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Directory
of
Full and Part-Time
Adult and Continuing Education
Administrators in
Iowa's Area Schools

November, 1975

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Area Schools and Career Education Branch
Adult Education Programs Unit
Grimes State Office Building
Des Moines, Iowa 50319

1975

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Department of Education
Administration
Lawrence School

November 1975

1975

Department of Education
Administration
Lawrence School

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

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Area Schools and Career Education Branch

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Area Schools Division

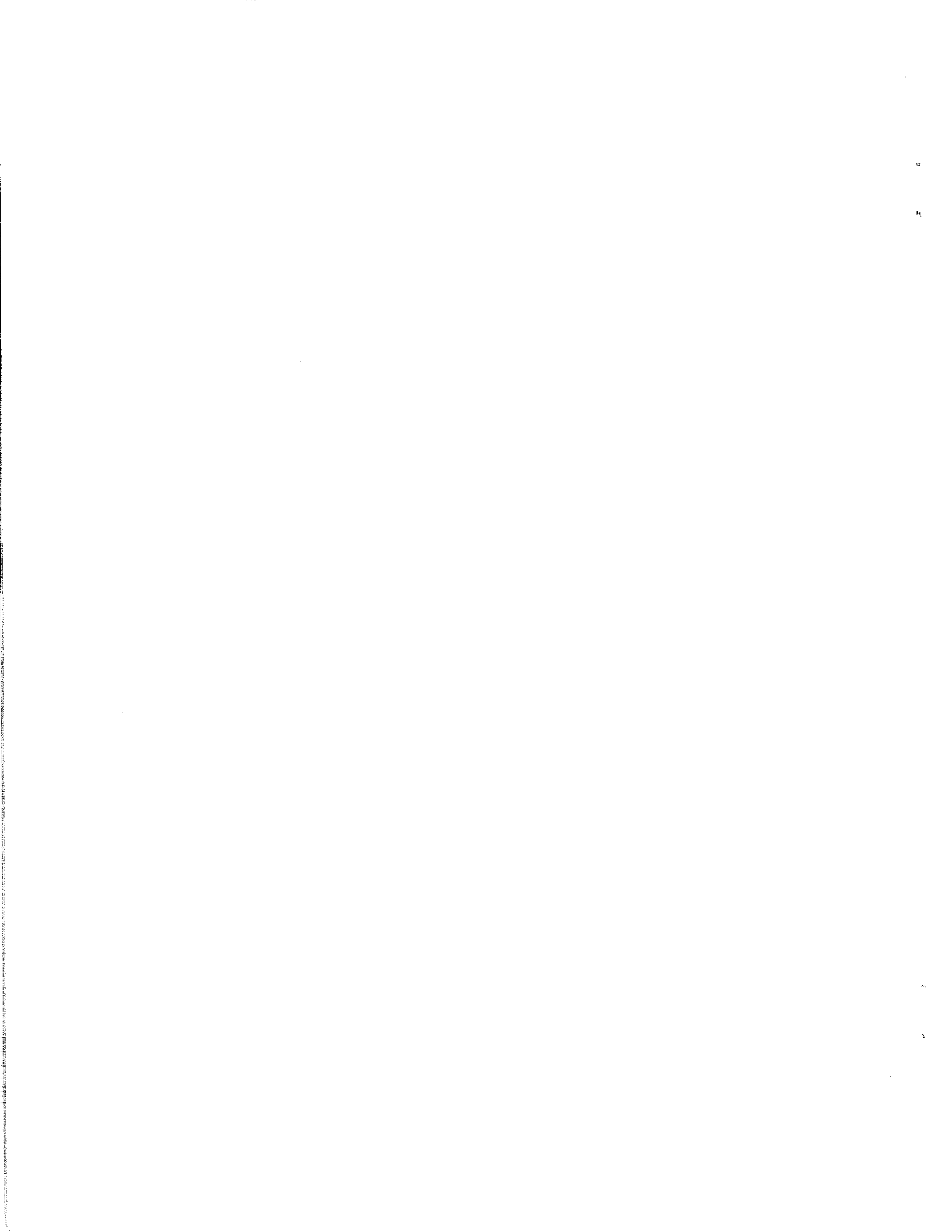
Charles R. Moench, Director
Ken Russell, Chief, Adult Education Programs Section
Don McGuire, Supervisor, Adult Education Programs Unit
Donald Wederquist, Consultant, Adult Education Programs Unit
John Hartwig, Consultant, Adult Education Programs Unit
Allen Meyer, Consultant, Adult and Career Professional Development
Jack Sumner, Consultant, Adult Education Programs Unit

INTRODUCTION

The enclosed directory lists part-time and full-time administrators that administer adult and continuing education programs in the area schools of Iowa.

One section contains full-time and part-time adult education administrators on the area school staff who administer adult and continuing education programs. Another section lists the personnel in public school districts who administer adult education programs where the public school district has a co-operative agreement with the area school in conducting adult education programs.

It should be pointed out that additions and changes could be made during the year that could affect the accuracy of the following directory.



Merged Area I - Northeast Iowa Area Vocational-
 Technical School
 Box 400
 Calmar, Iowa 52132
 Tel. 319-562-3263

Dr. Charles C. Joss
 Superintendent

Adult Education Administrators

Full-Time

Dr. R. Gene Gardner
 Assistant Superintendent
 Director of Adult Education
 Address same as above
 Telephone same as above

Jerry Bruce
 Coordinator
 Address same as above
 Telephone same as above

Larry Jenison
 Coordinator
 Address same as above
 Telephone same as above

Mavis Young
 Coordinator
 Consumer Education
 Address same as above
 Telephone same as above

Dave Harms
 Coordinator
 Adult Basic Education
 and High School Equivalency
 300 Dubuque Building
 Dubuque, Iowa 52001
 Tel. 319-556-5110

Tom Nugent
 Coordinator
 300 Dubuque Building
 Dubuque, Iowa 52001
 Tel. 319-556-5110

Karen Hilgemann
 Coordinator
 300 Dubuque Building
 Dubuque, Iowa 52001
 Tel. 319-556-5110

Part-Time

Anvy Wicks, R. N.
 Coordinator
 Nursing Continuing Education
 Address same as above
 Telephone same as above

Georgianna Klevar
 Coordinator
 Adult Basic Education
 and High School Equivalency
 Address same as above
 Telephone same as above

Nancy Botten
 Instructor
 Adult Learning Center
 300 Dubuque Building
 Dubuque, Iowa 52001
 Tel. 319-556-5110

Jacqueline Main
 Coordinator
 Consumer Education
 Western Dubuque Community Schools
 Farley, Iowa 52046
 Tel. 319-874-3395

Mary Welsh, R. N.
 Coordinator
 Nursing Continuing Education
 300 Dubuque Building
 Dubuque, Iowa 52001
 Tel. 319-556-5110

Pat Kinsella
 Coordinator
 Consumer Education
 300 Dubuque Building
 Dubuque, Iowa 52001
 Tel. 319-556-5110

Jan Jacobsen
 Aide
 Adult Learning Center
 300 Dubuque Building
 Dubuque, Iowa 52001
 Tel. 319-556-5110

Part-Time Coordinators in Public School Districts

Gary Bristle
Counselor
Allamakee Community School District
Waukon, Iowa 52172
Tel. 319-568-4403

Kenneth Goings
Instructor
Central Clayton Community School District
Elkader, Iowa 52043
Tel. 319-245-1750

Grover Hedemann
Principal/Assistant Superintendent
Decorah Community School District
Decorah, Iowa 52101
Tel. 319-382-3643

Ken Beeghley
Counselor
Dubuque Senior High School
Hempstead High School
Washington Junior High School
Dubuque, Iowa 52001
Tel. 319-556-5110

Sara Smerud
Counselor
Eastern Allamakee Community School
District
Lansing, Iowa 52151
Tel. 319-533-4848

James Forkenbrock
Librarian
Edgewood-Colesburg Community School
District
Edgewood, Iowa 52042
Tel. 319-928-6412

Verdell Schmalle
Principal
Fayette Community School District
Fayette, Iowa 52142
Tel. 319-425-3303

Jerry Linder
Principal
Fredricksburg Community School District
Fredricksburg, Iowa 50630
Tel. 319-237-5334

Merlin Raymond
Superintendent
Garnavillo Community School District
Garnavillo, Iowa 52049
Tel. 319-964-2321

John Solomon
Superintendent
Guttenberg Community School District
Guttenberg, Iowa 52052
Tel. 319-252-2341

Ed Squires
Instructor
Howard-Winneshiek Community School
District
Cresco, Iowa 52136
Tel. 319-547-2300

Harold James
Counselor
M-F-L Community School District
Monona, Iowa 52159
Tel. 319-539-2142

Glenn Thompson
Instructor
Maquoketa Valley Community School
District
Delhi, Iowa 52223
Tel. 319-922-2641

Joe Schmitz
Principal
Mar-Mac Community School District
McGregor, Iowa 52157
Tel. 319-873-3462

James Woltz
Assistant Principal
New Hampton Community School District
New Hampton, Iowa 50659
Tel. 319-394-2149

Blake Brown
Principal
North Fayette County Community School
District
West Union, Iowa 52175
Tel. 319-422-3853

Part-Time Coordinators in Public School District (continued)

Dale Floyd
Counselor
North Winneshiek Community School
District
Rural Route 3
Decorah, Iowa 52101
Tel. 319-736-5411

Virginia Larimer
Oelwein Community School District
Oelwein, Iowa 50662
Tel. 319-283-2731

Clara Walz
Secretary
Postville Community School District
Postville, Iowa 52162
Tel. 319-864-7651

Don Morasch
Counselor
Riceville Community School District
Riceville, Iowa 50466
Tel. 319-985-2078

Erlin Womeldorf
Counselor
South Winneshiek Community School
District
Calmar, Iowa 52132
Tel. 319-562-3245

Brian Schoenjahn
Instructor
Starmont Community School District
Strawberry Point, Iowa 52076
Tel. 319-933-2218

Bill Mulder
Counselor
Turkey Valley Community School District
Jackson Junction, Iowa 52150
Tel. 319-776-7496

John H. Allan
Counselor
Valley Community School District
Elgin, Iowa 52141
Tel. 319-426-2941

Allen Edwards
Superintendent
West Central Community School District
Maynard, Iowa 50655
Tel. 319-637-2284

Al Feibert
Instructor
West Delaware County Community School
District
Manchester, Iowa 52057
Tel. 319-927-3515

TBA
Coordinator
Western Dubuque County Community
Schools
Farley, Iowa 52046
Tel. 319-874-3395

Merged Area II - North Iowa Area Community College
 500 College Drive
 Mason City, Iowa 50401
 Tel. 515-423-1264

Dr. David R. Pierce
 Superintendent

Adult Education Administrators

Full-Time

Roger Holcomb
 Director
 Address same as above
 Telephone same as above

Noreen Coyan
 Coordinator
 Address same as above
 Telephone same as above

Phil Perry
 Coordinator - Hospital Consortium
 Address same as above
 Telephone same as above

Homer Bienfang
 Coordinator - Learning Centers
 Address same as above
 Telephone same as above

Kay Quam
 Coordinator
 Address same as above
 Telephone same as above

Bill Bonnstetter
 Coordinator - Business
 Address same as above
 Telephone same as above

Part-Time

Elvin Hasselman
 Coordinator - Farm Coop.
 Address same as above
 Telephone same as above

Don Ryerkerk
 Coordinator - Trades & Industry
 Address same as above
 Telephone same as above

Linda Schmidt
 Supervisor - Adult Basic Education
 Address same as above
 Telephone same as above

Connie Blietz
 Coordinator - Health
 Address same as above
 Telephone same as above

Marge Wasicek
 Coordinator - Health
 Address same as above
 Telephone same as above

Part-Time Coordinators in Public School Districts

Al Olson
 Superintendent
 Belmond Community High School
 Belmond, Iowa 50421
 Tel. 515-444-5205

Dean Pilgrim
 Instructor
 Buffalo Center Community School District
 Buffalo Center, Iowa 50424
 Tel. 515-562-2525

Roger Kjellberg
 Instructor
 Britt Community School District
 Britt, Iowa 50423
 Tel. 515-843-3863

Jeff Sales
 Principal
 CAL Community High School
 Latimer, Iowa 50452
 Tel. 515-579-2413

Part-Time Coordinators in Public School Districts (continued)

Dennis Presnel
Instructor
Business Education
Charles City Community School District
Charles City, Iowa 50616
Tel. 515-228-4934

Don Kacer
Counselor
Clear Lake High School
Clear Lake, Iowa 50428
Tel. 515-357-5235

Dale Sorenson
Superintendent
Corwith-Wesley Community School District
Corwith, Iowa 50430
Tel. 515-583-2304

William Thomas
Superintendent
Dumont Community School District
Dumont, Iowa 50625
Tel. 515-857-3716

Bev Wignes & Doug Lewandowski
Instructors
Forest City Community School District
Forest City, Iowa 50436
Tel. 515-582-2323

Al Noehren
Counselor
Garner-Hayfield Community School
District
Garner, Iowa 50438
Tel. 515-923-2632

Mark Becker
Principal
Greene Community School District
Greene, Iowa 50636
Tel. 515-823-5631

Berry Johnson
Principal
Hampton Community School District
Hampton, Iowa 50441
Tel. 515-456-2418

Leroy Scharnhorst
Superintendent
Kanawha Community School District
Kanawha, Iowa 50447
Tel. 515-762-3261

Ed Dooley
Coordinator
Klemme Community School District
Klemme, Iowa 50449
Tel. 515-587-2153

Betty Heltne
Counselor
Lake Mills Community School District
Lake Mills, Iowa 50450
Tel. 515-592-5631

Bob Meers
Superintendent
Meservey-Thornton Community School
District
Thornton, Iowa 50479
Tel. 515-998-2315

Shirley Timm
Coordinator
Nora Springs-Rock Falls Community
School District
Nora Springs, Iowa 50458
Tel. 515-749-5301

William E. Connell
Superintendent
North Central Community School District
Manly, Iowa 50456
Tel. 515-454-2401

Betty Geddes
Northwood-Kensett Community School
District
Northwood, Iowa 50459
Tel. 515-324-2021

Dean Meier
Instructor
Osage Community School District
Osage, Iowa 50461
Tel. 515-732-3102

Part-Time Coordinators in Public School Districts (continued)

Gerald Quam
Administrative Assistant
Rake Community School
Rake, Iowa 50465
Tel. 515-566-3571

James Casterton
Superintendent
Rockford Senior High School
Rockford, Iowa 50468
Tel. 515-756-3610

Clair Swan
Superintendent
Rockwell-Swaledale Community School
District
Rockwell, Iowa 50469
Tel. 515-822-3340

Loyd Johnson
Superintendent
Sheffield-Chapin Community School
District
Sheffield, Iowa 50475
Tel. 515-892-2611

Delbert Jensen
Superintendent
St. Ansgar High School
St. Ansgar, Iowa 50472
Tel. 515-736-4720

Orlyn Wiemers
Superintendent
Thompson Community School District
Thompson, Iowa 50478
Tel. 515-584-2231

Gary Schichtl
Superintendent
Ventura Community School District
Ventura, Iowa 50482
Tel. 515-829-4484

Lynn Hansen
Superintendent
Woden-Crystal Lake Community School
District
Crystal Lake, Iowa 50432
Tel. 515-565-3211

Merged Area III - Iowa Lakes Community College
 101½ North Sixth Street
 Estherville, Iowa 51334
 Tel. 712-362-2601

Richard H. Blacker
 Superintendent

Adult Education Administrators

Full-Time

Milt Nolting
 Director
 300 South 18th Street
 Estherville, Iowa 51334
 Tel. 712-362-7231

James Van Eldik
 Coordinator
 Career Concept
 3200 College Drive
 Emmetsburg, Iowa 50536
 Tel. 712-852-3554

Marty Fisher
 Coordinator
 High School Completion
 300 South 18th Street
 Estherville, Iowa 51334
 Tel. 712-362-7231

Rosemary Haar
 Coordinator
 Information and Referral Specialist
 300 South 18th Street
 Estherville, Iowa 51334
 Tel. 712-362-7231

Dee Olson
 Coordinator
 Home Economics
 300 South 18th Street
 Estherville, Iowa 51334
 Tel. 712-362-7231

June Goldman
 Area Agency on Aging
 300 South 18th Street
 Estherville, Iowa 51334
 Tel. 712-362-7231

Jerry Dillon
 Coordinator
 Trade and Industry
 300 South 18th Street
 Estherville, Iowa 51334
 Tel. 712-362-7231

Silas Schirner
 Coordinator
 Education Professionals
 Area Education Agency
 Cylinder, Iowa 50528
 Tel. 712-424-3211

Dale Guge
 Coordinator
 Business Education
 300 South 18th Street
 Estherville, Iowa 51334
 Tel. 712-362-7231

Julie Souhrada
 Coordinator
 Mental Health Project
 300 South 18th Street
 Estherville, Iowa 51334
 Tel. 712-362-7231

Adult Education Administrators (continued)Part-Time

Max Dudley
School Bus Drivers
Cylinder, Iowa 50528

Leo Shatto
Coordinator
Fire Service Training
1426 Fairview Avenue
Spencer, Iowa 51301
Tel. 712-262-2253

Part-Time Coordinators in Public School Districts

Bob Johnson
Adult Supervisor
Algona Community School District
Algona, Iowa 50511
Tel. 515-295-7207

Glen Lohman
Adult Supervisor
Estherville Community School District
Estherville, Iowa 51334
Tel. 712-362-2292

Don Gerlach
Principal
Armstrong Community School District
Armstrong, Iowa 50514
Tel. 515-864-3550

Gary Addison
High School Counselor
Everly Community School District
Everly, Iowa 51338
Tel. 712-834-2261

Maurice Kramer
Principal
Arnolds Park Consolidated School
District
Arnolds Park, Iowa 51331
Tel. 712-332-5641

Leland Stiles
Mathematics Instructor
Graettinger Community School District
Graettinger, Iowa 51342
Tel. 712-859-3286

Patrick Morgan
Adult Supervisor
Ayrshire Consolidated School District
Ayrshire, Iowa 50515
Tel. 712-426-3350

Wayne Lago
High School Principal
Harris-Lake Park Community School
District
Lake Park, Iowa 51347
Tel. 712-832-3640

Wesley Baddeley
Superintendent
Burt Community School District
Burt, Iowa 50522
Tel. 712-924-3211

Superintendent
Lakota Consolidated School District
Lakota, Iowa 50451
Tel. 515-886-2415

High School Principal
Clay Central Community School District
Royal, Iowa 51357
Tel. 712-933-2242

Superintendent
Ledyard Community School District
Ledyard, Iowa 50556
Tel. 515-888-2235

Mike Kucera
Junior High Social Studies Instructor
Emmetsburg Community School District
Emmetsburg, Iowa 50536
Tel. 712-852-2892

John W. Graham
Superintendent
Lincoln Central Community School
District
Gruver, Iowa 51344
Tel. 712-362-4863

Part-Time Coordinators in Public School Districts (continued)

Dennis Holmes
Social Studies Instructor
LuVerne Community School District
LuVerne, Iowa 50560
Tel. 515-882-3357

High School Principal
Mallard Community School District
Mallard, Iowa 50562
Tel. 712-425-3451

Geneva Knudtson
Adult Supervisor
Milford Community School District
Milford, Iowa 51351
Tel. 712-338-4373

Larry Oberloh
Ringsted Community School District
Ringsted, Iowa 50578
Tel. 712-866-0191

Linda Burris
Principal
Ruthven Consolidated School District
Ruthven, Iowa 51358
Tel. 712-837-5211

Phil Iverson
High School Counselor
Sentral Community School District
Fenton, Iowa 50539
Tel. 515-889-2261

Raymond Doherty
Superintendent
Sioux Valley Community School District
Peterson, Iowa 51047
Tel. 712-295-6331

Allyn Sogard
High School Principal
South Clay Community School District
Gillett Grove, Iowa 51341
Tel. 712-835-2270

Ray Beal
High School Science Instructor
Spirit Lake Community School District
Spirit Lake, Iowa 51360
Tel. 712-336-2820

Harold Heltne
High School Counselor
Swea City Community School District
Swea City, Iowa 50590
Tel. 515-272-4102

Superintendent
Terril Community School District
Terril, Iowa 51364
Tel. 712-853-2491

LaVern DeVries
Titonka Consolidated School District
Titonka, Iowa 50480
Tel. 515-928-2717

Earl Stevens
Superintendent
West Bend Community School District
West Bend, Iowa 50597
Tel. 515-887-4481

Part-Time Coordinator Not Employed by the Public School for Day-Time Employment

Barbara Hypse
Spencer Community School District
532 Prospect Drive
Spencer, Iowa 51301
Tel. 712-262-3252

Merged Area IV - Northwest Iowa Technical College
 Highway 18, West
 Sheldon, Iowa 51201
 Tel. 712-324-2587

C. E. Martin
 Superintendent

Adult Education Administrators

Full-Time

Wayne Reed
 Adult Education Director
 Address same as above
 Telephone same as above

Rita Cook
 Coordinator
 Health Occupations
 Address same as above
 Telephone same as above

Kathy Brock
 Coordinator
 ABE/Home Economics
 Address same as above
 Telephone same as above

Part-Time

Bradley Benson
 Coordinator
 Fire Service Training
 1620 Eighth Street
 Sheldon, Iowa 51201
 Tel. 712-324-2743

Part-Time Coordinators in Public School Districts

Jim Munday
 Principal
 Boyden-Hull Community School District
 Hull, Iowa 51239
 Tel. 712-439-2440

James Slade
 Superintendent
 Central Lyon Community School District
 Rock Rapids, Iowa 51246
 Tel. 712-472-2588

Marvin Ryan
 Principal
 Floyd Valley Community School District
 Alton, Iowa 51003
 Tel. 712-756-4129

Robert Thompson
 Principal
 George Community School
 George, Iowa 51237
 Tel. 712-475-3311

Harold Woodard
 Agriculture Instructor
 Hartley Community School District
 Hartley, Iowa 51346
 Tel. 712-728-2022

Robert Mayden
 Instructor
 Business Education
 Little Rock Community School District
 Little Rock, Iowa 51243
 Tel. 712-479-2246

Duane Case
 Instructor/Adult Supervisor
 Marcus Community School
 Marcus, Iowa 51035
 Tel. 712-376-4172

LeRoy Anderson
 Principal
 Maurice-Orange City Community
 School District
 Orange City, Iowa 51041
 Tel. 712-737-4871

Fred Gibbons
 Counselor
 Melvin Community School District
 Melvin, Iowa 51350
 Tel. 712-736-2438

Part-Time Coordinator in Public School Districts (continued)

Robert Byers
Adult Supervisor
Meriden-Cleghorn Community School
District
Cleghorn, Iowa 51014
Tel. 712-436-2244

Fred McKenzie
Superintendent
Ocheyedan Community School District
Ocheyedan, Iowa 51354
Tel. 712-758-3202

Roger DuBois
Counselor
Paullina Community School District
Paullina, Iowa 51046
Tel. 712-448-3454

William Schweikert
Superintendent
Primghar Community School District
Primghar, Iowa 51245
Tel. 712-757-3755

O. C. Liaboe
Principal
Rock Valley Community School District
Rock Valley, Iowa 51247
Tel. 712-476-2701

Tom Borden
Counselor
Sanborn Community School District
Sanborn, Iowa 51248
Tel. 712-729-3282

Bob Hoogeveen
Principal
Sheldon Community School District
Sheldon, Iowa 51201
Tel. 712-324-2501

Ron Peters
Mathematics Instructor
Sibley Community School District
Sibley, Iowa 51249
Tel. 712-754-2542

Ted De Hoogh
Art Instructor
Sioux Center Community School
District
Sioux Center, Iowa 51250
Tel. 712-722-2971

James Rhode
Superintendent
Sutherland Community School District
Sutherland, Iowa 51058
Tel. 712-446-3321

Dale Woledge
Counselor
West Lyon Community School District
Inwood, Iowa 51240
Tel. 712-753-4917

Clinton Halle
Industrial Arts Instructor
West Sioux Community School District
Hawarden, Iowa 51023
Tel. 712-552-1181

