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Making a Difference for our Children

**Readying our schools and our children
for a new century of leadership
Issues for today, planning for tomorrow**

**Submitted by
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Iowa Ambassador for Education
1996-97**

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*This report
is dedicated to
all the members
of the education community
who give their lives
to the advocacy
of children*

From the shell of a stone academy east of Edgewood to the restored school house at Rowley, from the "castle on the hill" in Sioux City, to the little white square buildings that still set recognizably on corners across the state, Iowa has a deep educational heritage built by an historical commitment to education. This legacy appears when small schools—many defunct for decades—hold reunions which are well attended. There is a cultural and emotional attachment to education that is unique to our state. Effective education remains part of our Iowa legacy. It crosses religious, cultural and ethnic lines to unite us as a people. Former Iowans return to the state to allow their children to experience the same quality educational process that they experienced. Iowans pride themselves on quality education. It exists because it is a cultural and personal expectation of Iowa parents. Iowans believe that a good education is the inherent right of every citizen.

Thank you to Governor Branstad, the Iowa Legislature, the State Board of Education and the Department of Education for the celebration of teaching made possible through the Ambassador for Education Program. For me, the celebration was the witnessing of good practice and professionals interacting with children to bring about learning and meaning in their lives. The hours of dialogue I have had with administrators, teachers, parents, school board members, non-certified staff, students and community members have brought me to a larger vision. The intent of this report, then, is expository, to objectively reflect those issues as I found

"There is an intense loyalty of Iowans for Iowa. "--retired Illinois administrator now practicing in Iowa.

"You get what you expect"--sign posted in a school office in S.W. Iowa

"In 1950 half the kids in the community didn't graduate. Now over 90% of our kids graduate. Have we dumbled down? No, we've developed techniques to meet those diverse learning styles and needs."-- Administrator, western Iowa

Thank you to my home district, Marion Independant. The students, staff, administration and the community have shown so much support. They knew that this honor belonged to all of us.

them in the field and to advocate by bringing forth commonly known and demure issues in education. As the year unfolded, the issues emerged.

The issues that confront us are complicated. I have read the reports of other ambassadors and each describes the challenges we face and the interminable strengths our system has to meet those needs. The challenges stem from those issues and how they have evolved through the years. Iowa educators are meeting the needs of our children in unique and courageous ways.

There are three parts to this report: In Part I, I will describe the practices, programs and issues which demonstrate the incredible strength we have in Iowa schools to position, and to transform our system to address those issues. The suggestions and thoughts are an accurate representation of education practitioners. It is in the context of the dedication to purpose and the proliferation of good practice that I wish to address some of the challenges facing our educational system. The intent of this report is to stimulate the reader to reflect and to spawn the creative thinking needed to connect extant programs with emergent issues. From a broad number of areas I have chosen to describe four issues which encompass a spectrum of concerns reflected to me during my year. The first is school improvement including local control, promising initiatives and the issue of accessing time. The second area is how our school population is changing and what advantages and challenges those changes have for our programs. The third area deals with

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what is happening with technology, the ICN and infrastructure. The fourth issue is about the educational community and what will happen in the next ten years as our graying administration, school boards, and teaching profession shifts to a new generation. My own response is reserved for Part II which contains some personal reflections on my year as Ambassador.

Finally, in Part III, I am submitting an index of promising practices from the 140 plus districts that I was privileged to visit this past year. The index is not comprehensive, but is a listing of programs and practices that I saw or heard about in my visits. Our schools are laboratories from which creative and effective new ideas are shaped and massaged in the interest of promoting student success. Hopefully it will encourage and stimulate connections among schools across the state.

Part I:

In a limited resource environment, how do we align and leverage existing resources to maximize opportunities for children?

How do we provide equity for children while maintaining our legacy of educational excellence?

What should educational delivery look like and how does that impact our present plans and future decisions?

How do we attract, train and connect a new generation of leadership?

"We live in an age of parenthesis: we are neither here, nor are we there. It is a yeasty time of opportunity."--1996 National Teachers' Forum

Part I

School Improvement

In a limited resource environment, how do we align and leverage existing resources to maximize opportunities for children?

One of the most promising movements in recent years is the system-wide focus on school improvement. Schools are presently using data collection and the action research process as an active part of their school improvement focus. They are learning to interpret data and to use it as a vital component of the school improvement process. The schools that have an improvement focus are making substantial inroads that impact the teaching and learning experiences of their students. The Department of Education is committed to school improvement. Methodology, organization, curriculum, assessment and infrastructure can be significantly impacted by the work in this field.

Effective schools create a vision, set measurable goals and focus their energies toward accomplishing those goals. The difference between an effective school and a school that is struggling is a "can-do" philosophy. Energy is focused on what steps need to be taken, and if they're not achieved, the strategies are realigned to readdress the issues. This focus on school improvement and its efforts to align agencies to help schools with this process reinforce the strong support the Department of Education receives from the districts in the state.

The school improvement model, the support and encouragement for school reform show promise to keep us moving toward building more and more effective schools. Of key importance is the process by which schools have arrived at their outcomes. Many schools can trace their progress to NISDC which is unique marriage of the education players in

"School improvement is the best thing to happen to Iowa education in years. I only wish we had more time to work with it."
--School administrator--central Iowa

"We reform every day. What we should say is that we have an educational renaissance--a reawakening to what we should be doing."
--Superintendent, N.E. Iowa

"We need to track what we teach--and measure it. Somebody might call it a vision, but if you don't measure it, you can't justify it."
--Superintendent, S.W. Iowa

"Systems theory makes it clear that student outcomes are the result of complex interactions of the various parts of the system (e.g., district and school leadership, curriculum, assessment, parental involvement) and that all these parts must be critically examined to determine their influence on one another and on student learning."
--A New Vision for Staff Development, Dennis Sparks & Stephanie Hirsh

Iowa. NISDC provides a clear focus for school reform through research-based reform strategies. There is a need for its leadership as schools readjust to the changing needs of their clientele. Some schools have been on a course of transformation and leadership and have set their pace, independent of NISDC. Other schools believe the only entry into NISDC is through competitive proposals. Still others chose not to be involved because they felt that the NISDC process was too structured, they didn't have the time, or were geographically remote. Some districts cited the high administrative costs connected with the funding of NISDC; particularly at the expense of Phase III dollars that would otherwise come to their districts. These concerns do not detract from the progress that NISDC has made.

