

HOMELESS
AND
AT-RISK
INFORMATION

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If you have any questions regarding the materials, please feel free to contact Dr. Raymond E. Morley, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, telephone (515) 281-3786.

All of the enclosed materials have been developed utilizing a wide variety of resources at the State agency level. Additional resources will be shared with you as they develop.

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HOMELESS INFORMATION

**EXECUTIVE SUMMARY:
ASSESSING THE EDUCATIONAL NEEDS OF IOWA'S HOMELESS**

HOMELESS STUDENTS: NEW RULES

**EDUCATING HOMELESS CHILDREN AND YOUTH:
PROBLEMS AND SOLUTIONS**

SECTION 1

EXECUTIVE SUMMARY:

ASSESSING THE EDUCATIONAL
NEEDS OF IOWA'S HOMELESS

Executive Summary

Assessing the Educational Needs of Iowa's Homeless Youth:

A Count of Homeless Children and an Appraisal of the Educational Needs of Homeless Youth in Iowa

A Report Prepared for the State of Iowa
By Drake University
In Cooperation with the Iowa Department of Education
and Other Major State Agencies

December, 1989

State of Iowa
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Grimes State Office Building
Des Moines, Iowa 50319-0146

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HOMELESSNESS - THE NATURE OF THE PROBLEM

While many comparisons have been made between the numbers of homeless and conditions of homelessness today and in the past, there are many factors that make such comparisons difficult at best and meaningless at worst. The political economy of the United States, social definitions and perceptions of the causes of poverty, the characteristics of the impoverished, and the methods of social research all have changed drastically since the depression, the last period during which extensive study of the population of homeless was made.

There is no reliable basis for judging whether things were better or worse during past years, however, what information is available suggests some ways in which today's homeless population differs from the past. For instance, earlier studies of homelessness suggested that most homeless were men, often in search of employment or a new place in which they could locate, settle down, and eventually become anonymous members of the community. In contrast, it appears that today a large proportion of those on the streets of American cities are independent children and family units comprised of women and their children.

In the process of refining the definition of homelessness, new categories have been created and have been portrayed in the media. The treatment of the issue in the popular media gives us some clue as to how such attitudes are evolving. The dominant stereotype of the homeless person historically was the skid-row bums, transients, alcoholics, and loiterers (First and Toomey, 1989, p. 124) and were most often portrayed in the media using analogies to animal behavior (Bahr, 1973). The homeless single adult male continues to be depicted in a manner suggesting that personal inadequacies are responsible for his condition. At the same time, the traditional images of "bag woman" and "hobo", often portrayed as "characters," have been supplanted by serious presentation of the plight of growing numbers of homeless women, children, and families. Such sympathetic presentations have drawn responsive calls for action from the public.

Growing awareness of these categories of homeless has been accompanied by a significant public concern directed at providing an increasing number of agencies and programs to deal with the problem. These agencies and programs, along with the accompanying media coverage, have institutionalized the concept of the homeless in a manner that had not happened in previous years or decades. The result has been examination of the conditions and needs of the homeless in every state and in many municipalities of the country. Such studies have focused on many issues, from gaining some estimate of the number of persons who are caught in the web of problems connected with homelessness, to understanding and planning for specific needs of the population such as shelter, health and education.

The study presented here has a dual focus. First, it presents data on the numbers and distribution of various categories of homeless and near-homeless individuals in the state of Iowa. Second, the study presents data gathered from educators and social service personnel. These data allow examination of perceptions of causes and severity of homelessness in various areas of the State of Iowa and of the awareness of and attitudes toward the needs of homeless children. Information about programs that are available for education of homeless persons and perceptions of need for additional programs also are reviewed.

Defining and Counting the Homeless

An initial difficulty in counting homeless persons rests with achieving agreement on who is to be included in that category. Certainly there is a continuum in the United States, from the wealthiest to the poorest and the homeless fall at the low end of that continuum. In fact, it has been suggested that the homeless are simply those who "cope least well with poverty." Beyond this generality, little agreement has existed in reference to defining the homeless.

Many studies have confined themselves to the "literal homeless" who sleep in shelters provided for homeless persons, or in private or public places not intended as homes. Other

studies have been more inclusive. Kaufman (1984) limited the homeless to those on the street or sheltered in a temporary facility. Hope and Young (1986, p. 19) provide a range of inclusion, but clearly make inclusion contingent on time elements, by indicating that a homeless person is someone who (a) has limited or no shelter for a length of time; (b) sleeps in shelters or missions run by religious organizations or public agencies for a length of time; (c) stays in cheap hotels or motels when actual length of stay, or intent to stay, is 45 days or less; or (d) must deal with other sheltering situations, where the actual length of stay or intent to stay is 45 days or less.

