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## ABSTRACT

The Wisconsin State Plan is presented in two parts (1) administrative provisions and (2) annual and long-range program plan provisions. Part one sets forth detailed procedures for the administration of vocational education in Wisconsin and the legal basis for these procedures. It describes the State board and its organizational structure; fiscal procedures; and program administration in the areas of: State programs; the disadvantaged; research and personnel training; exemplary programs and projects; residential vocational education schools; consumer and homemaking education; cooperative vocational education programs; and work-study programs for vocational education students. Part two is primarily a numerical presentation of aspects of vocational education in Wisconsin, relating vocational education to the occupational needs of the State. It translates the goals of the agency into objectives and projected outcomes. A detailed analysis is offered of present and projected manpower needs and job opportunities; availability of vocational education; population characteristics relating to vocational education needs; annual and long-range planning and budgeting; enrollment projections; estimates of funds needed; construction projects; and the demand, funding, financial planning, and enrollment projections for personnel preparation and development. The 11 recommendations made by the Wisconsin Advisory Council on Vocational Education are appended. (Author/NH)

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# STANLEY

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

# WORLDWIDE SUGARLOAF

# WISCONSIN 1975-79



Wisconsin Board  
of Vocational, Technical & Adult Education  
Eugene Lehrmann - Director

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# 1975-79 State Plan



**For  
VOCATIONAL EDUCATION  
IN WISCONSIN**

**Submitted To The  
U.S. OFFICE OF EDUCATION**

**Reviewed  
By The  
Wisconsin Advisory Council  
For Vocational Education**

**Approved  
By The  
Wisconsin Board of Vocational,  
Technical and Adult Education**

**Eugene Lehrmann,  
State Director**



## INTRODUCTION

The Vocational, Technical and Adult Education system was established in 1911 in Wisconsin to assure that all the state's people, regardless of educational needs, should have access to a comprehensive educational opportunity. The emphasis on programs which will prepare citizens for occupational careers is in recognition of the fact that most people will not complete a baccalaureate degree program and, further, that the changing technology of society demands specialized training for most people to move into the labor market as productive citizens.

The traditions and missions of the Wisconsin Vocational, Technical and Adult Education system in offering full, part-time, and apprenticeship programs for adults were established early. Since the 1930's, full-time preparatory post high school programs have been operating in Wisconsin Schools of Vocational, Technical and Adult Education to meet the needs of society and of the individual for productive career preparation. The technical college was established in Milwaukee as a second chance and transitional opportunity for inner city youth within the overall mission of the institution. Many training programs were operated on a 24-hour per day basis and were succeeded by GI training programs for returning veterans. On the basis of these sound programs, Wisconsin was in a position to provide leadership in the development of two-year technical Associate Degree programs which in recent years have opened doors of opportunity to many people and have maintained the balance in the manpower resources demanded by society today.

The statement of purpose from Chapter 292 of the Wisconsin Laws of 1965 clearly sets forth this mission:

### Statement of Purpose

"In order to broaden the educational opportunities for the youths and adults of Wisconsin, the state board of vocational, technical and adult education shall establish a program of instruction at institutions throughout this state which will equip all of this state's people to find their place in the competitive labor market today."

The Wisconsin Board of Vocational, Technical and Adult Education accepts the mandate of the people as expressed in state legislation. This mandate is implemented by developing and maintaining high quality vocational, technical and adult education services throughout the state.

### The State Plan

This State Plan deals with the programs of vocational education in the State of Wisconsin as they relate to the provisions of the Vocational Education Amendments of 1968. It is a fulfillment of the regulations pertaining to that Act.

Part I of the Plan sets forth the detailed procedures for the administration of vocational education in Wisconsin and the legal basis for these procedures. Specifically, Part I deals with the establishment of the State Board and its organizational structure, fiscal procedures, and program administration.

Part II is primarily a numerical presentation of aspects of vocational education in Wisconsin. This part relates vocational education to the occupational needs of the state. It translates the goals of the agency into objectives and projected outcomes.

### Statement of Nondiscrimination and Affirmative Action

The Wisconsin Board of Vocational, Technical and Adult Education is a performance oriented agency. It is committed to the development of competence and must abide by that commitment without respect to race, creed, ethnic origin or sex. Persons who seek the services of vocational education are committing themselves to a venture in the world of work and have acknowledged their self-concept as a contributing citizen. On these premises, the affirmative action of this agency is founded and must stand.

It is the responsibility of the Board to correct imbalances and inequities in the work force of our state and district staffs. Additionally, it is the Board's responsibility to introduce new programs and administer current efforts to provide equal educational opportunity for both women and the state's minority citizens.

Under our shared powers system, the State Board demonstrates leadership in affirmative action by using self-example and critical review. As executive officer of this Board, I wholeheartedly support Governor Lucey's Executive Order No. 39, which makes it our joint responsibility to actively recruit minorities and women into beginning and advanced professional positions within the state office and the district organizations. It is also our responsibility to actively encourage women and minorities to apply for promotions, and it is our responsibility to continue and expand the training needed for appointment and promotion. All state and district employment and promotion practices must be based on the principles of equal employment opportunity.

The State Board's Affirmative Action Committee will be responsible for developing specific timetables and guidelines to assure that affirmative action goals are successfully met. These goals will be defined to insure that personnel actions such as salaries and wages, fringe benefits, transfers, layoffs and return, and internal training and education are administered without discrimination to race, color, religion, sex, or national origin.

Eugene Lehrmann  
State Director

WISCONSIN STATE PLAN FOR  
VOCATIONAL EDUCATION

FISCAL YEARS 1975 - 1979

PART I  
ADMINISTRATIVE PROVISIONS

Wisconsin Board of Vocational, Technical and Adult Education

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## WISCONSIN STATE PLAN FOR VOCATIONAL EDUCATION

## PART I - ADMINISTRATIVE PROVISIONS

The State of Wisconsin, through the Board of Vocational, Technical and Adult Education, hereby submits its State Plan under the provisions of P.L. 90-576, the Vocational Education Amendments of 1968, and the Rules and Regulations with respect thereto.

1.0 GENERAL1.1 State Board1.11 Name and Designation

The State of Wisconsin Board of Vocational, Technical and Adult Education is the sole agency responsible for the administration of the State Plan and for the supervision of the administration thereof by local educational agencies, and has all necessary power to cooperate with the U.S. Office of Education in the administration of the State Plan. Throughout this plan, any references to "State Board" refer to this official board.

Statutory Reference: Wisconsin Statutes 15.94, 38.02.

15.94 Board of vocational, technical and adult education; creation. There is created a board of vocational, technical and adult education consisting of 12 members, . . . . .

38.02 Establishment. There is established under this chapter a system of vocational, technical and adult education to foster and maintain instruction in courses approved by the board in part-time and full-time day or evening classes.

1.12 Executive Officer Designation

The executive officer of the State Board is the State Director, who is responsible for all administrative and supervisory matters pertaining to vocational education, including the development, implementation and evaluation of all program plans. He recommends policies to the State Board and executes policies adopted by that Board.

1.13 Authority of State Board

The State Board is the sole agency having authority under state law to submit the State Plan and any amendments thereto and to administer the programs described therein.

Statutory Reference: Wisconsin Statutes 38.04(1)-(5).

38.04 Board of vocational, technical and adult education; powers and duties.

(1) General. The board shall determine the organization, plans,

scope and development of vocational, technical and adult education. For state aid, credit determination and other purposes, the board shall establish criteria for the establishment of district schools and shall classify and name the district schools.

(2) Director. The board shall appoint a director, outside the classified service to serve at its pleasure.

(3) Staff. The board shall appoint such staff as is necessary under the classified service. Three positions in addition to the director shall be filled outside the classified service.

(4) Teacher and Course Requirements.

(a) The qualifications of teachers and the courses of study offered in district schools shall be approved by the board.

(b) The board may authorize district boards to grant associate degrees to those students who successfully complete associate degree programs.

(c) Collegiate transfer programs shall not comprise more than 25% of the credit hours offered in any vocational, technical and adult education district.

(5) Cooperate with Federal Government. The board shall cooperate with the federal government in carrying out any federal act pertaining to vocational, technical and adult education.

#### 1.14 State Board Organization

The State Board consists of 12 members. The composition and manner of selection of the State Board is determined by state law.

Statutory Reference: Wisconsin Statutes 15.94 (1) - (3).

15.94 Board of vocational, technical and adult education. There is created a board of vocational, technical and adult education consisting of 12 members, as follows:

(1) The state superintendent of public instruction or his designee.

(2) A member or designee of the industry, labor and human relations commission, selected by the commission.

(2m) The president of the board of regents of the University of Wisconsin system.

(3) Nine members, of whom 3 shall be employers of labor, 3 shall be employes who do not have employing or discharging power and 3 shall be persons whose principal occupation is farming and who are actually engaged in the operation of farms, appointed for staggered 6-year terms.

#### A. Postsecondary

Postsecondary personnel in the State Board are organized into the following units:

(1) Division of Community and Manpower Education.

(a) Bureau of Program Development. The Bureau of Program Development has responsibility for educational programs in the following areas: agriculture; business and distribution; home

economics; health occupations; trade and industry including apprenticeship, fire service, law enforcement, and safety; general education; and environmental education.

(b) Bureau of Program Accountability. The Bureau of Program Accountability has responsibility for program audit, review, and approval; personnel audit and certification; educational approval board liaison; space utilization and facility development; and course and program definition.

(c) Bureau of Research, Professional and Student Development. This Bureau has responsibility in the areas of research, curriculum development, professional development, student services, financial aids, and educational technology.

(d) Bureau of Community and Special Project Coordination. The Bureau of Community and Special Project Coordination has responsibility for the Manpower Development Training Act, federal projects for the handicapped and disadvantaged, outreach programs, civil defense education, apprenticeship coordination, funding sources, and business and industry liaison.

(2) Division of Administration and Planning. The Division is responsible for budget preparation; long-range institutional planning; and the provision of clerical, data processing, personnel recruitment, and all other housekeeping services.

(a) Bureau of Administrative Services. The primary operations of this Bureau are maintaining proper controls on the allocation of financial resources, recruiting the best possible candidates to fill agency positions, assisting districts in installing or implementing accounting and management improvement systems, plus continuing efforts to improve the efficiency and effectiveness of State Board operations.

(b) Bureau of Planning and Budget. This Bureau coordinates efforts with the Division of Community and Manpower Education to determine the size, scope, intensity, and extensiveness of vocational-technical education services. It is also responsible for maintaining and improving the agency's management information services, and has primary responsibility for preparing the biennial budget.

(3) State and Federal Affairs. The Special Assistant for State-Federal Affairs is responsible for developing State Board positions on all federal and state legislation and regulations. The incumbent is also responsible for the development and maintenance of alternative policy-making methods, machinery, and procedures for local district boards.

(4) Public Information. The Special Assistant, Information Analysis is responsible for designing, implementing, and managing a comprehensive information dissemination effort which will bring about better public

understanding of the goals and objectives of vocational, technical, and adult education in the State of Wisconsin.

## B. Secondary

State administrative and supervisory personnel for the secondary school programs are employed under state civil service by the State Department of Public Instruction. These personnel function as an operating program unit within the Department's Division of Instructional Services, and as a fiscal unit within the Division of Management and Planning. The Bureau for Career and Manpower Development is responsible for all matters relating to the operation of vocational education in the public high schools of the state.

## 1.2 Public Hearings and Information

### 1.21 Public Hearings

State Board policy ensures that reasonable notice will be provided for a public hearing on all sections of the State Plan and other general directives issued by the State Board in accordance with the provisions of P.L. 90-576 section 123(a), (3)-(A) and (B), and Rules and Regulations, section 102.31 (e)(3), and the provisions of Wisconsin Statutes 66.77 Open-meetings of governmental bodies and 227.021 Notice of hearing, and 227.022 Conduct of hearings.

Notice of time and place of public hearings on the State Plan will be published in the official state newspaper at least 15 days prior to the hearing. The President of the State Board, or his designee, will preside as hearing chairman and the State Director and Executive Officer of the State Board, or his designee, will serve as Secretary. The hearings will serve to inform the public of the provisions of the plan and to allow the public to express its view on the provisions of the plan. State Board policy ensures that copies of the State Plan and other general directives issued by the State Board will be made reasonably available to the public in accordance with the provisions of P.L. 90-576, Sec. 123(a)(3)-(A) and (B); Reg. 102.31(e)(3), and the provisions and intent of Wisconsin Statutes, 66.77.

### 1.22 Public Information

Copies of the State Plan will be distributed to all major state agencies, Vocational, Technical and Adult Education Districts, a public library in every county of the state, and a library in each city of over 10,000 population. Approximately 1,000 copies of the State Plan will be distributed.

## 1.3 Duties and Qualifications of Personnel

The general reference for certification standards for all public Vocational, Technical and Adult Education personnel is contained in Wisconsin Administrative Codes, Chapter A-V-3 and Chapter P-1-3 Summary for local personnel, and the job specifications of the State Bureau of Personnel for state personnel employed within the classified civil service.

## 1.31 State Administrative and Supervisory Personnel

### A. Postsecondary

(1) State Director of Vocational Education. The State Director is responsible for vocational, technical and adult education in Wisconsin and his position is described in 1.12 of the State Plan.

(2) Assistant Director-Community and Manpower Education. The Assistant Director is responsible for the supervision and direction of the statewide program of vocational education. He is administrator of the Division of Community and Manpower Education, and performs other functions as are assigned by the State Director. The qualifications of the Assistant Director position include: a master's degree in vocational and technical education and six years of relevant experience in a responsible consultive, supervisory or administrative capacity, including or supplemented by some work experience in a specialized vocational or technical field other than teaching.

(3) Assistant Director-Administration and Planning. The Assistant Director serves as Chief Officer of the Board's Division of Administration and Planning. He has broad supervisory powers over the Bureau of Administrative Services and the Bureau of Planning and Budget. He is the Director's chief fiscal advisor and is responsible for representing the Director upon the Director's request. Qualifications for this position are: possession of a master's degree in public or business administration, at least five years of progressively responsible administrative experience, and expertise in the fields of budgeting, planning and/or information gathering.

(4) Bureau Directors. Bureau Directors are responsible for the direction of field operations, planning, coordination and development of bureau policies, and are directly responsible to the Division Administrator for the bureau.

(a) Director, Bureau of Administrative Services. The Director provides leadership and direction to the agency management improvement effort. He serves as chief audit, accounting, purchasing and personnel officer. Qualifications are a master's degree with five years of progressive responsibility in managing complex organizations. Technical expertise and experience in the areas of personnel management, accounting, purchasing and auditing are also required.

(b) Director, Bureau of Planning and Budget. The Director provides leadership and direction for preparing the agency's biennial state budget, the annual federal plan, and all management information efforts. Qualifications are: possession of a master's degree with five years of progressive responsibility in managing complex organizations. Technical expertise and experience in planning, budgeting or systems analysis are also required.

(c) Director, Bureau of Program Development. The Director provides leadership and direction to several academic and vocational technical education specialists. These specialists consult with local districts concerning program planning, development, implementation, maintenance and improvement. Qualifications include: possession of a master's degree in education with a major in vocational education or in a field directly related to the area of program responsibility.

(d) Director, Bureau of Research, Professional and Student Development. The Director provides leadership and direction in research, instructional services, professional development, student services, including guidance and counseling, financial-aids, and youth organization coordination. He is responsible to see that State Board liaison is maintained with graduate and teacher training institutions and provides assurance that the needs of the disciplines within his bureau are met and that the services provided these disciplines are delivered. He maintains continuous liaison with other bureaus and cooperates in the team approach in addressing agency problems. He represents the bureau on the Administrative Council. Qualifications include: possession of a master's degree with a major in vocational education or in a field directly related to the area of program responsibility.

(e) Director, Bureau of Program Accountability. The Director provides leadership and direction in analyzing academic program operations conducted at the district level, with the idea of identifying noneffective or obsolete programs. Qualifications include: possession of a master's degree in education with a major in vocational education or in a field directly related to the area of program responsibility.

(f) Director, Bureau of Community and Special Project Coordination. The Director provides leadership and direction in identifying special target groups requiring new vocational technical education services. The Director strives to develop appropriate projects and to bring special funds and efforts to bear in solving educational problems peculiar to special target groups. Qualifications include: possession of a master's degree in education with a major in vocational education or in a field directly related to the area of program responsibility.

(5) Vocational Education Consultant. A Program Consultant is responsible for organizing the development of a comprehensive program of vocational education for in-school and out-of-school youth and adults. Primary responsibilities are to improve classroom instruction, to assist local personnel in the development of courses of study, to develop sound relationships with relevant groups, and to assist local schools in planning laboratories and shops and specifications of equipment. Related assignments are made by the Bureau Directors and Division Administrators. The qualifications of a Program Consultant include: a master's degree with a major in a field relevant to vocational specialization and five years of work



and teaching experience in the specialized vocational field, including three years in a supervisory or coordinating capacity or an equivalent combination of training and experience. A Program Consultant should either possess or be eligible for the relevant standard state certificate of the Wisconsin Board of Vocational, Technical and Adult Education.

(6) Specialists. Persons trained in special areas of education may be employed to fulfill special assignments. Under direction, the Specialists will be responsible for developing appropriate procedures for fulfilling their assignments. They will cooperate with the staffs of each of the program areas for maximum development of ancillary services supporting those programs. The qualifications of the specialist depend upon the area of work assignment.

## B. Secondary

(1) Director of the Bureau for Career and Manpower Development. The Bureau Director is responsible for the direction and supervision of the total staff operation in vocational education for the Department of Public Instruction. Responsibilities include both fiscal and program operations, and final decisions with respect to program development and operation rest with the Program Administrator within policies approved by the State Board. Liaison activities with other organizations and agencies involved in vocational education are part of the duties for this position. The Bureau Director represents the State Board and the Department of Public Instruction in all aspects of secondary vocational education. The qualifications of the Director of the Bureau for Career and Manpower Development include: a Master's degree in a vocational education subject area, five years of relevant experience in education including three years of high school or vocational school teaching experience in vocational education, and three years of practical experience in business or industry. The Bureau Director should either possess or be eligible for a vocational license in a subject matter area as issued by the Wisconsin Department of Public Instruction.

(2) Public Instruction Vocational Education Consultant. Consultants serve specialized areas in the total vocational education program and serve as subject matter specialists. In addition, they work in all phases of the total vocational education program in the discharge of various functions. Consultants work with local school personnel performing duties similar to those of their postsecondary counterparts. Public Instruction Vocational Education Consultants must fulfill the following requirements:

### (a) Required Knowledges, Skills, and Abilities:

Thorough knowledge of the occupations, principals and practices in the field of specialization.

Thorough knowledge of modern educational methods and techniques used in vocational education.

Considerable knowledge of and ability to interpret federal and state laws and regulations affecting the area of specialization.



Ability to establish and maintain effective working relationships with school administrators, teachers, departmental staff, and other persons involved with vocational education.

Ability to evaluate vocational programs in the area of specialization, to identify problems and suggest appropriate solutions and to develop training course plans, manuals, and other pertinent materials for use in these programs.

Ability to serve as a consultant to local school administrators in the area of concentration and to work and communicate with community and industrial groups who are knowledgeable in or interested in the specialty field.

Skill in planning and conducting conferences, seminars, workshops, and inservice and other types of training programs.

Ability to prepare and present accurate, clear, and concise reports both orally and in writing and to deliver effective and informative speeches to groups of varying size and composition.

(b) Training and Experience:

Attainment of a masters degree in education with a major in the field of vocational specialization and five years of related work and teaching experience in the specialized area, including three years in an educational supervisory, consultative, or coordinative capacity; or an equivalent combination of training and experience.

1.32 Local Administrative and Supervisory Personnel

A. Postsecondary

(1) Consultants. Consultants are responsible for assisting the districts in maintaining a high level of instruction and keeping curriculum up to date in the various program areas. They are active in work with advisory committees and industrial groups, in curriculum matters and in the selection of proper equipment. Consultants also advise local administrators in the employment of qualified and competent instructional personnel with adequate occupational experience in their fields.

(2) Department Heads. Department heads work with and are generally responsible to consultants. A department head is responsible for maintaining uniformity in subject matter in the various offerings of his department and recommends course changes and curriculum changes to the consultants and other administrative personnel.

B. Secondary - Local Vocational Education Coordinator (L.V.E.C.)

(1) General Responsibilities. The L.V.E.C. coordinates the total program activity at the local agency and Cooperative Educational Service Agency (C.E.S.A.) level. He conducts surveys and studies research data, helps develop and set up

courses of instruction, involves outside agencies in the planning process, maintains a close liaison with the State Department of Public Instruction, helps place students, prepares and submits proposals to the State Department of Public Instruction, conducts evaluations of the vocational education program (or coordinates the activities of those who are assigned these responsibilities), and serves as a special resource person in vocational education for local teachers and administrators.

(2) General Qualifications. An experienced teacher who has a definite interest in the broad scope of vocational education, who is qualified to teach in a vocational area, and who possesses the administrative abilities necessary to lead and develop a program; one who can work closely with local business people, industrialists, agriculturalists, and labor leaders in identifying job needs and requirements; one who can influence other staff members to recognize the importance and place of vocational education in the school's total program.

(3) Specific Qualifications.

(a) For a three-year license the applicant must possess evidence of vocational education and administrative competencies; credentials to include the following:

(1) A baccalaureate or higher degree with a major in a vocational subject area or related area as identified by the State Superintendent.

(2) College-level course work in the following areas:

- a. issues, principles or philosophy of vocational education
- b. organization and administration of cooperative vocational programs
- c. curriculum planning and development
- d. supervision of instruction
- e. guidance with an emphasis on career development
- f. administration of public school districts

(3) Work experience outside of teaching to include at least 2,000 hours in one or more occupational fields. Collegiate field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to three clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to three clock hours of occupational experience. Approval by the State Superintendent is required.

(4) Three years of successful teaching in a vocational subject area identified as such by the

State Superintendent, or two years of secondary teaching in vocational subject areas and an additional two years in administration and/or guidance.

(b) A five-year license will be granted upon presentation of evidence of three years of successful employment as a local vocational education coordinator during the period of the three-year license.

(c) Five-year certificates may be renewed by presenting evidence of the completion of the five semester hours of collegiate credit or four hundred and seventy-five clock hours of appropriate occupational experience which contributes to broadening the vocational competency of the applicant may be substituted for college credit. Collegiate field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to three clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to three clock hours of occupational experience. Workshops must have prior approval of the State Superintendent. These requirements are to be fulfilled within the immediate preceding five-year period.

(4) Specific Duties and Responsibilities: Coordinate the gathering, selection, and analysis of data with respect to jobs available to the graduates of the school. Set up and work with local advisory committees (consisting of representatives of agriculture, business, industry and labor) for the purpose of identifying and defining job opportunities and the role of the high school in meeting these opportunities. Work in the development or revision of curriculum offerings to meet needs that have been identified. Assist in establishing an overall program of vocational counseling and guidance that will help to assure that all students have an opportunity to consider vocational education in their program, and help identify students who can benefit from enrollment in vocational education subjects. Develop a program to give assistance to students in locating and securing jobs in their area of preparation. Help set up and establish programs that involve on-the-job experience as part of the vocational education program where it is deemed desirable. Set up and maintain procedures which will provide evaluations adequate to assure that the vocational instruction being offered is realistic and effective and that the vocational education program offered meets the established requirements. Coordinate the activities of teachers, guidance counselors, department heads, and other staff members to avoid duplication of effort and to establish an efficient operation.

### 1.33 Public School Instructional Personnel

A. Postsecondary

(1) Instructors. Instructors are responsible for classroom instruction. Instructors are also used as resource persons to advise supervision and administration on curriculum changes, equipment needs, facility needs and other matters which will aid in meeting vocational objectives. Postsecondary vocational instructors will function only in those areas for which they are certified.

(2) Teacher Assistants. Teacher Assistants are responsible to teachers in carrying out routine functions which do not involve direct instruction in the classroom, laboratory, or shop.

B. Secondary

(1) Teachers. Education teachers must have special certification to be reimbursed and to teach a Capstone course in the high school vocational education program. Vocational education teachers teach a Capstone course and might also teach in related subject areas. Teachers of agriculture teach in the total four-year sequence in the vocational agriculture/agribusiness program. Teachers of Capstone courses are responsible for activities which help develop, through vocational student organizations and classroom and on-the-job training, the vocational competencies desired in Capstone course graduates. Three-year nonrenewable licenses designated business and office - vocational, trades and industry - vocational, and distributive education - vocational may be issued. The following certification requirements contain the minimum qualifications for positions in the local education agencies for teachers of vocational courses:

(a) Applicants must complete a 34-semester hour major in business education, industrial arts, or distributive education and a course in principles, issues, or philosophy of vocational education.

(b) Certification designated business and office - vocational and trades and industry - vocational requires completion of occupational experience totaling 2,000 hours during the 10-year period preceding the effective date of certification. Up to two-fifths of the occupational experience may be secured by earning university graduate credits in appropriate technical subjects or workshops, one semester hour counting as 95 clock hours of occupational experience and one clock hour of approved workshop experience counting as up to three clock hours of occupational experience. Workshops must have prior approval of the state superintendent.

(c) Certification designated distributive education - vocational requires completion of occupational experience totaling 4,000 hours.

(d) Collegiate field experience (cooperative educational programs) resulting in college credit may be used to satisfy occupational experience requirements, each hour worked counting as up to

three clock hours of occupational experience. Prior approval by the state superintendent of collegiate field experience programs is required.

(e) A five-year renewable certificate may be granted upon completion of three years of successful teaching in a position requiring Wisconsin vocational certification for the subjects endorsed on the three-year license and upon completion of three semester hours of appropriate collegiate credit. Two hundred eighty-five clock hours of appropriate occupational experience may be substituted for the three hours of collegiate credit. Workshops may also be substituted.

(f) Five-year certificates may be renewed by presenting evidence of completion of five semester hours of appropriate collegiate credit or 475 clock hours of appropriate occupational experience. Workshops may be substituted.

(g) There is no unlimited certification in certification categories designated vocational.

(2) Coordinating Teachers. Vocational teachers who also coordinate and operate cooperative education programs must have special qualifications in addition to their vocational education licenses. Coordinating teachers must satisfactorily complete a college course in the organization and administration of cooperative education programs before becoming involved in a cooperative education program. The coordinating teacher carries on all functions and duties with respect to the teaching of the in-school Capstone courses, and the supervision and coordination of activities on the job. A coordinating teacher helps to conduct community surveys, meets with advisory committees, and helps identify, select, and develop local training stations for students who participate in cooperative education programs.

(3) Industrial arts teachers in approved pilot industrial education programs are encouraged to have a variety of industrial-related work experience; however, only item (a) applies for certification requirements.

#### 1.34 Program Planning and Evaluation Personnel

Duties. Program planning and evaluation personnel direct and evaluate research, work with local and state advisory committees and with the State Board staff in the development of new programs and in the evaluation of continuing programs.

#### 1.35 Other Ancillary Service Personnel

##### A. Postsecondary

(1) Counselors. Duties: Provide individuals with the information necessary for realistic occupational planning, assist individuals pursuing occupational plans, assist students who complete vocational programs in obtaining placement in appropriate positions, conduct

follow-up surveys to determine the effectiveness of the local vocational guidance and counseling services.

(2) Curriculum Personnel. Duties: Work with department heads, consultants, coordinators, and research personnel to assure the development of curriculums which will meet both school and student objectives.

#### B. Secondary

Counselors. Guidance counselors in the public high schools relate the vocational education program to the needs of students. They guide students in the career development process, and make available for students a variety of career information and vocational education information. Guidance personnel may become involved in the teaching of pre-vocational career orientation courses which are related to the career development process. Vocational guidance personnel have specific responsibilities with respect to: providing career development and occupational information; the selection of students for enrollment in vocational education courses; providing assistance to students as needed while students participate in vocational education Capstone courses; providing initial job placement services; and conducting follow-ups of students to help evaluate both the instructional and the guidance program.

#### 1.36 Other Personnel.

(1) Teacher Training Personnel. Duties: Teacher training personnel will conduct courses through a designated teacher training institution which will include professional and technical instruction and an adequate practice teaching program. Training personnel will offer both part-time and full-time professional and technical courses to local staff. Qualifications: Professional preparation in the subject area to be taught, including a master's degree.

(2) Librarians, Postsecondary. Duties: Establish a vocational-technical library and maintain essential library services for both student and faculty use.

### 1.4 Professional Personnel Preparation and Development

#### 1.41 Policies and Procedures for Personnel Preparation and Development

The Wisconsin State Board of Vocational, Technical, and Adult Education is the sole agency responsible for the administration of Part F, Section 553, provisions of the Educational Professions Development Act (Title V of the Higher Education Act of 1965), and the Regulations issued with respect thereto. Internally the professional development program will be administered under the Bureau of Research, Student, and Professional Development. A professional staff member within this bureau is assigned the responsibility of professional staff development. A staff committee made up of representatives from the two divisions of the State Board of



Vocational, Technical and Adult Education, plus a representative of the Department of Public Instruction is utilized. It insures that a continuing and appropriate professional development program is available to meet the needs of vocational education in Wisconsin. Specifically, this committee will insure that an annual review of the professional development program is accomplished, and they will function as a proposal review committee in the processing of Education Professions Development Act (EPDA) projects submitted under Part F, Section 553. It will further serve as an advisory committee in matters pertaining to the EPDA.

- (1) Pre-Service Training. The pre-service education of school personnel shall be the responsibility of the cooperating universities. Pre-service programs shall be established and modified in accordance with recommendations made by the university staff, the State Director of Vocational, Technical and Adult Education, the State Superintendent of Public Instruction, and other interested parties. The members of the state staffs may contribute to the pre-service training of teachers through meetings and conferences with teacher educators, through involvements on state advisory committees and other kinds of coordinating or liaison committees.
- (2) In-Service Training. In-service education shall be the joint responsibility of the State Board or Department of Public Instruction staffs, the local districts, and cooperative universities. Activities, such as workshops, seminars, meetings, resident and extension collegiate courses, summer institutes, industrial experience programs, industrial exchange programs and sabbatical leaves may be used for in-service education.
- (3) Local educational agency personnel, teacher educators and members of the State Board or Department of Public Instruction staffs will identify pre-service and in-service training needs. These needs will be analyzed and compiled into a report to assist in the establishment of priorities, coordination of activities and allocation of resources. Re-assessment of the needs and priorities along with recommendations for activities will be made by the state EPDA Advisory Committee (1.44 below). Appropriate activities at the pre-service or in-service level will be conducted through the Administrator of Professional Development under the provisions of the EPDA.
- (4) Exchange programs. Opportunities for the exchange of personnel for the edification of both state and district staff and their industrial counterparts are desirable. A variety of arrangements are possible to accomplish this purpose providing that the agency mission and objectives can best be served through this process. Members of private industry may serve as part-time instructors and curriculum reviewers in vocational education programs. Full-time teaching personnel may become associated with private industry on a full-time short-term basis or on a part-time basis for the purpose of gaining or renewing expertise in specific occupational areas. Examples of projects are a statewide program of cooperation with industries designed to provide occupational experience to vocational educators



and a cooperative program between districts and industry to specifically assist general education staff members in determining how their disciplines apply to the world of work. Local staff personnel will be involved to ensure development of individualized modules and arrangements to meet individual needs.

(5) Internships.