Local control:

Local control depoliticizes education and allows us to focus on helping children learn. It allows us the freedom to create, invent and be responsive to the values of our individual communities. Local control creates the incentive by which new ways and new courses can be charted to help children. Those who doubt that it is effective need only to visit our public schools. Peter Holly's fond quote of "less is more" surely applies to the concept of local control in Iowa. It is popular with schools because it gives them the latitude to create programs and to hybridize educational initiatives that are effective with their specific clientele. It also promotes local and community pride. In all my travels I never found a school in Iowa where children and their learning needs were

"The reality of school improvement is that you must stay close to the point of impact"-- Curriculum Director, N.E. Iowa

"If teaching and learning are to improve for all students, we need change: fundamental change affecting every aspect of our schools and every school in our school systems, change from the statehouse to the classroom. In other words we need systemic change."-- Michael Holzman, Educational Leadership.

"We know we have to do the work ourselves, or it's not meaningful."-- Teacher, central Iowa

"Change happens from within."--S. Central Iowa Administrator

"We should celebrate local control in this state." -- Superintendent: S.W. Iowa

"We've got the best things going on in our buildings right now. We need to identify our strengths and celebrate them."-- S.W. Iowa administrator

not a high priority.

There are a number of important initiatives being in practice in our schools. Two of them are mentioned here:

School to Work

This initiative exists as a primary curricular force to meet the realistic career needs of students. As with many other nationally popular movements, school to work was already up and running in a number of Iowa schools, before it was acclaimed in educational circles. Significant progress has been made in schools that have restructured their philosophy. The thinking that the ACT or College Board Scores are prime indicators of school success is fading. The School to Work program includes *all students* whether on a career track or academic track. Schools reflected pride in their FFA and agriculture programs, their industrial technology departments, their apprenticeship programs, and their partnerships with the business sector. A particular educational strength of School to Work is because it creates bridges to the community workplace. The grant process has been controversial this year, highlighting the contention that funding for something as worthwhile as school to work should not have to be placed on a competitive basis.

Community Service Learning:

Iowa presently ranks third in the nation in the involvement of our school children (K-12) in addressing the needs of the community through the curriculum. Service Learning allows schools and communities to become partners to their

**"Don't educate kids for jobs, teach them to create their own."
Administrator,
N. Central Iowa**

Oelwein and Emmetsburg are just two of the many outstanding STW programs working across the state.

**"A good school has a vision, not just for the college-bound kids, but for all kids."--H.S. Principal,
N.W. Iowa**

**"We don't teach our kids to build something, we teach them to *design* it first and then build it."--Teacher,
central Iowa**

**We can't afford to turn a kid loose without the best education possible, because if you don't have it in the real world, you have NOTHING. We all have a vested interest in helping our kids achieve a good education."
--M.S. Principal,
N. Central Iowa**

**"People learn best through active involvement and through thinking about and becoming articulate about what they learned."
A. Lieberman, Phi Delta Kappan**

mutual benefit. This initiative drives curriculum empowers students and revitalizes teachers. 1500 students from across the state gathered in Des Moines in May to celebrate service learning. Students have built houses, protected environment, restored cemeteries, beautified communities, published books and made intergenerational links, all the while learning their lessons. It fits perfectly into the cultural mosaic of service and volunteerism that has strengthened and distinguished this state through its history. Many groups of school children have been recognized in their efforts by the Governor's Volunteer Awards. Individual students and organizations have also gained national prizes and recognition. There is intrinsic joy found in service. Elementary schools, middle schools and high schools all generate enthusiasm with their efforts to make service contributions into learning opportunities. The Department of Education and the Iowa Commission on Volunteer Services are to be commended for their support of service learning as a vital component of the curriculum.

Time

The idea that the improvement of our system is hostage to the time factor was mentioned in nearly every school I visited. Finding time for teachers, administrators and community to retool, reflect and collaborate is a major challenge for every school. School improvement happens when there is time to develop it, hone it to specific needs and to create ownership. That time may need to be created by an extended school year. Most schools felt that a five to ten day addition

Expeditionary Learning in Dubuque offers an exciting combination of experiential learning and service.

Gallager House Project at Coon Rapids-Bayard represents an interdisciplinary approach to service learning.

The student-run volunteer program at Sioux City East H.S. demonstrates what students can do when they become stakeholders in their own lives.

Building a log cabin at Ballard-Huxley School H.S. connected students with their community--past, present and future.

**"Lack of time is the assassin of reform."
--1996 National Teachers' Forum**

"Education has never been allowed time for retooling. It's like changing an engine on an airplane midflight."--N. Iowa. Administrator

to the teaching contract whereby teachers could be trained and have time for collaboration would be the most important thing we could do for education. One school suggested that this might require a separate contract but it still needs to be done. Most schools want to control the use of those days.

A few elementary schools in the state have changed their schedule to convening classes over a twelve month period. Parents and faculty seem pleased with this new paradigm. Presently those schools seem to be located in urban areas, but the winds of change for a twelve month school calendar have picked up in rural areas as well. It is an idea whose time has come.

"We have the answers in each and every school if we could have the quality time to find them."--Central Iowa administrator.

"Conferences, workshops and the availability of AEA consultants all impact the amount of time teachers are away from students."--N.E. Iowa administrator

"Some kids don't want summer."--Teacher, E. Iowa

"We close down in summer, kids don't"--Central Iowa teacher

Our Changing Clientele

How do we provide equity for children while maintaining our legacy of educational excellence?

Safe Schools

Educators and education need increased support from the Legislature to maintain safe environments. The greatest concern of teachers, administrators and students is the use and abuse of drugs. Beer drinking was cited by teachers and principals as the primary substance abuse of high school and middle school children. That is followed by hard liquor, marijuana, crank and methamphetamine. While school officials do a good job of policing our buildings, there is little they can do to prevent drug use before or after school hours. The effects of drug abuse are felt in the classroom. Marijuana use is increasing. This is complicated by the fact that a number of the parents also use this drug. Schools are particularly helpless when the practice of using alcohol and other drugs is condoned at home. The abuse of drugs was reported as a pervasive problem across the state, both in rural and urban communities.

Substance abuse prevention programs, counseling to enter treatment programs and community partnerships are part of the solution. They must all address the so-called "rites of passage" because our culture encourages drug and alcohol use by the young.

Special Education:

The numbers of children identified for special services continue to increase nationally and in Iowa. Few people believe that it is an issue of over identification, although the issue of misidentification was raised. The needs of this population plus mandates place pressure on most school budgets.