Merged Area V - Iowa Central Community College
 330 Avenue "M"
 Fort Dodge, Iowa 50501
 Tel. 515-576-3103

Dr. Edwin Barbour
 Superintendent

Adult Education Administrators

Full-Time

Larry Warford
 Director
 Address same as above
 Tel. 515-573-3991 or 576-7203

Mel Schroeder
 Assistant Director
 Address same as above
 Tel. 515-573-3991 or 576-7203

Thomas Flagge
 Coordinator
 Address same as above
 Tel. 515-573-3991 or 576-7203

Floyd Lomica
 Coordinator
 School Bus Driver Training
 Address same as above
 Tel. 515-573-3991 or 576-7203

Mary Hamilton
 Coordinator
 Health Occupations
 Address same as above
 Tel. 515-573-3991 or 576-7203

Andrew Kondrath
 Coordinator
 Health Occupations
 Address same as above
 Tel. 515-573-3991 or 576-7203

Robert Ramsedell
 Coordinator
 Special Needs and Learning Center
 Address same as above
 Tel. 515-573-3991 or 576-7203

Maxine Thomas
 Coordinator
 Adult Basic Education
 Address same as above
 Tel. 515-573-3991 or 576-7203

Part-Time

Phillip Martinson
 Coordinator
 Trade and Industrial
 Address same as above
 Tel. 515-573-3991 or 576-7203

Durwood Miller
 Coordinator
 Eagle Grove Center
 North Commercial
 Eagle Grove, Iowa 50533
 Tel. 515-448-4723

William B. Olson
 Coordinator
 Webster City Center
 1725 Beach Street
 Webster City, Iowa 50595
 Tel. 515-832-1632

John Bartlett
 Supervisor
 Agricultural Production Program
 for Veterans
 Address same as above
 Tel. 515-573-3991 or 576-7203

Bill Matthew
 Counselor
 Learning Center
 Address same as above
 Tel. 515-573-3991 or 576-7203

Dr. Dennis Norlin
 Coordinator
 Continuing Education for Clergy
 Address same as above
 Tel. 515-573-3991 or 576-7203

Linda Royce
 Coordinator
 Home Economics
 Address same as above
 Tel. 515-573-3991 or 576-7203

Part-Time Coordinators in Public School Districts

Chuck Woodworth
High School Coach
Albert City-Truesdale Community School
District
Albert City, Iowa 50510
Tel. 712-843-5496

Jerry Kleyman
Principal
Alta Community School District
Alta, Iowa 51002
Tel. 712-284-1400

Edward Bleeker
Superintendent
Boone Valley Community School District
Renwick, Iowa 50577
Tel. 515-824-3241

Theodore Craigmile, Jr.
Superintendent
Cedar Valley Community School District
Somers, Iowa 50586
Tel. 712-467-5515

Ed Stewart
Superintendent
Central Webster Community School
District
Burnside, Iowa 50521
Tel. 515-359-2235

Karen Schlepper
Secretary, Junior High School
Clarion Community School District
Clarion, Iowa 50525
Tel. 515-532-2648

Roy Messerole
Superintendent
Crestland Community School District
Early, Iowa 50535
Tel. 712-273-8891

Willard Brammel
Elementary Principal
Dayton Community School District
Dayton, Iowa 50530
Tel. 515-547-2219

Allen Edwards
Superintendent
Dows Community School District
Dows, Iowa 50071
Tel. 515-852-4763

Carl Reno
Superintendent
East Greene Community School District
Grand Junction, Iowa 50107
Tel. 515-738-5721

Gilbert Echtenkamp
Superintendent
Fonda Community School District
Fonda, Iowa 50540
Tel. 712-288-4445

Jim Morgan
Counselor
Gilmore City-Bradgate Community School
District
Gilmore City, Iowa 50541
Tel. 515-372-6124

Maurice Miller
Principal
Goldfield Community School District
Goldfield, Iowa 50542
Tel. 515-825-3173

Dean Biteler
Junior High Instructor
Humboldt Community School District
Humboldt, Iowa 50548
Tel. 515-332-1330

Dan Benitz
Coordinator
Trade and Industry
Jefferson Community School District
Jefferson, Iowa 50129
Tel. 515-386-4168

Leo Murray
Instructor
Lake City Community School District
Lake City, Iowa 51449
Tel. 712-464-7210

Merged Area V

Part-Time Coordinators in Public School Districts (continued)

Charles Ferguson
 Superintendent
 Lake View-Auburn Community School
 District
 Lake View, Iowa 51450
 Tel. 712-657-8555

Marilyn Ernst
 Instructor
 Laurens Community School District
 Laurens, Iowa 50554
 Tel. 712-845-4341

Jack Brower
 Principal
 Lohrville Community School District
 Lohrville, Iowa 51453
 Tel. 712-465-3425

Norman Kolberg
 Superintendent
 Lytton Community School District
 Lytton, Iowa 50561
 Tel. 712-466-2223

Keith Hart
 Superintendent
 Manson Community School District
 Manson, Iowa 50563
 Tel. 712-469-2245

Robert Wolverton
 Superintendent
 Marathon Community School District
 Marathon, Iowa 50565
 Tel. 712-289-4251

Lee Campbell
 Counselor
 Newell-Providence Community School
 District
 Newell, Iowa 50568
 Tel. 712-272-3325

Wayne E. Larson
 Superintendent
 Northeast Hamilton Community School
 District
 Blairsburg, Iowa 50034
 Tel. 515-325-6202

William Roberts
 Principal
 Northwest Webster Community School
 District
 Barnum, Iowa 50518
 Tel. 515-542-3211

Dr. Jerry Hoenshel
 Superintendent
 Odebolt-Arthur Community School District
 Odebolt, Iowa 51458
 Tel. 712-668-2827

Verne Keerbs
 Principal
 Paton-Churdan Community School District
 Churdan, Iowa 50050
 Tel. 712-685-3112

John Kruse
 Instructor
 Pocahontas Community School District
 Pocahontas, Iowa 50574
 Tel. 712-335-4848

Gary DeVore
 Counselor
 Pomeroy Community School District
 Pomeroy, Iowa 50575
 Tel. 712-468-2268

Colleen Joy
 Instructor
 Prairie Community School District
 Gowrie, Iowa 50543
 Tel. 515-352-3142

Victor Belger
 Counselor
 Rockwell City Community School District
 Rockwell City, Iowa 50579
 Tel. 712-297-8111

Robert Liston
 Counselor
 Rolfe Community School District
 Rolfe, Iowa 50581
 Tel. 712-848-3350

Part-Time Coordinators in Public School Districts (continued)

Larry Martin
Instructor
Sac Community School District
Sac City, Iowa 50583
Tel. 712-662-3259

John Robertson
Instructor
Scranton Consolidated School District
Scranton, Iowa 51462
Tel. 712-652-3331

David Lane
Superintendent
Sioux Rapids Community School District
Sioux Rapids, Iowa 50585
Tel. 712-283-2244

Roger Volkmann
Instructor
South Hamilton Community School District
Jewell, Iowa 50130
Tel. 515-827-5418

Wayne Ball
Superintendent
Palmer Consolidated School District
Palmer, Iowa 50574
Tel. 712-359-7713

Frank Truesdale
Superintendent
Rembrandt Consolidated School
Rembrandt, Iowa 50576
Tel. 712-286-5221

Bob Thompson
Curriculum Director
Storm Lake Community School District
Storm Lake, Iowa 50588
Tel. 712-732-1247

Kay Weiss
Instructor
Stratford Community School District
Stratford, Iowa 50249
Tel. 515-838-2208

John F. Smeltzer
Superintendent
Twin Rivers Community School District
Bode, Iowa 50519
Tel. 515-379-1526

Judith Polley
Counselor
Wall Lake Community School District
Wall Lake, Iowa 51466
Tel. 712-664-2627

Walter Blake
Superintendent
Schaller Community School District
Schaller, Iowa 51053
Tel. 712-275-4266

Quentin Hardt
Superintendent
Havelock-Plover Community School
District
Havelock, Iowa 50546
Tel. 712-776-2256

Merged Area VI - Iowa Valley Community College District
 P. O. Box 536, 22 W. Main Street
 Marshalltown, Iowa 50158
 Tel. 515-752-4643

Dr. John J. Prihoda
 Superintendent

Adult Education Administrators

Full-Time

Conrad Dejardin
 Director
 Address same as above
 Telephone same as above

David Bauske
 Coordinator
 Address same as above
 Telephone same as above

Gary Mohr
 Coordinator
 Address same as above
 Telephone same as above

Kris Shipton
 Coordinator
 High School Completion
 Adult Basic Education
 Address same as above
 Telephone same as above

Linda Ward
 Coordinator
 Consumer Education
 Address same as above
 Telephone same as above

Jodi Badgley
 Coordinator
 Health Occupations Education
 Address same as above
 Telephone same as above

Donna Whitaker
 Coordinator
 Health Occupations Education
 Address same as above
 Telephone same as above

Rex Williams
 Coordinator
 Veterans Farm Cooperative Program
 Address same as above
 Telephone same as above

Connie Lyman
 Coordinator
 Area Agency on Aging
 Address same as above
 Telephone same as above

Mark Steinberg
 Coordinator-Counselor
 Independent Learning Center
 32 W. Main Street
 Marshalltown, Iowa 50158
 Tel. 515-752-6383

Mary Ellen Simms
 Outreach Coordinator-Instructor
 Independent Learning Center
 32 W. Main Street
 Marshalltown, Iowa 50158
 Tel. 515-752-6383

Kathy Johnson
 Para-professional
 Independent Learning Center
 32 W. Main Street
 Marshalltown, Iowa 50158
 Tel. 515-752-6383

Carol Ratcliffe
 Para-professional
 Independent Learning Center
 32 W. Main Street
 Marshalltown, Iowa 50158
 Tel. 515-752-6383

Jim Tekippe
 Outreach Coordinator-Instructor
 Community Learning Center
 129 W. High Street
 Tama, Iowa 52339
 Tel. 515-484-5152

Merged Area VI

Adult Education Administrators (continued)Full-Time

Diana Varnum
 Outreach Coordinator-Instructor
 Community Learning Center
 827 Broad Street
 Grinnell, Iowa 50112
 Tel. 515-236-8985

Mary Van Bronkhorst
 Outreach Coordinator-Instructor
 Community Learning Center
 1425 Washington Street
 Eldora, Iowa 50627
 Tel. 515-858-3911

Part-Time

Ray Linehan
 Adult Education Assistant
 Marshalltown Program
 Marshalltown Senior High School
 1602 S. 2nd Avenue
 Marshalltown, Iowa 50158
 Tel. 515-752-4535

Jim Hilsabeck
 Gary Boroom
 Lyle Jeske
 Coordinators
 Fire Service Training
 Iowa Valley Community College District
 P. O. Box 536, 22 W. Main Street
 Marshalltown, Iowa 50158

Part-Time Coordinators in Public School Districts

Warren Kurth
 Counselor
 Ackely-Geneva Community School District
 Ackely, Iowa 50601
 Tel. 515-847-2712

D. L. Webner
 Principal
 Beaman-Conrad-Liscomb Community School
 District
 Conrad, Iowa 50621
 Tel. 515-366-2819

Merged Area VI

Part-Time Coordinators in Public School Districts (continued)

Duane Munson
Principal
Brooklyn-Guernsey-Malcom Community
School District
Brooklyn, Iowa 52211
Tel. 515-522-7058

Glenn Hinders
Counselor
Eldora Community School District
Eldora, Iowa 50627

Craig Knudson
Instructor
Ellsworth Community College
Iowa Falls, Iowa 50621
Tel. 515-648-4611

Irvin Van Haaften
Instructor
Garwin Community School District
Garwin, Iowa 50632
Tel. 515-499-2005

William Damon
Principal
Green Mountain Independent School District
Green Mountain, Iowa 50637
Tel. 515-474-2251

Robert K. Toney
Instructor
Grinnell-Newburg Community School District
Grinnell, Iowa 50112
Tel. 515-236-6576

Lois Kulow
Hubbard Community School District
Hubbard, Iowa 50122
Tel. 515-864-2750

John Ford
Principal
LDF Community School District
LeGrand, Iowa 50142
Tel. 515-479-2785

Larry Homes
Instructor
Montezuma Community School District
Montezuma, Iowa 50171
Tel. 515-623-5121

Merged Area VI

Part-Time Coordinators in Public School Districts (continued)

Louis Schafer
New Providence Community School District
New Providence, Iowa 50206
Tel. 515-497-5201

Terry Ray
Radcliffe Community School District
Radcliffe, Iowa 50230
Tel. 515-899-2111

Roger Younkin
Principal
SEMCO Community School District
Gilman, Iowa 50106
Tel. 515-498-7483

Wanda Wubben
Steamboat Rock Community School District
Steamboat Rock, Iowa 50672
Tel. 515-868-2225

Vince Smith
Assistant Principal
South Tama County School District
Tama, Iowa 52339
Tel. 515-484-4345

Charlene Garvin
Counselor
Union-Whitten Community School District
Union, Iowa 50258
Tel. 515-486-5371

Joe Looker
Counselor
Wellsburg Community School District
Wellsburg, Iowa 50680
Tel. 515-869-3816

Berdine Kaeberle
Counselor
West Marshall Community School District
State Center, Iowa 50247
Tel. 515-483-2136

Cooperative Agreements Where Part-Time Coordinators Have Not Been Appointed

Alden Community School District
Alden, Iowa 50006
Tel. 515-859-3393

Gladbrook Community School District
Gladbrook, Iowa 50635
Tel. 515-473-2840

Merged Area VII - Hawkeye Institute of Technology
 1501 East Orange Road
 Box 8015
 Waterloo, Iowa 50704
 Tel. 319-296-2320

To Be Named
 Superintendent

Adult Education Administrators

Full-Time

George Bennett
 Director
 Address same as above
 Telephone same as above

Bernard Padget
 Department Chairman
 Adult Vocational-Technical
 Address same as above
 Telephone same as above

L. Travis Smiley
 Coordinator
 Adult Business & Industry
 Address same as above
 Telephone same as above

Jane Hasek
 Coordinator
 Adult Health Occupations
 Emergency Medical Technician
 Training
 Address same as above
 Telephone same as above

Clyde Newell
 Coordinator Community Education
 Cooperating School Districts
 Address same as above
 Telephone same as above

Rachel Goodwin
 Department Chairman
 Adult Basic Education-HSC
 224 Commercial, Box 8015
 Waterloo, Iowa 50704
 Tel. 319-234-5745

Art Ruppel
 Department Chairman
 Special Needs Program
 224 Commercial, Box 8015
 Waterloo, Iowa 50704
 Tel. 319-234-5745

Part-Time

Linda Pilipchuk
 Coordinator
 Adult Home Economics
 Address same as above
 Telephone same as above

Barbara Johnson
 Coordinator
 Adult Home Economics
 Address same as above
 Telephone same as above

Carl Neubauer
 Coordinator
 Community Services
 Address same as above
 Telephone same as above

Merged Area VII

Part-Time Coordinators in Public School Districts

Rhea H. Eberly
 Guidance Counselor
 Allison-Bristow Community School
 District
 Allison, Iowa 50602
 Tel. 319-267-2205

Clifford McKee
 Superintendent
 Aplington Community School District
 Aplington, Iowa 50604
 Tel. 319-347-2421

Elayne Blumhagen
 Coordinator
 Office Education
 Cedar Falls Community School District
 Cedar Falls, Iowa 50613
 Tel. 319-277-3100 Extension 45

Gary Booher
 Principal
 Clarksville Community School District
 Clarksville, Iowa 50619
 Tel. 319-278-4273

Albert Bemer
 Denver Community School District
 Denver, Iowa 50622
 Tel. 319-984-5639

Everett J. Hidlebaugh
 Superintendent
 Dike Community School District
 Dike, Iowa 50624
 Tel. 319-989-2391

Lloyd Simester
 Superintendent
 Dunkerton Community School District
 Dunkerton, Iowa 50626
 Tel. 319-822-4295

Marjorie See
 Instructor
 Commerce
 Dysart-Geneseo Community School District
 Dysart, Iowa 52224
 Tel. 319-476-5200

Carol Johnson
 Coordinator
 East Buchanan Community School District
 Winthrop, Iowa 50682
 Tel. 319-935-3367

Dale C. Mulford
 Superintendent
 Grundy Center Community School District
 Grundy Center, Iowa 50638
 Tel. 319-824-5418

D. H. Feazell
 Superintendent
 Hudson Community School District
 Hudson, Iowa 50643
 Tel. 319-825-3259

Howard Lunan
 Instructor
 Independence Community School District
 Independence, Iowa 50644
 Tel. 319-334-2118

Jesup Community School District
 Jesup, Iowa 50648
 Tel. 319-827-1761

R. L. Bullis
 Instructor
 Industrial Arts
 LaPorte City Community School District
 LaPorte City, Iowa 50651
 Tel. 319-342-2697

William Kunzman
 Instructor
 Nashua Community School District
 Nashua, Iowa 50648
 Tel. 319-435-2380

Don White
 Instructor
 New Hartford Community School District
 New Hartford, Iowa 50660
 Tel. 319-983-2206

Merged Area VII

Part-Time Coordinators in Public School Districts (continued)

Dale Fox
Coordinator
North Tama County Community School
District
Traer, Iowa 50675
Tel. 319-478-2265

William Garner
Superintendent
Parkersburg Community School District
Parkersburg, Iowa 50665
Tel. 319-346-1012

A. Lane Hartmann
Plainfield Community School District
Box 42
Plainfield, Iowa 50666
Tel. 319-276-4776

Kenneth Stoakes
Superintendent
Reinbeck Community School District
Reinbeck, Iowa 50669
Tel. 319-345-2712

Larry Crowe
Guidance Counselor
Sumner Community School District
Sumner, Iowa 50674
Tel. 515-224-3341

R. L. Lottridge
Janesville Community School District
Janesville, Iowa 50647
Tel. 319-987-2581

Rev. Gerald Gordon
Don Boscoe School
Gilbertville, Iowa 50634
Tel. 319-296-1692

Duane K. Ahrens
Instructor
Tripoli Community School District
Tripoli, Iowa 50676
Tel. 319-882-4201

Dave Owens
Superintendent
Wapsie Valley Community School District
Fairbank, Iowa 50629
Tel. 319-638-2151

Wes Sodergren
Guidance Counselor
Waterloo Community School District
Waterloo, Iowa 50702
Tel. 319-234-3521

Michael Black
Coordinator
Distributive Education
Waverly-Shell Rock Community School
District
Waverly, Iowa 50677
Tel. 319-352-2087

Merged Area IX - Eastern Iowa Community College
 District
 3546 Brady Street
 Davenport, Iowa 52806
 Tel. 319-386-1827

Gerald D. Clemmensen
 Superintendent

Scott Community College
 Belmont Road
 Bettendorf, Iowa 52722
 Tel. 319-359-7531

Donald G. Foreman
 College Dean

Adult Education Administrators

Full-Time

Ron Holmes
 Director
 Address same as above
 Telephone same as above

Gale Roeder
 Coordinator
 Home Economics
 Address same as above
 Telephone same as above

Bill Ashby
 Coordinator
 Career Supplementary Programs
 Address same as above
 Telephone same as above

Dorothy Martin
 Coordinator
 Health Programs
 Address same as above
 Telephone same as above

Serene Desmond
 Coordinator
 Adult Basic Education
 627 West 2nd
 Davenport, Iowa 52803
 Tel. 319-326-5319

Part-Time

Roger Furrow
 Coordinator/Instructor
 Fire Service Training
 3428 Fillmore Lane
 Davenport, Iowa 52803
 Tel. 319-391-7224

Gary Wilharber
 Coordinator/Instructor
 OSHA
 Rural Route #2, Box 124
 Wilton, Iowa 52778
 Tel. 319-785-6268

Part-Time Coordinators in Public School Districts

James McGill
 Assistant Director
 Outdoor Education
 Bettendorf Community School District
 800--23rd Street
 Bettendorf, Iowa 52722
 Tel. 319-355-5381

Ed Fischer
 High School Principal
 North Scott Community School District
 Eldridge, Iowa 52748
 Tel. 319-285-9631

School Districts Where There Are Not Coordinators

Davenport Community School District
 1001 Harrison Street
 Davenport, Iowa 52803
 Tel. 319-323-9951

Pleasant Valley Community School
 District
 Pleasant Valley, Iowa 52767
 Tel. 319-355-6429

Merged Area IX - Eastern Iowa Community College
 District
 3546 Brady Street
 Davenport, Iowa 52806
 Tel. 319-386-1827

Gerald D. Clemmensen
 Superintendent

Muscatine Community College
 152 Colorado Street
 Muscatine, Iowa 52761
 Tel. 319-263-8250

Dr. Don Waters
 College Dean (Acting)

Adult Education Administrators

Full-Time

Raymond Taylor
 Director
 Address same as above
 Telephone same as above

Claudia Van Wyk
 Coordinator
 Health Occupations
 Address same as above
 Telephone same as above

Dona Eckhardt
 Coordinator
 Adult Basic Education
 Address same as above
 Telephone same as above

Coordinator
 Supplementary
 Address same as above
 Telephone same as above

Mary Wallace
 Coordinator
 Consumer Education
 Address same as above
 Telephone same as above

Ann Wyckoff
 Coordinator
 Learning Center
 Address same as above
 Telephone same as above

Part-Time Coordinators in Public School Districts

Bob Steele
 Principal
 Bennett Community School District
 Bennett, Iowa 52721
 Tel. 319-893-2226

Bob Herwig
 Assistant Principal
 Muscatine High School
 901 Cedar
 Muscatine, Iowa 52761
 Tel. 319-263-6141

Dick Peterson
 Columbus Community School District
 Columbus Junction, Iowa 52738
 Tel. 319-728-2231

Wallace May
 Principal
 West Liberty Community School District
 West Liberty, Iowa 52776
 Tel. 319-627-2118

Lucy Wells
 District Secretary
 Durant Community School District
 Durant, Iowa 52747
 Tel. 319-785-4432

Shirley Norton
 Superintendent's Secretary
 Wilton Community School District
 Wilton Junction, Iowa 52778
 Tel. 319-732-2035

Leon Thompson
 Principal
 Louisa-Muscatine Community School
 District
 Letts, Iowa 52754
 Tel. 319-726-3421

Merged Area IX - Eastern Iowa Community College
 District
 3546 Brady Street
 Davenport, Iowa 52806
 Tel. 319-386-1827

Gerald D. Clemmensen
 Superintendent

Clinton Community College
 1000 Lincoln Boulevard
 Clinton, Iowa 52732
 Tel. 319-242-6841
 Adult Education Tel. 319-243-5183

Dean F. Travis
 College Dean

Adult Education Administrators

Full-Time

O. E. Moore
 Director
 Address same as above
 Telephone same as above

Ruth Schneider
 Coordinator
 Adult Basic Education
 Address same as above
 Telephone same as above

Part-Time

William Ruddy
 Coordinator
 Fire Service Training
 Address same as above
 Telephone same as above

Alberta Ross
 Coordinator
 Health Occupations
 Address same as above
 Telephone same as above

Part-Time Coordinators in Public School Districts

Flossie Schoetke
 P. O. Box 82
 DeWitt, Iowa 52742
 Tel. 319-659-3162 (school)
 319-659-3103 (home)

John Soderlund
 Counselor
 Lost Nation Community School District
 Lost Nation, Iowa 52254
 Tel. 319-678-2142

Mary Jo Thorson
 310 1/2 W. Platt
 Maquoketa, Iowa 52060
 Tel. 319-652-5494

Everett Knudtson
 Principal
 Wheatland Community School District
 Wheatland, Iowa 52777

Cooperative Agreements Where Part-Time Coordinators Have Not Been Appointed

Andrew Community School District
Andrew, Iowa 52030
Tel. 319/672-3221

Bellevue Community School District
Bellevue, Iowa 52031
Tel. 319/872-4002

Calamus Community School District
Calamus, Iowa 52729
Tel. 319/246-2221

Camanche Community School District
Camanche, Iowa 52730
Tel. 319/259-8331

Delwood Community School District
Delmar, Iowa 52037
Tel. 319/674-4355

Miles Community School District
Miles, Iowa 52064
Tel. 319/682-3425

Preston Community School District
Preston, Iowa 52069
Tel. 319/689-4221

Sabula Community School District
Sabula, Iowa 52070
Tel. 319/687-2405

Merged Area X -Kirkwood Community College
6301 Kirkwood Boulevard, S. W.
P. O. Box 2068
Cedar Rapids, Iowa 52406