(a) Internships are established on a half-time basis for experienced vocational-technical local education agency personnel eligible for sabbatical leave who qualify for admission to the University of Wisconsin program for doctoral studies. The assignment in the staff granted to the candidate is normally in the Bureau of Research, Professional and Student Development. Arrangements are made cooperatively with the university for the pursuit of course work in a doctoral program and for meeting residency requirements. Local educational agencies are encouraged to support the candidate under regular sabbatical procedures on a release time reduced salary basis without loss of position or benefits. Practicum experience include orientation to the State Board and Department of Public Instruction mission, goals, philosophy and procedures followed by in-depth study or work in the intern's area of interest consonant with the priorities of the State Board or Department of Public Instruction.

(b) Internship benefits are available to members of the state staffs who are engaged in an advanced degree program and at the dissertation stage. Release time is provided by arrangement with the staff person and his bureau and agency administration. Doctoral candidates are encouraged to take a research topic of particular interest, subject to the approval of the State Board.

(c) Internships are available in cooperation with campuses of the University of Wisconsin system. This internship is accomplished through a modified joint appointment wherein the staff member is associated with a relevant department of the university in a program mutually arranged with the State Board and with the university by the candidate appropriate to his assignments and objectives with the State Board. Special arrangements are made for the internee to maintain his liaison with the office and to maintain his associated functions with his colleagues on the staff and in the local educational agency. In all cases, the purpose of the program is to assist the staff member to upgrade his competence and performance level in the areas of his assignment.

(6) Other Training. The State Board or Department of Public Instruction may enter into formal and informal agreements with public or private institutions of higher learning. These agreements may include research, pre-service training, in-service training and other functions which may be available to vocational, technical and adult education.

### A. Postsecondary

A committee of State Board agency staff is established to coordinate and review professional development projects authorized under Part B of the Vocational Education Amendments of 1968. Another state staff committee is responsible for state staff in-service programs, policies and procedures. Seminars being offered nationally or within the state by the agency or in cooperating agencies are required as valuable in-service opportunities. Staff persons are encouraged to participate in such seminars and conferences which are deemed important in maintaining effective liaison with national professional organizations. Procedures for participation in such conferences involve the request on the part of the staff member and approval by the Bureau Director and the Assistant State Director.

### B. Secondary

The staff of the Department of Public Instruction's Bureau for Career and Manpower Development works closely with teacher educators throughout the state. State advisory committees include teacher educators. Conferences for agriculture teachers are co-sponsored by the Department of Public Instruction and the University of Wisconsin-Madison, and a special summer conference for all secondary vocational educators is co-sponsored by the Department of Public Instruction and the Wisconsin Association of Secondary School Vocational Educators. Special seminars for Local Vocational Education Coordinators are developed and conducted by the Bureau for Career and Manpower Development. These are traditionally held in the fall and spring of each fiscal year. These seminars are aimed at upgrading basic administrative competencies of the LVEC's. Vocational education funds are being utilized to support the Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison and the Center for Vocational Education at the University of Wisconsin-Stout. Both centers have as part of their mission the improvement of both pre-service and in-service education. There have been no exchange programs with business and industry per se, although in-service workshops involving private industry have been developed for professional credit in the area of Trades and Industry Education.

## 1.42 Review and Modification of Personnel Qualification Standards

### A. Postsecondary

Certification requirements for professional staff personnel are established under Wisconsin statutes. Chapter A-V-3 of the Wisconsin Administrative Code, entitled "Requirements for Certification For Wisconsin Teachers of Vocational, Technical and Adult Education" specifically lists these requirements. The requirements define the various professional positions common throughout the system; in addition the educational background, occupational experience, and the professional experience necessary for certification, promotion, or maintaining certification status are explained. When necessary, recommendations for certification requirements are made for inclusion in and revision of state statutes by staff members assigned certification responsibilities. The process of developing certification standards is an evolutionary continuum. Annually an ad hoc committee made up of appropriate district staff representatives is created to review certification requirements.

Recommendations for change, if any, are made to appropriate state staff members. These staff members, in turn, submit recommended changes to the entire state staff for review and recommendations. From this process recommendations for change are made to the State Board for their deliberation and ultimate recommendation for the legislative processes.

Applications for professional employment in the Wisconsin vocational system, postsecondary, are made upon a standard state form for all personnel. District and state staff members responsible for certification evaluate these applications to determine certification status.

Certification information on all professional personnel employed in the postsecondary system is recorded in a computer bank for annual appraisal. Staff members who do not maintain a personal professional development program which will enable them to achieve standard certification status, according to an established time table, will be uncertified for their position.

Annual state financial aids to the individual vocational districts are based upon a full-time equivalent student basis. The annual report submitted by each district indicates how many full-time equivalent students are taught each year by each instructor. Districts are not granted state aid for those students taught by uncertified instructors. The concept of tying state financial aids to teacher certification proves to be an excellent incentive for the districts in their efforts to maintain qualified professional staffs.

#### B. Secondary

The review of personnel qualification standards is the responsibility of individual staff members of the Bureau for Career and Manpower Development depending upon the particular area involved. Each consultant is responsible for professional personnel in his or her own area of specialty. LVEC's are the responsibility of the Bureau Director.

The Bureau for Teacher Education and Certification of the Department of Public Instruction has the specific responsibility for all teacher education and certification in Wisconsin. That bureau works closely with the Bureau for Career and Manpower Development and there are many opportunities for the two staffs to interface on areas of concern. A commission, appointed by the State Superintendent of Public Instruction, is responsible for reviewing and recommending on all changes and innovations in teacher education and certification. Teacher education programs are reviewed and approved periodically based on a schedule determined by the Bureau for Teacher Education and Certification. Such reviews and program approvals of any institution involving a vocational education area includes appropriate representatives of the Bureau for Career and Manpower Development. Written reports as well as oral reports are developed in connection with these team visits and reviews.

Staff members of the Bureau for Career and Manpower Development are in a position to bring to the attention of the bureau director needed changes in teacher certification or teacher preparation programs. These needs are in turn communicated through channels to the State Superintendent

for action by the appropriate commission or bureau. State advisory committees are involved in all decisions relating to teacher preparation programs and teacher certification standards concerning Bureau for Career and Manpower Development staff.

#### 1.43 Determination of Personnel Preparation and Development Priorities

Personnel development needs are identified through input from research and studies conducted through the Center for Vocational Education on two of the University of Wisconsin System campuses, studies of need conducted by the vocational-technical districts and other local educational agencies, members of the state EPDA Advisory Committee, members of state advisory committees for the various vocational-technical curriculum areas, staff members of the Bureau of Career and Manpower Development and education personnel in local educational agencies. When personnel needs are identified, their priorities are determined by the state EPDA joint staff committee (1.41 above).

All proposals submitted to the State Board for review are rated on the basis of eligibility of participants, staff supply needs, staff educational needs, soundness of design, competence of instructional staff, adequacy of learning environments, reasonableness of cost, relevancy to the vocational-technical education mission and adequacy of evaluation provisions.

#### 1.44 Advisory Committee

##### (1) Composition.

- (a) One representative from the private universities.
- (b) One representative from each teacher education institution.
- (c) One representative from the Department of Public Instruction.
- (d) One representative from each of the districts of the Wisconsin Board of Vocational, Technical and Adult Education system.
- (e) Eleven representatives of local secondary school districts.

##### (2) Duties.

- (a) Assist in the statewide effort to provide an ongoing educational development program for professional educators.
- (b) Assure that an appropriate professional development program is available to meet the needs of vocational education.
- (c) Insure that an annual review of the professional development program is accomplished.
- (d) Act as a referent group for all problems relating to staff development.
- (e) Assist in identifying problem areas of professional development.
- (f) Assist in identifying resources available to solve emerging problems.
- (g) Advise appropriate staff members in matters pertaining to professional staff development.

#### 1.45 Procedures for Obtaining and Approving Projects and Activities

(1) Submittal of applications. Applications for professional development projects will be received from any agency or institution or combination thereof, eligible under the policies, rules and regulations established by the Wisconsin Board of Vocational, Technical and Adult Education. Information concerning the availability of funds and the procedures for submitting applications will be disseminated among the cooperating institutions and agencies. Programs which require specific expertise, or for which special projects are required will be developed by appropriate agencies through solicitation by the State Board of Vocational,

Technical and Adult Education. All applications for staff development programs under Part F, Section 553, will be submitted to the Department of Health, Education, and Welfare, by the State Board of Vocational, Technical and Adult Education Districts, secondary school districts, higher education institutions, cooperative industries, and other agencies wishing to obtain financial assistance under this act will submit proposals to the State Board for evaluation and priority rating.

(2) Review of applications. The state EPDA joint staff committee is responsible for reviewing applications and proposals, and for recommending the acceptance or rejections of these proposals at the state level. The proposals submitted to the State Board of Vocational, Technical and Adult Education will be reviewed to determine their appropriateness according to state priorities and federal statutes, rules and regulations.

(3) Action on applications. The review committee will be responsible for three actions in regard to applications:

(a) Approval, in which case the application will be forwarded to the federal level for review and further action.

(b) Disapproval, in which case the proposal will be returned to the initiator with a statement of the reasons for disapproval.

(c) Deferral, in which case the initiator will receive an advisory regarding the resubmission of the proposal. In each case, the applicant will receive notification of the action taken and suggested alternatives for further action.

#### 1.46 Supplement Funds

The federal funds requested under the EPDA will be used to supplement and to extend other funds which would be available in the absence of EPDA funding. At no time will EPDA funding be utilized to supplant existing available funds for professional development. The EPDA Advisory Committee members, as one of their major functions, will attempt to satisfy all personnel development needs through a variety of funding resources. Other fund sources include the Vocational Education Act, Elementary and Secondary Education Act, and other federal programs calling for professional development, as well as state and local funds expended for professional development activities that have included vocational educators.

#### 1.47 Coordination with Other EPDA Programs

Inter-agency groups, including representatives from higher education, will be used to coordinate the efforts of the various agencies under the variety of federal and local funding resources. Cooperative arrangements will be developed so that the several agencies may be involved.



Some of the vocational districts in Wisconsin are eligible for EPDA funding under the Higher Education Act. Districts who qualify for these funds submit project proposals directly to the federal level for review and acceptance. The proposals submitted for these aids would not duplicate those submitted for funding under the Vocational Education Act.

A projected financial statement identifying the source of all anticipated funding will be requested with each project proposal.

### 1.5 Program Evaluation

The State Board will be responsible for assuring that state and local programs, services, and activities carried out under the State Plan will be evaluated with sufficient extensiveness and frequency to enable the State Board to effectively carry out its functions under the State Plan and fulfill the purpose of the Act.

(1) The State Board will be responsible for periodic evaluations of local educational agency programs, services, and activities.

(2) The State Board, in carrying out its official program evaluations, uses the findings of evaluations conducted by state, local and other educational agencies. The results of such evaluations shall be described in the Annual Report submitted by the State Board and may provide the basis for the State Board's comments on the State Evaluation Report submitted by the State Advisory Council.

(3) The State Board, through the state staff, shall conduct periodic scheduled evaluations of programs, services, and activities on a state and local level. New associate degree programs are evaluated in the second year of operation. Evaluation guidelines provide that new and unique programs (the first of a kind in the state) approved by the State Board and initiated by a specific district will be visited by a state review team in the year in which the first diploma or degree is granted. In addition, each program shall be evaluated annually by the local educational agency, and may be evaluated by the state staff.

(4) State and local educational agencies may utilize the services of individuals from business, industry, service, education, government, and other areas to serve with state staff in evaluating the effectiveness of vocational education programs, services, and activities.

Periodic evaluations will be classified in:

- (a) Program administration
- (b) Program supervision
- (c) Facilities
- (d) Curriculum
- (e) Student services
- (f) Library and educational resource centers
- (g) Advisory committees
- (h) Future plans for programs

The criteria under each major division of the evaluation outline shall include provision for both process and product evaluation.



## 1.6 State Reports

State Board representatives will consult with the Commissioner of the Office of Education and his staff periodically and the State Board will make such reports to the Commissioner as he may require. The State Board will also keep such records, afford such access thereto, and comply with other provisions as the Commissioner may find necessary to assure himself that such reports are correct and verifiable. Such reports shall include the Annual Evaluation Report and the Annual Report of Program Activities as required in Regulations 102.39, 102.159 and 102.160. The State Director and Executive Officer of the State Board will assure final preparation of such reports by his staff.

## 1.7 Cooperative Agreements

### 1.71 State Employment Service

The State Board has entered into an agreement with the Wisconsin Department of Industry, Labor and Human Relations Employment Service Division (W.S.E.S.) under which the two agencies agree to cooperate under the Vocational Education Act of 1963 (P.L. 88-21), and will continue to cooperate as prescribed in 123(a)(8) of the Act and 102.40(a) of the Regulations. This agreement has resulted in establishment of an official joint liaison committee comprised of staff members of both agencies. The Department of Public Instruction Career and Manpower Development Bureau is represented on the official liaison committee with the Wisconsin State Employment Service. In addition, W.S.E.S. personnel serve as official members of several state and local vocational education advisory committees.

### 1.72 Handicapped and Disadvantaged Persons

The State Board has developed and entered into cooperative agreements with other agencies, organizations, and institutions for vocational education service to handicapped persons and will continue operations under such agreements. The Department of Public Instruction's Division for Handicapped Children Services provides leadership and services throughout the state in education for handicapped children. Two special schools, the School for the Blind, located at Janesville, Wisconsin, and the School for the Deaf, located at Delavan, Wisconsin, are operated by the Department of Public Instruction as state schools with direct liaison through the Division for Handicapped Children Services. The State Board will continue to enter into cooperative agreements with other agencies, organizations and/or institutions as necessary to provide vocational education services to the disadvantaged. The Elementary-Secondary Education Act, Title I, program and program supervision is located in the Instructional Services Division of the Department of Public Instruction. Close liaison is maintained with that program and appropriate personnel within the department. Joint planning and joint project review activities will be continued.

### 1.73 Other Agencies, Organizations, and Institutions

The State Board has entered into cooperative agreements with several other agencies, organizations and institutions, and this policy is further carried out through arrangements between districts and schools and various other agencies for providing interrelated vocational education services. Similar contracts with other public and private institutions will be developed if necessary.

The State Board maintains close working relationships with many pertinent organizations, agencies and institutions by exchange of representatives on boards and committees and formal advisory committees at various levels, and this policy will be continued and expanded.

The State Board and the State Department of Public Instruction have official representation on the State Manpower Planning Council. Local school districts are represented on Area Manpower Planning Councils through Local Vocational Education Coordinators (L.V.E.C.'s) and district directors who are members of the area committees.

#### 1.74 Other States

The Wisconsin Board of Vocational, Technical and Adult Education and the Division of Vocational-Technical Education, Minnesota Board of Education, have concluded a student exchange agreement. The compact provides that any Wisconsin or Minnesota vocational-technical education student who wishes to attend full-time education opportunities in either state may do so, if they have first obtained permission of their local area school directors and the appropriate state offices. It is expected that Minnesota or Wisconsin students living within 30-45 miles of the St. Croix-Mississippi River boundary will take advantage of opportunities offered by the compact. Both Wisconsin and Minnesota are trying to expand exchange agreements to other neighboring states.

### 1.8 Vocational Education Under Contract

The State Board will provide vocational education services under contract in accordance with the manner set forth in the following paragraphs. All such contracts shall be reviewed annually.

#### 1.81 Private Post-Secondary Vocational Training Institutions

The State Board will provide vocational education services under contract with private post-secondary vocational training institutions only where such private institutions can make a significant contribution to attaining the objectives of the State Plan, and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not readily available in public institutions. The services and facilities of any public or private educational agency shall be deemed adequate for the purpose of providing vocational education services upon the finding of the State Board that such school:

- (1) Is generally regarded as offering quality education and/or training based upon such factors as its placement record and accreditation status.
- (2) Will provide instructional staff that meets or exceeds Wisconsin standards of training, education, and experience for teaching similar courses in such occupations. As one indication that teachers in programs conducted under the Vocational Education Amendments of 1968 are qualified, they must hold or be eligible to hold an appropriate credential. The assumption will be, for the most part, that the credentials deemed most appropriate are those now used in instructional programs preparing for occupational proficiency. These are the several vocational education credentials and the credential authorizing specialized teaching service for classes for adults.

- (3) Will offer a course of instruction based on the recognized needs of the trainees and will provide the skills and related instruction requisite for employment in the occupation for which training is being provided.
- (4) Has developed suitable standards that meet the minimum level of competency identified by the Wisconsin State Employment Service for the occupation for which training is to be given.
- (5) Will have the facilities necessary for the training to be provided, including, but not limited to, space, equipment, supplies, and teaching aids.
- (6) Will establish and maintain appropriate standards relating to health and safety in the conduct of the training.
- (7) Is financially sound and capable of fulfilling its commitments to training.
- (8) Assures that all training shall be given without regard to race, creed, color, or national origin of trainees.
- (9) Assures that all training programs will make maximum use of local vocational advisory committees.

#### 1.82 Other Agencies and Institutions

The State Board will provide vocational education services under contract with agencies and institutions other than local public educational agencies to the following extent and in the following manner:

If an agency or institution recognized by the public and the appropriate approval and/or accreditation body can provide a vocational education service or supportive component at a reasonable cost less than that provided by the public educational institution, as determined by the State Board, or a special or unique service not readily or commonly available in the public vocational education system, the State Board may enter into a contract with such agency or institution. Such contract shall be reviewed at least annually by the parties concerned.

### 1.9 Construction Requirements

#### 1.91 Labor Standards

Form VE-AD-63, Contract Clauses to be Incorporated into Specifications for Federally Assisted Construction Contracts, will be included in every building and remodeling project specification at the time of advertisement for bids. These specifications also will be made a part of every contract between district boards and contractors or suppliers. Minimum wage determinations by the Secretary of Labor and Human Relations also will be incorporated in all contract documents.

#### 1.92 Equal Employment Opportunity

Form VE-Ad-63 will be included in every building or remodeling project specification at the time of advertisement for bids. These specifications also will be made a part of every contract between district boards and contractors or suppliers. All district boards have executed a statement of

compliance for all of their operations. Also, Form VE-AD-63 will be made part of and included in all construction and supplier contracts. Form VE-AD-74 is the contract document used by the State Board in the award of funds to local boards.

### 1.93 Avoidance of Flood Hazards

Before construction sites are finally selected and purchased, a "Site Feasibility Study" will be made by competent architectural and engineering firms licensed under the laws of the State of Wisconsin. These studies will give consideration to site drainage, area drainage, test boring, test pits, and flood hazards.

### 1.94 Accessibility to Handicapped Persons

One-story buildings will have ramps at entrance doors, and two or more story buildings will have ramps to first floor and elevators to second and third floor. Toilet facilities will be provided in accordance with requirements of the Wisconsin Department of Industry, Labor and Human Relations in compliance with state and federal laws for handicapped persons.

### 1.95 Competitive Bidding

All plans, specifications, and bidding documents will be prepared by Wisconsin licensed architects and engineers under local and state staff supervision. Prime contract bids are requested for (1) general construction, (2) plumbing, (3) heating and ventilating, and (4) electrical. Bidding practices will conform to Wisconsin State Statute requirements and conform to federal, state, and local code requirements. Contract awards will be made to the lowest competent bidder. Pre-qualifications of prospective bidders will be determined before plans are provided. Architects will be commissioned by local boards after an analysis of supporting letters of interest, brochures, and personal interviews. Purchase of equipment over an estimated cost of \$2,500 shall be by competitive bidding.

The District Board will conduct an architectural and engineering study on site adaptability for school construction, related to the geographic and population centers of the district, and also will engage realtors to obtain options and establish a fair market price. A local advisory committee, with the help of state staff, will study site options and prepare recommendations for the District Board which will submit an application for funding to the State Director.

The State Board shall review and approve any proposals by District Boards for additional facilities, which will house state aided academic programs, prior to the letting of contracts to construct or incur debt for such facilities.

### 1.96 Assurance of Relocation Assistance

The State Board will include in each contract between the local district board and the State Board for the construction of vocational-technical education facilities an assurance with respect to relocation requirements of Title II of the Uniform Relocation Assistance and Real Property Acquisition Policy Act of 1970, Form HEW B (10-71).

Procedure: Prior to approval by the State Board, all programs and projects to be assisted under Parts C through I of P.L. 90-576 will be reviewed to ensure that the program or project objectives are specifically stated and that the needs to be met by the program or project are clearly defined. A description of procedures to be followed in the program or project and the allocation of resources required to complete the program or project will be incorporated into the application. The results of all programs and projects assisted under Parts C through I of the Act will be reviewed by the State Board and disseminated to local educational agencies for their analysis to ensure success in achieving objectives and understanding of implications for future program modification and development. In-service training for persons responsible for gathering and disseminating information will be provided through such programs as Educational Professional Development.

### 1.10A Effective Use of Results of Program and Experience

The results of all programs and projects assisted under Parts C through I of the Act will be analyzed to assure effective use in determining and implementing new directions in vocational education.

### 1.10B Opportunity for Hearing on Local Applications

Any local educational agency dissatisfied with final action with respect to any application for funds under this Act shall receive an opportunity for a hearing before the State Board or its designee. All hearings on local applications shall produce a written record and the local education agency shall be notified in writing of decisions reached and reasons therefore.

#### A. Post-Secondary Procedure

The State Director or his designee shall notify all local educational agencies submitting such applications of the approval or disapproval of any application for funds under P.L. 90-576 within 60 days after the application has been accepted by the state office.

If an application has been disapproved, the local educational agency may resubmit the application, presenting new information, within 60 days of notification of disapproval, and may request a formal hearing before the State Board or its designee.

Within 20 days of receipt of a request for a formal hearing on disapproval of an application for federal funds, the State Board shall inform the local educational agency of the time and place of the formal hearing. The State Board President or his designee shall preside at the hearing and shall, in light of the new evidence presented by the local educational agency, submit within 30 days of the hearing the findings of the hearing, and any recommendations of a designee, to the State Board for final action.

#### B. Secondary Procedure

The Department of Public Instruction office shall notify all local education agencies of the approval or disapproval of any application for funds under P.L. 90-576 as soon as it is possible to do so after the application has been accepted by the Department of Public Instruction and processed through the administrative procedures outlined in the State Plan. If an application is disapproved, a local education agency may resubmit the application, presenting new information, within 60 days of notification of disapproval, and request a formal hearing before the State Superintendent of Public



Instruction or his designee. Within 20 days of receipt of notification of a request for a formal hearing, the Department of Public Instruction office shall inform the local education agency of the time and place of the formal hearing. The State Superintendent or his designee shall preside at the hearings and shall, in light of the new evidence presented by the local education agency, submit his findings and recommendations to the State Board for final action within 30 days of the hearing.

#### 1.10C Economically Depressed Areas or High Unemployment Areas

The State Board shall consider the areas designated by the Secretary of Commerce as economically depressed in determining the relative need for vocational education throughout the state. In addition to the areas designated by the Secretary of Commerce, other areas may be so designated by the State Board after considering the latest available data relative to various other indicators of poverty such as severe and consistent unemployment, low family income, high evidence of disease or malnutrition, inadequate and substandard housing, high crime rates, low academic achievement and a high percentage of welfare recipients. (The criteria for unemployment and median family income will be consistent with the standards set forth in the Rules and Regulations. This information will be acquired on a continuing basis from both the federal government and other state agencies such as the Department of Industry, Labor and Human Relations (Employment Service), Health and Social Services, Local Affairs and Development, Agriculture, Revenue, and Administration. The general method of determining excessively high or low rates, among the above criteria, will be to calculate the degree of variation from the statewide median.)

The geographic determinants of depressed areas will follow as closely as possible the areas of local educational agencies.

#### 1.10D Areas of High Youth Unemployment or School Dropouts

The State Board shall designate areas of disadvantaged youth by considering the severity of youth unemployment and dropout rates of elementary and secondary students. The determination of designated areas and their size will be dependent upon the nature and comprehensiveness of the reporting data. The designation of all areas will be consistent with the standards set forth in 102.46(a) of the Rules and Regulations. The data shall be acquired on a continuing basis from federal government studies and from other state agencies such as the Departments of Industry, Labor and Human Relations (Employment Service) and Public Instruction. The general method of determining excessively high or low rates, among the above criteria, will be to calculate the degree of variation from the statewide mean.

Public school districts shall periodically report the number of students who withdraw from school the preceding year plus the number of students who withdraw from school between school terms. These reports from local educational agencies shall contain tabulations of dropouts (withdrawals) by school district and by county and be made available for use in the vocational education program. Individual local educational agencies may also submit data on dropouts based on local surveys and records for attendance areas within their school districts.

Youth unemployment will be determined annually by the Department of Industry, Labor and Human Relations for persons aged sixteen to twenty-one years of age on the basis of counties or standard metropolitan statistical areas.

## 2.0 FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES

### 2.1 Custody of Federal Funds

Funds received from the federal government for the support of vocational education in Wisconsin will be deposited in the Vocational Education Federal Fund in the State Treasury. The State Treasurer is designated as the custodian of all such funds received from the federal government and is responsible for their proper custody. The official address of the State Treasurer is Room 111 West, Capitol Building, Madison, Wisconsin.

### 2.2 Expenditure of Federal Funds

The State Director and Executive Officer and his designated representatives, the Assistant State Director and the Administrative Officer, are empowered to approve expenditures of funds within the budget approved by the State Board.

Statutory Reference: 20.292(1)(m), Wisconsin Statutes.

Federal aid for vocational, technical and adult education. All moneys received as federal aids for vocational, technical and adult education programs for which the board is responsible, to be expended in conformity with the purposes and requirements of the several acts of congress under which such federal aid is granted.

### 2.3 Allotment Availability

#### 2.31 Programs and Services

The state's fiscal year extends from July 1 through June 30. The state's accounting system is operated on a modified accrual basis. For purposes of determining which fiscal year to charge, the local communities will adopt the state accounting system unless specifically exempted by the State Director. An obligation incurred during a fiscal year must be liquidated within six years from the date of obligation.

(1) Personal Services. Utilities, Travel. An obligation or expenditure is incurred when the service is performed. If the service is contracted for, the terms of the contract would prevail.

(2) Supplies and Equipment. These expenditures are incurred when the bids are let and the purchase orders or contracts are signed; therefore, the fiscal year in which a purchase order or contract is signed is the year in which the obligation or "expenditure" is charged.

#### 2.32 Construction

All costs of construction will be chargeable to the fiscal year in which such funds are obligated by legal contract or purchase orders. Form VE-AD-74, Construction Contract, is the legal document used by the State Board to award funds to local boards.



## 2.4 Fiscal Records

The State Board shall provide for the accessibility of all records and accounts relating to the expenditures of federal and state funds administered under this Act. These records will be available through the State Board at 4802 Sheboygan Avenue, Madison, Wisconsin. These records will be maintained for a period of five years or until the State Board is notified of the completion of the federal audit, whichever is earlier. All questioned records will be maintained until necessary adjustments have been made and approved by the Commissioner.

## 2.5 Audits

### 2.51 State Audit of State Accounts

The accounts of the State Board are audited by the Wisconsin State Legislative Audit Bureau. These audits will be made not less than every three years, and copies of such audits will be available in the office of the Legislative Audit Bureau, 16 North Carroll Street, Madison, Wisconsin.

### 2.52 Audits of Local Accounts

The Wisconsin Department of Revenue, Bureau of Municipal Audit, or CPA firms or the State Board will audit the fiscal records and documents of the local educational agencies pertaining to expenditures claimed for federal financial participation under approved programs. These audits will be made not less than every three years, and copies of such audits will be available from the local educational agency and/or the State Board.

The Bureau of Municipal Audit is located at 201 East Washington Avenue, Madison, Wisconsin.

### 2.53 Inventory

An inventory of all equipment purchased under the Act costing over \$300 will be maintained.

### 3.0 STATE VOCATIONAL EDUCATION PROGRAMS

#### 3.1 Allocation of Funds to Part B Purposes

Funds under Part B may be allocated to vocational education programs, services, and activities for:

- (1) Persons in high school.
- (2) Persons who have completed or left high school and who are available for study in preparation for entering the labor market.
- (3) Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.
- (4) Disadvantaged persons.
- (5) Handicapped persons.

The programs, services, and activities referred to in this section shall include:

- (1) Vocational instruction including that for volunteer firemen and for industrial arts through the development of "capstone" courses of an industrial management nature and also through broad-based curriculum development pilot programs. Such pilot programs will blend the best aspects of industrial arts and trade and industry into an industrial education curriculum.
- (2) Vocational guidance and counseling designed to aid vocational education students in the selection of, and preparation for, employment in all vocational areas.
- (3) Vocational education through arrangement with private postsecondary vocational training institutions.
- (4) Construction of area vocational education schools.
- (5) Activities of vocational education student organizations which are supervised by vocational education personnel as an integral part of the vocational education offered.
- (6) Ancillary services and activities to assure quality in all vocational education programs.

#### 3.11 Percentage Requirements

The determination and allocation of funds for programs provided under Section 102(a) of the Act shall meet the following requirements:

- (1) At least 15 percent of the total allotment for any fiscal year or 25 percent of that portion of the state's allotment which is in excess of base allotment, whichever is greater, shall be used for vocational education for disadvantaged persons.
- (2) At least 15 percent of the total allotment for any fiscal year or 25 percent of that portion of the state's allotment which is in excess

of its base allotment, whichever is greater, shall be used for post-secondary vocational education.

(3) At least 10 percent of the total allotment for any fiscal year shall be used only for vocational education for handicapped persons.

In the event that the State Board finds these requirements to impose a hardship or that it is impractical to apply these ratios to the state's needs, the State Board will submit to the Commissioner a request for variation of these percentage allotments along with appropriate justification. These requests will be submitted through the State Board as part of its Annual Program Plan or amendment thereto. The above procedures do not apply to the 10 percent set-aside for handicapped, which may not be waived.

If an expenditure for vocational education falls within more than one of the categories for which there is a percentage requirement, it may be counted as an expenditure for vocational education in each such category. Such expenditures will be interpreted to meet the meaning of the percentage requirements set forth in 102.59(a) of the Rules and Regulations.

### 3.12 Identification of Disadvantaged Persons

In accordance with Regulation 102.3(i) "disadvantaged persons" means persons who have academic, socio-economic, cultural or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services or both in order for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in Regulation 102.3(0)) unless such persons also suffer from the handicaps described in this paragraph.

#### 3.12-1 Criteria for Identifying Disadvantaged Persons

Traits and characteristics which help identify disadvantaged persons include those of:

- (1) Persons who are members of families which have incomes below the poverty level as defined by generally accepted criteria;
- (2) Persons whose families are receiving welfare or Aid to Financially Dependent Children (AFDC) aids;
- (3) Persons who are identified as potential dropouts;
- (4) Persons who have dropped out of school;
- (5) Persons who are members of racial minority groups and who attend inner-core schools;
- (6) Persons who are under-achievers whose achievement level is more than one grade below their normal class placement, whose grades are D or lower, who are two years or more behind normal grade placement based on chronological age;
- (7) Persons who are alienated or have personal relationship problems;
- (8) Persons with impairment in adaptive behavior associated with sub-average general intellectual functioning;
- (9) Persons who have adverse records with police, detention personnel, etc.;
- (10) Persons who are members of migrant worker families;
- (11) Persons who are linguistically isolated from the population at large;
- (12) Persons who are residentially or geographically isolated;
- (13) Persons who have other identified disadvantages, such as ill health, poor nutrition, broken homes, out-of-wedlock pregnancies, underemployment, etc.