"It takes a village to raise a child." -- African proverb

Every child deserves a village.

Who are the members of that village?

Who are our children?

"It has been said that there is nothing more influential, more detrimental, in a child's life than the moral power of quiet example. For children to take morality seriously, they must be in the presence of adults who take morality seriously." --William Bennett, *The Book of Virtues*

No program is effective until it impacts how a child acts when s/he is with her or his friends at 10 o'clock on a Saturday night."-- Guidance counselor N.E. Iowa

"The shut downs kids show us are not disabilities, they are the result of the stress of our culture." Curriculum Director, Central Iowa

Some schools levy to meet additional expenses, while a larger number "eat" the imbalance. No district wanted to decrease services to these children, although there is a clear frustration with the extraordinary demands for funding and how that funding reaches districts. The stories of new special education enrollees appearing mid-year, or the district suddenly being apprised that it was responsible for financing a severe and profound disability child of whom the school was unaware were not uncommon. These financial lightning strikes wreak havoc with school budgets. In a budget of limited funds, administrators feel frustrated that they are compelled to fund special programs at the expense of regular curriculum.

Full inclusion appears to be a reality, with special consideration for each child's needs and capabilities.. Through consortia or their own largess school districts have been able to carry out "full" inclusion. Most districts are using reasonable inclusion, taking into consideration the well being of the child. The special education services offered by the AEAs are crucial to most districts, however some areas have worked out cost-effective ways of handling special education instruction, involving the pooling of resources and/or delivering reciprocal complementary services. There is a feeling that the IDEA legislation needs to be scrutinized, particularly in the area of least-restrictive environment, and that the pendulum may have swung too far in favor of the leverage of special education interests placing unreasonable demands on districts. An ethical question exists. Some educators are con-

"I see inclusion as an opportunity, but someone has to stand up for the average kid..."
Principal N. W. Iowa

"The thing that worries me most in education in Iowa is a bigger and bigger emphasis on accomodating those outside the public school."
Superintendant, N.E. Iowa

"The biggest problem schools face is that they have to meet the social, medical, and emotion needs of our students in addition to being centers of learning."--Adminis-
trator, E. Iowa

If we don't address this issue, there will be a civil war for funding between regular education and special education."
Supterintendant N. Central Iowa

"Our classes aren't as fancy as those up the road, but we can't forget the value of keeping those children close to home."--E. Iowa
Superintendant

cerned that we are putting too many academic expectations on those who are severely mentally challenged.

A major problem is the Behavior Disorder classes. They are scrutinized because of the potential for them to become a "dumping ground" for chronic behavioral problems. This destroys the integrity of the program for those students who have a behavioral disorder.

Mobility:

The children of Iowa have become more itinerant in recent years. Most of Iowa is affected by this phenomenon to some extent with some districts reporting that as high as 50 per cent of their elementary population will shift between kindergarten and fifth grade. Although there are rare and isolated pockets which experience little or no movement most schools are keenly aware of this movement and are working to flex teaching methods and programs to meet the needs of this growing population. Agency services, employment opportunities and availability of low income housing are all factors which directly affect the family's and therefore the children's itinerancy. Often these itinerant children are identified with special education needs, creating a financial, as well as an instructional, challenge, to a district. Areas of south central Iowa remark an influx of students from Missouri in November and an exodus in March. Northeast Iowa receives migration from Wisconsin as Workfare is enforced. In the past year Iowa school districts have witnessed concentrations of populations move in from several noncontiguous states. The

"The ultimate goal is to integrate these children into the classroom without labels. There are extra costs and the state will have to help us meet those costs."--
Superintendent, E. Iowa

"Iowa education has a lot to do with strong family structure and the agricultural system. As those things change, the impact will be felt across the system."--
Superintendent S.E. Iowa

"We need male role models in elementary schools--more male teachers to offset the lack of any significant males in many of our children's lives."--Principal, N.W. Iowa

"We have parents so involved in advancing their careers that their kids return to empty homes every night--BIG homes, but empty all the same."--Central Iowa Teacher

"This is a drinking town. There are a lot of fetal alcohol syndrome children in our schools."--
Elementary teacher

health of the business community directly affects schools. Businesses that move in or out of a community have great impact on school districts.

The changes in family structure also affect this migration. Children are moved from one family member to the other, for reasons of behavior and/or family problems. These numbers are significant enough so as to impact the enrollment in a district. These "round robins", as they are called, spend only an abbreviated amount of time in a school. This mobility serves to further complicate the educational challenges we face in helping these children. Because of the movement of our population, it is difficult for the Department of Education to accurately predict enrollment growth or decline in the state. Fragile family structures, little or no prenatal care and/or proper nurturing, nutrition and developmentally sensitive environments lead to children arriving our school house doors not ready to learn.

English as a Second Language:

ESL means different things in different communities. It means Russian in Postville, Bosnian in Waterloo, Japanese in Fort Madison, German in Jesup, five Asian languages in Des Moines and Spanish in Perry. Des Moines served over 1800 ESL students this year. Since the days of Governor Ray our state has benefited from new immigrants joining our population.

The ESL population extends beyond urban areas and meat packing operations. Hog confinement operations,

"Kids begin by wanting to succeed. There isn't a time on T.V. when somebody isn't swearing or making fun of the President. Society has changed and it impacts kids. We don't allow them to be kids any more. Today's kids are twice as creative. We could pick up a stick and make it into a hundred things. They can use a computer and make a million things. We have changed heroes. Couzy to Dennis Rodman, Beavis and Butthead. They {kids} are all surrounded by heroes who are unwhole-some. We wonder why kids are disrespectful, but it's open season on everybody. These kids have the same cares, but live in a different world. They're living in a world we created. It's not the kids' problem, it's our problem. We need to teach kids how to create themselves."-
-N. Iowa Principal

Itinerancy:

"I know many of my students won't be in my class all year, so I help them find a place special to them--within themselves--so when they move they can take that with them to give them a sense of place--an inner peace to handle what swirls around outside them."--
Teacher, W. Iowa

nurseries, casinos, and "MacJobs" attract a work force that accepts positions our residents do not want. Iowa enjoys a reputation of acceptance for foreign populations. Bosnians currently lead in in-migration in the state. Schools are faced with the challenge of meeting the needs of a second language population, and, even when the federal funding runs out, continue to meet the needs of these children. The attitude of these schools is inspirational, looking to these populations for the good things they can bring our society. Schools point to these immigrants' high priority on family values and education as having a positive effect on our communities. Federal law requires a school to offer ESL programs for those who need it. The funding lasts for three years, but the students keep coming.