Dr. S. A. Ballantyne
Superintendent

Adult Education Administrators

Full-Time

Roger Huggins
Acting Director
Address same as above
Tel. 319-398-5549

Earl E. Kempf
Area Supervisor
North and West Area
Address same as above
Tel. 319-398-5545

Dennis Usher
Associate Area Supervisor and
Safety Education/Truck Driving
Address same as above
Tel. 319-398-5424

Wally Krouse
Program Developer
Health Education
Address same as above
Tel. 319-398-5456

Shirley Grulke
Program Developer
Business Education
Address same as above
Tel. 319-398-5495

Donald Goodnow
Assistant to Acting Director
Program Development
Address same as above
Tel. 319-398-5456

Dan Schaeffer
Program Developer
Management Education
Address same as above
Tel. 319-398-5510

Christy Smith
Program Developer
Home Economics
Address same as above
Tel. 319-398-5599

William C. Davis
Associate Area Supervisor
Address same as above
Tel. 319-398-5427

George Maybanks
Program Developer
Aging
Address same as above
Tel. 319-398-5435

Barbara Wing
Coordinator, Learning Center and
Adult Basic Education Program
Address same as above
Tel. 319-398-5437

Allen Peterson
Program Developer
Agriculture Education
Address same as above
Tel. 319-398-5442

G. W. Eddings
Program Developer
Trade and Industrial
Address same as above
Tel. 319-398-5628

Lowell Rutz
Area Supervisor
Northeast Area
Address same as above
Tel. 319-398-5437

Harold Roberts
Assistant to Acting Director
Athletics and Recreation
Address same as above
Tel. 319-398-5587

Gene Stoltenberg
Program Developer
Apprenticeship
Address same as above
Tel. 319-398-5437

Merged Area X

Adult Education Administrators (Continued)Full-Time

Allen Louvar
Driver Education Coordinator
and Instructor
Address same as above
Tel. 319-398-5626

Carol Ballantyne
Area Supervisor
South Area
409 South Gilbert Street
Iowa City, Iowa 52240
Tel. 319-338-3658

Shirley Kolner
Associate Area Supervisor
409 South Gilbert Street
Iowa City, Iowa 52240
Tel. 319-338-3658

Part-Time

Donald Roby
Acting Associate Director
Learning Centers
Address same as above
Tel. 319-398-5455

Betsy Kutter
Reading Specialist/Special Projects
Address same as above
Tel. 319-398-5544

Part-Time Coordinators in Public School Districts

Kerwin Rohr
Instructor
Amana Community School District
Amana, Iowa 52307
Tel. 319-622-3520

Bob George
Industrial Arts Instructor
Anamosa Community School District
Anamosa, Iowa 52205
Tel. 319-462-3594

Donald Wegner
Counselor
George Washington High School
2205 Forest Drive South East
Cedar Rapids, Iowa 52403
Tel. 319-398-2142

Carol Davidson
Instructor
John F. Kennedy High School
4545 Wenig Road North East
Cedar Rapids, Iowa 52402
Tel. 319-398-2233

Ken Marsh
Government Instructor
Thomas Jefferson High School
1243 - 20th Street South West
Cedar Rapids, Iowa 52404
Tel. 319-398-2435

Lynn Millard
Counselor
Central City Community School District
Central City, Iowa 52214
Tel. 319-438-1182

G. O. Mason
Elementary-Junior High Principal
Clarence-Lowden Community School
District
Lowden, Iowa 52255
Tel. 319-944-7791

George Van Buren
Art Instructor
Clear Creek Community School District
Tiffin, Iowa 52340
Tel. 319-645-2361

Merged Area X

Part-Time Coordinators in Public School Districts (Continued)

Vryon Truog
 Science Instructor
 Deep River-Millersburg Community
 School District
 Millersburg, Iowa 52308
 Tel. 319-655-7641

Bob Blake
 Social Studies Instructor
 English Valleys Community School
 District
 North English, Iowa 52316
 Tel. 319-664-5041

Brian O'Donald
 Counselor
 Highland Community School District
 Riverside, Iowa 52327
 Tel. 319-648-2891

Earl Simons
 Counselor
 H L V Community School District
 Victor, Iowa 52347
 Tel. 319-647-2161

Mike Rose
 Special Education
 West Senior High School
 14 Norwood Circle
 Iowa City, Iowa 52240
 Tel. 319-351-4550

Richard Burnett
 Industrial Arts Instructor
 South East Junior High School
 1817 Rochester Drive
 Iowa City, Iowa 52240
 Tel. 319-351-8242

Paul Graff
 Assistant Principal
 Northwest Junior High School
 1129 Howell
 Iowa City, Iowa 52240
 Tel. 319-354-1585

Chuck Snyder
 Teacher Aide
 Iowa City High School
 720 Bradley
 Iowa City, Iowa 52240
 Tel. 319-377-2140

Terry Housman
 Elementary Principal
 Iowa Valley Community School District
 Marengo, Iowa 52301
 Tel. 319-642-7714

Louis Grimm
 Principal
 Lincoln Community School District
 Stanwood, Iowa 52337
 Tel. 319-945-3341

Steve Vaughn
 Counselor
 Lone Tree Community School District
 Lone Tree, Iowa 52755
 Tel. 319-629-4614

Clyde Cramer
 Assistant Principal
 Marion Independent School District
 Marion, Iowa 52302
 Tel. 319-377-4675

Gene Lust
 Principal
 Midland Community School District
 Wyoming, Iowa 52362
 Tel. 319-488-2292

Donald Randall
 Counselor
 Mid-Prairie Community School District
 Wellman, Iowa 52356
 Tel. 319-646-6091

Elmer Anderson
 Industrial Arts Instructor
 Monticello Community School District
 Monticello, Iowa 52310
 Tel. 319-465-3575

Merged Area X

Part-Time Coordinators in Public School Districts (Continued)

Dr. Winston Addis
 Superintendent
 Mount Vernon Community School District
 Mount Vernon, Iowa 52314
 Tel. 319-895-6254

Harvey Chauvian
 Superintendent
 Shellsburg Community School District
 Shellsburg, Iowa 52332
 Tel. 319-436-2291

Lloyd Sodawasser
 Counselor
 North Linn Senior High School
 Coggon, Iowa 52218
 Tel. 319-224-3291

James Whalen
 Principal
 Springville Community School District
 Springville, Iowa 52336
 Tel. 319-854-6196

Thelma Holland
 School Secretary
 Norway Community School District
 Norway, Iowa 52318
 Tel. 319-227-5075

Debbie Laaser
 Home Economics Instructor
 Tipton Community School District
 Tipton, Iowa 52772
 Tel. 319-886-6676

Arnie Kuester
 Superintendent
 Olin Community School District
 Olin, Iowa 52320
 Tel. 319-484-2261

Richard Bachman
 Superintendent
 Urbana Community School District
 Urbana, Iowa 52345
 Tel. 319-443-3333

Robert Christensen
 Instructor
 Oxford Junction Consolidated School
 District
 Oxford Junction, Iowa 52323
 Tel. 319-486-2091

Francis M. Schuelka
 Curriculum Coordinator
 Vinton Community School District
 Vinton, Iowa 52349
 Tel. 319-472-2319

Part-Time Coordinators Not Employed by the Public School For Day-Time Employment

Kathryn Zylstra
 Alburnett Community School District
 Alburnett, Iowa 52202
 Tel. 319-842-2261

Dee Kacere
 Linn-Mar Community School District
 Marion, Iowa 52302
 Tel. 319-377-7373

Karen Schlue
 Benton Community School District
 Van Horne, Iowa 52346
 Tel. 319-228-2800

Mrs. Esther Peters
 Solon Community School District
 Solon, Iowa 52333
 Tel. 319-644-3401

Mrs. Arlene Palmer
 Belle Plaine Community School District
 Belle Plaine, Iowa 52208
 Tel. 319-444-2721

Judy Ridley
 Washington Community School District
 Washington, Iowa 52353
 Tel. 319-653-3113

Mrs. Tony Neenan
 Center Point Consolidated School
 District
 Center Point, Iowa 52213
 Tel. 319-849-1844

Mrs. Francis Abel
 West Branch Community School District
 West Branch, Iowa 52358
 Tel. 319-643-5323

Part-Time Coordinators Not Employed by the Public School for Day-Time Employment

Mrs. Barbara Bezoni
Williamsburg Community School District
Williamsburg, Iowa 52361
Tel. 319-668-1050

Cooperative Agreements Where a Part-Time Coordinator Has Not Been Appointed

College Community School District
401 - 76th Avenue Southwest
Cedar Rapids, Iowa 52401
Tel. 319-848-4121

Lisbon Community School District
Lisbon, Iowa 52253
Tel. 319-455-2106

Merged Area XI - Des Moines Area Community College
2006 Ankeny Boulevard
Ankeny, Iowa 50021

Paul Lowery
Superintendent

Centrex System

Adult Education

964-6404
964-6383
964-6384
964-6385

Career Supplementary Education

964-6265
964-6266
964-6267
964-6407

Adult Education Administrators

Full-Time

Nick Bellizzi
Dean
Address same as above
Telephone same as above

Don Bell
Coordinator
Community Services
Address same as above
Telephone same as above

Gene Boldt
Director of Learning Centers
Address same as above
Telephone same as above

Bill Johnson
Director of ABE & HSE
Address same as above
Telephone same as above

Jack Rolinger
Director of School Operations
Address same as above
Telephone same as above

John Niemeyer
Coordinator of Comprehensive
Learning Center - Ankeny Campus
Address same as above
Telephone same as above

Melody Powell
Director of Career Supplemental
Programs
Address same as above
Telephone same as above

Darlene Falck
Coordinator
Office Education
Address same as above
Telephone same as above

Jim Wertz
Coordinator
Industrial-Management
Address same as above
Telephone same as above

Bob Mitchell
Coordinator
Business and Management
Address same as above
Telephone same as above

Carroll Bennett
Dean
Career Education
Address same as above
Telephone same as above

Willis Dobbins
Program Chairperson
Adult Education
East Des Moines Branch Office
401 East Sixth
Des Moines, Iowa 50309
Tel. 515-243-8151

Dorothy Simms
Supervisor
Assessment and Orientation (CEP)
545 Sixth Avenue
Des Moines, Iowa 50309
Tel. 515-283-4592

Adult Education Administrators (continued)

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 Program Chairperson
 Adult Education
 Urban Center
 5th & College
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Part-Time

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 Health Occupations Short Courses
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Part-Time Coordinators in Public School Districts

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 Adair-Casey Community School District
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 Counselor
 Ballard Community School District
 Huxley, Iowa 50124
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 Ames Community School District
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 Ames, Iowa 50010
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 Superintendent
 Baxter Community School District
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 Ankeny Community School District
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 Bondurant-Farrar Community School
 District
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Merged Area XI

Part-Time Coordinators in Public School Districts (continued)

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Earlham, Iowa 50072
Tel. 515-758-2231

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Gilbert, Iowa 50105
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Glidden-Ralston Community School District
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Guthrie Center Community School District
Guthrie Center, Iowa 50115
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Secretary
Indianola Community School District
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Lyle Kooiker
Superintendent
Interstate 35 Community School District
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Merged Area XI

Part-Time Coordinators in Public School Districts (continued)

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 Madrid Community School District
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 Counselor
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Robert Crouse
 Superintendent
 Maxwell Community School District
 Maxwell, Iowa 50161
 Tel. 515-387-2315

Dr. Norman Blake
 Superintendent
 Melcher-Dallas Community School District
 Melcher, Iowa 50163
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Robert Pitcher
 Science Instructor
 NESCO Community School District
 Zearing, Iowa 50278
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Willis Fain
 Nevada Community School District
 1001--15th Street
 Nevada, Iowa 50201
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Clarence Beavers
 Newton Community School District
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 Newton, Iowa 50208
 Tel. 515-792-5809

Larry Boyer
 Counselor
 Norwalk Community School District
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 Norwalk, Iowa 50211
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Stanley R. Friesen
 Principal
 Ogden Community School District
 Ogden, Iowa 50212
 Tel. 515-275-4034

Superintendent
 Panora-Linden Community School District
 Panora, Iowa 50216
 Tel. 515-755-2317

Tony Hoekstra
 Pella Community School District
 East 210 University
 Pella, Iowa 50219
 Tel. 515-628-3870

John B. Turner
 Business Education Instructor
 Perry Community School District
 18th and Lucinda
 Perry, Iowa 50220
 Tel. 515-465-3503

Harold Isley
 Superintendent
 Pleasantville Community School
 District
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 Pleasantville, Iowa 50225
 Tel. 515-848-5731

Ezra Rice
 Principal
 Prairie City Community School District
 Prairie City, Iowa 50228
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 Counselor
 Roland-Story Community School District
 Story City, Iowa 50248
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Herald J. Kliewer
 Saydel Consolidated School District
 5601 North East Seventh Street
 Des Moines, Iowa 50313
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Merrill Butts
 Supervisor
 Distributive Education
 Southeast Polk Community School
 District
 8325 North East University
 Runnells, Iowa 50237
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Merged Area XI

Part-Time Coordinators in Public School Districts (continued)

Kenneth Kemp
 Superintendent
 Southeast Warren Community School
 District
 Liberty Center, Iowa 50145
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Robert Olson
 Stuart-Menlo Community School District
 North Second and Main Street
 Stuart, Iowa 50250
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Les Hamilton
 Urbandale Community School District
 7101 Airline Avenue
 Urbandale, Iowa 50322
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Rodney Beem
 Counselor
 Van Meter Community School District
 Van Meter, Iowa 50261
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Ella Walton
 Counselor
 Waukee Community School District
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Roderick Kent
 Supervisor
 Distributive Education
 West Des Moines Community School
 District
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 West Des Moines, Iowa 50265
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 Winterset Community School District
 Winterset, Iowa 50273
 Tel. 515-462-3010

Everett Maas
 Superintendent
 Woodward-Granger Community School
 District
 Woodward, Iowa 50276
 Tel. 515-438-2115

Cooperative Agreements Where Part-Time Coordinators Have Not Been Appointed

Exira Community School District
 Exira, Iowa 50076
 Tel. 515-268-5318

North Polk Community School District
 Alleman, Iowa 50007
 Tel. 515-685-3014

New Monroe Community School District
 Monroe, Iowa 50170
 Tel. 515-259-2314

School Districts Where There Are Not Cooperative Agreements

Bayard Community School District
Bayard, Iowa 50029
Tel. 515-651-2686

Central Dallas Community School District
Minburn, Iowa 50167
Tel. 515-677-2222

Grand Community School District
Boxholm, Iowa 50040
Tel. 515-846-6214

Lynnville-Sully Community School
District
Sully, Iowa 50251
Tel. 515-594-3285

Martensdale-St. Marys Community School
District
Martensdale, Iowa 50160
Tel. 515-764-2466

Mingo Community School District
Mingo, Iowa 50168
Tel. 515-363-4443

United Community School District
Route 2
Boone, Iowa 50036
Tel. 515-432-5319

Yale-Jamacia-Bagley Community School
District
Bagley, Iowa 50026
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 4647 Stone Avenue
 P. O. Box 265
 Sioux City, Iowa 51102
 Tel. 712-276-0380

Dr. Robert Kiser
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 Director
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 Telephone same as above

Charles Campbell
 Supervisor
 Address same as above
 Telephone same as above

Edward Blackwell
 Coordinator
 Address same as above
 Telephone same as above

Area Coordinator
 Address same as above
 Telephone same as above

Sara Edwards
 Coordinator
 Health Occupations
 Address same as above
 Telephone same as above

Charles Norby
 Supervisor
 Agricultural Production Program for
 Veterans
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 Telephone same as above

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 Education Program
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 Individualized Learning Center
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Part-Time Coordinators in Public School Districts

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 Vocational-Agriculture Department
 Akron Community School District
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 High School Principal
 AR-WE-VA Community School District
 Westside, Iowa 51467
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Renner Ventling
 High School Principal
 Anthon-Oto Community School District
 Anthon, Iowa 51004
 Tel. 712-373-5246

Carlos Bryan
 Superintendent
 Aurelia Community School District
 Aurelia, Iowa 51005
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Part-Time Coordinators in Public School Districts (continued)

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Principal
Battle Creek Community School District
Battle Creek, Iowa 51106
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Joe Robu
High School Counselor
Charter Oak-Ute Community School
District
Charter Oak, Iowa 51439
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Terry Loftus
Counselor
Dow City-Arion Community School District
Dow City, Iowa 51528
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Vivian Young
Secretary for Superintendent
Eastwood Community School District
Correctionville, Iowa 51016
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Lawrence Meseck
Counselor
Hinton Community School District
Hinton, Iowa 51024
Tel. 712-947-4329

Harland Hanson
Superintendent
Holstein Community School District
Holstein, Iowa 51025
Tel. 712-368-4819

Lee Hinkley
Elementary Principal
Kingsley-Pierson Community School
District
Pierson, Iowa 51048
Tel. 712-375-5939

Lee Burns
Principal
Lawton-Bronson Community School
District
Lawton, Iowa 51030
Tel. 712-944-5181

Rey Satory
High School Counselor
LeMars Community School District
LeMars, Iowa 51031
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Gilbert Withers
Counselor
Manilla Community School District
Manilla, Iowa 51454
Tel. 712-654-2852

William Christensen
High School Principal
Maple Valley Community School District
Mapleton, Iowa 51034
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D. L. Meneely
Superintendent
Remsen-Union Community School District
Remsen, Iowa 51050
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Grant Stimson
Principal
Schleswig Community School District
Schleswig, Iowa 51461
Tel. 712-676-3313

Robert Muller
Superintendent
Sergeant Bluff-Luton Community School
District
Sergeant Bluff, Iowa 51054
Tel. 712-943-5561

John Simoff
Superintendent
West Monona Community School District
Onawa, Iowa 51040
Tel. 712-423-1056

Ervin Shoppenhorst
Superintendent
Westfield Community School District
Westfield, Iowa 51062
Tel. 712-568-2075

Don Kuchel
Principal
Westwood Community School District
Sloan, Iowa 51055
Tel. 712-428-3355

Merged Area XII

Part-Time Coordinators in Public School Districts (continued)

Donald Hall
 Superintendent
 Whiting Community School District
 Whiting, Iowa 51063
 Tel. 712-458-2468

Dean Von Bergen
 Principal
 Woodbury Central Community School
 District
 Merville, Iowa 51039
 Tel. 712-873-3128

Daniel Bowman
 Superintendent
 Willow Community School District
 Quimby, Iowa 51049
 Tel. 712-445-3225

Cooperative Agreements Where A Part-Time Coordinator Has Not Been Appointed

Cherokee Community School District
 Cherokee, Iowa 51012
 Tel. 712-225-5721

East Monona Community School District
 Moorehead, Iowa 51558
 Tel. 712-886-5231

Galva Community School District
 Galva, Iowa 51020
 Tel. 712-282-4213

Ida Grove Community School District
 Ida Grove, Iowa 51445
 Tel. 712-364-3371

Denison Community School District
 Denison, Iowa 51442
 Tel. 712-263-2194

Sioux City Community School District
 1221 Pierce Street
 Sioux City, Iowa 51105
 Tel. 712-258-0183

Merged Area XIII - Iowa Western Community College
2700 College Road
Council Bluffs, Iowa 51501
Tel. 712-328-3831

Dr. Robert D. Looft
Superintendent

Adult Education Administrators

Full-Time

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Dean
Community Services
Address same as above
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Vasthi Christensen
Coordinator
Health Occupations
Address same as above
Telephone same as above

Dennis Eitmann
Associate Dean
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Telephone same as above

Ruth Baker
Coordinator
Consumer Education
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Telephone same as above

Harold Pengra
Coordinator
Environmental Sanitation
Address same as above
Telephone same as above

Sandee Montignani
Instructor
Consumer Education
Address same as above
Telephone same as above

Clair Baker
Coordinator
Agricultural Production Program for
Veterans
Address same as above
Telephone same as above

Muriel Keenan
Coordinator
202 Crescent
Shenandoah, Iowa 51601
Tel. 712-246-2195

Grant Hunter
Coordinator
Vocational Supplementary
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Wes Wilbur
Co-coordinator
Fire Service Training
16 Hilltop Road
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Coordinator
1102 East 12th Street
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Fire Service Training
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Part-Time

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Adult Learning Center
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Merged Area XIII

Part-Time Coordinators in Public School Districts

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James Wharton Counselor Avoha Community School District Avoca, Iowa 51521 Tel. 712-343-6306	Gary Johnson Counselor Fremont-Mills Community School District Tabor, Iowa 51653 Tel. 712-629-2325
Gary Battles C & M Community School District Massena, Iowa 50853 Tel. 712-779-2211	Doug Beckman Adult Education Glenwood Community School District Glenwood, Iowa 51534 Tel. 712-527-4886
Jack Appleman Counselor Carson-Macedonia Community School District Carson, Iowa 51525 Tel. 712-484-2212	Don Twaddle In-service Director Glenwood State Hospital School Glenwood, Iowa 51534 Tel. 712-527-4811
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Merged Area XIII

Part-Time Coordinators in Public School Districts (continued)

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Milvoy Kantor
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College Springs, Iowa 51637
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Council Bluffs, Iowa 51501

Father Paul Monahan
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Merged Area XIV - Southwestern Community College
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Dr. John A. Smith
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Adult Education Administrators

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 Director
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 Telephone same as above

Sue Freemyer
 Coordinator
 Consumer Education
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 Telephone same as above

Steve McCann
 Coordinator
 Address same as above
 Telephone same as above

Barbara Stephens
 Coordinator
 Adult Basic Education
 Address same as above
 Telephone same as above

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 Health Occupations
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 Telephone same as above

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Part-Time Coordinators in Public School Districts

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 Bridgewater-Fontanelle Community School
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 Leon, Iowa 50144
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Part-Time Coordinators in Public School Districts (continued)

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Gerard Nicklaus
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East Union Community School District
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Diane Coleman
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Superintendent
Greenfield Community School District
Greenfield, Iowa 50849
Tel. 515-743-6127

Alice Ellis
Counselor
Lamoni Community School District
Lamoni, Iowa 50140
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Kyle Chaska
Principal
Lenox Community School District
Lenox, Iowa 50851
Tel. 712-333-2999

Wyatt Hoover
Principal
Mormon Trail Community School District
Garden Grove, Iowa 50103
Tel. 515-877-2521

Don Gilkerson
Superintendent
Mount Ayr Community School District
Mount Ayr, Iowa 50854
Tel. 515-464-2232

Cecil McGinnis
Superintendent
Murray Community School District
Murray, Iowa 50174
Tel. 515-447-2517

K. G. Laverty
Superintendent
New Market Community School District
New Market, Iowa 51646
Tel. 712-528-0061

Bob Good
Counselor
Orient-Macksburg Community School
District
Orient, Iowa 50858
Tel. 515-337-4211

J. P. Ranck
Superintendent
Prescott Community School District
Prescott, Iowa 50859
Tel. 515-335-2211

Ken Guthrie
Counselor
Red Oak Community School District
Red Oak, Iowa 51566
Tel. 712-623-4971

R. E. Whitmyre
Superintendent
Stanton Community School District
Stanton, Iowa 51573
Tel. 712-829-2162

Dwight Lewis
Counselor
Villisca Community School District
Villisca, Iowa 50864
Tel. 712-826-2552

Merged Area XV - Indian Hills Community College
 Ninth and College
 Ottumwa Industrial Airport
 Ottumwa, Iowa 52501
 Tel. 515-682-8081

Dr. Lyle Hellyer
 Superintendent

Adult Education Administrators

Full-Time

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 Dean/Director
 Address same as above
 Telephone same as above

Enoch A. Weston
 Department Chairman
 Adult Career Education
 Address same as above
 Telephone same as above

