DOCUMENT RESUME

ED 201 867 CE 028 985

AUTHOR Spetz, Sally H.; And Others
TITLE State Planning for the Delivery of Vocational Education to Special Populations. Final Report.
INSTITUTION Conserva, Inc., Raleigh, N.C.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, D.C.
BUREAU NO 489AH80021
PUB DATE Jun 80
CONTRACT 300-78-0586
NOTE 113p.; For related documents see ED 187 884, CE 028 983, and CE 028 986.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Delivery Systems; *Disabilities; *Disadvantaged; Evaluation; Females; Identification; Information Dissemination; Models; Postsecondary Education; Program Implementation; Secondary Education; *Special Programs; *Statewide Planning; Technical Assistance; *Vocational Education; Workshops

ABSTRACT

A project developed a system to assist states in planning vocational education services to meet the needs of special populations. It had three goals: (1) design and develop a comprehensive planning system for states to select strategies for planning the delivery of vocational education services, (2) train state personnel for system implementation, and (3) provide for continued United States Office of Education assistance to state planning efforts. The Vocational Education for Special Populations (E.S.P.) Planning System was designed to parallel the conceptual model of planning described by the Management Evaluation Review for Quality. Development of the system involved special population procedure identification, assessment of state of the art, development of preliminary system documentation, and field test of the E.S.P. program. The system was disseminated through three regional workshops. Other activities included a follow-up evaluation, preparation of guidelines for technical assistance, and development of final supportive materials. Major products were a two-volume state-of-the-art report, the Vocational E.S.P. Planning System, E.S.P. sound filmstrip, and report containing the guidelines. (Appendixes, amounting to approximately one-half of the report, include field test materials and workshop information packet and handouts.) (YLB)

Final Report

Project No. 489AH80021

Contract No. 300780586

STATE PLANNING FOR THE DELIVERY OF VOCATIONAL EDUCATION TO SPECIAL POPULATIONS

Sally H. Spetz
Douglas S. Katz
Sandra L. Thomas-Gordon
Donald W. Draves, Project Director

CONSERVA, Inc.
401 Oberlin Road, Suite 110-112
Raleigh, NC 27605

June, 1980

The research reported herein was performed pursuant to a contract with the Office of Vocational and Adult Education, U. S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Department of Education position or policy.

U. S. DEPARTMENT OF EDUCATION

Office of Vocational and Adult Education
Washington, DC

ABSTRACT

This final report describes a project conducted to assist State vocational education agencies in planning to meet the needs of special populations. The project had three major objectives:

1. Design and develop a comprehensive planning system which States can use to select strategies for planning for the delivery of vocational education services to special populations.
2. Train State personnel for the implementation of the system in each of the States.
3. Provide for continued USOE assistance to State planning efforts.

Procedures used to attain these objectives are reported. Additionally, descriptions of major project products, i.e., a State-of-the-Art Report, the Vocational E.S.P. Planning System, the Vocational E.S.P. Sound Filmstrip and a report containing guidelines for USOE technical assistance, are presented. Workshops used to disseminate the Planning System and supportive materials are evaluated, as well as participants' progress to date in implementing the E.S.P. System in their respective States. Obstacles which have hindered full use of the System are identified, and recommendations for further action by the USOE are provided.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Background	1
The Problem	7
The Purpose	10
PROCEDURES	11
Development of the Planning System	11
Dissemination of the Planning System	22
Follow-Up Evaluation	33
Guidelines for Technical Assistance	34
Development of Final Supportive Materials	35
RESULTS	36
Major Products	36
Evaluation	45
CONCLUSIONS AND RECOMMENDATIONS	48
REFERENCES	53
APPENDICES	55
A. Field Test of the Planning System	56
B. Correspondence with State Directors of Vocational Education	65
C. Atlanta Workshop Invitations	70
D. Atlanta Workshop Information Packet	74
E. Workshop Sessions Supportive Handouts	82
F. E.S.P. Planning System Follow-Up Questions	101
G. Actions Taken by Workshop Participants to Implement the E.S.P. Planning System	104

INTRODUCTION

BACKGROUND

In the past decade considerable concern has been expressed for the vocational needs of all segments of society. In particular, this concern has been targeted to those "special populations" whose needs extend beyond those served by regular vocational education programs. These special populations--the handicapped, disadvantaged, limited English-speaking, displaced homemakers, single heads of households who lack adequate job skills, homemakers who work part-time but who seek full-time employment, and those who seek employment in jobs not traditionally held by members of their sex--each have unique needs and often require special services to enable them to succeed.

Social and economic equity is not a new concern in this country. The Civil Rights Act of 1964, which prohibited exclusion from federally funded programs on the basis of race, color or national origin, laid the foundation for legislation addressing the issue of social equality [PL 88-352]. Vocational education responded to the needs of special populations as early as 1963 when Congress made explicit its intent that vocational education provide for persons with "academic, socioeconomic or other handicaps that prevent them from succeeding in regular vocational education programs" [PL 88-210, Sec. 4 (c)].

Subsequent amendments to the 1963 vocational education legislation additionally attended to the needs of the handicapped and the disadvantaged by providing Federal support on a matching basis, with minimum State set-aside requirements for special support services to the handicapped and disadvantaged [PL 90-576]. Further incentives of up to 100 percent of costs were provided under a separate categorical authorization for exemplary programs and projects for the disadvantaged. In 1974 the amendments were expanded to include the provision of bilingual programs for those with limited English-speaking abilities [PL 93-380], and intent of vocational education to serve these special populations was reiterated in the 1976 Amendments [PL 94-482].

In further recognition of the unique needs of the handicapped, Congress passed the Education of the Handicapped Act of 1971 [PL 91-230], the Rehabilitation Act of 1973 [PL 93-112], and the Education of the Handicapped Act as amended in 1975 [PL 94-142]. The Education of the Handicapped Act of 1971 authorized the provision of funds for the construction of facilities and the acquisition of equipment necessary for improved educational services for the handicapped. States were given support under Part B for the initiation, expansion and improvement of programs for the education of the handicapped. The Rehabilitation Act of 1973 had a more pervasive and global effect with respect to the handicapped. Title V of the Act contained two sections that expanded the basic rights of all handicapped individuals. Section 503 required that businesses with Federal contracts of more than $2,500 must take affirmative action to hire qualified handicapped persons. Executive Order

11246 as amended by 11375 subsequently extended the coverage by requiring that businesses with Federal contracts of more than $50,000 which employed 50 or more persons were required to develop and implement affirmative action plans. Section 504 of the Act prohibited discrimination against handicapped persons in all programs receiving Federal assistance. The Education of the Handicapped Act as amended in 1975 provided that all handicapped children are entitled to a free public education with special services as appropriate to meet their needs.

In the 1970's another special population became the focus of attention--women. During the year 1972, two significant pieces of legislation were passed aimed at the eradication of sex bias, sex discrimination and sex stereotyping. Title VII, enacted as an amendment to the Civil Rights Act, prohibited discrimination against employees on the basis of race, color, religion, sex or national origin. Title IX of the Education Amendments of 1972 [PL 92-318] prohibited discrimination on the basis of sex against students and employees of education agencies receiving Federal funds and covered such areas as admission and recruitment, the provision of any benefits or special services, the provision of financial aid, and any conditions of employment.

The 1976 Vocational Education Amendments [PL 94-482] gave particular attention to the vocational education needs of women. The amendments provided for the designation of full-time personnel to assist the State in the elimination of sex bias and discrimination in vocational education programs. Also, the amendments mandated that

women's concerns be represented on the State advisory council for vocational education and that policies and procedures for eliminating discrimination be included in the Five-year State plans. Further provisions were made for women by the requirement that Federal funds be targeted to programs for displaced homemakers, the provision for support services for women, and grants to overcome sex bias and stereotyping.

A necessary prerequisite to providing effective services in order to meet the unique needs of these special populations is coordinated planning at the State and Local levels. The roots of planning are deeply embedded in the history of vocational education. The Smith-Hughes Act [PL 64-347], in authorizing Federal support for vocational education, required that States receiving assistance submit an annual plan governing the expenditures of Federal funds. The Vocational Education Act of 1963, by expanding the activities approved for Federal support and the populations to be served, placed increased importance on planning as a rational means of allocating scarce resources to satisfy the often diverse needs of a growing constituency. The press for greater inclusiveness of those to be served and the extended latitude in the use of Federal funds was even more pronounced in the 1968 Act. States receiving Federal support were required to submit a five-year as well as an annual plan. Expectations as to content were made more explicit. In recognition of the added requirements and as an incentive to promote improved planning, States were authorized to use Federal funds to support planning activities.

Congressional reliance on planning reached new heights in the Education Amendments of 1976 [PL 94-482]. The primary purpose of support for vocational education was declared to be:

> to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and learning within the States in development of vocational education plans (Title II - Vocational Education, Sec. 101).

The role of planning shifted from the previous considerations as principally a means of allocating resources to a concern for planning as a participatory process. To promote increased involvement, the planning process was prescribed in terms of the organizations and agencies to be represented and the procedures to be followed in the development of five-year and annual plans. Public participation in the planning process was to be accomplished through membership on State and Local advisory councils and by public hearings.

Planning for special populations is given specific attention. States, in the preparation of their five-year plans, are to set forth the explicit uses of Federal funds for meeting the special needs of the handicapped, the disadvantaged, and those with limited English-speaking abilities. Policies and procedures which assure equal access to vocational education for both women and men are to be described and are to include the incentives to be provided to encourage enrollment of the under-represented sex in non-traditional courses. Procedures and programs are to be set forth for assessing and serving the needs of displaced homemakers, single heads of households, persons working part-time

who desire full-time work and those who seek employment in jobs traditionally held by members of the opposite sex.

THE PROBLEM

Despite the history of legislation advocating planning and targetting funds to various special populations, States currently lack a coordinated, comprehensive approach to planning the delivery of vocational education services to special populations. Olympus Research Corporation (1974), in a survey of handicapped programs in 25 sample States, found that:

> Planning - the process by which program objectives, based on information about the world in which programs operate and on feedback from past operations, are established - occurred in only a handful of the States surveyed. (p.41)

They described planning for handicapped programs as short-term and directed mainly at the justification of special programs. Planning, according to their account, ". . . consisted mainly of state program officers soliciting project proposals from local administrators" (op cit., p. 231).

Camaren (1975), in a survey to identify statewide vocational education and service needs of handicapped youth, observed that career and vocational programs for handicapped students were virtually nonexistent with the exception of those serving the mentally retarded. Based on his experience, he concluded that "State plans for serving the handicapped are seldom plans or reflective of planning" (p.121).

Analysis of expenditure patterns indicates relatively less State commitment to special populations in comparison to regular

programs. According to Office of Education statistics for FY 76 (VEI No. I, 1978), the national average matching ratio for all programs was $8.48 of State and local money for $1.00 of Federal funds. However, the matching ratio for the disadvantaged was $2.20 to $1.00 and $1.48 to $1.00 for the handicapped. This ratio reflects relatively little change from FY 73 when the matching ratio for disadvantaged was $2.19 to $1.00 and $1.10 to $1.00 for the handicapped (House Report No. 94-1085, p.14). States in FY 76 spent 13 percent of State and local funds for programs for the handicapped and disadvantaged as contrasted with 32 percent of Federal funds. This compared with seven percent of State and local funds and 26 percent of Federal funds spent in 1972.

More recently, the Office for Civil Rights (OCR) found vocational education to discriminate against special populations and in March of 1979 published guidelines for eliminating that discrimination [44 Fed. Reg. 17162-17175]. The guidelines cite Bureau of Occupational and Adult Education data which illustrate gross differences in program enrollment by sex. Furthermore, numerous discriminatory practices were discovered in OCR compliance reviews conducted for the period 1973 to 1978.