The state offers economic help for new businesses to establish in Iowa. Although commensurate assistance is not available to our schools, they continue to adapt to meet the needs of the children. Along with other equity issues like transportation costs and on-time funding, it seems appropriate that there should be state level financial support given to schools in communities receiving new industry. This funding would help cushion the impact of the new students coming into the system.

In Perry, IBP has started an ESL program for their employees. This represents a step in the right direction as business shoulders responsibility to its workers and the community.

"All the struggles are worth it. This work gives me a fresh perspective on what it is to be an American and I don't take my rights for granted any more." Teacher, Central Iowa

"They represent the cream of the crop. These are kids whose parents have risked everything to give them a chance." Elementary Principal, S.E. Iowa

"Iowa companies are recruiting on the Mexican border right now."--Activist Priest, S. Iowa

The Amish Schools at Jesup and Wapsi Valley have some of the longest standing ESL programs in the nation.

Technology and Infrastructure

*What should education delivery look like
and how does that impact our present
plans and future decisions?*

Technology:

Schools are utilizing technology. Nearly every school I visited had at least one technology lab. The technology monies allocated by the Legislature are being put to good use and are often augmented by local funds. Most schools felt that the Legislature had used particular foresight for earmarking some of those funds for staff development. Students are using technology stations in classrooms where it truly becomes a learning tool—researching, validating information, using data base, CAD, Hyperstudio, Powerpoint, as well as word processing. Schools are also using technology to improve student performance through the collection and interpretation of data to transform teaching methods.

Many schools are wired for the internet. E-mail and the Internet serve to connect students and learning and give new meaning to the term “global classroom”. Some districts await a bond issue to replace an old building which cannot be inexpensively wired. Most equipment is Macintosh or IBM. Some schools are using lap top computers to provide equity for those students who do not have access to technology at home. The spectrum of technology use varies widely across the state. The state funding and the willingness of districts to translate technology into tools for learning allows our students in Iowa to have a first class opportunity to prepare for the future.

ICN

Anything radically new and different elicits strong responses. It is not surprising that the mention of the ICN

“When the use of technology is not contrived, it can lift and move the curriculum to meet the needs of new learners.” Teacher, S.E. Iowa

“Schools are confident that students can embrace new technology. Will colleges and universities continue the process?”--S. Iowa Administrator.

“Technology is a black hole in terms of time and money, but it has helped open the doors of learning for our kids.”--S.W. Iowa Administrator

There are schools that are connecting homes to the school through the Internet through a partnership with a local telephone company.

There are schools that reported having a 20% constituency of people who do not have phones in their homes.

elicited a wide spectrum of views and responses. Some schools are using the ICN to augment their curricular offerings, other schools have permeated their curriculum with ICN offerings, and some schools have ICN rooms that are used only in the evenings for community education. I also visited schools have taken a wait-and-see attitude as to whether they will invest the money for its installation. Some voice philosophical opposition viewing it as "eighteenth century instructional delivery on twentieth century technology". Issues connected with the ICN included a perceived dominance by the state community colleges of air time, a labyrinthian procedure for securing air time or program hook-ups, and the congruency of school schedules. Finding space for an ICN room is also an issue in some schools already faced with cramped facilities.

Most ICN rooms are found at high school sites. Middle school and elementary students use the ICN for virtual field trips or intrastate classroom connections. Schools that have formed consortia to mutually augment one another's curriculum are making excellent use of this resource. This requires a mutual commitment from the schools involved to coordinate the daily schedule and the school calendar. Most high schools use the ICN for early-bird and late-bird classes. Those classes were originated from a campus for dual credit including AP and advanced courses, foreign language and specialty courses.

"The ICN provides a way to get advanced or unique programs into your school provided that schools and calendars mesh."--West Central Iowa Teacher.

"We need regional coordinators of program time. AEAs or state-level coordination is a must. Local districts can't handle this." Technology Coordinator, E. Iowa.

The Jefferson-Scranton District has three transmission rooms in their high school building--each using a different technology.

Infrastructure:

After consolidation, there seem to have been two waves of building in our state: one in the late teens and early twenties; and a second wave in the late fifties to mid-sixties. Buildings are wearing out, even though they have been maintained. School needs and populations have expanded. It is difficult for communities to understand a district's need for increased facilities in a zero growth or declining enrollment environment. Many buildings need massive remodeling to meet changing educational needs. Plumbing and wiring are outdated. Some districts face hard decisions as to whether to invest the money to wire an old building for new technologies. In rapidly growing districts, schools are faced with repeatedly going to the community because of expanding space needs. Across the state inordinate amounts of administrative time and creativity are spent strategizing ways to build community support for much needed bond issues. Often fine arts requests or request for gymnasiums are perceived as frills to a basic education.

Sometimes bond issues are not about supporting a local so much as they reflect economic issues. Communities whose livelihood is at, or slightly above, the poverty level struggle with survival issues. In areas where farming is jeopardized, higher taxes are viewed as the final chink in the armor of saving the family farm. Expanding high-income suburban areas have populations already financially challenged with large house payments. Some districts have experienced what has been termed the "Cadillac Coalitions"-

Some buildings are just wearing out: fire hazards, asbestos, roofs, tuck pointing, energy efficiency, plumbing, wiring, and boilers were common concerns across the state.

"There have been only four new free-standing buildings erected in the state in the past year."-- Superintendent, S.E. Iowa

"Do we need bricks and mortar for effective educational delivery?"-- Educational Specialist AEA

Major reasons noted for the failure of bond issues: (no particular order)

*Required supermajority

*Emotional attachment to existing buildings

*Voter apathy--many parents with school-aged children don't vote

*Lack of proper communication with the public about the need

*Disagreement on location for the new building

*Resistance coalitions

-groups of citizens who feel no responsibility to the school system that successfully educated their children (who have since left the community). Another opposition group is the absentee landlords who are equally disenfranchised from the responsibility to educate the children of the community where they own land. Many people return to the state to retire. While it is wonderful to be blessed with the wisdom of those declining years, there is also a possibility; as Lester Thorow says, that they do not support {Iowa} school programs in the blind belief that the old people are supporting the school programs in the state where their grandchildren are attending school.