Vacant
 Department Chairman
 Non-career Programs

Vernon Brumley
 Coordinator
 Continuing Education
 Address same as above
 Telephone same as above

Mary Jo Horras
 Coordinator
 Adult Health Occupations
 Address same as above
 Telephone same as above

Vacant
 Coordinator
 Home Economics

Dr. Donald Denny
 Coordinator
 Nutrition, Area Agency on Aging
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Barbara Ryan
 Project Director
 Area Agency on Aging
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 Telephone same as above

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 Coordinator
 Continuing Education
 Centerville Campus
 Centerville, Iowa 52544
 Tel. 515-856-2143

Dennis Hiner
 Coordinator-Continuing Education
 Lifetime Learning Center
 IHCC Service Center
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Gary Stookesberry
 Coordinator
 Agricultural Production Program
 for Veterans
 Ninth and College
 Ottumwa Industrial Airport
 Ottumwa, Iowa 52501
 Tel. 515-682-8081

Carl Olson
 Coordinator
 Fire Service Training
 Ottumwa Fire Department
 West Fourth and Wapello
 Ottumwa, Iowa 52501
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Merged Area XV

Adult Education Administrators (continued)

Pam Hunt
 Coordinator
 Transportation, Area Agency on Aging
 Ninth and College
 Ottumwa Industrial Airport
 Ottumwa, Iowa 52501
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Marcy Ten Eick
 Coordinator
 Information & Referral
 Area Agency on Aging
 Ninth and College
 Ottumwa Industrial Airport
 Ottumwa, Iowa 52501
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 Albia Community School District
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Jam Pasut, Superintendent
 Blakesburg Community School District
 Blakesburg, Iowa 52536
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Dennis Nelson
 Cardinal Community School District
 Eldon, Iowa 52554
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 Industrial Arts Instructor
 Centerville Community School District
 Tenth and Liberty
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Wayne Kelderman
 Counselor
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 Fairfield Community School District
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 Home Economics
 Fox Valley Community School District
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Part-Time Coordinators in Public School Districts (continued)

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Fremont Community School District
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Harmony Community School District
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John King
Superintendent
Hedrick Community School District
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Duane Sprouse
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Jim Miller
Industrial Arts Instructor
Moravia Community School District
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Vacant
Moulton-Udell Community School District
Moulton, Iowa 52572
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Joyce Hull
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Assistant High School Principal
Oskaloosa Community School District
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Carl Lawrence
Ottumwa Community School District
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Ottumwa, Iowa 52501
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Jim Collett, Counselor
Pekin Community School District
Packwood, Iowa 52580
Tel. 515-695-3705

H. L. Fennema, Superintendent
Russell Community School District
Russell, Iowa 50238
Tel. 515-535-6105

Maurice Stamps
Principal
Seymour Community School District
Seymour, Iowa 52590
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Sigourney, Iowa 52591
Tel. 515-622-2025

Dean Grotjohn, Counselor
Tri-County Community School District
Thronburg, Iowa 50255
Tel. 515-634-2636

Dave Kirchner, Counselor
Van Buren Community School District
Keosauqua, Iowa 52565
Tel. 319-293-3183

Charles Frizzell, Superintendent
Wayne Community School District
Box 151
Corydon, Iowa 50060
Tel. 515-872-2184

Merged Area XVI - Southeastern Community College
 Drawer F, Highway 406
 West Burlington, Iowa 52655
 Tel. 319-752-2731

C. W. Callison
 Superintendent

Adult Education Administrators

Full-Time

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 Director
 Address same as above
 Telephone same as above

Ruth Ann Sandrock
 Coordinator
 Adult Basic Education
 Address same as above
 Telephone same as above

Robert Olson
 Coordinator
 Vocational Supplementary
 Address same as above
 Telephone same as above

Donna Peebler
 Coordinator
 Health Occupations
 Address same as above
 Telephone same as above

Thomas K. Grimm
 Coordinator
 Special Needs
 Iowa State Penitentiary
 P. O. Box 316
 Fort Madison, Iowa 52627
 Tel. 319-372-5432

Part-Time

Victor Dunn
 Coordinator
 Fire Service Training
 Address same as above
 Telephone same as above

Logan Heilman
 Coordinator
 South Campus
 727 Washington
 Keokuk, Iowa 52632
 Tel. 319-524-3221

Part-Time Coordinators in Public School Districts

Leroy Pease
 Coordinator
 Auxilliary Services
 Burlington Community School District
 1429 West Avenue
 Burlington, Iowa 52601
 Tel. 319-753-2211

To Be Named
 Central Lee High School
 Argyle, Iowa 52619
 Tel. 319-835-5121

Robert Readshaw
 Secondary Education Director
 Ft. Madison Community School District
 20th and Avenue M
 Fort Madison, Iowa 52627
 Tel. 319-372-7252

Sanford Flickinger
 Instructor
 Keokuk Community School District
 2285 Middle Road
 Keokuk, Iowa 52632
 Tel. 319-524-2542

Part-Time Coordinators in Public School Districts (continued)

Gerald Berns
Guidance Counselor
Marquette School, Inc.
West Point, Iowa 52656
Tel. 319-837-6131

Dr. L. Eugene Johnson
Superintendent
Mediapolis Community School District
Mediapolis, Iowa 52637
Tel. 319-394-3101

Roger Williams
Secondary Curriculum Director
Mt. Pleasant Community School District
801 East Henry
Mt. Pleasant, Iowa 52641
Tel. 319-385-8067

Duane Billman
Art Instructor
Danville Community School District
Danville, Iowa 52623
Tel. 319-392-4222

School Districts Where There Are Not Cooperative Agreements

Aquinas High School
26th and Avenue A
Fort Madison, Iowa 52627
Tel. 319-372-2486

Cardinal Stritch High School
2981 Plank Road
Keokuk, Iowa 52632
Tel. 319-524-5450

Morning Sun Community School District
Morning Sun, Iowa 52640
Tel. 319-868-7556

New London Community School District
New London, Iowa 52645
Tel. 319-367-5415

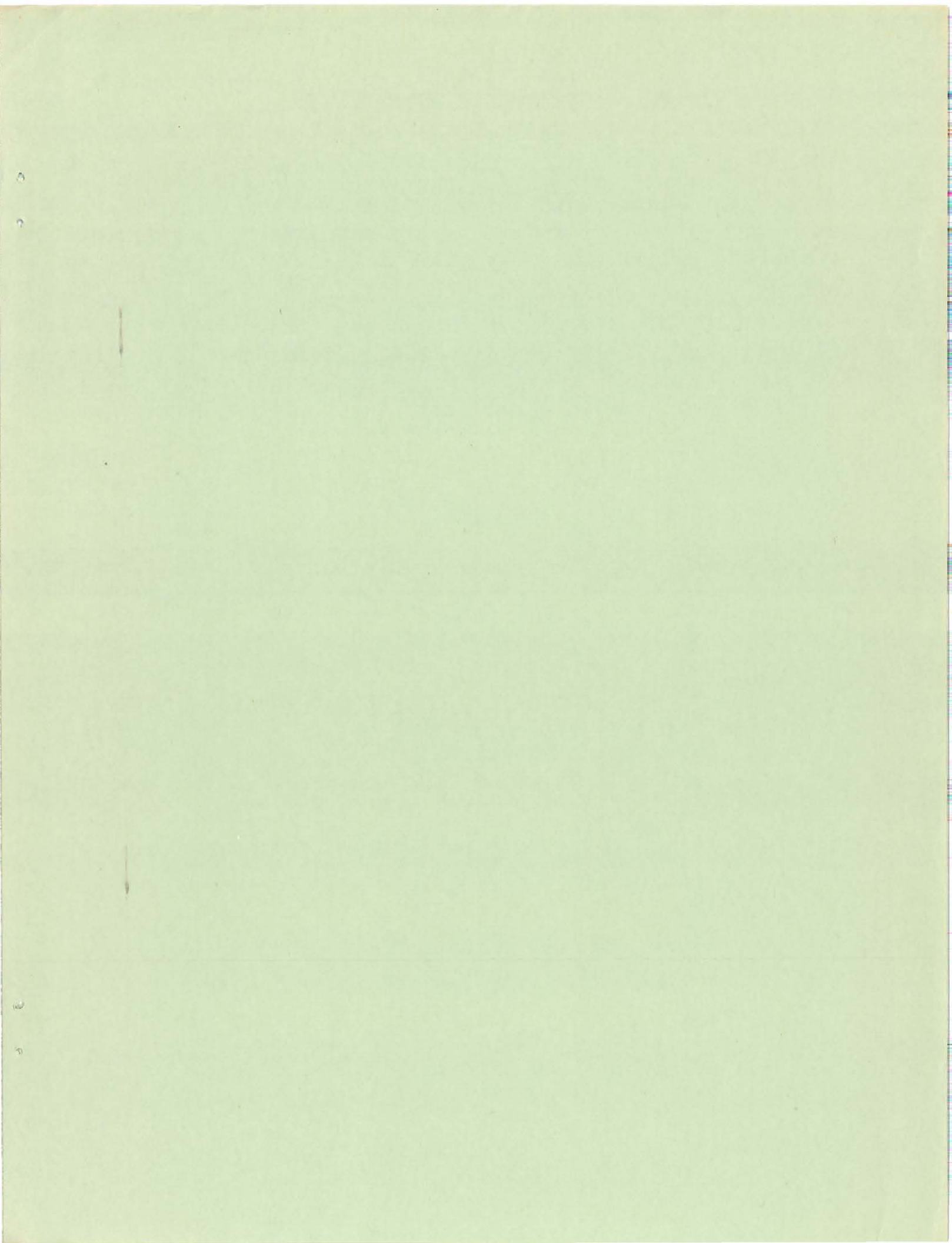
Notre Dame High School
702 South Roosevelt Avenue
Burlington, Iowa 52601
Tel. 319-754-8431

Waco Community School District
Wayland, Iowa 52654
Tel. 319-256-3415

Wapello Community School District
Wapello, Iowa 52653
Tel. 319-523-3641

West Burlington Independent School
District
West Burlington, Iowa 52655
Tel. 319-752-8747

Winfield-Mt. Union Community School
District
Winfield, Iowa 52659
Tel. 319-257-6637



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A NEEDS ASSESSMENT SYSTEM MANUAL

Russell L. Carey

Planning, Research, and Evaluation Division

STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

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Introduction

The operation of schools is a function assumed by local communities. The exercise of local control and formulation of educational policies has been a closely guarded right. Schools governing their operations according to democratic principles will logically seek to involve a representative cross section of societal groups in making educational decisions. Needs assessment is a planning and management process which provides an opportunity for lay citizens, educators and students to be cooperatively involved in educational processes.

Needs assessment is only one of many major sets of operations in educational planning and management. An area such as implementation has an equally important status. One reason for needs assessment receiving the attention of so many people is its relationship to other planning and management operations. Needs assessment is comprised of components (Fig. 1) which represent the entry or initial phase for access to other planning and management component sets.

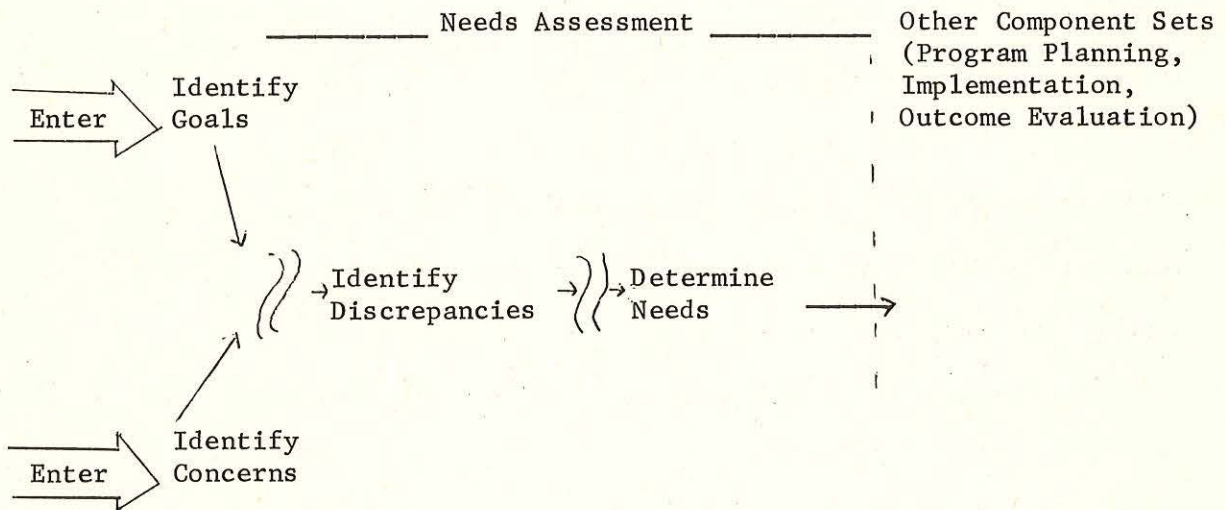


Fig. 1

General Needs Assessment Model

Educational decisions in needs assessment can generally be grouped into two categories: one category dealing with educational ends, and the other with the means used to reach those ends. The ends are described in terms of a school's expectations for its students. Expectations may be called student outcomes (products) or what a student should actually know or be able to do. The set of means describes processes and procedures which may influence the achievement of the ends.

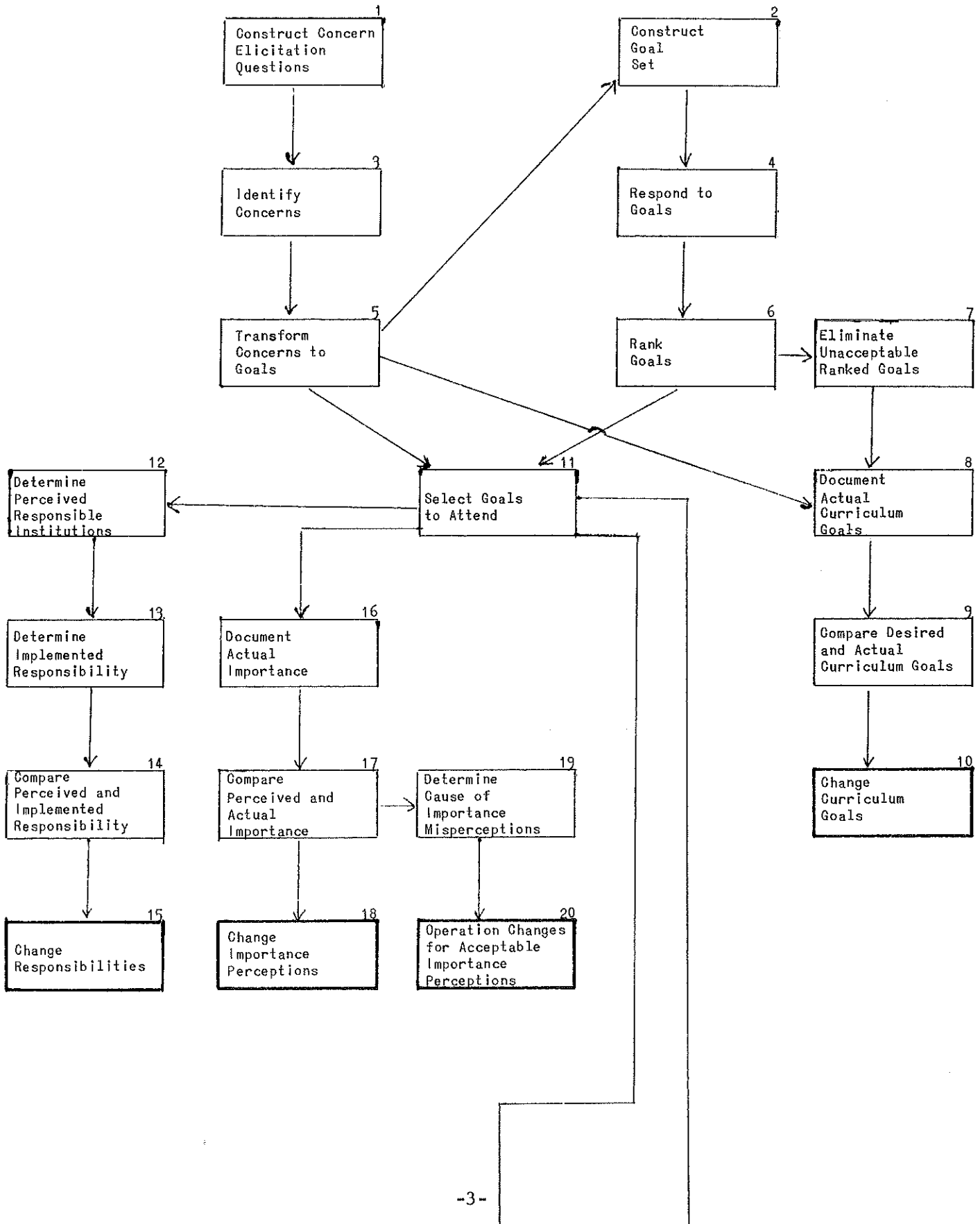
This manual is sectioned into two parts according to needs assessment for educational outcomes and needs assessment for processes and procedures. Actually, assessments for both outcomes and processes can be conducted simultaneously. The separate presentations are for reader clarification purposes. Each part explains approaches involving open-ended questions and predetermined sets of goals. One or more than one approach may be selected by an educational institution. A flow chart is given at the beginning of each section to connect the various needs assessment operations. Each operation is labeled and discussed in a manner to enable one to perform the operation.

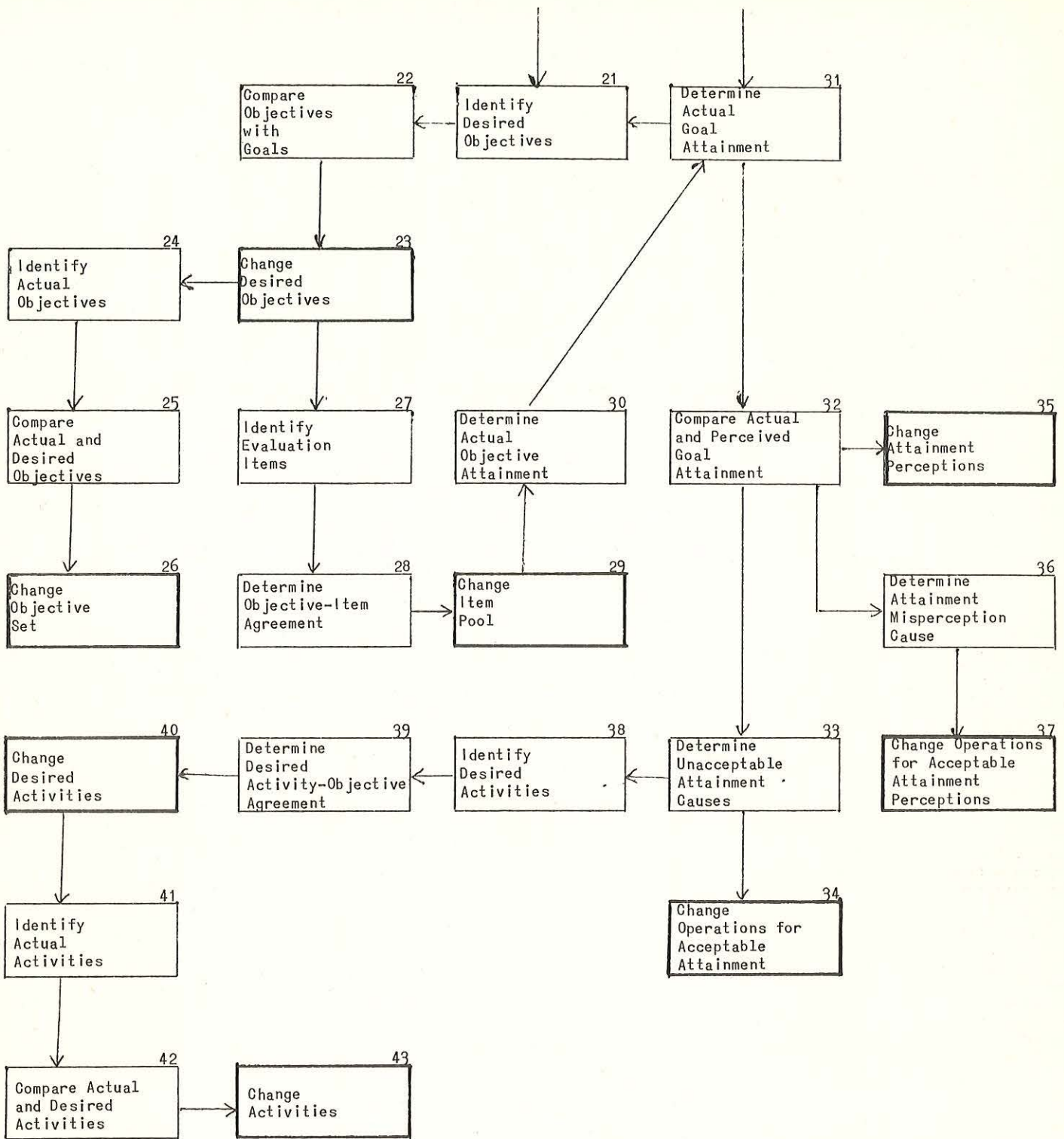
Many different ways to perform a needs assessment are suggested in the manual. Several different assessment instruments are presented. Alternatives to remodeling the instruments are discussed along with statement pools. Users of the manual should feel free to modify the instruments in a manner which will be beneficial to their particular school situation. The author hopes that this manual provides educators with the flexibility necessary for needs assessments which are educationally productive.

For purposes of assisting users in identifying specific needs assessment information, an index of major needs assessment terms and techniques is provided.

Needs Assessment System - Educational Outcomes

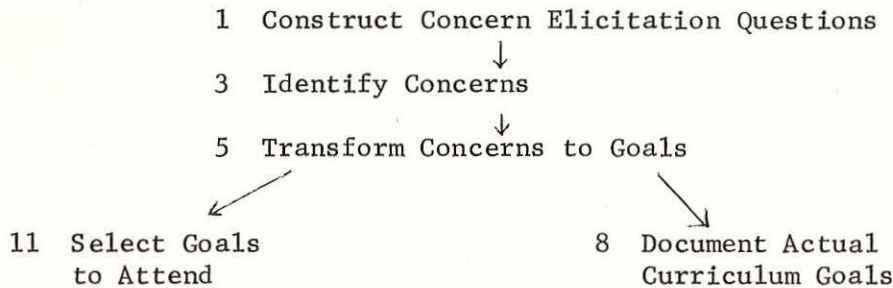
Flow Chart



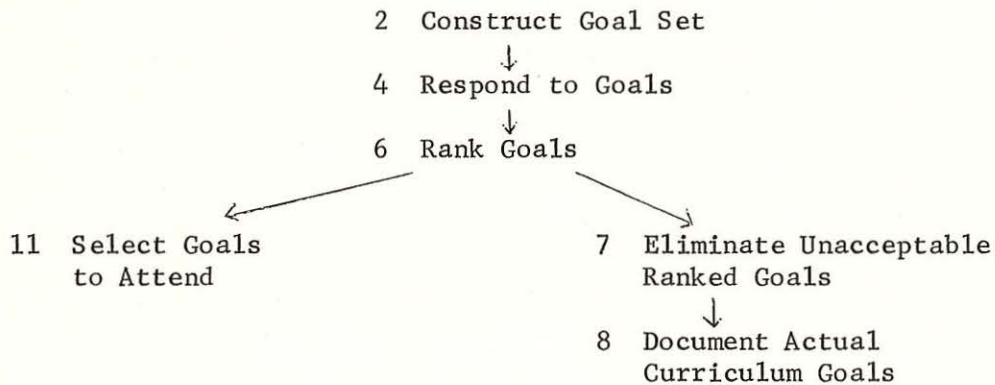


The flow chart indicates several sequences of operations can be used to arrive at operations 8 and 11 which begin identical sequences for all remaining operations. This may seem confused, but the reason for several initial sequences is the possibility of using open-ended questions or goal sets. Possible sequences prior to common operations are as follows:

Open-ended Questions Approach

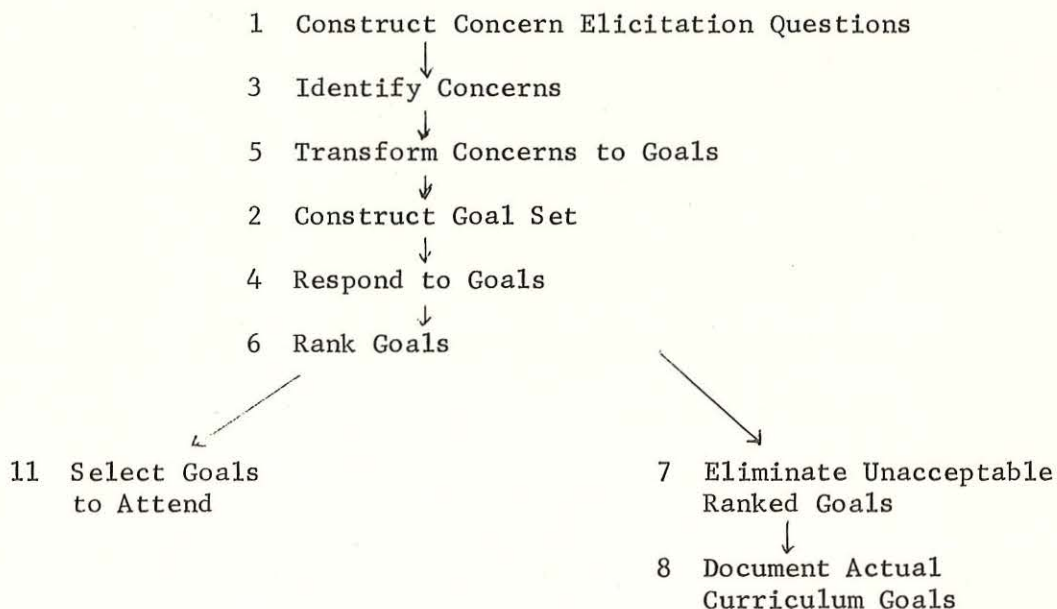


Predetermined Goal Set Approach



A third initial sequence is possible by combining the open-ended question approach with the predetermined goal set approach. The open-ended questions are used to identify concerns which are later used to form a goal set. The main advantage to this procedure is the possibility of having goals stated in a language structure similar to expressions used by individuals stating concerns. But one should guard against having an incomplete goal set.