### 3.12-2 Methods of Identification and Recruitment

In accordance with Regulation 102.8(a), the State Board and local educational agencies conducting programs of instruction will provide such vocational guidance and counseling services as are required by such instruction. Such vocational guidance and counseling will be designed to (1) identify and encourage the enrollment of all individuals needing vocational education, (2) provide the individuals with information necessary for making a meaningful and informed occupational choice, (3) assist them while pursuing a program of vocational instruction, (4) aid them in vocational placement, and (5) conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.

The State Board will make provision for an adequate guidance and counseling staff to (1) develop, secure, and distribute occupational information, (2) provide consultative services concerning the vocational aspects of guidance, and (3) give leadership to the promotion and supervision of better vocational guidance and counseling services at the local level. In carrying out these responsibilities, the State Board will utilize the resources of the Wisconsin State Employment Service pursuant to the cooperative arrangements provided for in Regulation 102.40(a) including:

- (1) The Wisconsin State Employment Service offices will make available to the State Board and local educational agencies occupational information regarding reasonable present and future prospects of employment in the community and elsewhere.
- (2) Guidance and counseling personnel of the State Board and local educational agencies, working through the cooperative arrangement, will make available to the local Wisconsin State Employment Service offices information regarding the occupational qualifications of persons having completed or completing vocational education courses in schools.
- (3) The Wisconsin State Employment Service offices will refer individuals to the local vocational education agencies for education and training.

The State Board and the local educational agencies will provide that in the development of vocational education programs, services, and activities, there may be, in addition to the cooperative arrangements referred to above:

- (1) Cooperative arrangements with other agencies, organizations and institutions concerned with manpower needs and job opportunities, such as institutions of higher education, and model city, business, labor, community action organizations, neighborhood groups, other educational agencies, agencies participating in the Comprehensive Area Manpower Planning System, church groups, civic groups, urban leagues, correctional institutions, and minority group committees.

(2) Cooperative arrangements with other agencies, organizations, and institutions concerned with the disadvantaged and handicapped persons, such as state and local vocational rehabilitation and special educational agencies, public health and welfare agencies, and private organizations concerned with such persons.

The State Board will maintain an open door admissions policy. The State Board will identify and recruit disadvantaged persons into the vocational training programs through outreach, personal contact, student workers, neighborhood workers, teachers, counselors, supervisors, coordinators, public information and other community activities. Adult Basic Education, orientation and pre-vocational programs will be utilized for the identification and recruitment of students into vocational skill training programs.

Disadvantaged persons will be identified at the local elementary and secondary school levels through paraprofessional services staff in coordination with the Local Vocational Education Coordinator. Instructional staff members may be involved as necessary. Disadvantaged persons may be given special consideration in terms of enrollments in vocational education through special vocational counselors or other persons who are employed by the district for such purposes. Individual counseling is the primary means of encouraging and accomplishing graduations in the programs.

### 3.13 Identification of Handicapped Persons

In accordance with Regulation 102.3(9), "handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who by reason of their handicapping condition have difficulty succeeding in a regular vocational or consumer and homemaking education program without special educational assistance or who require a modified vocational or consumer and homemaking education program. Handicapped persons will be identified through testing and other diagnostic techniques and procedures used by the state agencies having responsibility for the education and/or training of the handicapped, such as the Vocational Rehabilitation Division of the State Department of Health and Social Services, and the Division of Handicapped Services of the State Department of Public Instruction. Persons with defective intelligence above the Educable Mentally Retarded level of 50 I.Q. and below the borderline 90 I.Q. shall be considered handicapped. Methods of identification and recruitment as described under Section 3.12 of the State Plan will also apply for handicapped persons.

### 3.14 Manpower Needs and Job Opportunities

Due consideration will be given to manpower needs and job opportunities as identified by the State Plan. Local educational agencies will be required to assess vocational education needs and provide programs to meet these needs. This will be done in cooperation with other agencies, such as the Wisconsin State Employment Service.



- (1) Reports of manpower needs and job opportunities provided by the Wisconsin State Employment Service and other agencies will be reviewed.
- (2) Cooperative manpower need and job opportunities surveys and studies will be conducted as appropriate and needed.
- (3) Priority in the allocation of funds for programs and projects funded under the Act will be determined in part by relative manpower needs and job opportunities as identified in the State Plan and weighted in accordance with the evaluation scale set forth in the "Application of Criteria in Determining the Relative Priority of Local Application", Section 3.27 below.

### 3.15 Vocational Education Needs of Groups to be Served

Due consideration will be given to the vocational education needs of persons in high school, persons who have completed or left high school who require preparation for entering the labor market, persons already in the labor market who need training or retraining for employment, disadvantaged persons and handicapped persons as identified in the State Plan in accordance with Section 123(a)(6) of the Act and Section 102.51(d) of the Regulations. Priority in the allocation of funds for programs and projects funded under the Act will be determined in accordance with the evaluation scale set forth in the "Application of Criteria in Determining the Relative Priority of Local Applications."

### 3.2 Allocation of Funds to Local Educational Agencies for Programs, Services and Activities

#### A. Post-Secondary

The determination of the priority of allocation of funds to local educational agencies for programs, services, and activities for programs under this part of the Act will be made in accordance with the percentage requirements of 15% for post high school, 15% for disadvantaged, and 10% for handicapped. The allocation of funds within these requirements will be made on a statewide basis in relation to the specific needs of the individual local educational agency.

#### B. Secondary

Each public school district planning to participate in vocational education funding will file with the Department of Public Instruction a local (long-range) plan for vocational education in the district. These plans must be on file by the end of the first funding year. In addition, each fundable project must be submitted to the Department of Public Instruction for review to assure that it meets State Plan provisions and program guidelines. Vocational education consultants of the Department of Public Instruction in the various instructional or service areas will review and approve or disapprove applications for projects in their specialty area.

All projects approved by the Department of Public Instruction consultants are forwarded for further review and endorsement by the Director of the Bureau for Career and Manpower Development. Approved and endorsed projects are then summarized and reported to the State Board. All project applications are maintained by the Department of Public Instruction. Local educational agencies receive notice of approved projects from the Bureau of Career and Manpower Development.

Special consideration is given to projects which meet special needs as identified in the State Plan or by the Department of Public Instruction consultants. Rates of reimbursement are determined in accordance with the rating scale prescribed in the State Plan. Individual items which are eligible for expenditure are submitted along with the project and reviewed as part of the project.

### 3.21 Local Application

#### A. Post-Secondary

All project proposals must be submitted through the local Vocational, Technical and Adult Education district director to the State Board using the following forms:

- VE-VE-1 Application for Project Approval
- VE-AS-14 Standard Financial Report
- VE-AD-78 Construction: Application for Partial Reimbursement of Costs Under the Vocational Education Act of 1963.

Also, if applicable:

- VF-VE-6 Target Population Profile - Disadvantaged
- VE-VE-7 Target Population Profile - Handicapped

#### B. Secondary

Secondary public school districts which participate in vocational education funding apply for program approval using special forms provided by the Department of Public Instruction. A local plan is also required using a state guide. Identification of the forms is as follows:

- PI-IS-VE-1 Consumer and Homemaking
- PI-IS-VE-2 Vocational Coordination and Administration
- PI-IS-VE-3 Capstone Course (all occupational fields)
- PI-IS-VE-4 Vocational Guidance and Counseling
- PI-IS-VE-5 Vocational In-Service or Workshop Program
- PI-IS-VE-6 Exemplary Program
- PI-IS-VE-7 Transportation

### 3.22 Procedures for Processing Local Applications for Vocational Programs, Services and Activities

#### 3.22-1 Programs, Services and Activities Undertaken by the State Board

The State Board shall appoint such staff as is necessary. Further, state office staff members may propose and conduct vocational education projects. Proposals are submitted on the forms listed in Section 3.21 above to the Administrative Council and the State Director for approval. No such project budget will include salaries and fringe benefits of State Board staff members.

#### 3.22-2 Programs, Services and Activities Undertaken by Local Educational Agencies

### A. Post-Secondary

Applications for full-time vocational education programs will be developed by Vocational, Technical and Adult Education Districts and submitted to the State Director. The State Director will send applications to the Division of Administration and Planning for numbering, recording, and correctness of form. The application will then be routed to the Division of Community and Manpower Education for review and recommendations. They will then be sent to the State Director for final action.

Each district will prepare an annual long-range district plan in accordance with the format provided by the Bureau of Planning and Budget of the State Board office. These planning documents will provide the basis for the Wisconsin State Plan for Vocational, Technical and Adult Education and will be used for allocation of federal and state resources based on the districts' needs as shown in the district plans.

### B. Secondary

Applications for secondary vocational education projects will be developed by local education agencies and submitted to the Director, Bureau of Career and Manpower Development, State Department of Public Instruction.

On receipt by the Bureau Director, the applications are date stamped, assigned a project number, and are then routed to the appropriate state consultant for review and recommendation for approval or disapproval.

Applications approved by the Department of Public Instruction are summarized and reported to the State Board. Application approvals are communicated to the local educational agencies by the Department of Public Instruction using prescribed procedures.

Applications not approved are returned to the local educational agency along with a report from the reviewing consultant indicating the reason(s) for disapproval.

### 3.22-3 Coordination with Other State Agencies

The State Board will enter into formal cooperative agreement with the Wisconsin State Employment Service to obtain occupational information regarding reasonable expectations of employment in the various areas of the state. Such information will be made available directly to all vocational, technical and adult education districts and local schools to expedite realistic program planning and development and in the vocational guidance and counseling of students and prospective students.

The State Board and/or the local educational agencies will make available to the local public employment service offices information regarding the occupational qualifications of persons having completed or completing vocational education programs and courses of study. Such information will be used by the local educational agencies and the local employment service offices to properly inform prospective

employers of the qualifications of vocational and technical program and project graduates. A liaison committee of representatives of the State Board and the Wisconsin State Employment Service exists and shall meet regularly to exchange information, ideas, opinions, and procedures for this stated purpose.

The State Board will cooperate with any agency, organization, association, or institution in the state, as necessary, to effectively plan and develop vocational, technical and adult education programs.

### 3.23 Procedures for Processing Local Applications for Construction

#### 3.23-1 Projects Undertaken by the State Board

Does not apply.

#### 3.23-2 Projects Undertaken by Local Educational Agencies

(1) The District Director indicates to the State Director that the District Board desires to construct or remodel an area vocational school.

(2) The State Director assigns a Facilities Consultant to work with the local district.

(3) The Facilities Consultant, with the help of other state staff specialists, meets with the District Director, district staff, and District Board to develop an overall facility plan. This overall plan includes the following:

(a) A developed district long-range master plan for facility development.

(b) Comprehensive educational specifications related to student needs, program needs, and business and industrial needs of the district. (New program approval and designation by the State Board is obtained before it becomes a part of the educational specifications.)

(4) The District Director submits a letter to the State Director indicating interest in federal funding.

(5) The District Board, District Director, and the Facilities Consultant study the plan and commission an architect.

(6) The District Board, District Director, district staff, advisory committees, and Facilities Consultant study the plan for site selection and site acquisition.

(7) The District Director, under the direction of the District Board, submits to the State Director a formal application for federal funding. Formal application contains the long-range facility plan, educational specifications, and preliminary cost estimates in support of the application.

- (8) The State Director requests the Facilities Consultant to analyze the application request, and to prepare a report on it.
- (9) The State Director studies the report and, if he approves, submits the application to the State Board for approval or disapproval.
- (10) The District Director is informed by the State Director of the State Board's decision.
- (11) The District Director, local staff committee, and Facilities Consultant present the educational specifications to the architect after the District Board and State Office staff have approved them.
- (12) The District Architect, District Director, district staff, and Facilities Consultant develop the following:
- (a) Schematic plans for the District Board and State Office personnel.
  - (b) Preliminary plans for the local board and State Office approval.
  - (c) Construction plans and specifications for District Board approval.
- (13) The District Director, on advice from the District Board, submits construction plans and specifications, and bidding documents, to the State Director for approval.
- (14) The State Director, after consulting with the Facilities Consultant and state staff program specialists, approves the construction plans and informs the District Director of his action.
- (15) The District Board directs the architect to proceed with a request for advertising for bids.
- (16) After the bids are received, opened and publicly read aloud, the District Board directs the architect to analyze and study the bids and report to the District Board for action.
- (17) The District Board takes action on awarding the contract.
- (18) The State Director, upon receiving notification from the District Board as to their findings, executes a state contract to and for the District Board.
- (19) The Facilities Consultant and the District Director develop a procedure for contract execution and an inspection supervision schedule.
- (20) Facilities Consultant is responsible for the following:
- (a) Preparing a payment request procedure for the project.
  - (b) Checking the payment requests and architect's certification, and preparing a report for the Division of Administration and Planning in the State Office.

(c) Participating in all final inspections by the District Architect, and recommending to the District Board when final payment and facility acceptance are in order.

### 3.23-3 Coordination with Other State Agencies

The State Board has the authority to approve construction projects under this Act, per 38.04(10), Wisconsin Statutes.

### 3.24 Maintenance of Effort

State Board approval of allocation of federal monies under Part B of the Act will be used solely to supplement the expenditure of funds being paid at the state and/or local level which would have been made if the federal funds were not available. The State Board will not provide payments under this portion of the Act to any local educational agency where, during any fiscal year, the combined fiscal effort of that agency and the state with respect to the provision of vocational education, and the appropriations and expenditures thereto made by the state and the local educational agency, will be less than that of the preceding fiscal year.

In adhering to the policy of maintaining a level of fiscal effort that is at least equivalent to the preceding year's level of expenditure, within five percent, the definition of combined fiscal effort shall be that the per student expenditure for vocational education and ancillary services in any fiscal year is not less than that in the preceding year by more than five percent.

Any exception to this level of expenditure will be submitted with justification to the Commissioner for his approval.

### 3.25 Matching

#### 3.25-1 Overall State Matching

The State Board will, in approving expenditure of funds for the programs and activities provided under this Act, distribute them in a manner that will ensure that, on a statewide basis, at least one dollar of state and local funds will be expended for each dollar of federal funds expended. The distribution of funds will also be made in such a manner as to ensure that a uniform percentage ratio of expenditures will not be made for each local educational agency in the support of programs and activities under this Act.

#### 3.25-2 Reasonable Tax Effort

The State Board will, in determining the priority of allocation of funds for programs and activities under this act, determine the allocations in such manner as to not deny to any local educational agency the opportunity to establish new programs which it is unable to pay for itself because of its inability to generate the necessary local tax revenues. In no manner will funds be denied a local educational agency for the development of programs solely because it is unable to pay the non-federal share of the cost of such programs if it has been determined that the agency is making a reasonable tax effort.



Reasonable tax effort will be computed as follows:

A. Post-Secondary

- (1) The current mill rate of all districts will be totaled.
- (2) The total will be divided by the number of districts.
- (3) Those districts whose mill rate falls above the statewide average mill rate will be considered to be making a reasonable tax effort. The calculations for determining reasonable tax effort will be made each year.

B. Secondary

The wealth of public school districts, measured in terms of equalized valuation per average daily membership in the district, is computed by the Wisconsin Department of Public Instruction annually based on information supplied each year by the Wisconsin Department of Taxation.

3.26 Criteria for Determining Relative Priority of Local Applications

3.26-1 Manpower Needs and Job Opportunities

The State Board will identify current manpower needs and job opportunities in various occupational categories through analysis of manpower reports and studies published by the Wisconsin Department of Industry, Labor and Human Relations and other agencies, advisory committees, associations and institutions.

The results of these findings will assist in: (1) determining the relative priorities of each of the Part B program purposes, and (2) determining the relative priority of local educational agency applications.

3.26-1.1 Identification of Needs

Current and projected manpower needs and job opportunities, new and emerging needs and opportunities on local, state and national levels will be identified through:

- (1) Area skill surveys, occupational training needs studies, job vacancy studies and unfilled opening studies.
- (2) Manpower and labor force reports.
- (3) Special studies coordinated through the Research Coordination Unit.
- (4) Local, state and national conferences, seminars and workshops attended by local and state staff members.
- (5) Advisory, ad hoc, craft, joint apprenticeship, and other special committees.

- (6) Meetings with labor and management groups and professional practitioners.
- (7) Meetings with governmental and other agencies concerned with the employment, health, education, and welfare needs of people.
- (8) Constant communication and visitation with agriculture, business and industry through use of vocational education coordination processes.
- (9) Follow-up studies of individuals who have at one time been enrolled in or graduated from vocational education programs.
- (10) Communication and visitation with education systems in other states.
- (11) Study of the various microform modes and other publications disseminated through the Educational Resources Information Center (ERIC) system.
- (12) Periodic use of consultants when appropriate.
- (13) Area Manpower Planning Council priorities.
- (14) State Manpower Council priorities.

3.26-1.2 Use of Manpower Needs and Job Opportunities Information in the Long-Range Plan

Manpower needs and job opportunities information as shown by the district plan will be used in the long-range plan as a basis for analyzing the adequacy of the current programs in terms of their direction and emphasis. The results of this type of analysis will serve as a basis for further study in the process of determining alternative program objectives. Results of periodic program evaluations specified in 3.26.1 of this State Plan in accordance with Section 2.36 of the Regulations will be used as follows:

- (1) Improve curriculum content, programs, services, and activities where appropriate.
- (2) Add, subtract, continue, authorize, allocate, and shift programs, services, and activities where appropriate.
- (3) Counsel students accordingly.
- (4) Provide in-service education of staff as needed.
- (5) Improve instructional media and processes.
- (6) Improve, add and subtract facilities as necessary.
- (7) Improve organizational structure and administrative processes.

- (8) Improve school-community responsiveness.
- (9) Improve mechanisms of internal control.
- (10) Revise reimbursement procedures and reallocate funds as needed.

### 3.26-1.3 Use of Results of Periodic Evaluation

The State Board has developed sophisticated evaluation procedures. Self-evaluations and evaluations by North Central Association of Secondary Schools and Colleges are used. Special evaluation studies will be employed where appropriate. Recommendations of the State Advisory Council will be considered. Current manpower needs and job opportunities in various occupational categories will be used for the purpose of determining the relative priorities of each of the Part B program purposes as well as the relative priority of local educational agency applications.

### 3.26-1.4 Use of Information from Cooperative Arrangements

Use will be made of information from cooperative arrangements explained in Part 1.70 of the State Plan in accordance with Section 102.40 of the Regulations as follows:

- (1) Information from the Wisconsin State Employment Service will be used in curriculum planning and development and guidance, counseling and placement of students.
- (2) Information from the State Department of Health and Social Services will be used to identify persons and groups of people in need of vocational education opportunities and services and to assist in developing programs and services to meet these needs. Population data developed by the department will be used in long-range planning.
- (3) Information from the State Department of Industry, Labor and Human Relations will be used to assist in identifying needs and developing programs in apprenticeship.
- (4) Information from the State Department of Local Affairs and Development will be used to assist in district, regional and overall planning.
- (5) Information from the State Department of Natural Resources will be used in program planning and development.

### 3.26-1.5 Use of Other Information

Other information will be obtained through special inquiry and search of ERIC indexes. Information gathered under Part 3.26 (Identification of Needs) of the State Plan will be discussed and disseminated through workshops, publications, and meetings. Annual statistical and descriptive reports from local and area districts will be reviewed by state staff for feedback into program and fiscal planning.

### 3.26-2 Vocational Education Needs

The State Board will identify the vocational education needs of the population groups referred to in Part 3.15 of the State Plan (Vocational Education Needs of Groups to be Served) (Regulation S 102.51(a)) for the program, services and activities described in Part 3.16 of the State Plan (Regulation S 102.51(b)).

#### 3.26-2.1 Identification of Needs

The State Board will identify vocational education needs as follows:

##### A. Post-Secondary Level

- (1) Analysis and interpretation of unemployment and employment data and information on local, state, and national basis.
- (2) Studies of the population to determine interests, desires, and needs for vocational education.
- (3) Studies of high school senior occupational interests and aptitudes.
- (4) Studies of students as to reasons for enrolling in various courses, programs, services, and activities.
- (5) Analysis and interpretation of student profiles.
- (6) Follow-up studies of former students.
- (7) Studies conducted by other agencies.
- (8) Results of individual and group counseling.
- (9) Analysis and interpretation of inquiries regarding requests for vocational education courses, programs, services, and activities made to all state agencies.
- (10) Communication and visitation with individuals and population groups through local vocational education coordination processes, especially through outreach workers.
- (11) Other techniques, mechanisms, and procedures involving individuals, institutions, agencies, and organizations.

The State Board staff will conduct the above studies.

##### B. Secondary Level

Vocational education needs will be identified by the local educational agencies using definitions and criteria as outlined in the State Plan and as supplemented with administrative policy statements and guidelines developed within the context of the State Plan and the Act. Individual program applications will cite these particular population groups to be served in the program, and a description of the methods by which these

population groups are identified will be made available by the local educational agencies upon the request of the Department of Public Instruction. Staff members of the Division for Handicapped Services and the Elementary, Secondary Education Act Title I staff of the Department of Public Instruction will work with the vocational education staff members in continually updating and refining methods for identifying those target groups for special vocational education programs.

### 3.26-2.2 Use of Results

The State Board will use the results of periodic evaluations referred to in Section 102.36 of the Regulations as follows:

- (1) Improve curriculum content, programs, services, and activities where appropriate.
- (2) Allocate and authorize program development.
- (3) Counsel students.
- (4) Provide in-service education of staff.
- (5) Improve instructional media and processes.
- (6) Improve facilities.
- (7) Improve organizational structure and administrative process.

### 3.26-2.3 Other Information

Other information will be obtained through special inquiry, search of ERIC indexes, special periodic studies, workshops, and meetings with individuals, institutions, agencies, and organizations.

## 3.26-3 Relative Ability to Provide Resources

The state determines a local educational agency's ability to provide the resources necessary to meet the vocational education needs in the areas or communities served by such agencies. In allocating funds, due consideration will be given to the local educational agency's relative ability to provide vocational education.

### A. Post-Secondary Level

Minimum acceptable financial capability of reorganized Vocational, Technical and Adult Education Districts is \$450,000,000 equalized valuation. On the basis of 1.7 mills, \$765,000 could be raised annually for supporting operations.

## B. Secondary Level

The Department of Public Instruction annually calculates the equalized valuation of each public school district in the state. Calculations are then made with respect to the equalized valuation per membership of the district and a report is issued showing that information plus the net operating cost of the district, the required operating levy rate, the amount of general state aid paid to the district, and the percent of the net operating cost supplied by state aid.

The above report will be used by the Department of Public Instruction in determining those school districts which have a relatively low ability to pay for instructional programs which operate within their districts. The required operating levy rate will also be used to help determine the extent to which a district is in need of special consideration in terms of funding.

The above report is issued in January of each year and reflects the most current data available.

### 3.26-3.1 Allocation of Funds

(1) State and federal aids for operations are allocated to districts in accordance with the type and number of programs conducted. The vocational diploma and associate degree programs are allocated to districts on the basis of district interest and financial capability, previous efforts of the district, facility needs, projected enrollment, core and related staff needs, supporting surveys of needs for business, industry, agriculture and the general public.

(2) Allocation of funds for construction is based on need for facilities and capability of the district to match federal funds.

### 3.26-3.2 Criterion for Ability to Pay

(1) Primary consideration will be given to the equalized valuation of real property values in relation to the total population, population age groups, and total number of students being educated.

(2) Economically depressed areas with high rates of unemployment, as determined pursuant to S.102.45 of the Regulations, will be given due consideration for allocating special funds for Adult Basic Education and Manpower Development and Training Act programs, and other special programs.

(3) Other economic indicators will be given consideration where appropriate, including "high dropout areas" and high "youth unemployment areas".



### 3.26-3.3 Sources of Information

The State of Wisconsin Department of Revenue will compute and provide equalized valuation information for each Vocational, Technical and Adult Education District annually.

### 3.26-4 Relative Costs of Programs, Services, and Activities

In allocating funds among local educational agencies, the State Board will give due consideration to the costs of vocational education programs, services and activities provided by local educational agencies submitting applications which are in excess of what may be normally attributable to the cost of education of such local educational agencies.

#### A. Post-Secondary Level

In considering the relative costs of education by the district, primary consideration will be given to: (1) differences in the cost to districts materials and services, such as construction or equipment costs or teacher salaries, which are due to variations in price and wage levels or other economic conditions existing in the areas served by the district, (2) differences in the amount of excess costs accruing to total educational agencies because of the necessity of supplying special services (other than those necessary to meet the special vocational education needs of certain population groups, such as disadvantaged and handicapped persons, to be considered pursuant to S.102.54 of the Regulations) and bus transportation for students, or unusual and excessive maintenance costs for outdated buildings and facilities, which are not usually part of the cost of education provided by other local educational agencies in the state.

#### (1) Determining Relative Costs

Total costs for district operations and each programs area, excluding debt service and transportation of students, will be computed annually for each district and each program. Costs will be prorated where possible on the basis of full-time equivalent enrollments in each program, service or activity.

#### (2) Kinds of Information to be Used

Professional instructional salaries, professional administrative and supervisory salaries, paraprofessional and nonprofessional salaries, employee benefits, travel, supplies and materials, written communications, project services (duplication, compilation, testing, etc.), equipment purchase, equipment and facility rental, utilities (telephone, heat light, etc.), maintenance costs and full-time equivalent enrollments by program, service or activity are to be used.

#### (3) Sources of Information

Information for computing program costs will be obtained from district financial records, budgets and annual statistical reports.

### B. Secondary Level

The relative costs of vocational education programs at the high school level will be determined by a review of the appropriate application which is filed with the Department of Public Instruction. Specific consideration will be given to such excess cost items as: summer employment of instructors, additional weeks of employment for various vocational education activities, released time from normal teaching duties for planning or administering the cooperative education program. Initial acquisition of equipment for a new program where an unusual amount of expenditure is identified will also be considered as an excess cost item. Additional relatively high costs will be determined on the basis of each individual application.

#### 3.26-5 Other Criteria of the State

Another basis for determining the relative priority of local applications which is not inconsistent with the four criteria listed and described in 3.26-1 through 3.26-4, and which the State Board will use in all using federal funds to local educational agencies is that:

Consideration will be given to the relationship between district taxing effort and district capability to provide vocational education programs, services and activities.

#### 3.27 Application of Criteria in Determining the Relative Priority of Local Applications

##### RATING SCALE TO BE USED IN EVALUATING PROJECT APPLICATIONS TO BE CONSIDERED FOR VOCATIONAL EDUCATION AMENDMENTS OF 1968

Each individual project application will be reviewed in terms of the following criteria, to determine:

- (1) those projects which will be funded, and
- (2) the rates at which projects will be funded

The major categories and their relative weights are as follows:

##### A. Post-Secondary

##### I. MANPOWER NEEDS

WEIGHT: 6                                      POINTS POSSIBLE: 30

Applications will be evaluated in terms of the extent to which the project or program helps prepare persons for occupations which rank high in terms of need for new employees and/or which are new and emerging. Current sources of information, such as publications of the Wisconsin State Employment Service (WSES), will be used to determine occupations which are rated as having "severe" or "great" needs, "mild" or "slight" needs, or no evident need. WSES data may be supplemented with special surveys or information obtained from reliable sources and which is properly documented and published. Ratings will be as follows: "severe" and "great" needs: 5; "mild" and "slight" needs: 3; no need: 0.

## II. VOCATIONAL NEEDS

WEIGHT: 3                      POINTS POSSIBLE: 15

Projects which aim at serving special target groups as defined in the 1968 Act and the State Plan will be rated 5. These groups include disadvantaged, handicapped, dropouts and underachievers. Projects which aim at serving regular groups will be rated 3.

## III. EXCESS COSTS

WEIGHT: 3                      POINTS POSSIBLE: 15

Projects which have evidence of costs which are unusual compared to other projects or programs within the educational system will be rated 5; excess costs will include such items as summer employment of instructors, extended employment or released time to conduct special program emphasis (cooperative education, planning new programs, etc.) high expenditures for initial equipment acquisition, etc. Projects which have only normal costs will be rated 3.

## IV. RELATIVE ABILITY TO PAY

WEIGHT: 4                      POINTS POSSIBLE: 20

School districts which are at the state median or below in their ability to draw on resources at the local level to support their education programs, as indicated by such measures as the equalized valuation per student, will be rated 5. Those which are above the median will be rated 3.

TOTAL POINTS POSSIBLE: 80

## Additional Considerations:

To help assure that local educational agencies will not be denied opportunity to participate in vocational education programs due to an inability to provide local matching funds, additional consideration will be given to those agencies which are in areas considered to be "economically depressed" under the provisions of the State Plan. An additional 5 points may be awarded local educational agencies located within "economically depressed" areas.

To help assist local educational agencies which are located in areas considered to be "high dropout areas" or "high youth unemployment areas" in the State Plan, projects from those agencies may be awarded an additional 5 points.

Projects that have special features which are considered to be demonstration or pilot in nature and which help to meet special needs of the state program may be awarded an additional 10 points.

TOTAL ADDITIONAL POINTS POSSIBLE: 20

Summary: Rating Scale for Vocational Education Act of 1968  
Project Applications

I. MANPOWER NEEDS

WEIGHT: 6                      POINTS POSSIBLE: 30

Employment needs severe or great	5
Employment needs mild or slight	3
Employment needs not evident	0

II. VOCATIONAL NEEDS

WEIGHT: 3                      POINTS POSSIBLE: 15

Service to special target groups	5
Service to regular groups	3

III. EXCESS COSTS

WEIGHT: 3                      POINTS POSSIBLE: 15

Unusual, high costs	5
Normal costs	3

IV. RELATIVE ABILITY TO PAY

WEIGHT: 4                      POINTS POSSIBLE: 20

Median or below median valuation	5
Above median valuation	3

TOTAL POINTS POSSIBLE: 80

ADDITIONAL CONSIDERATIONS:

Schools in economically depressed areas	5
Schools in high dropout or high youth unemployment areas	5
Demonstration or pilot projects	10

TOTAL ADDITIONAL  
POINTS POSSIBLE: 20

B. Secondary

## Rating Scale for Vocational Education Amendments of 1968, Vocational Program Applications

	<u>Points</u>
I. MANPOWER	
Employment needs--severe	20
Employment needs--mild or average	10
II. EXCESS COSTS	
Excess costs--high	17
Excess costs--average	15
Excess costs--low	13
Normal costs	10
III. SPECIAL NEEDS	
Special target group--unique, extensive services	22
Special target group--normal services	17
Regular program	10
IV. RELATIVE ABILITY TO PAY	
Low	15
High	10
V. OTHER ADDITIONAL POINTS	
Schools in economically depressed areas	4
Schools in high dropout areas	4
Vocational student organization opportunities available	1-8
Demonstration or pilot projects	<u>10</u>
Total possible	100

#### 4.0 VOCATIONAL EDUCATION PROGRAMS FOR THE DISADVANTAGED

In addition to the provisions in 1.0 through 3.0 of Part I of the State Plan, the following special provisions apply to programs for the disadvantaged supported with Federal funds under Section 102(b) of the Act.

##### 4.1 Required Allocation of Funds to Certain Areas

Priority in the allocation of funds by the State Board to conduct programs for the disadvantaged will be made to those areas of the state having a high concentration of youth unemployment or school dropouts.