The current status of State-level planning for the delivery of services to special populations is not solely attributable to a lack of concern on the part of the vocational education community. Rather, the state of the art in available procedures which can be used in planning for the delivery of services to special populations is severely limited.

An idealized sequence of planning activities was mandated by the 1976 Amendments for the preparation of State plans. Goals are to be formulated based on assessed need for job skills, supplementary services and projected enrollments. Programs, services and activities as means for the achievement of goals are to be identified, and responsibilities for their offering assigned to educational levels and institutions. Financial resources necessary to implement these programs, services and activities are to be allocated to local educational agencies or other eligible recipients within the State.

This conceptualization of the planning process has been utilized by the Office of Education in structuring its review of State-level planning as a component of the Management Evaluation Review for Quality (MERQ). MERQ assesses the strengths and weaknesses of State planning activities within six topical areas or components of planning:

- Policy development
- Needs assessment
- Goal development
- Development of objectives
- Identification of programs, services and activities
- Allocation of resources

However, procedures which can be used to accomplish these planning activities as they relate to vocational education for special populations were not readily available. As a result, States have been unable to complete what is considered "quality" planning for the delivery of vocational education to special populations, and services to these groups continue to suffer.

THE PURPOSE

In recognition of the lack of a comprehensive approach to State-level planning for special populations, the U. S. Office of Education (USOE) awarded a contract to CONSERVA, Inc. to develop a system to assist the States in planning vocational education services to meet the needs of special populations. This project, which was initiated in October of 1978, had three major goals:

- Design and develop a comprehensive planning system which States can use to select strategies for planning the delivery of vocational education services to special populations.
- Train State personnel for the implementation of the system.
- Provide for continued USOE assistance to State planning efforts.

This final report describes how the goals of the project were accomplished. Presented in the next chapter are the procedures used to develop and disseminate the planning system and to develop guidelines for continued USOE technical assistance. This is followed by a chapter on project results, including a description of the four major products of the project and an evaluation of project activities. The final chapter, Conclusions and Recommendations, provides an analysis of the contribution of the project to the state of the art in planning for special populations and recommendations for future action at the Federal, State and Local levels.

PROCEDURES

This chapter describes the methodology employed in accomplishing project goals. Presented in the first section are the procedures used to develop the Planning System, which is the major product of the project. This is followed by a description of the means for disseminating the System, including the preparation for and conduct of three regional dissemination workshops. The final section presents procedures used to develop guidelines for the provision of USOE technical assistance to the States.

DEVELOPMENT OF THE PLANNING SYSTEM

The Planning System, which was named the Vocational E.S.P. (Education for Special Populations) Planning System, was designed to parallel the conceptual model of planning described by the MERQ. The System was originally conceived as a set of procedures for accomplishing each of the components (policy development, needs assessment, etc.) of the MERQ in planning. The procedures would be accompanied by decision heuristics to assist States in selecting planning procedures most suited to their individual needs, constraints and resources.

This conception of the E.S.P. System was subsequently expanded to provide procedures for each of the "key activities" or process items in the MERQ. For example, the MERQ policy development component contains two key activities, one of which is the actual formulation of

policies and a second which is the dissemination of policies. Since accomplishing these key activities would require very different procedures, alternative procedures which can be used to both formulate and disseminate policies were included in the E.S.P. System. Other components of the MERQ were expanded similarly.

Development of the System involved four major steps:

1. Identification of existing procedures used to plan for special populations
2. Assessment of the state of the art in planning for special populations
3. Incorporation of alternative procedures and decision heuristics into a usable "System"
4. Field test of the System in three State vocational education agencies

Procedure Identification

Two basic approaches were used to identify materials describing procedures currently used to plan for special populations. First, pertinent documents were identified through conventional literature reviews. A comprehensive literature search was conducted of the holdings of the North Carolina State University library. This search was augmented by searches of the libraries of the Center for Occupational Education at N. C. State University and the National Center for Research in Vocational Education. The American Vocational Association and the National Advisory Council for Vocational Education were contacted to ascertain their relevant holdings. A computer search was conducted to identify those ERIC documents pertaining to State-level planning for the

delivery of vocational education to special populations. Existing bibliographies on special populations and on vocational education planning were also reviewed in an effort to conduct a comprehensive search of the field of readily available published literature.

In order to identify the 'fugitive' literature that exists in the field but often is not formally disseminated, States were contacted directly. Telephone contacts were made after the literature searches had been completed so as not to inconvenience the States by requesting materials available from other sources. Each State was asked to describe briefly its on-going activities in special needs planning and to send any materials considered to be descriptive of those activities; e.g., reports, guidelines, pamphlets, bulletins, forms, policies and technical memos. Phone contacts were followed up with letters to each State Director of Vocational Education, listing materials that had been received and requesting verification as to currency and completeness of coverage. Documents were obtained from 41 States.

Assessment of the State of the Art

Identified materials were reviewed, analyzed and incorporated into a picture of the state of the art in State planning for special populations. Information was obtained from three basic sources: (1) printed materials whose topical coverage dealt directly with planning for special needs populations, (2) printed materials whose topical coverage included or was otherwise deemed to be relevant to special needs planning, (3) verbal accounts of the planning process and associated problems obtained from presentations at the 1978 American Vocational As-

sociation convention and telephone contacts with State agency personnel. Included among materials dealing directly with special needs planning were policy statements, reports of completed studies, abstracts of current projects and requests for proposals. Instrumentation used in planning for special populations was frequently furnished. In some cases, instruments were accompanied by procedures describing their purpose, how they were used, and for whom they were designed. In other cases, this information had to be inferred as only the instruments themselves were sent. State-produced guidelines for local planning for the delivery of vocational education to special populations provided yet another source of information. Bibliographies and literature reviews on planning for special populations were examined to identify references to pertinent documents. Historical overviews and summaries of relevant legislation were reviewed to identify service delivery problems and to elucidate planning issues pertinent to special needs populations.

Because of their relevancy as sources of information, approximately 30 State Plans for Vocational Education for fiscal years 1978-1982 were reviewed. Although State plans are basically the products of the planning process, they do contain descriptions of various procedures used to plan. This was especially true for the topical area concerning the allocation of resources. In this case, State plans proved to be the major source of information, in that they provided the only available documentation on funding formulas and constituent criteria.

A final source of information consisted of verbal accounts of the planning process as provided by State agency personnel. In the course of the telephone contacts to obtain documentation, State agency personnel oftentimes described procedures for which there was no formal documentation and recounted problems encountered in planning for special populations.

As information was reviewed and analyzed, it was screened for potential inclusion in a state-of-the-art report. That report constituted the skeleton of the E.S.P. System. It describes the philosophical basis of each of the six MERQ planning components, and current procedures used to plan for special populations, provides a discussion of the state of the art for each of the MERQ components, and evaluates the state of the art in terms of resultant services to special population groups or individuals and implications for the E.S.P. System.

Development of Preliminary System Documentation

Information identified during the literature review and subsequent analysis of the state of the art served as the primary basis for the development of procedures which SEAs can use in planning for special populations. Those materials which were obtained were first classified according to the six components of the MERQ and within each component classified by key activity. At this point the available planning procedures were evaluated as to their potential benefit and applicability to the States and were screened accordingly. Factors which were used to assess the procedures included the extent to which the procedure met the intent of the MERQ criteria, evidence of past success of

the procedure in planning for special populations and adaptability of the procedure to various special populations and differing State needs, constraints and resources.

It was discovered during the assessment of the state of the art that procedures for planning for special populations are not available for many of the MERQ key activities. In these instances one of two alternatives was taken. Where generic planning procedures were available, these were adapted to planning for special populations to the extent that this was feasible. In those instances where no procedures were documented, discussions with State personnel and inferences made from five-year State plans were the foundation for developing tailor-made procedures. This latter approach was particularly necessary for the policy development and resource allocation components of the MERQ. At least two procedures were selected/developed for each key activity of the MERQ.

Written descriptions were prepared for each of the procedures to be included in the System. The procedural descriptions consisted of five parts:

- Overview
- Key Considerations
- Implementation Steps
- Sample Modifications
- References for Additional Information

The overview provides a brief description of the procedure, a section which is useful in making an initial comparison of alternative

procedures. Key considerations are those factors--cost, time, staff requirements, etc.--that an agency should consider prior to selecting and implementing an alternative procedure. These are part of the access component of the System, and their development is discussed in more detail below. Described within the implementation steps are the actual steps to follow in implementing a procedure. Sufficient information is provided within the description or through references to easily obtainable documents to enable the user to complete the planning procedures. Finally, modifications that have been made to the procedures are described, where applicable, and references to relevant documentation are provided.

The final step in the development of the draft Planning System was the meshing of decision heuristics with the alternative planning procedures. Essentially, the heuristics were developed as an access system, i.e., a means for selecting an appropriate procedure for implementation.

The access system was developed as two parts--one to be used to select from among key activities and a second to select from among alternative procedures presented for accomplishing the key activities. The first part of the access system had as a logical foundation the MERQ planning instrumentation. Each of the six components of the MERQ consist of a series of criteria representing quality aspects of State-level planning. By adapting these criteria to target in more directly on planning for special populations, an instrument for measuring a State's strengths and weaknesses in various areas of planning for

special populations was developed. A three-point rating scale--consisting of the values, 0= does not describe the existing situation, 1= partially describes the existing situation, and 2= accurately describes the existing situation--was developed for use with the revised criteria as part of a self assessment process. Based on the results of this process, States would be able to identify those key activities in greatest need of strengthening (those rated with "0" or "1").

The second component of the access system that was developed was a method for selecting an alternative procedure for accomplishing a key activity which has been determined to be weak. Two subcomponents were developed to serve this function. First, key considerations were identified for each procedure. These considerations are factors which a State agency must take into account prior to selecting a procedure. The key considerations addressed within each procedure are cost, staff, time, equipment and facility requirements, participants, applications and side effects. By reviewing these considerations a State can evaluate the strengths and limitations of alternatives in light of its particular needs, resources and constraints and come to a decision as to which of the alternatives to implement. Second, the overviews were developed to provide a framework through which to review the key considerations.

Preliminary documentation of the Planning System consisted of seven volumes. Six of these contained descriptions of alternative procedures, one for each of the six MERQ components. The seventh volume contained the self-assessment guide and procedures for conducting a self

assessment. These seven volumes were then field tested as is described in the following section of this report.

Field Test of the E.S.P. System

In order to test the effectiveness of the Planning System in the field, pilot tests were conducted in three State vocational education agencies: South Carolina, Pennsylvania and Texas. These States were chosen as field test sites because they adequately met the following criteria:

- a State must be selected that is representative of those with large urban populations;
- a State must be selected that is representative of those whose populations are predominantly rural;
- a State must be selected in which there is a large group of individuals of limited English-speaking ability;
- a State must be selected with a large minority population located primarily in urban centers;
- a State must be selected in which the minority population is large, but is widely dispersed throughout the urban and rural areas of the State.

Furthermore, the States represented a diversity of vocational education enrollments and expenditures for both regular and special programs, a diversity in number and type of vocational programs offered, variation in the number of teachers by program type, wide differences in the ratio of Federal to State/Local support and representation from different geographic areas.

The field test was designed to identify any limitations in the structure and/or content of the System which should be modified prior to its finalization. Accordingly, the field test had three objectives:

- To ascertain the effectiveness of the self-assessment procedures as a means for SEA personnel to use to (a) identify their planning activities in need of improvement and (b) access those alternative procedures which are appropriate in light of SEA needs.
- To determine if the procedural Overviews and Key Considerations provide adequate information for SEAs to select procedures for review from among the alternatives included in the System.
- To determine if the content and level of specificity contained within each of the alternative planning procedures are adequate for SEAs to make an informed decision whether or not to pursue implementation of the alternative being reviewed.