Combined Open-ended Predetermined Approach



A number of operations have several arrows leaving them. For all operations, the routes indicated by every arrow from an operation should be used, except for the 5→2 path which is used in only the combined approach. Some routes are short and others connect operations throughout the flow chart, but each route makes possible the identification of needs. They may be different levels of needs, but nevertheless, they are needs. Categories of needs are indicated by wider lined rectangles.

1 Construct Concern Elicitation Questions

An educational concern is a belief by an individual that some aspect of education deviates from a desired state or condition. People express their concerns with a variety of different statements and phrases. The following statements are a few examples.

1. Teach the students to read.
2. Attack the lack of incorporation of environmental education.

3. Students cannot do simple math problems when they are hired.
4. Young people do not respect the property and rights of others.

Educational concerns can be collected by having people respond to open-ended elicitation questions. The questions can vary from being very general to focusing people's attention in certain educational areas. Instrument A contains questions of a general nature with question number one eliciting concerns about educational outcomes. Instrument B focuses attention in eight educational areas which cover the "total" school. Questions one and two pertain to educational outcomes. Instrument C is a modification of Instrument B. The Yes-No responses may be of value if there is an interest in knowing that a space is left blank because of no concern or a person has a concern but does not elect to state it.

For purposes of providing the potential to modify the instruments, several additional open-ended questions for eliciting educational outcome concerns are listed below. Users may desire to add several questions designed by themselves.

1. What changes should be made in the kinds of things students learn in school?
2. What kinds of things should students be learning in school?
3. What changes should be made in the kinds of things taught to students?
4. What are the kinds of things taught in schools which should not be taught to students?
5. Your local schools should give more attention to what educational programs?

Instrument A

An effort to identify educational concerns is being conducted by the school system. The concerns will be used to plan for the improvement of education in our schools. Please answer the following questions to express your concerns and opinions.

1. What important things should your local schools accomplish that they are not presently accomplishing?

2. What do you think are the biggest problems with which the public schools in your community must deal?

Instrument B

An effort to identify educational concerns is being conducted by the school system. The concerns will be used to plan for the improvement of education in our schools. Please answer the following questions to express your concerns and opinions. If you do not have a concern or opinion for a question, leave it blank.

1. What things being taught in school, other than basic skills, should be emphasized more?
2. What should students be taught in school which is not presently being taught?
3. What changes in instructional methods do you believe should be made?
4. What changes should be made in employment practices for people who work in education in our schools?
5. What changes are needed in organizational structure of our schools?
6. What changes are needed in administration of our schools?
7. What changes are needed in school operations which support instruction?
8. What changes should be made in the use of our schools for purposes other than educating school age children?

Instrument C

An effort to identify educational concerns is being conducted by the school system. The concerns will be used to plan for the improvement of education in our schools. Please answer the following questions to express your concerns and opinions.

1. Do you feel some things being taught in school should be emphasized more?
 YES NO If YES, name the things.

2. Do you feel some things should be taught in school which are not presently being taught? YES NO If YES, name the things.

3. Do you feel there should be changes in present instructional methods?
 YES NO If YES, name the desired changes.

4. Do you feel there should be changes in the employment practices for people who work in education in our schools? YES NO If YES, name the desired changes.

5. Do you feel that changes are needed in organizational structure of our schools? YES NO If YES, name the changes.

6. Do you feel that changes are needed in administration of our schools?
 YES NO If YES, name the changes.

7. Do you feel that changes are needed in school operations which support instruction? YES NO If YES, name the changes.

8. Do you feel changes should be made in the use of our schools for purposes other than educating school age children? YES NO If YES, name the changes.

2 Construct Goal Set

A product goal set is a number of student outcomes stated for the purpose of societal member reactions. Each statement specifies an expectation of educational endeavors in terms of individuals. A goal statement consists of a TARGET GROUP and an ANTICIPATED ACCOMPLISHMENT. The TARGET GROUP is a particular group of students. The ANTICIPATED ACCOMPLISHMENT specifies the educational condition of the TARGET GROUP. When the TARGET GROUP is constant, as in most needs assessments where it is considered students, the TARGET GROUP is not specified.

Complete Goal Statement:

TARGET GROUP	ANTICIPATED ACCOMPLISHMENT
Students who possess effective work habits.	

Goal Statement Without TARGET GROUP:

Possess Effective Work Habits.

A goal set must be comprehensive in terms of representing all possible goal level outcomes regardless if users agree or disagree with the nature of each outcome. The purpose of this component of needs assessment is to obtain the perceptions of respondents and not the biases of the developers and administrators of the goal set. The goal sets presented in this section have been checked for completeness against four external criteria. National Assessment information is the most noted criterion. Each set should be utilized in its present form to maintain the original construction basis for completeness and level of generality.

Instrument D is called EDUCATIONAL GOAL INVENTORY - FORM B. It consists of thirty goal statements. Each goal statement is further explained by at least one representative supportive behavioral example. A goal statement is rated in terms of three factors: 1) how important the goal is considered; 2) the degree of responsibility the school should take in meeting each goal; and 3) perceptions regarding the extent of goal attainment.

The EDUCATIONAL GOAL INVENTORY - FORM B can be converted into an instrument with more specific goal statements. The complete set of goal statements must be replaced with those labeled Instrument E. There are known construction relationships between and within each set of goal statements which can be maintained if complete sets are interchanged. Statements for Instrument E are grouped by knowledge labels to assist people in identifying relationships between the two goal sets. The goals should be rated in terms of importance, responsibility and attainment as in Instrument D.

3 Identify Concerns

4 Respond to Goals

Identify Concerns and Respond to Goals are discussed together because the main focuses in both are: 1) what societal groups are involved, 2) how are individuals selected and 3) how are individuals notified. Administration of instruments will be discussed separately for open-ended questions and goal set types.

The three general categories of societal groups should be lay citizens, educators and students. Special efforts may be made to involve subcategories of lay citizens such as various age levels, various occupations and parents of school children. It may be difficult to collect information from students below the high school levels with instrumentation other than open-ended questions.

Instrument D

EDUCATIONAL GOAL INVENTORY - FORM B

David J. Alvord and Russell L. Carey
Planning, Research and Evaluation Division
Iowa Department of Public Instruction

This instrument is designed to solicit reactions of various societal groups with respect to the importance, responsibility and attainment of educational goals. Results from administering the instrument can be used to make curricular decisions. Thus, community members and students as well as educators can influence the educational program.

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DIRECTIONS

The following set of 30 statements describes educational outcomes which a school might anticipate for students. Each statement is accompanied by at least one sub-statement which is a representative example of what a student could do, would know, or would have if he had met the outcome. The sub-statements represent only a few examples from a large number of examples which could indicate that an outcome had been met. Refer to the sub-statements when further explanation of the goal statement is desired. The 30 statements which describe outcomes for students might also be thought of as educational goals. Each goal requires a response to three questions:

1. How important is the goal?
2. To what extent is the goal being attained?
3. What is the school's responsibility for this goal?

There are a number of possible responses for each question. For each of these questions fill in the oval that most accurately describes your response.

EXAMPLE

Importance Responsibility Attainment

Least	Little	None
Marginal	Minor	Some
Average	Share equal	Adequate
High	Major	
Most	Complete	
0 ● 0 0 0	0 0 ● 0 0	0 ● 0
1 2 3 4 5	1 2 3 4 5	1 2 3

POSSESS CONSUMER LITERACY

Importance Responsibility Attainment

Least Marginal Average High Most	Little Minor Share equal Major Complete	None Some Adequate	
0 1	0 1	0 1	1. HAVE UNDERSTANDING OF DEMOCRATIC PRINCIPLES
0 1	0 1	0 1	a. Assume civic responsibility
0 1	0 1	0 1	b. Support rights and freedoms of others
0 1	0 1	0 1	2. ACQUIRE AND APPLY ENVIRONMENTAL RESPONSIBILITY
0 1	0 1	0 1	a. Knowledge of causes and effects of pollution
0 1	0 1	0 1	3. KNOWLEDGEABLE ABOUT AND APPROPRIATE ATTITUDES TOWARD DRUG USE AND ABUSE
0 1	0 1	0 1	a. Understanding of societal, family, and peer group pressures which may lead to drug abuse
0 1	0 1	0 1	4. POSSESS AND APPLY PRINCIPLES OF PHYSICAL FITNESS
0 1	0 1	0 1	a. Recognize abnormal bodily functions and conditions
0 1	0 1	0 1	b. Adopt sound nutritional practices
0 1	0 1	0 1	5. PRACTICE CONSERVATION OF HUMAN & NATURAL RESOURCES
0 1	0 1	0 1	a. Knowledge of ways to conserve energy (fuel, electricity)
0 1	0 1	0 1	b. Recognize that people from all age groups are a source of manpower
0 1	0 1	0 1	6. POSSESS VOCATIONAL SKILLS AND ATTITUDES
0 1	0 1	0 1	a. Have job entry level skills
0 1	0 1	0 1	b. Possess effective work habits
0 1	0 1	0 1	7. KNOWLEDGEABLE ABOUT HISTORY & GOVERNMENT
0 1	0 1	0 1	a. Know the structure of governments
0 1	0 1	0 1	b. Understand nation's struggles for independence

Importance Responsibility Attainment

Least Marginal Average High Most	Little Minor Share equal Major Complete	None Some Adequate	
0 1	0 1	0 1	8. POSSESS READING SKILLS AND APPRECIATION
0 1	0 1	0 1	a. Able to skim for main ideas
0 1	0 1	0 1	b. Read a variety of books, magazines, etc.
0 1	0 1	0 1	9. LITERATE WITH MATHEMATICAL IDEAS AND PROCESSES
0 1	0 1	0 1	a. Know fundamental operations of addition, subtraction, multiplica- tion, and division
0 1	0 1	0 1	b. Use symbols and construct graphs
0 1	0 1	0 1	10. COMPETENT WITH SCIENTIFIC PROCESSES AND IDEAS
0 1	0 1	0 1	a. Understand how to analyze data
0 1	0 1	0 1	b. Interest in and curiosity about science
0 1	0 1	0 1	11. KNOWLEDGEABLE ABOUT BUSINESS AND MANUFACTURING
0 1	0 1	0 1	a. Understand supply and demand concept
0 1	0 1	0 1	b. Understand the need for trade agreements
0 1	0 1	0 1	12. PROFICIENT WITH INQUIRY PROCESSES
0 1	0 1	0 1	a. Ability to identify and state problems
0 1	0 1	0 1	b. Willingness to question conclu- sions drawn by others
0 1	0 1	0 1	13. PROFICIENT WITH SKILLS OF COMMUNICATION
0 1	0 1	0 1	a. Ability to make speeches to groups
0 1	0 1	0 1	b. Ability to write and respond to business letters
0 1	0 1	0 1	14. POSSESS CONSUMER LITERACY
0 1	0 1	0 1	a. Aware of consumer rights
0 1	0 1	0 1	b. Understand techniques for judging and comparing consumer products

Importance Responsibility Attainment

Least Marginal Average High Most	Little Minor Share equal Major Complete	None Some Adequate	
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	15. POSSESS UNDERSTANDINGS ABOUT CREATIVITY a. Knowledgeable about conditions necessary for creativity to thrive
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	16. KNOWLEDGEABLE ABOUT INFORMATION SOURCES AND KNOWLEDGE SHARING METHODS a. Know about procedures for the dissemination of ideas b. Understand factors which limit information sharing
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	17. HAVE UNDERSTANDINGS NECESSARY FOR ADJUSTING TO CHANGE a. Able to adjust to environmental change b. Able to adjust to societal change c. Able to adjust to changes in self
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	18. ACCEPTANCE OF SELF a. Adjust to limits of mental and physical ability
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	19. POSSESS A PERSONAL PHILOSOPHY a. Develop life styles to govern values, ethics, and manners
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	20. PROFICIENT IN USING LOGICAL THOUGHT a. Able to make generalizations b. Able to analyze, synthesize, evaluate, and summarize
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	21. POSSESS ABILITY AND APPRECIATION OF FINE ART a. Possess ability to perform or produce art b. Willingness to accept various forms of art as contributions to society

Importance Responsibility Attainment

Least Marginal Average High Most	Little Minor Share equal Major Complete	None Some Adequate	
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	22. POSSESS HUMAN RELATIONS SKILLS a. Understand roles of different family members b. Possess ability to get along in competitive situations
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	23. ACQUIRE MECHANICAL LITERACY a. Perform common minor repairs of a household nature
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	24. HAVE APPRECIATION AND SKILLS IN LITERATURE AND JOURNALISM a. Form attitudes toward the contribution of literary works to society b. Recognize metaphors, similies, irony, puns, etc.
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	25. POSSESS SKILLS TO COPE WITH POTENTIAL ACCIDENTS AND EMERGENCIES a. Knowledge of first aid b. Knowledge of defensive driving techniques
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	26. KNOWLEDGEABLE ABOUT SOCIAL PROBLEMS a. Knowledgeable about problems in marriage and divorce b. Knowledgeable about problems related to suicide and mental health
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	27. KNOWLEDGEABLE ABOUT COMMUNICABLE DISEASES a. Aware of symptoms and treatment for venereal diseases b. Take precautions against contracting measles, mumps, scarlet fever (etc.)
0 0 0 0 0 1 2 3 4 5	0 0 0 0 0 1 2 3 4 5	0 0 0 1 2 3	28. AWARENESS OF THE NATURE OF HUMAN BEHAVIOR a. Understand sex roles of men and women b. Recognize personality types (introvert, extrovert, etc.)

Importance Responsibility Attainment

Least
Marginal
Average
High
Most
0
1 2 3 4 5

Little
Minor
Share equal
Major
Complete
0
1 2 3 4 5

None
Some
Adequate
0
1 2 3

29. KNOWLEDGEABLE ABOUT HOME MANAGEMENT PRINCIPLES

- a. Competent in family planning
- b. Knowledge of budgeting and purchasing skills

0 0 0 0 0
1 2 3 4 5

0 0 0 0 0
1 2 3 4 5

0 0 0
1 2 3

30. AWARENESS OF FACTORS IN HUMAN REPRODUCTION

- a. Understanding of basic physical changes and emotion drives connected with sex and the reproductive system.

Instrument E

Democratic Principles

1. Respect The Welfare And Dignity Of Others.
 - a. Seek to improve well-being of less fortunate groups.
 - b. Help other individuals voluntarily.
2. Support Rights And Freedoms Of Others.
 - a. Defend rights and liberties of all people uniformly.
 - b. Understand the value of Constitutional guarantees.
3. Support Law And Order.
 - a. Comply with laws.
 - b. Protest unfair laws according to guidelines set by other laws.
4. Assume Civic Responsibilities.
 - a. Recognize important civic problems and favor trying to solve them.
 - b. Apply democratic procedures in community actions.

Environment

5. Possess A Responsible Attitude Toward The Environment.
 - a. Willingness to consider the consequences of various actions affecting the environment.
 - b. Willingness to change personal behaviors to protect environmental factors.
6. Knowledgeable About The Causes And Effects Of Pollution.
 - a. Realization of the effect of population on environment.
 - b. Recognize factors needed to maintain suitable atmosphere.

Drugs

7. Possess Acceptable Attitudes Toward Use And Abuse Of Drugs.
 - a. Willingness to consider both the positive and negative effects of drugs.
 - b. Willingness to explore ways in which the individual can deal with problems and tensions without resorting to drug abuse.
8. Knowledgeable About The Cause And Effect Of Drug Usage.
 - a. Knowledge of societal, family, and peer group pressures which may lead to drug abuse.
 - b. Knowledge of resources available for problems of drug abuse and emotional disturbance.

Fitness

9. Competent In Methods Of Acquiring And Maintaining Mental Fitness.
 - a. Can control emotions.
 - b. Is mentally alert.
10. Recognize Abnormal Bodily Functions And Conditions.
 - a. Have knowledge of danger signs of diseases.
 - b. Ability to identify malfunctions of body parts.
11. Adopt "Sound" Nutritional Practices.
 - a. Select proper foods (in kind and quantity).
 - b. Maintain regular eating schedule.

12. Capable Of Performing Physical Functions.
 - a. Can coordinate movements.
 - b. Has balance.
13. Competent In Methods Of Acquiring And Maintaining Physical Fitness.
 - a. Maintain proper body weight.
 - b. Maintain high energy level.
14. Possess A Variety of Recreational Skills.
 - a. Individual and group recreational skills (E.G., golf, bowling, swimming).

Conservation

15. Practice Conservation Of Natural Resources.
 - a. Willingness to take steps in controlling soil erosion.
 - b. Knowledge of ways to conserve energy (fuel, electricity).
16. Practice Conservation Of Human Resources.
 - a. Recognize that people from all age groups are a manpower source.
 - b. Understand that increased benefits to society result from adequate training and education of all peoples.

Careers

17. Possess Acceptable Attitudes Toward Aspects Of The "World Of Work".
 - a. Accept the various occupations as contributing to the advancement of society.
 - b. Hold competence and excellence of work in high regard.
18. Possess Vocational Skills.
 - a. Have job entry level skills.
 - b. Know how to maintain an acceptable level of expertise required to remain employed and be able to adjust to changing job requirements.
19. Knowledgeable In Vocation Selection Procedures.
 - a. Know how to relate individual characteristics to occupational requirements.
 - b. Know the characteristics and requirements of different careers and occupations.
20. Possess Effective Work Habits.
 - a. Use initiative and ingenuity to fulfill job responsibilities.
 - b. Know how to plan work.

History and Government

21. Knowledgeable About Historical Developments.
 - a. Realize the effects of the industrial revolution.
 - b. Understand struggles for independence.
22. Knowledgeable About Cultures.
 - a. Understand the culture universals such as shelter, food, education, religion, etc.
 - b. Realize the relationship between culture and individual behavior.
23. Knowledgeable About Governments.
 - a. Know the structure of governments.
 - b. Regard government as a necessity to maintain nations.

Reading

24. Possess Reading Comprehension And Interpretation Skills.
 - a. Identify propaganda techniques.
 - b. Learn to read "between the lines".

25. Possess Ability To Adjust Reading Rate.
 - a. Able to skim for main ideas when appropriate.
 - b. Aware of the relationship between the difficulties of reading materials and reading rates.
26. Possess Reading Study Skills.
 - a. Alphabetizing.
 - b. Understanding sequence.
27. Possess Interest In And Appreciation For Reading.
 - a. Read a variety of books, magazines, etc.
 - b. Awareness that reading provides a source of new information and ideas.

Mathematics

28. Literate With Definitions, Facts, Symbols And Ideas In Mathematics.
 - a. Know fundamental operations of addition, subtraction, multiplication, and division.
 - b. Apply estimation and measurement.
29. Capable Of Performing Mathematical Processes.
 - a. Use proofs.
 - b. Use symbols and construct graphs.
30. Appreciate Mathematics.
 - a. Realize the importance of mathematics to the individual and society.
 - b. Interest in mathematical endeavors.

Science

31. Expertise With Processes Of Science.
 - a. Understands how to analyze data.
 - b. Can make predictions.
32. Literate With The Facts, Definitions And Ideas In Science.
 - a. Knowledge of electrical principles.
 - b. Understand factors that influence weather conditions.
33. Appreciate Science.
 - a. Interest and curiosity relative to science.
 - b. Attitudes and values relative to science.

Economics

34. Possess Understandings About Investments And Currencies.
 - a. Recognize various kinds of investment opportunities.
 - b. Understand the bases for different currencies and relationships among them.
35. Knowledgeable About Trade.
 - a. Understand the need for and operation of various trade agreements.
 - b. Understand the effect of import trade on American-made products.
36. Knowledgeable About Taxation.
 - a. Understand the rationale for different kinds of taxation.
 - b. Understand the different tax structures at local, state and national levels.
37. Aware Of Production And Marketing Procedures.
 - a. Understand supply and demand concept.
 - b. Understand factors involved in selling products.

Inquiry

38. Proficient With Inquiry Processes.
 - a. Ability to identify and state problems.
 - b. Ability to set up experiments in which results can be interpreted correctly.
39. Possess An Inquiry Philosophy.
 - a. Willingness to question conclusions drawn by others.
 - b. Willingness to search for additional evidence before drawing conclusions.
40. Realize The Characteristics Of Inquiry Products.
 - a. Awareness of limitations of interpreting results.
 - b. Awareness of the element of uncertainty in results.
41. Aware Of The Influence Of Various Societal Conditions On Inquiry.
 - a. Recognize the types of societies which allow inquiry to flourish.
 - b. Understand the role of the individual and the government in promoting inquiry.

Communication

42. Knowledgeable About Mass Communications Systems.
 - a. Recognize kinds of mass communication.
 - b. Realize the effect of mass communication on society, i.e., advertising, education.
43. Proficient In Verbal Communication (English).
 - a. Speak fluently and clearly.
 - b. Use acceptable verbal patterns.
44. Proficient In Verbal Communication (Foreign).
 - a. Speak fluently and clearly.
 - b. Use acceptable verbal patterns.
45. Proficient In Written Communication (English).
 - a. Use acceptable grammar.
 - b. Use acceptable punctuation.
46. Proficient In Written Communication (Foreign).
 - a. Use acceptable grammar.
 - b. Express ideas clearly.
47. Competent In Physical Communication.
 - a. Recognize that verbalization is not always necessary for communication purposes.
 - b. Knowledge of body language (gestures, etc.).
48. Proficient In Listening Skills.
 - a. Ability to concentrate on what "is being said".
 - b. Mentally reorganizes information to aid retention.

Consumer

49. Possess Consumer Literacy Skills.
 - a. Understand techniques for judging and comparing consumer products.
 - b. Aware of consumer rights.

Creativity

50. Educated In The Processes Of Creativity.
 - a. Learn to use manipulation, experimentation, searching, and questioning techniques in exploring difficulties and problems.
 - b. Ability to identify large number of ideas and possible solutions.