Even more inclusive have been definitions that included individuals who are "doubling-up" - living with relatives or friends out of necessity, and runaway children and youth who have been abandoned or thrown out by their parents or other guardians (Office of Education in Pennsylvania, 1988, p.4), and those who are at risk of losing their shelter and who have no clear alternative (Hoch, 1989). Those wishing to make the definition more exclusive have raised questions about the validity of even using shelter residency as an indicator of homelessness, since a person with a home could for various reasons use such a shelter. The legitimacy of defining as homeless a battered woman who in fact has a home in which she chooses not to stay also has been questioned (Peroff, 1987).

The definition used in any study is to some extent a political issue. Homeless advocates have tended to use more inclusive definitions, that define larger numbers of persons as homeless, and thus paint the problem as one of major proportions. Those of more conservative bent, particularly those connected with governmental agencies that are potentially responsible for funding, have been more inclined to exclusive definitions, that include among the homeless only those who are on the street. Some who have used the exclusive definitional approach have attempted to exclude persons on the basis of the cause of their homelessness, and on some measure of their willingness to rehabilitate themselves. Those who have adopted the most inclusive approach suggest that all persons who are in need of shelter must be considered homeless and must be assisted. The arguments over who is homeless have been waged with greatest attention to specificity of definition by those who, dependent on the final definition, will be responsible for funding homeless projects.

The McKinney Act Definition

The Homeless Assistance Act (U.S. Congress, 1987), Section 103, under which this study was funded, provides a definition of homeless persons as follows:

- "(1) an individual who lacks a fixed, regular, and adequate nighttime residence; and
- (2) an individual who has a nighttime residence that is -
 - (A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - (B) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings."

The act specifically excludes from the homeless category those who are imprisoned for violation of law.

Department of Education Definitions

In June 1989, the U.S. Department of Education, in an effort to develop a consistent method for counting homeless children and youth, issued to their Homeless Contact persons in state education departments a set of proposed guidelines for the definition of "homeless". That report starts with the definitions cited above from the Stewart B. McKinney Act. They further

clarify categories that *should* and that *should not* be included in a count of homeless children. Those are as follow (U.S. Department of Education, 1989):

Counts of Homeless Children Should Include:

- Children in runaway shelters
- Runaway and throwaway children who live on the streets, in abandoned buildings or other facilities unfit for habitation.
- Children who do not have an adequate home base that serves as a permanent home.
- Children living with family in trailer parks and camping areas because they lack adequate accommodations.
- Children in transitional emergency shelters for whom no alternative immediately exists.
- Children held in a state institution because other alternatives do not exist.
- Sick and abandoned children who would be released if they had some place to go.
- Runaway and throwaway children who live together as a group in suitable shelter, or those who live with friends or relatives.

Counts of Homeless Children Should Not Include:

- Children in foster homes.
- Those living in trailer parks on a long term basis, in adequate accommodations.
- Children incarcerated for violation of the law.
- Migrant workers and children living in doubled-up families, as whole classes, should not be considered homeless.

At many points this report suggests that absolute determination of homelessness must be made on a case-by-case basis. This guideline is to be applied to all persons in the doubled-up category.

Definitions of Homelessness in the Iowa Studies

The approach used in the 1988 Iowa study of homelessness (Wright), employed a continuum conception of poverty. At one end of the continuum are those who are on the street or otherwise without adequate long-term shelter. However, there are others who fall only a little further up the poverty continuum, who are not literally homeless, but who are on a day to day basis at risk to become homeless.

These definitions are consistent with the definitions suggested by the McKinney act and with guidelines provided recently by the U.S. Department of Education. The use of a continuum of homelessness allows those who are programmatically tied to a particular definition of the homeless to utilize information about only those categories that are relevant to them. Thus, the following specific definitions of homeless categories are used in this study:

- A. **On the Street:** living on the street, without even nominal housing.
- B. **Quasi-homeless:** living in make-shift shelter such as cars, tents, abandoned buildings, etc.
- C. **Shelters:** living in temporary residence facility for individuals or families; (e.g. youth-runaway, family, or abuse shelters, or other shelter facility).
- D. **Doubling-up:** children and immediate family have moved in with other relatives or friends; without such arrangement they would be without home or shelter.
- E. **Near-Homeless:** without entitlements (e.g. fuel or rent assistance) these families would be homeless.