Another issue which poses a challenge to building support for bond issues is the issue of emotion. Small communities want to retain attendance centers. Combined districts struggle with the idea of dominance of the largest community involved. Sometimes there is a legacy of emotion that continues about decisions made a decade or more ago, that resurfaces at the polls. Finally there is an issue of public apathy. Many bond issues are decided on the basis of just a few votes.

**"The supermajority law is not going to go away. But why not let schools borrow at a reduced rate of 2 to 3% less than the bond market? That would provide an incentive for a community to support a school."--
E. Iowa Superintendent**

It has been said that Iowans are like salmon—they come back home to die after swimming in another state's river most of their wage-earning/tax-paying lives. It lightheartedly points to a serious issue: how do we connect this population to school issues?

**We have more needs because of specialized classrooms and technology. That's tough for the public to understand when a district is experiencing declining enrollment." E.
Iowa Principal**

The Educational Community

How do we attract, train and connect a new generation of leadership?

Teacher preparation:

The fact that we have critical areas of need in certain teaching specialties sends a message that teacher preparation programs should be more sensitive to the needs of schools and/or to their responsibility to recruit and prepare adequate numbers of effective teachers. To solve this some administrators suggest that we need to have a pay differential to attract people into critical fields. Others feel that we need to relax requirements in order to address critical needs. The question was raised in technical and practical application fields.

Schools report that teacher candidates well prepared in subject area and having some difficulty with being prepared for the clientele. We seem to be producing an abundance of teacher candidates with between 300 and 1000 applications being received for elementary positions this spring causing one to reflect about the responsibility teacher preparation programs have in producing candidates for which there is such a limited market. Critical shortage areas remain in industrial technology, agriculture, guidance, and ESL, with less critical shortages in math, science, and Spanish.

Most teacher preparation students with whom I visited seemed aware that they may have to seek employment outside the state. The fact that some teacher preparation institutions are now beginning classroom experience at the college freshman level and are using more stringent screening procedures for applicants gives cause for optimism. But teacher preparation students are still challenged to translate

What suggestions do schools have for teacher preparation programs?

Get the candidates out into classrooms earlier and for longer periods of time

Help candidates work in an interdisciplinary and team approach

Help them learn to deal with the clientele

Help candidates to understand the change process, facilitation and technology for learning.

Provide genuine dialogue between the schools and the programs.

"A good teacher can overcome adversity, has passion and heart. If you can't reach the kids, you'll never teach them anything. It takes guts."--E. Iowa superintendant

"I've never had to release a teacher because they didn't know their subject matter. I have had to let them go because they didn't know how to teach it."--S.W. Iowa Administrator

"I don't care if you know siccum from science. If you don't care about kids, you can't teach."--M.S. Principal, N. Iowa

technology into learning experiences for children. Brain-based research, multiple intelligences, cooperative learning and authentic assessment remain no more than remote considerations in a number of teacher candidate programs. Most disturbing is the fact that other departments within the colleges or universities where these candidates are being prepared often refuse to adopt new teaching and learning methods, so that these candidates do have an opportunity to participate in new learning methodologies. Despite all the interventions and theory, we still have a tendency to teach as we were taught and the best examples of teaching seem to exist in the domain of K-12 education. The fact that many new teachers stay in the field less than four years is a greater indicator of their weak preparation than of their shaky intent. There is a wide variance in the quality of programs offered between colleges and universities in Iowa. This is an area that needs attention now, as there will be a critical need for effective teachers to replace the high number of retirees in the next ten years. *Do areas of weakness as a side note*

Leadership:

The crisis in leadership has been recognized for some time in Iowa. Racial minorities are under represented in administration with less than 1% of our total administrative force comprised of racial and ethnic minorities. Women are greatly under-represented in the superintendent's role, however their numbers have significantly increased in secondary school roles and they are well represented in the

"I know of no time that Iowa schools have been surveyed about the candidates strengths and deficiencies we find in their candidates. This is especially true of the regents institutions."-- Administrator, N. Central Iowa

Professional Development Schools may be part of the solution. Teacher candidates and a district commit to partner for the four year preparation program. Iowa State University piloted a program with the Madrid District. That program has now concluded. Another program will begin this fall with a partnership between Marycrest University and Truman Elementary in Davenport. One teacher in the Madrid project expressed how much work it was, but that it was professionally rewarding. She regarded it as a way of giving back to the profession. She said she would like to repeat the experience, but she was 66 years old.

"Research supports that people who are encouraged don't burn out." --H.S. Principal, S.W. Iowa.

"We're developing a faculty of leaders."-- Administrator, S. Central Iowa

elementary level. Women superintendents are outstanding leaders, most of whom succeeded on their own, however they pointed to the importance of networking and mentoring as important, regardless of gender. High job stress, evening hours, and weak support systems are job aspects which administrators cite as deterrents to many potential leaders .

Of course, there are administrators who love every minute of their work, regard the ebb and flow of school board membership, mandates and personnel as challenges that attracted—not repelled them from—the profession. That type of administrator is rare. Life was much simpler for those administrators who had the freedom and/or will to regard themselves as instructional leaders, who had adequate and competent financial, and clerical support and who were often assisted either on a full or part-time basis by a curriculum director. Those superintendents whose duties include half-time building administrator duties—or substitute duties for absent administrators--often felt overwhelmed at balancing responsibilities.

Many indicated that the addition of Just Cause to a superintendent's contract would allow a superintendent the opportunity to leave a position with dignity. As we look across the state the superintendency is a nomadic position, yet research and personal response suggest that it takes a long investment of time—perhaps as long as ten years—to significantly impact the direction and efficacy of a school system.

Although money does not necessarily attract quality,

"The crisis in leadership isn't about numbers, it's in quality."--Central Iowa Administrator

"We live in a culture where respect for authority is diminished."--W. Iowa Administrator

"I am always one September election away from losing support."--N.W. Iowa Administrator

"Nebraska is the only state close to Iowa that pays its administrators less. I predict a lot of Iowa's superintendents will come from that direction in the next five years."--N. Central Administrator

"Never for the sake of 'peace and quiet' deny your own experience or convictions". --Dag Hammershold quote hanging in a superintendent's office in S.W. Iowa

Two schools that I visited were outstanding in their work to encourage and develop leadership: Albia and Council Bluffs

Suggestions for administrative training include: Your word is your bond--how to build trust, how to speak the language of the community, law, and handling the media.

almost administrators I interviewed agreed that the per diem pay between teacher salary and that of a building administrator is not enough to provide the financial incentive necessary to accept more stress and a longer contract.