##### 4.2 Participation of Students in Non-profit Private Schools

The State Board assures that all programs and projects for the disadvantaged will provide for genuine and meaningful participation of the disadvantaged students enrolled in non-profit private schools. Such participation will be to the extent consistent with the number of such disadvantaged students enrolled in private non-profit schools in the areas to be served. Such arrangements as dual enrollment, educational radio and television, mobile equipment, and professional and para-professional services will be arranged if necessary and only under the administrative control and direction of the State Board, the State Department of Public Instruction, or the public local educational agency serving the geographic area involved. Such arrangements will be in conformance with Section 102.7 of the Rules and Regulations, including the requirement that each application indicate the number of students enrolled in non-profit private schools who are expected to participate in each program and project proposed by such agency and the degree and manner of their expected participation.

##### 4.3 Noncommingling of Funds

The State Board will, in the approval of expenditures for all programs under this portion of the Act, insure that all Federal funds used to accommodate students in non-profit private schools will not be commingled with state or local funds and that all such records must be available to support this policy. In no case will Federal funds lose their identity in relation to state and local funds.



## 5.0 RESEARCH AND TRAINING

In addition to the provisions in 1.0 and 2.0 of the State Plan, the following special provisions apply to research and training supported with Federal funds under Part C of the Act:

### 5.1 State Research Coordination Unit

A Research Coordination Unit (RCU), centered in the State Board office, will continue to function in accordance with Section 131(b) of the Act and Section 102.70 of the Rules and Regulations.

#### 5.11 Organization

The RCU will be a part of the Bureau of Research, Professional and Student Development under the direct supervision of the Bureau Director. It will be organized into three categories -- Occupational Needs, Experimental and Demonstration Studies, and Information Dissemination, for which staff will be provided. One consultant will be responsible for administration of the unit.

#### 5.12 Major Functions

The RCU is charged with the stimulation and coordination of research and the dissemination of research information. It maintains a library of research studies, occupational needs surveys, proposals, conference reports, information on methodologies, data and labor market information, indexes and sources of information.

#### 5.13 Relationship With Other Staff

The RCU will cooperate with and provide services to other vocational education personnel, including the staff of the Bureau for Career and Manpower Development, by assisting in identifying problems for research, alerting them to library acquisitions, giving consultive services in project development and ordering selected materials upon request.

#### 5.14 Coordination of Research Actions With Other Research Activities

A council for research in vocational and technical education will be organized with representatives from business and industry, employment services, state universities, the Department of Public Instruction, other state agencies, and other organizations and institutions. Liaison committees and task forces between the RCU, Department of Public Instruction, and other agencies and institutions will be developed on a project basis or as needed. Meetings with researchers in other agencies will continue.

### 5.2 Application Procedures

All applications, whether funded directly through the State Board or through the office of the Commissioner, shall be processed through the State Board to assure continuity of effort and to avoid duplication.

### 5.21 Submittal of Applications

Applications under Part C of the Act may be submitted to the State Director or to the DPI Bureau Director when elementary or secondary school programs are involved, or by any local educational agency or other non-profit private or public agency for staff review and approval by the State Director.

(1) Applications for grants and contracts shall be on forms specified by the State Board or the Department of Public Instruction and signed by the head official of the agency making application or by an individual authorized to act for the applicant.

(2) Applications will describe the duration, purpose and plan of the project, the use to be made of the results in regular programs of vocational education, the qualifications of the personnel who will be responsible for the program or project, a justification of the amount of grant or contract funds requested, the portion of the cost to be borne by the applicant, and such other pertinent information as the State Board or the Department of Public Instruction may require.

### 5.22 Review of Applications

The RCU or the Department of Public Instruction will refer and discuss the project application with selected staff including, when appropriate, supervisors in areas of curriculum, student services, teacher education, facilities, planning, and any of the occupational program areas.

Applications will be evaluated in terms of:

(1) Relevance to priority areas, vocational education programs, services, and activities described in Part II of the State Plan.

(2) Adequacy and competence of personnel designated to carry out the program or project.

(3) Adequacy of facilities.

(4) Reasonableness of cost estimates.

(5) Expected potential of the proposed program or project being made a part of the regular vocational education program.

(6) Expected potential for utilizing the results of the proposed programs or projects in exemplary or regular vocational education programs.

### 5.23 Action on Applications

(1) Recommendations for deferred action, approval in whole or part, or disapproval, will be sent from the RCU or the Department of Public Instruction to the State Director for his action.

(2) The applicant will be notified in writing of the disposition of the application. Deferred or disapproved applications will be returned to the applicant. They may be resubmitted for reconsideration.

(3) In cases of deferral or disapproval, reasons for such action will be explained and suggestions for changes given.

(4) In cases of approval, the approved budget, grant and contract award conditions (which will be made in accordance with State Law) will be indicated.

(5) Periodic progress and Federal reports will be required on all projects funded under this part of the Act.

### 5.3 Notification to Commissioner

Within 15 days after the State Board's approval of a grant or contract, a copy of the approved proposal will be sent to the Commissioner.

## 6.0 EXEMPLARY PROGRAMS AND PROJECTS

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with Federal funds under Part D of the Act:

- (1) The State Board concurs with the purposes of Section 141, Part D, of the Act, and accepts the concepts and principles of exemplary programs and projects.
- (2) To enable these principles to be applied, a climate conducive to innovation and creativity will be fostered.
- (3) The design, organization, administration, coordination, implementation and evaluation of the exemplary programs and projects must be compatible with those procedures presently specified for program development, operation, and evaluation.
- (4) Exemplary programs and projects will be articulated with the regular vocational education program.
- (5) There must be evidence of effort to utilize and synthesize the products of related research in planning, developing and executing exemplary programs and projects.
- (6) Applications must reflect the intent to incorporate program and project results into comprehensive operations of vocational education programs where applicable.

### 6.1 Application Procedures

The State Board assures that all applications for exemplary programs and projects will be submitted, reviewed and acted upon in accordance with established procedures and priorities (3.22, Part I, above). The procedure for application will stipulate the inclusion of sequences of functional responsibilities for the local educational agency and/or the State Board.

#### 6.11 Submittal of Applications

All applications, whether funded directly through the State Board or through the office of the Commissioner, shall be processed through the State Board to insure continuity of effort and to avoid duplication. Procedures for application described in 6.10 of the State Plan (above) will meet requirements 102.77(a) and 102.78 through 102.80 of the Rules and Regulations.

#### 6.12 Review of Applications

The State Board, through its designated reviewers, in addition to the provisions of 3.20, Part I of the State Plan (above), will consider such factors as the extent to which the proposed program or project would:

- (1) Stimulate new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation.
- (2) Provide new directions in vocational education.
- (3) Meet the vocational education needs of disadvantaged youth.
- (4) Help reduce youth unemployment.
- (5) Promote cooperation between public education and manpower agencies.
- (6) Serve priority areas in vocational education as specified in the long-range program plan and in vocational education programs, services, and activities described in the Annual Plan.
- (7) Insure the adequacy and competency of personnel designated to conduct the program or project.
- (8) Insure the adequacy of facilities.
- (9) Possess reasonableness of cost estimate.
- (10) Potentially be made a part of the regular vocational education program in the area, statewide, and/or nationally. Emphasis will be placed on the uniqueness of the program or project in determining priority of funding.

All reviews will be in accord with 102.77(b) of the Rules and Regulations.

#### 6.13 Action on Applications

The State Board assures that action on applications will result in approval of the application in whole or in part, disapproval, or deferred action for such reasons as lack of funds or a need for further evaluation and revision. In addition:

- (1) Deferral or disapproval of an application will not preclude its reconsideration or re-submission.
- (2) The applicant(s) will be notified in writing of the disposition of the application.
- (3) The award letter for any State Board grant or contract award will include the approved budget, and grant or contract award conditions.
- (4) Any action will be in accord with Section 142.(d) of the Act as stipulated in 102.77(c) of the Rules and Regulations.

## 6.2 Program or Project Requirements

Any application for an exemplary program or project for which the State Board makes grants or contracts will meet the following requirements:

- (1) It will include descriptive information relative to the specifications of the exemplary program or project including:
  - (a) a definition of the problem;
  - (b) a description of the program, its rationale, and its objectives in terms of outcome;
  - (c) the activities and processes to be undertaken;
  - (d) the design and setting;
  - (e) the participants' organization, administration and management of the program; and
  - (f) a proposed plan for evaluating the effects of the program or project including a description of the method(s) of data collection, analysis and presentation.
- (2) It will include a proposed plan for incorporating the result(s) of the program or project into the operational structure of the regular vocational education system, and for disseminating the result(s) through appropriate reporting and publication.
- (3) It will list the qualifications of the personnel who will conduct the program.
- (4) It will detail the proposed time schedule and sequence of activities according to the estimated dates for inauguration and completion of major events, including those of continuing assessment and completion of the final report.
- (5) It will include a fiscal plan in the form of a budget subdivided into major categories.
- (6) It will present evidence and extent thereof, consistent with the provisions of Section 143(a), Part D of the Act, for programs or projects which may include, among others, those:
  - (a) designed to familiarize elementary, secondary, and post-secondary school students with the broad range of occupations for which special skills are required, and the requisites for careers in such occupations;
  - (b) for students providing educational experiences through work during the school year or in the summer;
  - (c) for intensive occupational guidance and counseling during



the last years of school and for initial job placement;

(d) designed to broaden or improve vocational education curriculums;

(e) involving exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve these purposes, including manpower agencies and industry;

(f) for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment; and

(g) to motivate and provide pre-professional preparation for potential teachers of vocational education.

#### 6.21 Coordination with Other Programs

The State Board will provide that grants or contracts for exemplary programs or projects under Part D of the Act will be made only if the information in the application indicates that the planning, development and operation of such programs or projects are coordinated with any other programs or projects, public or private, having the same or similar purpose as such programs or projects including, but not confined to, those which are carried out under grants or contracts made pursuant to the provisions of Part D of the Act. Such coordination procedures will meet the requirements of Section 143(b)(1)(A) of the Act as defined in 102.78 of the Rules and Regulations.

#### 6.22 Participation of Students in Non-profit Private Schools

The State Board assures that all exemplary programs and projects in non-profit private schools will provide for genuine and meaningful participation of the students enrolled. Such participation will be consistent with the number of such students in the area to be served whose educational needs require programs of exemplary design. In addition, all local applications for exemplary programs or projects will include:

- (1) The number of students who will participate.
- (2) The degree and manner of their participation.
- (3) Assurance that the State Board or the local educational agency will maintain administrative control and direction of the program.

Arrangements such as dual enrollment, educational radio and television, mobile equipment, and professional and sub-professional services will be made if necessary, and only under the administrative control and direction of the State Board or the local educational agency serving the area involved. Any arrangements must be in conformance with 102.7 of the Rules and Regulations.

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### 6.23 Noncommingling of Funds

The State Board, in determining the approval of grants or contracts for exemplary programs or projects under Part D of the Act, will give approval only if it has received information for any application stipulating that Federal funds will not be commingled with state or local funds so as to lose their identity as such.

### 6.24 Notification to Commissioner

The State Board will, within fifteen days after its approval of the grant or contract under this portion of the Act, forward to the Commissioner a copy of the approved proposal for which the grant or contract was made.

## 7.0 RESIDENTIAL VOCATIONAL EDUCATION SCHOOLS

In addition to the provisions in sections 1.0 and 2.0 of Part I of the State Plan, the following special provisions apply to residential vocational education schools supported with Federal funds under Part E of the Act.

### 7.1 Procedures for Establishing Residential Facilities

Applications and indications of interest will be initiated by local educational agencies following (1) studies by state staff, (2) studies by local districts, (3) studies by advisory committees, (4) studies by cooperating local and state agencies.

#### 7.11 State Operated

##### 7.11-1 Planning

The planning phase will be initiated by a District Administrator as outlined in a letter to the State Director followed by: (1) appointment of a Study Committee of state and district administrators, district staff members, and state staff members, (2) involvement of advisory committees and coordination with other district and state agencies, state and district staff, (3) analysis of gathered data and development of criteria for establishing student needs, size of facility, type of programs and cooperative use of existing vocational facilities.

##### 7.11-2 Construction

Construction of residential vocational education schools will be undertaken by local educational agencies following the same procedure outline as that contained in 3.20 of Part I of the State Plan (Application of Funds to Local Educational Agencies).

##### 7.11-3 Operations

This section does not apply.

#### 7.12 Locally Operated

Applications will be prepared by local educational agency staff members with involvement of the advisory committee under the guidance of the appropriate state staff personnel. Applications will be submitted after local educational agency approval. Applications will be submitted with suitable supporting documents to assure the State Board that all Federal requirements, laws, rules and regulations for establishment of residential vocational school facilities are and will be complied with as outlined in the State Plan.

##### 7.12-1 Submittal of Applications

All applications, whether funded directly through the State Board or through the office of the Commissioner, shall be processed

through the State Board to assure continuity of effort and to avoid duplication.

Applications submitted will include studies on area unemployment and school dropouts obtained from joint study by the Wisconsin State Employment Service and local educational agencies. Also, all existing area vocational educational facilities will be considered in the overall planning.

#### 7.12-2 Review of Applications

Applications will be analyzed and reviewed by the appropriate state staff and a compliance report will be prepared for the State Director. This report will incorporate (1) impacts on needs of disadvantaged youth, (2) impacts on reducing youth unemployment, (3) annual and long-range plan study, (4) adequacy of facilities, and (5) studies on reasonableness of costs.

#### 7.12-3 Action on Application

The State Director will approve, disapprove, defer, or request modifications on the studies referred to above and will submit the application, with his recommendation, to the State Board for action. The State Director will notify the local educational agency of the action taken by the State Board.

### 7.13 Priority Allocations of Funds to Certain Areas

Applications and supporting material presented will contain pertinent items in a statement of compliance. Priority in the allocation of funds will be given to areas having high concentration of youth unemployment or school dropouts.

## 7.2 Requirements

The local educational agency will give assurances to the State Board that all Federal requirements relating to residential vocational education school facilities will be met.

### 7.21 Purposes of Program

The local educational agency will give to the State Board assurances that the residential school facility will be operated and maintained for the purpose of conducting a residential vocational education school program including room, board and other necessities, for use of persons who have attained age 14 but who have not attained age 21 at the time of admission to the training program; who need full-time study on a residential basis, and who can profit from vocational education instruction, but in no case may juveniles be assigned to such a school as the result of delinquent conduct.

### 7.22 Nondiscrimination

The local educational agency will give assurances to the State Board that adequate provision will be made for appropriate selection without regard to sex, race, color, religion, national origin or place of residence within the state of students needing education and training at such school; and such facilities may not be used in a manner resulting in racial segregation.

#### 7.23 Employment Opportunities

The local educational agency will give assurances to the State Board that vocational offerings at such school will include programs for which available labor market analysis indicates a present or continuing need for trained manpower, and that courses offered will be appropriately designed to prepare enrollees for entering into employment or advancement in such fields.

#### 7.24 No Fees or Charges

The local educational agency will give assurances to the State Board that no fees, tuition or other charges will be required of students who occupy the residential vocational education facility.

#### 7.3 Notification to Commissioner

Within 15 days after the State Board's approval of a contract, the State Director shall provide a statement of notification to the Commissioner and will also furnish to the Commissioner a copy of the approved proposal.

## 8.0 CONSUMER AND HOME MAKING EDUCATION

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with Federal Funds under Title 1, Part F of the Act:

(1) Education for homemaking shall be designed to help individuals and families improve home environments and the quality of personal and family living. The program shall include instruction in management of resources with emphasis on selection, use and care of goods and services, budgeting and other consumer responsibilities, family relations, food and nutrition, child development, clothing and housing.

(2) Persons in junior and senior high school, post-secondary and adult programs will be served.

### 8.1 Establishing and Operating Programs

Programs may be established in local educational agencies on recommendation of local district or state personnel. Local and district programs shall be operated in accordance with State Plan policies.

#### 8.11 State-operated

Leadership for programs and activities which have statewide implications shall be provided by state staff members in cooperation with district or local personnel, and other agencies. Such programs and activities might include: determining full-time program needs, supplying homemaking program emphasis, conducting research, program evaluation and experimental or special demonstration programs. State Advisory or special committees, teacher educators, and other selected personnel will participate in such activities.

New program development shall include development of consumer and home-making programs for persons who are disadvantaged, or who reside in economically depressed areas. At least one-third of the Federal funds allotted to Wisconsin for programs under Title I Part F of the Act shall be used for such programs.

#### 8.12 Locally Operated

The following procedures shall be used:

(1) Local or district personnel shall submit to the State Board or the State Department of Public Instruction a plan and application for a program.

(2) Application shall be reviewed by the State Department of Public Instruction or the State Board.

(3) Local and district personnel shall be notified by mail, on the appropriate form, of the disposition of the plan and application. If the proposal is not approved, it may be revised and resubmitted. Assistance from state personnel will be available upon request.



(4) Programs shall be evaluated in accordance with provisions of the State Plan.

#### 8.12-1 Submittal of Applications

All applications, whether funded directly through the State Board or through the office of the Commissioner, shall be processed through the State Board to assure continuity of effort and to avoid duplication.

- (1) A standard application form shall be used.
- (2) Course or program objectives and outlines shall be submitted to the State Board or State Department of Public Instruction.
- (3) The program application shall include information concerning justification for one or more of the following:
  - (a) Economically depressed and high unemployment areas.
  - (b) Consumer Education as an integral part of the program.
  - (c) Professional leadership, preparing persons to teach under the provisions of consumer and homemaking education.
  - (d) Program development for youth and adults who are preparing for the dual role of homemaker and wage earner.

#### 8.12-2 Review of Applications

Program applications shall be reviewed, using the appropriate state evaluation forms.

#### 8.12-3 Action on Application

The State Director will approve, disapprove, defer, or request modifications on the application; will submit the application and his recommendation to the State Board for action; and will notify the local educational agency of the State Board's action.

#### 8.13 Required allocation of Funds to Certain Areas

At least one-third of the Federal funds allotted to Wisconsin under Title I Part F of the Vocational Education Amendments of 1968 shall be used for consumer and homemaking programs in economically depressed areas, areas with high rates of unemployment, or inner-core schools of large cities. Such programs shall be designed to help individuals and families improve home environments and the quality of personal and family living. Programs shall include instruction in management of resources with emphasis on selection, use and care of goods and services, budgeting, and other consumer responsibilities; family relations, child development, food and nutrition, clothing, and housing.

State and local resources shall be used in identifying economically depressed areas and disadvantaged persons, and in planning and implementing the programs.

## 8.2 Required Content of Program

Programs to be approved for Federal reimbursement in consumer and homemaking education shall meet one or more of the following requirements:

- (1) Program objectives and content shall deal with social and cultural concerns and needs of individuals and families in economically depressed areas.
- (2) Programs shall encourage preparation for professional leadership in home economics and consumer education.
- (3) Programs shall be designed to prepare youth and adults for the role of homemaker.
- (4) Programs shall be designed to prepare youth and adults for the dual role of homemaker and wage-earner.
- (5) Consumer education, the management of resources with emphasis on selection use, and care of goods and services, budgeting, and other consumer responsibilities, shall be an integral part of home economics programs.

## 8.3 Ancillary Services and Activities

- (1) Administration. See section 1.3 of Part I of the State Plan.
- (2) Supervision. See section 1.3 of Part I of the State Plan.
- (3) Evaluation. Home Economics supervisors, plus curriculum specialists and other qualified personnel, shall provide consultative services for the development, implementation and evaluation of programs. All programs will be reviewed annually.
- (4) Teacher Training Activities
  - (a) Conferences and credit courses will be provided for professionals, para-professionals, and others to supply them with the knowledge and skills needed to function effectively in the program provided for in this part of the Act.
  - (b) Teacher education institutions shall be encouraged to evaluate continually pre-service and in-service education programs.
- (5) Curriculum development, research, special demonstration and experimental programs, instructional material, and equipment.
  - (a) Local educational agencies will be encouraged to develop special demonstration and experimental programs, and research will

be encouraged with findings to serve as a basis for developing curriculum and planning facilities.

(b) In addition to ancillary service specialists employed directly in vocational education, qualified personnel from other educational disciplines, colleges and universities and other agencies will be invited to participate in providing ancillary services.

## 9.0 COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

The provisions of 1.0 and 2.0 of this part of the State Plan shall apply to cooperative vocational education programs supported with federal funds under Part G of the Act. Priority will be given to those projects which serve areas of high rates of school dropouts and youth unemployment.

### 9.1 Procedures for Approval of Cooperative Vocational Education Programs

Procedures for approving cooperative vocational education programs are similar to those used in approving regular vocational programs.

#### 9.11 Submittal of Applications

Applications forwarded by local educational agencies will be reviewed and processed by the staff of the Department of Public Instruction in accordance with the procedures developed for vocational education projects funded under the Act. Each application for a cooperative education program will indicate:

(1) The number of students enrolled in private, nonprofit schools who are expected to participate in each program as well as the manner of their expected participation.

(2) The number of handicapped and disadvantaged students to be enrolled.

#### 9.12 Review of Applications

Determination of application priorities for funding under this part of the Act is the same as that listed in Part I, section 3.26 of the State Plan, Criteria for Determining Relative Priority of Local Applications.

Project applications submitted under this part of the Act will be reviewed in the same manner as in Part I, section 3.22 of the State Plan.

#### 9.13 Action on Applications

Project applications submitted under this part of the Act will follow the same procedure for action as those on applications in Part I, section 3.22 of the State Plan.

### 9.2 Requirements of Cooperative Vocational Education Programs

All cooperative vocational education programs with the objective of entry level occupations and/or training program will meet the following standards:

(1) Students must be employable and be tested, counseled and selected for the program and placed with employers for on-the-job training in accordance with their abilities, aptitudes, attitudes, and career objectives.

- (2) Programs must be intensive to the extent that all of the occupational competencies are produced for entry level jobs as well as promotability.
- (3) Students must be in related classes which provide the following:
  - (a) Instruction generally related to the World of Work which includes development of attitudes, work values, human relations and career development.
  - (b) Instruction including the knowledge and skills directly related to the occupation(s) toward which the student and the class are directed.
- (4) Students in the related classes are assigned to organized, on-the-job training for which they receive school credit. Classes alternate with on-the-job training on a half-day, daily, or similar basis.
- (5) A state and nationally affiliated student group should be one of the instructional methods used.
- (6) A written training plan which assures the student-trainee a variety of meaningful learning experiences on the job and a complete cycle of the work week and seasons necessary to gain a full understanding of the occupation(s) and the business or industry involved.
- (7) There must be a written agreement between the school, employer, parent, and student trainee to assure an understanding of the program and its objectives by all parties involved.
- (8) The student trainee must work enough hours per week to experience the complete cycle of the work week. He works the number of weeks it takes to learn the occupation(s) and to gain an understanding of the complete activities of business or industry.
- (9) The student's health and study time is protected. A five-day week of class time and on-the-job training does not exceed 40 hours, or six-day week of class time and on-the-job training does not exceed 48 hours.
- (10) The program produces occupational competencies for the stated occupations toward which the program is aimed.
- (11) Enrollment in a cooperative education class will be limited by the need to provide individual instruction and counseling, and the number of training stations available.
- (12) The program, in school and on the job, is under the supervision of a coordinating teacher trained in coordination techniques and licensed to teach in the occupation(s) toward which the program is aimed.
- (13) The coordinating teacher must be assigned sufficient time to supervise, counsel and coordinate the co-op students in all facets of the program (1/2 to 1 hour per week per student for the duration of the program plus some time between programs for setting up training stations, etc.).

- (14) Federal, state and local employment laws and rules must be adhered to.
- (15) Students shall receive safety education as it relates to their jobs.
- (16) Student-trainees may not replace regular workers.
- (17) General education subjects must be related to and are integral parts of the cooperative vocational programs.
- (18) Sponsor development should be instigated in a program of training.
- (19) Students with special needs. Programs directed at students who cannot be successful in the above cooperative education programs may include one or more of the following standards:
  - (a) Extensive counseling and other pupil personnel services are provided.
  - (b) Additional unique methods are used to develop self-esteem and motivation such as role models, field interviews, etc.
  - (c) A special sponsor development program is provided for the on-the-job sponsor.
  - (d) Exceptions to cooperative standards may be made for experimental programs by prior approval of the state educational agency.

### 9.21 Purpose

Each cooperative education program approved by the State Board will meet the following definition:

"Cooperative vocational education program" means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction, by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time fulfilling the cooperative vocational education work-study program.

Furthermore, each cooperative program will be administered by a local educational agency with the participation of public or private employers providing on-the-job training opportunities that may not otherwise be available to persons who can benefit from such program.

### 9.22 On-the-job Training Standards

The cooperative program will provide on-the-job training that is related to existing career opportunities which lead to promotion and advancement.



The on-the-job training shall not displace other workers. Student-learners will be employed in conformance with federal, state, and local laws and regulations in a manner preventing exploitation of the student-learner, and a project description shall be on file with the State Department of Public Instruction or the State Board.

### 9.23 Identification of Jobs

Each cooperative program will be approved by the State Board upon determination that there will be cooperation in identifying suitable jobs with employment agencies, labor groups, employers, and other appropriate community agencies.

### 9.24 Additional Costs to Employers

Payments for additional costs to employers for on-the-job training may be made when local educational agencies have substantiated that unusual costs will be incurred and that, without such reimbursement, employers will not be able to provide quality on-the-job training. Such reimbursable training costs do not include:

- (1) Construction of facilities.
- (2) Purchase of equipment.
- (3) Other capital costs which would inure to the benefit of the employers. Payments may be made for special supervision costs.

A portion of the wages of the disadvantaged student-learner may be paid if he is not fully employable in terms of the work to be assigned; eligible wages will be determined on the basis of a proportion of productivity of the disadvantaged compared to that of the normal student learner. Employers must clearly show through work-measurement records the proportionate differences in productivity and the application of these factors to the wages paid. Separate payroll record accounting systems will have to be maintained for disadvantaged student-learners who receive Federal reimbursement on partial wages under this section. The added employer costs shall be set forth and clearly described in the training agreement between the local educational agency and the employer, indicating the cost factors applied, the basis for determining and calculating the costs, the amount of funds to be paid, and the duration of reimbursement.

### 9.25 Costs to Students

In cases where transportation is unavailable through the local educational agency, public facilities, or by the student, the parent, or others, payments may be made for transportation. Payments will be made only for costs which:

- (1) Are not usually required of students preparing for the field of employment.

- (2) Do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are usually expected to assume.

### 9.26 Participation of Students in Non-Profit Private Schools

Students attending a non-profit private school may attend and participate in a cooperative program in a local public school on a shared time basis.

The local applications may provide for including non-profit private school students in the cooperative vocational programs and shall include the number of such students to be served and the extent and manner in which they are to participate. The participation of private non-profit school students will be achieved through such mechanisms as dual enrollment, employment, educational radio and television, or mobile or portable equipment and may include professional or subprofessional services.

Local public educational agencies will report annually the number of such students served in cooperative education in the previous year.

### 9.3 Ancillary Services and Activities

(1) Along with the further crystallization of career objectives, the program is primarily justified on the basis of the number of students who successfully enter full-time employment in the occupational area requiring less than a baccalaureate degree. In addition, there will be an annual joint evaluation by the local educational agency and the state educational agency.

(2) A follow-up of graduates shall be made each year to determine the type of occupations or higher education programs in which they are engaged.

(3) Supervision of cooperative vocational programs and coordinating teachers shall be by a person competent in cooperative education methodology.

(4) State consultants competent in cooperative education will review local applications.

(5) In-service education for coordinating teachers of all cooperative programs will be provided annually.

(6) State consultative personnel will initiate curriculum and curriculum materials development for the various cooperative programs. Also, coordinating teachers will be required to have competence in cooperative education methodology before coordinating a cooperative program.

(7) Guidance and counseling services shall be provided to all students participating in cooperative education programs.

## 10.0 WORK-STUDY PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS

In addition to the provisions in 1.0 and 2.0 of Part I of the State Plan, the following special provisions apply to work-study programs for vocational education students supported with Federal funds under Part H of the Act.

### 10.1 Procedures for Approval of Work-Study Programs

#### 10.11 Submittal of Applications

- (1) All applications must conform with the standard project proposal format as outlined in the Vocational Education Amendments of 1968 Program Manual.
- (2) The narrative section of the proposal must include:
  - (a) Estimated number of employment opportunities in the district under this program.
  - (b) Estimated number of vocational students who need the program.
  - (c) Average number of students to be employed per month and the average cost per month.
  - (d) Amount of money spent for work-study during the three previous fiscal years.
- (3) All proposals must describe and explain in detail the nature, duration, and purpose of the work-study program. The qualifications and abilities of the staff to conduct this program are to be stated as well as the method for the payment of wages to students whether employed in the school or at a public agency.
- (4) All applications must indicate whether special employment consideration will be given to disadvantaged and/or handicapped persons.
- (5) One copy of VE-AF-14, School Arrangement with Public Agency, shall be submitted when applicable. This form must be completed by the director of the local educational agency and a representative of the participating public agency prior to the commencement of the work-study program at that agency.

#### 10.12 Review of Applications

Before receiving federal funds from the State Board, a local educational agency must show that it will expend for employment of its students an amount in state and local funds that is at least equal to the average annual expenditure for work-study programs, if any, for the preceding three fiscal years.

In the approval of the local educational agencies for participation in the program the following are to be considered:

- (1) The number of unemployed youth at least 15 but under 21 years of age in the area served by the agency.

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- (2) The magnitude of the dropout problem in the area served.
- (3) The prevalence of students who are potential dropouts due to financial conditions.

Applications for work-study programs will be analyzed and reviewed by the appropriate state staff to assure compliance with the State Plan and to examine the adequacy and competence of the local educational agency staff and the reasonableness of cost estimates and expected outcomes.

### 10.13 Action on Applications

- (1) All project proposals will be analyzed and placed in one of three categories:
  - (a) Project Awards - projects which will be funded from the monies available.
  - (b) Contingency Projects - projects which will not be funded immediately due to lack of monies, but will be funded if more monies become available.
  - (c) Project Rejections - projects which will not be funded under any circumstances.
- (2) Letters will be sent by the State Board to the District Director indicating into which category each project has been placed.
  - (a) If no letter has been sent to indicate into which category the project has been placed, the project is considered to be contingent.
  - (b) Grant Awards (VE-VE-2) must be signed and returned within 10 days by the local educational agency indicating whether or not the award is accepted. If the Grant Award is not accepted, reasons for rejection must be given.
  - (c) If a project has been rejected by the State Board, the reasons for rejection will be given in the letter.

## 10.2 Requirements of Work-Study Programs

Except as provided in section 10.3 of Part I of the State Plan below, funds allocated to the State under Part H of the Act will be expended solely for the payment of compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements:

### 10.21 Administration of Program

The work-study program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youths in the area served by such agency, who are able to meet the requirements in Section 10.22 of Part I of the State Plan.

### 10.22 Eligible Students

Employment under the work-study program will be furnished only to a

student who (1) has been accepted for enrollment, or if he is already enrolled, is in good standing and in full-time attendance in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the 1968 act; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his school program while employed under the work-study program.

#### 10.23 Limitation on Hours and Compensation

No student will be employed during an academic year or its equivalent for more than fifteen hours in any week during which classes in which he is enrolled are in session. The compensation for such employment will not exceed \$45 per month or \$350 per academic year or its equivalent. However, in the case of a student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed \$60 in any month or \$500 per academic year or its equivalent. For purposes of this paragraph, "academic year" means a period of nine months (exclusive of the summer term) interrupted by the equivalent of one month of vacation. A student attending a class on a full-time basis in the summer school term shall be limited to fifteen hours of employment per week and the monthly compensation of \$45 or \$60 as described above. If the student is not attending classes during the summer, there is no limitation upon his hours of employment or the amount of compensation which he may earn.