The categories used here have been utilized or adapted by other state and local studies. For instance, the 1989 Illinois study (Bradley University, Center for Business and Economic Research, August 1989, p. 18), also defined homeless categories in terms of the type of shelter being used, combining the first two categories above, and eliminating the last.

Causes of Homelessness

Over the years, many studies have probed for attitudes about the causes of poverty. Perceptions of cause generally have been found to fall into two ideological modes. The first blames the individual for being caught in the condition of poverty, citing personal factors such as lack of motivation or substance abuse. The opposing mode views the cause of poverty as resting with societal characteristics.

Studies that have posited causes of homelessness, as distinct from causes of poverty, have been quite consistent in pointing primarily to structural factors. Structural causes most often cited include unemployment (particularly of the young and minorities), shortage of affordable housing, deinstitutionalization of mental health patients, changes in disability recipient requirements (Hope and Young, 1986, p. 25; U.S. Conference of Mayors, 1987, pp. 24-28; Salerno, et al., 1984, pp. 5-7). In addition to these factors, a 1987 survey of 26 American cities found support for other causes, including high poverty rate and high cost of living, inadequate income assistance programs, substance abuse and lack of related services, family crises and domestic violence, population shifts, increase in eviction rates, and doubling up due to economic difficulty (U.S. Conference of Mayors, 1987, pp. 24-28). Thus, in these studies of homelessness, mental illness and substance abuse are the only items listed that point causally at the individual. Factors such as doubling-up, family crises and domestic abuse resulting in homeless women and children, are specific to personal situation, but do not automatically imply individual blame. All other causes are essentially structural in nature.

Causes of Homelessness in Iowa and Des Moines

Certainly, there are many factors that contribute to the homeless problem in Iowa, no one of which is singularly important. A report jointly issued several years ago by the National Coalition for the Homeless and the Des Moines Coalition for the Homeless (National Coalition for the Homeless, 1986) examined homelessness in the city of Des Moines. The report cited the following five root causes of homelessness in the city:

1. The general economic pressure forced by the farm crisis.
2. The lack of low income housing
3. The rising cost of utilities.
4. The low level of support for Aid to Dependent Children programs (ADC).
5. The results of the mental health deinstitutionalization process.

Consequences of Homelessness: At-Risk Children

Contemporary research is focusing on many presumed or substantiated correlates of homelessness. Among the correlates receiving attention are certain types of health and mental health problems, greater incidence of alcohol and drug dependency, crime victimization, long-term economic problems, and educational and emotional consequences. It is on this last topic, educational needs of homeless children, that this study focuses.

Increasingly, the concept of "children at-risk" has come into our vocabulary as an identifying label for the millions of children in the U.S. who are on the edge of becoming victims of any of a variety of social ills. Homelessness is only one of those "at-risk" situations, but it is one, that when experienced in childhood, apparently increases the likelihood that in later childhood, teen years, or adulthood, the individual will experience other difficulties in dealing with the established social order. The situations for which "at-risk" children are susceptible range from continued poverty, through violation of criminal codes, to drug and alcohol dependency.

Factors Associated with "At-Risk" Status

In recent years, significant effort has been directed toward understanding the circumstances and characteristics of "children at risk." Hawkins, et.al. (1980, 1985, 1988), in pursuing such research, have been able to identify factors which appear to be closely related to an increase in the probability that a child might later be at-risk for poverty, arrest or other such social difficulties. Twelve factors identified include both micro and macro level variables. The specific factors identified by these authors are listed below, with some speculation added on ways in which these factors are tightly interlinked and may be associated with homelessness.

Research centered on children who have been abused, specifically those living in shelters for battered women and children have revealed that such children are inclined to "restlessness and nervousness; poor academic performance; confusion because of differences between home and school environments; reticence in discussing violence; and fantasies about a different home life (Hughes, 1986, p. 21)."

1. **Academic failure:** Children who are homeless or lack residential stability are among the most likely to suffer academic failure. Once a cycle of academic failure has begun, intervention and achievement of academic success are difficult.
2. **Little commitment to school:** Homelessness, or extreme poverty, decreases the likelihood that a stable living environment will exist, and thus makes it less likely that a strong identification with a school or its personnel will occur.
3. **Alienation, rebelliousness and lack of bonding to society:** Lack of a sense of control over one's own current life and future often lead individuals to conditions of alienation. It is not unusual to find children who suffer from the more extreme conditions of poverty being unable to bond to society, to accept and support its norms and values, or to bond to other common social units ... the family for instance. The likelihood of later pursuit of societally defined success goals is limited.
4. **Antisocial behavior:** Antisocial behavior is behavior that formally or informally rejects the normative expectations that exist within the society. Upper and middle income persons in the U.S. commonly reject the poor, defining them as personally inadequate. Such rejection at minimum increases the likelihood of alienation from the specific school, and makes commitment to school, and probably from education in general, unlikely, but also decreases stability in already unstable lives.
5. **Peer influences:** Peer influences are especially strong on children. Research suggests that children who are identified as "at-risk" be introduced to positive peer groups and models. In the most stable conditions, control of peer group influences is difficult. In the case of