In order to achieve these objectives, project staff visited each of the field-test SEAs on two occasions. On the first visit, SEA staff were oriented to the plan for the field test, the structure of the Planning System and the specific activities they would be performing in conjunction with the field test. Specifically, participants were instructed in how to conduct a self assessment, how to identify appropriate procedures for strengthening identified weaknesses and how to compare alternatives by reviewing Overviews and Key Considerations. Finally, participants were asked to review the procedures within four of the six volumes of the System. The volumes were assigned so that each would be reviewed by two States:

State	Volumes
Pennsylvania	1, 2, 3, 4
South Carolina	1, 4, 5, 6
Texas	2, 3, 5, 6

By their own volition, however, each of the States consented to review all six volumes.

During the SEA's reviews of the various volumes of the Planning System, they were asked to pay particular attention to the following considerations:

- Organization and format of the information contained in Volumes I-VI.
- Breadth and number of alternatives provided within each volume.
- Feasibility of implementing the alternatives as described.
- Applicability to a variety of special populations.
- Sufficiency of information to enable the SEA to make an informed decision concerning its interest in further pursuing implementation of the alternatives.

SEAs were allowed two weeks to complete field test activities. At that time a second visit was made to each of the agencies. The purpose of the second meeting was to elicit information concerning any difficulties encountered in using the System, possible improvements in System structure and content, and topics which should be addressed during the regional dissemination workshops. Specific questions used to guide the second session are presented in Appendix A. Comments which resulted from the field test are also included in Appendix A. This synthesis of field test results served as a means for discussing among

project staff proposed changes to the Planning System. Those suggestions which were incorporated into the System are preceded by a check [✓].

In addition to the field test activities, the preliminary System was reviewed by Mr. Allan Holmes, a member of the planning staff of the California State Education Agency. A concurrent review was performed by representatives of USOE. Comments resulting from those reviews were synthesized with the results of the field test in making final modifications to the Planning System.

DISSEMINATION OF THE PLANNING SYSTEM

The E.S.P. Planning System was disseminated to SVEA personnel primarily through a series of three regional dissemination workshops. The planning and conduct of the workshops are discussed in the following sections.

Workshop Planning

Procedures used to select the workshop sites, identify and notify participants and develop materials are presented here.

Site Selection and Facility Reservation

RFP #78-52 called for three regional dissemination workshops. The following sites were proposed for these workshops: Atlanta, Georgia; Philadelphia, Pennsylvania; and Denver, Colorado. A major factor influencing site selection was geographic location. Since the project budget was to be used to cover the expenses of three participants from each State, geographic distribution of sites would minimize project expenditures. Furthermore, close proximity to a workshop

site would make the workshops more accessible to other individuals whose expenses would not be paid with project funds. Additional criteria which were used to select the locations, and which resulted in the three urban sites, were:

- close proximity to a major airport;
- a wide choice of adequate, barrier-free hotels with appropriate meeting facilities; and
- a broad selection of restaurant cuisine and prices.

The cities of Denver, Atlanta and Philadelphia best met all of the above criteria.

Within each of the cities, hotel arrangements were made to accommodate both sleeping and meeting room requirements. Primary selection criteria included cost, location, barrier-free facilities, size, availability at desired times, and overall adequacy of the hotel facilities. This information was obtained from hotel personnel, tour books, travel agencies, Vocational Rehabilitation Offices, and Regional Offices of USOE. Based on the degree to which the investigated hotels met desired criteria the following facilities were selected:

Colony Square Hotel
Peachtree and 14th Street
Atlanta, GA 30361

The Hilton Hotel of Philadelphia
Civic Center Blvd. at 34th Street
Philadelphia, PA 19104

The Plaza Cosmopolitan Hotel
1780 Broadway
Denver, CO 80202

Participant Identification and Notification

The project called for the reimbursement of workshop travel-related expenses for three representatives from each State (hereafter referred to as paid participants). To identify the paid participants, contacts were made with all State Directors of Vocational Education. They each were requested to recommend three participants, representing those specialties most likely to benefit from the workshops (e.g., planners, persons responsible for coordinating services to various special populations), and an alternate for each of the participants. A sample of materials sent to the State Directors is presented in Appendix B.

Those persons recommended by the State Directors were invited as paid participants to the appropriate regional dissemination workshop. The invitation included a letter describing the project, the purposes of the workshops and reimbursement particulars such as travel and per diem rates and deposits and receipts required. A preregistration form, describing the workshop dates, site, accommodations, pregistration fee, and cancellation procedures was also enclosed. A tear-off response form, which was completed by participants and returned to CONSERVA, requested the following:

- name
- title
- address
- accommodations desired
- special accommodations required
- person sharing room with
- arrival and departure dates, hours

- room deposit and preregistration fee

For those participants who indicated they would be unable to attend or did not respond by a set preregistration deadline, the recommended alternate was invited as a paid participant. Each alternate received a letter invitation and preregistration form. For those States where less than three participants or alternates responded, follow-up telephone calls were made to attempt to secure full representation.

Other individuals who it was expected would have an interest in the workshops were also invited; however, their expenses were not reimbursed. Announcements and preregistration forms were sent to the following State offices:

- Vocational Rehabilitation
- Special Education
- State Advisory Council on Vocational Education
- Developmental Disabilities Council

Sample copies of the materials used to invite paid and non-paid participants to the Atlanta workshop are presented in Appendix C.

A final list of participants was derived from the responses of paid and non-paid participants. A copy of this list, along with arrival and departure dates, was sent to the hotels to guarantee sleeping accommodations and finalize meeting room arrangements. Also, workshop activities were designed around the types and numbers of individuals indicating that they would be in attendance.

Preregistered participants were provided with a workshop information packet prior to their arrival at the workshop sites. Included were more detailed information on accommodations, registration format and a summary of workshop activities (See Appendix D). Paid participants received, in addition to the above, a reimbursement form and a description of expenses which could be claimed.

Materials Development

The final component of workshop planning entailed the development of materials. For these workshops two types of materials were developed--logistical support materials and session supportive materials. In addition to the information mailed to participants, they were provided upon arrival a workshop packet containing the following logistical information:

- Workshop objectives and agenda
- List of participants
- Small group assignments
- Restaurant and city information

Packets also contained a corporate biography, tablet and pen.

An expanded agenda or program book was developed as a logistical guide for project staff. The program book assisted in the smooth operation of the workshop by providing for coordination among those involved in the conduct of the workshop and through documentation of workshop functions and needs. For each session, the book provided the following information:

- Session title

- Date
- Time
- Meeting room and set up
- Number of participants
- Speaker/Leader
- Objective of session
- Description of activities
- Equipment requirements
- Materials required

Session supportive materials included a sound filmstrip and handouts provided to participants. The filmstrip was produced by a subcontractor, Billy E. Barnes of Chapel Hill, North Carolina. Its development involved input from CONSERVA staff and a review by USOE prior to finalization. The final product was shown at the workshops, and prints of the filmstrip and cassette tape were made for distribution (one each) to State vocational education agencies.

Four handouts were also prepared for use by workshop participants. Three of these were instructional in nature, designed to guide participants through workshop activities. The fourth was a workshop evaluation form. These handouts are presented in Appendix E, and their functions are discussed in further detail in the next section describing the conduct of the workshops.

Workshop Conduct

The three major objectives of the dissemination workshops were to:

1. Provide participants with an understanding of the content, structure and use of the Vocational E.S.P. Planning System.

2. Provide participants with experience in using the Vocational E.S.P. Planning System.

3. Provide for implementation of the Vocational E.S.P. System by workshop participants upon return to their States.

The activities designed to achieve these objectives and their associated products are portrayed in Figure 1. It is these objectives and activities that the 2 1/2 days of workshop sessions were designed around. (See the sample Philadelphia workshop agenda presented as Figure 2.)

The morning of the first day functioned as a get acquainted session as well as an orientation to activities planned for the remainder of the workshop. After registration, the Project Director opened the workshop with brief introductory remarks. A representative from the State in which the workshop was held then had an opportunity to make some welcoming comments. Ms. Carol Gibson, Director of Education for the National Urban League and Chairperson of the National Advisory Council on Vocational Education concluded the Opening Session with a presentation setting the stage for a workshop on planning for special populations. After a short break, workshop participants introduced themselves and the project director gave an overview of workshop activities. The final preliminary activity was a presentation of the sound filmstrip introducing the Vocational E.S.P. Planning System.

FIGURE 1

WORKSHOP OBJECTIVES

I. To provide participants with an understanding of the content, structure and use of the Vocational E.S.P. Planning System.

Activities	Products
System orientation and instruction	Knowledgeable participants

II. To provide participants with experience in using the Vocational E.S.P. Planning System.

Activities	Products
1. Assessment of current State planning practices	1. Perceptions of the current status of State planning
2. Establishment of State consensus on Self Assessment	2. Ratings on Self Assessment Guide
3. Identification of priority areas for improvement	3. Priority areas in need of improvement
4. Identification of appropriate E.S.P. planning procedure for priority area	4. Potential alternative planning procedure(s)
5. Identification of barriers to implementation	5. List of barriers
6. Group generation of strategies to overcome identified barriers	6. List of strategies

III. To provide for implementation of the Vocational E.S.P. System by workshop participants upon return to their States.

Activities	Products
1. Identification of Implementation Strategies	1. Strategies for creating an awareness of the E.S.P. System
	2. Strategies for stimulating an interest in the E.S.P. System
	3. Strategies for facilitating System implementation
	4. Short-term action plan

FIGURE 2

PLANNING VOCATIONAL EDUCATION FOR SPECIAL POPULATIONS

WORKSHOP AGENDA

Monday, January 21

8:30 - 9:30 a.m.	Registration	*Salon D*
9:30 - 11:00 a.m.	Opening Session	*Salon C & D*
	Opening Remarks	Donald W. Drewes, Project Director
	Welcome to Pennsylvania	Paul Schalles, Assistant State Director for Pennsylvania
	"Targeting the Resources of Vocational Education to the Occupational Needs of Special Populations"	Carol Gibson, Director of Education, National Urban League
11:00 - 11:15 a.m.	Coffee Break	
11:15 - 11:30 a.m.	Introduction of Workshop Participants	*Salon C & D*
11:30 - 12:00 Noon	Planning for Special Populations: An Overview	*Salon C & D*
	Purpose and Overview of Workshop Activities	Donald W. Drewes
	"Vocational E.S.P. Planning System"	Sound-Filmstrip Presentation
12:00 - 1:15 p.m.	Luncheon Break	
1:15 - 2:15 p.m.	Orientation to the Planning System and Instruction in Its Use	Small Group Assignments: *Franklin, Jefferson, Temple, Wharton*

Monday, January 21 (Continued)

2:15 - 4:00 p.m.	Completion of the Self-Assessment Guide	Small Group Assignments
4:00 - 4:15 p.m.	Preview of Second Day's Activities	*Salon C & D*
5:00 - 7:00 p.m.	Attitude Adjustment (Cash Bar)	*Pennfield's Extension*

Tuesday, January 22

9:00-- 11:00 a.m.	E.S.P. System Utilization: A Simulation Exercise	Small Group Assignments
11:00 - 12:00 Noon	Identification of Strategies for Overcoming Barriers to Implementing E.S.P. Planning Procedures	Small Group Assignments
12:00 - 1:15 p.m.	Luncheon Break	
1:15 - 2:45 p.m.	Identification of Strategies (continued)	Small Group Assignments
2:45 - 3:00 p.m.	Coffee Break	
3:00 - 4:30 p.m.	Development of Planning System Implementation Strategies	Small Group Assignments
4:30 - 4:45 p.m.	Preview of Third Day's Activities	*Salon C & D*

Wednesday, January 23

9:30 - 11:00 a.m.	Development of State Action Plans	*Salon C & D*
11:00 - 12:00 Noon	Workshop Evaluation and Adjournment	*Salon C & D*

The remainder of the workshop consisted of work sessions which were directly related to the three objectives. After a brief orientation to the E.S.P. System, participants individually completed a self assessment of State planning for special populations using the self-assessment guide. States then met as small groups, came to a consensus as to strengths and weaknesses in various areas of planning, and assigned group ratings to each of the items on the guide, thus completing the first day's work activities.

