses and (2) how effective was the training in relationship to job requirements.

Funds, (Vocational)

Unless otherwise specified, refers to any public funds available for expenditure under the Vocational Education State Plan, whether derived from Federal grants or State or local appropriations or other sources.

Gainful Employment

Gainful employment means employment in a recognized occupation for which persons normally receive a wage, salary, fee, or profit.

George-Barden Act

A Federal law enacted in 1946 which provides for the further development and promotion of vocational education in several States and territories. It authorizes a Federal appropriation for grants-in-aid to States for use in vocational programs which meet certain minimum standards in agriculture, home economics, distributive education, trade and industrial education, and vocational guidance. On August 8, 1956, fishery trades were included. The Act is administered by the Office of Education. Title II within the Health Amendments Act of 1956 authorized a program for the extension and improvement of practical nurse training and other similar health occupations. Title III was added to the George-Barden Act by an amendment provided by Title VIII of the National Defense Education Act of 1958 which provided that funds be appropriated for training highly skilled technicians in defense-related occupations.

Gifted (Type of Pupil)

The type of pupil who, because of certain atypical characteristics, has been identified by technically or professionally qualified personnel as possessing intellectual capacity so much above the average as to require special educational planning.

Grade

That portion of a school program which represents the work of one regular school term and which is identified by a designation such as kindergarten, grade 1, grade 3, grade 7, etc.

Handicapped (Type of Pupil)

The type of pupil who, because of certain atypical characteristics, has been identified by technically or professionally qualified personnel as possessing physical, mental, and/or behavioral characteristics that so adversely affect the performance of the individual as to require special educational planning.

Guidance and Counseling, (Vocational)

Vocational guidance and counseling services include the following activities:

- a. The identification of individuals who are suited to, and who would benefit from, vocational education.
- b. The assisting of these individuals in the planning of a realistic program of training and study.
- c. Guidance during schooling.
- d. Assistance in vocational job placement in chosen fields.
- e. The conduction of follow-up procedures to determine the effectiveness of the vocational instruction and of the guidance and counseling program.

Guidance Counselor

A staff member assigned professional services having the purpose of assisting pupils in making plans and choices in relation to education, vocation, or personal development.

Identification Number

A number assigned to a staff member, student, school, congressional district, county, or other entity, by the school system or by the State or Federal agencies, for identification and record-keeping purposes.

Initial School Equipment, (Vocational Construction)

All building fixtures and utilities, furnishings (including conventional classroom and office furniture) and instructional equipment. In connection with the erection of new facilities or the expansion of existing ones, initial equipment shall include only that equipment which must be placed in the proposed facility to accommodate the type of vocational instruction, or other vocational education purpose, for which the facility is designed. In connection with the remodeling and/or alteration of existing facilities, initial equipment may also include equipment installed to replace obsolete or worn-out equipment. If replacement equipment is used in a remodeling or alteration project, the trade-in allowance (or the salvage value) of the old equipment must be deducted from the price of the new equipment when computing construction costs.

Instructional Equipment (Vocational)

Equipment, supplies, and teaching aids (including reference materials and textbooks) used in the classroom, library, laboratory, shop, or field, either by authorized vocational education instruction personnel for instructing, or by their students for learning. It may not include supplies to be made into equipment or products to be sold, or to be used by pupils, teachers, or other persons.

Instructional Rooms (Vocational)

The work areas, such as classrooms, libraries, laboratories, workshops, cafeterias, offices and utility rooms which are required to operate a program of vocational instruction at normal capacity (in accordance with the State Plan and the laws and customs of the State). These spaces do not include facilities primarily intended for events for which admission is to be charged to the public, such as single-purpose auditoriums, indoor arenas, and outdoor stadiums.

Intermediate Administrative Unit

A unit smaller than the State which exists primarily to provide administrative, consultative, advisory, or statistical services to local basic administrative units, or to exercise certain regulatory and inspectorial functions over local basic administrative units. An intermediate unit may operate schools and contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority. Where there is a supervisory union board, the union is included as an intermediate unit.