The total of his summer earnings shall not be limited by, or have the effect of, limiting the compensation paid to him for the academic year.

#### 10.24 Employment for Public Agency or Institution

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (Federal, State or Local) pursuant to a written agreement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written arrangements between the local educational agency and the Federal agency or institution will state that students so employed are not Federal employees for any purpose.

#### 10.25 Maintenance of Effort

In each fiscal year during which a work-study program remains in effect, the local educational agency will expend for employment of its students an amount in state or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work-study

program of such local educational agency was approved.

### 10.3 Funds for State Plan Development and Administration

The amount of Federal Funds used to pay the cost of developing those provisions in the State Plan applicable to work-study programs and the cost of administering such provisions after their approval by the Commissioner will not exceed one percent of the state's allotment under Part H of the Act for vocational work-study programs, or \$10,000, whichever is greater.

WISCONSIN STATE PLAN FOR  
VOCATIONAL EDUCATION

FISCAL YEARS 1975 - 1979

PART II

ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

Wisconsin Board of Vocational, Technical and Adult Education



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## 1.0 ANALYSIS OF MANPOWER NEEDS AND JOB OPPORTUNITIES

Table 1 provides estimates of Wisconsin's current (1974) employment and the projected expansion and replacement needs along with the projected vocational education supply for the years 1975 and 1979.

Table 1A contains a summary of estimated employment and projected needs for major occupational groups.

### SOURCE OF DATA

The 1974 employment and the projected employment needs are based on information supplied by the Wisconsin Department of Industry, Labor and Human Relations, Bureau of Research and Statistics. These projections were produced as part of the national Bureau of Labor Statistics occupation-by-industry matrix method for projecting occupational employment.

### THE PROJECTIONS

The output of this projection effort consists of the 1980 employment, the openings due to growth from 1970 to 1980 and the replacement needs from 1970 to 1980. The employment information in this section was derived from that data by calculating an average change per year.

#### Employment

It is important to remember that projections of employment by occupation are presented, not projections of demand for workers by occupation or supply of workers by occupation. These numbers represent the expected result of the interaction between supply and demand.

There will be a demand for workers in some occupational areas which exceeds the employment projections because the necessary supply of qualified workers will not be available. Conversely, there will be a supply of workers in other occupational areas which exceeds the employment projections because demand will not be sufficient to utilize all available workers.

Although an average annual change for 1970 to 1980 was used in estimating the 1974 employment, this procedure is not entirely correct since the ten-year change may not occur evenly through the ten-year period. Therefore, the 1974 estimate should be viewed as only an approximation.

#### Expansion Needs

The expansion needs are an annual average of the openings due to growth from 1970 to 1980. Again, these estimates are to be viewed only as an approximation since the expansion or reduction of employment in an occupation may occur unevenly over the ten-year period.

## Replacement Needs

Replacement needs represent estimates of the number of workers who must be replaced because of death or retirement. Withdrawals of women from the labor force are also included in the replacement needs estimates. Many of these women will return to the labor force at a later date, bringing back the skills previously acquired. Therefore, the number of new trained workers that will be needed in some occupational areas is less than the number represented by the job opening figures. As in the earlier categories, the replacement needs in Tables 1 and 1A are an annual average of the ten-year period.

## SUPPLY OF LABOR

The "vocational education output" in Table 1 consists of labor market entrants from training programs administered through the Department of Public Instruction and the Board of Vocational, Technical and Adult Education. The "other sectors output" is an estimate of supply from private vocational schools and other manpower training programs. A survey of the private schools was conducted in March, 1974.

## SUPPLY AND DEMAND INTERACTION

The Wisconsin Department of Industry, Labor and Human Relations has included in its preliminary report on occupational projections its estimate, where possible, of the labor market conditions existing for each occupational category.

Using this information, listed in Table 1B, are the occupational categories which were identified as having unmet demand for workers and which were also determined to be related to vocational education programs. The Office of Education (O.E.) code related to the occupational code is included for reference. Care should be used in relating the O.E. category and the occupation since there is not always a one-to-one correspondence between the two.

The occupational titles listed in Table 1B are based on the titles used for the 1970 Census of Population. Some titles have been changed to eliminate obsolete titles or sex stereotypes. Other categories have been combined to make them more meaningful. Deference should be made to the 1970 Census of Population, Classified Index of Industries and Occupations, U. S. Bureau of the Census, in using Table 1B.

Included in Table 1B are an estimate of current (1974) employment, the magnitude of the shortage, and whether the shortage is expected to increase, decrease, or remain constant.

Table 1C is similar to Table 1B but it identifies occupations having an excess supply of workers rather than those with unmet demand.

## OTHER CONSIDERATIONS

Some of the openings listed in this section will be filled by four-year college graduates or by unskilled persons. Training received at the secondary level may serve as an introduction to those semi-skilled occupations which are included in the tables.

While agriculture shows negative growth, replacement needs more than offset the growth aspect in terms of workers needed. In addition, the negative growth is generally in agriculture production while the agribusiness related occupations are growing positively. Not all of the agribusiness related employment could be identified because of the occupational structure of the projections. Farm laborers are excluded from the employment total for agriculture in Table 1.

It should be noted that for many semi-skilled and professional occupations there exists a surplus of workers. These categories are not listed in Table 1C since they are not directly related to vocational education programs. Reference must be made to the entire publication, Wisconsin Work Force 1980 Occupational Projections, Department of Industry, Labor and Human Relations, Bureau of Research and Statistics, for that information.

Numerically, these projections are not entirely consistent with those of previous years since these projections count dual job holders only once while in earlier projections they were counted twice.

Table 1

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS  
LABOR DEMAND AND SUPPLY SUMMARY

O. E. CODE	INSTRUCTIONAL PROGRAM	1/ ESTIMATED EMPLOYMENT 1974	2/ PROJECTED NEEDS (ANNUAL AVERAGE)		PROJECTED LABOR SUPPLY 3/ OTHER SECTORS OUTPUT 4/		
			EXPANSION	REPLACEMENT	1975	1979	
01.0000	Agriculture 5/	85,100	- 900	3,175	4,525	5,125	-
04.0000	Distributive	243,600	5,125	9,300	1,950	2,550	1,600
07.0000	Health	69,200	2,100	4,875	3,575	4,925	N.A.
09.0200	Home Economics	18,600	425	1,325	825	1,100	N.A.
14.0000	Office	298,500	4,450	18,600	7,225	8,250	1,500
16.0000	Technical	39,500	975	1,050	1,250	1,400	200
17.0000	Trades & Industry	390,000	4,225	11,050	7,325	8,525	2,700
	TOTAL	1,144,500	16,400	49,375	26,675	31,875	6,000
	Other 6/	644,500	4,910	20,895			7,700

1/ Annual average.

2/ Expansion and net replacement of turnover - annual average 1970-80 (transfers within work force excluded).

3/ Number trained and available for work to meet labor expansion and replacement needs.

4/ Estimated from available information.

5/ An undetermined number of graduates of agriculture programs included as labor supply are counted as employed prior to graduation and therefore are not new entrants to the labor force to meet labor expansion and replacement needs.

6/ Professional and unskilled workers. Vocational education programs are not related.

Table 1A

ESTIMATED EMPLOYMENT AND PROJECTED NEEDS  
SUMMARY OF OCCUPATIONAL GROUPS

	<u>Estimated Employment 1974</u>	<u>Expansion</u>	<u>Projected Need (Annual Average) Replacement</u>
TOTAL, ALL OCCUPATIONS	1,789,000	21,310	72,270
Professional, Technical, and Kindred	255,500	4,150	10,330
Managers, Officials, and Proprietors	143,200	3,685	4,745
Sales Workers	119,200	2,030	5,370
Clerical Workers	282,700	4,070	17,500
Craft Workers and Supervisors	241,300	2,840	5,370
Operatives	340,200	1,575	9,880
Service Workers	236,900	4,110	13,880
Laborers, Except Farm	73,100	395	1,780
Farmers and Farm Workers	96,900	-1,545	3,415

VOCATIONAL EDUCATION RELATED OCCUPATIONAL CATEGORIES  
IDENTIFIED AS HAVING UNMET DEMAND FOR WORKERS

Related O.E. Code	Instructional Program	Census Occupational Title	Estimated Employment	Extent of Shortage	Status of Shortage
07.0101	Dental Assistant	Dental Assistants	1,800	Small	Constant
07.0102	Dental Hygienist	Dental Hygienists	475	Moderate	Constant
07.0103	Dental Laboratory Technology	Dental Laboratory Technicians	550	Small	Constant
07.0203	Medical Laboratory Assisting	Clinical Laboratory Technologists and Technicians	3,325	Small	Constant
07.0301	Nursing (Associate Degree)	Registered Nurses	18,975	Moderate	Decreasing
07.0302	Practical Nursing	Practical Nurses	5,450	Small	Decreasing
14.0201	Computer and Console Operators	Computer and Peripheral Equipment Operators	2,650	Small	Constant
14.0202	Keypunch and Coding Equip- ment Operators	Keypunch Operators	5,700	Small	Decreasing
16.0111	Industrial Technology	Industrial Engineering Technicians	550	Small	Increasing
16.0113	Mechanical Technology	Mechanical Engineering Technicians	325	Small	Increasing
16.99	Technical, Other	Tool Programmers, Numerical Control Health Record Technologists and Technicians	150	Small	Constant
17.0100	Air Conditioning	Air Conditioning, Heating, and Refrigeration Mechanics	325	Small	Constant
17.0200	Appliance Repair	Household Appliance Mechanics	2,075	Moderate	Decreasing
17.0302	Auto Mechanics	Automobile Mechanics	2,650	Moderate	Decreasing
17.0600	Business Machine Maintenance	Office Machine Repairers	17,475	Small	Constant
17.1007	Plumbing and Pipefitting	Plumbers and Pipefitters	725	Small	Constant
17.1200	Diesel Mechanic	Heavy Equipment Mechanics, Including Diesel	8,725	Small	Constant
17.2302	Machine Shop	Job and Die Setters, Metal Machinists	13,900	Small	Constant
17.2305	Sheet Metal	Sheet Metal Workers and Tinsmiths	4,125	Small	Constant
17.2307	Tool and Die Making	Tool and Die Makers	13,400	Small	Constant
17.2309	Metalworking, Other	Blacksmiths	3,875	Small	Constant
			6,150	Moderate	Constant
			300	Small	Constant



TABLE 1C

VOCATIONAL EDUCATION RELATED OCCUPATIONAL CATEGORIES  
IDENTIFIED AS HAVING AN EXCESS SUPPLY OF WORKERS

Related O.E. Code	Instructional Program	Census Occupational Title	Estimated Employment	Extent of Surplus	Status of Surplus
01.0100	Agriculture Production	Farmers (Owners and Tenants)	64,300	Small	Decreasing
01.0400	Agricultural Products	Meat Cutters and Butchers, Manufacturing	2,325	Small	Constant
01.99	Agriculture, Other	Agricultural and Biological Technicians, Other	1,925	Small	Constant
04.0100	Advertising Services	Advertising Agents and Sales Workers	1,350	Small	Increasing
04.0400	Finance and Credit	Stock and Bond Sales Agents	1,150	Moderate	Constant
04.1700	Real Estate	Real Estate Agents and Brokers	4,050	Small	Decreasing
04.99	Distribution, Other	Sales Clerks, Retail Trade	53,400	Moderate	Increasing
		Sales Workers, Retail	9,050	Small	Increasing
		Sales Workers, Service and Construction	4,975	Small	Increasing
14.0102	Bookkeepers	Bookkeepers	29,150	Small	Constant
14.0104	Machine Operators: Billing, Bookkeeping, and Computing	Bookkeeping and Billing Machine Operators	1,425	Small	Constant
14.0202	Keypunch and Coding Equipment Operators	Tabulating Machine Operators	100	Small	Increasing
14.07 and 14.09	Stenographic, Secretarial, Typing, and Related	Secretaries (except Legal and Medical), Stenographers and Typists	70,650	Moderate	Increasing
16.0105	Chemical Technology	Chemical Technicians	850	Small	Constant
16.0108	Electronic Technology	Radio Operator	650	Small	Constant
16.0601	Commercial Pilot Training	Airplane Pilots	550	Small	Decreasing
16.99	Technical, Other	Communications Specialists (Editors, Reporters, P.R. Workers, Radio and Television Announcers)	4,625	Large	Constant
17.0399	Automotive	Garage Workers and Gas Station Attendants	8,800	Moderate	Increasing
17.0400	Aviation	Air Traffic Controllers	175	Small	Constant
17.0700	Commercial Art	Decorators and Window Dressers	1,375	Large	Constant
		Designers	1,775	Large	Constant

TABLE 1C (Continued)

VOCATIONAL EDUCATION RELATED OCCUPATIONAL CATEGORIES  
IDENTIFIED AS HAVING AN EXCESS SUPPLY OF WORKERS

Related O.E. Code	Instructional Program	Census Occupational Title	Estimated Employment	Extent of Surplus	Status of Surplus
17.0900	Commercial Photography	Photographers	1,275	Large	Constant
17.1001	Carpentry	Carpenters and Wood Floor Layers	15,775	Small	Constant
17.1004	Masonry	Brick Masons and Stone Masons	3,775	Small	Constant
17.1005	Painting and Decorating	Painters	6,050	Moderate	Constant
		Paperhangers	175	Small	Constant
17.1006	Plastering	Plasterers	425	Moderate	Constant
17.1008	Dry-Wall Installation	Dry Wall Installers and Lathers	750	Small	Constant
17.1010	Roofing	Roofers and Slaters	1,300	Small	Constant
17.1300	Drafting	Drafting Technicians	7,500	Moderate	Constant
17.1500	Electronics	Radio and Television Repairers	2,400	Small	Increasing
17.1901	Composition, Makeup, and Typesetting	Compositors and Typesetters	3,450	Moderate	Constant
17.1903	Lithography, Photography, and Platemaking	Electrotypers and Stereotypers	150	Moderate	Constant
17.1906	Bookbinding	Engravers, except Photographic Bookbinders	150	Moderate	Constant
17.2303	Machine Tool Operation	Drill Press Operators	850	Small	Constant
		Punch and Stamping Press Operators	4,000	Small	Constant
17.2309	Metalworking, Other	Rollers and Finishers, Metal	6,525	Small	Constant
17.2601	Barbering	Barbers	250	Small	Constant
17.2602	Cosmetology	Hairdressers and Cosmetologists	3,075	Small	Constant
17.3200	Stationary Energy Sources	Stationary Firemen	8,775	Small	Constant
17.3500	Upholstering	Upholsterers	2,925	Small	Constant
			850	Small	Constant

## 2.0 ANALYSIS OF AVAILABILITY OF VOCATIONAL EDUCATION

Figure 1 identifies those counties and Indian Reservations which qualify for assistance under the Public Works and Economic Development Act of 1965.

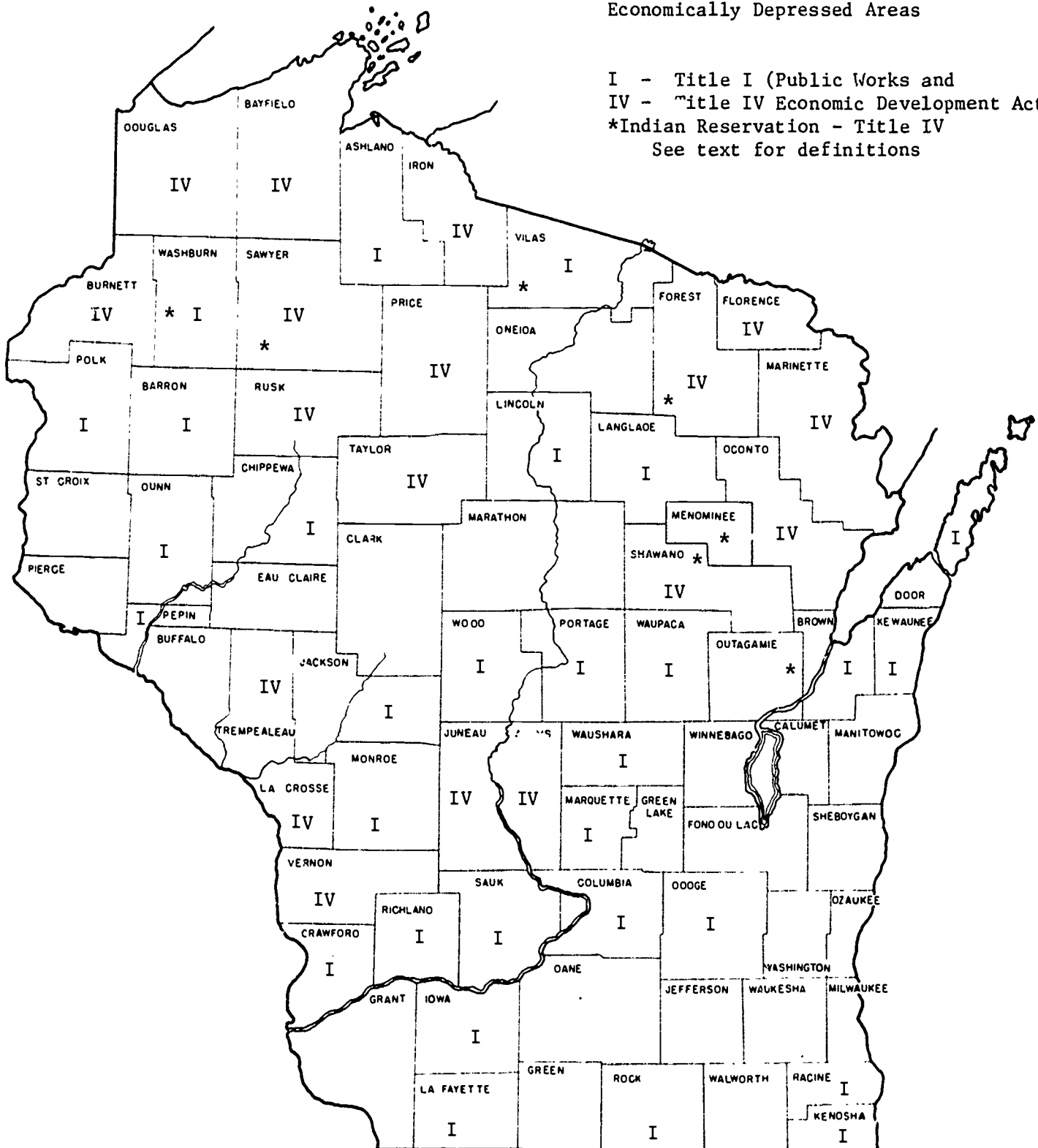
Title I areas are those areas with an annual average unemployment rate of 6% or more during the preceding calendar year. These areas are potentially eligible for Federal grants for public works and development facilities. Title IV areas are those areas which qualify according to the criteria of unemployment, population loss, or low median income, or any combination thereof. These areas are potentially eligible for all of the types of Federal assistance provided under the Act.

In addition to the areas in Figure 1, central city areas of the City of Milwaukee experience high rates of unemployment.

Figures 2 through 7 provide other socioeconomic and geographic information for use in determining the availability of vocational education in the State of Wisconsin.

Figure 1  
Economically Depressed Areas

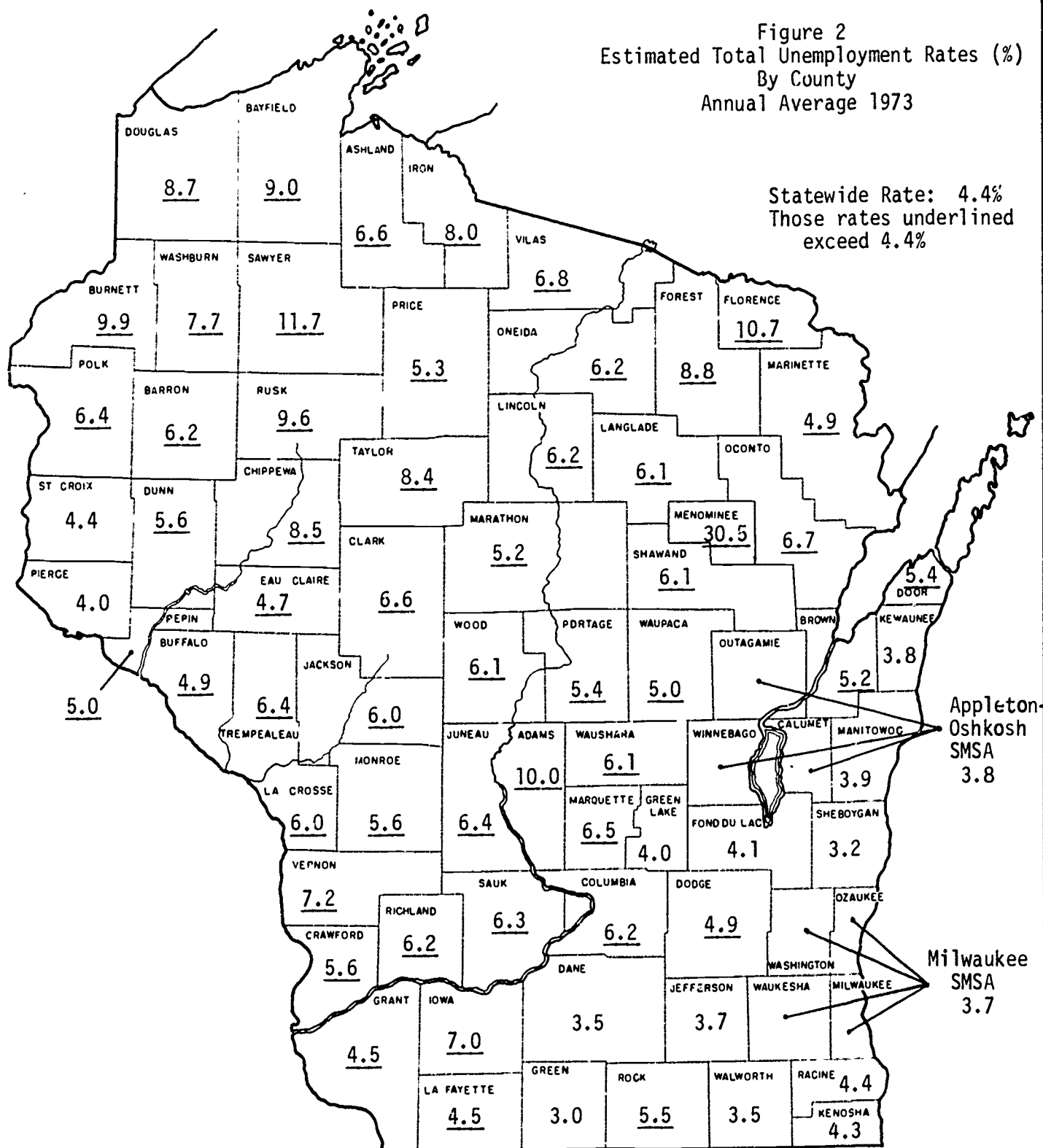
I - Title I (Public Works and  
IV - Title IV Economic Development Act)  
\*Indian Reservation - Title IV  
See text for definitions



Source: Wisconsin Department of Industry, Labor and Human Relations  
January, 1974

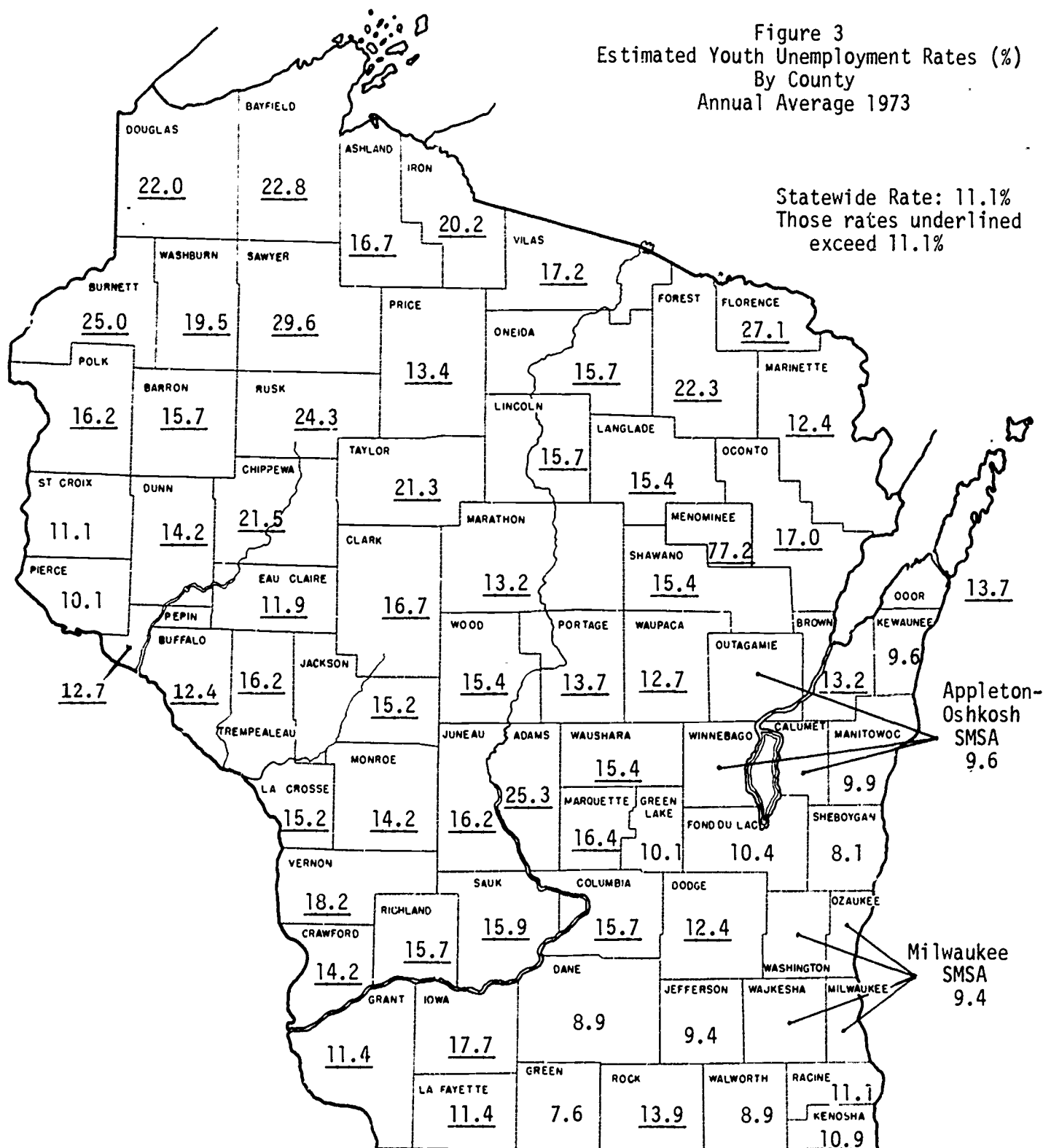
Figure 2  
 Estimated Total Unemployment Rates (%)  
 By County  
 Annual Average 1973

Statewide Rate: 4.4%  
 Those rates underlined exceed 4.4%



Source: Wisconsin Department of Industry, Labor and Human Relations  
 (Preliminary Data)

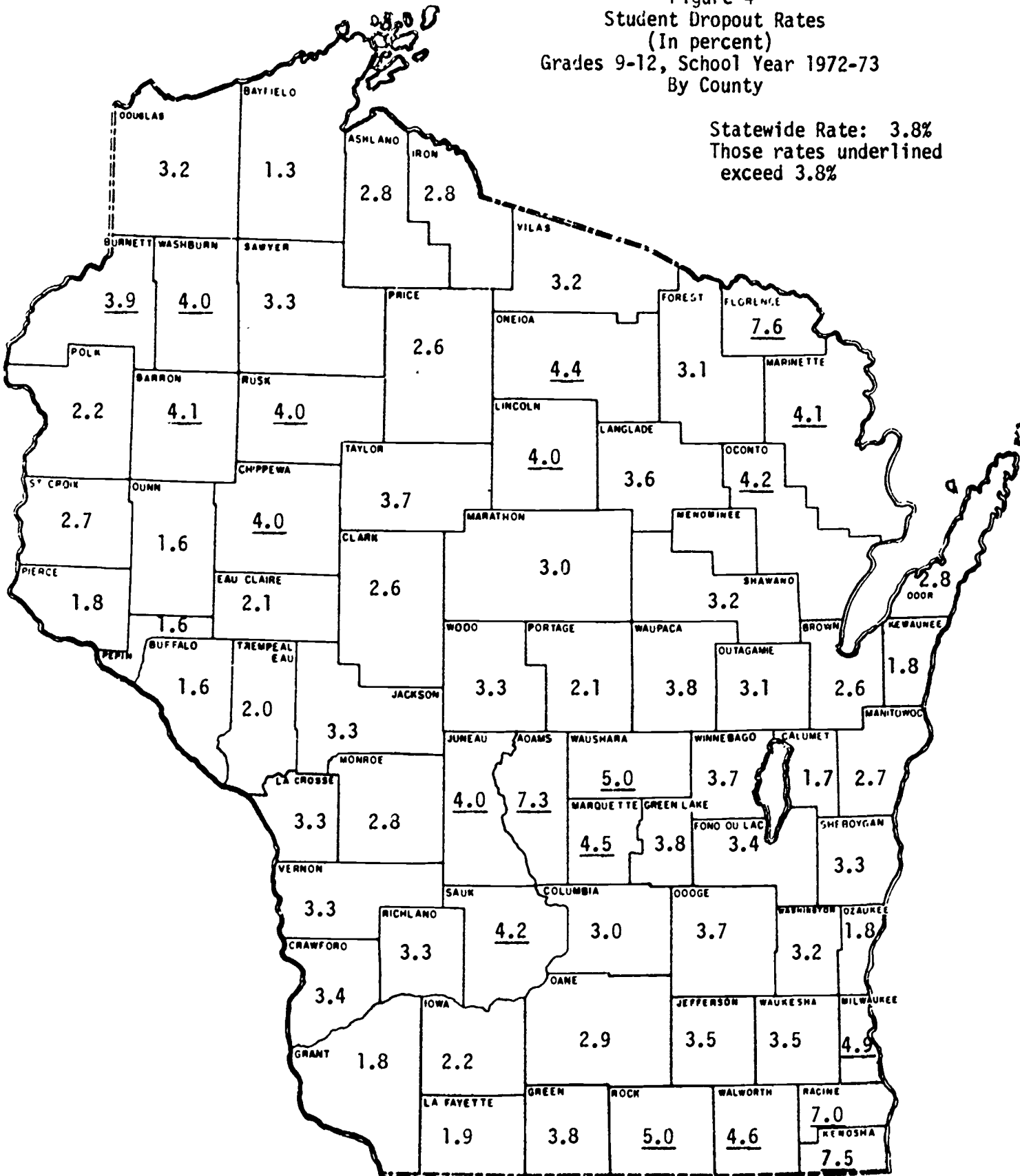
Figure 3  
 Estimated Youth Unemployment Rates (%)  
 By County  
 Annual Average 1973



Source: Wisconsin Department of Industry, Labor and Human Relations  
 (Preliminary Data)