The second day continued with simulation of use of the Planning System. Participants first identified and reviewed alternative procedures for strengthening their weakest planning area (see Handout presented in Appendix E.1). Led by project staff within 3-4 small groups, participants then assisted each other in the identification of strategies for overcoming barriers to implementing E.S.P. planning procedures. Strategies were identified using one of two techniques presented in the E.S.P. System: brainstorming or nominal group technique. This simulation addressed the second workshop objective.

The final session of the second day involved the generation of strategies to implement the E.S.P. System (see Handout in Appendix E.2). Strategies so identified were synthesized and returned to participants on the morning of the third day. The strategies generated by participants at the Philadelphia and Denver workshops are presented in Appendix E.3. On the final morning participants reviewed the various strategies and developed a State action plan (see Handout, Appendix E.4). Finally, they completed a Workshop Evaluation, which is presented in Appendix E.5, and the workshop was adjourned.

The activities described above represent the basic approach used to conduct the workshops; however differences among the three occurred. Each evening project staff met and evaluated the progress of the workshops. Adaptations in the planned agenda were made at this time to better tailor the work sessions to specific participant needs. Also, changes were made in the program after the Atlanta workshop, based on an analysis of responses to the evaluation questionnaire. Major changes were the orientation of participants to the System in a small rather than large group session, and the addition of the sharing of implementation strategies. After the Philadelphia workshop, it was decided to break into three rather than four small group sessions. The fourth room then served as a discussion area, where participants could gain more content-related assistance after early completion of various segments of the simulation exercise. This allowed individuals in different States to work more easily at their own speeds.

FOLLOW-UP EVALUATION

A follow-up evaluation was conducted to obtain information on the extent to which workshop participants had implemented the Planning System in each of their respective States. Six weeks after the first workshop the follow-up was initiated. At that time it was discovered that insufficient time had passed to allow for significant progress in implementing the Planning System. Thus, with permission of the contracting officer to extend the project, the follow-up evaluation was postponed for two months.

After allowing the additional time for implementation, the follow-up was reinitiated. An attempt was made to contact at least one participant from each of the States represented at the workshops. They were asked what actions they had taken to promote the use of the Planning System since the workshop. Also, actual and anticipated problems in using the System were identified, and suggestions for changes to the System and possible areas for further technical assistance were elicited. A separate evaluation report produced as part of the project describes follow-up procedures and results in more detail.

GUIDELINES FOR TECHNICAL ASSISTANCE

As part of an effort to carry the results of the project into the future, guidelines for the provision of further technical assistance to the States were prepared. The guidelines were based on problems that States are experiencing in planning for special populations. These problems were identified in the course of four project activities: initial phone contacts with State personnel, field test of the Planning System, evaluation of the dissemination workshops and follow-up evaluation of System implementation. These problems were analyzed, and those most common were isolated. Guidelines which the U. S. Office of Education can follow in providing technical assistance in response to these problems were then developed and incorporated into a separate project report.

DEVELOPMENT OF FINAL SUPPORTIVE MATERIALS

Additional System supportive materials were developed in response to the needs of State agency personnel. These needs were identified at the dissemination workshops and during an analysis of workshop evaluation responses. Based on this information, an addendum to the E.S.P. System was prepared and mailed to each of the workshop participants. The addendum consists of the following components:

- Capsule of the E.S.P. System
  - Overview
  - Topical Outline
  - Flow Charts of System Components and Elements
- Using the System
- Glossary of Terms

RESULTS

The results of the project can best be described in terms of the products which resulted from project activities and the impact of those products, particularly the E.S.P. Planning System, in the field. Presented in the next section is a description of the major project products. This is followed by an evaluation of the dissemination workshops and the implementation of the E.S.P. System.

MAJOR PRODUCTS

This project resulted in three major products for use by individuals involved in planning vocational education for special populations: a two-volume State of the Art Report, the Vocational E.S.P. Planning System, and the E.S.P. sound filmstrip. Additionally, a report containing guidelines for USOE technical assistance to the States was produced. Descriptions of these products follow.

State of the Art Report

The state of the art in planning vocational education for special populations is presented in two volumes. Volume I assesses the current state of the art by providing a comparative analysis of procedures which exemplify State level planning for special populations and a discussion of the implications of current practices. Information which was obtained from an extensive literature search is reported within the six components of the Management Evaluation Review for Quality

in Planning--policy development, needs assessment, goal development, development of objectives, identification of programs, services and activities, and resource allocation--with the exception that procedures used to formulate goals and objectives are presented together. Each of these chapters begins with a brief discussion of the meaning and implications of that planning component for special needs populations. This is followed by a description of the procedures and practices considered to exemplify the current state of the art for that component. Each chapter concludes with a review and discussion of the comparative strengths, limitations and problems encountered in using various generic procedures. Also contained within the report are introductory chapters tracing the evolution of planning and concern for special populations and a description of the methodology used to identify and review materials. A final chapter presents conclusions and an integrative summary.

Volume II of the State of the Art Report is an annotated bibliography of over 200 documents pertaining to planning for special populations. Bibliographical entries are arranged alphabetically by author within each of seven sections:

I. Planning Approaches
II. Policy Development
III. Needs Assessment
IV. Formulation of Goals and Objectives
V. Identification of Programs, Services and Activities
VI. Allocation of Funds
VII. Related Documents

Sections II-VI contain citations of documents directly related to one or more of the components of the instrumentation used in the BOAE Management Evaluation Review for Quality (MERQ) of State-level planning. Entries in Sections I and VII are of documents which could not be classified within the framework of the MERQ. Those in Section I relate to general planning approaches or models which could apply to special populations. Section VII contains selected documents which provide background information considered useful in planning for special populations. Each citation is supplemented with the number of pages contained in the document, an ERIC access number if applicable, and an abstract describing the content of the document.

Immediately following Section VII is an Index of Titles. The index contains an alphabetical listing of titles of all the entries and the page numbers where each of the annotations is presented. The Index of Titles serves as a useful overview of the contents of the bibliography and facilitates access to individual documents.

Vocational E.S.P. Planning System

The E.S.P. Planning System consists of alternative procedures which State vocational education agencies can use to plan for special populations and decision heuristics for selecting a planning procedure most suited to a State's needs, resources and constraints. Structurally, the System is organized into eight chapters. The first chapter is an introduction to the System, tracing the evolution of planning and special populations as national concerns. A rationale for planning for

special populations is provided, as well as an introduction to the Management Evaluation Review for Quality in State planning and the relationship of the MERQ to the System.

The second chapter of the E.S.P. System is the access component. It contains the self-assessment guide and instructions for its use. By completing the self-assessment process, the user is able to identify those aspects of the planning process which require strengthening and is directed to appropriate planning procedures.

The alternate planning procedures are presented in Chapters Three through Eight of the E.S.P. System, one chapter addressing each of the six MERQ planning components:

- Policy development
- Needs assessment
- Goal development
- Development of objectives
- Identification of programs, services and activities
- Resources allocation

Each chapter is structured according to a standard format and contains the following:

- A flow chart depicting the impactors and end products of the component as well as its relationship to other components of the planning process.
- An introduction describing the components of the chapter.
- One to four sections, which correspond to the MERQ key activities involved in the planning component, composed of alternative procedures for accomplishing each key activity.

The sections and procedures within each chapter also follow a standard format. Each section contains an introduction to the procedures presented and a table of contents for that section. Within the various sections, each alternative procedure description is composed of the following elements:

- A PERT (Program Evaluation Review Technique) Chart which illustrates the time and sequence of activities involved in the procedure.
- An Overview presenting a short description of the procedure.
- Key Considerations to be taken into account in deciding whether to implement a procedure. This element reviews costs, staff, time, equipment and facility requirements of the procedure and describes participant characteristics, applications of the procedure and positive and negative side effects.
- Implementation Steps, which presents a step-by-step delineation of how to implement the procedure.
- For Additional Information, providing (where available) further sources of reference for the procedure.
- Sample Modifications, which are provided in those cases where a procedure can be easily adapted to suit different purposes.

A total of 39 alternative procedures, addressing the 16 key activities of the MERQ, compose the System. Figure 3, which is a topical outline of the E.S.P. System, illustrates the variety and range of alternatives offered by the System.

FIGURE 3

VOCATIONAL E.S.P. PLANNING SYSTEM

TOPICAL OUTLINE

Chapter One: Introduction

- Background and rationale for planning for special populations
- MERQ in planning as an organizing framework

Chapter Two: Self-Assessment Procedures

- Description of a self-assessment process
- How to locate and select planning procedures
- The self-assessment guide

Chapter Three: Policy Development

Section 1: Policy Formulation

- Centralized Policy Formulation
- Decentralized Policy Formulation
- Mixed Central-Decentralized Policy Formulation

Section 2: Dissemination of Policies

- Targeted Dissemination
- General Dissemination

Chapter Four: Needs Assessment

Section 1: Surveys of Out-of-School Populations' Needs

- General Population Survey
- Targeted Survey of Special Populations

Section 2: Surveys of Current Students' Needs

- Assessment of Current Students' Needs
- Survey of School Personnel

Section 3: Assessing Needs Through Analysis of Existing Data

- Identifying Special Populations Using Existing Data
- Analyzing the Prevalence and Characteristics of Special Populations Using Existing Data

FIGURE 3 (CONT'D)

Chapter Five: Goal Development

Section 1: Formulation of Goals

- Delphi Technique
- Structured Group Process
- In-House Brainstorming

Section 2: Review of Preliminary Goals

- Interactive Review Process
- Non-Interactive Review Process

Section 3: Prioritization of Goals

- Edwards' Multi-Attribute Utilities Method
- Weighted Means Prioritization

Section 4: Dissemination of Goals

- Mini-Plan
- Flyer
- Dissemination Through Scheduled Agency Activities

Chapter Six: Development of Objectives

Section 1: Formulation of Objectives

- Delphi Technique
- Structured Group Process
- In-House Brainstorming

Section 2: Review of Preliminary Objectives

- Interactive Review Process
- Non-Interactive Review Process

Section 3: Dissemination of Objectives

- Mini-Plan
- Flyer
- Dissemination Through Scheduled Agency Activities

Chapter Seven: Identification of Programs, Services and Activities

Section 1: Identification of Activities

- Survey Techniques
- Delphi Technique
- Literature Search
- Nominal Group Technique

FIGURE 3 (CONT'D)

Chapter Eight: Resource Allocation

Section 1: Review of Local Applications for Funding

- Application Review under the Project Mode
- Application Review under the Programmatic Mode

Section 2: Prioritization of Local Applications

- Subjective Prioritization
- Objective Prioritization

Section 3: Distribution of Federal Funds

- Fund Distribution under the Project Mode
- Fund Distribution under the Programmatic Mode

Vocational E.S.P. Sound Filmstrip

The E.S.P. audiovisual, which was developed for use at the dissemination workshops and distribution to the States, is a sound filmstrip of 10 minutes and 23 seconds duration. The package consists of a cassette tape, one side for synchronization with automatic advance, the back side for audible pulses, and a filmstrip synchronized with the tape. The sound filmstrip creates an advocacy for planning for special populations through an overview of relevant Federal vocational education legislation, a description of the types of and numbers represented by the various special populations and a presentation of three case studies: a mother seeking to enter the labor force, a young disadvantaged woman, and a physically handicapped male student. Once the problem is defined, the viewer is introduced to the E.S.P. System as a rational, flexible approach to planning for special populations. The MERQ, as a model for the System, is described, and the structure of the System, including definitions of its components, alternative procedures and the self-assessment process, is presented. The audiovisual concludes with a call to action, challenging States to improve their planning for and resultant services to special populations.