Itinerant Teacher, (Vocational)

A full-time person who teaches adult preparatory or supplementary classes throughout an area, such as a county, major city, region or State.

Junior or Community College

See: College, Community or College, Junior

Local Basic Administrative Unit

An administration unit at the local level which exists primarily to operate public schools or to contract for public school services (including vocational education). Normally, taxes can be levied against such units for school purposes. These units may or may not be co-terminous with county, city, or town boundaries. This term is used synonymously with the term "school district."

Local Educational Agency

A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational

institution or agency having administrative control and direction of a vocational education program (except as otherwise provided in section 210(d) of the George-Barden Act for health occupations training). In the regulations of this part, anything modified by the adjective "local" pertains to a "local educational agency" herein defined.

Nonpublic School

A school established by an agency other than the State or its subdivisions or the Federal government, which is usually supported by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials.

Occupational Field

A group of recognized occupations which possess many similarities and which have the following characteristics in common:

- a. The type of work performed.
- b. The basic aptitudes, and the acquired knowledge and training, required.
- c. The tools, machines, instruments, and other equipment used.
- d. The basic materials used.

Occupations, Defense Related, (Vocational)

Occupations which (1) entail the design, development, testing, manufacturing, processing, construction, installation, operation, maintenance, repair, or servicing of plant facilities, equipment or products which are of importance to military or other defense activity and (2) are a vital part of an industry or activity which is necessary to the defense program, such as the military itself, suppliers of products or services to the military, or other defense activities, and scientific research.

On-the-Job Training

A program of instruction provided to an employed worker by the employer during the normal working hours of the occupation.

Part-Time General Continuation Class (Vocational-Trade and Industrial only)

A class for employed persons who have completed the full-time day school and are re-enrolled for instruction which is designed to increase their civic intelligence rather than to develop specific occupational competence. These classes are usually limited to those under 18 years of age.

Persons With Special Needs (Vocational Education Only)

Persons who have academic, socio-economic, or other handicaps which make them unable to follow regular Vocational Education Programs, but who are otherwise available for full-time study in preparation for entering the labor market.

Preparatory Program, (Vocational)

Any program which prepares its enrollees for employment.

Preservice Teacher Training, (Vocational)

Vocational teacher training (pre-employment) offered to persons who are preparing to teach vocational education students or to assume professional duties and responsibilities in the field of vocational education.

Post-Secondary Program

A 13th and/or 14th grade level program operated on a regular full-time day school basis.

Public School

A division of the public school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case where the elementary and secondary programs are housed in the same school plant.

Public School Operated by the Federal Government

A public school operated by the Federal government.

Public School Operated by the State

A public school operated by the State.

Recognized Occupation

Any lawful occupation that the Commissioner of Education finds is identifiable by employers, employer groups, and governmental and non-governmental agencies and institutions, which are concerned with the definition and classification of occupations.

Regional Supervisor

A person responsible for supervising or coordinating activities in a region or an area.

Regular Pupil (Type of Pupil)

The type of pupil for which most regular course and noncourse instruction is offered in elementary, secondary, post-secondary schools and colleges.

Regional Vocational School

See: Area or Regional Vocational School

Research Specialist

A person who is primarily engaged in research for and in the development and implementation of vocational programs and procedures.

School District

An area which, for geographical reasons or for specified public school purposes, is under the supervision or control of a single board of education and/or administrative officer.

School Facilities, (Vocational)

Facilities of an area vocational education school which may be paid for with Federal funds under section 4(a)(5) of the Vocational Education Act of 1963, including the following:

- a. Instructional and auxiliary rooms
- b. Initial school equipment
- c. Interests, whether in fee, lease-hold, or otherwise, in land on which such facilities are to be constructed.

School, Type of (Vocational)

Schools offering vocational programs are classified according to the following list of categories (further defined elsewhere in the glossary):

- a. Regular or comprehensive high school
- b. Vocational and/or technical school
- c. Technical institute
- d. Department of a university
- e. Junior College
- f. Community College
- g. Area or regional vocational school

Secondary Program, (Vocational)

A 9th through 12th grade level program operated on a regular full-time day school basis.