homeless children, stable peer groups are unlikely, and gravitation toward children who are similar is likely. Thus, peer groups of the homeless are likely to be constituted of others experiencing characteristics that put them "at-risk."

6. **Attitudes and beliefs:** Attitudes and beliefs define for the child proper, acceptable, and suggested behavior. When attitudes are supportive of the generally ratified goals of the society, they lead the child toward success; when they are negative, they lead to many of the other conditions discussed thus far.
7. **Parent and sibling drug use or criminal behavior:** Crime flourishes on the streets outside of shelters and substandard buildings where the homeless are forced to live. Parents sometimes participate in these activities either as escapes, a style of life, addiction, or in an attempt to make enough money in a quick manner so as to survive. Obviously such involvement of significant others increases the potential of the child engaging in such activities, and furthers the degree to which the child is "at risk" as well.
8. **Poor and inconsistent family practices:** Children who are subjected to inconsistency in use of discipline, in goals, residences, schools, and other behavioral patterns are indeed the most "at risk." Poverty conditions, particularly homelessness, make it harder for parents to create stable and consistent family situations.
9. **Family conflict:** Although the data are mixed, many authors assert that family conflict is important as an "at-risk" variable, especially when it occurs in conjunction with other variables on this list. It is also important to note that "super-poor" families and those that suffer from homelessness are very likely to experience family conflict. Such conflict further contributes to lack of stability and security for the "at-risk" child.
10. **Social deprivation:** Children who live in homeless families, shelters, are on the streets, or who live in abandoned buildings, tents, etc., are suffering from social deprivation. They are routinely deprived of typical social experiences of American life, and do not become socialized to the kinds of behavior that increase the likelihood of economic and social success. They may be deprived of physical comforts such as heat and light, may not have money to purchase school supplies, and certainly are unlikely to dress in styles that will make them comfortable with their middle-class peers.
11. **Community disorganization:** Disorganized communities are those in which stability, solidarity, homogeneous land usage and populations, and a general sense of belonging are lacking. In such neighborhoods drugs, prostitution, crime, gambling, violence, inadequate housing, poor diets, lack of community services, etc., are most likely to occur.
12. **Mobility:** For some homeless, mobility is a way of life. The children of homeless families may attend several schools in the course of a year. In fact, it is not uncommon to find the "turn-over" rate in a school located in the disorganized segments of town to be well over one-hundred percent. Instability of educational situation is detrimental to the learning process.

Hawkins and his colleagues comment that this etiology of "at-risk" factors is a synthesis of thousands of studies of children who eventually become delinquent, abuse drugs, are violent in behavior, or simply take up ways of life that are considered to be negative. The significance of the findings for this report is that what they have found to be characteristic of children "at-risk" also were suggested as prevalent characteristics of homeless children in the 1988 study. Hawkins, et. al., (1988) describe "six promising approaches" to dealing with the problem of "at-risk children." These six include:

- early childhood education with parent involvement
- parent training
- life skills training in schools, to include

- a. cognitive skills training
 - b. proactive classroom management
 - c. education about the law
 - d. life skills training
- problem solving and behavioral skills training
 - enhancement of instruction to broaden academic success
 - social influence strategies
 - school-based health clinics

The current study of the homeless in Iowa incorporated questions which asked school personnel to indicate whether or not homeless children in their locations exhibited "at-risk" characteristics more often than did children who were not categorized as being homeless.

Services and Programming for Homeless Children and Children of Homeless Families

The Stewart B. McKinney Homeless Assistance Act, passed in 1987, concretely identifies the need for special educational programming to assist homeless children. It places the responsibility on each State educational agency to assure that every child of a homeless individual and every homeless youth "have access to a free, appropriate public education (Section 721 (1))" consistent with what is offered to children in the state in general. It specifically calls for elimination of residency laws which had previously deterred homeless youth from having access to such free education (Section 721 (2))." In 1989 the Iowa Legislature brought the State into compliance with that provision. The McKinney Act further specifies that each State develop a plan to provide for the education of homeless children, and remove remaining barriers in areas such as records, to the effective education of such children (Section 722(b)). Chapter 33 of the Iowa Administrative Code specifically addresses major barriers to and provisions for the education of homeless children and youth.

