

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

REVISED
STATE PLAN
1975

SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES;
GUIDANCE, COUNSELING AND TESTING
TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT
OF 1965, P.L. 89-10, AS AMENDED

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

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AP
The State of Iowa, Iowa State Board of Public Instruction, hereby submits a plan for Supplementary Educational Centers and Services pursuant to the provision of section 304 of Title III, P.L. 89-10 as amended by P.L. 90-247.

The Iowa State Department of Public Instruction is the sole agency responsible for the administration of this plan.

The official title and address of the officer authorized to submit State plan materials is: State Superintendent of Public Instruction, State Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

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Attachment:

Governor's statement of review with comments, if appropriate, and

Governor's or designate's signature.

The State of Iowa, Iowa State Board of Public Instruction, hereby submits a plan for Supplementary Educational Centers and Services pursuant to the provision of section 304 of Title III, P.L. 89-10 as amended by P.L. 90-247.

1.0 State Plan Administration

- 1.1 Name of agency The name of the sole agency for administration of this plan is:

Iowa State Board of Public Instruction

whose official address is:

Grimes State Office Building, Des Moines, Iowa 50319

1.2 Administration

- 1.2.1 The official title and address of the officer authorized to submit State plan materials is:

State Superintendent of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

- 1.2.2 The official title and address of the officer who has legal authority to receive and to have custody of Title III funds is:

Treasurer of Iowa
State House
Des Moines, Iowa 50319

- 1.2.3 The official titles and addresses of the officers who will have authority to authorize expenditures under the State plan are:

State Superintendent of Public Instruction

Deputy State Superintendent of Public Instruction

Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

1.2.4 The official title of the officer in the State educational agency who will administer the plan, with name of the sub-administrative unit is:

State Superintendent of Public Instruction and the Deputy State Superintendent of Public Instruction, under the supervision of the State Board of Public Instruction.

The Title III Consultant will have the primary responsibility for the execution of this program.

2.0 State Plan Program Administration

2.1 State advisory council

2.1.1 Composition

- (1) The State advisory council shall be composed of ten (10) members broadly representative of the cultural and educational resources of the State and the public.
- (2) Members of the advisory council will be appointed to serve for a term of three years. A member may be reappointed to serve additional three-year terms.
- (3) Members resigning from the advisory council will submit such resignation in writing to the State superintendent. A replacement will be appointed by the State Board of Public Instruction and shall serve a three-year term from the date of appointment.
- (4) Members of the State advisory council will be allowed a per diem of thirty-five dollars and their necessary travel and expense while engaged in their appointed functions.

The members are:

Chairman

Representing Secondary Education--Classroom Teaching

Mr. Harold E. Rathert
Supervisor of Science Instruction
Des Moines Community Schools
1800 Grand Avenue
Des Moines, Iowa 50307

Mr. Rathert holds the BA and MS degree from Drake University and an MA degree from Northern Michigan University. He has been active in the various concerns of the Iowa Academy of Science. For the past four years he has held the position of Supervisor of Science Instruction with the Des Moines Community School District. He has had approximately twenty years of experience working as a secondary classroom teacher and subject area supervisor.

Representing Elementary and Secondary Schools

Mr. Richard L. Kinkead
Superintendent of Schools
Cherokee Community School District
Cherokee, Iowa 51012

Mr. Kinkead received his BS degree from Buena Vista College and his MS degree from Drake University. He has taken additional graduate work in School Administration at the University of Iowa, University of Colorado, and Iowa State University. He has served as superintendent of schools at Terril and Sutherland and has been at Cherokee since 1958. He is a past president of the Iowa Association of School Administrators, has served on the Executive Board of Iowa Association of School Administrators, has served on the Iowa Educational Conference Board, was a member of the Statewide Guidance Advisory Committee, is on the Coordinating Committee for Improvement of Education in Iowa, and is a member of the Board of the Iowa Center for Research in School Administration.

Representing Elementary Education--Classroom Teaching

Mrs. Shirley Rasmussen
Elementary Teacher
Harlan Elementary School
Ames, Iowa 50010

Mrs. Rasmussen received her BA degree in elementary education from Buena Vista College. She completed her Master's degree at the University of Minnesota in curriculum and instruction and has taken additional graduate work in the area of elementary mathematics. Mrs. Rasmussen has fifteen years of classroom teaching experience at the elementary level. This has included assignments in team teaching, assistant to the elementary principal and supervisory teacher for student teachers.

Representing Non-Profit Private Schools

Rev. W. Robert Schmidt
Diocesan Superintendent
Diocese of Davenport
811 Kahl Building
Davenport, Iowa 52801

Father Schmidt received his BA degree from St. Ambrose College and studied at the University of Notre Dame and received his MA, Ed.S. and Ph.D. from the University of Iowa in Educational Administration and Guidance. He has served as Chairman of the Social Science Department at Assumption High School in Davenport and teacher of United States history and sociology. He is a member of the Phi Delta Kappa Honor Society at the University of Iowa and the University of Iowa Alumni Association.

Representing Persons of Low Income

Mrs. Martha Nash
212 Ankeny
Waterloo, Iowa 50703

Mrs. Nash has served on a variety of community and State organizations. She holds a BA degree from Talledega College, is the wife of a physician, and the mother of seven children. She has lived in Waterloo, except for the time spent in college, and has actively worked with the Girl Scouts and the YWCA. She is a housewife and currently serves as vice-chairman of the Waterloo Commission on Human Rights. In addition, she serves with the Black Hawk-Buchanan Community Action Board and several other community organizations.

Representing Cultural Agencies and Metropolitan Areas

Mrs. Peggy Baldwin Parris
Sioux City Art Center
513 Nebraska Street
Sioux City, Iowa 51101

Mrs. Parris received a Bachelor of Fine Arts degree from the University of Nebraska at Lincoln. She has completed additional studies at Michigan State University and the University of Nebraska at Omaha. Her past positions include Assistant to the Director, Sheldon Memorial Art Galleries, University of Nebraska at Lincoln; Art Instructor, Morningside College, Sioux City; and Education Director and Assistant Director of the Sioux City Art Center. She is currently Director of the Sioux City Art Center and actively exhibits her paintings in Iowa. She is a member of the Sioux City Artists Group, the Siouland Council of Arts and Sciences, and the War Eagle Monument Competition Committee.

Representing Guidance

Dr. Harold B. Engen
Associate Professor of Education
and Director of Guidance
University of Iowa
Iowa City, Iowa 52240

Dr. Engen received his AB from Buena Vista College in Business Administration in 1951. He received his M.Ed. in Education and Psychology from the University of South Dakota in 1957. He received his Ed.D. in Educational Psychology and Guidance from the University of South Dakota in 1964. He has served as a teacher, guidance counselor, and principal in the State. In 1964 he became Assistant Professor of Education and Head of the Department of Guidance for the University Schools at the University of Iowa and in 1969 became Associate Professor of Education. He belongs to several state and national guidance associations.

Representing Higher Education

Dr. Wesley A. Erbe
Laboratory School
University of Iowa
Iowa City, Iowa 52240

Dr. Erbe received his BS degree from the University of Northern Iowa and his MA and PhD from the State University of Iowa. He has taught in secondary schools in Iowa, served as secondary principal for thirteen years and superintendent of schools for six years in the State. He served on the staff of the College of Education at the University of Michigan, at Western Reserve University in Cleveland and at Bowling Green. He is listed in the 32nd edition of Who's Who in America. Since 1966, Dr. Erbe has been Director of the University School in Iowa City and Professor of Education at the State University of Iowa.

Representing Communication Media and the Lay Public

Mr. Alvin Bull, Editor
Wallaces Farmer Magazine
1912 Grand Avenue
Des Moines, Iowa 50305

Mr. Bull received the BS degree from Iowa State University. He has done educational promotion work in agricultural related industries, has had experience with the American Society for Agronomy and for the past several years has been employed with Wallaces Farmer Magazine. With Wallaces Farmer he has held the position of Field Editor, Managing Editor and presently as Editor of the Magazine. He has an educational background in agronomy and economics. He has been actively interested in education, specifically as it relates to the problems of a changing rural State such as Iowa.

Representing Special Education

Dr. Richard Owens
Coordinator for Special Education
Area XIV - Southwestern Community College
Creston, Iowa 50801

Dr. Owen holds the BA and MA degree from Shadron State College, Shadron, Nebraska, and the Doctor's degree from the University of Nebraska at Lincoln. He has 14 years' teaching experience in the public schools ranging from K through 12. Dr. Owen served two years as the educational director for the State Home for Children in Lincoln, Nebraska, and taught a summer class in special education at the University of Nebraska. Currently, he is the Coordinator of Special Education for an eight county area (Area XIV) in southwestern Iowa.

2.1.2 Functions

The State advisory council will meet periodically, on the call of the State Superintendent not less than four times each year, working through the State Title III consultant to advise the State education agency on matters of policy relating to the administration of the State plan. The council will have the following major functions:

- (1) Advise the State education agency on the preparation of, and policy matters arising in, the administration of the State plan, and in the development of criteria for approval of applications under the State plan.
 - (a) The council will be provided with all legislation, guidelines and regulations related to the preparation, amendment and administration of the State plan.
 - (b) Through the assistance of State Title III staff, the council will submit in writing to the State education agency all recommendations concerning policy relating to the development, amendment and administration of the State plan.
 - (c) The advisory council will annually review all provisions of the State plan and make recommendations as specified in (b) above prior to submission by the State education agency to the Commissioner, as required by section

2.1.2 Continued

118.7(d), Regulations Pursuant to Title III
of ESEA of 1965, as amended.

- (d) The council will evaluate each grant application as it relates to the identified critical needs determined by the needs assessment study.
- (2) Review and make recommendations to the State education agency on the action to be taken with respect to each application for a grant under the State plan.
 - (a) The State Title III consultant will make available to the advisory council reviews, summaries or abstracts and when pertinent, original applications for Title III grants. The LEA representative submitting the Title III proposal will participate in a twenty (20) minute question and answer period with the State advisory council. The purpose of this session will be to improve the communication process and clarify areas of concern.
 - (b) The council will review each grant application on the basis of its potential to assist in solving critical needs and shall make to the State education agency one of the following recommendations:
 - Recommended for approval with no revision
 - Recommended for approval with minor revision
 - Recommended for extensive revision

2.1.2 Continued

Supporting information shall also be provided in writing to the State education agency stating the reasons for the specific recommendation on each grant application.

- (3) Evaluate projects receiving funds under this title, which will include a listing of the criteria and techniques to be employed by the council in its annual evaluation of projects funded under the State plan.
 - (a) With the assistance of the State education agency Title III staff, evaluations will be made at least annually according to the criteria and techniques set forth by the application and accepted by the State agency.
 - (b) State advisory council members will participate in on-site visitations with the State Title III staff.
 - (c) Project directors will be invited to State advisory meetings to give an overview of activities.
- (4) Prepare and submit through the State education agency reports of its activities, recommendations, and evaluations together with such additional comments as the State education agency deems appropriate, to the Commissioner and to the National Advisory Council on Supplementary Centers and Services, established pursuant to Title III of the Act.

2.1.2 Continued

- (a) The State advisory council will, at the close of each year (June 30) summarize and report on the evaluations conducted.
 - (b) The State advisory council will make specific recommendations gained as a result of its activities to the State Board, U.S. Commissioner of Education and the National Advisory Council through the State education agency.
- (5) Perform other advisory functions

The State advisory council will be notified of all hearings requested by LEA's denied funding. Attendance by the members at the hearings will be at their discretion and no official duties will be performed by the members at the hearings.