Figure 4  
 Student Dropout Rates  
 (In percent)  
 Grades 9-12, School Year 1972-73  
 By County

Statewide Rate: 3.8%  
 Those rates underlined exceed 3.8%

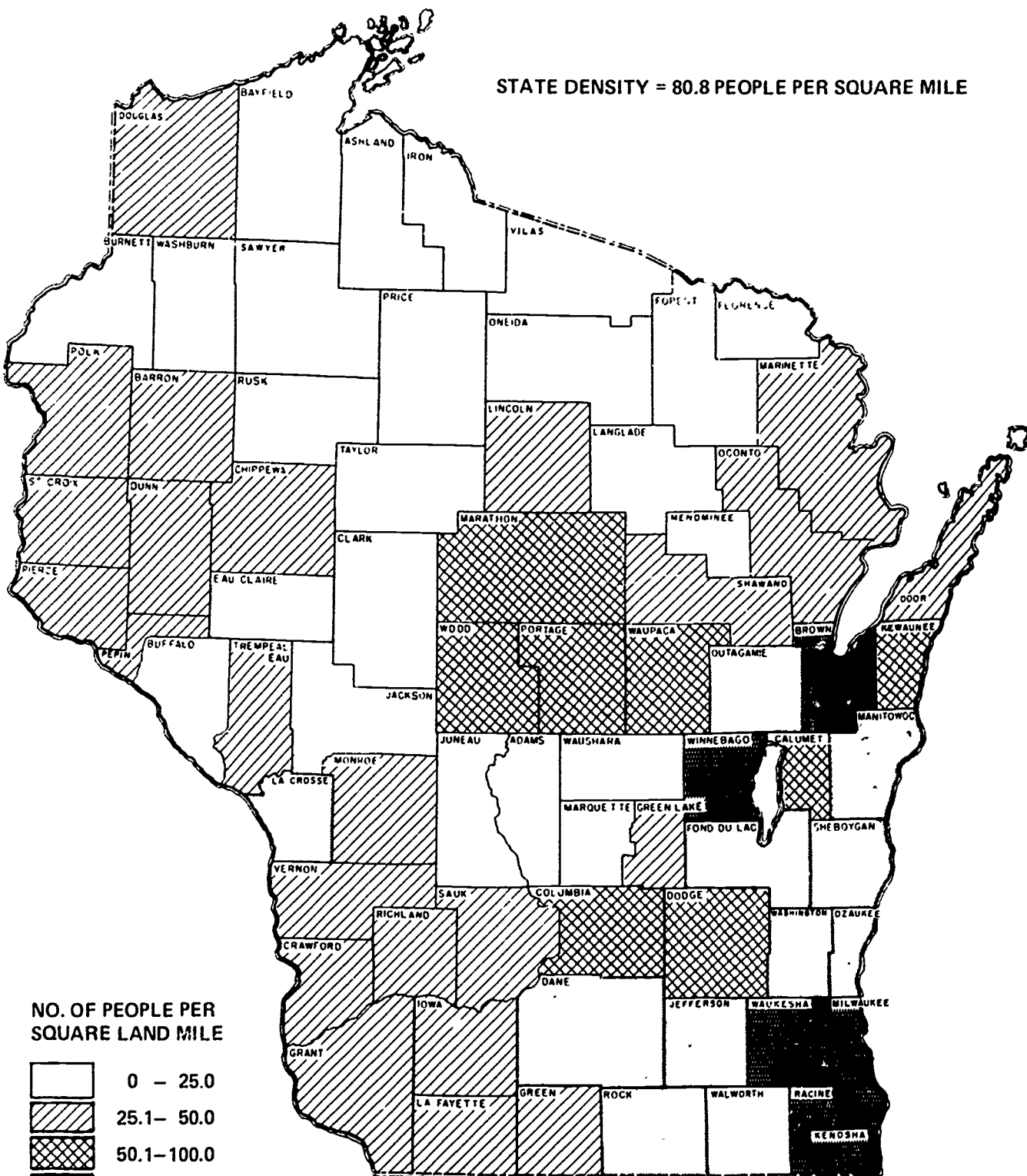


Source: Wisconsin Department of Public Instruction








Figure 5  
**POPULATION DENSITY 1970**

STATE DENSITY = 80.8 PEOPLE PER SQUARE MILE



NO. OF PEOPLE PER  
 SQUARE LAND MILE

-  0 - 25.0
-  25.1 - 50.0
-  50.1 - 100.0
-  100.1 - 250.0
-  250.1 +

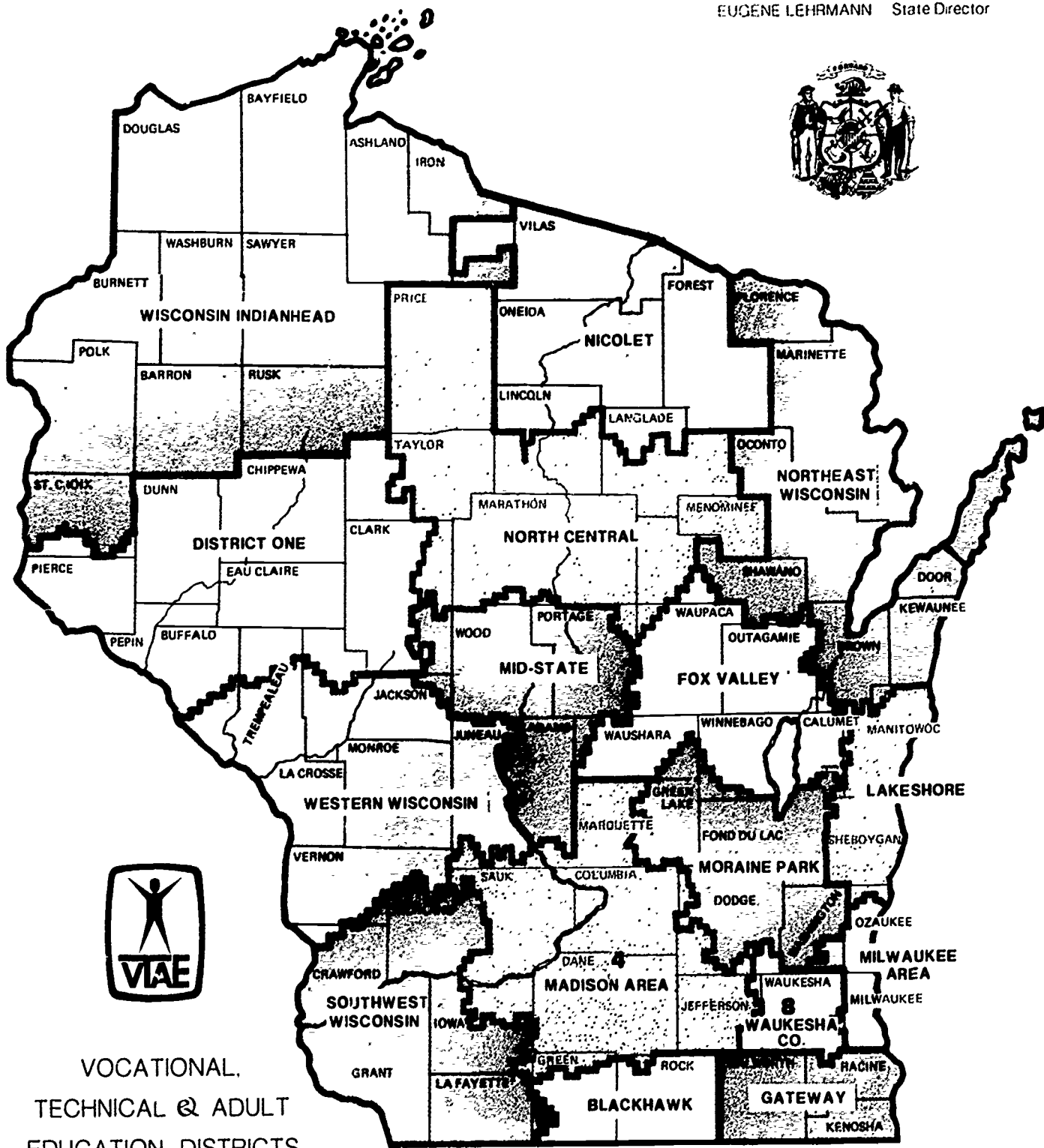
Source: Wisconsin Department of Administration

Figure 6

# State of Wisconsin

## BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN State Director

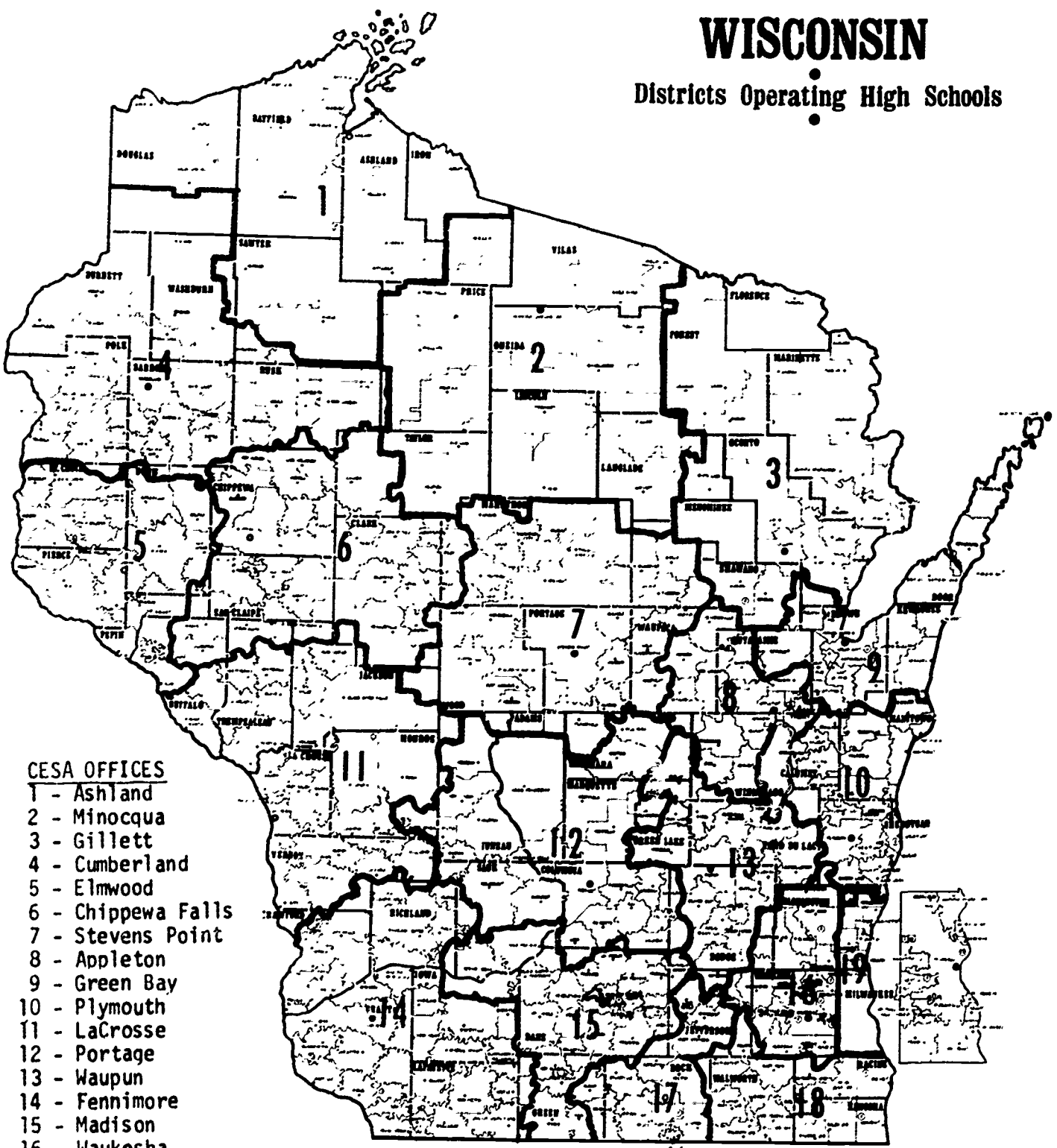


VOCATIONAL,  
TECHNICAL & ADULT  
EDUCATION DISTRICTS

Figure 7

# WISCONSIN

Districts Operating High Schools



- CESA OFFICES**
- 1 - Ashland
  - 2 - Minocqua
  - 3 - Gillett
  - 4 - Cumberland
  - 5 - Elmwood
  - 6 - Chippewa Falls
  - 7 - Stevens Point
  - 8 - Appleton
  - 9 - Green Bay
  - 10 - Plymouth
  - 11 - LaCrosse
  - 12 - Portage
  - 13 - Waupun
  - 14 - Fennimore
  - 15 - Madison
  - 16 - Waukesha
  - 17 - Janesville
  - 18 - Burlington
  - 19 - Milwaukee

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Cooperative Educational Service Agencies



Table 2

POPULATION CHARACTERISTICS RELATING TO  
VOCATIONAL EDUCATION NEEDS

## A. General Population Characteristics

	<u>1970</u>	<u>1975</u>	<u>1979</u>
TOTAL	4,417,731	4,562,500	4,702,000
Male	2,167,373	2,227,800	2,288,900
Female	2,250,358	2,334,700	2,413,100
Urban	2,910,418	3,051,700	3,180,400
Rural	1,507,313	1,510,800	1,521,600
White	4,258,959	4,374,500	4,487,100
Black	128,224	146,600	162,800
Native American	18,924	25,700	33,100
Other	11,624	15,700	19,000

## B. Age Distribution

	<u>1970</u>	<u>1975</u>	<u>1979</u>
Under 5	382,227	373,400	410,000
5 - 9	461,184	380,200	371,800
10 - 14	474,178	456,680	392,000
15 - 19	433,153	469,610	464,900
20 - 24	337,098	428,970	441,000
25 - 34	506,447	606,300	710,600
35 - 44	470,246	456,300	500,600
45 - 54	475,931	479,100	458,000
55 - 64	404,402	427,600	431,600
65 & over	472,865	484,340	521,500

Table 2  
(Continued)

## C. Age 16-21 Detail

	<u>1970</u>	<u>1975</u>	<u>1979</u>
TOTAL	484,027	549,740	555,900
16	88,012	94,150	90,700
17	86,437	94,390	92,800
18	87,815	91,830	95,500
19	79,284	91,480	97,100
20	73,971	90,730	89,800
21	68,508	87,160	90,000
Male	235,572	280,600	283,200
Female	248,455	269,140	272,700
Urban	340,688	389,080	395,600
Rural	143,339	160,660	160,300
White	464,340	526,740	531,100
Black	15,978	19,200	20,700
Other	3,709	3,800	4,100

## D. Labor Force

	<u>1972</u>	<u>1975</u>	<u>1979</u>
TOTAL	1,902,925	2,130,000	2,300,000
Male	1,173,275	1,310,000	1,403,000
Female	729,650	820,000	897,000
Employed	1,807,625	2,000,000	2,150,000
Unemployed	95,300	130,000	150,000

## 1972 Labor Force Detail

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Employed</u>	<u>Unemployed</u>
Non-Minority	1,834,075	1,133,800	700,275	1,745,475	88,600
Minority	68,850	39,475	29,375	62,150	6,700
Black	44,450	25,185	19,265	40,230	4,220
Spanish American	14,100	8,260	5,840	12,735	1,365
Native American	6,300	3,700	2,600	5,565	735
Other	4,000	2,330	1,670	3,620	380

Table 2  
(continued)

E. Secondary School Enrollments

(1) Public

Year	1973-74			1974-75			1978-79		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Grade									
9	43,700	42,498	86,198	43,600	42,400	86,000	39,000	37,000	76,000
10	43,105	41,500	84,605	42,900	41,300	84,200	38,000	36,000	74,000
11	41,259	40,544	81,803	41,000	40,200	81,200	36,000	35,000	71,000
12	37,136	36,279	73,415	37,000	36,000	73,000	32,000	31,000	63,000
Special	2,318	1,461	3,779	2,400	1,600	4,000	3,000	2,000	5,000
Total	167,518	162,282	329,800	166,900	161,500	328,400	148,000	141,000	289,000

(2) Private

9	4,214	3,771	7,985	4,100	3,700	7,800	3,600	3,400	7,000
10	3,699	3,448	7,147	3,600	3,400	7,000	3,200	3,000	6,200
11	3,530	3,294	6,824	3,400	3,200	6,600	3,000	2,900	5,900
12	3,454	3,262	6,716	3,400	3,100	6,500	2,950	2,850	5,800
Special	79	91	170	50	50	100	50	50	100
Total	14,976	13,866	28,842	14,550	13,450	28,000	12,800	12,200	25,000

F. Special Population Groups

	1970	1975	1979
Handicapped	77,000	214,400	221,000
Below Poverty Level	420,600	430,700	441,000

Sources: U. S. Bureau of the Census  
 Wisconsin Department of Administration  
 Wisconsin Department of Industry, Labor and Human Relations  
 Wisconsin Department of Public Instruction

#### 4.0 ANNUAL AND LONG-RANGE PLANNING AND BUDGETING

This section translates goals of vocational education to specific outcomes. These translations are accomplished by a six step process.

- (1) Identify goals. The agency goals are essentially value statements about the different levels of education and population groups served. Goals are presented as general propositions defining these levels and groups in the context of the responsibilities of vocational education to the students, taxpayers, businesses, and to society in general.
- (2) Translate goals into objectives. Objectives are operational translations of goals. Objectives more specifically identify the intentions of the agency.
- (3) Set outcomes. An outcome is the measurable portion of an objective and is usually presented numerically.
- (4) Establish activities. An activity is a more specific part of the actual operation described by an objective. It sets forth the process used in order to achieve the stated outcome.
- (5) Establish the budget. Identifying budgeted funds for activities and objectives defines the resource constraints in which they operate.
- (6) Identify benefits. Benefits are actually the reasoning behind goal and objective propositions. Benefits bring out why goals are established and operations are performed.

#### 4.10 Elementary Level

(See Secondary level)



4.11 LEVEL: Elementary

POPULATION SERVED: Multi

GOAL: To integrate career development concepts into the K-6 curriculum in accordance with Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum and the USOE guidelines for career education

OBJECTIVE: To increase the number of elementary school teachers who are utilizing the career education approach to instruction based on state and federal guidelines.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
10,000	14,000 (Teachers)	18,000	<p>(a) Encourage local efforts to provide resource materials, seminars, workshops, courses and inservice programs developing the knowledge and skills needed to implement career education at the elementary school level, and provide state level consultant services to local education agencies as desired.</p> <p>(b) Work with the university system in developing pre-service training as well as utilizing their personnel in inservice career education programs.</p> <p>(c) Work with business, industry, labor, management and various agencies in developing school-community partnerships to assist the classroom teacher.</p>	Part B1 State/Local \$300,000

BENEFITS: Career education begun at the elementary level provides a continuum of information, training and guidance for the students as they develop their career objectives and the knowledge and skills necessary to attain them whether they involve post-secondary entry into the labor force or the need for additional education and training.

#### 4.20 Secondary Level

The need for vocational education training for students in Wisconsin high schools is well established. The demand for labor in the years 1974 to 1978 is summarized in Table 1. Although approximately 40% of the graduates from Wisconsin high schools enter four-year universities, less than one-half of that group achieve baccalaureate degrees. It is essential that vocational education training be made available on a broad scale to all high school students in the state.

Efforts in the State of Wisconsin, under the direction of the Department of Public Instruction, are directed toward the development of comprehensive programs of vocational education as part of the total program of the comprehensive high school. The ultimate goal of the Wisconsin secondary vocational education program is to make vocational education orientation and training opportunities available to every student in public high school districts.

Wisconsin's compulsory attendance laws help maintain a relatively low dropout rate in our state. Official withdrawal reports filed by public school districts with the Department of Public Instruction indicate a statewide withdrawal average of approximately 3.8 percent. However, **twenty-three** of the state's **seventy-two** counties fall above this average and are in special need of programs to help provide meaningful educational experiences for all students.

Approximately twenty percent of the graduates of Wisconsin's comprehensive high schools enter post-high, vocational-technical and adult schools. Many of these students enroll to continue their vocational or technical programs which were begun at the high school level. Of those students who engage in reimbursed vocational education programs at the high school level, approximately sixty percent enter the labor market upon their graduation. It is the expectation of the high school vocational education program that those students who leave high school will be employed in jobs related to their abilities and training at a more appropriate level than they would be without this training. Those students who enter post-secondary vocational and technical schools having had high school vocational experiences should be involved in advanced placement or advanced standing situations.

A comprehensive program can best be achieved when the students are exposed to career education concepts beginning in kindergarten. The population served at the elementary level is involved in a total effort to better prepare students for the career exploration and preparation phases of their development at later levels of education. The secondary general population is served by capstone programs coordinated in part by the effort of local vocational education coordinators.

Through increased availability and continued professional development, the local vocational education coordinators provide visible, knowledgeable, and effective direction to local efforts to create a comprehensive vocational education program.

Increasing the number and variety of "capstone" level vocational course offerings throughout the secondary system will permit more students to participate in career preparation programs in the occupational area of their choice, thus providing more comprehensive educational opportunities to fulfill student needs, while expanding efforts to meet the growing demand for trained manpower.

The Federal Vocational Education Amendment of 1968 requires institutions to specifically design and deliver special services to the disadvantaged through individualized programs and services and fulfillment of vocational objectives which are realistically based on both student abilities and occupational requirements.

Special services which have been developed and delivered include: special counseling, orientation to vocational education and work, individualized instruction, and follow-up of the involvement and employment of disadvantaged persons.

The Vocational Education Amendments have challenged institutions to gear themselves to the needs of persons with special needs by increasing inter-agency articulation and cooperation in order to prevent any duplication and to get the job done efficiently.

Handicapped persons are served by the Vocational Education Amendments Act of 1968 through both the cooperative and project methods. Institutions are required to develop special services for the handicapped which will enable them to increase their opportunities to enter the mainstream of vocational education and to succeed. Special services for the handicapped include: diagnostic and assessment work, pre-vocational preparation, individual attention in learning, tutoring, special teaching methods and techniques, and the involvement and employment of handicapped persons.

In order to facilitate the necessary development of the vocational program, continued research, pilot, guidance, and in-service projects must be coordinated. Through continued leadership from the Department of Public Instruction, the secondary population must be served in order to provide those aspects of educational experience which help a person to discover his talents, to relate them to the world of work, to choose an occupation, and to refine his talents and use them successfully in employment.

In this and following tables, the objectives are based on realistic goals determined by the amount of federal vocational education funds available. It is estimated that less than one-third of the secondary students needing vocational-technical education are receiving it because of the lack of adequate funding.

4.21 LEVEL: Secondary

POPULATION SERVED: General

GOAL: (A) To have adequate services of a qualified local vocational education coordinator (LVEC) available to each high school or cluster of high schools, such services being an essential element of a comprehensive program of vocational education.

OBJECTIVE: To increase the number of qualified local vocational education coordinators (LVEC's) serving local high schools while improving the quality of LVEC services through an expanded program of inservice training.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
168	175 (LVEC's)	190	(a) Maintain support of existing LVEC positions and approve new positions to better serve disadvantaged and handicapped students.	<u>Part B4</u> Federal \$140,000 State/Local \$85,000
12 (Inservice programs)	12	15	(b) Provide regional seminars for LVEC's and other interested persons. Support an annual state conference of all LVEC's and vocational teachers, in addition to a special conference for new LVEC's.	<u>Part B5</u> Federal \$150,000 State/Local \$100,000  <u>Part B9a</u> Federal \$515,000 State/Local \$1,620,000

BENEFITS: Through increased availability and continued professional development, the local vocational education coordinators (LVEC's) provide visible, knowledgeable and effective direction to local efforts to create a comprehensive vocational education program.

LEVEL: Secondary

POPULATION SERVED: General

GOAL: (B) To expand the statewide availability of career preparation programs in each of the major occupational areas as essential to a comprehensive program of vocational education.

OBJECTIVE: To increase the number of students enrolled in career preparation programs in each of the major occupational areas while providing a variety of "Capstone" courses in 3 or more occupational areas in each high school.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
<u>Agriculture</u>			(a) Increase the number of regular students enrolled in a 4-yr. sequential program of vocational agriculture and the number of students enrolled in innovative Ag. pilot programs.	(a) - (f) <u>Part B1</u> Federal \$1,445,000 State/Local \$3,355,000
22,000	23,000	25,000		
65	70	140		
(Total)			(b) Increase the number of students enrolled in marketing occupations in both capstone and sequence courses, and add new capstone level courses.	<u>Part G</u> Federal \$500,000 State/Local \$500,000
290	305	340		
(Coop G)				
<u>Distribution</u>			(c) Increase the number of students enrolled in health occupations courses and health careers exploration courses, and approve new capstone level courses.	
5,000	5,400	6,000		
440	500	1,000		
(Total)				
950	1,015	1,100		
(Coop G)				
<u>Health</u>				
750	800	2,000		
0	20	40		
(Total)				
20	30	100		
(Coop G)				

BENEFITS: (See following page)

\*Coop B and Coop G enrollment figures are duplicated in regular student enrollments.

LEVEL: Secondary

POPULATION SERVED: General

GOAL: (B) continued

OBJECTIVE: See previous page.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
<u>Home Ec. -09.02</u>			(d) Increase enrollment in both capstone and sequence courses preparatory to a home economics related occupation, and approve new capstone level courses.	(See previous page)
2,500	2,600	4,000		
80	80	160		
(Total)			(e) Increase the number of students enrolled in sequence and capstone level courses of office education, and approve new capstone level courses.	
200	240	260		
(Coop B)				
<u>Office</u>			(f) Develop comprehensive industrial education programs which will blend the best aspects of industrial arts and trade and industrial education. Increase enrollment and opportunities to explore and prepare for entry into a broader range of industrial occupations.	
48,200	51,400	60,000		
180	180	360		
(Total)				
1,250	1,265	1,400		
(Coop B)				
<u>Industrial Education</u>				
35,400	38,000	40,000		
200	160	300		
(Total)				
500	445	600		
(Coop G)				

**BENEFITS:** An increased number and variety of capstone level vocational course offerings which will permit more students to participate in vocational preparation programs of their choice, thus fulfilling student needs while expanding efforts to meet the growing demand for trained manpower.

4.22 LEVEL: Secondary

POPULATION SERVED: Disadvantaged

GOAL: Provide vocational education opportunities to the secondary school population of educationally, culturally and economically disadvantaged students as a part of a comprehensive program of vocational education.

OBJECTIVE: To increase the number of disadvantaged students enrolled in occupational and pre-vocational programs designed exclusively to deal with the special needs of the disadvantaged while increasing the number enrolled in capstone level occupational courses.

OUTCOMES			ACTIVITIES	BUDGET FY 1975		
1974	1975	1979				
1,400 (Special Program Enrollment)	1,500	1,800	(a) Improve and expand existing special programs dealing with remedial education for occupations, dropout prevention, vocational exploration, work orientation, and pre-vocational training and approve new programs specially geared to the vocational problems of the disadvantaged student.	Section 102b Federal \$320,000 State/Local \$180,000		
Enrollment by O.E. Area						
1,900 (Agriculture)	2,000	3,000				
230 (Distribution)	240	300				
160 (Health)	220	300				
250 (Home Ec.-09.02)	260	300				
2,100 (Office)	2,200	3,000				
2,000 (Industrial Education)	2,100	3,000				
					(b) Encourage continued and expanded integration of disadvantaged students into regular capstone level occupational courses, where special program provisions have been made for them.	Part B4 Federal \$460,000 State/Local \$515,000

BENEFITS: A dual approach incorporating special programs aimed at specific problems of the disadvantaged student with regular vocational education courses adapted to serve a large percent meets the dual problem of meeting special needs while limiting the negative effect on students of special "labeling."



4.23 LEVEL: Secondary

POPULATION SERVED: Handicapped

GOAL: Provide vocational education opportunities to the secondary school population of physically and mentally handicapped students as a part of a comprehensive program of vocational education.

OBJECTIVE: To increase the number of handicapped students served through occupationally oriented pre-vocational programs designed specifically to meet their needs and coordinated with other public educational services to the handicapped while increasing the number enrolled in capstone level courses.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
1,700 (Special Programs Enrollment)	1,800	2,500	(a) Improve and expand certain existing special programs for handicapped youth and add 12 new programs in areas such as occupational assessment, work adjustment, job placement and counseling, and pre-skill vocational training.	Part B5 Federal \$250,000 State/Local \$300,000
Enrollment by O.E. Area			(b) Expand and improve special services offered to handicapped students in capstone level occupational preparation courses.	
400 (Agriculture)	425	500		
90 (Distribution)	100	150		
60 (Health)	60	100		
90 (Home Ec.-09.02)	100	150		
220 (Office)	250	280		
330 (Industrial Education)	340	400		

BENEFITS: Personal satisfaction in skill development and the possibility of integration into the economic mainstream are the two major benefits accruing to handicapped youth served by special occupationally oriented programs.

4.24 LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (A) To provide vocational education services to youths in preparation for their roles as consumers and homemakers.

OBJECTIVE: To increase the number of students served in consumer and homemaking programs.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
13,500	15,000 (Total)	20,000	Improve and expand consumer and homemaking education programs including interdisciplinary, team-taught consumer education courses, and allocate a minimum of one-third of the funds for consumer and homemaking programs to depressed areas.	Part F Federal \$380,000 State/Local \$230,000
12,770	14,230 (Regular Students)	19,000		
500	520 (Disadvantaged Students)	650		
230	250 (Handicapped Students)	350		

BENEFITS: Students enrolled in quality consumer and homemaking programs will be better able to handle the complexities of daily life.

LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (B) To integrate career development concepts into the 7-12 curriculum in accordance with Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum and the USOE guidelines for career education.

OBJECTIVE: (1) To increase the number of secondary teachers utilizing the career education approach to instruction based on state and federal guidelines.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
5,000	7,000 (Teachers)	10,000	<p>(a) Encourage local efforts to provide resource materials, seminars, workshops, courses and inservice programs developing the knowledge and skills needed to implement career education at the secondary level, and provide state consultant services to local educational agencies as desired.</p> <p>(b) Work with the university system in developing pre-service training as well as utilizing their personnel in inservice programs.</p> <p>(c) Work with business, industry, labor, management and various agencies in developing school-community partnerships to assist the classroom teacher.</p>	Part B1 State/Local \$300,000

BENEFITS: Secondary teachers equipped to introduce career education into all areas of the curriculum will develop in students an understanding of their interests, needs and values as they relate to the world of work as well as provide the training necessary for them to attain their career goals through entry into the labor force or post-secondary education institutions.



LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (B) continued

OBJECTIVE: (2) to increase the number of secondary students served by refocused vocational guidance and career development efforts.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
240,000 (Students Served)	250,000	300,000	Provide support for ongoing secondary career development and vocational guidance programs, with special emphasis given to vocational guidance efforts concerning initial job placement services for high school graduates and non-graduates.	Part B7 Federal \$160,000 State/Local \$240,000

BENEFITS: An increase in the number of students better informed in terms of self-knowledge and factual information concerning many occupations in line with employment trends enabling the schools to do a better job of meeting manpower needs.

LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (C) To continually improve the quality and effectiveness of vocational education programs.