Guidelines for USOE Technical Assistance

This report contains recommendations for further action on the part of the U. S. Office of Education for providing technical assistance to the States in planning for special populations. The Guidelines address six general problem areas which are common to the States:

- Limited money and time to address planning functions
- Difficulties in coordinating planning activities with local education agencies
- Interpreting Federal legislation
- Coordinating planning with other agencies
- Obtaining administrative support and commitment
- Intergrating the E.S.P. System into the ongoing planning process.

Modes and methods of assistance are provided.

EVALUATION

A separate evaluation report prepared as part of the project describes the results of the workshop and follow-up evaluations. A brief synopsis of those results is presented here.

Workshop Evaluation

Reactions to the workshops by the participants were varied and in some instances contradictory. Many participants were of the opinion that the workshops could have been shorter, yet some enjoyed the amount of time they were given to work together. Participants also differed in their impressions of the session activities and which types of activities were of most benefit to them.

It was determined that participants' satisfaction with the workshops was highly related to their expectations. For those participants whose expectations were consistent with workshop objectives, the workshop provided them with information they hoped to gain. Those

participants who hoped to learn more specific information regarding service strategies were less satisfied with workshop activities. On the whole, the Atlanta and Denver workshops were the most successful in terms of providing participants what they wanted.

Evaluation of the E.S.P. System

The utility of the E.S.P. Planning System was assessed through an analysis of the initial impressions of workshop participants and the extent to which the System was implemented in the field.

Comments of participants at the workshops pertaining to the System were overwhelmingly positive. The E.S.P. System was called a "useful tool for anyone involved in planning," a "concrete system to use in planning . . . was needed very definitely." Recommendations for changes to the System were few and minor. Major criticisms of the System claimed that the techniques provided were not specific enough to assist the user to day-to-day planning. However, since the System was designed to be applicable to planning for any special population and usable by all of the States, this criticism was not well-founded. It is just this flexibility which will allow for variety in user applications and continued use into the future.

In terms of implementation of the Planning System, it has been used for diverse functions both within and outside the State vocational education agencies. The System has been shared with a variety of types of individuals. It has been used in such functions as revising the State Plan, as a tool for working cooperatively with other State-level

agencies and as a means for assessing planning strengths and weaknesses. A summary of the actions taken by the sample of workshop participants contacted in the follow-up is presented in Appendix G.

CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this project to provide assistance to the States in planning for special populations through the attainment of three major objectives:

1. Design and develop a comprehensive planning system which States can use to select strategies for planning for the delivery of vocational education services to special populations.

2. Train State personnel for the implementation of the system in each of the fifty States.

3. Provide for continued USOE assistance to State planning efforts, thereby enhancing the Federal leadership role in the Federal-State-Local educational partnership.

To accomplish these objectives CONSERVA produced the Vocational E.S.P. Planning System and various support materials, conducted three regional dissemination workshops for representatives of State vocational education agencies, and developed guidelines for use of the USOE in providing further technical assistance to the States.

Pervasive throughout these activities was a recognition that planning for special populations cannot be treated simply as an extension to an existing planning process. On the contrary, it represents a new challenge with a different set of requirements and a multiplicity of new participants.

For instance, new policies must be developed, representing the interests and concerns of a variety of identified and anticipated consumers. In considering these interests, policies must address the

role of vocational education relative to other agencies in providing services. Without the direction provided by sound policies targetted to special populations, local efforts will lack coordination and can provide for inequities in services across districts and across groups.

Needs assessment likewise requires a new component when considering special populations. Traditionally, vocational education needs assessments have consisted of measuring discrepancies between employment opportunities/student interest and program offerings. These discrepancies then represented the "needs" for vocational programs. When assessing the needs of special populations, the planner must go beyond this. It is also necessary to identify the support services and program modifications, such as tutoring, day care services, or building modifications, which will enable various special population groups to succeed.

The development of state-wide goals and objectives for the delivery of vocational education to special populations requires a coordinated effort on the part of all those with responsibility for serving special populations. Service providers all have the same general mission with regard to the success of the student. Thus, goals of different agencies should not be contradictory or in competition. Comprehensive service delivery begins with coordinated planning, particularly in the development of consistent goals and objectives by the agencies and groups serving or representing special populations. The goal development process must also solicit LEA involvement in order to strengthen local support of the designated goals and enhance their com-

mitment to achieving the objectives. Finally, the goals need to address different legislation governing available resources and appropriate population definitions. This again requires coordination and cooperation.

In identifying programs, services and activities to achieve the State's objectives with regard to special populations, it is necessary to identify new services which are not traditional to vocational education. Again, there is a need for cooperation in planning, to take advantage of the experience of those who have provided the services in the past and to coordinate services which require multiple delivery systems. Additionally, it is the State's role to assure that activities implemented at the local level do indeed provide for effective and comprehensive services to individuals with special needs. In order to retain a leadership position in serving special populations, technical assistance and application review functions of the State must be conducted to ensure that activities are consistent with state-wide goals and objectives for delivering vocational education to special populations.

Finally, procedures for the allocation of resources require more specific information than has been used in the past. Allocation formulas need accurate and up-to-date measures of the prevalence of special populations in order to target funds. Without accurate information and reliable formulas, inequities will exist between the needs of some special populations and the funds allocated for meeting those needs.

The Vocational E.S.P. Planning System offers procedures which States can use to accept these new challenges that characterize the

components of planning for special populations. However, the production of a guide to planning is only the first step. Enthusiasm and action on the part of State agency personnel and a continued priority by the Federal government are required to enable planning to go beyond its role as a compliance function towards a foundation for the provision of comprehensive vocational education services to special populations.

Through the dissemination workshops, conducted as a part of this project, the beginnings of individual commitments to the E.S.P. System and philosophy were established. Follow-ups of workshop participants indicate that the System has been used for diverse functions both within and outside the State vocational education agencies. The System has been shared with a variety of types of individuals. Each of the implementation actions planned by the workshop participants seems to have been accomplished by at least one State. However, implementation on a major scale has been slow in coming despite positive impressions of the System. Major obstacles which have hindered full use of the System include:

- Obtaining top level administrative support and commitment
- Integrating the System into the existing ongoing planning process
- Obtaining support of local education agencies
- Lack of opportunity, because of timing of planning cycle, to implement procedures as of yet
- Length of time required to implement many of the procedures included in the System
- Difficulties in coordinating planning with other agencies

These barriers to full System implementation represent considerable opportunities for the U. S. Office of Education to provide assistance to the States. Guidelines for assistance in the following areas are provided in a separate project report:

- Individual assistance in implementing specific planning procedures
- Assistance in modifying components of the System to meet individual State's needs
- Guidelines for interagency cooperation to promote closer working relationships, to provide for coordinated planning and to pool resources
- Interpretation of changing Federal regulations, directives, categories and uses of funds

If planning and special populations continue to be Federal priorities, such continued assistance must be provided to State and local education agencies. If special populations continue to be State and local priorities, coordinated, comprehensive planning must not be abandoned.

REFERENCES

Cameren, R. James and Others. Guidelines for Improvement of Vocational Programs and Resources to Serve Needs of Handicapped Students. Final Report. Englewood, Colorado: Performance Management Specialists, Inc., September 1975.

Olympus Research Corporation. An Assessment of Vocational Education Programs for the Handicapped Under Part B of the 1968 Amendments to the Vocational Education Act. Final Report. Salt Lake City, Utah: ORC, October 30, 1974.

U. S. Congress. House of Representatives. 94th Congress, 2nd Session. Report No. 94-1085. "The Vocational Education and National Institute of Education Amendments of 1976," presented May 4, 1976.

U. S. Congress. Civil Rights Act of 1964. Public Law 88-352 as amended. Washington, DC: U. S. Government Printing Office, 1964.

U. S. Congress. Education Amendments of 1972. Public Law 92-318. Washington, DC: U. S. Government Printing Office, 1972.

U. S. Congress. Education Amendments of 1974. Public Law 93-380. Washington, DC: U. S. Government Printing Office, 1974.

U. S. Congress. Education Amendments of 1976. Public Law 94-482. Washington, DC: U. S. Government Printing Office, 1976.

U. S. Congress. Education of All Handicapped Children Act. Public Law 94-142. Washington, DC: U. S. Government Printing Office, 1975.

U. S. Congress. Education of the Handicapped Act. Public Law 91-230. Washington, DC: U. S. Government Printing Office, 1971.

U. S. Congress. Rehabilitation Act of 1973. Public Law 93-112. Washington, DC: U. S. Government Printing Office, 1973.

U. S. Congress. Vocational Education Act of 1917. Public Law 64-347. Washington, DC: U. S. Government Printing Office, 1917.

U. S. Congress. Vocational Education Act of 1963. Public Law 88-210. Washington, DC: U. S. Government Printing Office, 1963.

U. S. Congress. Vocational Education Amendments of 1968. Public Law 90-576. Washington, DC: U. S. Government Printing Office, 1968.

U. S. Department of Health, Education and Welfare, Office for Civil Rights. Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. 44 Federal Register, 17162-17175, March 21, 1979.

U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education. Summary Data, Vocational Education, Fiscal Year 1976. Vocational Education Information No. I. Washington, DC: DHEW/OE, January 1978.

APPENDICES

APPENDIX A

FIELD TEST OF THE PLANNING SYSTEM

A.1. Field Test Debriefing Questions and Related Objectives

A.2. Field Test: Synthesis of Comments

Field Test Debriefing Questions
and Related Objectives

Objective Number	Evaluative Questions
1	1. Was there any difficulty in understanding the intent of each item contained in the self-assessment guide? What caused that difficulty? How could the intent of the items be expressed more clearly?
	2. Upon completion of the self-assessment process, was there any difficulty determining the specific planning activities in greatest need of improvement? Were SEA staff aware of those limitations prior to the self-assessment? Do those limitations reflect what the SEA previously felt to be its major limitations in planning for special populations?
	3. Were any difficulties encountered in locating the alternative planning procedures keyed to the items in the self-assessment guide? What were the causes of those difficulties? How could they be avoided?
	4. Does the User's Manual adequately describe the self-assessment procedures which SEAs are to follow? Is it clear who should be involved in the self-assessment process? Were there any difficulties in identifying the appropriate personnel? How could those difficulties be avoided?

Objective Number	Evaluative Questions
2.	1. Do the Overviews provide an accurate representation of the activities described in the descriptions of alternative planning procedures? Should more/less detail be included in the Overviews to facilitate selection from among the alternatives provided in the system?
	2. Are the categories included in the Key Considerations those of major concern to the SEA when comparing alternatives? Should any topics be deleted/added? Could the format of the Key Considerations be improved? Should more/less detail be included in the Key Considerations? Do the Key Considerations facilitate making meaningful comparisons among the alternatives included in the system?
3.	1. What major difficulties were encountered in using the Planning system? What changes in the system would help to avoid those difficulties in the future?
	2. As a result of field-test activities, do the SEA staff feel better prepared to plan for special populations? Do they expect to pursue implementation of any of the alternatives they reviewed? If not, why not?
	3. What topics should be highlighted during the regional dissemination workshops to better enable other SEAs to implement the system?