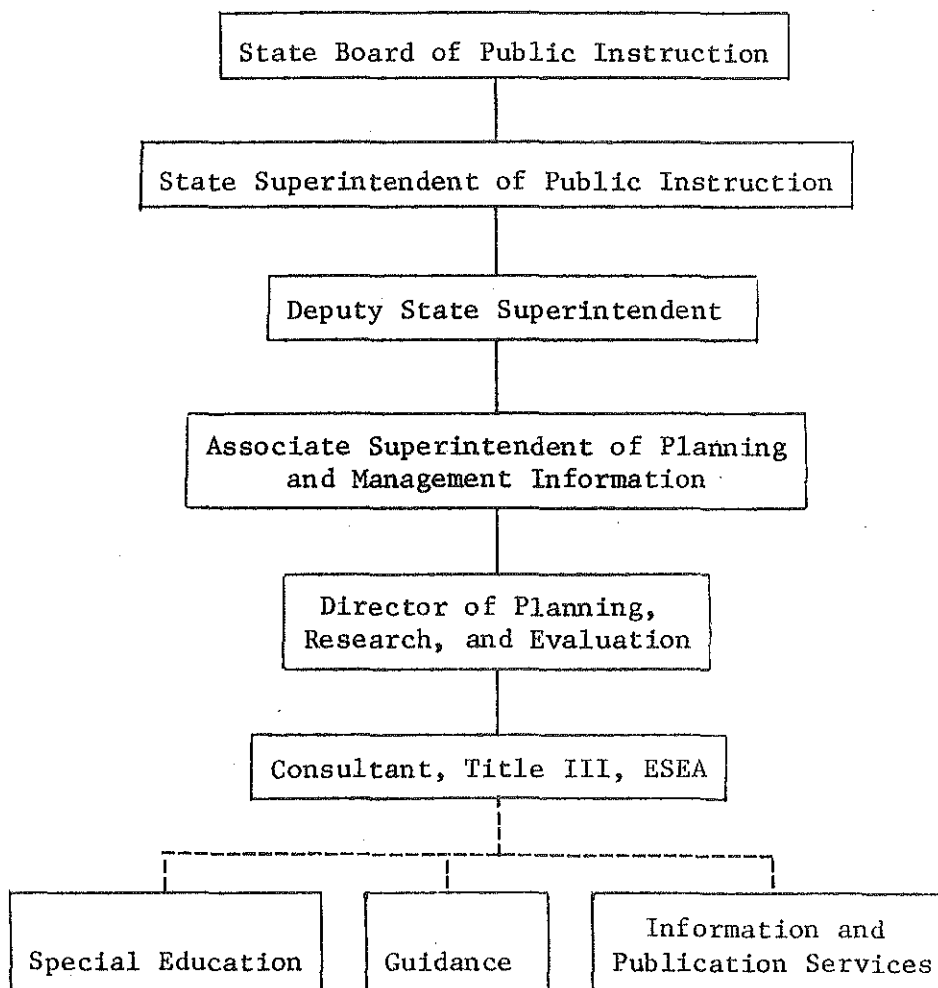
2.1.3 Supporting services

- (1) The supporting services for the State advisory council will be provided by the State education agency Title III staff.
- (2) The Title III staff shall be an integral part of the Iowa State Department of Public Instruction.
- (3) The Title III consultant will serve as the consulting secretary to the State advisory council. Additional professional personnel will be responsible for evaluation, dissemination, program planning and fiscal accounting.
- (4) Clerical assistance will be provided for the advisory council by personnel employed in the Title III section of the State education agency.
- (5) When applicable, the total professional resources of the State education agency may be made available on a consulting basis to the State advisory council. The applicability of such services will be determined by the State superintendent of public instruction.
- (6) The services of experts and consultants, other than those of the State education agency, may be provided for the advisory council when it is deemed necessary by the State education agency.

2.2 State Education Agency

2.2.1 Organization

The total organization of the State education agency administering this plan is shown in Appendix A and indicates the placement of the Title III section in this structure. The State Title III consultant has the following line of authority in the administrative structure of the State education agency:



2.2.1 Continued

The Title III staff currently is composed of three (3) full-time staff members and one (1) one-half time staff member with assistance from other divisions of the Department of Public Instruction. The four (4) Title III staff members consist of one (1) consultant-coordinator, one (1) consultant for developing and validating needs assessment models, one (1) project evaluator, and one (1) one-half time disseminator.

The Title III staff functions are:

Consultant-Coordinator:

- To be responsible for the general administration of Title III programs.
- To assist in the assessment of needs and facilitate the revision of the State plan.
- To assist in designing and developing new projects.
- To assist in preparing and revising guidelines for LEA's.
- To facilitate the dissemination of information.
- Make annual reports to the U.S. Commissioner of Education.
- To keep the State advisory council informed of projects and activities.
- To recommend a panel of experts to the advisory council.
- To conduct on-site visitations of all projects.
- To assist in the preparation of evaluation reports.
- To assist in conducting conferences for local project personnel.
- To prepare financial reports for the U.S. Commissioner of Education.

2.2.1 Continued

- To keep an accurate account of all LEA funds on a monthly basis.
- To initiate payments to LEA's.
- To facilitate the Title III program in the State for LEA's.
- To facilitate the activities of the State advisory council for Title III in the State.
- To attend conferences and conduct other inservice activities in order to improve skills as an educator.

The Planning, Research, and Evaluation Division also has the following functions relative to the operation of Title III programs in the State (one consultant for needs assessment):

- Develop and validate a needs assessment model for the State.
- Collect data via the needs assessment model to ascertain the critical educational needs in the State so Title III proposals can be developed to meet these critical educational needs.
- Review Title III proposals and if necessary make recommendations for proposal revision.
- Conduct workshops to assist local education agencies in developing proposals.
- Serve as a consulting group to LEA's regarding Title III proposals and projects.

2.2.1 Continued

- To assist in the evaluation of Title III projects.

The evaluation assistance will take place during the proposal development and during the actual operation of the project.

Disseminator:

- Write and publish at least one article per year in the DPI Dispatch for each innovative or exemplary project considered by the Title III staff to be of high quality.
- Conduct two yearly programs in which directors of high quality innovative or exemplary projects make presentations of their projects.
- Distribute to all school districts in the State a Title III newsletter containing write-ups of high quality innovative or exemplary projects.
- Issue invitations to local educational personnel inviting them to visit high quality innovative or exemplary projects.
- Develop and distribute a color slide presentation, with sound, including innovative or exemplary projects considered to be of high quality.
- Seek opportunities to involve Title III projects in educational conferences and seminars stressing innovative approaches in education.
- Seek ways to obtain statewide newspaper coverage for Title III projects.

2.2.1 Continued

- Investigate the possibility of utilizing television as a medium of dissemination for promising Title III programs. This method of dissemination would have widespread implications for the exposure of the intent, content, and evaluation of Title III in the State.
- Analyze and classify target audiences. Initially, dissemination from the State level will be directed toward three basic groups within the State: (1) local education agencies, (2) educators, and (3) lay people. On a broader scope the SEA will disseminate evaluation results of innovative and/or exemplary projects throughout the country.

Statewide dissemination techniques will include the following:

- DPI Dispatch
- Title III Newsletter
- On-site visitations
- Video-tape presentation
- Television coverage
- Newspaper coverage
- DPI staff meetings

National dissemination techniques will include:

- PACE report
- National journals
- USOE publications
- EPIC
- ERIC

2.2.2 Staff qualifications (All required to hold a valid Iowa teacher's certificate)

Consultant-Coordinator

Hold at least an M.A. in education with emphasis in administration and/or curriculum. A minimum of five years of successful experience in public/non-public schools with at least two years of administrative experience is required for employment. The individual should be knowledgeable or have experience with innovative approaches in education.

The coordinator should be capable of assisting, advising, and helping local school personnel to develop and implement projects with effectiveness and efficiency.

Evaluator

Hold at least an M.A. in education with emphasis on tests and measurement, research and evaluation, and have a minimum of five years of successful experience in public/non-public schools.

Must be capable of assisting LEAs in developing evaluation designs which provide for the collection of baseline data, process data, and product data. Should be skilled at identifying data needed as well as being familiar with appropriate instruments to gather the data.

Should possess expertise to design networks for instrument administration so that the data will interface meaningfully with the project's development.

Disseminator

Hold at least an M.A. in education, mass communications, English, journalism or related field, with a minimum of five years of successful experience in public/non-public schools.

Have a total understanding of the education process with sensitivity to the intricacies of the change process (e.g., know how to involve potential information consumers and project staff in continuing communication). Should be adept at writing and assessing success of performance and behavioral objectives. Have ability to use a variety of public information materials, media and practices.

2.2.3 Panel of experts

(1) Methods of selection

The State superintendent of public instruction will appoint a panel of experts to review and make recommendations on all Title III applications submitted to the State education agency. Appointments will be made after consultation with the State advisory council and the State education agency professional staff, with specific responsibility for recommendations from the Title III staff.

(2) Qualifications

The panel of experts will be composed of professional educators who possess an area of expertise required by the nature of the proposed project. The following general areas are representative of the membership:

Elementary and Secondary Education

Curriculum Specialists

Educational Administration

Educational Finance

Special Education

Vocational Education

Adult-Continuing Education

Educational Facility Specialists

Pre-School Education

Educational Research and Design Specialists

Guidance, Counseling, Testing

(3) Number

The number of personnel on the panel will vary but in general will range from 50 to 100 determined by the number and types of projects involved. The panel members will be employed on a contractual basis. Neither a member of the State advisory council nor a full-time employee of the department of public instruction will be appointed to this panel. At least three experts will review each project application.

(4) Remuneration

Panel members will receive twenty-five dollars for each operational proposal reviewed and evaluated and five dollars for each Teacher Incentive Award (TIA) application reviewed and evaluated.

2.2.4 State leadership activities for professional Title III staff development

The Title III staff will have the primary responsibility for providing State leadership to local administrative, instructional and service personnel involved in developing and conducting programs under the State plan. A survey on a staff-wide basis has been conducted and department needs ascertained as far as the staff is concerned. This will include:

- (1) How to submit a Title III project.
- (2) Development of effective methods of assessment and evaluation.
- (3) Project fiscal accounting.
- (4) The responsibility of operating a Federal program.
- (5) The use of educational innovation as an agent of change for the improvement of the total program.
- (6) Training in the development of writing behavioral objectives.
 - (a) Specific objectives of staff development for LEA personnel include the following:
 1. To increase the understanding of the basic aims of Title III.
 2. To increase the potential capabilities of local Title III projects.
 3. To promote an understanding of the importance of assessing project activities.

2.2.4 Continued

- (b) A survey instrument will be developed for the purpose of determining the effectiveness of leadership activities for LEA personnel. On the basis of this instrument and on the judgments of the SEA, Title III staff activities for LEA personnel will be expanded, modified, strengthened or changed in some manner to improve the effectiveness of such a program.

A state-wide survey of LEA needs has been conducted and the state staff needs have been ascertained. Activities to upgrade Title III staff include:

- (1) Attendance at U.S. Office of Education conferences.
- (2) Participation in National Conferences on Innovation.
- (3) Participation in college and university workshops.
- (4) Bring in consultants possessing expertise in the areas of evaluation and field research and field research techniques. The training seminars will include:
 - (a) Data collection and analysis
 - (b) Techniques for evaluation of ongoing projects
 - (c) PERT network planning and critical path analysis
 - (d) Development of diffusion strategies

Activities to upgrade LEA staff include:

- (1) Disseminating information and materials related to the development of Title III projects, including

2.2.4 Continued

laws, rules, regulations, guidelines, policies, or other regulatory criteria of either the Federal or State educational agency.

- (2) Providing ideas for new projects.
- (3) Sponsoring and conducting State or regional workshops.
- (4) Publicizing the results of pilot or demonstration projects in elementary and secondary education.
- (5) Providing consultants with recognized competence in selected areas as part of the professional staff development activities.

Objectives for staff development programs at the State level include the following:

- (1) To promote growth in understanding and utilization of data collection and analysis techniques.
- (2) To promote an understanding of various dissemination strategies and techniques.
- (3) The Title III staff will keep other department of public instruction divisions updated regarding development in the Title III program. This would include data from the U.S. Office of Education as well as data regarding operating projects and pending proposals. This procedure will facilitate a better Title III program. Among the divisions that should be involved in the logistics of Title III would be Special Education, Curriculum, Guidance Services, Career Education, Supervision, and Educational Media Center. Principle avenues of

2.2.4 Continued

communication would involve written communications, small group meetings, staff meetings, attendance at conferences sponsored by the U.S. Office of Education, person to person communication, and on-site visitations of Title III projects.

- (4) In addition, the entire department of public instruction should receive information regarding Title III programs. This data would be made available via staff meetings, bulletins, on-site visitations, and other methods as developed in the updating of the Title III State plan.

The accomplishment of the foregoing objectives will be determined by the future effectiveness of SEA personnel in working with LEA project personnel. This could involve the use of questionnaires or other survey devices.