51. Knowledgeable About Conditions For Creativity.
- a. Recognize factors which interfere with creativity, i.e., fear of making mistakes, no reward for skills other than verbal or written.
 - b. Social conditions (recognize that different kinds of thinking are normal).

Knowledge Sharing

52. Knowledgeable About Information Flow Within And Between Individuals And Organizations.
- a. Know about procedures for the dissemination of ideas.
 - b. Understand factors which limit information flow.
53. Accept Roles In Knowledge Sharing.
- a. Willingness to fulfill obligations and responsibilities to disseminate and retrieve information.

Change

54. Have Understandings Necessary For Adjusting To Environmental Change.
- a. Know factors related to population shifts.
 - b. Understand changes in climate.
55. Have Understandings Necessary For Adjusting To Changes In Self.
- a. Awareness of changes in physical, social, emotional and mental growth brought about by maturation and education.
56. Have Understandings Necessary For Adjusting To Societal Changes.
- a. Recognition of the changes in social class "structures" (white-collar, blue-collar, etc.)
 - b. Recognize changes in moral codes and societal expectations of the individual.

Self

57. Acceptance Of Physical Abilities And Basic Body Structure.
- a. Realizes and adjusts to limits placed upon individual by physical abilities (coordination, strength).
58. Acceptance Of Mental Capabilities.
- a. Realizes and adjusts to intellectual abilities.
 - b. Pursues own interests without fear of being viewed by others as abnormal.

Philosophy

59. Possess A Personal Philosophy.
- a. Develop a life style to govern values, ethics, and manners.

Logical Thought

60. Proficient In Using Logical Thought Patterns.
- a. Be able to begin with a generalization and proceed to identify specific instance and vice versa.
 - b. Being able to analyze, synthesize, evaluate, and summarize, etc.

Art

61. Possess Ability To Perform Or Produce Art.
 - a. Produce a sculpture or painting.
 - b. Portray a character in a play.
62. Possess Appreciation Which Stems From Knowledge Of Art.
 - a. Willingness to accept various forms of art as contributions to society.
 - b. Understand the relationship of one style or period of art to another style or period.

Music

63. Ability To Perform Vocal Music.
 - a. Sing familiar songs in unison.
 - b. Sing in harmony with musical accompaniment.
64. Ability To Perform Instrumental Music.
 - a. Play an instrument (in a band or solo).
65. Knowledgeable About Music Fundamentals.
 - a. Identify elements of musical notation (clefs, letter names of notes, duration symbols, dynamic markings).
 - b. Identify musical instruments and their sounds.
66. Appreciation Of Music.
 - a. Seek a variety of musical experiences.
 - b. Interested in various styles of music (jazz, rock, classical, folk, opera).

Human Relations

67. Proficient In Family Human Relation Skills.
 - a. Understand roles of different family members.
 - b. Knowledge of factors which strengthen or weaken family ties.
68. Proficient In Peer Group Human Relation Skills.
 - a. Understand the pressures exerted by peer groups (need for conformity, acceptance, etc.).
69. Possess Abilities To Get Along In Cooperative Situations.
 - a. Understand elements necessary for joint productive efforts.
70. Possess Abilities To Get Along In Competitive Situations.
 - a. Understand "give and take" operations in dealing with competitors.
 - b. Recognize behaviors of successful and unsuccessful members in competition.
71. Possess Abilities To Get Along In Formal Situations.
 - a. Roles in parliamentary procedures.
 - b. Participating in a job interview.
72. Possess Abilities To Get Along In Informal Situations.
 - a. Demonstrate skills necessary to "break the ice" in conversing.
 - b. Use techniques to make people feel at ease.

Mechanical

73. Possess Mechanical Literacy.
 - a. Perform common minor repairs of a household nature (electrical appliances, replacing fuses, etc.).
 - b. Perform minor repairs and maintenance of an automobile.

74. Knowledgeable About Various Styles And Forms Of Literature.
a. Recognize metaphors, similies, irony, puns, etc.
b. Identify characteristics of literature masterpieces (what makes a classic a classic).
75. Appreciate Literature.
a. Willingness to expand interest of literature into numerous areas.
b. Forms attitudes toward the contribution of literary works to society.

Safety

76. Knowledgeable About Highway Safety.
a. Knowledge of safe driving fundamentals.
b. Knowledge of driving laws.
77. Competent In Accident Prevention And Emergency Preparedness.
a. Takes precautions in recreational sports.
b. Knowledge of first aid and emergency procedures.

Social Problems

78. Knowledgeable About Problems Related To Crime And Punishment.
a. Distinguish between methods of rehabilitation as they relate to crime.
b. Distinguish between misdemeanors and felonies.
79. Knowledgeable About Problems In Marriage And Divorce.
a. Know common reasons for legal separations.
80. Knowledgeable About Problems Related To War And Disarmament.
a. Understand the idea of rehabilitating defeated countries.
b. Recognize economic implications of disarmament.
81. Possess Understandings Related To Suicide And Mental Health.
a. Realize the influence of societal factors on suicide and mental health.
82. Knowledgeable About Problems In Race And Ethnic Relations.
a. Show concern for solving the problems brought about by prejudice.
83. Knowledgeable About Problems Related To Poverty And Affluency.
a. Understand the stresses related to coping with poverty and affluence.
84. Possess Understandings Related To Problems Of Juvenile Delinquency.
a. Know the influence of home life on youth delinquency.

Diseases

85. Knowledgeable About Prevention And Cure Of Communicable Diseases.
a. Aware of symptoms and treatment for venereal diseases.
b. Know how common diseases are transmitted (measles, mumps, etc.).

Behavior

86. Awareness Of Factors Involved In Learning Processes.
a. Recognize relationships between developmental (growth) stages and learning.
b. Understand learning rates and how they vary.
87. Knowledgeable About The Nature Of Human Behavior.
a. Recognize personality types (introvert, extrovert, etc.).
b. Aware of factors related to emotions (stress, love, sorrow, etc.).

Journalism

88. Possess Journalism Skills.
 - a. Know techniques for writing material suitable for publication.
 - b. Demonstrate techniques of proofreading.

Home

89. Awareness Of The Principles Of Home Management.
 - a. Understand the effect of management practices on family life.
 - b. Know budgeting and purchasing skills.
90. Competent In Family Planning.
 - a. Plan size of family.
 - b. Plan for children's education.

Reproduction

91. Awareness Of Factors In Human Reproduction.
 - a. Understand cause and prevention of reproduction.
92. Knowledgeable About Human Sexuality.
 - a. Understand the sexual behaviors of men and women.

Random selection of potential respondents is the most desirable. Non-random selections may be the only possible process for collecting information in some school districts where people show reluctance to participate in educational planning and management. An outline of a random selection process follows:

1. Obtain an alphabetical list of a societal group.
2. Determine the number of members desired from the societal group.
3. Randomly select a letter of the alphabet.
4. Randomly select a number between 0 and 11.
5. Select the predetermined number of societal group members beginning with the member whose last name begins with the randomly selected letter and then select every interval name as determined by the random number until the desired number of subjects is drawn.
6. If no societal member exists whose last name begins with the random letter, begin with the next letter of the alphabet for which a societal member is listed.
7. If an alphabetical list is exhausted before the appropriate number of subjects is selected, continue counting procedures by returning to the beginning of the list.

The following is an example of the above random process based upon D as the random letter and 3 as the random number. Arrows indicate individuals who would be invited to participate.

→ Doe, Bread
Doe, Green
Doe, John
→ Doe, Sticky
Easy, Real
Eat, Time T.
→ Finish, T. T.

Non-random selection of respondents can be accomplished by administering instruments at events where attendance is not predetermined. The events may be of a school nature such as a PTA meeting or of a social nature.

Lists of societal group members can be obtained from a variety of sources. Schools have lists of parents, educators and students. Local governments have tax lists. Voter lists are available from political organizations. Telephone books can be used as a source of lay citizens.

Invitations to needs assessment participants can be presented orally or by letter. Careful thought should be given to the contents of the invitation because of the difficulty some schools experience in getting participants. Some factors to consider in an invitation are:

1. Clearly state the purpose,
2. Convey that involvement is not just a public relations adventure,
3. Explain the result uses,
4. Explain the type of involvement, and
5. Meeting place, date and time.

Administration of an open-ended question instrument requires very few instructions or comments. It is appropriate to explain the meaning of concern by using definitions and examples. Respondents should be encouraged to state all their concerns.

Instructions to respondents are given in the goal set instrument EDUCATIONAL GOAL INVENTORY - FORM B. A verbal review of the instructions is appropriate. Encourage respondents to react to the importance, responsibility and attainment of each goal. Be sure each individual understands that the example descriptor is only an aid in focusing attention on the meaning of a goal statement. Questions on interpretation of goal statements should be answered. If young students are used, a verbal administration of the instrument may be necessary.

5 Transform Concerns To Goals

Transforming educational outcome (product) concerns, as expressed by responses to open-ended questions, to goal statements is a two-step process. First, a tabulation process must group similar concerns. Second, a tabulated group must be translated into a goal statement.

Responses can be tabulated in a dynamic classification system (EXHIBIT 1) whose initial origin was based on the categories found in the EDUCATIONAL GOAL INVENTORY - FORM B and which was continuously remodeled on the basis of actual concern responses. Consider this classification system as a given or a priori system which can continuously be revised during the tabulation process in order to accommodate all outcome responses. "Pro" and "con" concerns can be recorded by maintaining "con" concerns in parenthesis. Each category should be considered "pro" in terms of meaning a deviation from the desired exists. Thus, improvement is needed.

The Classification System For Educational Outcomes (EXHIBIT 1) is in a form to be used as a tabulation worksheet and a collected concerns storage system. The areas in parentheses are reserved for characteristic statements by respondents pertaining to a particular category. Tabulation should be maintained by societal group for storing and reporting purposes. Rules for storing results follow:

1. Report societal group response tabulations in a linear sequence separated by hyphens. Identify each sequence position.
2. Indicate inverse responses (e.g. a more response category when a respondent stated less) by tabulations within parentheses.

EXHIBIT 1

Classification System for
Educational Outcomes

1. Business and Manufacturing _____
(Supply and demand,
2. Career Education _____
(Living, careers, everyday knowledge, things to use later in life,
3. Change _____
(
4. Communicable Diseases _____
(VD education
5. Communication _____
(Writing, penmanship, speaking, role of media,
6. Conservation of Human & Natural Resources _____
(Conserve energy, manpower sources
7. Consumer Literacy _____
(Consumer rights, consumer education,
8. Creativity _____
(Creative writing, creative arts, creative dramatics,
9. Democratic Principles _____
(Good citizens, respect for others, human rights, respect property
rights, discipline
10. Drug Use and Abuse _____
(Drugs, alcohol use and misuse, smoking,
11. Environmental Responsibility _____
(
12. Fine Art _____
(Art, music, drama, culture arts, individual crafts
13. Government _____
(Community action, world problems, law, current affairs,
14. History _____
(Cultures, inheritance, historical developments
15. Home Management _____
(Family life, home skills,
16. Human Behavior _____
(Roles of men and women, personality types,
17. Human Relations _____
(Feelings, group skills, leadership, family problems, good sportsmanship

18. Human Reproduction _____
(Sex education,
19. Information Sources - Knowledge Sharing _____
(
20. Inquiry Processes _____
(Map reading, graphs, how to learn,
21. Journalism _____
(
22. Literature _____
(Classical, contemporary,
23. Logical Thought _____
(Thinking, decision making, reasoning ability, problem solving
24. Mathematical Literacy _____
(
25. Mechanical Literacy _____
(Girls industrial arts,
26. Personal Philosophy _____
(Values, manners, attitudes
27. Physical Fitness _____
(Physical education, athletic skills, nutrition
28. Potential Accidents and Emergencies _____
(Safety, motorcycle driving,
29. Reading _____
(Phonetics,
30. Science _____
(
31. Self _____
(Individualism, personal traits, worth, self-concept, fulfill true potential, own identify
32. Social Problems _____
(
33. Vocational Skills and Attitudes _____
(
34. Health _____
(
35. Economics _____
(Money management,

- 36. Foreign Languages _____
(
- 37. Leisure Time _____
(
- 38. Religion _____
(
- 39. Minority Study _____
(
- 40. Humanities _____
(
- 41. Life in General _____
(
- 42. Geography _____
(

Storage Symbolization Example:

Human Relations 5 - 20 - 13(2)

Interpretation: Five lay citizen responses - twenty educator responses - thirteen students perceive a defect in human relations outcomes and two students perceive human relations outcomes are over emphasized.

Major concerns can be identified by two techniques. One procedure is the identification of major concerns by considering the total number of responses in a category. No distinction is made between societal groups. The general rule of thumb is that a larger tabulation does not require responses from each societal group. The second technique consists of requiring more than one societal group identifying a category as a major concern. Again, the number of tabulations required by any one group is a judgement by the personnel conducting the needs assessment. Obviously, these two techniques are not rigid mathematical processes. They are based upon readily observable differences in responses. The major concerns can be ranked according to tabulation size. One may elect to group concerns by levels based upon tabulations rather than use a ranking. Levels of concerns do not require justifying different treatments for concerns whose tabulations are similar. Tabulations may naturally suggest levels.

Major educational outcome concerns can be transformed into goal statements by stating the category label as an anticipated accomplishment which is described in "2 Construct Goal Set." It may be desirable to have a number of individuals agree to the structure of a particular goal statement. Small committees may be used to accomplish the task.

Transformation Example:

Category: Human Relations

Goal Statement: Possess Human Relations Skills

6 Rank Goals

Procedures for ranking goals according to data obtained from administering the goal set instruments were originally designed by Dr. David J. Alvord, Planning, Research and Evaluation Division, Iowa State Department of Public Instruction. The process was later computerized by Dr. Phil Berrie, Planning, Research and Evaluation Division, Iowa Department of Public Instruction. Analyses discussed in this section will not be limited to the Alvord ranking technique.

Respondents rated each goal according to importance (I), responsibility (R) and attainment (A). The importance values ranged from least important to most important on a five point scale. Possible responsibility values on a five point scale ranged from little or no responsibility to complete responsibility. Attainment options ranged from none to adequate on a three point scale. The mean importance, responsibility, and attainment values for each goal are calculated by summing the ratings and dividing by the number of ratings. Three separate rankings according to importance, responsibility and attainment are produced on the basis of the mean values. It is advantageous to include the goal number, goal statement (at least abbreviated form) and mean value for each goal in a ranking. Rankings should be made for separate societal groups and the combined group.

Example From An Importance Ranking Table:

Item	Number of Respondents	Goal Statement	Mean
18	1070	Acceptance of Self	3.94
3	1073	Drug Use and Abuse	3.89
9	1071	Reading	3.87

Importance (I) and responsibility (R) means for any one goal are multiplied to produce an IR value. The goals are ranked by IR values as an indicator of curriculum outcome priorities. IR values range from 1 to 25. A table of goals ranked by IR values is constructed for each societal group and the combined group. The example importance table above can be used as a construction model.

The product of importance and responsibility means for a goal divided by the attainment mean $\left(\frac{IR}{A}\right)$ provides evidence on student outcomes with the greatest need for attention when attainment is the focus. This new value has been labeled Q. Q values can range from .3 to 25. The goals are ranked by Q value for each societal group and the combined group. Tables similar to those previously mentioned are constructed.

A response proportions table for students, educators, and lay citizens is constructed. The proportions can indicate areas in need of attention which are not identifiable by observing means and rankings.

Example From A Response Proportions Table
For Students (S), Educators (E) and Lay Citizens (C):

	<u>Importance (I)</u>					<u>Responsibility (R)</u>					<u>Attainment (A)</u>		
	1 Least	2 Marginal	3 Average	4 High	5 Most	1 Little	2 Minor	3 Share equal	4 Major	5 Complete	1 None	2 Some	3 Adequate
COMPETENT WITH SCIENTIFIC PROCESSES AND IDEAS													
S	6.2	19.6	44.5	25.1	4.7	4.9	15.4	39.0	32.5	8.2	9.9	54.9	35.2
E	.2	5.4	37.6	45.9	10.8	0.0	3.3	24.4	59.7	12.6	.7	64.6	34.7
C	2.2	10.1	50.0	34.1	3.6	2.9	5.1	29.0	53.6	9.4	2.2	65.2	32.6
PROFICIENT WITH INQUIRY PROCESSES													
S	4.5	16.3	36.5	32.0	10.8	4.6	19.7	43.7	27.5	4.5	21.8	58.3	19.9
E	0.0	3.5	26.7	46.4	23.4	.2	4.9	40.1	48.5	6.3	4.9	75.6	19.5
C	0.0	5.8	43.5	37.7	13.0	.7	7.2	52.9	34.8	4.4	4.4	71.5	24.1

7 Eliminate Unacceptable Ranked Goals

This operation refers to unacceptable IR ranked goals. Since the goals ranked by IR values describe the outcome curriculum, the goals with very low values or at the bottom of the list are candidates for elimination from the curriculum. Of course, a poor rank position is not sufficient evidence for elimination of a goal. Other variables such as finances and student enrollment are considerations. A school may elect not to eliminate any goals. The remaining goal set can be considered the desired educational outcome curriculum for a school system. It is important to notice that the curriculum is stated in terms of goals and not disciplines or courses.

8 Document Actual Curriculum Goals

The actual curriculum is characterized by goals whose structure is the same as the goals in the inventory instruments. One way to accomplish this task is to have teachers classify their instruction according to the EDUCATIONAL GOAL INVENTORY. Each teacher is asked to identify goals for which they are using instructional sequences. Answers such as "Yes, I teach that goal" are not accepted without evidence for documentation. All goals for which evidence is presented comprise the actual curriculum of a school.

9 Compare Desired and Actual Curriculum Goals

When the desired and actual curriculum goals are stated in the same format, they can be compared. Record the discrepancies between the desired and actual curriculum goals. Two types of discrepancies can exist. One, the desired curriculum contains goals absent from the actual curriculum. Two, the actual curriculum contains goals absent from the desired curriculum.

When the desired curriculum has goals whose origin is in the concerns, the comparison consists of determining the presence of the desired goals in

the actual curriculum. No decisions can be made about the goals in the actual curriculum which are not in the desired curriculum. Thus, the second type of discrepancy cannot exist.

10 Change Curriculum Goals

When discrepancies between the desired and actual curricula exist, there are needs which can be characterized by the phrase "Change Curriculum Goals." Identify needs which, if satisfied, will eliminate the discrepancies between the desired and actual curricula. Include these needs in the school's planning operations.

11 Select Goals to Attend

Goals to attend are goals which are selected to be maintained in the needs assessment process for the purposes of determining discrepancies and needs. They are goals for which reactions of respondents indicate needs may exist. Selection of goals does not mean that every goal will be pursued immediately. Workloads may delay some operations with particular goals. Rankings automatically provide a priority for which goals are attended to first.

Goals whose origin was in concerns are easy to select. Select the goals formed from the major concerns. Since importance and responsibility perceptions are usually not collected with concerns, the next step with these goals will probably be the determination of actual goal attainment. Importance may be implied with a desire for a higher level of performance relative to a goal.

A multiple base exists for selecting goals whose origin was in the goal set approach. Rules for selections from rankings or the utilization of mean values are stated below. These rules may be applied to the combined results

or require that more than one societal group meet the condition before a particular goal is selected. Goals to be considered when societal groups are maintained as separate entities may be selected by percentage of rankings by a societal group (e.g. top 20%).

1. Select goals whose importance ranks are suspect of being too low for quality education. (Cut-off level selected by user.) (Mean values of 3 or less are possible suspect candidates.)
2. Select goals whose responsibility ranks are suspect of not accurately representing responsibilities. (Cut-off level selected by user.)
3. Select goals whose Q value ranks are high (larger Q values). (Cut-off level selected by user.) (It is possible for the large Q values to be considered small relative to the 25 value for the high end of the range. Then the largest Q values still indicate that people are satisfied with particular goals.)

Goals may be selected due to the proportions of responses for importance, responsibility or attainment. Any of the following conditions are sufficient for the selection of a particular goal.

1. The percentage of respondents in any societal group identifying the importance as least or marginal is considered too large. (Value determined by user - combined least and marginal values exceeding 10-15% are possible candidates.)
2. A large percentage of respondents in any societal group appear to have a misperception on responsibility.
3. The percentage of respondents in any societal group identifying the attainment as none is considered too large. (Value determined by user - values exceeding 10% are possible candidates.)

12 Determine Perceived Responsible Institutions

Whenever the perceived responsibility for a goal appears to be a misperception, respondents are surveyed to determine the institutions which they think have responsibility for a goal. The degree of responsibility does not need to be 100%. The survey may consist of asking for institutions and degree of responsibility. Some possible institutions are the church, civic organizations and the home.

13 Determine Implemented Responsibility

Institutions identified by respondents are surveyed or analyzed to determine the degree of responsibility they have accepted for a goal. One is hopeful that the degree of accepted responsibility has been implemented. The implemented responsibility is determined by either survey instruments or face-to-face discussions. This process is a cooperative effort between institutions.

14 Compare Perceived and Implemented Responsibility

The perceived responsibility by respondents and the implemented responsibility of a goal by an institution are compared in order to identify discrepancies. Several different possible discrepancies are listed below.

1. Respondents perceive an institution has a certain responsibility, when in fact, the institution does not have the same responsibility perception.
2. Respondents perceive an institution as having implemented a responsibility, when in fact, the institution has not implemented a responsibility.

15 Change Responsibilities

A discrepancy between the perceived and implemented responsibility is a signal that needs exist. These needs relate to goal responsibilities. The needs can be characterized as "change responsibility" needs. When the discrepancies are eliminated, responsibility voids are eliminated. The needs may relate to changing responsibility perceptions, changing an institution's responsibility for a goal and implementing responsibilities.

16 Document Actual Importance

The actual importance of goals, which were selected because of importance considerations, is documented. The most desirable approach to documenting

the importance of a goal is to establish the uses of the learning outcome. Major categories of uses are: (1) preparation for learning and (2) real world applications. These categories are not mutually exclusive since certain goals facilitate life long learning. Uses of goals can be identified in occupations of an applied and theoretical nature. Job analyses may be necessary. Information from the documentation of actual importance has a dual use. It is appropriate for needs assessment and career education efforts.

17 Compare Perceived and Actual Importance

Compare the perceived and actual importance of a goal to identify discrepancies. There are two types of discrepancies possible. One, societal groups may perceive a goal as having high importance, when in fact, the importance is lower than perceived. Two, societal groups perceive a goal as having low importance, but the importance is high as documented by uses.

18 Change Importance Perceptions

Needs exist if discrepancies are found between perceived and actual importance of goals. These needs deal with eliminating the discrepancies. Since the documented importance is not controlled by the needs assessment personnel, discrepancies can only be eliminated by changing perceptions of societal group. Thus, "Change Importance Perceptions" is an appropriate title to characterize the needs.

19 Determine Cause of Importance Misperceptions

If misperceptions of goal importance exist, there must be a cause. Until the cause is determined, it will be difficult to correct the situation.

Investigate how societal members acquired their importance perceptions. This process should lead to the determination of misperception causes.

Some possible causes are:

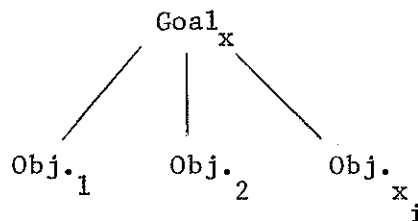
1. Societal members have never been given the opportunity to become aware of goal uses during a learning process,
2. Opportunities to become aware of importance information were never utilized, and
3. Actual importance information does not exist.

20 Operation Changes For Acceptable Importance Perceptions

The title of this operation characterizes needs relative to maintaining acceptable importance perceptions. Operations should be implemented which will eliminate the cause of importance misperceptions.