OBJECTIVE: (1) Continue and expand research efforts, in coordination with other vocational research agents within the state, to provide significant research results specific to secondary vocational education information needs.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
8 (Research Projects)	10	12	<p>Support at various levels the following research activities:</p> <ul style="list-style-type: none"> <li>- The newly created Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison.</li> <li>- The construction and refinement of an information and evaluation system for secondary vocational education at the state level.</li> <li>- Research and planning of a pilot cluster-school approach to a comprehensive vocational education program.</li> <li>- An impact study of pilot vocational programs.</li> <li>- Other continuing or new relevant research efforts.</li> </ul>	<p>Part C Federal \$90,000 State/Local \$20,000</p>

BENEFITS: Research provides information useful in increasing program effectiveness and quality while reducing costs thereby continually improving and broadening the impact of limited vocational education resources.

LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (C) continued

OBJECTIVE: (2) To expand the elementary and secondary student population served by exemplary programs.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
5,000 (Exemplary Enrollment)	5,200	6,000	Continue and expand exemplary programs which include: <ul style="list-style-type: none"> <li>- A community involvement continuum.</li> <li>- An industrial education model program.</li> <li>- Accounting procedures at the capstone level.</li> <li>- Other new programs to test relevant research efforts.</li> </ul>	Part D Federal \$70,000 State/Local \$30,000
8 (Exemplary Projects)	10	12		

BENEFITS: An increased number of elementary and secondary level students exposed to a wider variety of occupation and preparation programs, and to actual work experience in line with employment trends.

LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (C) continued

OBJECTIVE: (3) Increase the number of workshops dealing with the development of new vocational education curriculums and the revision and improvement of existing curriculums.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
14	20 (Workshops)	30	Hold workshops dealing with revision and creation of vocational curriculums in business and office education, consumer home economics, and other occupational areas.	Part B9e (Curriculum Development) Federal \$30,000 State/Local \$40,000  Part F Federal \$20,000 State/Local \$20,000

BENEFITS: Development and application of new materials and techniques is essential to affording students a useful current education, especially regarding new or emerging occupational areas.



LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (C) continued

OBJECTIVE: (4) Increase the number of workshops and related activities that provide for continued professional development and renewal.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
12 (Workshops & Inservice)	14	15	(a) Hold workshops of inservice training sessions for professional development of vocational education teachers.	Part B1 (See 4.21B)
10 (Pilot Programs)	12	15	(b) Assist school districts of various sizes in developing comprehensive industrial education programs based on a logical set of objectives, an organized source of content and a flexible learning system.	Part B9C (Teacher Training) Federal \$19,000 State/Local \$21,000

BENEFITS: Expanded professional development is of primary benefit to the vocational student, first through the educator's adoption of more effective techniques and enhanced attitude, and secondly through the LVEC's improved skills in broadening the comprehensiveness of program offerings.

LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (C) continued

OBJECTIVE: (5) Provide for special vocational education needs unmet in regular programs, through a variety of special services and activities.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
40 (Special Programs)	45	50	(a) Provide for special activities or programs as needed, such as summer job orientation programs, pre-vocational guidance programs, workshops for the employment of the disadvantaged, transportation, local district conferences, and other new or continued special programs.	Part B9d (Research & Demonstration) Federal \$110,000 State/Local \$160,000

BENEFITS: Students benefit from a flexible response to unique problems, information needs or special local circumstances in vocational education that cannot be met through regular program channels.

LEVEL: Secondary

POPULATION SERVED: Multi

GOAL: (D) Provide overall direction through consultative services to all secondary schools in order to promote the development of comprehensive programs of vocational education.

OBJECTIVE: Provide secondary vocational education programs with student group leadership, consultant services in all major occupational areas and adequate administrative and fiscal personnel through maintenance and expansion of a professional staff and support personnel at the state level.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
14 1/2 (Staff Positions)	15	15	Provide staff for consultation, student group leadership, policy direction and administrative supervision.	Part B9a & b Federal \$255,000 State/Local \$110,000
10 (Support Staff)	10	10		

BENEFITS: A knowledgeable staff involved in frequent contact with school district personnel and students provides individualized program direction and evaluation at the local level while promoting the concept of comprehensive vocational programs statewide.

#### 4.30 Post-Secondary Level

Post-secondary vocational education is designed primarily for youths or adults who have completed or left high school and are available for entering the labor market. The coincidence of the labor market's demand for skilled labor and the continuing entrance of the post-war "baby boom" into the labor market has created an increasing need and demand for vocational education as preparation for entering the world of work. Table 1 illustrates the labor demand for the years 1974 and 1978.

The aim of post-secondary vocational education is to expand and diversify its program offerings while placing special emphasis on the recruitment and training of disadvantaged and handicapped persons who are in need of special job training because of their situations.

Special educational programs and services include special instructional programs and pre-vocational orientation programs, remedial instruction, tutoring, broadened guidance and counseling, skills training, diagnostic services, special transportation, facilities and services, special educational equipment, and reader and interpreter services. These special programs and services are designed to enable disadvantaged and handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach because of their handicapping condition.

In rating project proposals for federal funds priority is given to programs serving economically depressed areas, areas of high dropout rates, and areas of high youth unemployment, and to programs serving special target groups. Figures 1-8 present information on economically depressed areas, general and youth unemployment rates, school dropout rates and school completion, and population density.

## 4.31 LEVEL: Post-Secondary

## POPULATION SERVED: General

**GOAL:** To provide educational programs and services for youth and adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

**OBJECTIVE:** (1) To serve an increasing number of individuals for immediate employment while maintaining a high quality delivery system for vocational education.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
68,675 (Total Students)	75,300	92,600	(a) Development of new programs and expansion, revision, and strengthening of existing programs, with specific emphasis on meeting the needs of the labor market.	Part B2 Federal \$976,000 State/Local \$53,481,000
6,600 (Agriculture)	7,125	8,750		
8,500 (Distribution)	9,750	13,000	(b) Evaluate and develop programs on the basis of quality and personal and labor market demands.	Part B7 State/Local \$1,890,000
7,800 (Health)	8,900	11,600	(c) Expand and improve guidance, counseling, placement, and follow-up services.	Part B9c (Teacher Training) (See 4.52)
1,200 (Home Economics)	1,400	1,950	(d) Continue personnel development through workshops and institutes.	
22,000 (Office)	23,800	28,400		
9,200 (Technical)	9,800	11,050		
12,200 (Trades & Industry)	13,225	16,250		
1,175 (Pre-Vocational)	1,300	1,600		

**BENEFITS:** Post-secondary vocational education provides a supply of productive and well trained manpower to the private and public sectors of the economy while offering the recipient of the training opportunities to obtain better jobs, higher earnings potential, and increased occupational and personal stability.

LEVEL: Post-Secondary

POPULATION SERVED: General

GOAL: See previous page.

OBJECTIVE: (2) To provide the additional student capacity needed for the expanding student enrollment.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
3,350 (Additional Student Capacity)	8,440	750	Twelve new construction projects will begin this budget year.	Part B6 Federal \$1,250,000 State/Local \$8,200,000

BENEFITS: Eliminate overcrowding, enable more students to attend vocational education programs.

LEVEL: Post-Secondary

POPULATION SERVED: Disadvantaged

GOAL: To provide vocational education services to individuals who have academic, socioeconomic, cultural, or other disadvantages which prevent them from succeeding in programs provided for the general population.

OBJECTIVE: (1) To increase the number of disadvantaged students enrolled in post-secondary training programs and improve the quality of services provided to these individuals.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
6,050	6,680	8,375	(a) Development of new programs and expansion, revision, and strengthening of existing programs, with emphasis on preparation for entering the labor market.	Part B4 Federal \$694,000 State/Local \$500,000
5,340	6,650	9,800	(b) Identification and recruitment of the disadvantaged.	Part 102b Federal \$217,000 State/Local \$20,000
Note: Some duplication between regular and special programs for disadvantaged and handicapped groups at both postsecondary and adult levels.			(c) Conduct staff training to create an awareness of student needs and assist teachers in meeting these needs.	
			(d) Provide guidance, counseling, placement, and other supportive services needed.	

BENEFITS: The individual gains skills he might not otherwise obtain. Society gains skilled workers whose potential may otherwise have been wasted.



LEVEL: Post-Secondary

POPULATION SERVED: Disadvantaged

GOAL: See previous page.

OBJECTIVE: (2) To increase the number of disadvantaged students enrolled in work-study programs.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
625 (Disadvantaged Students)	650	850	Develop, expand, and strengthen work-study programs with emphasis on meeting the needs of the labor market.	Part H Federal \$120,000 State/Local \$30,000

BENEFITS: Individuals needing earnings to commence or continue their vocational education will receive such compensation while benefiting from training.

4.33 LEVEL: Post-Secondary

POPULATION SERVED: Handicapped

GOAL: To provide vocational education services to physically and mentally handicapped persons who are not able to succeed in programs provided for the general population..

OBJECTIVE: To increase the number of handicapped students enrolled in post-secondary training programs.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
1,150 (Regular Program Enrollment)	1,370	1,950	(a) Development of new programs and expansion, revision, and strengthening of existing programs, with emphasis on preparing the handicapped for entering the labor force.	Part B5 Federal \$458,000 State/Local \$350,000
1,760 (Special Program Enrollment)	2,020	3,000	(b) Identification and the development of further understanding of the educational needs and capabilities of the handicapped students.	
			(c) Provide guidance, counseling, placement, and other needed supportive services.	
			(d) Conduct necessary staff training in order to facilitate serving the handicapped.	

BENEFITS: An increased number of handicapped persons are able to participate in the mainstream of society.

#### 4.40 Adult Level

Adult vocational education is directed toward those persons already in the labor market who desire or require training or retraining to insure employability or occupational stability and/or advancement. In addition, adult vocational education offers intensive and extensive courses in the consumer and homemaking area designed to help families improve home environments and the quality of personal and family life.

In a diversified labor market with an increasing demand for skilled workers, the goal of the Wisconsin Board of Vocational, Technical and Adult Education is to increase the availability and comprehensiveness of educational offerings while developing the flexibility of program design and scheduling. Emphasis will be placed on identifying and recruiting the disadvantaged adult into programs designed to encourage completion, and on expanding programs and services to the handicapped.

Many of the considerations expressed in section 4.30 dealing with the post-secondary level also apply to the adult population. Actual programs and services do differ since the specific needs of the two different population groups differ. It is anticipated that the dynamic state of the economy will make it necessary to retrain many workers several times during their lifetimes in order to update their knowledge and skills and to prepare them for new occupations and/or industries.

4.41 LEVEL: Adult

POPULATION SERVED: General

GOAL: To provide vocational education services to individuals who are or have been in the labor force and who desire training or retraining in order to improve their position in the labor force.

OBJECTIVE: To increase the number of adults served in vocational educational program.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
77,275 (Adult Students)	80,675	87,225	Develop, expand, improve, and diversify adult occupational programs.	Part B3 Federal \$517,000 State/Local \$10,244,000  Part B7 Federal \$109,000 State/Local \$441,000
<u>Agriculture</u>				
2,700	2,850	3,250		
<u>Distribution</u>				
5,250	5,625	6,600		
<u>Health</u>				
4,800	4,975	5,300		
<u>Home Economics</u>				
5,325	5,450	5,675		
<u>Office</u>				
18,100	18,475	19,100		
<u>Technical</u>				
450	475	500		
<u>Trades &amp; Industry</u>				
40,650	42,825	46,800		

BENEFITS: Adult occupational training enables individuals to keep up with technological and structural changes in the labor market while allowing them to maintain or increase their earnings potential.

4.42 LEVEL: Adult

POPULATION SERVED: Disadvantaged

GOAL: To provide educational services to disadvantaged adults who are unemployed or underemployed because of the structure of the labor market and because of their socioeconomic status.

OBJECTIVE: To increase the number of disadvantaged adults enrolled in programs designed to meet their needs and improve the quality of these services.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
2,725 (Regular Program Enrollment)	2,905	3,350	(a) Improve and expand the occupationally oriented programs structured for the disadvantaged adult.	Part B4 Federal \$374,000 State/Local \$461,000
5,480 (Special Program Enrollment)	5,680	9,100	(b) Provide services to identify and recruit the disadvantaged, and provide orientation, counseling, and tutoring to encourage the person to complete his training and become employed.	Section 102b Federal \$193,000

BENEFITS: These services provide disadvantaged adults with the skills and knowledge needed to make them self-supporting productive members of society.

4.43 LEVEL: Adult

POPULATION SERVED: Handicapped

GOAL: To provide vocational educational services to handicapped adults who, because of their condition, cannot succeed in the programs designed to serve those without a handicap.

OBJECTIVE: To increase the number of handicapped adults enrolled in special programs for the handicapped.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
600 (Regular Program Enrollment)	725	925	(a) Improve and expand the occupationally oriented programs structured for the handicapped.	Part B5 Federal \$305,000 State/Local \$155,000
1,130 (Special Program Enrollment)	1,150	1,500	(b) Provide counseling, placement, follow-up, and other supportive services necessary to ensure success after completing training.	

BENEFITS: These services provide the handicapped adults with special skills and knowledge needed to make them self-supporting and productive members of the labor force.

4.44 LEVEL: Adult

POPULATION SERVED: Multi

GOAL: To provide vocational education services to youths and adults needing preparation in their roles as consumers and homemakers.

OBJECTIVE: To increase the number of youths and adults served by consumer and homemaking programs. Emphasis will be placed on serving the disadvantaged.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
38,200 (Total Students)	39,500	44,750	(a) Improve and expand consumer and homemaking programs.	Part F Federal \$483,000 State/Local \$2,601,000
36,050 (Regular Students)	37,205	41,825	(b) Develop education materials and conduct in-service training in order to improve the training programs.	
1,875 (Disadvantaged Students)	1,975	2,425		
275 (Handicapped Students)	320	500		

BENEFITS: These services provide the insights needed to understand basic consumer decision-making and interpersonal responsibilities.



4.51 LEVEL: Post-Secondary and Adult POPULATION SERVED: Multi

GOAL: (A) To increase the quality of the vocational programs by conducting research, evaluation, and curriculum development and making the results of these studies known to educators, students, parents, and the community.

OBJECTIVE: To provide for the research and exemplary projects needed to enhance the quality of the vocational education programs.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
23 (Research Projects)	26	30	(a) Award grants for research in assessing output and process effectiveness, developing approaches to understanding and training the special needs student, and disseminating the information derived from such programs.	Part C Federal \$173,000 State/Local \$64,000
18 (Exemplary Projects)	18	20		
			(b) Award grants for exemplary projects designed to enhance the quality of vocational education.	Part D Federal \$155,000 State/Local \$50,000
				Part B9d Federal \$294,000 State/Local \$36,000

BENEFITS: Development and identification of the most effective and efficient programs and procedures will facilitate the learning process.

1.5

LEVEL: Post-Secondary and Adult POPULATION SERVED: Multi

GOAL: (B) Ensure that a high quality, coordinated, statewide effort be made in providing vocational education which is relevant to both students and labor market demand.

OBJECTIVE: Provide a coordinated statewide effort in delivering vocational education to promote efficiency and a planned distribution of program offerings.

OUTCOMES			ACTIVITIES	BUDGET FY 1975
1974	1975	1979		
Statewide service			<p>(a) Develop programs on the basis of student and community need.</p> <p>(b) Carry out program audits, reviews, approval, personnel certification, and course definition functions.</p> <p>(c) Coordinate activities between the federal and state government and the districts.</p> <p>(d) Share information with the districts with respect to budget, fiscal, and planning matters.</p> <p>(e) Provide information to the public about vocational-technical education.</p> <p>(f) Continue development of a management information system for vocational, technical and adult education.</p>	<p>Part B9a &amp; b (Administration, supervision, and evaluation) Federal \$903,000 State/Local \$10,704,000</p> <p>Part B9c Federal \$150,000 State/Local \$47,000</p>

BENEFITS: A high quality, well coordinated, statewide effort in providing vocational education to the citizens is assured.

## PROJECTIONS OF STATE ENROLLMENTS

Occupational Programs Summarized by O.E. Code (Gainful Only) <u>1/</u>	1973-74	1974-75	1978-79
01. Agriculture	31,300	32,975	37,000
04. Distributive	18,750	20,775	25,600
07. Health	13,350	14,675	18,900
09.02 Home Economics	9,025	9,450	11,625
14. Office	88,300	93,675	107,500
16. Technical	9,650	10,275	11,550
17. Trade and Industry	88,250	94,050	103,050
99. Group Guidance	240,000	250,000	300,000
Industrial Arts	5,000	5,500	6,000
Pre-Vocational	<u>1,175</u>	<u>1,300</u>	<u>1,600</u>
TOTAL <u>3/</u>	259,800	277,175	316,825
Level of Instruction (Gainful Only) <u>1/</u>			
Secondary	113,850	121,200	137,000
Post-Secondary	68,675	75,300	92,600
Adult	<u>77,275</u>	<u>80,675</u>	<u>87,225</u>
TOTAL <u>3/</u>	259,800	277,175	316,825
Special Programs/ Purposes <u>2/</u>			
Disadvantaged	12,220	13,830	20,700
Handicapped	4,590	4,970	7,000
Cooperative (Part G)	3,210	3,300	3,800
Work Study	625	650	850
Exemplary	5,000	5,200	6,000
09.01 Consumer & Homemaking (Part F)	51,700	54,500	64,750

1/ Unduplicated.

2/ May be duplicated.

3/ Excludes group guidance and Industrial Arts (duplicated counts).

PROJECTED FISCAL YEAR 1975 ENROLLMENTS

Occupational Program by O.E. Code (Gainful Only)	SECONDARY						COOPERATIVE						
	R		D		H		R		D		H		
	R	D	D	H	H	R	D	D	H	H	R	D	H
01. Agriculture	20,575	2,000	425	50	15	5	100	180	25				
04. Distribution	5,060	240	100	400	80	20	300	675	40				
07. Health	520	220	60	18	2	0	12	13	5				
09.02 Home Economics	2,240	260	100	72	6	2	75	150	15				
14. Office	48,950	2,200	250	140	35	5	325	900	40				
16. Technical	-	-	-	-	-	-	-	-	-				
17. Trade & Ind.	35,560	2,100	340	120	25	5	100	320	25				
99. Group Guidance	242,200	6,600	1,200	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.				
Industrial Arts	5,000	450	50	-	-	-	-	-	-				
TOTAL*	112,905	7,020	1,275	800	37	912	2,238	150					
09.01 Consumer/ Homemaking	14,230	520	250										
Work Study	-	-	-	-	-	-	-	-	-				
Exemplary	5,200	N.A.	N.A.										

R - Regular      D - Disadvantaged      H - Handicapped

\*Total Does Not Include Group Guidance or Industrial Arts (duplicated counts)

N.A. - Not Available

Table 5 (Continued)

PROJECTED FISCAL YEAR 1975 ENROLLMENTS

Occupational Program by O.E. Code (Gainful Only)	POST-SECONDARY				ADULT			
	T	R	D	H	T	R	D	H
01. Agriculture	7,125	6,550	410	165	2,850	2,735	105	10
04. Distribution	9,750	9,010	585	155	5,625	5,505	85	35
07. Health	8,900	8,065	650	185	4,975	4,580	360	35
09.02 Home Economics	1,400	1,305	65	30	5,450	5,130	275	45
14. Office	23,800	21,250	2,190	360	18,475	17,535	775	165
16. Technical	9,800	8,725	930	145	475	450	20	5
17. Trade & Ind.	13,225	11,745	1,190	290	42,825	41,110	1,285	430
99. Group Guidance	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Pre-Vocational	1,300	600	660	40	-	-	-	-
TOTAL*	75,300	67,250	6,680	1,370	80,675	77,045	2,905	725
09.01 Consumer & Homemaking	-	-	-	-	39,500	37,205	1,975	320
Work Study	-	-	650	-	-	-	-	-
Exemplary	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.

T - Total      R - Regular      D - Disadvantaged      H - Handicapped

\*Total Does Not Include Group Guidance

N.A. - Not Available

Table 6

ESTIMATES OF TOTAL FUNDS NEEDED FOR VOCATIONAL EDUCATION AND  
ANNUAL ALLOCATION PLAN  
(Federal, State and Local to obtain State Plan Objectives  
regardless of funding sources)

Program/Purpose	Funds	Thousands of Dollars (000 omitted)		
		Current 1973-74	Long-Range Plan 1974-75    1978-79	
State Programs	Total	94,127	103,219	147,300
Part <u>B</u>	Federal	10,909	9,564	13,800
	S&L	83,218	93,655	133,500
	Total (F,S,L)	5,050	5,400	7,100
1. Secondary	Total	48,344	54,457	73,700
2. Post-Secondary	Total	10,556	10,761	16,500
3. Adult	Total	2,844	3,229	5,080
4. Disadvantaged	Total	1,957	2,068	3,200
5. Handicapped	Total	9,270	9,450	14,700
6. Construction	Total	2,484	2,840	4,400
7. Guidance and Counseling	Total	-	-	-
8. Contracted Instruction	Total	-	-	-
9. Ancillary Services				
a. Administration and Supervision	Total	12,786	14,107	20,800
*b. Evaluation	Total	-	-	-
c. Teacher Training	Total	246	237	700
d. Research & Demonstration Projects	Total	540	600	1,000
e. Curriculum Development	Total	50	70	120
Section 102(b) State Programs Disadvantaged	Total (F,S,L)	744	930	1,100
Research and Training	Total	313	347	400
Part <u>C</u>	Federal	244	263	300
	S&L	69	84	100
Exemplary Programs	Total	289	305	400
Part <u>D</u>	Federal	217	225	300
	S&L	72	80	100
Consumer and Homemaking Education	Total	3,381	3,734	5,900
Part <u>F</u>	Federal	837	883	1,300
	S&L	2,544	2,851	4,600
Cooperative Education	Total	800	1,000	1,400
Part <u>G</u>	Federal	400	500	700
	S&L	400	500	700
Work Study	Total	138	150	200
Part <u>H</u>	Federal	110	120	150
	S&L	28	30	50
GRAND TOTAL	Total	99,792	109,685	156,700
	Federal	13,306	12,285	17,200
	S&L	86,486	97,400	139,500

\*Evaluation included in Administration and Supervision

Note: 1973-74 Federal Funds reflects inclusion of 1972-73 impounded funds.

1.40

Table 7

CONSTRUCTION PROJECTS ON WHICH CONSTRUCTION WILL START IN 1974-75

Vocational Education District Name, County	Congressional District	Estimated Beginning Date	Estimated Completion Date	Building Capacity (Students)
District One, Eau Claire	Third	8-74	6-75	120
Western Wisconsin, La Crosse	Third	7-74	5-75	115
Madison Area, Dane	Second	8-74	9-75	2,000
Gateway, Racine	First	7-74	8-76	200
Waukesha County Area, Waukesha	Ninth	5-75	9-76	2,000
Milwaukee Area, Milwaukee	Fifth	8-74	8-76	2,000
Moraine Park, Fond du Lac	Sixth	7-74	8-75	900
Mid-State, Wood	Seventh	8-74	8-76	300
Nicolet, Oneida	Seventh	7-74	1-75	120
Indianhead, St. Croix	Third	8-74	8-75	130
Indianhead, Barron	Third	8-74	8-75	285
Indianhead, Douglas	Seventh	8-74	8-75	270

PROJECTED NUMBER OF CONSTRUCTION PROJECTS NEEDED FOR THE NEXT FIVE YEARS

<u>Year</u>	<u>Projects</u>	<u>Capacity</u>
1974-75	12	8,440
1975-76	9	5,650
1976-77	14	3,050
1977-78	10	4,325
1978-79	6	750

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Table 8

 ACTUAL AND PROJECTED DEMAND FOR  
 VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1974-75								
	Total Staff Required	Personnel Available <u>2/</u>	Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status <u>7/</u>		
			Replacement <u>3/</u>	New Staff <u>4/</u>	Pre-Service <u>5/</u>	Other <u>6/</u>	Excess	Deficit	
Grand Total (unduplicated) <u>1/</u>	S	1,595	1,358	153	84	180	50	-	7
	PS	4,184	3,611	200	373	257	301	-	15
	A	3,277	2,981	165	131	0	296	-	-
Vocational Programs (specified by OE Code)									
01. Agriculture		608	535	45	28	39	27	-	7
04. Distribution		428	362	26	40	32	34	-	-
07. Health		528	442	26	60	0	71	-	15
09.01 Consumer & Home.		1,011	911	58	42	44	56	-	-
09.02 Home Economics		280	238	17	25	19	23	-	-
14. Office		1,633	1,441	99	93	96	96	-	-
16. Technical		354	315	17	22	13	26	-	-
17. Trade & Industry <u>9/</u>		1,902	1,680	114	108	109	113	-	-
99. Other <u>10/</u>		1,066	927	51	88	41	98	-	-
Ancillary									
Administration		1,014	894	51	69	37	83	-	-
Guid. and Couns.		232	205	14	13	7	20	-	-
Paraprofessional		-	-	-	-	-	-	-	-
Other <u>8/</u>		-	-	-	-	-	-	-	-
Program/Purpose									
Total (unduplicated)		864	762	39	63	N.A.	N.A.	N.A.	N.A.
Cooperative		200	180	10	10	5	15	-	-
Disadvantaged		370	325	16	29	N.A.	N.A.	-	-
Handicapped		170	154	7	9	N.A.	N.A.	-	2
Remedial		74	63	4	7	N.A.	N.A.	-	-
Exemplary		50	40	2	8	N.A.	N.A.	-	-
Other		-	-	-	-	-	-	-	-

Footnotes: See page following table.

S - Secondary

PS - Postsecondary

N.A. - Not Available

A - Adult

Note: Excesses cannot be identified.



Table 8 (Continued)

ACTUAL AND PROJECTED DEMAND FOR  
VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1975-76								
	Total Staff Required	Personnel Available <u>2/</u>	Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status <u>7/</u>		
			Replacement <u>3/</u>	New Staff <u>4/</u>	Pre-Service <u>5/</u>	Other <u>6/</u>	Excess	Deficit	
Grand Total (unduplicated) <u>1/</u>	S	1,655	1,437	158	60	153	57	-	8
	PS	4,500	3,964	220	316	244	283	-	9
	A	3,379	3,105	172	102	0	274	-	-
Vocational Programs (specified by OE Code)									
01. Agriculture	630	562	46	22	34	27	-	7	
04. Distribution	464	400	28	36	28	36	-	-	
07. Health	577	499	29	49	0	68	-	10	
09.01 Consumer & Home.	1,056	952	59	45	46	58	-	-	
09.02 Home Economics	306	262	18	26	19	25	-	-	
14. Office	1,697	1,530	103	64	81	86	-	-	
16. Technical	369	335	19	15	11	23	-	-	
17. Trade & Industry <u>9/</u>	1,984	1,784	118	82	95	105	-	-	
99. Other <u>10/</u>	1,134	1,010	56	68	41	83	-	-	
Ancillary									
Administration	1,073	955	59	59	36	82	-	-	
Guid. and Couns.	244	217	15	12	6	21	-	-	
Paraprofessional	-	-	-	-	-	-	-	-	
Other <u>8/</u>	-	-	-	-	-	-	-	-	
Program/Purpose Total (unduplicated)	949	820	44	85	N.A.	N.A.	N.A.	N.A.	
Cooperative	210	190	10	10	5	15	-	-	
Disadvantaged	410	352	18	40	N.A.	N.A.	-	-	
Handicapped	190	161	9	20	N.A.	N.A.	-	-	
Remedial	79	70	4	5	N.A.	N.A.	-	-	
Exemplary	60	47	3	10	N.A.	N.A.	-	-	
Other	-	-	-	-	-	-	-	-	

Footnotes: See page following table.

S - Secondary

PS - Postsecondary

N.A. - Not Available

A - Adult

Note: Excesses cannot be identified.

1-13

Table 8 (Continued)

ACTUAL AND PROJECTED DEMAND FOR  
VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1976-77								
		Total Staff Required	Personnel Available 2/	Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/	
				Replacement 3/	New Staff 4/	Pre-Service 5/	Other 6/	Excess	Deficit
Grand Total (unduplicated) 1/	S	1,706	1,497	158	51	161	48	-	-
	PS	4,761	4,264	236	261	228	264	-	5
	A	3,477	3,202	177	98	0	275	-	-
Vocational Programs (specified by OE Code)									
01. Agriculture		649	583	47	19	40	26	-	-
04. Distribution		493	435	29	29	26	32	-	-
07. Health		616	545	32	39	0	66	-	5
09.01 Consumer & Home.		1,100	995	61	44	42	63	-	-
09.02 Home Economics		324	287	19	18	15	22	-	-
14. Office		1,753	1,591	106	56	79	83	-	-
16. Technical		383	350	19	14	11	22	-	-
17. Trade & Industry 9/		2,054	1,862	122	70	92	100	-	-
99. Other 10/		1,193	1,075	59	59	39	79	-	-
Ancillary									
Administration		1,124	1,011	62	51	36	77	-	-
Guid. and Couns.		255	229	15	11	9	17	-	-
Paraprofessional									
Other 8/									
Program/Purpose									
Total (unduplicated)		1,009	904	45	60	N.A.	N.A.	-	-
Cooperative		215	200	10	5	5	10	-	-
Disadvantaged		435	391	19	25	N.A.	N.A.	-	-
Handicapped		205	181	9	15	N.A.	N.A.	-	-
Remedial		84	75	4	5	N.A.	N.A.	-	-
Exemplary		70	57	3	10	N.A.	N.A.	-	-
Other									

Footnotes: See page following table.

S - Secondary

PS - Postsecondary

N.A. - Not Available

A - Adult

Note: Excesses cannot be identified.

1.3.4

Table 8 (Continued)  
 ACTUAL AND PROJECTED DEMAND FOR  
 VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1977-78								
	Total Staff Required	Personnel Available 2/	Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/		
			Replacement 3/	New Staff 4/	Pre-Service 5/	Other 6/	Excess	Deficit	
Grand Total (unduplicated) 1/	S	1,751	1,548	158	45	157	46	-	-
	PS	4,984	4,511	250	223	214	259	-	-
	A	3,559	3,294	183	82	0	265	-	-
Vocational Programs (specified by OE Code)									
01. Agriculture	663	602	47	14	39	22	-	-	
04. Distribution	518	462	31	25	24	32	-	-	
07. Health	648	582	34	32	0	66	-	-	
09.01 Consumer & Home.	1,136	1,037	63	36	39	60	-	-	
09.02 Home Economics	340	304	20	16	15	21	-	-	
14. Office	1,805	1,645	108	52	78	82	-	-	
16. Technical	394	363	20	11	10	21	-	-	
17. Trade & Industry 9/	2,115	1,930	124	61	90	95	-	-	
99. Other 10/	1,243	1,130	63	50	33	80	-	-	
Ancillary									
Administration	1,167	1,059	65	43	34	74	-	-	
Guid. and Couns.	265	239	16	10	9	17	-	-	
Paraprofessional	-	-	-	-	-	-	-	-	
Other 8/	-	-	-	-	-	-	-	-	
Program/Purpose Total (unduplicated)	1,063	961	48	54	N.A.	N.A.	-	-	
Cooperative	220	205	10	5	5	10	-	-	
Disadvantaged	460	415	20	25	N.A.	N.A.	-	-	
Handicapped	220	195	10	15	N.A.	N.A.	-	-	
Remedial	88	80	4	4	N.A.	N.A.	-	-	
Exemplary	75	66	4	5	N.A.	N.A.	-	-	
Other	-	-	-	-	-	-	-	-	

Footnotes: See page following table.