2.3 State Plan Program

Part I. Innovative and Exemplary Programs

2.3.1 Assessment of educational needs in the State

(1) Activities planned and underway include the following:

- (a) The Department will continue to disseminate assessment results in the areas of science achievement, reading, literature, self concept, and attitude toward school.
- (b) Review analysis of the attitude toward school and self concept measures completed previously.
- (c) Make available instruments used in past assessments to interested LEA's along with consultative assistance for using the instruments.
- (d) To reassess by April 30, 1976, pupil performance in the area of science and to compare results with findings from the previous statewide science assessment.
- (e) To assess by April 30, 1976, pupil performance in the area of mathematics using instrumentation constructed from items released by the National Assessment of Educational Progress (NAEP) and additional items developed as needed to measure NAEP objectives.
- (f) By June 30, 1976, prepare and disseminate a report of the science and mathematics assessment results.
- (g) By April 30, 1976, to facilitate local assessment through a series of workshops for school personnel

2.3.1 Continued

on procedures for administering National Assessment items and to develop skills in analyzing the data to identify discrepancies between desired status and current status.

- (2) Accomplishments of the Iowa Educational Needs Assessment to date

The Iowa assessment has accomplished the following to date:

- (a) A statewide educational needs assessment was conducted to identify discrepancies between the desired and present status with respect to student outcomes and the processes and procedures used to bring about such outcomes. (The completed analysis of this assessment along with the instrumentation used for the assessment is included in Appendices A through D.)

- (3) Establishment of statewide educational goals (Critical Educational Needs)

A needs assessment is a series of operations conducted to identify a discrepancy between desired and present status of some aspect of education (Desired Status - Current Status = degree of status deviation). If the degree of status deviation is not zero, a discrepancy exists. Discrepancies due to a positive degree of status deviation indicate a need for educational operations to adjust the degree of status deviation back to zero. One result of the maze of operations collectively called needs assessment is a set of educational needs.

2.3.1 Continued

The critical educational needs of Iowa were established through a process involving two related components identified as educational student outcomes and processes and procedures by which these outcomes can be achieved. A cross section of various societal groups provided the input.

Procedure. Two instruments designed for use in involving students, educators and community members in the educational decision making process were administered by a mailing process to a stratified random sample of students, educators and community members. The Educational Goal Inventory solicited aspirations relative to student outcomes. Aspirations on factors related to the desirability of utilizing specific processes and procedures in attempting to achieve the outcomes were collected by a survey instrument called Inventory of Educational Processes and Procedural Needs. Students and educators were administered both instruments. Fifty percent of the community members were assigned to each instrument.

Subjects were given four weeks to return survey forms. Educators and lay citizens had pre-stamped envelopes for return purposes. Student forms were returned in one package by the school officials. Since sample members were not forced to complete survey instruments, less than 100% return was expected. In some cases, survey packets were undeliverable by the Postal Service to lay

2.3.1 Continued

citizens. The four weeks turn-around-time appeared to be sufficient since forms stopped being returned near the end of the period.

The data was analyzed to determine the educational needs based upon student learning outcomes and the educational needs in terms of processes and procedures which have a potential of improving instruction. The results can be used to make educational need inferences for the whole State of Iowa.

Sample. The societal sample was stratified into fifteen strata coterminous with fifteen merged areas of Iowa which are congruent with the whole state. School districts within each merged area were alphabetically arranged and four districts from each area were drawn at random from that pool. For each district drawn within an area, a sample of students, educators and lay citizens was randomly selected.

The student sample was comprised of members in grades 10, 11 and 12. Selection procedures consisted of ordering alphabetically each class by school district, randomly selecting an alphabetic starting point and randomly drawing an interval for systematic selection. Subjects were then drawn according to the interval until a number equivalent to 10% of the district class population were sample members. A total of 1,190 students was selected. Educators were drawn from the 1972 IPSED listings. Random techniques were employed. A total of 646

2.3.1 Continued

educators representing 20 percent of the educators in each district was selected.

The lay citizen population consisted of individuals older than secondary school age. Each district population size was determined by subtracting the number of children too young for school and the school enrollment from the district population size. The number of young children was estimated according to 1970 census data. Citizens were drawn from telephone directories made available at the State Library. The selection procedures were similar to those used for students. The citizen sample size was 1,904 which represents .6% of the citizen population.

Instruments. The Educational Goal Inventory - Form B consists of thirty statements which describe various attitudes, skills and understandings that the school holds as expectations for its students. It is the revised form of a previously field tried instrument called Educational Goal Inventory - Form A. Every statement has at least one supportive behavioral description. Each 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.

For the factor of importance, goals are rated from least important to most important on a five point scale to produce I (importance) values. For the

2.3.1 Continued

responsibility factor the question is asked, What is the school's responsibility for this goal? Possible ratings range from little or no responsibility to complete responsibility. A five point scale is also used to produce R (responsibility) values for each goal. The third factor, attainment, is rated in terms of the question, To what extent is the goal being attained? Possible ratings for A (attainment) values are made in terms of a three point scale. Ratings for various combinations of the importance, responsibility and attainment factors can be obtained as well as separate ratings for each factor.

The Inventory of Educational Processes and Procedural Needs - Form B consists of forty-nine statements of factors that have the potential of contributing to instructional improvement. Respondents must judge whether or not each factor is a need. If a factor is perceived as a need, the respondent provides 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.

Analysis. The statistic from analysis of the Educational Goal Inventory data is called the Q value. It is a combination of the importance, responsibility and attainment factors derived by using a formula which allows for equal influence by each factor. Q values are explained by the following statement.

$$Q \text{ value} = \frac{I \times R}{A}$$

where I = importance rating

R = responsibility rating

A = perception of attainment rating

The Q value for any one goal statement is an average value based upon treating members of each societal group equally. The goal statements were then ordered and ranked according to Q value. A rank order of goal statements is also a rank order of educational needs since inherent in the Q value is the deviation between desired status and current status. The goal statement with the largest Q value is the student outcome with the greatest need for attention.

Data from the Inventory of Educational Processes and Procedural Needs was analyzed in terms of yes-no responses. The yes response was further subdivided to reflect the seriousness of the consequences associated with failure to fulfill a need. An average yes response was calculated by giving members of each societal group an equal weighting. The statements were then rank ordered according to the average yes response value.

Results. The results are based upon a return of 74.7%, 65.5% and 14.6% for students, educators and lay citizens, respectively. Another 5% of the citizen survey forms were undeliverable or returned in an unusable condition.

2.3.1 Continued

Ranked results from the Educational Goal Inventory and Inventory of Educational Processes and Procedural Needs are maintained as separate entities. Due to the unique and complementary nature of outcomes and processes and procedures to achieve outcomes, it is not feasible to combine the two information sets into one ranking.

Critical Educational Needs. Twenty percent of each ranked set of educational needs are considered critical educational needs. Again, the outcome goals and processes and procedures will be maintained in separate sets.

Student Goals

- 1 Possess vocational skills and attitudes
- 2 Knowledgeable about and appropriate attitudes toward drug use and abuse
- 3 Acceptance of self
- 4 Process reading skills and appreciation
- 5 Literate with mathematical ideas and processes
- 6 Proficient in using logical thought

Processes and Procedures

- 1 School environments which are free from excess pressures, anxiety, and frustration.
- 2 Different kinds of instructional approaches to develop a student's thinking capacity rather than his capacity to remember.

- 3 Curriculum reflecting attitudes and skills as well as facts and concepts.
- 4.5 Educational programs emphasizing individual initiative.
- 4.5 Utilize instructional materials and techniques which are compatible with the characteristics of the learner.
- 6.5 Instructional approaches allowing for student participation in selecting the methods of learning.
- 6.5 Curriculum organized in a manner which reflects continuity and progressiveness in terms of the development of skills, concepts and attitudes.
- 8 Learning environments where the instructional program evolves from the needs and interests of the child.
- 9.5 Seek and share new educational practices.
- 9.5 Overcome the concept of administrator-teacher, teacher-student, superordinate-subordinate relationships and replace it with the idea of each group pursuing a common goal and accepting differing but equally important roles in the process.

Information Use. Basically, the educational needs information will have two uses. One, Title III proposals will be funded according to the intentions of the proposal in comparison to the educational needs.

2.3.1 Continued

Two, the educational needs can guide non-Title III departmental operations. Departmental officials are familiar with the survey instruments and are planning to use the information for general departmental operations.

- (4) Long range plans leading to a statement of critical educational needs of the learner
 - (a) To encourage and assist LEA staff to conduct their own assessment, develop program and learner objectives, and guidelines to assist them in evaluating the attainment of educational objectives.
 - (b) To develop assessment skills at the local school level, the state staff will develop an illustrative document for use by local school personnel to guide them in the assessment process.
 - (c) To collect released items from NAEP in the 10 subject areas and develop additional items where few or none have been released.
 - (d) To involve subject matter supervisors from local schools in reviewing objectives and items, and to make adjustments in the instruments to be used in the state assessment.
 - (e) Encourage establishment of local school curriculum committees in the various disciplines to translate goal statements into program objectives and learner objectives.

2.3.1 Continued

- (f) Continue to identify instruments to measure objectives and develop additional items where few or none exist.

- (5) Description of the organization, staff and budget allocation to accomplish assessment activities
- The Planning, Research, and Evaluation Division of the Planning and Management Information Branch has the responsibility for conducting assessment activities. Within the division, two full-time professionals have worked with other staff members in this year's activities.

Budget allocations for completing FY 1974 assessment activities are shown below.

SEA Personnel

2 Consultants	Full-time	\$33,830.00
1 Administrator	1/5	4,400.00
2 Clerical	Full-time	12,036.00

2.3.2 Criteria for approving projects

Funds received by the State under Title III of the Elementary and Secondary Education Act of 1965 will be expended to encourage the development and implementation of exemplary supplementary educational centers and services including guidance, counseling and testing.

The program under which Title III funds are expended will be based upon findings of the current needs assessment. Identified critical needs will be built into section 2.3.2 of the State Plan for use as criteria to approve new Title III projects. Proposals received which embody elements of the criteria set forth in this section and meet all other requirements for approval will, when funded, serve as innovative and/or exemplary models which could provide possible solutions to identified critical needs.

The following major criteria will be used by the State agency in approving project applications submitted under the provisions of this State Plan. They will also be used by the State advisory council in their program of review and recommendation to the State board of public instruction.

- (1) Evidence that it is designed to substantially increase the educational opportunities of children in the area of the State to be served either by meeting or demonstrating solutions to the critical educational needs in that area,
- (2) Provision for the development of concepts, practices, and techniques which can be adapted or adopted elsewhere,

2.3.2 Continued

- (3) Promising concepts, practices or techniques recognized as unique, original, unusual, innovative or exemplary,
- (4) Concepts, practices, or techniques which are economically feasible and efficient,
- (5) Evaluation strategies based on valid research methodology which will provide evidence determining the extent to which the behavior of the participants has been changed,
- (6) Measurable performance objectives, and appropriate activities which facilitate achieving them,
- (7) An awareness of information concerning similar programs, relevant research findings, as viewed by recognized experts,
- (8) Provision for staff with professional qualifications necessary to achieve the project's stated objectives,
- (9) Provision for adequate and appropriate facilities, equipment, and materials to facilitate achieving objectives and which show direct relationships to the proposed budget,
- (10) Documentation indicating (a) adequate planning for the proposed project, (b) utilization of the best available talents and resources and (c) project activities that provide for participation of students, parents, school personnel, non-profit private school representatives and other persons, including those with low income, broadly representative of the cultural and educational resources of the area to be served,
- (11) Provisions for dissemination of information about the proposed project which are appropriate and adequate for the area to be served,

2.3.2 Continued

- (12) Provision for the assimilation of the program by the LEA at the conclusion of Federal financial participation if proven successful.
- (13) Proposals will also be classified according to the assessment findings related to educational student needs and processes and procedural needs. If the intentions of a proposal are identified as being related to the critical educational needs, a priority rating will be assigned.

The above criteria will be sent to all local educational agencies so that they will be aware of the criteria by which proposal applications will be reviewed.

2.3.3 Provisions for giving special consideration

2.3.3.1 Reasonable tax effort

(Describe the type of information that will be included in proposals and the criteria the State educational agency will use in determining a reasonable tax effort by the applicant agency.)

In approving proposals, the Department of Education will take into consideration the information in those sections of this State plan that relate to: (1) the educational needs of the State, (2) criteria for approving projects, (3) provisions for giving special consideration to projects planned under Title III, (4) provisions for assuring that Title III funds will supplement and not supplant State and local funds and programs, (5) provisions for assuring that at least 15 percent of the funds will be used for programs designed to meet the special needs of handicapped children, (6) criteria for achieving equitable distribution of assistance, (7) provisions for the participation of private school children, (8) provisions for not commingling Federal with local funds.