FIELD TEST: SYNTHESIS OF RESULTS

REACTION	SC	PA	TX
Self-Assessment			
✓ Difficult to understand relationship among "key activites" and "characteristics of processes and products"-- how should the latter impact on rating of key activities. That is, how should quality affect rating of key activity (which in many instances is compliance). Perhaps could rate both compliance and quality to identify areas in greatest need. Relationship explained in Self Assessment Procedures	X		
___ How recently should the key activities have been accomplished.	X		
✓ Suggest more side headings be used to break-up self-assessment instructions, e. g., purpose of self-assessment, self-assessment response, review of results - discrepancy analysis and alternative procedures. The Self Assessment Guide; Conducting a Self Assessment; Locating and Selecting Planning Procedures	X		
✓ In accessing procedures -- would be helpful if directed to table of contents within each component and from there to appropriate procedure. (Makes it hard to tie together.)	X		
✓ Unclear how involvement of people in the assessment should occur and how this is coordinated in SEA, multiple agencies, LEA's. Explained in procedures	X	X X	
___ Reading level difficult.	X		X
___ Suggest rate characteristics also. Related to "key activities"	X		

FIELD TEST: SYNTHESIS OF RESULTS

REACTION	SC	PA	TX
Self-Assessment, (Con't)			
✓ Definitions of terms, e.g., policy, self-assess, goals, obj. Included in introduction; glossary provided as supplementary material	X	X	X
✓ Examples of terms. See above		X	X
✓ Develop a rationale for application, make use of locals, how to get it moving. Advocacy for planning added; how to get it moving addressed at workshops	X	X	
✓ Emphasize how parts of the system can be implemented and that existing procedures can be built upon. Not starting from scratch. Included in Self Assessment Procedures	X		X
✓ Needs assess component of self-assess unclear -- Special needs? General needs? Specific needs? Not specific enough. See first item on this page		X	
✓ Self-assessment difficult without reading alternative procedures suggest state -- refer to component if unsure of intent.		X	
___ Use dichotomous rating. Difference of opinion existed		X	
___ Change ratings to "things states should be doing", See above		X	

FIELD TEST: SYNTHESIS OF RESULTS

REACTION	SC	PA	TX
Self-Assessment, (Con't)			
✓ Change title of User's Manual to Introduction.		X	
___ Need commitment of authority figures, endorsement by USOE. Addressed by workshops	X	X X	
✓ Needs assess -- characteristics of the product is the "key" -- what does it mean? Definitions included		X	
___ Difficult to reach consensus. N/A			X
✓ Flow chart in User's Manual showing system. Individual flow charts added	X		
Procedural Overviews: Key Considerations			
___ Easier to compare and select if overviews and key considerations presented together -- in table format and keyed to where the alternatives are located in the system. Difference of opinion	X		
___ Instead of key considerations -- provide step by step method to assist SEA's in determining costs, staff, etc.	X		

FIELD TEST: SYNTHESIS OF RESULTS

REACTION	SC	PA	TX
Procedural Overviews: Key Considerations (Con't)			
✓ Don't put absolute values on cost -- will vary.	X		
___ Enough information provided.	X		X
Alternative Procedures			
___ General section of common information and separate sections of unique information (Redundancy). Difference of opinion; contrary to design of system & its access.	X		X
✓ Too much narrative -- suggest more tables, flow charts or system diagrams, more headings within steps. All included	X		X
___ Identify procedures within current system that could be replaced with planning system procedures -- some will fit in well and easily, others will require getting support (key consideration). Contrary to system design: generalizability to all States' uses.	X		
___ Needs assessment -- elaborate on objective of NA, RCU role, LEA role, relationship to evaluations. Partially addressed	X	X	
✓ One volume (though redundant).			X
___ Combine goals and objectives. Inconsistent with contract	X		

FIELD TEST: SYNTHESIS OF RESULTS

REACTION	SC	PA	TX
Alternative Procedure, (Con't)			
___ Examples and forms in appendix. : size limitations			X
Specific Comments			
✓ Goals, p. 42 - include research personnel.	X		
✓ Goal development should include service providers.	X		
___ Goals, p. 33-8,9,10- combine steps and make substeps.	X		
✓ Include tables at point of reference or in appendix (rather than on following page).	X		
___ Volume 6, p. 7 -- funding modes have internal and external restrictions; funding criteria specified at outset; eligible applicants identified and described.	X		
___ User's Manual -- set off "it is the purpose of this document..", Combined into one volume	X		
✓ User's Manual, p. 23, #3 -- wrong volume #,	X		

FIELD TEST: SYNTHESIS OF RESULTS

REACTION	SC	PA	TX
Miscellaneous Comments			
___ Can't do anything without money and Federal and State commitment.	X	X	
___ Endorsement by SOICC would be useful for coordination.		X	
___ Lack of total integration of effort of all agencies, responsible for special needs.		X	
___ Workshops (and perhaps introduction) should emphasize:			X
• Benefits of planning -- improved programs, economy (Incentive)			
• Role of Merq			
• The Merq process			
• Preparation for Merq			
• Accomplishment of long-range and short-range goals			

APPENDIX B

CORRESPONDENCE WITH STATE DIRECTORS OF VOCATIONAL EDUCATION

We recently sent you a brochure describing a project which CONSERVA is conducting for the U.S. Office of Education to develop a system which States can use in planning to meet the needs of special populations. To assure that the States are made aware of this planning system, CONSERVA is conducting a series of three regional dissemination workshops. Each of the workshops will introduce potential users to the system and provide them with hands-on experience in applying the system to their unique needs, resources and constraints regarding planning for special populations. Furthermore, workshop participants will be provided with system documentation and supportive materials and be instructed as to how to prepare other State agency or local education agency personnel to use the system. A schedule of the workshops is attached.

In order that each of the States is represented at one of the workshops, project funds have been allocated to pay for travel expenses for representatives from each State. The number of representatives per State will depend upon the effect of recent and pending airfare increases on the project budget; however, at least two participants and perhaps three will be sponsored from each State. Sponsored participants will be reimbursed for round trip airfare to the workshop in their region and meal and lodging expenses consistent with HEW guidelines. Of course, additional participants are welcome to attend at their own or State expense.

We are asking you, as the State Director of vocational education, to identify individuals whom you would like to represent your State agency at the workshops. The types of individuals we feel would benefit most from workshop activities are persons involved in statewide vocational education planning and representatives of special needs populations (e.g., sex equity coordinators, handicapped/disadvantaged consultants, coordinators of programs for limited English-speaking populations). We would appreciate it if you would also identify an alternate for each potential participant, in the event that the participant is unable to attend.

A form for responding is enclosed. At least two, and hopefully three, of the individuals whom you recommend will be contacted in the near future

and invited to attend, at our expense, the workshop in your region. Additionally, they will be provided with information on the logistics and content of the workshop. Since we do not know at this time whether we can pay the travel expenses of more than two participants from your agency, please rank order the individuals whom you would like to attend. Each potential participant will be informed prior to the workshop whether his/her travel expenses will be reimbursed by CONSERVA.

We would appreciate your responding at your earliest convenience. Should you desire any additional information please feel free to contact Ms. Sally Spetz, who is coordinating the workshops.

Sincerely,

Donald W. Drewes
Project Director

DWD:bjt

Enclosures

Planning for Special Populations

Schedule of Regional Workshops

Atlanta, Georgia

Monday, January 7, 1980 through Wednesday, January 9, 1980

Participating States:

Alabama
Arkansas
Florida
Georgia
Iowa
Kentucky
Louisiana
Minnesota
Mississippi
Missouri
North Carolina
Oklahoma
South Carolina
Tennessee
Texas
Virginia
West Virginia

Philadelphia, Pennsylvania

Monday, January 21, 1980 through Wednesday, January 23, 1980

Participating States:

Connecticut
Delaware
District of Columbia
Illinois
Indiana
Maine
Maryland
Massachusetts
Michigan
New Hampshire
New Jersey
New York
Ohio
Pennsylvania
Rhode Island
Vermont
Wisconsin

Denver, Colorado

Monday, January 28, 1980 through Wednesday, January 30, 1980

Participating States:

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Kansas
Montana
Nebraska
Nevada
New Mexico
North Dakota
Oregon
South Dakota
Utah
Washington
Wyoming

Please recommend three participants and three alternates for the regional workshop, "Planning for Special Populations." The travel expenses of at least two, and perhaps three, participants will be reimbursed by CONSERVA. Please include addresses if they differ from yours.

1. _____ Participant

_____ Position

2. _____ Participant

_____ Position

3. _____ Participant

_____ Position

1. _____ Alternate

_____ Position

2. _____ Alternate

_____ Position

3. _____ Alternate

_____ Position

Signed,

_____
State Director of Vocational Education

Note: Please complete this form by October 26 and return to:

Sally H. Spetz
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, North Carolina 27605

APPENDIX C

ATLANTA WORKSHOP INVITATIONS

C.1. Letter to Paid Participants

C.2. Announcement to Non-Paid Participants

C.3. Preregistration Form

Conserva, Inc.

November 9, 1979

We are pleased to be extending you this invitation to attend the expense-paid workshop, entitled "Planning for Special Populations." Your State Director of Vocational Education has nominated you to represent your State at the workshop to be held at the Colony Square Hotel in downtown Atlanta. Workshop activities will commence Monday, January 7 at 9:00 AM and continue until noon on January 9.

This workshop will focus on a system designed to assist States in planning for the delivery of vocational education to special populations. The workshop is a "how-to" session, providing working experience in utilizing the system to strengthen planning activities. In addition, participants will be instructed in how to prepare others in the use of the system.

Workshop participants will leave with several products to aid them in their planning endeavors. These are the planning system, workshop and system supportive materials and an individualized plan for implementing the system, including planning activities, people or agencies to be involved and a time frame for completion of the process. After the workshops each State will receive a sound-filmstrip for use in in-State training and dissemination activities.

Enclosed is a prepregistration form for your use in indicating whether you will be attending the workshop and your accommodation needs. (Be sure to note special accommodation requirements, such as wheel chair rooms.) Please complete the preregistration form and return it to us by November 21 so that we may contact an alternate from your State should you be unable to attend. Due to the nature and schedule of the planned workshop activities we urge you to attend the entire two and one-half days of the workshop in order to gain full benefit from workshop events.

Please note that the preregistration form must be accompanied by a $55.00 deposit, which includes one night's room deposit and a registration fee. This will enable us to reserve accommodations and assure ample workspace. The entire room deposit and a major portion of the registration fee are reimbursable. Although hotel accommodations will be handled through CONSERVA, participants are responsible for making their own airline reservations. Participants will be reimbursed for airfare and per diem at the prevailing U.S.O.E. rates.

Should you decide to attend the workshop, we will be sending you a detailed agenda, an expense reimbursement form and further information on the workshop site. We look forward to your reply and hope you will be joining us in Atlanta.

Sincerely,

Sally H. Spetz

Sally H. Spetz
Research Associate

Planning for Special Populations

3 DAY WORKSHOP

CONSERVA is inviting representatives from your organization to attend one of three regional workshops to be held in ATLANTA, DENVER and PHILADELPHIA. The focus of these workshops is a SYSTEM designed to assist States in planning for the delivery of vocational education to special populations.

HANDS - ON EXPERIENCE

This workshop is a "how-to" session, providing working experience in utilizing the SYSTEM to strenghten your planning process. In addition, you will leave prepared to instruct others within your organization in the use of the SYSTEM.

COMPLETE PACKAGE

Participants will take with them several useful products:

- the PLANNING SYSTEM
- supportive materials
- an individualized plan for implementing the SYSTEM in your organization

* * * *

Preregistered participants will receive a detailed agenda and facility-related information prior to the workshop.

WHO SHOULD ATTEND

Anyone concerned with planning educational or vocational services for the special populations could benefit from the workshop. The SYSTEM is sufficiently adaptable to fit the planning needs of various types of agencies and organizations serving special populations.

ACCOMMODATIONS

For accommodation information concerning the workshop in your region, refer to the accompanying pre-registration form. Hotel reservations must be made through CONSERVA at least four weeks prior to the workshop date. Refer to the pre-registration form for cancellation information.

FEE

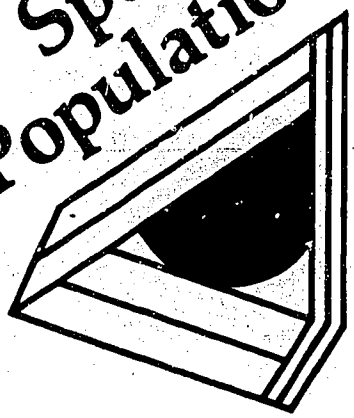
The registration fee is $20.00 per participant. This covers the cost of the system documentation, supportive materials and refreshments.