S - Secondary

PS - Postsecondary

N.A. - Not Available

A - Adult

Note: Excesses cannot be identified.

Table 8 (Continued)  
 ACTUAL AND PROJECTED DEMAND FOR  
 VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization	1978-79								
	Total Staff Required	Personnel Available 2/	Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/		
			Replacement 3/	New Staff 4/	Pre-Service 5/	Other 6/	Excess	Deficit	
Grand Total (unduplicated) 1/	S	1,796	1,593	158	45	157	46	-	-
	PS	5,156	4,722	262	172	195	239	-	-
	A	3,600	3,372	187	41	0	228	-	-
Vocational Programs (specified by OE Code)									
01. Agriculture	682	615	48	19	41	26	-	-	
04. Distribution	540	486	32	22	24	30	-	-	
07. Health	676	613	35	28	0	63	-	-	
09.01 Consumer & Home.	1,157	1,071	65	21	34	52	-	-	
09.02 Home Economics	350	320	20	10	13	17	-	-	
14. Office	1,847	1,695	110	42	76	76	-	-	
16. Technical	398	373	21	4	8	17	-	-	
17. Trade & Industry 9/	2,144	1,987	128	29	81	76	-	-	
99. Other 10/	1,283	1,178	65	40	35	70	-	-	
Ancillary									
Administration	1,201	1,100	67	34	32	69	-	-	
Guid. and Couns.	274	249	16	9	8	17	-	-	
Paraprofessional	-	-	-	-	-	-	-	-	
Other 8/	-	-	-	-	-	-	-	-	
Program/Purpose Total (unduplicated)	1,116	1,012	51	53	N.A.	N.A.	N.A.	N.A.	
Cooperative	225	210	10	5	5	10	-	-	
Disadvantaged	485	438	22	25	N.A.	N.A.	N.A.	N.A.	
Handicapped	235	210	10	15	N.A.	N.A.	N.A.	N.A.	
Remedial	91	83	5	3	N.A.	N.A.	N.A.	N.A.	
Exemplary	80	71	4	5	N.A.	N.A.	N.A.	N.A.	
Other	-	-	-	-	-	-	-	-	

Footnotes: See page following table.

S - Secondary

PS - Postsecondary

N.A. - Not Available

A - Adult

Note: Excesses cannot be identified.

2.6

## Footnotes to Table 8

Preservice refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.

Inservice refers to person under contract for employment in a vocational education activity.

- 1/ Personnel counted only once even though responsible for two or more programs.
- 2/ Personnel currently employed and those expected to be employed by a school system as of June 30 for following school year.
- 3/ Personnel who will not be available from previous year due to attrition and who must be replaced.
- 4/ Additional positions for which personnel are needed due to growth and expansion.
- 5/ Number of prospective graduates from the state teacher education programs for entire year who are expected to enter the state system.
- 6/ Includes those expected to be available from all sources other than those referred to in footnote 5.
- 7/ The column under "Status" indicates the need for, or excess of, personnel. This is determined by subtracting the total Projected Supply (B) from the total Additional Personnel Needs (A).
- 8/ Any local school superintendents and community college or junior college presidents for whom vocational education programs are planned are counted separately.
- 9/ Industrial arts and trade and industry are viewed as components of industrial education and are combined in the total for O.E. code 17.
- 10/ Personnel who teach support subjects (math, science, etc.) in vocational-technical instructional programs at the postsecondary and adult levels.

Table 9  
 PLANNED EXPENDITURE OF AND PROJECTED NEED FOR FUNDS FOR  
 VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Category of Expenditure (P.L. 90-576)	1974-75			1975-76			1976-77		
	F	S & L	F	S & L	F	S & L	F	S & L	
Grand Total	1. Total \$11,435,000 333,000 2.9	\$97,170,000 130,000 0.1	\$12,534,000 401,000 3.3	\$106,335,000 162,000 0.2	\$13,652,000 485,000 3.6	\$116,302,000 202,000 0.2			
Regular Programs (Part B)	1. Total 9,564,000 306,000 3.2	93,655,000 108,000 0.1	10,500,000 371,000 3.6	102,400,000 137,000 0.1	11,400,000 450,000 3.9	111,900,000 173,000 0.2			
Research (Part C)	1. Total 263,000 12,000 4.6	84,000 7,000 8.3	271,000 13,000 4.8	88,000 8,000 9.1	281,000 15,000 5.3	92,000 9,000 9.8			
Exemplary (Part D)	1. Total 225,000 0 0	80,000 0 0	241,000 0 0	84,000 0 0	260,000 0 0	89,000 0 0			
Consumer/Homemaking (Part F)	1. Total 883,000 15,000 1.7	2,851,000 15,000 0.5	972,000 17,000 1.7	3,213,000 17,000 0.5	1,071,000 20,000 1.9	3,621,000 20,000 0.6			
Cooperative Programs (Part G)	1. Total 500,000 0 0	500,000 0 0	550,000 0 0	550,000 0 0	600,000 0 0	600,000 0 0			

F - Federal  
 S & L - State and Local  
 P & D - Preparation and Development

Table 9 (Continued)  
 PLANNED EXPENDITURE OF AND PROJECTED NEED FOR FUNDS FOR  
 VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Category of Expenditure (P.L. 90-576)	1977-78			1978-79			1979-80		
	F	S & L	S & L	F	S & L	S & L	F	S & L	S & L
Grand Total									
1. Total	\$14,899,000	\$127,222,000	\$139,000,000	\$16,400,000	\$133,500,000	\$146,100,000	\$17,398,000	\$152,258,000	\$177,000,000
2. P and D	570,000	252,000	315,000	675,000	315,000	378,000	770,000	378,000	770,000
3. % (2 of 1)	3.8	0.2	0.2	4.1	0.2	0.2	4.4	0.2	4.4
Regular Programs (Part B)									
1. Total	12,500,000	122,300,000	133,500,000	13,800,000	133,500,000	146,100,000	14,800,000	146,100,000	14,800,000
2. P and D	550,000	219,000	278,000	630,000	278,000	335,000	720,000	335,000	720,000
3. % (2 of 1)	4.4	0.2	0.2	4.6	0.2	0.2	4.9	0.2	4.9
Research (Part C)									
1. Total	290,000	96,000	100,000	300,000	100,000	105,000	311,000	105,000	311,000
2. P and D	17,000	10,000	11,000	19,000 <sup>b</sup>	11,000	13,000	20,000	13,000	20,000
3. % (2 of 1)	5.9	10.4	11.0	6.3	11.0	12.4	6.4	12.4	6.4
Exemplary (Part D)									
1. Total	279,000	95,000	100,000	300,000	100,000	120,000	107,000	120,000	107,000
2. P and D	0	0	0	0	0	0	0	0	0
3. % (2 of 1)	0	0	0	0	0	0	0	0	0
Consumer/Homemaking (Part F)									
1. Total	1,180,000	4,081,000	4,600,000	1,300,000	4,600,000	5,183,000	1,430,000	5,183,000	1,430,000
2. P and D	23,000	23,000	26,000	26,000	26,000	30,000	30,000	30,000	30,000
3. % (2 of 1)	1.9	0.6	0.6	2.0	0.6	0.6	2.1	0.6	2.1
Cooperative Programs (Part G)									
1. Total	650,000	650,000	700,000	700,000	700,000	750,000	750,000	750,000	750,000
2. P and D	0	0	0	0	0	0	0	0	0
3. % (2 of 1)	0	0	0	0	0	0	0	0	0

F - Federal  
 S & L - State and Local  
 P & D - Preparation and Development



Table 10  
 1975-76 FINANCIAL PLAN FOR PERSONNEL PREPARATION AND DEVELOPMENT  
 BASED ON FUNDS AVAILABLE OR ANTICIPATED

Programs/Purpose	Total Funds Needed for Unmet Personnel Development Needs 1975-76	Total Funds Expected to be Available for School Year 1975-76	Additional Funding to be Requested 1975-76	
			Other Sources	EPDA
Regular Vocational Education Programs (Part B)	\$508,000	\$342,000	\$25,000	\$141,000
Research (Part C)	21,000	18,000	0	3,000
Exemplary (Part D)	0	0	0	0
Consumer and Homemaking Educ. (Part F)	34,000	28,000	0	6,000
Cooperative Vocational Prog. (Part G)	0	0	0	0
Grand Total	\$563,000	\$388,000	\$25,000	\$150,000





Table 11

PROJECTION OF STATE'S ENROLLMENTS  
IN VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

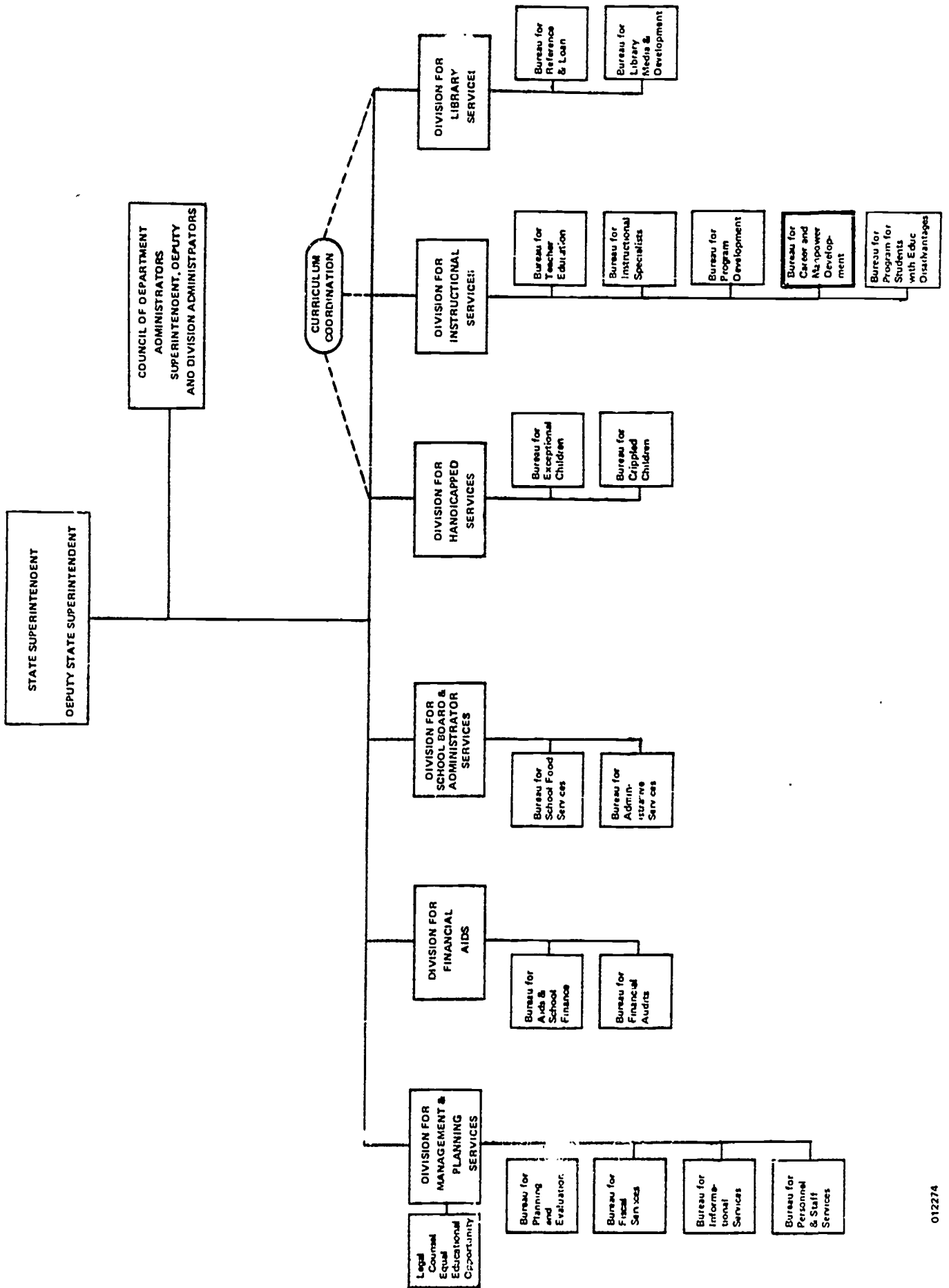
Vocational Programs Specified by O.E. Code	Pre-Service <sup>1/</sup>			In-Service <sup>2/</sup>		
	1974	1975	1979	1974	1975	1979
Grand Total - Unduplicated	983	1,045	1,180	5,929	6,340	7,400
01. Agriculture	50	55	70	406	425	480
04. Distribution	115	130	150	272	300	380
07. Health	0	0	0	328	370	470
09.01 Consumer & Home Economics	225	230	250	678	710	810
09.02 Home Economics	75	80	90	179	195	250
14. Office	110	120	140	1,078	1,145	1,300
16. Technical	60	65	75	232	250	280
17. Trade & Industry <sup>3/</sup>	290	300	325	1,256	1,330	1,500
99. Other <sup>4/</sup>	N.A.	N.A.	N.A.	685	745	900
Ancillary						
Administration	12	15	20	662	710	840
Guidance & Counseling	46	50	60	153	160	190
Paraprofessional	-	-	-	-	-	-
Special Programs/ Purposes - Duplicated						
Cooperative -- Part G	N.A.	N.A.	N.A.	143	150	170
Disadvantaged	N.A.	N.A.	N.A.	255	275	360
Handicapped	N.A.	N.A.	N.A.	120	125	175
Remedial	N.A.	N.A.	N.A.	50	55	70
Exemplary	N.A.	N.A.	N.A.	30	35	60
Other	-	-	-	-	-	-

N.A. - Not Available

- 1/ Pre-service refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.
- 2/ In-service refers to persons under contract for employment in a vocational education activity.
- 3/ Industrial arts and trade and industry are viewed as components of industrial education and are combined in the total for O.E. Code 17.
- 4/ Personnel who teach support subjects (math, science, etc.) in vocational instructional programs at the postsecondary and adult levels.

Note: This table includes all those in pre-service vocational education personnel training. Table 8 includes only those who are expected to enter the state system as vocational educators.

ORGANIZATION OF THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION



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 Madison, Wisconsin 53702

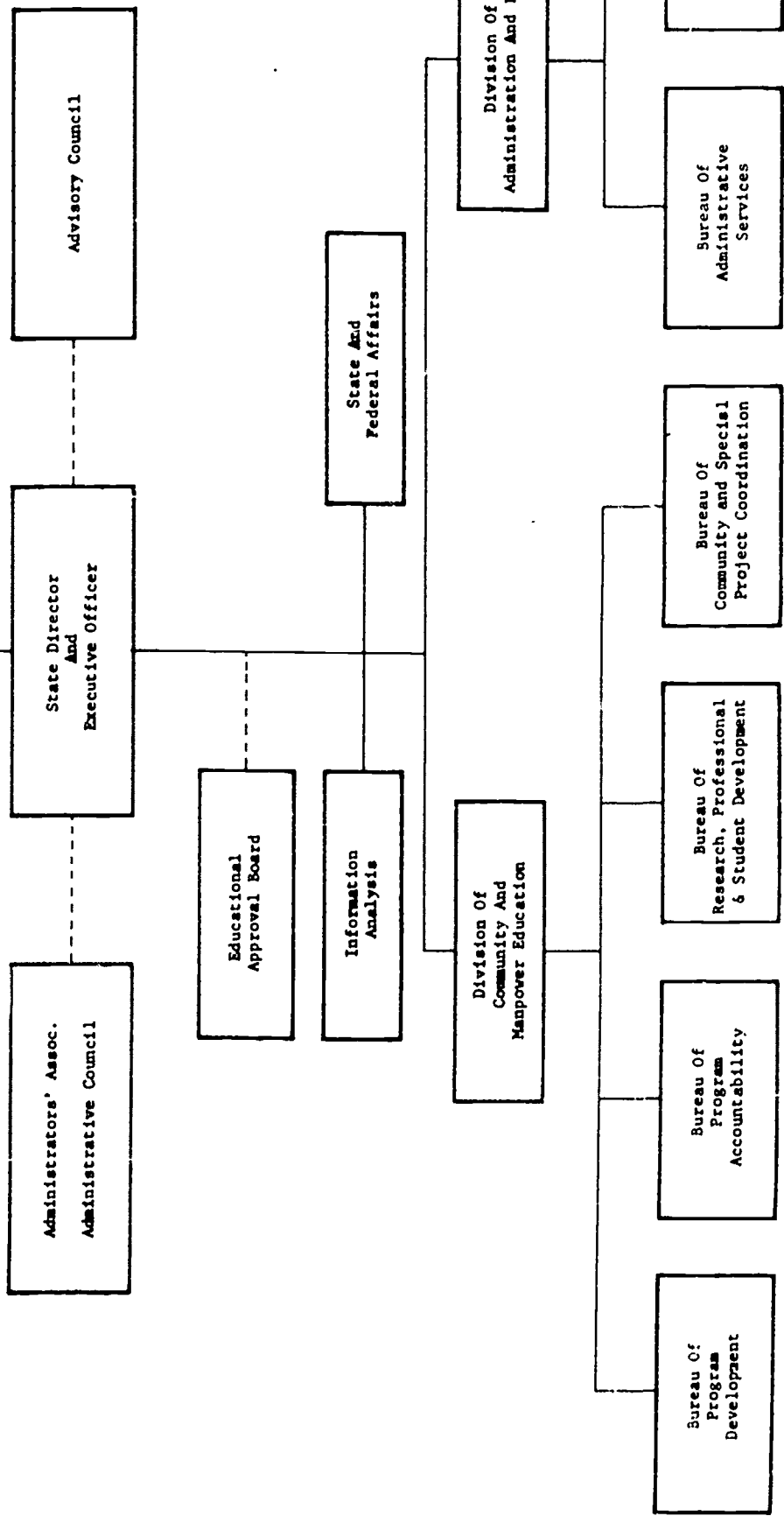
Barbara Thompson, State Superintendent

Division of Instructional Services  
 Robert C. Van Raalte, Assistant Superintendent

Bureau for Career and Manpower Development

<u>Name</u>	<u>Title</u>	<u>Room</u>	<u>Telephone</u>
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Richard Kitzmann	Trade and Industrial Education & VICA	406	608-266-3551
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Klintworth, Harlan	Vocational Education Consultant, Manpower Development and Training	266-2095
Orellana, Armando	Vocational Education Consultant, Spanish Speaking	266-8670
*Orlofske, John	Vocational Education Consultant, Civil Defense Education	266-2654
Sahakian, Harold	Vocational Education Consultant, Field Services	266-7591

Bureau of Research, Professional and Student Development

Beyl, Doyle E.	Director, Bureau of Research, Professional and Student Development	266-1354
Ansell, Sherman	Vocational Education Consultant, Research	266-7848
Celley, Lorrain	Vocational Education Consultant, Student Services	266-3497
Kaplan, Robert	Student Organizations Coordinator	266-2318
Krogstad, Roland	Vocational Education Consultant, Research	266-3705
McConnell, Bruce	Vocational Education Consultant, Financial Aids	266-7830
Zenor, Clifford	Vocational Education Consultant, Curriculum	266-3315

DIVISION OF ADMINISTRATION AND PLANNING  
Frederick K. Hiestand, Assistant State Director

Bureau of Administrative Services

Ustby, Roy V.	Director, Bureau of Administrative Services	266-2947
Lindas, Gerald	Fiscal Supervisor	266-2412

Bureau of Planning and Budget

Millard, Robert	Director, Bureau of Planning and Budget	266-7608
Backus, Franz	Data Processing Supervisor	266-7962
Bryl, John	Planning Analyst	266-0790
Halloran, James	Planning Analyst	266-0790
Nowrasteh, Daryush	Planning Analyst (assigned to Management Information System Project)	266-7289
Tealey, Tim	Administrative and Budget Analyst (assigned to Director's Information Center Project)	266-1724

\*Indicates those persons not supported under the State Plan for Vocational Education.

## VOCATIONAL TEACHER EDUCATION INSTITUTION DIRECTORY

Institutions developing vocational and technical staff personnel in the University of Wisconsin system are listed below.

<u>Service Areas Offered</u>	<u>Head Teacher/Educator</u>	<u>No. Degrees Awarded</u>		
		<u>B.S.</u>	<u>M.S.</u>	<u>Ph.D.</u>
<b>MADISON CAMPUS</b>				
School of Education 123 Education Building Madison, Wisconsin 53706				
Administration	Dr. Merle E. Strong Educational Administration		2	10
Agriculture Education	Dr. Walter R. Bjoraker Agriculture Extension Education	5	4	2
Distributive Education	Dr. Harland Samson Distributive Education	1	7	
Home Economics	Dr. Beatrice Petrich Home Economics Education	35	30	1
Office and Business	Dr. Russell J. Hosler Office & Business Education	5	4	
<hr/>				
<b>PLATTEVILLE CAMPUS</b>				
Platteville, Wisconsin 53818				
Agriculture Education	Dr. Charles De Nure Dean, College of Agriculture	9	2	
Industrial Technology	Dr. Jack Kirby College of Industry	40	4	
<hr/>				
<b>RIVER FALLS CAMPUS</b>				
River Falls, Wisconsin 54022				
Agriculture Education	Marvin Thompson Chairman, Department of Agricultural Education	24	8	



<u>Service Areas Offered</u>	<u>Head Teacher/Educator</u>	<u>No. Degrees Awarded</u>		
		<u>B.S.</u>	<u>M.S.</u>	<u>Ed.S.</u>
STEVENS POINT CAMPUS Stevens Point, Wisconsin 54881				
Business Education	Dr. Robert Hille Business Education	13		
Home Economics	Dr. Agnes Jones Dean, School of Home Economics	43	9	
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STOUT CAMPUS Menomonie, Wisconsin 54751				
Distributive Education	Robert W. Cameron, Ed.D. Chairman, Department of Marketing & Distributive Education	35		
Home Economics	Karen Zimmerman, Ed.D. Chairman, Human Develop- ment, Family Living & Community Education Services	199	18	
Trade and Industry	E. Robert Rudiger, Ed.D. Chairman, Department of Industrial Teacher Education	14	19	
Technical Education	"	9	19	
Industrial Arts	"	236	33	7
Guidance	Carlyle Gilbertson, Ph.D. Chairman, Counseling & Personnel Services		46	
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WHITEWATER CAMPUS Whitewater, Wisconsin 53190				
Distributive Education	Dr. Roy Roberson Chairman, Business and Distributive Education	65	15	
Business Education	"	52	10	

Service Areas  
Offered

Head Teacher/Educator

No. Degrees Awarded

B.S. M.S. Ed.S.

EAU CLAIRE CAMPUS  
Eau Claire, Wisconsin

Business  
Education

Dr. William Mitchell  
Chairman, Business Education

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WISCONSIN STATE PLAN FOR  
VOCATIONAL EDUCATION

FISCAL YEARS 1975 - 1979

APPENDIX

Wisconsin Board of Vocational, Technical and Adult Education

RECOMMENDATIONS  
OF THE  
WISCONSIN ADVISORY COUNCIL  
ON  
VOCATIONAL EDUCATION

## RECOMMENDATIONS

Pursuant to a thorough review of the data presented in this report, the Wisconsin Advisory Council on Vocational Education offers the following recommendations for inclusion in its 1973 ANNUAL EVALUATION REPORT. The recommendations are not intended to minimize the efforts nor the effectiveness of the Wisconsin Board of Vocational, Technical, and Adult Education or the Wisconsin Department of Public Instruction. The personnel of both agencies are commended for the leadership they have displayed throughout the past years. However, the Council is cognizant of the fact that quality program development demands continuous evaluation and monitoring. It is within this framework that the following recommendations are offered.

### Recommendation 1

That a new Federal Department for Education and Manpower Development be established with Cabinet status.

Statement: This was a recommendation of the Wisconsin Advisory Council in its first annual report. AN ASSESSMENT OF WISCONSIN'S VOCATIONAL AND TECHNICAL EDUCATION PROGRAM (1970), and it is even more critical in 1973. The Department of Health, Education, and Welfare has grown to be the largest single department in the federal government. Many times this forces the concerns of education, and especially vocational education, to become clouded and disguised with the concerns of health and welfare. Education should be more strongly represented, and this can be done with a Cabinet-level

Secretary who has a narrower span of control. In addition, many of the manpower types of programs offered through the Department of Labor could be better directed and articulated through such a Cabinet post and the resulting new federal Department. On April 5, 1973, the National Advisory Council on Vocational Education passed a resolution calling for the creation of a single Federal Board for Vocational Education and Manpower Training, to coordinate the administration of all vocational education and job training programs. The Wisconsin Advisory Council on Vocational Education strongly endorses this concept.

#### Recommendation 2

That the present delivery system for postsecondary vocational, technical and adult education in Wisconsin remain a system governed by the State Board and the local boards of vocational education.

Statement: Certain members of the Wisconsin legislature have proposed a State system of vocational education patterned after the Board of Regents of the University of Wisconsin System. This plan would relegate the local boards to bodies advisory in nature and eliminate the local control that is now existant in the system. This move would seriously hamper the individual school's ability to meet the educational and training needs of people to who it is responsible.

#### Recommendation 3

That specific State funds be appropriated to support vocational education programs at the secondary level.

Statement: Contrary to the intent of past recommendations of the Wisconsin Advisory Council on Vocational Education, Wisconsin still remains in a position where there are no categorical State funds for vocational education at the secondary level. While ranking tenth highest in fiscal year 1971 among fifty states in terms of the ratio of State and local dollars to Federal dollars spent on vocational (\$6.63:1 vs. U.S. mean of \$5.09:1), no State dollars have been earmarked for vocational education in Wisconsin's high schools. A report of the Wisconsin Association of School District Administrators' Vocational Committee (May 1, 1973) stated that, "It is no longer realistic to assume that programmed development in vocational and technical education will develop at a rate for secondary schools by local funding or general state aids." The report supported "categorical aids in order to promote adequate growth for vocational programs to meet the needs of Wisconsin's high school students." Administrative leadership changes in the Wisconsin Department of Public Instruction and the concern expressed by a number of Wisconsin legislators indicate that perhaps now is the time for the development of such legislation. The Wisconsin Advisory Council on Vocational Education sees the resolution of this issue as critical to the sustained growth of vocational education at the high school level in Wisconsin.

#### Recommendation 4

That the vocational education system and vocational educators continue to play a major role in the planning and in the administration of manpower programs.

Statement: Legislation has been proposed and certain pieces of that legislation have been passed that would circumvent the authority and expertise on the part of vocational education systems in the delivery of manpower programs. Whatever the logical or logistical intent behind such actions, the possibility exists that a dual delivery system might be set up for the delivery of such programs. Existing vocational and technical education programs, facilities and personnel should be used for manpower programs wherever feasible. Such programming requires continued communication on the part of all involved. The Wisconsin Advisory Council on Vocational Education strongly commends the articulation that exists in Wisconsin and endorses increased cooperation in the delivery of manpower programs.

#### Recommendation 5

That the continual reorganization within the United States Office of Education, done under the allusionment of increase in productivity, be resolved.

Statement: Leadership within the U.S. Office of Education has fallen into disrepute over the past few years. A major reason for this phenomenon has been the constant and continual reorganization of personnel within the Office. After every new reorganization the number of personnel within the Bureau of Vocational, Technical and Adult Education has diminished drastically. In addition, such reorganization often results with the top position in vocational education being relegated one step farther down the organizational hierarchy. Vocational education is an important segment of the total education system in America, and it is critical that the person with major respon-



sibility for it within the U.S. Office of Education have ready access to the U.S. Commissioner of Education. The United States Congress has limited further reorganization of the Office without prior approval of the Congress. The Wisconsin Advisory Council applauds this restriction and recommends assurances that vocational education's interests will be protected in any other further attempts at reorganization.

#### Recommendation 6

That the National and all the State Advisory Councils on Vocational Education urge the Congress and the President to pass promptly Appropriations Bills for the Department of Health, Education and Welfare and the Department of Labor, so that State and local planners and administrators might know how to best use the federal funds available to them.

Statement: During fiscal years 1972 and 1973, federal funds were appropriated under continuing resolutions which committed funds for, on the average, about three months. This meant that most program managers were in a "fiscal limbo" in terms of planning for that fiscal year as well as in terms of long range planning. While federal funds were originally intended to be stimuli to program innovation and growth, such patterns of funding allocations often act as deterrents to educational program planning. The effectiveness of federal funds is severely hampered by this situation. The Wisconsin Advisory Council on Vocational Education urges the Congress and the President to quickly resolve this dilemma and to do so in time for the federal funds to be used more effectively by the proper authorities.

#### Recommendation 7

That coordinated placement services for high school completors and non-completors be established in the high schools of Wisconsin.

Statement: Employment services are currently provided by the State and local employment agencies. In addition, private employment agencies abound in Wisconsin. In most of the high schools in Wisconsin, placement services come under the jurisdiction of guidance departments. In order that the functions of placement may not become fragmented and hence be useless to students, a coordinated effort must be made on the part of all to offer such services in a unified and comprehensive manner. Placement of high school graduates and non-completors requires the coordinated efforts of the several agencies who can contribute to the solution of the problem.

#### Recommendation 8

That the data retrieval system used by the Wisconsin Board of Vocational, Technical, and Adult Education in cooperation with the local districts be improved.

Statement: In this age of accountability and computer technology, it is imperative that the costs and benefits of vocational education be documented for all to examine. This requires a coordinated accounting system in all the districts along with a high speed compilation of all the significant facts and figures at the State Office level. Steps have been undertaken at the State Board to assure a more effective data system. The Wisconsin Advisory Council considers this a high priority for the future in vocational education in Wisconsin.

#### Recommendation 9

That the Wisconsin Board of Vocational, Technical, and Adult Education be represented on the 1202 Commission established under "The Higher Education Amendments of 1972" and that the State Board also be designated the 1055 agency to administer funds under Title X, Part B of the Act.

Statement: While an Appropriations Bill has still not passed the Congress in regards to this legislation, it is critical that the funds administered under Title X, Part B of this Act be placed in the charge of the State Board. In addition, in order to ensure coordination with the 1202 Commission, a portion of the membership of the Wisconsin Advisory Council on Vocational Education should be represented on the 1001 Advisory Council that will be established under Part A of Title X.

#### Recommendation 10

That continual support on the part of both the Wisconsin Board of Vocational, Technical and Adult Education and the Wisconsin Department of Public Instruction for youth groups in vocational education be encouraged.

Statement: Both agencies have identified key personnel to work with vocational youth groups, thereby acknowledging their importance and the unique benefits they offer to students. Recently, both the American Vocational Association and the National Advisory Council on Vocational Education have issued reports documenting the need for these youth groups. The Wisconsin Advisory Council on Vocational Education goes on record as endorsing vocational youth organizations as an integral function of the vocational curriculum and praising

the quality and quantity of education that is taking place outside of the classroom by means of youth clubs. Additional support and resources, both personal and financial, should be afforded these organizations.

Recommendation 11

That the concept of career ladders be endorsed and emphasized in terms of education and training for all occupations and higher levels of training in Wisconsin.

Statement: All too often, persons are deprived of advancement either in their schooling or on their jobs because of archaic modes of establishing levels of necessary training. Such evaluations should rather be made in terms of the competencies of people to the specific situation. This necessitates the equitable assessment of each individual's skills or competency by agencies who now make these decisions in terms of courses, years in school, diploma held, etc. Other variables such as experiences outside the classroom should be acknowledged in weighing the assessment of a candidate's admission to an educational program or an occupation.