After taking into consideration the above processes and criteria, the Department of Education will give special consideration to applications submitted by local educational agencies that are making a reasonable tax effort as defined in paragraph one above, but are unable to meet critical educational needs (including preschool and bilingual education) because of overcrowded, obsolete, or unsafe conditions.

2.3.3 Continued

Following the application of the provisions listed above, if it is determined that two or more proposals are judged to be of substantially the same high quality, the special consideration requirements will be applied to determine the local educational agencies whose proposed projects will be given the highest priority for funding.

2.3.3.2 Projects planned under Title III

In approving proposals, the Department of Education will take into consideration the information in those sections of this State plan that relate to: (1) the educational needs of the State, (2) criteria for approving projects, (3) provisions for giving special consideration to local educational agencies making a reasonable tax effort, (4) provisions for assuring that Title III funds will supplement and not supplant State and local funds and programs, (5) provisions for assuring that Title III funds will be used for programs designed to meet the special needs of handicapped children, (6) criteria for achieving equitable distribution of assistance, (7) provisions for the participation of private school children, (8) provisions for not commingling Federal with local funds.

After taking into consideration the above provisions and criteria, the Department of Education will give special consideration to applications submitted by local educational agencies that were planned under Title III.

Following the application of the provisions listed above, if it is determined that two or more proposals are judged

2.3.3 Continued

to be of substantially the same high quality, the special consideration requirements will be applied to determine the local educational agencies whose proposed projects will be given the highest priority for funding.

2.3.4 Provisions for assuring that Title III funds will supplement and not supplant State and local funds

The State Department of Education will assure that Title III funds it approves for local Title III projects will supplement, but not supplant, local educational funds via the maintenance of fiscal effort by the local education agency by requesting the degree of fiscal effort in each application for Title III funds.

Fiscal effort of a local educational agency for educational purposes shall be determined by the State educational agency on the basis of the amount of expenditures per pupil of the local educational agency from State and local funds; or in the event of a decrease of such expenditures, on the basis of the ratio between the total expenditures of the local educational agency from State and local funds and the wealth of the local educational agency as measured by the equalized assessed valuation of taxable property, per capita income. In addition, the State Education agency will prove that proposed program will not supplant any phase of the existing educational program. A statement to this effect will be part of the LEA application form.

2.3.5 Evidence of maintenance of fiscal effort at the State level

The State education agency, as part of its reporting procedures and in keeping with the assurance statements appearing as part of this State plan, will annually indicate that State aid for free public instruction in any preceding fiscal year was not less than such State aid for the second preceding fiscal year to insure continued participation in this Title. If such a reduction should occur due to an unusual event or circumstance, the State agency shall verify the reasons for such a reduction to the U.S. Commissioner for his determination as to the eligibility of the State for further participation.

State aid to local educational agencies in:

Fiscal Year 1972	\$194,202,381.41
Fiscal Year 1973	\$220,696,382.06
Fiscal Year 1974	\$262,115,323.00

2.3.6 Provisions for assuring fifteen percent for special needs of handicapped children

The State agency will annually review Title III projects to assure that at least fifteen percent of the funds allocated to the State in any fiscal year are currently being expended for approved projects or are obligated for expenditure in new projects designed to meet the special needs of handicapped children. "Handicapped children" include mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services. Title III projects to serve these children will be planned in the following areas:

- (1) Planning innovative or exemplary programs including pilot projects to meet the special educational needs of handicapped children; or
- (2) Establishing or expanding innovative and exemplary educational programs for the purpose of stimulating the adoption of new educational needs of handicapped children; or
- (3) Establishing services or activities which utilize new and improved approaches to meet the special educational needs of handicapped children.

The State of Iowa is divided into sixteen regional planning areas under the State plan for Title VI-A of the Elementary and Secondary Education Act. Each of these planning areas

has an area advisory committee to initiate program requests under the provisions of Title VI-A. There also has been established a State advisory committee for this Title. These planning areas are geographically the same as those areas described for the organization indicated in section 2.3.8. They also are the same as the regional subagency areas created in the Iowa State plan for Title II of the Elementary and Secondary Education Act.

Any local educational agency initiating a Title III project that is either totally or has a specific component related to meeting the special needs of handicapped children, shall consult with Title VI-A personnel and other staff in the pupil personnel division concerning such project prior to the State Title III advisory council. Specific emphasis will be placed on the coordination of funds available under Title III and Title VI-A of ESEA; attention will also be given to coordination of funds from other Federal, State and local sources allocated for assistance to the handicapped child. Multiple or joint funding will be encouraged so long as each source of finance is identifiable in a specific portion of the total program. No commingling of funds will be allowed. The Title III staff, as well as all professional staff of the State agency concerned with the handicapped child, will provide consultant assistance to local education agencies concerning joint funding possibilities.

2.3.7 Criteria for achieving equitable distribution of assistance

In approving proposals, the Department of Education will take into consideration the information in those sections of this State plan that relate to: (1) the educational needs of the State, (2) criteria for approving projects, (3) provisions for giving special consideration to projects planned under Title III, (4) provisions for giving special consideration to local educational agencies making a reasonable tax effort, (5) provisions for assuring that Title III funds will supplement and not supplant State and local funds, (6) provisions for assuring that at least 15 percent of the funds will be used for programs designed to meet the special needs of handicapped children, (7) criteria for achieving equitable distribution of assistance, (8) provisions for the participation of private school children, (9) provisions for not commingling Federal with local funds.

After it has been determined that two or more proposals are judged to be of substantially the same high quality, the State Advisory Council and the State Department of Education will exercise their best judgment in determining which of the two projects to fund. Criteria used in making this determination should include the following:

- (1) the size and population of the project area;
- (2) the geographical distribution and density of the population within the State;
- (3) the relative needs of persons in the different geographical areas and in the different population groups within the State for the types of proposals provided under Title III, ESEA; and

2.3.7 Continued

- (4) the financial ability of the local educational agency serving such persons to provide such service and activities.

2.3.8 Assisting local educational agencies in the development of Title III proposals

Iowa is divided into fifteen regional areas for the purpose of the State educational agency's communication with the school administrators. The name used to identify this structure is the Advisory Council and Coordinating Committee for the Improvement of Education in Iowa. It is composed of two basic groups. Each area elects a chairman from the school administrators of the area and holds meetings throughout the year, many on a monthly basis. Staff of the State education agency are present for these meetings. The chairmen of these fifteen areas, as a total group, are identified as the advisory council. A map indicating the present geographic distribution of these areas is shown in Appendix B. A second group of this total organization is identified as the coordinating committee. It is composed of the members of the Executive Board of the Iowa Association for School Administrators, members of the State agency and representatives of the four universities that offer graduate programs in education; these are Drake University, Iowa State University, University of Iowa, and University of Northern Iowa. These two groups jointly hold monthly meetings with the representatives of the State education agency during the regular school year. This organization provides the opportunity to constructively pool the thinking of all school personnel--State, university and local--in identifying problems and considering new innovations. It also facilitates unified action of the efforts to solve educational problems.

2.3.8 Continued

The Department of Public Instruction has within its organizational structure the Division of Supervision. Area supervisors work out of this division visiting schools and reviewing State standards. A second role which these supervisors fill is serving as liaison between the school and the department in interpretation of rules, supervision, and dissemination of information relating to department functions. Within this role the supervisors are periodically advised on the possibility of Title III projects.

The Department's Title III staff will be available to encourage local schools to submit applications and to assist them in developing projects in accordance with established criteria.

Department staff will cooperate with the various organizations in creating an awareness of, assisting in, and giving advice about potential Title III projects. Further assistance will be given in the area of development of complete applications in line with the established criteria.

Assistance will be provided to local schools to conduct their own assessment until critical educational needs in the State have been identified through a statewide needs assessment. When needs have been identified, Title III proposals will be directed to one or more of these priority areas by the LEA making application for Title III funding.

2.3.9 Dates for submission of Title III applications

The dates for submission of Title III projects will be
October 1 and April 1.

2.3.10 Disposition of Proposals

In addition to Planning and Operational grants, a number of mini grants, known as Teacher Incentive Awards, will be funded upon the review and approval of the Title III staff, outside experts, the Title III Advisory Council, and the Chief State School Officer. The State Board of Public Instruction will approve annually an amount approximating three percent (3%) of Iowa's Title III entitlement for the funding of these applications.

A. Planning grants and Teacher Incentive grants will be awarded upon the recommendation of the Title III staff and the Title III Advisory Council with approval by the Chief State School Officer. These proposals will be reviewed and evaluated according to the criteria set forth in sections 2.3.2 and 2.3.4.

B. Operational grant proposals will be reviewed and evaluated in accordance with the following procedures:

(1) State Agency Staff

(a) Title III Staff

Two members of the Planning, Research, and Evaluation Division will review and evaluate each Title III application according to the criteria and procedures set forth in sections 2.3.2 and 2.3.4.

(b) Other State agency staff

Consultant personnel of the State education agency having specific competencies relating to the general

2.3.10 Continued

program or service area represented in the various Title III applications shall be utilized to review and evaluate proposals.

- (c) The consultant for Title III will evaluate each Title III application according to the criteria and procedures set forth in sections 2.3.2 and 2.3.4.

(2) Panel of experts

At least three members of the panel of experts, provided for in section 2.2.3, will review and evaluate each Title III application filed with the State education agency. Such reviews will indicate evaluation and/or comments on the major criteria indicated in section 2.3.2.

(3) State advisory council

All members of the advisory council will be involved in the review of each project application. See section 2.1.2 (2)

All members of the State advisory council for Title III will have the following means of evaluating each Title III proposal:

- (a) Proposals and a synopsis of the proposal will be sent to the advisory council prior to the scheduled meeting held to consider pending Title III applications.
- (b) The advisory council will be presented a summary of the panel of experts evaluation reports, the Planning, Research, and Evaluation Division evaluation reports, and other data related to the proposal.

2.3.10 Continued

- (c) A representative from the LEA will be present submitting the proposal to answer questions or concerns of the advisory council regarding the proposal.
 - (d) The advisory council will review the merits of each proposal.
 - (e) The advisory council will vote by ballot regarding the recommendation of funding a specific Title III proposal.
- (4) Recommendations made by Title III staff and the State advisory council will be presented to the State Board, which has final authority. The chief state school officer shall be responsible for the execution of the Board's decision.

2.3.11 Provisions for Educational Accountability

Accountability in education is a concept which implies that the responsibility for the success or failure to achieve stated objectives rests with those assigned the task of educating children. Applying accountability to education implies:

- 1) There must be measurable objectives written in terms of output or pupil behavior
- 2) A learning program must be designed to lead to the achievement of these measurable objectives
- 3) The degree of success in attaining objectives and the costs of the program must be determined
- 4) A systematic feedback of information relating to the attainment of objectives by pupils must be provided to the decision-makers.

2.3.11.1 Educational Accountability Processes to be Implemented SEA Level:

- 1) The state education agency has been operating under a management-by-objective system since 1970. Each year division staff identify objectives to be achieved for a two-year period. Staff assignments are made by the division director on the basis of interest and expertise.
- 2) A system for monitoring assigned activities became effective July 1, 1973, in the form of a performance appraisal process. The appraisal procedure is designed to identify future activities to be accomplished and feed-back information on activity accomplishment.

Local Level:

- 1) Community Involvement: A major thrust of departmental staff is to encourage and assist local school personnel in developing a set of priority goals for the school district. Similar procedures may be utilized by the district in identifying objectives for a specific project to gain community support. Advisory councils, visitation teams, and goal establishment committees may be used to advantage in the planning stages of the program.
- 2) Developmental Assistance: By involving a representative group of citizens from the community in setting the objectives for a project, local resources can be identified and their cooperation solicited by the participants to assure implementation of objectives.
- 3) Needs Assessment: Identifying educational needs is an essential element of the project application. This section should identify the educational concerns of the school as perceived by school patrons, educators and students. Supporting data should be collected on the affective, cognitive, or psychomotor areas depending on the nature of the project to be developed.
- 4) Change Strategies: To insure the greatest possibilities for success, a careful review of the literature and research is recommended to identify programs that

2.3.11.1 Continued

have been effective in other schools. Visitation to schools with similar type projects may be useful in developing several alternative courses of action. Incorporating proven activities from similar type projects in other schools will reduce the amount of guesswork in the proposed project.