School boards:

School board members spend incredible amounts of time volunteering their services to schools. Effectiveness in schools is directly proportional to the level of board support. Many members begin their tenure with a specific agenda and realize once they are involved that the responsibility is too great to support a single-issue agenda. Many school board members feel some amount of pressure and occasionally, some ostracism by their community as a result of the membership. Some school board members confided that the job was overwhelming in terms of time and preparation and it becomes difficult to manage with other demands on their lives. One of the greatest areas of misunderstanding is in job delineation. The ABLE training was cited as being highly effective for board members, but it was also noted that too often members most in need of that training are the ones did not avail themselves of it.

Characteristics of many superintendents: isolated, nomadic, workaholic.

"I would do it all over again. It's the second-best way to make a difference in people's lives. The first is the ministry." Retiring superintendant, Central Iowa

**"Complacency in the community is the most frightening thing of all."
N. Central Iowa Administrator**

"Volunteering in my son's class gives me an insight the other board members don't have. I wish every board member was required to spend time in the schools."--Board member S. Central Iowa

"IASB and ABLE provide excellent opportunities if only members would commit to attend."--Board member--E. Iowa

Part II

In the over 30,000 miles I traveled, every school made me feel welcome. I accepted the position of Ambassador for Education believing it would provide an opportunity to advocate for my own professional passions. I soon learned that the experience is like a powerful river: it quickly propels you beyond any personal agenda. This year has been exhilarating and exhausting. I found myself consumed with capturing each day and each opportunity because it would not be available to me again. For someone who reveres education, this year was the sublime experience. Robert Rosenbaltt said, "Real learning comes from being out of things, from taking information you acquire and carting it off to a state of reverie." The poet Shelley said, "We must learn to imagine what we know". The ambassadorship allowed me the opportunity to admire others' work, to listen to their thoughts, to witness their commitment, to imagine, and to dream...

Every day I was privileged to visit schools where teachers were making a difference--meeting the needs of their students. Often they were unaware of the good work they were doing for the children entrusted to them. The most inspirational aspect was the continued creative efforts that teachers exercise as they taught their students. From remodeled broom closets to state-of-the-art classrooms, the quality of teaching remains admirably consistent. Their enthusiasm, their attention to purpose, often in unwarranted circumstances attest to the tremendous professional spirit that permeates the profession.

1996 National Teachers' Forum:

What teachers know and can do is the most important influence on what students learn.

Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.

School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach and teach well.

"Teachers--whose instinct is that every child is educable, who are not obsessed with averages, but know every single one matters, who are able to see past the raw material and on to the jewel that lies beneath. Who know that sometimes you have to dig very deep to get to the glistening pearl, but who have pledged to do that digging"...
Deborah Mathis,
Tribune Media Services

I learned that the most important skill I had as Ambassador was listening. I have listened to hundreds of people talk about their connection to education, students, priorities, challenges and strategies. I tried to stretch those conversations knowing that the longer we could talk, the closer we would come to the truth. I watched and toured, participated and shared. There were times when I would be so caught up with a program, I had trouble honoring my schedule. I witnessed challenges--kids acting out and effective programs in financial jeopardy, for example--that caused me to reflect on them long after I visited. There were moving scenes: experiences that revealed dedication and advocacy of children. There were funny scenes that made me laugh weeks and months after a visit. Those scenes will stay with me as I return to my own classroom and will give me cause to look up and smile with no provocation from the immediate surroundings. And, there were the times when the experience was so sacred that I imagined laying it on an altar somewhere because what I saw happening in so many schools and classrooms was surely worthy of God. Challenging, inspiring, gut-wrenching, holy--it was a mosaic of a year which will affect me and the way I think for the rest of my life.

As a measure of my year, I reread my application for Teacher of the Year, written two years ago. In the context of what I have learned this past year, the depth of my knowledge of the issues and challenges in education has

"We are dwarfed by those who have never taken time for rewards. It is about humility and dedication to duty who remember every day." Author unknown.

"Isn't it wonderful that we attract the kind of people who are committed to something greater than their personal well being?"-- Administrator, E. Iowa

greatly increased. The experience provided me through the Ambassadorship has lifted me from the microcosm of my classroom and allowed me to see the width and breadth of an incredible system. My only sadness is that this experience can not be replicated for every member of the educational community in the state. And yet I know I still have much to learn.

Iowa teachers are as diverse as our culture, united in the common commitment to advocate for our children. They meet the needs of those children in a thousand ways. The ICN and technology monies are impacting instructional delivery, but it is the teachers who translate this technology to help students learn. No reform measure, no new initiative is of any value unless it is translated to help children.

Teachers are tough enough to confront the issues and brave enough to cherish a child. In a culture that doesn't always remember to value its children, we are the conscience. In a country dependent on community service, we are the servants. In an increasingly stratified society, education provides a bastion of equity for children.

I have traveled from the massive limestone bluffs of Allamakee County to the undulating pasturelands of Mount Ayr. From the flat fields aproning along the Mississippi at Muscatine to where Iowa gently lifts and opens herself to the west along the Missouri. I have seen housing starts and has-been homes, trailer parks and subdivisions, isolated rusty windmills and rows of confinement buildings, industrial

**"If there were just 7:45 to 3:45 teachers, this school wouldn't succeed."--
Administrator,
S.E.Iowa.**

**"We have an obligation to care."--
Teacher, N. Central
Iowa**

**"The backbone of the system is still the teachers. We are asking them to do more and more and they are doing it." Principal
Central Iowa**

parks and cash crops--all juxtaposed: each uniquely contributing to what our Native American predecessors so wisely called "the beautiful land": Iowa.

For me it has been a spiritual journey in a holy land.

But the greatest gift of the Ambassadorship is that it has allowed me to meet wonderful educators from every section Iowa: the real Teachers of the Year--icons of good practice. They know no county or school district. They are everywhere across this state.

I have listened while administrators and teachers alike shared the joy of his profession and expressed righteous indignation about roadblocks that challenge them in helping children. I heard them laugh and saw them cry. And I joined their laughter and wept their tears. I visited urban schools, country schools, big schools and small schools, alternative schools and discipline schools, humble schools and proud schools, but in my travels I never found a place where learning and caring were not a primary focus.