FOR FURTHER DETAILS

CONTACT: Sally H. Spetz
CONSERVA, Inc.
401 Oberlin Road
Suite 112
Raleigh, N. C. 27605

919/832-7717

Planning for Special Populations

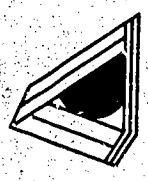


A Workshop to Disseminate a State Vocational Education Planning System Sponsored by the U. S. Office of Education

Dates:	January 7 - January 9, 1980
Site:	Colony Square Hotel Peachtree and 14th Street Atlanta, Georgia 30361
Rates:	Single Accommodations ▪ $35.00/night Double Accommodations ▪ $45.00/night
Conducted by:	CONSERVA, Inc. 401 Oberlin Road Raleigh, NC 27605 (919) 832-7717

RESERVATION REGISTRATION INFORMATION

Complete the attached Preregistration Form and return to CONSERVA. Preregistration Form must be accompanied by a registration fee of $20.00. To secure room accommodations at the above special rates, enclose a deposit of $35.00 with your Preregistration Form. Room deposit and registration fee are refundable for cancellations received by CONSERVA prior to December 6, 1979. Make checks payable to CONSERVA.



PREREGISTRATION FORM

ATLANTA WORKSHOP ON PLANNING FOR SPECIAL POPULATIONS

Name _____

Title _____

Organization _____

Address _____

_____ Phone _____

Preregistration fee ($20.00) _____

Room deposit ($35.00) _____

Total enclosed _____

Arrival Date _____ Time _____

Departure Date _____ Time _____

Please reserve accommodations as follows:

_____ Single _____ Double

Special Accommodations _____

_____

Sharing room with _____

APPENDIX D

ATLANTA WORKSHOP INFORMATION PACKET

D.1. Confirmation Letter

D.2. Workshop Program

D.3. Travel Reimbursement Policy

D.4. Reimbursement Form

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

December 17, 1979

We have received your preregistration form and would like to welcome you to the group of workshop participants. As was mentioned in our initial correspondence, this letter and enclosures are to provide you with the necessary preworkshop information.

- The workshop will be held on January 7-9, 1980 at the

  Colony Square Hotel
  Peachtree and 14th Street
  Atlanta, Georgia 30361.

- A program narrative outlining workshop topics and activities is enclosed. You will be receiving a detailed agenda when you register Monday morning at the workshop.

- Registration will begin at 8:30 a.m., Monday morning; check at the hotel desk for the room in which it will be held.

- Workshop activities begin at 9:30 a.m., Monday morning.

- For our guests who will be flying in, the hotel provides limousine service to and from the airport at $3.50 per trip.

- An expense reimbursement form accompanied by an explanation of reimbursable expenses is included.

CONSERVA staff are delighted to be your hosts at the upcoming workshop and are sure your contributions will prove invaluable in guaranteeing the success of workshop activities. We look forward to the opportunity of meeting with you in January.

Sincerely,

D. W. Drewes
Project Director

DWD:ebm

Enclosures

PLANNING FOR SPECIAL POPULATIONS

Atlanta Workshop Program

January 7, A.M. -- Donald W. Drewes, President of CONSERVA, Inc. and Project Director, will open the 2½ day workshop with greetings to the participants and an overview of the workshop's purpose and activities. Joseph Fraund, Assistant Superintendant of Schools, Georgia Office of Adult and Vocational Education will welcome those in attendance to Atlanta. The keynote address will be delivered by Carol Gibson, Director of Education for the National Urban League and Chairperson of the National Advisory Council on Vocational Education. The morning session will conclude with a sound-filmstrip on planning for special populations

January 7, P.M. -- The planning system will be introduced by the project staff. Following instruction in the use of the system, participants will be given time to react to the information presented and ask any questions they might have. The final activity of the day is participant assessment of their State agency's planning for special populations through the use of a self-assessment guide.

January 8, A.M. -- Following a summary of the previous day's activities and outcomes, an overview of scheduled activities will be presented. For the remainder of the morning, participants will assemble by State in one of four breakout rooms. The purpose of these sessions is to allow participants to reach a consensus on (1) where they stand with regard to planning for special populations and (2) where they should be going in their planning process.

January 8, P.M. -- Participants will assemble as State groups to gain further practice in utilizing the planning system.

January 8, P.M. -- (continued) The remainder of the afternoon will be devoted to a series of content sessions on each of the planning components: policy development, needs assessment, goal and objective development, identification of activities and resource allocation. Participants will have the opportunity to attend one or more of the sessions. They may select the sessions dealing with the components which have been identified as areas to be strengthened in the planning process.

January 9, A.M. -- Following a summary of the activities of the previous day, an overview of scheduled activities for the third day of the workshop will be presented. Participants will then be instructed in how to train others in the use of the system. The final activity of the workshop will be a brainstorming session on problems and solutions in implementing the planning system within the States. The official adjournment will occur at 12:00 P.M.

January 9, P.M. -- CONSERVA staff will be available to answer questions or provide technical assistance in addressing State-specific problems for the remainder of the afternoon.

TRAVEL AND SUBSISTENCE REIMBURSEMENT

Workshop participants will be reimbursed for workshop related travel expenses according to the following policy.

Transportation. Airfare will be reimbursed at the prevailing coach rate. If coach seats are not available, first class seating will be reimbursed if approved in advance. Receipts are necessary for reimbursement. Airport limousine service between hotel and airport will be reimbursed at $3.50 per trip.

The use of personal automobiles will be reimbursed at the rate of 19¢ per mile or the lowest air fare (whichever is less). Mileage is payable to only one of the individuals traveling on the same trip in the same vehicle. Detailed information, including dates, mileage and travel points, must be provided to obtain reimbursement. Receipts should be provided for parking charges exceeding $5.00.

Lodging and Meals. Hotel bills will be reimbursed up to $35.00 (plus tax) per night, the established rate for a single accommodation at the Colony Square in Atlanta. Receipts are necessary for reimbursement.

The cost of meals will be reimbursed up to $15.00 per day. Receipts are not required for reimbursement for meals. Liquor or wine is not a reimburseable expense.

On partial days of travel, reimbursement for meals will be allowed as follows: Breakfast, $3.00; Lunch, $4.00; Dinner, $8.00. Breakfasts will be reimbursed when the individual leaves home before 7:00 A.M. or returns after 8:00 A.M.; lunches will be reimbursed when the individual leaves home before 12:00 Noon or returns after 1:00 P.M.; dinners will be reimbursed when the individual leaves home before 7:00 P.M. or returns home after 7:00 P.M. Reimbursement is not allowed for meals while the traveler is on a flight during which meals are served.

Completed reimbursement forms should be mailed to:

D. S. Katz
CONSERVA, Inc.
Suite 110-112
401 Oberlin Road
Raleigh, North Carolina 27605

CONSERVA, Inc.
401 Oberlin Road
Suite 110-112
Raleigh, NC 27605

TRAVEL REIMBURSEMENT

Employee _____ Project(s) [redacted] Special Populations

Departed (Date & Hour) _____ Returned (Date & Hour) _____

Purpose of Trip: Attend Dissemination Workshop

ITINERARY AND DAILY SUBSISTENCE CLAIM

Date	Places Visited	Breakf.	Lunch	Dinner	Hotel	TOTAL

TRANSPORTATION EXPENSES INCURRED

Date	Air	Rail/Bus	Limo. Service	Own Car				TOTAL
				Parking	Gas	Miles @ ¢/Mi		

OTHER REIMBURSABLE EXPENSES

Date	Item (Describe Fully)	COST
	Registration fee (partial reimbursement)	

Signed _____ Date _____

Approved _____ Date _____

TOTAL AMOUNT CLAIMED $ _____

LESS ADVANCE _____

TOTAL REIMBURSEMENT $ _____

81

APPENDIX E

WORKSHOP SESSION SUPPORTIVE HANDOUTS

E. 1. Procedure Identification and Review

E. 2. Implementation Strategies

E. 3. Synthesis of Participant-generated Implementation Strategies

E. 4. Development of a State Action Plan

E. 5. Workshop Evaluation

PROCEDURE IDENTIFICATION AND REVIEW

1. Review the Key Activities which were rated as being least descriptive of the existing situation.

   a. List implications of the current status and benefits that may derive from change.

   b. Based on the implications and anticipated benefits, rank the Activities according to their needs for attention (i.e., which of the Activities should be attended to first, which one second, etc.)

2. For the highest ranked Key Activity, review and discuss the alternative procedures contained within the E.S.P. System that are linked to that Key Activity.

3. Select the alternative procedure which appears most appropriate for implementation by your State agency.

4. Identify and discuss problems or barriers associated with implementing the alternative procedure selected, and list the problems considered the most difficult to overcome.

5. If time allows, repeat Steps 2-5 for the second highest ranked Key Activity.

At the conclusion of this process, each State group should have identified:

- Priority Key Activities in need of attention
- Reasons why these Activities were chosen
- An alternative E.S.P. Procedure for accomplishing the highest priority Key Activity
- Barriers to implementing the selected procedure

This information will serve as input into the group session to follow.

IMPLEMENTATION STRATEGIES

Full or partial implementation of the E.S.P. Planning System within your state will depend upon your actions upon return to your state agency. Therefore, we have provided this time for you to consider what you can do to promote use of the E.S.P. System and thereby improve the planning and delivery of services to special populations.

I. The first step towards implementation of the System is a small but vitally important one: creating an awareness of the E.S.P. System and its potential applications to your agency's planning processes. How might you create such an awareness within your agency?

Suggestions:

a. *Write a memo or brief report to your State Director which describes this workshop and the generalizability of the E.S.P. System;*

b. *Offer to lend your copy of the E.S.P. System to others within your agency who are concerned about vocational education planning for special populations;*

c. *Arrange a showing of the slide/tape presentation provided by CONSERVA.*

What other strategies for creating an awareness of the E.S.P. System can you think of which would be more appropriate for you and your state agency?

d.

e.

f.

II. While creating an awareness of the E.S.P. System is an important first step, it is also important that you generate further interest in using the System. You will need to convince other people that the E.S.P. System can be of assistance to them in meeting their planning responsibilities and in serving the special populations within your state. How might you further their interest in the E.S.P. System?

Suggestions:

a. *Inform other agency personnel that specific chapters of the E.S.P. System pertain to planning activities which they are involved in;*

b. *Photocopy the E.S.P. self-assessment guide and write an accompanying memo to appropriate agency personnel which explains that these criteria parallel the MERQ planning criteria which will be used by USOE/BOAE to evaluate your agency's planning procedures;*

c. *Recommend to your State Director and other agency personnel that a self-assessment be conducted of current practices pertaining to state planning for the delivery of services to special populations.*

How else might you stimulate further interest in using the E.S.P. System?

d.

e.

f.

III. Once you have generated an interest in using the planning system, you will need to convert that interest into action. You or someone else within your agency will need to serve as a facilitator to initiate System implementation. What might your role be as a facilitator to System implementation?

Suggestions:

a. *Offer to serve as coordinator for an agency self-assessment of its planning for special populations;*

b. *Develop an implementation plan and time schedule for an agency self-assessment;*

c. *Identify E.S.P. planning procedures which pertain to upcoming agency activities, and recommend that these procedures be considered when preparing for those activities.*

How else might you serve as a facilitator to system implementation?

d.

e.

f.

IV. Now that you have identified some of the actions which you can take to create an awareness of the System, to stimulate interest in it, and to facilitate its implementation, which of these actions do you intend to explore further or to act upon during the next 4-6 weeks?

a.

b.

c.

d.

e.