- 5) Management Systems: Including a calendar of events for a project will assist the local director in coordination of personnel and resources. A Gantt chart, flow chart, or PERT network should be incorporated in the application indicating personnel involved in each activity, time required for completion, and individuals responsible for its completion.
- 6) Performance Objectives: A well-written set of performance objectives for a particular project will possess the following characteristics:
 - a) The outcomes listed will be the desired ends of the program described in behavioral terms.
 - b) The methods of measurement listed will provide valid evidence of the attainment of specific behaviors.
 - c) Provisions should be included to allow for different objectives of different proficiency levels which may be appropriate for various groups of learners.

Taken as a whole, the set of objectives, when accomplished, should provide evidence that the

2.3.11.1 Continued

goals of the project have been reached and the needs of the learner have been met.

- 7) Performance Budgeting: To date our office has not required resources to be allocated in accordance with program objectives.
- 8) Performance Contracting: No performance contracts have been utilized.
- 9) Staff Development: No extensive study has been made on a statewide basis to determine inservice needed to implement the accountability concept. Accountability workshops have been held in some regions of the state.
- 10) Comprehensive Evaluation: Program effectiveness is judged primarily on how well the criteria as set forth in the objectives is being attained. An evaluation design must be developed early in the planning stages of a project and should provide for such things as:
 - a) Baseline information on the target population;
 - b) Instrument selection and a time schedule indicating when the instruments will be administered;
 - c) Who will be responsible for administering and collecting the data;
 - d) Identification and control of variables;
 - e) What type of statistical treatment will be used;

2.3.11.1 Continued

- f) What will be included in the report;
- g) Feedback to the staff for program realignment.

Evaluation activities in a specific project occur in three general phases. First, activities are carried out in planning the project (identifying needs, stating goals and objectives, and assessing personnel and financial requirements) to assess the context in which the program will operate and the inputs necessary to carry it out. As the program is being implemented, a second phase of evaluation, the management/monitoring system, will be used to evaluate how well a project is proceeding according to plan.

Three general questions to be considered when evaluating project outcomes are:

- a) Did learners involved in the project attain the objectives?
- b) Was the program directly responsible for changes in the learners?
- c) What unanticipated outcomes resulted from the program?

- 11) Cost Effectiveness: No projects have made an analysis of unit results as they relate to unit costs.
- 12) Program Auditing: External reviewers have not been used to verify evaluation results except in projects recommended for validation.

2.3.11.2 Evaluation of the impact of Title III on the State as
a whole

Objectives:

- 1) To identify the contribution of projects funded under Title III in attaining overall school objectives
- 2) To identify educational processes and products developed in Title III projects that have been successful as determined by survey instruments, criterion and standardized tests and unobtrusive measures.

Criteria used in determining the extent to which Title III has influenced educational practices include:

- 1) Number of districts aware of activities and programs being funded by Title III
- 2) Number of professional staff visiting project activities
- 3) Number of inquiries received from LEA's concerning Title III projects
- 4) Number of schools adopting, in whole or in part, innovative or exemplary practices developed by Title III projects
- 5) Possible solutions of critical needs developed by the project
- 6) Number of districts continuing or expanding activities started in Title III projects

2.3.11.3 On-site monitoring and external evaluation of local projects

- 1) The Title III State agency staff and/or members of the State advisory council or other qualified evaluators will visit each operational project at least once per year (unless other evaluations are required) to determine the extent to which the project is meeting its objectives.
- 2) Personnel involved in on-site visitations will include: State Title III staff, SEA curriculum consultants, and other personnel possessing areas of expertise related to project activities, and members of the State advisory council.
- 3) The Title III staff will compile evaluation reports based on observations made during on-site visitations. Recommendations will then be made to local project personnel. In addition, summaries of these recommendations will be brought before the advisory council for consideration.
- 4) The State Title III staff will notify local project personnel, in writing, of recommendations. They will assist in the implementation of these recommendations upon request. If the LEA fails to implement recommendations made by Title III staff, the project may be recommended to the State advisory council and the State superintendent for termination.

2.3.11.3 Continued

The State evaluation strategy is to apply the formative and summative evaluation model and annually report on each LEA Title III project within the State to the U.S. Office of Education. This written report will record the degree of effectiveness of each project. Reports will be disseminated to school districts throughout the State and will also be used at meetings of lay and professional persons and in regional teachers' workshops in order to report on successful Title III projects, statewide.

2.3.11.4 Local project evaluation by local education agencies

A number of alternative evaluation strategies are presented in the publication Developing Project Proposals. At least one workshop will be held each year with LEA project personnel using this publication to assist in the development of an evaluation design. After the objectives for the project have been determined, local staff will be responsible for reporting on implementation and progress evaluation. It is the responsibility of the local project evaluator to specify what information is needed, and how and by whom it will be collected. Provisions must be made for collecting, analyzing, and reporting data needed by the decision-makers.

2.3.11.5 Educational audit of local projects

The general purpose of an educational program audit is to verify the reported results of the project evaluation and to judge the appropriateness of the evaluation design. Project applicants may elect to include an educational audit as an allowable expenditure in their application, and the types of activities to be performed are listed below.

The auditor reviews:

- a) Selection of instruments
- b) Data collection procedures
- c) Data analysis procedures
- d) Data analysis presentation

The audit report should include:

- a) Comparative findings of the project evaluation and the audit
- b) A critique of the process, product and management evaluation
- c) Auditor's on-site visit observations as they relate to the evaluator's data and reports
- d) Recommendations for revisions in the evaluation design
- e) Confirmation or questioning of the need for program modifications proposed as a result of project evaluation.

2.3.11.6 Validation of proven practices

The state agency will cooperate with USOE on national validation of Title III projects. Department personnel will identify outstanding projects for validation.

A validated practice is one which:

- a) Has sufficient evidence that the performance of the learners has been improved
- b) That the project is cost effective
- c) That the project is exportable
- d) That the project is innovative.

In order for a project to be considered for validation, it must be exportable and the following information should be readily available:

- a) A narrative description including the organizational structure and purpose of the project
- b) An outline of planning procedures needed for implementation
- c) Methods and techniques used to evaluate progress
- d) Personnel, facilities and resources needed for project implementation
- e) Description of procedures used to inform other staff members and lay public.

2.3.12 Provisions for dissemination and for the adoption and adaption
of promising educational practices

It will be the responsibility of the Title III staff and the State advisory council to make initial identification of promising practices through evaluation strategies indicated in this plan.

Dissemination of information concerning project activities is the primary responsibility of the State agency Title III staff with assistance from other department staff.

It shall be the responsibility of the State agency to provide assistance for implementation and the adoption of tested procedures and practices. In addition to the activity of the State agency Title III staff and the State advisory council, the State agency, where required, may assist by:

- 1) Recommending to the General Assembly legislative alternatives to encourage innovative and exemplary practices.
- 2) Initiate departmental rules to be submitted to the Legislative Rules Review Committee.
- 3) Providing information to the Iowa State Education Association, the Iowa School Board Association and other agencies interested in education.
- 4) Making available to local education agencies the various consultant personnel of the State agency who can assist in the implementation of promising educational activities and practices by: giving demonstrations, showing films and film-strips or slides, holding workshops and conferences.
- 5) Recommending on-site visitations by local school officials to innovative and exemplary projects.

Department personnel will cooperate with the local project personnel in determining the facets of the program to be disseminated. Evaluation of data from local projects is essential before dissemination takes place.

I. Criteria for Assessing Incoming Information

The following questions must be considered prior to dissemination:

- 1) How reliable is the information?
- 2) How significant is the information?
- 3) How new is the information?
- 4) Can the information be adapted to one or several audiences?
- 5) Is there value in dissemination?

II. Objectives

Objectives for dissemination of information concerning innovative or exemplary projects of high quality include:

- 1) Identify proven and promising programs so that educators and lay citizens throughout the state can be made aware of the programs.
- 2) To utilize resources of the State Education Agency, newspapers and other mass media to communicate successes of innovative and exemplary projects to potential users.
- 3) To stimulate wide adoption of successful new practices and programs by diffusing information to potential users throughout the state.

Specifying Activities

Specific objectives and activities for dissemination of information concerning innovative or exemplary projects of high quality include:

- A. Write at least one article per year for publication in the DPI Dispatch on each validated project.
- B. Each year invite directors of validated projects to make presentations to the State advisory council.
- C. Distribute quarterly, to all school districts in the State, a Title III newsletter containing write-ups of projects identified as having met their objectives.
- D. Issue invitations each year to local educational personnel to visit projects.
- E. Develop and distribute color slide-tape presentations of validated projects.
- F. Involve Title III project staff in DPI staff meetings at least once each year.
- G. Obtain statewide newspaper coverage through news releases at least four times each year.
- H. Identify projects for radio and television as a medium of dissemination at least once each year.
- I. Review and evaluate materials produced by the projects each year. Send selected materials to the Office of Education, National Advisory Council, ERIC, and retain a copy in the DPI. Notify LEA's of the availability of materials.

- J. Cooperate with Iowa State University in an annual educational fair to acquaint educators with projects.
- K. Provide technical assistance to local projects in writing, editing, photography, layout and related matters, as requested by LEA's.
- L. Develop a publication describing all operational and planning projects active in Iowa at time of publication.
- M. Publish brochures describing selected projects for specific audiences within the state.
- N. Survey extent of adoption of successful projects or their components by other LEA's.
- O. Promote on-site visits to successful projects by interested educators.

III. Time Line for Dissemination

Many of the dissemination activities are ongoing and no specific time line can be established. Those activities which follow a schedule are listed below:

January August - Conduct workshop with LEA's planning to submit Title III application.

February - Select three projects to make presentations to the State advisory council.

March - Conduct educational fair in cooperation with Iowa State University.

May - Publish document which describes all the ongoing planning and operational activities under Title III, ESEA.

October - Invite personnel from validated LEA project to make presentation to DPI staff.

IV. Identify Audiences to Receive Information

Dissemination efforts of the Department will be directed to three groups of publics--those associated with state government, those in the educational establishment, and the general publics.

Identifying and becoming acquainted with the elements of these audiences is essential to communicating with them.

These three groups of publics include:

State Government

- 1) State Board of Public Instruction
- 2) Members of the DPI staff
- 3) Legislature
- 4) Other advisory committees
- 5) Federal counterparts in USOE

Educational Establishment

- 1) School districts (public and nonpublic)
- 2) Professional organizations
- 3) Colleges of education
- 4) Future teachers

General Publics

- 1) School Board Association
- 2) Parent-teacher organizations
- 3) Communication media
- 4) State organizations
- 5) Other citizens

Audiences will be analyzed in terms of which type of presentation will be most appropriate.

V. Evaluation

Systematic reading, listening, and watching mass media will be used by the Department to check on the effectiveness of information dissemination. Personnel in the Information and Publications Division will assist by checking the coverage in newspapers and periodicals.

Department personnel who are in regular contact with local school staff will assist in determining the effectiveness of dissemination practices. Brief questionnaires may be used with a sample of educators to check their level of knowledge about programs operating within the state. A mail survey would request respondents to review a number of ongoing programs and to check the response best describing their level of knowledge.

A sample of responses to be checked on each program might include the following:

- 1) Never heard of it until now
- 2) Know about but not enough to decide to adopt or not
- 3) Know enough to be sure would or wouldn't want to adopt
- 4) Already have tried the practice for at least a year

2.3.13 Provisions for private non-profit school participation

- (1) The Title III proposal submitted by the LEA must include:
 - (a) Identification and description of how the educational and cultural agencies have participated or will participate in planning and carrying out the proposed program. Include names and titles of persons representing those agencies. Attach letters of commitment from each agency involved.
 - (b) The local educational agency must involve, where appropriate, other community educational resources including representatives of private schools in the planning phase of the project.
 - (c) Proposal must show how the project will benefit children and teachers in private non-profit schools. Plans for participation should be documented by letters or other evidence. The application must indicate the number of non-public students to be served by the project.
- (2) The participation and/or inclusion of private non-profit schools will be evaluated by the following means:
 - (a) Outside readers of the proposal.
 - (b) Title III Consultant and staff of Planning, Research, and Evaluation Division of the Department of Public Instruction.
 - (c) State advisory council for Title III. (Reaction from non-public representative)
 - (d) By having a representative(s) of the LEA submitting the proposal appear before the advisory council to answer questions related to non-public participation.
 - (e) Activities involving Title III ESEA projects will be carried out on publicly controlled premises.