Semester

One-half of a regular school term, usually 16 to 18 weeks.

Smith-Hughes Act

The basic Federal vocational education act, passed in 1917, which established the principles of Federal financial aid and cooperation with the States in promoting public vocational education in agriculture, trade and industries, and home economics for persons 14 years of age or older. The Act includes a permanent appropriation and is administered by the Office of Education.

Special Needs, Persons with

Persons who have academic, socio-economic, or other handicaps which make them unable to follow regular vocational education programs, but who are otherwise available for full-time study in preparation for entering the labor market.

State

Term pertaining to a State of the Union, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, or American Samoa, except that with respect to funds under the Smith-Hughes Act, the term does not include the Virgin Islands, Guam, or American Samoa.

State Board of Vocational Education

A State board designated or created pursuant to Section 5 of the Smith-Hughes Act.

State Education Agency

The organization established by law for the primary purpose of carrying out a part of the educational responsibility of the State. It is characterized by having Statewide jurisdiction and may be composed of a State board, chief executive officer, and staff. Some State education agencies may lack one or two of these three elements, but in any case there must be either a board or a chief executive officer. The term "commission" is sometimes used in place of "board."

State Vocational Education Plan (State Plan)

A written description of the State's vocational education programs which must be submitted and approved by the Commissioner as a condition for the allotment of Federal funds. It shall

set forth the State's authority under State law for its administration of such programs and shall include the policies to be followed by the State in maintaining, extending, and improving existing vocational education programs, and in developing new programs to the end that persons of all ages in all communities of the State will have ready access to vocational training. The training, or retraining, shall be of high quality, with offerings that have been developed in the light of actual or anticipated opportunities for employment, and which is suited to the needs, interests, and ability of such persons to benefit from such training.

Supervisor or Director

A person in charge of a single occupational area.

Supplementary Program

A program that is offered as supplemental training to persons already (employed) in the labor market. Such training includes:

- a. Adult and young farmer
- b. Adult and home economics
- c. Extension courses in trades and industry, distributive occupations, nursing, and other technical education

Teacher Coordinator, (Vocational)

A member of a school staff who is responsible for administering the school program and for resolving all problems that arise between school regulations and the on-the-job activities of the employed student. The coordinator also performs liaison duties between the school and employers in programs of cooperative education or other part-time job training.

Teacher Education Institution

A university, liberal arts college, teacher's college, or professional school (1) which has as its major function the preparation of students for the teaching profession, and (2) which has been approved, for teacher education by a State, regional, or national accrediting body.

Teacher Trainer, (Vocational)

A person whose primary responsibility is the training of preservice and in-service teachers.

Technical Education, (Vocational)

An education program designed to train persons for employment as highly skilled technicians in recognized occupations requiring scientific knowledge. To be eligible for such

education, applicants must have completed the ninth grade and must be at least 16 years of age.

Technical Secondary School, (Vocational)

A secondary technical school offers training in technical occupations where emphasis is on application of the functional aspects of mathematics and science and the objective of this training is entrance into employment in such technical occupations upon graduation. The school is separately organized under an Administrative Officer directly responsible to a local Superintendent or school board regardless of where the program is housed.

Technical Institute

A post-secondary institution of higher education which offers instruction in one or more technical occupations which is at a level above the skilled trades and below professional engineering, and in which emphasis is placed on the practical applications of mathematics and science.

Ungraded Classes (Non-graded Classes)

Regular classes, special classes for exceptional pupils, and various adult education classes which have no grade designations.

Useful Employment

The term "useful employment" as used in vocational education refers to homemaking activities, the training for which includes instruction that will enable families to improve their family life through more effective development and utilization of human resources.

Vocational Secondary School

A secondary vocational school offers training in one or more trades or occupations, and is separately organized under an administrative officer directly responsible to a local superintendent or school board, regardless of where the program is housed.

Vocational Education Act of 1963

A Federal act enacted "to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the States - those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps - will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Youth Organization Specialist

A person responsible for the development and operation of an occupational area youth program.