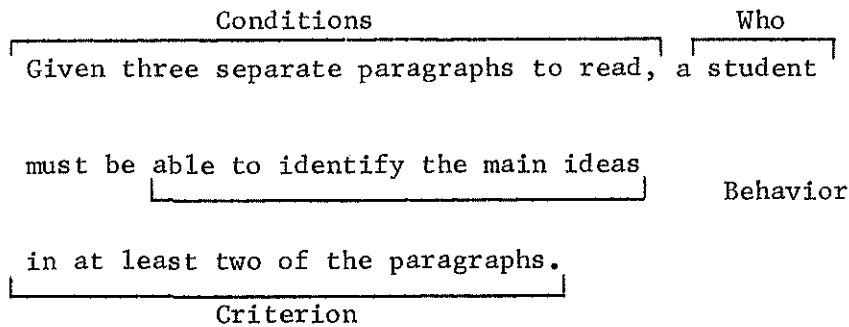
21 Identify Desired Objectives

An educational outcome goal represents more than one learner objective. Actually, a goal characterizes a relationship between members of a set of objectives. For example, several objectives in human relations may be characterized by the goal "Possess Abilities To Get Along In Cooperative Situations." A goal-objective relationship can be diagrammed as follows:



The objectives of interest in this section are behavioral objectives. The only necessary requirement for an objective to be behavioral is that it specifies a behavior. Other possible components of a behavioral objective

are Who, Conditions, and Criterion. The Who component specifies which learner. Conditions refer to the situation in which the behavior is performed. The Criterion states the level of acceptable performance. An example of a behavioral objective is labeled by components below.



There are two instances when the desired objectives for a goal are identified in the needs assessment process. One, a selected goal is not sufficiently understood by the needs assessment personnel. They elect not to attempt an actual attainment assessment of the goal until it is better understood. Goals which are new to some curricula such as human relations and logical thought may be prime candidates. Two, a selected goal is very familiar to the needs assessment personnel. They elect to immediately determine actual goal attainment because assessment instrumentation is commonly considered acceptable. But when the goal is assessed, the actual attainment is considered low. The personnel suspect low attainment is due to the school objectives being different than those related to the assessment instrument. Thus, before reassessing, desired objectives are identified.

Identify all desired objectives that appear related to a selected goal. There may be some objectives rejected. Acceptance and rejection are both included in the process. Remember, there may be more objectives related to a goal than are desired.

22 Compare Objectives With Goals

A goal is used as a guide in identifying objectives characterized by it. But using a goal as a guide does not always produce appropriate objectives. Have several people attempt to classify the desired objectives according to a goal. If classification problems arise, discrepancies between objectives and a goal are identified.

23 Change Desired Objectives

Classification discrepancies between objectives and a goal are evidence of needs. The needs relate to changing desired objectives. Only the objectives and not the goal can be changed. Since a goal is in the needs assessment process because of the reactions of respondents, it is held constant.

24 Identify Actual Objectives

Actual objectives refer to ones which are presently in the curriculum. It is not always possible to identify actual objectives for all selected goals because a goal may be absent from the curriculum prior to changing it by IR values. Identify the objectives for a goal by analyzing instructional materials. All objectives considered identified should be documented. Obviously, the documentation process involves all the school's educators.

25 Compare Actual and Desired Objectives

The actual and desired objectives for a goal are compared. Discrepancies may exist due to the actual objective set not containing some desired objectives or the set has objectives which are not desired. All discrepancies are recorded for later operations.

26 Change Objective Set

Discrepancies between the actual and desired objectives for a goal indicate a need exists. Since the intent is agreement between the actual

and desired, an identified need relates to a change in the objective set. Thus, "Change Objective Set" characterizes needs which surface at this point in the needs assessment process.

27 Identify Evaluation Items

Identify evaluation items, appropriate for assessing a particular objective, by using an objective as a rule. A "good" objective allows for the generation of several items. Items can be constructed or identified in instruments with known test properties. Commercial tests can be used as a source of items. All items for an objective are considered equivalent unless evidence to the contrary exists. A pool of items should be formed for an objective.

28 Determine Objective - Item Agreement

Determining the objective - item agreement is a validity check. Content validity can be established by classifying items according to an objective. Several different individuals should attempt to classify the same items. Classification disagreements are discrepancies.

29 Change Item Pool

Discrepancies due to the classification of items, by attempting to match them to an objective, indicate "Change Item Pool" needs. Items which are not successfully matched are eliminated from the pool. Needs can also relate to replenishing an item pool.

30 Determine Actual Objective Attainment

Select a number of items from each objective pool to be administered to the students. The number of items may be controlled by a Conditions or Criterion component in the objective statement. Determine the level of attainment on each objective by each student. Possible attainment levels

are acceptable and unacceptable as judged by the objective criterion. Record the proportion of objectives considered acceptably attained by each student. Maintain the results according to goals.

It is not necessary to administer all items for an objective, assess all objectives for a goal and assess all students. When appropriate, sampling techniques can be used. A large number of objectives for a goal may be a situation where objectives are randomly selected to be assessed. Larger schools may consider randomly selecting students.

31 Determine Actual Goal Attainment

There are two ways to determine actual goal attainment. Which procedure is used depends upon whether or not the goal was processed through the desired objectives route or sequence.

One may recall that operation "21 Identify Desired Objectives" contained a description of the objectives - goal relationship. This relationship is the basis for determining actual goal attainment when desired objectives are identified. The process is as follows:

1. Decide what proportion of objectives for a goal must be attained by a student for the attainment classification, (1) none, (2) some and (3) adequate. The proportion of objectives for each attainment level may be arbitrary, but each should be realistic for a properly functioning educational system. One should consider some of the same proportions used to select goals in operation "Select Goals To Attend."
2. Determine the number of students in each attainment classification group.
3. Determine the proportion of students at each classification level. These proportions represent the actual goal attainment.

Goals which are not taken the desired objectives route are treated differently for the determination of actual attainment because objectives are not assessed. These are the goals, such as basic skills, which have been worked with over the years. Each goal is well understood due to use and

research. Many good evaluation instruments exist for these goals. The objectives associated with any particular instrument are not of interest to the needs assessment personnel. An outline for determining actual goal attainment follows:

1. Determine the score for a student to be classified in the (1) none, (2) some and (3) adequate attainment levels. Test norms can be the basis for selection.
2. Determine the number of students in each attainment classification group.
3. Determine the proportion of students at each classification level. These proportions represent the actual goal attainment.

32 Compare Actual and Perceived Goal Attainment

The actual and perceived goal attainments are compared for purposes of identifying perception discrepancies. Comparisons are made for each societal group. Types of possible discrepancies are:

1. A societal group perceives attainment of a goal as high when in fact the attainment is low.
2. A societal group perceives attainment of a goal as low when in fact the attainment is high.
3. A societal group perceives attainment of a goal as high or low when in fact the attainment is average.

33 Determine Unacceptable Attainment Causes

When the actual attainment of a goal is unacceptable, a discrepancy exists. A discrepancy can be eliminated if its cause is determined and eliminated. Causes may include things such as: (1) the goal was never taught, (2) the school does not have learning activities on the goal and (3) instruction on the goal is not satisfactory. Learning activities as a cause are pursued beginning with operation "38 Identify Desired Activities."

34 Change Operations For Acceptable Attainment

The title of this operation characterizes a group of needs related to eliminating attainment discrepancies. If these needs are met, there is a high probability that a goal will be attained and attainment will be continued. Then attainment discrepancies will no longer exist.

35 Change Attainment Perceptions

Attainment misperceptions can adversely affect school operations. A misperception exists when there is a discrepancy between actual and perceived goal attainment. The discrepancy is evidence of a need. The need relates to changing attainment perceptions. This type of need deals with public relations from the standpoint of keeping people informed. Due to the necessity for changing perceptions, schools can attempt to change them before a detailed study of causes.

36 Determine Attainment Misperception Cause

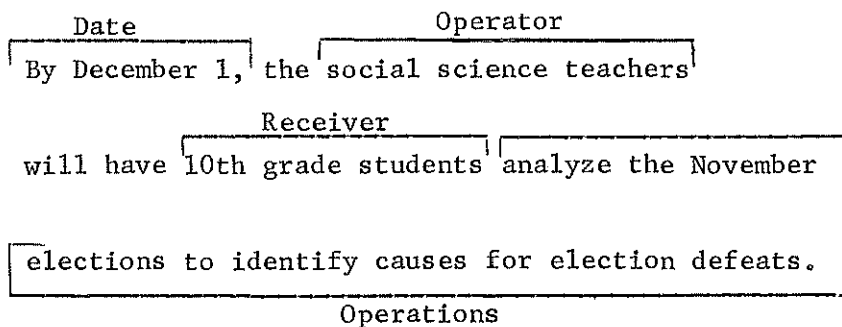
Societal members may never have correct attainment perceptions unless misperception causes are identified. Survey individuals to determine how they acquired their attainment perceptions. Interpretations of the survey results will reveal defective procedures or voids in maintaining accurate attainment perceptions.

37 Change Operations For Acceptable Attainment Perceptions

After causes of attainment misperceptions are identified, there are needs relating to changing operations for acceptable attainment perceptions. Satisfying the needs may eliminate the discrepancies between desired and actual perception operations.

38 Identify Desired Activities

Activities are the things educators do to instruct students. They are a detailed instructional sequence. Activities can be communicated in an abbreviated characterization called activity statements. Components of any activity statement can vary, but commonly dates, operator (educators), operations (what will be done) and receiver (who is to benefit) are communicated. The most important component is operations. Below is an example of an activity statement with labeled components.



Identify the desired activities to teach each goal for which actual attainment is unacceptable. Identification of desired activities can be hastened by considering the body of knowledge related to a goal. One can ask, "What would you know or be able to do if you attained a goal?" Analyze all available materials to suggest desirable activities. Appropriate educators should agree that an activity is desirable for teaching toward a particular student outcome. Store the desired activities by activity statements for each goal.

39 Determine Desired Activity-Objective Agreement

Activities are related to learner objectives. More than one activity may be related to the same objective. For this reason, an activity validity

check can be made by classifying the activities according to objectives. Naturally, the objectives relate to the goals in question. The objectives are ones identified in operation "21 Identify Desired Objectives" or they existed in the original curriculum before the initiation of a needs assessment. Difficulty in classifying an activity indicates a discrepancy. Several educators should be given an opportunity to perform the classification.

40 Change Desired Activities

Discrepancies in classifying desired activities according to objectives are evidence of needs characterized by "Change Desired Activities." These needs should be pursued until satisfactory agreement between activity-objective classifiers is reached. The expectation of 100% agreement may be unrealistic.

41 Identify Actual Activities

Identify the actual activities used to teach specific objectives and thus specific goals. All educators should be involved in the identification process. The activities must be documented by analyzing instructional sequences. Actual activities refer to ones a teacher uses and not activities one could use if there was a desire. Record the activities as activity statements.

42 Compare Actual and Desired Activities

Identify activity discrepancies by comparing actual and desired activities. The two major types of discrepancies are:

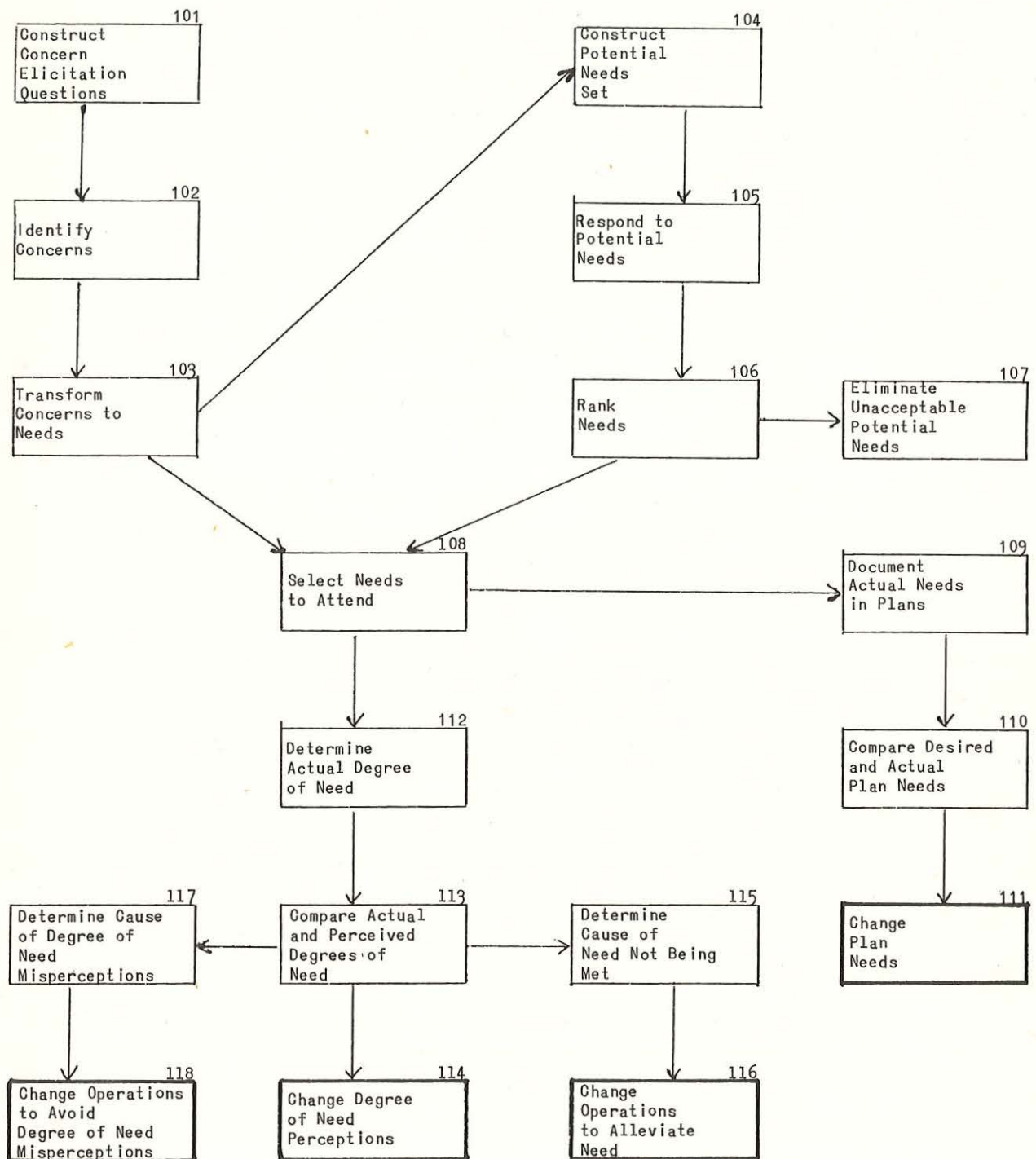
1. Desired activities are not found in the actual activities, and
2. There are not any activities for a goal.

43 Change Activities

Activity changes in the curriculum are necessary to eliminate discrepancies between the desired and actual activities. "Change Activities" characterizes the needs.

Needs Assessment System - Educational Processes and Procedures

Flow Chart



Several paths can be used to arrive at operation "108 Select Needs to Attend" which is the first step in a series of common operations. Reasons for the multiple initial sequences are the same as stated for the educational outcome flow chart. Path 101 → 102 → 103 → 108 is based upon the use of open-ended questions. If a predetermined potential needs set, which is not based upon concerns, is utilized, the initial sequence is 104 → 105 → 106 → 108. Operation 107 is necessary but it is not a member of the 104 to 108 initial sequence. Another possible initial path is 101 → 102 → 103 → 104 → 105 → 106 → 108. This path involves the identification of concerns, using the concerns to state possible needs and constructing a possible needs set for societal members' reactions.

The arrows from all operation rectangles, except the 103 → 104 route, should be used during every needs assessment. More than one arrow leaves several rectangles because more than one subsequent operation should be performed. It does not necessarily mean the operations should be simultaneously conducted.

The wide lined rectangles indicate that an operation is comprised of need identification. These are the kinds of things that need to be done to implement or eliminate processes and procedures. There are two types of needs discussed in this section. One type is the process and procedural needs identified by societal members. The second type is the needs necessary to alleviate the process and procedural needs identified by the respondents. A statement in a wide lined rectangle only describes the kind of needs. What the actual needs are depends upon the kinds of discrepancies and discrepancy causes in a particular needs assessment. There are various levels of needs. The highest level is characterized by the statement in operation "116 Change Operations to Alleviate Need."

101 Construct Concern Elicitation Questions

The definition of a concern given in "1 Construct Concern Elicitation Questions" is appropriate for this operation. People will express process and procedural concerns differently than outcome concerns, but the statements will be just as varied. A few example statements are:

1. Students are pushed too much in school,
2. Have students actively involved in learning activities instead of listening to teachers, and
3. Administrators should also teach.

Educational concerns related to educational processes and procedures can be collected by administering instruments A, B, and C presented in "1 Construct Concern Elicitation Questions." Item two in Instrument A is for processes and procedures. Instruments B and C have items three through eight relating to processes and procedures.

Users may elect to construct an open-ended questionnaire similar to Instrument A. For this purpose, several open-ended process and procedural questions are given below. These items can be remodeled or others substituted for them.

1. What can be done to improve educational opportunities for students?
2. What kinds of experiences should our school system provide for students?
3. What changes should be made in the operation of our school system?
4. What would make school more interesting and useful?

102 Identify Concerns

The societal groups to be surveyed, procedures for selecting subjects and instrument administration techniques are given in "3 Identify Concerns." This information is appropriate for collecting both outcome and process concerns.

103 Transform Concerns to Needs

Responses can be tabulated in the Classification System For Processes And Procedural Responses (EXHIBIT 2). This classification system was constructed from actual concern responses to open-ended questions. Use the system in its present form when tabulation is initiated. Then add new tabulation categories as needed. The major groups of tabulation categories can remain constant. Allowing the system to be continuously revised during the classification process should make the accommodation of all responses possible. Procedures for recording and storing responses are the same as stated in "5 Transform Concerns to Goals."

The approaches to identifying major concerns are the same as mentioned in "5 Transform Concerns to Goals." Before response tabulations can be transformed to needs, related tabulation categories are logically grouped together because it is unlikely that a need is indicated by a single category. Combinations may be made across major divisions due to the interrelatedness of educational functions in different appropriate major divisions of processes and procedural categories. The process is outlined below.

1. Become aware of the total results by reading straight through the results.
2. As the total results are read, start to logically combine concerns that seem to represent the same need. Be most concerned about categories with the largest number of tabulations. A need may be a generalization from several tabulated categories.
3. List possible needs as you read.
4. After a complete reading, try to group categories along with tabulations according to the possible needs.
5. Reread all the tabulations as a check against leaving out categories and needs.
6. Wait a few days and then attempt to replicate the groupings. It may be desirable to have several people attempt the replication.

EXHIBIT 2

Classification System For
Processes and Procedural Responses

I. Instructional Factors

A. Assessment and Evaluation

1. Evaluate Programs _____
2. Improve Student Assessment _____
3. Restrict External Information Use _____
4. Share Information with Parents _____
5. _____

B. Content

- | | |
|---|---------------------------------|
| 1. Better Guides _____ | 7. Relevancy _____ |
| 2. Constancy of Curr. within Levels _____ | 8. Teach Affective _____ |
| 3. Continuity of Curr. Between Levels _____ | 9. Teacher Felt Needs _____ |
| 4. Continuity with Comm. College _____ | 10. Too Many Extras _____ |
| 5. Prescribed According to Needs _____ | 11. Variety for Selection _____ |
| 6. Prescription Also on Reactions _____ | 12. _____ |

C. Educational Programs

- | | |
|--|---|
| 1. Early Childhood in Home _____ | 11. Meet Special Needs of Jr. H. _____ |
| 2. Early Childhood for All _____ | 12. Middle School _____ |
| 3. Early Childhood for Exceptional _____ | 13. Provide Sufficient Number _____ |
| 4. EMR _____ | 14. Quality Elem. Prog. _____ |
| 5. Enrichment Courses _____ | 15. Remodel Kindergarten Entry
Requirements _____ |
| 6. Equal Support (Reg. & Sp.) _____ | 16. Remodel Kindergarten Instructional
Program _____ |
| 7. Gifted _____ | 17. Review Athletic Outcomes _____ |
| 8. Guidance _____ | 18. Slow Learners _____ |
| 9. Handicapped _____ | 19. Vocational _____ |
| 10. Limit Extra Curricular _____ | |

D. Environmental Conditions

- | | |
|------------------------------------|--|
| 1. Equal Opportunity _____ | 7. Minimize Pressure, Anxiety and
Frustration _____ |
| 2. Humanize _____ | 8. More Learning Sources _____ |
| 3. Larger Classroom Spaces _____ | 9. Open Classroom _____ |
| 4. Less Class Units/Bldg. _____ | 10. Student Movement _____ |
| 5. Less Freedom _____ | |
| 6. Maintain Learning Climate _____ | |

E. Grouping

- | | |
|-------------------------------------|---|
| 1. Graded Structure _____ | 5. Review Merits of Ability Grouping
_____ |
| 2. More Ability Grouping _____ | 6. Smaller Classes _____ |
| 3. More Multi-age _____ | |
| 4. Prohibit Labeling Students _____ | |

F. Instructor Systems

- | | |
|------------------------|-------------------------------|
| 1. Team Teaching _____ | 2. Differentiated Staff _____ |
|------------------------|-------------------------------|

G. Materials, Supplies and Equipment

- | | |
|--|----------------------|
| 1. Better Time Availability Arrangements _____ | 6. Need Latest _____ |
| 2. Better Use _____ | 7. Need More _____ |
| 3. Cooperative Orders _____ | |
| 4. Decentralized Purchasing _____ | |
| 5. More Resource Materials _____ | |

H. Methodology

- | | |
|--|------------------------------------|
| 1. A.V. Materials _____ | 16. Participating Activities _____ |
| 2. Better Motivation _____ | 17. Programmed Instruction _____ |
| 3. Consistent with Content _____ | 18. Self Instruction _____ |
| 4. Discovery or Inquiry _____ | 19. Student Interaction _____ |
| 5. For Handicapped _____ | 20. Too Many Changes _____ |
| 6. Freedom of Choice _____ | 21. Use More Varieties _____ |
| 7. Group Interaction _____ | |
| 8. Individualized Instruction _____ | |
| 9. Learning Disability _____ | |
| 10. Less Use of Guides _____ | |
| 11. More Student-Teacher Interaction _____ | |
| 12. Newer Methods _____ | |
| 13. On Job _____ | |
| 14. Outdoor _____ | |
| 15. Outside Classroom _____ | |

I. Planning and Management

- | | |
|----------------------------------|------------------------------------|
| 1. More Instruction Time _____ | 6. Share Workable Ideas _____ |
| 2. More Time _____ | 7. Student Participation _____ |
| 3. Parent Participation _____ | 8. Teacher Constructed Curr. _____ |
| 4. Periodic Curr. Analysis _____ | |
| 5. Periodic Revise Curr. _____ | |

J. Promotion

- | | |
|---------------------------------------|--------------------------------------|
| 1. Advance by Groups _____ | 5. Pushing Students Too Much _____ |
| 2. Better Grading System _____ | 6. Quality Not Quantity _____ |
| 3. Continuous Progress Learning _____ | 7. Standardized Grading System _____ |
| 4. Individualized _____ | |

K. Requirements

- | | |
|---------------------------------------|--------------------------------------|
| 1. Complete External to School _____ | 5. Options within School _____ |
| 2. Eliminate Unit Structure _____ | 6. Review Mandatory Attendance _____ |
| 3. Experiences Beyond Community _____ | |
| 4. Fewer State Requirements _____ | |

L. Services

- | | |
|----------------------------------|-----------------|
| 1. Any Needed Intervention _____ | 4. Speech _____ |
| 2. Remedial Reading _____ | |
| 3. Social Adjustment _____ | |

II. Personnel Factors

A. Type

- | | |
|--------------------------|------------------------------------|
| 1. Better Trained Admin. | 9. Qualified Bus Drivers |
| 2. Elem. Counselors | 10. Shared Superintendents |
| 3. Elem. Media | 11. Special Tchr. |
| 4. Guidance | 12. Teacher Aides |
| 5. Less Admin. | 13. Tchr. with Desirable Attitudes |
| 6. Less Coaches | 14. Vocational Tchr. |
| 7. More Male | 15. Women Admin. |
| 8. More Supervisory | 16. Certain Positions Non-Ed. |