2.3.14 Length of project period

The maximum period for which a project will be funded, including both planning and operational grants, will not exceed three years (36 months). However, when advisable a project may be funded for less than three years. A decision will be made after recommendation by the advisory council and a majority vote of the State Board of Public Instruction. A project may be continued beyond the three-year project period due to these two exceptions:

- (1) For those projects which have been evaluated and validated by the State educational agency as successfully meeting their objectives and actually demonstrating a solution to one of the critical educational needs of the State, and upon recommendation of the State Advisory Council, a grant for an additional period of time for purposes of serving as a demonstration site for potential adopters will be approved as part of the State educational agency dissemination program.
- (2) In cases where it is determined that a time extension is required to assure adequate completion of the project, and when an extension is requested in writing at least 60 days prior to the end of the project period, the project may be extended for a period not to exceed 90 days utilizing unexpended project funds.

Planning grants and Teacher Incentive Awards may be approved for a period not to exceed one year.

2.3.15 Provisions for continuing promising projects

Projects which have received on-site evaluations and show outstanding promise will be recommended to the State advisory council for a second or third year grant, provided local fiscal effort is maintained. Recommendations will be presented to the State superintendent and the State Board for final approval. The amount of the continuation grant will be determined by anticipated needs, funds remaining from the previous grant and the availability of Congressional appropriations.

2.3.16 Provisions for terminating Title III projects

Projects receiving Title III grant funds may be terminated at any point during the project period in keeping with the following procedures and guidelines:

- (1) Initiation of the termination of a Title III project may be made by either the LEA administering the project or by the State education agency.
- (2) The State Title III staff will have the responsibility, through its program evaluation, of determining if a specific project lacks the potential to carry out its program objectives at any point during the program period.
- (3) If after evaluation and consultation by the State agency Title III staff the LEA is either unable or unwilling to amend or modify their project activities so as to meet the approved program objectives, the State agency Title III staff shall recommend to the State Board through the State superintendent of public instruction the termination of funding for the project. Such a recommendation shall be reviewed, with subsequent recommendation to the State Board, by the State advisory council.
- (4) Project termination does not necessarily need to be accomplished at the end of either a grant period or at the end of a fiscal year. In establishing a specific termination date, however, the State agency shall give consideration to any contractual obligations assumed by the administering LEA.

State Iowa

Project Number	Grantee and City	Project Period		Major Concern of Project (i.e. gifted, reading, etc.)	Projected or Actual Yearly Funding Levels			Expenditures for Handi-capped	Expenditures for Guidance and Counseling
		Date Utilizing Title III Funds	Actual or Projected Ending Date Utilizing Title III Funds						
					FY 1975	FY 1976	FY 1977	FY 1975	FY 1975
*01003	Waterloo Community Waterloo, Iowa	9-1-71	10-31-74	Handicapped Pre-School Enrichment	---	---	---	---	---
02000	Davenport Community Davenport, Iowa	1-1-72	3-31-75	Mathematics and Reading	---	---	---	---	---
02002	Des Moines County Burlington, Iowa	1-1-72	12-31-74	Handicapped	---	---	---	---	---
02003	Marshall-Poweshiek Counties Marshalltown, Iowa	1-1-72	2-28-75	Teacher Inservice	---	---	---	---	---
02004	Muscatine-Scott Counties Bettendorf, Iowa	11-15-71	11-14-74	Handicapped	---	---	---	---	---
02005	Fort Dodge Comm. Fort Dodge, Iowa	6-1-72	8-31-75	Integrated Curriculum	---	---	---	---	---
02006	Polk County Des Moines, Iowa	6-1-72	5-31-75	Precareer	---	---	---	---	---
02007	Jackson County Maquoketa, Iowa	1-10-73	1-9-76	Environmental Education	---	---	---	---	---
02008	Ayrshire Cons. Ayrshire, Iowa	11-15-72	11-14-75	Individualizing the Trimester	---	---	---	---	---
02009	Cherokee Community Cherokee, Iowa	1-1-73	12-31-75	Cultural Experience	---	---	---	---	---

* FY 1973 Funds

(Continued)

State Iowa

Project Number	Grantee and City	Project Period		Major Concern of Project (i.e. gifted, reading, etc.)	Projected or Actual Yearly Funding Levels			Expenditures for Handicapped FY 1975	Expenditures for Guidance and Counseling FY 1975
		Date Utilizing Title III Funds	Actual or Projected Ending Date Utilizing Title III Funds						
					FY 1975	FY 1976	FY 1977		
02010	Iowa City Community Iowa City, Iowa	11-1-72	10-31-75	Inservice for Educators	---	---	---	---	---
02011	Muscatine-Scott Co. Davenport, Iowa	11-1-72	10-31-75	Handicapped	---	---	---	---	---
02012	Polk County (W.D.M.) Des Moines, Iowa	10-16-72	12-31-75	Creativity & Productive Thinking	---	---	---	---	---
02013	Ames Community Ames, Iowa	11-1-72	12-31-75	Reading	---	---	---	---	---
02014	Marshall-Poweshiek Counties Marshalltown, Iowa	1-1-73	12-31-75	Preschool	15,000.00	---	---	7,500.00	---
03002	Cedar Rapids Comm. Cedar Rapids, Iowa	7-1-73	6-30-76	Mathematics	38,133.00	---	---	---	---
03003	Mason City Community Mason City, Iowa	6-1-73	5-31-76	Computer Assisted Instr.	22,114.00	---	---	---	---
03004	N.E. Iowa Computer Network Decorah, Iowa	6-1-73	5-31-76	Computer Assisted Instruction	50,410.00	---	---	---	---
03005	Dubuque Community Dubuque, Iowa	7-1-73	6-30-76	Learning Modalities	8,950.00	---	---	---	---
03006	Des Moines Ind. Comm. Des Moines, Iowa	7-1-73	12-31-75	Learning Disabilities (Secondary)	13,424.00	---	---	13,424.00	---

(Continued)

Project Number	Grantee and City	Project Period		Major Concern of Project (i.e. gifted reading, etc.)	Projected or Actual Yearly Funding Levels			Expenditures for Handi-capped	Expenditures for Guidance and Counseling
		Date Utilizing Title III Funds	Actual or Projected Ending Date Utilizing Title III Funds						
					FY 1975	FY 1976	FY 1977	FY 1975	FY 1975
03007	Cedar Falls Community Cedar Falls, Iowa	8-1-73	1-31-76	Gifted	2,758.00	---	---	---	---
03009	Malcolm Price Lab. School, UNI Cedar Falls, Iowa	8-1-73	7-31-76	Individualized Instruction	12,000.00	---	---	---	---
*03010	Buffalo Center Comm. Buffalo Center, Iowa	7-1-74	6-30-75	Teacher In-Service	---	---	---	---	---
*00131	South Hamilton Comm. Jewell, Iowa	8-20-74	6-7-75	Elementary Guidance & Counseling	---	---	---	---	---
*00133	Carroll County Carroll, Iowa	8-74	6-30-77	Elementary Guidance & Counseling	---	---	---	---	---
**00134	B-G-M Community Brooklyn, Iowa	8-74	6-75	Elementary Guidance & Counseling	---	---	---	---	---
**00135	Council Bluffs Comm. Council Bluffs, Iowa	8-74	6-75	Elementary Guidance & Counseling	---	---	---	---	---
**00136	Gilbert Community Gilbert, Iowa	8-74	5-75	Elementary Guidance & Counseling	---	---	---	---	---

* FY 1973 Funds

** FY 1974 Funds

(Continued)

State Iowa

Project Number	Grantee and City	Project Period		Major Concern of Project (i.e. gifted, reading, etc.)	Projected or Actual Yearly Funding Levels			Expenditures for Handicapped	Expenditures for Guidance and Counseling
		Date Utilizing Title III Funds	Actual or Projected Ending Date Utilizing Title III Funds						
					FY 1975	FY 1976	FY 1977	FY 1975	FY 1975
**00137	Hamburg Community Hamburg, Iowa	7-1-74	6-30-75	Elem. Guidance & Counseling	---	---	---	---	---
**00138	Indianola Community Indianola, Iowa	7-1-74	6-30-75	Elem. Guidance & Counseling	---	---	---	---	---
**00139	Johnston Community Johnston, Iowa	6-74	6-75	Elem. Guidance & Counseling	---	---	---	---	---
**00140	Lawton-Bronson Comm. Lawton, Iowa	8-74	6-75	Elem. Guidance & Counseling	---	---	---	---	---
**00141	Malvern Community Malvern, Iowa	8-74	6-75	Elem. Guidance & Counseling	---	---	---	---	---
**00142	Stuart-Menlo Comm. Stuart, Iowa	8-7-74	6-6-75	Elem. Guidance & Counseling	---	---	---	---	---
**00143	West Marshall Comm. State Center, Iowa	8-74	6-75	Elem. Guidance & Counseling	---	---	---	---	---

** FY 1974 Funds

State Iowa

Project Number	Grantee and City	Funding Levels FY 1974	Expenditures for Handicapped FY 1974
02000	Davenport Community Davenport, Iowa	10,000.00	---
02002	Des Moines County Burlington, Iowa	14,696.00	14,696.00
02003	Marshall-Poweshiek Counties Marshalltown, Iowa	25,000.00	---
02004	Muscatine-Scott Counties Bettendorf, Iowa	6,790.00	6,790.00
02005	Fort Dodge Community Fort Dodge, Iowa	20,000.00	---
02006	Polk County Des Moines, Iowa	10,061.00	---
02007	Jackson County Maquoketa, Iowa	9,983.33	---
02008	Ayrshire Consolidated Ayrshire, Iowa	10,000.00	---
02009	Cherokee Community Cherokee, Iowa	11,807.00	---
02010	Iowa City Community Iowa City, Iowa	22,277.00	---
02011	Muscatine-Scott Counties Davenport, Iowa	6,370.00	6,370.00
02012	Polk County (W.D.M.) Des Moines, Iowa	17,833.00	---
02013	Ames Community Ames, Iowa	28,333.00	---
02014	Marshall-Poweshiek Counties Marshalltown, Iowa	35,000.00	17,500.00
03002	Cedar Rapids Community Cedar Rapids, Iowa	76,267.00	---
03003	Mason City Community Mason City, Iowa	44,227.00	---

State Iowa

Project Number	Grantee and City	Funding Levels FY 1974	Expenditures for Handicapped FY 1974
03004	Northeast Iowa Computer Network Decorah, Iowa	100,821.00	---
03005	Dubuque Community Dubuque, Iowa	17,899.00	---
03006	Des Moines Community Des Moines, Iowa	53,700.00	53,700.00
03007	Cedar Falls Community Cedar Falls, Iowa	11,033.00	---
03009	Malcolm Price Laboratory School, UNI Cedar Falls, Iowa	24,000.00	---
**00134	B-G-M Community Brooklyn, Iowa	13,600.00	---
**00135	Council Bluffs Council Bluffs, Iowa	47,279.37	---
**00136	Gilbert Community Gilbert, Iowa	10,406.00	---
**00137	Hamburg Community Hamburg, Iowa	17,296.00	---
**00138	Indianola Community Indianola, Iowa	16,255.00	---
**00139	Johnston Community Johnston, Iowa	19,070.00	---
**00140	Lawton-Bronson Comm. Lawton, Iowa	14,982.00	---
**00141	Malvern Community Malvern, Iowa	13,112.00	---
**00142	Stuart-Menlo Comm. Stuart, Iowa	15,206.50	---
**00143	West Marshall Comm. State Center, Iowa	15,892.00	---

** FY 1974 Funds

2.3.18 Procedures for amending approved projects

The state agency may amend approved Title III programs at anytime during the project period. Either the LEA or the State agency Title III staff may initiate an amending request. Any amendment shall be consistent with originally approved program objectives and shall be initiated only as a means of improving the potential of the project. A project amendment shall be submitted in writing by the LEA administrator to the State Title III consultant. The authority for the approval of an amendment rests with the State Title III consultant.

2.3.19 Construction or remodeling of facilities

No approval shall be granted by the State education agency for the construction or remodeling of facilities with Title III monies for fiscal 1974. This section is reserved for future plan amendments regarding the authorization of construction or remodeling should the level of federal funding for Title III be significantly increased.