Education is a special profession, one that requires a connectedness neither expected nor experienced in any other. It is the magnificent secret that we share which binds us and drives us. We have the capacity to teach them all: the young, the emotionally empty, the challenged, the talented, and those who face the greatest poverty of all: children who believe that they deserve to be forgotten. Every day we lead them, mentor them, befriend them, coach them, comfort them, excite them, heal them, defend them--and yes, love them.

**"I think I would be {angry} if I had not been in the thick of it, had I been watching, say, from the sidelines."--
James Farmer**

**"Education is strong in this state because of the dedication of the teachers." N.E.
Iowa Administrator**

From our legacy of the importance for education to the commitment to continue the quality education process for each of Iowa's children, the seemingly insurmountable task has been made possible through the continued passion and commitment of our education community. It is this expertise, this advocacy for children that breathes meaning and life into the system.

I celebrate teaching wherever I am, but it is a special gift to celebrate it in Iowa. It has been said that civilization is a race between education and catastrophe. In Iowa, schools provide every child the opportunity to be a winner.

**"...Help us to remember that all the darkness in the world cannot snuff out the light of one little candle."--
Marian Wright Edelman in *Guide My Feet*.**

Part III

Achievement Goals

Mt Ayr

Bellevue

Action Research:

Hampton-Dumont

Advisor Advisee

Carroll

Saydel

Learning Clubs: Lake Mills

Union

Adult Program

Newton

Ag Program

Carroll

West Lyon

Harlan

Jefferson

Howard Winneshiek

Wapsi Valley

Algona

Allowable Growth Grant

Mt. Pleasant

Alternative Schools:

Maquoketa

Red Oak

Shelter School: Lamoni

Tipton

Shenandoah

Basics & Beyond Newton

Waterloo Expo

Cassady Des. Moines

Metro C.R.

Ballard-Huxley Success Center

Pact Prgm. Council Bluffs

Applied courses

E. Allamakee

Arts/Music

Ballard-Huxley-Eastman Partnership

Jefferson

Dennison School of strings

LACES: Independance

Vivachi: M.S. Cherokee, Algona

Jefferson

Assessment

Mason City

Storm Lake

ABACUS: Howard Winneshiek

Mt. Pleasant

LeMars

Fort Dodge

Webster City

Washington

At Risk:

After School Pgm. Spencer

School within a Sch. Spencer

Central Decatur

Bargaining:

Interspace: Shenandoah,

Marion

Block scheduling

Albia: 8

W. Delaware

N. Scott 8

Central City

Wilton

Tipton 8

Maquoketa 8

Shenandoah 4 x 4

Guthrie Ctr. Block 5

Dennison: 8

Clarion Goldfield: 4 x 4

Deep Listening: Fort Dodge

Boy's Town Model

Mason City

Brain Research

Webster City

Jesup

Fort Dodge

Norwalk

Clarke

Building design

Elem: Edgewood, Louisa Muscatine

M.S. Indianola

Business partnerships

Downtown School: Des Moines

Coon Raids Bayard

W. Dubuque

Career Pathways: Elementary

Carroll

Career Labs Modular

Okoboji—M.S. & H.S.

Indianola M.S.

Sioux City East M.S.

Carroll

Chamber Report Card

Cedar Rapids

Marion

Linn Mar

Citizens Advisory Comm.

Albia

Community Playground:

Hamburg

Community Planning:

Quality Council: College Comm

Community Intervention

The Hub: Oelwein

Success Street: Expo, Waterloo

Central Place, S.E. Polk

Community Cultures Curriculum

LeMars M.S.

Community Partnering:

Newton

Bridges Proj. Ft. Dodge

NEICAC: Decorah

...use of school lab: Algona

Conferences—parent

Prior to school: Forest City

Conflict Resolution

Decorah

Council Bluffs

Consortia

South Central

League of Schools: Dennison

Health Options Emmetsburg

Constructivist Classroom:

Louisa Muscatine

Covey Training:

Washington

Culturally Approp. Pedagogy:

Longfellow: Waterloo

Curriculum

...and school imp. Emmetsburg

...Process: Shenandoah

...Integration: M.S. Guthrie Center,

Jefferson, Clarke, Carroll

...Elem. Lang Arts: Central Lyon,

Guthrie Center

...Elem.: Central Clinton

...Rocks, Minerals & Fossils Prgm.

Emmetsburg.

...Standards: W. Lyon

...S. Studies: N. Cedar

...History: Maple Valley

...Interdisc: H.S. Storm Lake

...Council: Northeast

...Work Place Readiness in place of

Soc. St. Ballard Huxley

Customer; Pledge

College Community

Decategorization:

PACT Prog. Council Bluffs

Dimensions of Learning

George

Fort Dodge

Center Point-Urbana

Albia

Webster City

Clarke

Hampton-Dumont

District Visionary Team: Carroll**Drug Intervention Pgm.**

Albia

Early Education

Kiddie Korral: Expo, Waterloo

Childhood Center: Newton

Kline Schule: CC/Amana

Spencer

Cherokee

3/day KG-2 day preschool: S. Tama

Elder Mentoring
 Indian Settlement School
Employee Selection Guidelines
 Allamakee
Environmental: A Sense of Place
 Cherokee
ESL
 West Liberty
 Wapsi Valley
 Jesup
 Perry
 Hoover High: Des Moines
 Storm Lake
 Columbus Junction
 Des Moines
Even Start Program
 Council Bluffs
 Storm Lake
Expeditionary Learning
 Dubuque
Exploratories: 7 & 8
 Clarion-Goldfield
Family Resource Center
 Anamosa
 Spencer
 Red Oak
 Central of Clinton
Finances; East Allamakee
Foreign Language
 Japanese: Fort Madison (ESL)
 Chinese: Roosevelt Elem. C.B.
Full Inclusion Model
 Tipton
 Ankeny
 Clarinda
 W. Lyon
Globe Program
 Muscatine
Grad. Requirements:
 Sr. Project: College Comm
 Validations: Council Bluffs
 LIFE Proj. Clarion Goldfield
Home School Assistance
 Marion
IBI
 N. Mahaska
 Tipton
 Waco
 Roosevelt —Council Bluffs
 Lincoln Elem. Spencer
ICN
 Red Oak
 W..Delaware
 Consortium: Guthrie Center
 Consortium: Jefferson
 Maquoketa
Industrial Tech