B. Employment

- | | |
|-----------------------------------|---------------------------------|
| 1. Accident Coverage | 20. Forced 65 Retire. |
| 2. Admin. Entrance Reg. Reviewed | 21. Improve Counseling |
| 3. Admin. in Extra Curricular | 22. Improved Hiring Pract. |
| 4. Admin. On-Job More | 23. Improved Termination Pract. |
| 5. Admin. Political Free | 24. Improve Working Conditions |
| 6. Admin. Teaching | 25. More Discipline Backing |
| 7. Admin. Understand School | 26. Need Prof. Ethics |
| 8. Allow Strikes | 27. No Contracts |
| 9. Assignments According to Qual. | 28. No Tenure |
| 10. Balance Exp. & New Tchr. | 29. Non-Instr. For Aides |
| 11. Better Pay | 30. Performance Based Salary |
| 12. Better Retirement Plan | 31. Periodic Change of Admin. |
| 13. Career Ed. by Tchr. | 32. Principal-Student Ratio |
| 14. Coaches Not Teach | 33. Probation Period |
| 15. Curr. Dev. in Sum. | 34. Prof. Self Governance |
| 16. Define Roles | 35. Shared Personnel |
| 17. Declining Enroll. Assign. | 36. State Standards |
| 18. Dept. Heads Not Admin. | 37. Stronger Exec. Powers |
| 19. Equal Pay | 38. Teacher Equal Rights |

C. Inservice

- | | |
|---------------|-------------------------|
| 1. For Admin. | 3. Periodically Require |
| 2. Intensify | 4. Improve |

D. Certification

- | | |
|-------------------------------|---------------------------|
| 1. DPI Require. Communication | 2. Eliminate Degree Cert. |
|-------------------------------|---------------------------|

E. Training

- | | |
|--------------------------------|-------------------------|
| 1. Allow More Specialization | 5. Middle Sch. Princ. |
| 2. Exchange Coll. & H.S. Tchr. | 6. New Approaches |
| 3. For Non-Prof. | 7. Teacher Competencies |
| 4. Limit Technical Training | 8. Use on Job |

F. Promotions and Experience

- | | |
|---------------------------------|-------------------------|
| 1. Admin. Evaluated by Tchr. | 4. Merit Promotions |
| 2. Eliminate Incompetent Admin. | 5. Objective Evaluation |
| 3. Improve Tchr. Evaluation | 6. Standards Board |

III. Institutional Factors

A. Organizational Structure

- | | |
|--|--------------------------------|
| 1. Day Care Facilities _____ | 5. Review Org. Structure _____ |
| 2. Departmentalization _____ | 6. Unified in State _____ |
| 3. Eliminate Traditional Sch. Str. _____ | |
| 4. Less Formal Institutions _____ | |

B. Planning and Management

- | | |
|---|--------------------------------------|
| 1. Admin. Team _____ | 16. Negotiation Destruction _____ |
| 2. Alternative Policy Making Gps. _____ | 17. Open Administration _____ |
| 3. Better Area Boards _____ | 18. Prin. Involvement Role _____ |
| 4. Better School Boards _____ | 19. Question AEA Operation _____ |
| 5. Building Program _____ | 20. Reorganization _____ |
| 6. Discipline _____ | 21. Offices Out of Comm. Coll. _____ |
| 7. Eliminate Split Shift _____ | 22. Review Need For Innov. _____ |
| 8. Flexible Schedules _____ | 23. All Ed. Agency Roles _____ |
| 9. Goals Assessment _____ | 24. Societal-School Coop. _____ |
| 10. Good Faith Bargaining _____ | 25. State Wide Eval. System _____ |
| 11. Less Paper Work _____ | 26. Teachers in Admin. _____ |
| 12. Local Control _____ | 27. Teachers Plan Curr. _____ |
| 13. Local Voc. Ed. Facility _____ | |
| 14. More Guidelines _____ | |
| 15. More Openness _____ | |

C. Role Interactions

- | | |
|---|------------------------------------|
| 1. Better Communication by Admin. _____ | 6. Ed. Parents on Sch. Oper. _____ |
| 2. Board-Faculty _____ | 7. Parent Support _____ |
| 3. Building-Admin. Coop. _____ | 8. Public Relations _____ |
| 4. DPI-Schools _____ | 9. School-Comm. Coll. _____ |
| 5. DPI-All Ed. _____ | 10. Tchr.-Admin. Coop. _____ |

D. Finances

- | | |
|---------------------------------|-------------------------------|
| 1. Adequate Needed _____ | 10. New Revenue Sources _____ |
| 2. Better Management _____ | 11. Not for Parochial _____ |
| 3. Better Use Title Funds _____ | 12. Red Tape _____ |
| 4. Equal Distribution _____ | 13. State Funding _____ |
| 5. Equal for Priv. Sch. _____ | 14. State Income Surtax _____ |
| 6. Federal Aid _____ | 15. Trans. From Budget _____ |
| 7. Legislation-Budget _____ | |
| 8. Line Budgeting _____ | |
| 9. More Planning Time _____ | |

E. Miscellaneous

- | | |
|--------------------------|--------------------------------|
| 1. Apathy _____ | 4. Farmers Biggest Prob. _____ |
| 2. Burglar Alarms _____ | 5. Stronger PTA _____ |
| 3. Dress Standards _____ | |

IV. Support Systems

A. Media

- 1. Better Equipped Lib. _____
- 2. Central Org. for Add. Serv. _____
- 3. Expanded Library Use _____
- 4. More Service _____

B. Research

- 1. Admin. Structure _____
- 2. Methods _____
- 3. More _____

C. School Lunch

- 1. Change Responsibility _____
- 2. Improved Practices _____

D. Technological Systems

- 1. CAI _____
- 2. Teaching Machines _____
- 3. Television _____

E. Transportation

- 1. Change Responsibility _____
- 2. Review Practices _____

V. Non-School Functions

A. Educational and Recreational

- 1. Adult Education _____
- 2. Community Center _____
- 3. Cultural Center _____
- 4. Recreation _____
- 5. Twelve Month Use _____

B. Income

- 1. Rent Facilities _____

7. Write a need statement for each group of concerns.
A need statement describes a desired condition of something or a desired operation.
8. Rank or group the needs by levels of seriousness as indicated by the tabulations.

Example:

Group:	Individualized Instruction	22-83(1)-11-0
	Participating Activities	1-14-3-0
	Group Interaction	2-12-1-0
Need:	Individualized instruction which involves more than self instruction.	

104 Construct Potential Needs Set

A potential needs set is a number of processes and procedures stated in a group for the purpose of having societal members react to them. Each statement is a potential desired condition of something or a potential desired operation. The desired condition or operation may have the potential of improving education.

A set of process and procedure potential needs must be comprehensive in terms of representing the total school. Some of the needs are associated with operations in a classroom while others are removed from the classroom. The need sets presented in this section are representative of the kinds of processes and procedures contained in the Classification System For Processes And Procedural Responses (EXHIBIT 2). An outline of the processes and procedures is also given in the item pool presented later in this section. Since these potential need sets represent a "total" school, be careful in eliminating or adding additional needs to a list.

Instrument F, INVENTORY OF EDUCATIONAL PROCESSES AND PROCEDURAL NEEDS--FORM C is comprised of fifty-three statements of possible needs whose origin was in actual concerns. Respondents must judge whether or not each statement is a need. If a statement is perceived as a need, the respondent provides

Instrument F

INVENTORY OF EDUCATIONAL PROCESSES AND PROCEDURAL NEEDS--FORM C

Russell L. Carey
Planning, Research, and Evaluation Division
Iowa Department of Public Instruction

The instrument consists of a number of factors that have been identified as contributing to instructional improvement. Respondents have an opportunity to select those factors they perceive as a "need" for their educational system. The intent of the instrument is to identify the kinds of processes and procedures a school needs to increase the probability of attaining educational goals.

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

DIRECTIONS:

Listed below are several factors which may be needed to improve the quality of education. If you believe a factor is not a "need" for education, darken the NO oval. If you believe a factor is a "need" for education, darken the oval in the YES column. Possible answers in the YES column are:

High - consequences of unmet need will seriously affect the education of students.

Medium - consequences of unmet need will moderately affect the education of students.

Low - consequences of unmet need will slightly affect the education of students.

High	YES			NO	
	High	Medium	Low		
0	0	0	0	0	1. Ways to judge capabilities and performances of students.
1	2	3	4		
0	0	0	0	0	2. All schools teach the same things in a grade.
1	2	3	4		
0	0	0	0	0	3. Teach the same things in several grades.
1	2	3	4		
0	0	0	0	0	4. Assign lessons according to student needs.
1	2	3	4		
0	0	0	0	0	5. Teach more things than basic skills.
1	2	3	4		
0	0	0	0	0	6. A choice between things to learn.
1	2	3	4		
0	0	0	0	0	7. Programs for slow learners.
1	2	3	4		
0	0	0	0	0	8. Programs for gifted students.
1	2	3	4		
0	0	0	0	0	9. Emphasize classroom subjects instead of extra curricular activities.
1	2	3	4		
0	0	0	0	0	10. An educational environment where all students are respected.
1	2	3	4		
0	0	0	0	0	11. Provide all students an equal opportunity to learn.
1	2	3	4		
0	0	0	0	0	12. Students are not allowed to interfere with other students' right to learn.
1	2	3	4		

High	YES		NO	
	Medium	Low		
0	0	0	0	13. School environment free from excess pressures, anxiety, and frustration.
1	2	3	4	
0	0	0	0	14. Reduce the number of students in a group for instruction.
1	2	3	4	
0	0	0	0	15. Reduce the number of students being taught by one teacher.
1	2	3	4	
0	0	0	0	16. Team teaching.
1	2	3	4	
0	0	0	0	17. An adequate amount of materials, supplies and equipment in each classroom.
1	2	3	4	
0	0	0	0	18. Individualized instruction.
1	2	3	4	
0	0	0	0	19. Students to interact with other students during instruction.
1	2	3	4	
0	0	0	0	20. Students actively participating in learning activities.
1	2	3	4	
0	0	0	0	21. Instruction outside the classroom such as "on the job" and "outdoor."
1	2	3	4	
0	0	0	0	22. Discovery learning instead of "hand feeding" students.
1	2	3	4	
0	0	0	0	23. Limit the number of changes made in ways to teach students.
1	2	3	4	
0	0	0	0	24. Time for planning for instruction.
1	2	3	4	
0	0	0	0	25. Time to teach students.
1	2	3	4	
0	0	0	0	26. Students help plan and manage instruction.
1	2	3	4	
0	0	0	0	27. Revise the curriculum.
1	2	3	4	
0	0	0	0	28. Parents help plan and manage instruction.
1	2	3	4	
0	0	0	0	29. Local educators construct the curriculum.
1	2	3	4	
0	0	0	0	30. Fair grading system.
1	2	3	4	

High	YES		NO	
	Medium	Low		
0 1	0 2	0 3	0 4	31. School requirements satisfied by educational activities outside the school.
0 1	0 2	0 3	0 4	32. Guidance services.
0 1	0 2	0 3	0 4	33. Reading services.
0 1	0 2	0 3	0 4	34. Teacher aides to perform non-instructional duties.
0 1	0 2	0 3	0 4	35. Teachers with desirable attitudes.
0 1	0 2	0 3	0 4	36. Adequately trained administrators.
0 1	0 2	0 3	0 4	37. Educators assigned according to their qualifications.
0 1	0 2	0 3	0 4	38. Productive school administrators.
0 1	0 2	0 3	0 4	39. Fair hiring practices for educators.
0 1	0 2	0 3	0 4	40. Fair firing practices for educators.
0 1	0 2	0 3	0 4	41. Working conditions to use the capabilities of each educator in a humanized way.
0 1	0 2	0 3	0 4	42. Inservice for all educators.
0 1	0 2	0 3	0 4	43. Training programs for non-professional school personnel.
0 1	0 2	0 3	0 4	44. New approaches to training educators.
0 1	0 2	0 3	0 4	45. Evaluation of all educators.
0 1	0 2	0 3	0 4	46. School operations be made known to the public.
0 1	0 2	0 3	0 4	47. The public and school personnel cooperate on school planning and management.

High	YES		NO	
	Medium	Low		
0	0	0	0	48. All educators employed by a school system be involved in administration of the school.
1	2	3	4	
0	0	0	0	49. Cooperation between teachers and administrators.
1	2	3	4	
0	0	0	0	50. Adequate finances.
1	2	3	4	
0	0	0	0	51. Adequate libraries.
1	2	3	4	
0	0	0	0	52. Adequate school lunch programs.
1	2	3	4	
0	0	0	0	53. Efficient use of school facilities.
1	2	3	4	

an indication of the seriousness of the need by selecting a high, medium or low rating. This rating is based upon the effect the need may have on education.

The INVENTORY OF EDUCATIONAL PROCESSES AND PROCEDURAL NEEDS--FORM C can be converted into FORM D by changing the instructions and ways for individuals to respond. All statements are the same as those used in FORM C. Instrument G is the first page of FORM D. Users may complete the instrument if they so desire.

Needs assessment personnel may wish to use different potential need statements in FORM C or FORM D. For their convenience, an Item Pool For Assessing Processes And Procedures is provided. The statements are grouped by a "total" school classification. None of these statements are presently in FORM C or FORM D. Statements from the pool and forms may be combined.

105 Respond to Potential Needs

Subjects are asked to respond to the potential need statements as described in the instrument instructions. Operation "4 Respond to Goals" explains what societal groups are asked to respond and how the individuals are selected.

106 Rank Needs

Ranking needs from information received by administering the INVENTORY OF EDUCATIONAL PROCESSES AND PROCEDURAL NEEDS--FORM C will be discussed separately from FORM D.

Directions in FORM C requested respondents to identify statements as a need according to their seriousness or not as a need. Each possible response has a number value. For each societal group and the combined groups, the mean for a statement is calculated by summing the ratings and dividing by the number. The mean values can be used to rank the statements. Number one rank

Instrument G

INVENTORY OF EDUCATIONAL PROCESSES AND PROCEDURAL NEEDS--FORM D

DIRECTIONS:

Listed below are several things in education. Darken ovals to indicate "how much" of each thing we should have and "how much" of each thing we do have. Each statement will have two answers. Possible answers are:

Very Little - none or a very small amount of what is possible.

Some - somewhere between very little and a lot.

A Lot - nearly all or all that is possible.

Should Have			Do Have			
Very Little	Some	A Lot	Very Little	Some	A Lot	
0 1	0 2	0 3	0 1	0 2	0 3	1. Ways to judge capabilities and performances of students.
0 1	0 2	0 3	0 1	0 2	0 3	2. All schools teach the same things in a grade.
0 1	0 2	0 3	0 1	0 2	0 3	3. Teach the same things in several grades.
0 1	0 2	0 3	0 1	0 2	0 3	4. Assign lessons according to student needs.
0 1	0 2	0 3	0 1	0 2	0 3	5. Teach more things than basic skills.
0 1	0 2	0 3	0 1	0 2	0 3	6. A choice between things to learn.
0 1	0 2	0 3	0 1	0 2	0 3	7. Programs for slow learners.
0 1	0 2	0 3	0 1	0 2	0 3	8. Programs for gifted students.
0 1	0 2	0 3	0 1	0 2	0 3	9. Emphasize classroom subjects instead of extra curricular activities.

Item Pool for Assessing Processes and Procedures

I. Instructional Factors

A. Assessment and Evaluation

1. Share evaluation information with parents.
2. Evaluate instructional programs.

B. Content

1. Attitudes and skills in the curriculum.
2. Curriculum organized for continuity and progressiveness.
3. Teach things relevant to today's society.

C. Educational Programs

1. Programs for average students.
2. Programs for youth who dislike school.
3. Programs for school dropouts.
4. Programs for physically handicapped.
5. Programs for emotionally disturbed.
6. Programs evolving from the needs and interests of students.

D. Environmental Conditions

1. A humanized educational environment.
2. Vary the freedom of students in a classroom according to the kinds of classroom things taught.

E. Grouping

1. Group students according to their capabilities.
2. Group students according to their age.
3. Group students according to their physical characteristics.

F. Instructor Systems

1. Specialist teams to determine students' special needs.
2. Teachers who specialize in teaching only certain things.

G. Materials, Supplies and Equipment

1. Modern instructional materials in each classroom.
2. Resource materials for classrooms.

H. Methodology

1. Teach using "traditional" methods.
2. Computer assisted instruction.
3. Students initiate their own learning.
4. Motivate students.

I. Planning and Management

1. Review the curriculum every so often.
2. Teachers share workable teaching ideas.

J. Promotion

1. Same grading system in every classroom.
2. Promotions in school based on quality of work.

K. Requirements

1. Students can complete a course at different times.
2. Complete requirements for a course without enrolling in the course.

L. Services

1. School health services.
2. School learning disability services.
3. School physical disability services.
4. School mental disability services.

II. Personnel Factors

A. Type of Personnel

1. Women administrators.
2. People to help graduates find employment.
3. School social workers.
4. Limit the number of school administrators.

- B. Employment
 - 1. Educators control their professional members as other professions do.
 - 2. Probation period for new employees.
- C. Inservice
 - 1. Inservice for teachers and administrators.
 - 2. Teachers planning and operating their own inservice.
- D. Training
 - 1. Special training for middle school personnel.
 - 2. Train educators on the job.
- E. Promotions and Experience
 - 1. Procedures for evaluating educators.
 - 2. Merit promotions.
- III. Institutional Factors
 - A. Organizational Structure
 - 1. Traditional school structure be changed.
 - 2. Day care centers in schools.
 - B. Planning and Management
 - 1. Local control of schools.
 - 2. Reorganization of school districts.
 - C. Role Interactions
 - 1. Cooperation and communication between the Department of Public Instruction and local schools.
 - D. Finances
 - 1. Federal aid.
 - 2. New sources of money for schools.
- IV. Support Systems
 - A. Media
 - 1. School libraries open to the public.
 - 2. School libraries open to students before school and in the evenings.
 - B. Research
 - 1. Research on teaching methods.
 - 2. A research reason for making changes in the school.
 - C. School Lunch
 - 1. School lunches which will not be wasted by students.
 - 2. Lunches provided by parents or some organization besides the school.
 - D. Technological Systems
 - 1. Television available in all classrooms.
 - 2. Teaching machines available to students.
 - E. Transportation
 - 1. All transportation to school provided by parents.
 - 2. Transportation suited to the needs of students.
- V. Non-School Functions
 - A. Educational and Recreational
 - 1. Adult education use of school facilities.
 - 2. Community recreational use of school facilities.
 - 3. The school as a community center.

is given to the statement with the lowest mean value. Processes and procedures with mean values of 3.5 or larger are not needs. A table consisting of rank and mean value of a statement is made for each societal group and the combined groups. The mean values for all societal groups can be stored in one table for future reference.

Example From A Societal Group Table:

Ranking of Processes and Procedural Needs - Educators

<u>Rank</u>	<u>Mean</u>	<u>Item</u>
1	1.67	13. School environment free from excess pressures, anxiety, and frustration.

FORM D requires a different procedure for determining values to rank. A need for whatever is specified in a statement exists only if there is a difference between "Should Have" and "Do Have" mean values for a statement. Calculate the mean value for "Should Have" and "Do Have" separately by summing the response values and dividing by the number of responses. Then determine the difference by using the formula "Should Have" minus "Do Have." All positive differences are "Should Have" need values and all negative differences are "Do Have" need values. "Do Have" need values represent things people perceive as being in excess. Rank the statements for each societal group and the combined groups according to "Should Have" and "Do Have" need values. Maintain the rankings in tables. The highest absolute value is ranked one.

107 Eliminate Unacceptable Potential Needs

When the INVENTORY OF EDUCATIONAL PROCESSES AND PROCEDURAL NEEDS--FORM C is used, statements with means near or larger than 3.5 are not likely candidates to be continued in the needs assessment process. These statements can be eliminated from further consideration. Users may wish to arbitrarily select some value other than 3.5.

Again, FORM D is treated differently. Zero differences between "Should Have" and "Do Have" means, definitely eliminate a statement. Other cut-off values can be selected by users.

108 Select Needs To Attend

Needs to attend are processes and procedures which have been identified as needs by societal members. There are two different major ways to select needs to attend. One approach is the selection of needs from the combined rankings. A percentage of the rankings can be selected or the total set can be maintained with the needs being attended to by rank order as time permits. The other approach involves using the rankings of each societal group separately. A certain top percentage of needs is selected from each group. Then the needs are selected according to their presence in more than one group. These needs are then ranked according to the number of groups containing them. The needs selected to attend are processed through the remaining needs assessment operations.

109 Document Actual Needs In Plans

The plans to be considered in this operation are the short-, intermediate-, and long-range plans already being used by a school system. Analyze the plans and list the needs they contain. Consider these needs the actual needs in plans.

110 Compare Desired And Actual Plan Needs

The desired needs are those selected from the societal rankings. Compare the desired and actual plan needs to identify discrepancies. The two types of discrepancies are: (1) desired needs are not in the plans and (2) actual needs which are not desired needs.

111 Change Plan Needs

Discrepancies between actual and desired plan needs indicate that the plans are subject to being remodeled or revised. There are needed changes in the plans. All the desired operations to up-grade or up-date the plans are needs characterized by the phrase "Change Plan Needs."

112 Determine Actual Degree of Need

A need can only be validated by determining the actual degree of the need. The degree of a need is an indication of the unmet portion of the need. One may also think of it as being the actual seriousness. The actual degree of a need may vary because the process or procedure is being used in a school system.

If a need had an origin in concerns and was not a member of a potential needs set, the actual degree of the need can only be at one level. Either the process or procedure has been implemented or it has not been implemented. If the process is being tried, the actual degree of need is zero. Thus, the perceived need is not really a need. If a process is not being tried, it is still a need unless evidence exists that it should not be tried. It is obvious that the operations of a school are analyzed to determine the degree of a need.

When a need has its origin in the INVENTORY OF EDUCATIONAL PROCESSES AND PROCEDURAL NEEDS--FORM C, the actual degree of the need is judged according to the same levels as indicated by the possible answers. So analyze a school system to determine how serious the need is in terms of "High," "Medium," "Low," and "No" need. The actual seriousness of the need is how much more use of the process and procedure is required.

Needs whose origins are in the INVENTORY OF EDUCATIONAL PROCESSES AND PROCEDURAL NEEDS--FORM D must have their actual degree based on the same

scale that was used to rank them. This can be accomplished by following the steps listed below.

1. Determine "how much" a process indicated by a need has been implemented or "how much" it is being used. (Very Little - 1, Some - 2, A Lot - 3)
2. Determine "how much" the process should be used in this particular school system. (Very Little - 1, Some - 2, A Lot - 3)
3. Determine the difference between the actual "should be used" and actual "is used." This difference is the actual degree of need. An actual degree of need may be either positive or negative.

113 Compare Actual And Perceived Degrees of Need

The perceived degree of need is indicated by mean values when potential need sets are used and the general label "it is a need" when open-ended questions are used. Compare the actual and perceived degrees of each need. A difference between the degrees indicates that something must be done about the perceived degree of need because a misperception about a need exists.

114 Change Degree Of Need Perception

When there are misperceptions about the degrees of needs, attempts are made to change the perceptions. Things which can be done to change the perceptions need to be tried or implemented. Thus, there are needs related to changing the degrees of need perceptions.

115 Determine Cause Of Need Not Being Met

If a need actually exists, there may be a cause for the need not being alleviated. Try to identify the causes. Causes may be such things as money is not available, sufficient time has not expired for the alleviation operations to produce results, and no effort has been initiated.

116 Change Operations To Alleviate Needs

After causes for needs not being met are identified, operational changes to eliminate the causes are in order. Operational changes are needed. There

are needs relative to changing operations to alleviate process and procedural needs.

117 Determine Cause Of Degree Of Need Misperceptions

There probably are causes for misperceptions about the degrees of needs. Attempt to identify these causes. Adequate perceptions can only be maintained over long periods of time if the causes are identified and eliminated. A survey of societal members may be required to perform this operation since the causes are most likely of an awareness type.

118 Change Operations To Avoid Degree of Need Misperceptions

Once causes of misperceptions about the degree of need are identified, change operations to avoid repeating the formation of misperceptions. These desired changes are needs.

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