2.3.20 Provisions for hearings

Any LEA submitting a project application must have the proposal reviewed by the Title III staff, three independent readers and the State advisory council. Proposals not recommended to the State Board of Public Instruction for approval by the State advisory council will be notified within one week. Notification shall be prior to the next regularly scheduled meeting of the State Board. The LEA shall have one week from the receipt of such notice to request a hearing with the associate superintendent responsible for Title III; if an appeal is not submitted, the application is considered withdrawn. Upon receipt of a formal request, the associate superintendent in charge of Title III shall establish a time and a place for a hearing within 15 days and notify the membership of the State advisory council. The associate superintendent will be responsible for conducting the hearing and recording the major points presented. Within 60 days, this record shall be included along with the recommendation of the State superintendent to the State Board of Public Instruction prior to their final action on the proposed project. The project applicant will be informed of the final decision of the State Board within one week.

2.3.21 Provisions for not commingling Federal with State funds

Title III funds allocated to the State education agency shall not be commingled with State funds. State agency accounting procedures assure that Federal funds made available for Title III, as provided for in this plan, will be identified and accounted for as a separate fund. Within this fund all expenditures will be accounted for by object of expenditure. The accounts of the State Department of Public Instruction are under the control and supervision of the State Board of Public Instruction. Audits are conducted annually by the State auditor. Reports of such audits will be available in the office of the State Department of Public Instruction.

2.3.22 Provisions for not commingling Federal with State or local funds

Title III funds allocated to local educational agencies for approved projects, as provided for in this plan, shall not be commingled with State or local funds. Title III funds allocated to local education agencies by the State will be deposited in the local district account under the control and supervision of the local board of education. All Title III receipts and expenditures must be accounted for separate and apart from State and local funds and other federal program funds.

Part II - Guidance, Counseling, and Testing Programs

2.3.23 State level program of supervision and leadership

A. Qualifications of staff (Guidance)

Minimal qualifications for professional persons in State positions engaged in activities for which funds are used under this plan shall be:

- (1) A Master's Degree in education with a major emphasis in Guidance and Counseling from an institution offering an approved program in guidance and counseling.
- (2) Meet the Iowa qualifications established for school counselor approval and/or endorsement and present evidence of successful teaching experience. The requirements for each are as follows:

- (a) Elementary counselor endorsement

For endorsement as an elementary-school guidance counselor, the applicant shall have met the requirements for a professional certificate, and in addition thereto, shall possess a master's degree in guidance and counseling from a recognized institution, based upon an approved program of study in which emphasis was placed upon guidance and counseling at the elementary-school level. This program must include supervised guidance and counseling experience under the supervision of the institution, or actual experience recognized as the equivalent thereof by the institution.

(b) Secondary counselor endorsement

For endorsement as a secondary-school guidance counselor, the applicant shall have met the requirements for a professional certificate, and in addition thereto, shall possess a master's degree in guidance and counseling from a recognized institution, based upon an approved program of study in which emphasis was placed upon guidance and counseling at the secondary-school level. This program must include supervised guidance and counseling experience under the supervision of the institution, or actual experience recognized as the equivalent thereof by the institution.

(c) Elementary-secondary guidance counselor

Authorization to serve as guidance counselor in kindergarten and grades one through 14. The applicant shall hold a professional certificate endorsed for teaching at either the elementary- or secondary-school level, hold a master's degree and have completed an approved 45 semester-hour graduate program (this includes the master's degree) for the preparation of guidance counselors, including supervised counseling experience at both the elementary- and secondary-school levels, and shall have had successful practical experience in guidance and counseling at both elementary and secondary levels.

(d) Director of guidance services

Authorization to serve as director of guidance services. The applicant must meet the qualifications for a school guidance counselor which is the completion of an approved master's degree program in guidance and counseling. In addition, the applicant shall have completed an additional approved graduate program of at least 30 semester hours in guidance and counseling in kindergarten and grades one through 12 and in the administration and supervision of guidance programs. The applicant shall also present evidence of successful practical experience in guidance and counseling at both elementary and secondary levels.

- (3) Have a minimum of three (3) years of successful experience in public/non-public schools to include at least two (2) years experience in guidance and counseling.

B. Supervisory and leadership provision

The program of activities under the plan will include State agency supervisory and leadership services that are directly related to the establishment, maintenance and improvement, to include innovation, of guidance and counseling and testing programs. These activities include the following:

- (1) Provide leadership via consultative assistance to local educational agencies in establishing and improving local guidance programs.
- (2) Conduct and assist in the assessment and evaluation of local guidance programs.

2.3.23 Continued

- (3) Coordination of guidance programs with related services; e.g. vocational rehabilitation, state employment service offices, special education.
- (4) Cooperation with institutions of higher education in regard to counselor education programs.
- (5) Collect, develop, and disseminate informational materials, e.g., handbooks, monographs, guides, training opportunities, and studies helpful to local guidance programs.
- (6) Representation of the discipline of professional guidance before state agencies and other interested groups.
- (7) Conduct and cooperate with state institutions, local districts, and professional organizations in providing inservice opportunities for professional development of counselors.
- (8) Provide leadership in assisting in role definition and communication of professional guidance workers and the qualifications necessary for these roles.
- (9) Attend and participate in local, state, regional, and national conferences, conventions and other meetings necessary to continue leadership and supervisory responsibilities.
- (10) Participate in activities of local, state and national professional organizations.
- (11) Formulate and/or participate in committees that are advisory in purpose or working committees with goals and objectives to further develop guidance in Iowa.
- (12) Plan, conduct and/or participate in inservice activities which will provide teachers, parents, administrators, and other

2.3.23 Continued

members of the pupil personnel services team with understandings, information and techniques to better integrate guidance as a part of the total educational program.

- (13) Assume assignments that will enhance the leadership and services responsibility of the Department of Public Instruction.

2.3.24 Local guidance and counseling program

A. Title III innovation approach

Guidance and counseling projects may be planned, developed and approved in accordance with criteria, policies, and procedures set forth in the Title III ESEA State Plan.

B. Modified 8 criteria approach

Guidance and counseling projects will be planned, developed, and funded following the policies and procedures as set forth in this State Plan, including Criteria Number (4) through (11) listed in Section 2.3.2 of this Plan. These are:

- (4) Concepts, practices, or techniques which are economically feasible and efficient,
- (5) Evaluation strategies based on valid research methodology which will provide evidence which will determine the extent to which the behavior of the participants has been improved,
- (6) Performance objectives which are measurable, and appropriate activities which facilitate achieving them,
- (7) An awareness of information concerning similar programs, relevant research findings, and views of recognized experts,
- (8) Provision for staff with professional qualifications adequate to achieve the project's stated objectives,
- (9) Budgeted expenditures reflect funds for materials, equipment and facilities necessary to facilitate achievement of the stated objectives,
- (10) Documentation that there has been, and will be, (a) adequate planning for the proposed project, (b) utilization of the best available talents and resources and (c) participation in the

2.3.24 Continued

- project activities of students, parents, school personnel, nonprofit private school representatives and other persons, including those with low income, broadly representative of the cultural and educational resources of the area to be served,
- (11) Provisions for dissemination of information about the proposed project which are appropriate and adequate for the area to be served.

These procedures will include a review by a panel of experts and the State Advisory Council.

2.3.25 State plan testing program

Objective

The objective of the testing program is to provide appropriate testing which will enable all students to receive the maximum assistance from their guidance and counseling program. This program shall: (a) be utilized to identify students with outstanding aptitudes and abilities; (b) provide such information about the aptitudes and abilities of students as may be needed in connection with the counseling and guidance program under the plan; and (c) provide such information as may be needed to assist other educational or training institutions and prospective employers in assessing the educational and occupational potential of students seeking admission to educational or training institutions or employment.

Types of tests to be used.

(1) Achievement

The state sponsored testing program under provisions of this plan shall allow achievement testing of students, once during the elementary school experience (IOWA TEST OF BASIC SKILLS).

(2) Aptitude

No provision.

(3) Multi-factor

No provision.

(4) Grade level to be tested

Grade six (6).

(5) Procedures for selected tests described

All approved public* elementary schools shall be eligible for inclusion under the provisions of the State sponsored testing program on approval of a plan submitted to the State Department of Public Instruction. The local plan shall include the presentation of a testing program which will be administered by the local agency and which will meet the established objectives.

The method of reimbursement as determined by the State Department of Public Instruction shall be 100 percent of expenditures approved on the application. Appropriate expenditures subject to federal participation when made by the local agency are:

- (a) Provision of all accessory materials, standard scoring and reporting service.
- (b) Pressure sensitive labels.

The application procedures for participation in Testing Only under the plan are:

- (a) Submit a total Testing Program (K-12).
- (b) Submit a statement as to the purposes of the testing program and how the test results are to be used.

*Private school students will be served on a basis comparable to public school students. Private schools desirous of participating shall participate via application submitted by the public school district.

3.0 Fiscal Management, Accounting and Auditing Procedures

3.1 Determination and obligations and

3.1.1 Expenditures by SEA for State administration

The use of funds under Title III by the State for the administration of State plans, the activities of advisory councils, and the evaluation and dissemination activities will be determined on the basis of documentary evidence of binding commitments for the acquisition of goods or for the performance of work, except that funds for personal services, for services performed by public utilities, or for the rental of facilities shall be considered to have been expended as of the time such services were rendered, such travel was performed, or such rented facilities were used. An obligation entered into by the State educational agency and payable out of funds under Title III of the Act shall be liquidated during the fiscal year following the fiscal year in which such funds are made available for use by that agency unless prior to the end of that following fiscal year the State educational agency determines that the time of liquidating a particular obligation should be extended and does so extend the time for liquidating the obligations and so notifies the Commissioner.

3.1.2 Obligations of funds to local education agency

The issuance of a grant award document by the State educational agency to a local educational agency, if made during the period in which the funds are available for obligation, will be regarded as an obligation of funds under Title III of the Act in the amount of the grant award. Federal funds so obligated will remain available for expenditure by such local educational agency during the period for which the grant was awarded.

The obligation recorded by the State agency shall be adjusted when the grant award is amended and is determined to be at variance with amounts so expended by the local educational agency.

3.1.3 Expenditure by local educational agency

Federal funds shall be considered to be expended by the local educational agency on the basis of documentary evidence of binding commitments for the acquisition of goods or property, for the construction of school facilities, or for the performance of work; or, on the basis of a reservation of funds for administrative activities in connection with the completion of project activities, such as evaluation and auditing activities, except that the use of funds for personal services other than those for administrative activities for which such a reservation of funds has been made, for services performed by public utilities, for travel, and for rental of equipment and facilities shall be determined on the basis of the time in which such services were rendered, such travel was performed, and such rented equipment and facilities were used, respectively. (Section 118.15 (b)(4))

Such binding commitments for the acquisition of goods or property, or for the performance of work shall be liquidated within 90 days following the end of the budget period.

3.2 Funding policy

The State education agency shall follow a project period (scope of work) concept of funding for approved Title III programs. While the project period, as defined in section 2.3.16, shall normally be for three years, the State agency shall grant funds only to support a project for a specific budget period.

While Title III monies may be allocated for 100 percent support of a project, cooperative funding is an important consideration. Other Federal funds and funds from other public, private, State and local sources should be utilized wherever possible.

Proposals should indicate the methods to be utilized for phasing out Federal program support through gradual cost absorption by local or other funding. Since the intent of Title III is to stimulate and assist in the support of, not to completely underwrite, innovative and exemplary programs, the phasing out process is essential in order to make maximum utilization of Title III funds. In the continued funding of a program through its project period, the State agency will use the following as a general guide in regard to the involvement of Federal funds in the total project year costs of the program:

First year--Up to 100% Federal Support

Second year--Up to 66% Federal Support

Third year--Approximately 33% Federal Support

The following definitions will be utilized by the State agency in regard to funding policies:

- (1) Project--An identified program of activity which has been approved by the State agency under Title III of the Elementary and Secondary Education Act of 1965, as amended.

3.2 Continued

- (2) Project period--The total period of time, generally not to exceed three years (including planning), for which a project may be supported with Federal funds. (See 2.3.16.)
- (3) Budget period--The period of time (within the project period) which a specified budget covers. This period is normally 12 months but may be more or less if appropriate to the project.
- (4) General level of Title III financial participation--The projected total of Title III funds required to support a project period. It serves as a guide for the grantee in requesting funds for budget periods subsequent to the initial period and for the State education agency in determining the amount of a continuation grant.
- (5) Grant--That portion of the general level of Federal financial participation awarded to support a project for a specific budget period.
- (6) Continuation grant--The amount awarded for any budget period following the initial period. The continuation grant is determined by anticipated needs, funds remaining from the previous grant and availability of Federal appropriations.