AWARENESS

1. Report to State directors and assistant directors;
2. Share system with planners, other special needs consultants not represented;
3. Conduct study groups at the state level (include curriculum, evaluation, personnel, planning and special needs people);
4. Make presentations at local workshops;
5. Put in library or resource center;
6. Include in curriculum dissemination information;
7. Use media to announce--radio, TV, newsletters, news releases;
8. Share with SOICC;
9. Share with state plan review committee;
10. Present at State Vocational Education Association meetings;
11. Prepare presentations for administrative council, occupational consultants, SACVE, etc.;
12. Present to directors and planners of other agencies (eg., Special Education, Vocational Rehabilitation);
13. Make audio/visual presentations available to SACVE;
14. Arrange to be included on monthly meeting agenda to bring information before appropriate personnel;
15. Disseminate copies of basic information (overviews, etc.) to all department heads;
16. Offer as a solution to specific problems or goals that the system is applicable;
17. Make presentations to AVC directors describing the additional services to special needs students;
18. Present to task force (special needs advocacy groups) the intent to provide more sound basis for serving special populations;
19. Present the system to the board members of the state special needs organization (including visual presentations);
20. Bring system to the attention of the management council;
21. Use some of the specific strategies to implement key activities, then when disseminating the results, show how the system was used;

22. Coordinate implementation of an activity through the RCU and use the RCU newsletter to disseminate information to the field;

23. Promotion through posters, buttons, etc.;

24. Share the self-assessment results and identified procedures with the state director and state agency staff;

25. Show state supervisors the applications of the system;

26. Show filmstrip at meeting of area vocational school directors;

27. Publish in newsletter, flyer, etc.;

28. Get on the agenda of a meeting of local directors;

29. Photocopy self-assessment section and distribute to staff;

30. Give presentation at special needs summer conference.

INTEREST

1. Conduct in-service workshops to disseminate ESP system and conduct self-assessment;
2. Share system with chairs of MERQ committees; .
3. Send memo including recommendation that system be used for state-level planning to administrators;
4. Modify self-assessment to state needs--use results of this as basis for in-service at local level;
5. Organize a retreat for special needs people;
6. Send to teacher-educator institutions;
7. Develop materials to assist in presenting systems (visuals, etc.);
8. Introduce a proposal to state director for implementing a specific procedure;
9. Present statistics/rationale for how system can be used in the field;
10. Cite areas in self-assessment where zeros were rated on the activity;
11. Recommend to the State Supervisor that sections of the System be forwarded to districts that show a weakness in a specific area;
12. Publish "success stories" in special needs newsletter;
13. Recommend to the Management Council that a self-assessment be conducted;
14. Since we have just finished our MERQ, it may be appropriate to use the System to react to some of the MERQ suggestions;
15. Implement the simulation strategies which were used in our group discussions;
16. Offer course for professional development credits focusing on E.S.P. Planning System;
17. Photocopy table of contents and distribute to staff;
18. Tie in local application review process to local use of E.S.P. procedures;
19. Distribute selected sections of the system to appropriate state and local personnel;
20. Summarize system purpose and content before presenting it to potential users;
21. Provide continued reminders through newsletters, etc.;

22. Advocate planning as a major priority and the system as a priority within that;

23. Write RFP for state-wide training in the system;

24. Report that our self-assessment results didn't compare favorably with other states at the workshop--there's room for improvement.

FACILITATE IMPLEMENTATION

1. Send out a series of brochures for dissemination
   --summarizing goals, objectives, activities
   --defining terms
   --outlining application procedures;

2. Use current activity (e.g. State-called meeting) as forum for goal and objective input into formulation process);

3. Fund mini-grants for implementing system at local level;

4. Require/suggest use of system in local planning;

5. Provide technical assistance to local planners;

6. Provide training in systems implementation to those responsible for planning and/or implementing the system;

7. Encourage systematic prioritization of ESP planning procedures emphasizing self-assessment;

8. Through contracted services establish a workshop for state personnel to show how ESP system can be implemented;

9. Utilize the system to carry out our respective responsibilities in the state for special needs populations;

10. Suggest reassignment of persons/activities to assist in facilitating the date collecting efforts;

11. Work with the planning consultant so he can use these strategiees in planning for next year;

12. The systems may assist us in implementing our MOA and the person in charge of that will so be approached;

13. Work to gain endorsement by state director, state board, state advisory council or others in decision-making positions;

14. Make system available to teacher education institutions;

15. Notify neighboring states of successful implementation of ESP strategies;

16. Have followup contact with CONSERVA staff;

17. Have teacher educators teach it as the method of planning;

18. Incorporate the requirement of the planning activities in RFPs and/or local applications;

19. Ask workshop representatives from other states to conduct an in-service workshop;

20. Share results of usage in their state.

DEVELOPMENT OF A STATE ACTION PLAN

Provided with the action plan form and this set of instructions are lists of strategies that were generated in yesterday's small group sessions for creating an awareness of, stimulating an interest in and facilitating the implementation of the E.S.P Planning System. Feel free to draw upon these ideas in completing your action plan.

INSTRUCTIONS FOR COMPLETING THE ACTION PLAN:

1. Review the accompanying list of implementation strategies and select those which appear the most feasible and effective with respect to your State. You can, of course, modify these as necessary or create new strategies which are more suited to your particular situation. Choose several for each implementation step (awareness, interest and implementation). For example, one strategy for creating awareness might be to arrange a meeting inviting staff members with an interest in planning for special populations (such as the planning staff, the State director, consultants for each special population, etc.)
2. For each strategy you have selected, indicate the desired outcome(s) of that action. For example, the desired outcomes of a staff meeting might include (1) those in attendance would further disseminate the information to other State agency staff, to regional consultants and to LEA staff; (2) those in attendance might request an in-service workshop on utilizing the system; and (3) the State director might direct the planning staff to further investigate the E.S.P. System and determine how it may be used to augment or improve State-level planning for special populations.
3. Next, identify which person(s) from your State group (those represented at this workshop) will be responsible for initiating and following through on each of the strategies. In the example presented above, one of you may wish to take full responsibility for arranging the meeting or two or more of you may take part in planning the agenda, inviting staff to attend and presenting the information.

4. Finally, determine the date by which you intend to implement each strategy. You may have found it useful to break the total task into subtasks. If so, it may be necessary to develop a time line with intermediate dates. For example, in arranging a staff meeting you may want to indicate only the date on which the meeting will be held; or you may wish to set dates for the intermediate tasks of planning an agenda, inviting staff and holding the meeting.

IMPLEMENTATION STEP	IMPLEMENTATION STRATEGY	DESIRED OUTCOME(S)	PERSON(S) RESPONSIBLE	COMPLETION DATE
1. Create an awareness of the E.S.P. Planning System within the agency.				

IMPLEMENTATION STEP	IMPLEMENTATION STRATEGY	DESIRED OUTCOME(S)	PERSON(S) RESPONSIBLE	COMPLETION DATE
2. General interest in using the System within the agency.				

IMPLEMENTATION STEP	IMPLEMENTATION STRATEGY	DESIRED OUTCOME(S)	PERSON(S) RESPONSIBLE	COMPLETION DATE
3. Facilitate the implementation of the Planning System within the agency.				

WORKSHOP EVALUATION

Please respond to the following items and return this form to us immediately prior to your leaving the workshop.

1. With which type of agency are you most closely associated?
   - ___ Secondary Vocational Education
   - ___ Post-Secondary Vocational Education
   - ___ Special Education
   - ___ Other: _____

2. What is your job title within the agency? _____

3. Are your immediate job responsibilities more closely related to:
   - ___ Planning
   - or -
   - ___ Provision of supportive services in conjunction with any of the following special populations (please check all that apply)
     - ___ Handicapped
     - ___ Disadvantaged
     - ___ Limited English-Speaking
     - ___ Displaced Homemakers or Single Heads of Households
     - ___ Persons Seeking Employment in Occupations Not Traditionally Held by Members of Their Sex
     - ___ Other Special Populations: _____
   - ___ Other responsibilities: _____

4. Please indicate the extent to which you feel this workshop has proven to be beneficial to your understanding/knowledge of each of the following areas:

	Quite Beneficial (A)	Moderately Beneficial (B)	Of Little Benefit (C)
4.1 Identifying new strategies for planning for special populations:	A	B	C

		Quite Beneficial (A)	Moderately Beneficial (B)	Of Little Benefit (C)
4.2	Conducting a self-assessment of agency planning procedures:	A	B	C
4.3	Identifying problems or barriers to planning for special populations:	A	B	C
4.4	Overcoming barriers to the implementation of new planning procedures:	A	B	C
4.5	Policy development:	A	B	C
4.6	Needs assessment:	A	B	C
4.7	Goal formulation:	A	B	C
4.8	Development of objectives:	A	B	C
4.9	Identification of programs, services and activities:	A	B	C
4.10	Allocation of resources:	A	B	C

5. What did you hope to learn by attending this workshop? _____

_____

_____

_____

6. Did the workshop provide you with the information you hoped to gain?

___ Yes, very much so

___ Partially

___ Not very well

7. How do you plan to use the Planning System upon return to your State agency? (Check all that apply):

___ As a reference in planning for special populations

___ As a principal resource in planning for special populations

___ As a means for developing higher priorities for planning for special populations

___ As an inservice education tool

___ Other _____

8. Which of the following chapters of tne E.S.P. System did you focus upon during the second day's activities?

_____	Policy Development	_____	Formulation of Objectives
_____	Needs Assessment	_____	Identification of Activities
_____	Goal Development	_____	Resource Allocation

9. Based on your Implementation Strategy review, what actions do you intend to explore further or to act upon during the next 4-6 weeks?

10. What is your overall reaction to this workshop? What did you find most beneficial? What was the least beneficial?

- THANK YOU FOR YOUR COMMENTS -

APPENDIX F

E.S.P. PLANNING SYSTEM FOLLOW-UP QUESTIONS

ESP PLANNING SYSTEM FOLLOW-UP QUESTIONS

State:_____ Respondent:_____

1. (Introduction) Hello, _____, this is _____ _____ with CONSERVA in Raleigh, North Carolina. I'm calling to inquire about the progress or problems you have experienced in making use of the Vocational ESP Planning System which CONSERVA (we) developed and disseminated at the _____ regional workshop last month.

2. Have you taken any action to promote use of the system since returning to your agency?

   (If yes, "describe")

   (If no, "why not?")

3. What specific problems have you experienced--or do you anticipate experiencing --in making use of the Planning System?

4. How might those problems be alleviated?

Can you recommend any changes in the ESP Planning System that would help in resolving those problems?

5. As a part of our contract with the U.S. Office of Education, we will be developing guidelines for technical assistance to be provided to the states by USOE. What types of assistance would you like to see the Office of Education provide to promote use of the system, or to further assist the states in planning vocational education programs for special populations?

APPENDIX G

ACTIONS TAKEN BY WORKSHOP PARTICIPANTS TO IMPLEMENT THE E.S.P. PLANNING SYSTEM

RESPONSE TO FOLLOW-UP QUESTION #2: What actions have you taken to promote use of the System since returning to your agency?

- Shared materials with:
  - State planners (8)*
  - Other vocational education staff/personnel (7)
  - Vocational Rehabilitation/Special Education (6)
  - State directors (5)
  - Special populations representatives (5)
  - In-service/teacher educators (3)
  - LEAs (2)
  - Public instruction personnel (1)
  - State Board (1)
  - National Center for Research in Vocational Education (1)
  - Special Populations Task Force (1)
- Being used as a reference document by staff members (8)
- Used at joint meetings/workshops (5)
- Written/verbal presentations (4)
- Submitted to Resource Center/Library for reference (3)
- Used in revision of goals for State Plan/other State Plan uses (3)
- In-service training (3)
- Conducted self-assessment (2)
- Assist LEAs with RFP process and conduct surveys (1)
- Publicized in newsletter statewide (1)
- Used general planning techniques (1)
- Used as part of staff member's dissertation (1)

*Number of responses