Jefferson
 Perry
 Waukee
 Maquoketa
In-Service Configurations
 Sheandoah
 After School Specials: Ogden ,
 Lake Mills
Independant Insurance Consor-
tium: Howard Winneshiek
ITBS / ITED Strategies
 W. Lyon
Job Simulations:
 Shenandoah
Key Communicators
 Cedar Rapids
Kid's Bank Program
 N. Hills Elem. Burlington
 West Lyon
 Howard Winneshiek
Kidsville—Independance
Law Enforcement Partnership
 Woodrow Wilson, Sioux City
 Newton: SRO specialist
Leadership
 Council Bluffs
 Albia
 Grant Wood AEA
 Clear Lake AEA
 Use of Deans in Admin.—Waukee
Learning Clubs: Lake Mills
McRel
 Webster City
 Spencer
Math Programs
 Integrated Math:Independance
 Contemp M. in Context:Springville
 Design team: Mt. Pleasant
May Term
 Waterloo Expo
 Sibley Ocheyedon
MECCA Program
 Central City
Meditation and Holistic Ed.
 Maharishi School of Enlightenment
Microsociety:
 West M.S. Sioux City
 Nevada M.S.
 Fort Dodge
 Webster City
Middle School Concept
 Nashua Plainfield
 Norwalk
 Waukee
 Sioux City
 Indianola
 Clarinda

Storm Lake
Multi-age classroom:
 Norwalk Lab School
 Clarinda
 Roosevelt, Council Bluffs
 Storm Lake
Multiple Intelligences:
 North Kossuth
Mythical University
 Community Connection—Dennison
NISDC
 Union
Parent Day:
 College Comm.
Parent Community Forum:
 Longfellow: Waterloo
Parent Conference
 ...before school begins: For. City
 ...every Tues. Washington
Peer Support Strategy
 Woodward Academy
Peer Helping:
 Study Buddies Lake Mills
 Storm Lake
Preg not/Pappa Not:
 Expo School Waterloo
Preschool Agency integration
 Spencer
 ...program: Allison Bristow
 Lisbon
 George
Professional Dev. School
 Madrid
 Truman Elem. Davenport
 College Community
Professional support:
 Cognitive Coaching: Union
Quality Schools:
 Estherville
 Washington
 College Community
Reading Renaissance
 Grant Elem. Muscatine
Reading Recovery
 N. Mahaska
 Literacy Groups: LeMars
 Wilton
Reggio Amelia: Clear Lake
Reorganization: Nashua-Plainfield
Resiliancy training: Forest City
Responsibility Program
 Elem & M.S.:Central Lyon
School Based Youth Services
 Winfield Mt. Union
 Alburnett
 Jefferson
 Oelwein

Council Bluffs
School Improvement
 Lake Mills
 Wilton
School to Work
 Burlington
 Clayton County Consortium
 Spencer
 Adopt a business: M.S. Emmetsburg
 HOSA: Waco
 K-12 Emmetsburg
 Career Partnerships: Independence
 Bus. Ptnrship: Coon Rapids-Bayard
 Internships: tchr: Muscatine
 Ballard-Huxley
 Guthrie Center
 Academies: Oelwein, Ottumwa
 Apprenticeship prgm.
 Sibley & LeMars
 Business-Staff Exchge
 LeMars
 Extensive and indep. funded:
 Lake Mills
 Jefferson
 Fort Madison
 Student run restaurant: Jefferson
 Consortium: Mt. Pleasant
Science:
 Family Night: Math & Sci: Harlan
 Mars Pgm. M.S. Sibley
 Project Bio w/ ISU;
 M.S. Program: North Cedar
Service Learning/Character Ed.
 Iowa Mennonite School
 Exploratory class in...Allamakee
 Ballard-Huxley
 Roland Story Pre-K-Elem.
 Oelwein Fontana Bridge
 Anamosa 5th grade
 Environmental: Jesup, Guthrie Ctr.
 Linn Mar High School
 Gallagher House: Coon Rapids-
 Bayard
 Elem. Ogden
 Lake Mills
 Bettendorf: Natl. Dem. Site
 Marion Indep.: Natl. Dem. Site
 Cemetary Restoration: N. Cedar 5th
Shared Facilities: Pub-Parochial:
 North Kossuth
Sign Lanaguage: Elem:
 Howard Winneshiek
Site Based Management:
 Cherokee
 Dubuque
Special Education Programs
 Delivery: Independence

Peer Monitoring: MFL Mar Mac
 Osage
 see also--Full inclusion
Staff Development:
 Ankeny
 Evaluation of: Ottumwa
Strategic Planning w/ comm
 Anamosa
 LeMars
 Union
Student Academic Awards:
 Project Excellence: Hamburg
Summer Institute: enrichment
 Council Bluffs
 MACKS Academy: Longfellow
 Waterloo
Systemic Improvement: Continual
 Lake Mills
TAG Programs
 Revolving Door: Cen. Decatur
 GLASS . Kim M.S. Council Bluffs
 Mt. Pleasant
TQM
 College Community
 Sheldon
Teacher Induction:
 Creston
 College Community
 Red Oak
 Forest City
 College Community
Technology
 Wapsi Valley
 Union
 Jefferson
 Tipton
 College Community
 Newton
 Waukee
 Emmetsburg
 Council Bluffs: Kim M.S.
 Elem. & M.S. Central Lyon
 Newton Cmptrs.: Washington
 Gateway Partnership: Estherville
 Synergistic lab: How. Winneshiek
 ..islands in the classroom: Louisa
 Muscatine
 Student Assistants. Algona
 TECH: Electronic Comm History:
 Alburnett
 Teams: Ankeny
 Elementary: Starmont
 Teviator: W. Lyon
 E-mates in elem.: Red Oak; Wapsi
 Valley
 Pentium Lab: North Kossuth

Teacher Assistance Team
 Winfield- Mt.. Union
 Carroll
Title I:
 Integration: Central Lyon
 Lamoni
Tribes: Longfellow Elem. W'loo
Trimester
 Forest City
 Waterloo Expo
Tutoring: K-12 Bellevue
 T. V. Station
 Forest City
 Algona
Whole Grade Sharing:
 Nashua-Plainfield
Wireless Building Connections:
 Emmetsburg
 Hampton
Youth Leadership Pgrm
 S. Tama
Youth as Partners: Independence
Volunteer Programs:
 Student Run: East High, Sioux City
 Kids Fest Council Bluffs
 Marion Independent
 Muscatine H.S. Student Council
 Iowa Mennonite School
 Coon Rapids-Bayard
Whole Grade Sharing:
 Hampton Dumont
 Nashua Plainfield