The applicant will provide an estimate of financial requirements for the support of the project by budget periods, for the entire project period. The total estimate will be the general level of financial participation. The amount of the initial grant will cover the negotiated cost of all activities projected for the first budget period. Subject to satisfactory progress toward the achievement of the project goals, continuation grants will be negotiated prior to the expiration of each

3.2 Continued

budget period to provide whatever additional funds are needed (i.e., the difference between unexpended funds from the previous budget period and estimated costs of the succeeding period) for projected activities of subsequent budget periods. Whenever funds granted for one budget period are made available to support activities of a succeeding period, grantees will be required to expend these funds before expending new funds.

3.3 Funding procedures

As soon as practicable after approval of a project by the State education agency, the Title III State agency staff will negotiate a grant for the first budget period. The initial grant award document will make available the Title III funds needed to support the project for the first budget period.

Approximately 90 days before the end of the first budget period, the grantee will be requested to submit an application for a continuation grant. This application must reach the State Department of Education 60 days before the budget period's termination date.

Scheduled activities not completed in one budget period which are re-scheduled for the succeeding period must be included in the budget for that next period to qualify for funds. Since program difficulties are frequently encountered during the initial budget period, this budgeting process is of critical importance to the continual funding of all project activities.

After negotiating with the grantee the State Department of Education will issue a grant award document for the second budget period. The amount granted for the second period will be the difference, if any, between the budget negotiated for the second period and unexpended first period funds. The grantee will be instructed to expend the remaining first period funds completely before requesting funds granted for the second period.

To qualify for Federal payment the grantee should liquidate obligations within 90 days after the end of the first period. A report of actual expenditures must be filed as soon as all obligations have been liquidated but not later than 90 days after the end of the first budget

3.3 Continued

period. The grant for the second budget period will be increased or decreased to reflect any differences between estimated and actual expenditures reported for the first budget period.

3.4 Processing of grant

A grant arrangement will be negotiated between the State education agency and the applicant. This process will involve an examination of the estimated costs. The Title III consultant will collaborate with the applicant to reach agreement concerning proposed project activities and the actual level of Title III support. The resulting grant instrument will indicate the conditions under which the grant is made by the State education agency. The grantee will be cautioned not to expend funds prior to the effective date of an approved project. This date will be the date specified in the grant instrument (Notification of Grant Award, such notice sent by letter) executed by the State Title III consultant on behalf of the State education agency. The project period will be extended only when it is determined by the State educational agency that such extension is required to assure adequate completion of the project. Extensions of time will require the written approval of the Title III staff. Request for extensions should be directed to the Title III staff.

3.5 Auditing of State educational agency fiscal records

The official accounts and documents showing receipts and expenditures of State administrative funds by the State educational agency under the approved State plan will be maintained by: Accounting Unit
of the Department of Public Instruction

The accounts of the Department of Public Instruction
are audited by State Auditor, annually,
Reports of such audits will be available in The Office
of the Department of Public Instruction

3.6 Auditing LEA fiscal records

3.6.1 The official accounts and documents showing receipts and expenditures of funds by the local educational agency under the approved State plan will be maintained by:

Each local educational agency

The State Auditor or Registered Public Accountant

will audit the fiscal records of the local public agencies pertaining to all expenditures claimed for Federal financial participation under the provisions of Title III of the Act.

Their audits will be made annually and copies of such audits will be available in the office of

The Department of Public Instruction

3.6.2 Audit standards

Audit standards will be developed and executed in accordance with Federal policies governing the use of grant funds.

3.7 Identifying and prorating expenditures

The allocated portions of salaries, travel, and other expenses of regular or additional staff members and clerical personnel, who will be giving some share of their time to the implementation and operation of this program, shall constitute approved expenditures in the computation of total costs for which Federal funds are granted. Such allocations will be prorated in accordance with certified statements signed by the State superintendent of public instruction on a "before and after-the-fact" basis. When the same individual is performing other functions, these will appear in the position descriptions reported by the State education agency together with the proration of the individual's time which will normally be devoted to each activity.

4.0 Certification of Plan4.1 Certification of officer authorized by State to submit the State plan

STATE PLAN
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
TITLE III

I the undersigned authorized official for the State Department of
State educational agency

Public Instruction, of the State of Iowa
State

do hereby agree and assure that this State Plan for Title III of the Elementary and Secondary Education Act of 1965 in which Federal funding is being requested for the Fiscal Year ending June 30, 1975, will be administered in accordance with the following provisions:

1. Funds under said Title III, except funds under Section 307 (b), will be expended for grants solely except as specified in paragraphs 2 and 3 below, to local educational agencies for programs and projects for the improvement of education in the State under the following described program, which sets forth (a) the educational needs in the State, (b) the basis for the State's determination of such needs, and (c) the manner in which funds under said Title III will be used in meeting such needs:
Incorporated by reference to the "1975 Title III, ESEA, Operational State Plan" which is attached; specifically sections 2.1, 2.3.1, 2.3.2, 2.3.8, 2.3.9, 2.3.10, 2.3.14, 2.3.15, 2.3.16, 2.3.18, and 2.3.19.
2. The following program for testing students in the elementary and secondary schools of the State or in the junior colleges and

technical institutes of the State, describes the means of testing, including the types of tests and grade levels of students (Private school students will be served on a basis comparable to public school children except as expressly noted in item 16 hereof.): Incorporated by reference to the "1975 Title III, ESEA, Operational State Plan" which is attached; specifically section 2.3.25.

3. The following program of guidance and counseling is designed to improve services at the appropriate level in the elementary and secondary schools or junior colleges and technical institutes of the State, including students enrolled in private schools to the extent required by item 17 hereof: Incorporated by reference to the "1975 Title III, ESEA, Operational State Plan" which is attached; specifically section 2.3.24.
4. There are set forth below the administrative organization, procedures, and qualifications of all staff members required for the administration of this State Plan: Incorporated by reference to the "1975 Title III, ESEA, Operational State Plan" which is attached; specifically sections 1.2 and 2.2.
5. The criteria to be used for achieving an equitable distribution of assistance under said Title III in the light of the size and population of the State, the geographic distribution and density of the population within the State, the relative need for such assistance of persons in different geographic areas and in different population groups within the State, and the financial ability of local educational agencies serving such persons to provide such services and activities, are as follows: Incorporated

by reference to the "1975 Title III, ESEA, Operational State Plan" which is attached; specifically section 2.3.7.

6. Special consideration will be given to an application by a local educational agency that is making a reasonable tax effort but is nevertheless unable to meet critical educational needs including preschool and bilingual education because of over-crowded, obsolete, or unsafe school facilities.
7. In approving applications under this State Plan, the State agency will give special consideration to programs and projects planned with the use of funds under said Title III.
8. The following effective procedures have been adopted for the evaluation by the State advisory council at least annually, of the effectiveness, for the purposes intended, of programs and projects funded pursuant to this State Plan, for appropriate dissemination of the results of such evaluations and other information pertaining to such programs or projects, and for adopting, where appropriate, promising educational practices developed through such programs or projects: Incorporated by reference to the "1975 Title III, ESEA, Operational State Plan" which is attached; specifically sections 2.3.11, 2.3.12, 2.3.13, and 2.3.14.
9. Not less than 50 percent of the funds received for carrying out this State Plan will be used to plan innovative and exemplary programs and activities, including pilot projects designed to test the effectiveness of such plans, or to establish and expand exemplary and innovative educational programs for the purpose of stimulating the adoption of new educational programs, including special programs for handicapped children in the schools of the State.

10. Not less than 15 percent of the funds received for carrying out this State Plan will be used for special programs or projects for the education of handicapped children.
11. The following policies and procedures will be applied to assure that funds under said Title III will not be so commingled with State or local funds as to lose their identity as Title III funds and will be so used as to supplement and, to the extent practical, increase the fiscal effort that would, in the absence of such Title III funds, be made by that local educational agency for educational purposes: Incorporated by reference to the "1975 Title III, ESEA, Operational State Plan" which is attached; specifically sections 2.3.4, 2.3.21, and 2.3.22.
12. The following fiscal control and fund accounting procedures will assure proper disbursement of and accounting for funds paid to the State under said Title III: Incorporated by reference to the "1975 Title III, ESEA, Operational State Plan" which is attached; specifically section 3.0.
13. The State agency, in determining the eligibility of any local educational agency for State aid or the amount of such aid, will not take into consideration grants to that agency of funds under said Title III.
14. The State agency will make to the U.S. Commissioner of Education an annual report and such other reports, in such form, and containing such information, as the Commissioner of Education may reasonably require to carry out his functions under said Title III and to determine the extent to which funds under said Title III have been effective in improving the educational opportunities

of persons in the areas served by the programs or projects supported under this State Plan and in the State as a whole, including the reports of evaluations referred to in paragraph 8 above, and for keeping such records, and for affording the U.S. Commissioner such access thereto, as he may find necessary to assure the correctness and verification of such reports.

15. Final action other than one of approval will not be taken regarding the disposition of any application (or amendment thereof) by a local educational agency without first affording that agency reasonable notice and opportunity for a hearing with respect to such a disposition.
16. The State has the legal authority, except as expressly noted below, to provide with respect to children enrolled in private schools for their participation in the programs under this State Plan.
17. The State agency assures that, to the full extent of its legal authority indicated in item 16 hereof, it will approve an application (or amendment thereof) from a local educational agency for a program or project under this State Plan (including guidance and counseling programs or projects) only if it has determined that such application, to the extent consistent with the number of children enrolled in nonprofit private schools in the area to be served whose educational needs are of the type provided by the program or project, makes provision for the effective participation of such children on an equitable basis.

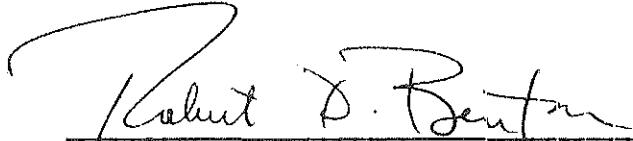
18. The amount of State aid actually paid by the State to, or in behalf of, local educational agencies during Fiscal Years 1972, 1973, and 1974 is as follows:
 - (a) Amount of State aid paid during FY 1972 \$194,202,381.41
 - (b) Amount of State aid paid during FY 1973 \$221,002,000.00
 - (c) Amount of State aid paid during FY 1974 \$262,115,323.00
19. The State educational agency will expend for purposes of V-A of the National Defense Education Act of 1958, an amount at least equal to fifty percent of the Fiscal Year 1970 funds expended for these purposes.
20. The State agency assures that it will, in carrying out this State Plan, comply with all the provisions of said Title III and the regulations of the U.S. Commissioner of Education pursuant thereto.
21. Assurance is hereby given that in accordance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.) and the Regulation issued thereunder by the Department of Health, Education, and Welfare (45 CFR Part 80) no individual shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this plan.

The State agency has established and will maintain methods of administration to assure that each program or activity for which it received Federal financial assistance will be operated in accordance with the preceding paragraph of this statement.

The State agency will amend its methods of administration from time to time as necessary to carry out the purposes for which this statement is given.

The State agency recognizes and agrees that Federal financial assistance will be extended in consideration of, and in reliance on, the representations and agreements made in this statement, and that the United States shall have the right to seek administrative and judicial enforcement thereof.

22. This Plan has been submitted to the Governor for his review. His comments or a statement that no comments have been made is attached. The State agency assures that any amendment to this Plan, as well as projections or other periodic reports required under the program, will also be submitted for the Governor's review, and comments, if any, will accompany the amendments or other required program materials when they are submitted to the U.S. Commissioner of Education.



Signature of Chief State School Officer

May 29, 1974

Date

4.2 Certificate of Attorney General or other appropriate State Legal Officer

I, Elizabeth A. Nolan, hereby certify that the State
Legal Officer

Educational Agency named in the attached State Plan for Title III of the Elementary and Secondary Education Act of 1965, is the agency responsible for the administration of said State Plan; that said State Agency has authority under State law to develop, submit, and administer, either directly or through arrangements with other State or local public agencies, the State Plan; that this State has authority under State law to carry out the State Plan as set forth therein, and has authority except as expressly set forth in the State Plan to provide for the participation with respect to children enrolled in nonprofit private schools in programs under the State Plan; State Treasurer or _____
(Title of Officer other than Treasurer)

has authority under State law to receive, hold, and disburse in accordance with the State Plan funds received under said Title III, and that all provisions of said State Plan are consistent with State law.

Elizabeth A. Nolan
Signature

Assistant Attorney General
Title

June 3, 1974
Date

Approved by:

U.S. Commissioner of Education

Date