The McKinney Act (1987) recognizes the diverse needs of homeless persons in calling for action in relation to Adult Education for the Homeless; Job Training for the Homeless including basic skills instruction, remedial education activities, basic literacy instruction, job search assistance, job counseling, etc; Emergency Community Services to provide services to aid in the transition out of poverty; and Temporary Emergency Food Assistance.

Programs to Facilitate Education of the Homeless

The 1989 study of homelessness in Illinois provides a summary of educational programming for the homeless that has been put in place in various parts of the country. Among the measures they cite are (Bradley University, 1989, pp. 67-78):

1. **Alternative School Placement Options:** In New York City, the child may elect either to attend a neighborhood school, or stay at the school previously attended. If the second option is selected, the city provides transportation for the child and, if desired, for the parent who wishes to maintain links with the old community (Gross, 1969).

In San Diego, California, all children are placed in a school through a central Placement and Appeal Hearing Office. The office determines whether the appropriate placement is (1) a comprehensive school, (2) an alternative learning center, or (3) the Harbor-Summit School, an on-site, shelter-based school for homeless children (McGlothlin, 1989).

2. **Elimination of Tracking in Reading Programs:** In New York, only heterogeneous groupings are used within classes, "so that there is no top, middle or bottom. Wherever there is a space, that is where the child is placed" It was noted that previously, most children from temporary housing were ending up in the bottom classes (Bradley University, 1989, p. 67).

3. **Individualized, Independent Learning:** Brooklyn, New York schools work individually with new admissions if needed to get them "caught up" (Tauritz, 1989). Salt Lake City centers the program in its shelter-based school on an independent learning program that is set up for each child after testing is completed (Bess, 1989). Tacoma, Washington's Eugene P. Tone School for homeless children prescribes individual instruction, and measures achievement on an "on-going basis" (Tacoma Public Schools, 1988).
4. **Services to Meet Social and Emotional Needs:** Brooklyn, NY schools affected by the problem of homelessness are provided with a social worker for the homeless children (Tauritz, 1989). Salt Lake City seeks support and stability for the child through guidance, modeling, and the arrangement of the school setting. This is accomplished through a variety of methods, including developing one-to-one relationships with teachers (Bess, 1989). At Tacoma's Eugene P. Tone School for homeless children, teachers and counselors work to identify social goals and plan activities to help each student achieve these goals. "Students' skills in handling stress, solving problems and dealing with other students are stressed, observed and evaluated by staff. Also, the social worker meets daily with the parents to assess their needs as well as those of the children (Tacoma Public Schools, 1988, quoted in Bradley University, 1989, p. 74).
5. **Separate Educational Facilities for the Homeless:** San Diego, California has as one option for homeless children, a shelter based school called Harbor-Summit School (McGlothlin, 1989). That school has operated since 1984, serving an average of 52 students in kindergarten through 8th grade. The San Diego personnel believe that this arrangement reduces the stigma and guilt that might be associated with homelessness. Tacoma, Washington has a shelter school designed to "stabilize the lives of children (Thomas, 1989)." Salt Lake City has operated a school in a family shelter since 1984. That school serves children from kindergarten through 7th grade, and has averaged about 23 students per day (Bess, 1989).
6. **Special Educational Level Assessment:** In the Salt Lake City, Utah Homeless Program, "students are assessed upon entering the program to determine their placement in subject matter areas (Bess, 1989, in Bradley University, 1989)."
7. **Multidisciplinary Team to Meet Multiple Needs:** The Tacoma, Washington shelter school uses a multidisciplinary team that includes "teachers, social workers, a nurse, a counselor, a paraprofessional and a resource/volunteer coordinator" (Tacoma Public Schools, 1988, cited in Bradley University, 1989, p. 74).
8. **After School Programs:** The New York City public schools have piloted after school programs, operating from 3:00 to 10:00 P.M. for children living in temporary housing. The program is age graded, and has education, recreation and special projects components (Tauritz, 1989). The New York City Board of Education, in conjunction with the Mayor's Office of Cultural Affairs and the Department of Human Resources (with financial backing from A.T. & T.), provided a pilot Saturday and after-school cultural enrichment program. The program uses the extensive cultural facilities available in the city, and serves 100-125 students (McLean, 1989).

Controversy surrounds all of these plans. For instance, while San Diego, Salt Lake City, and Tacoma personnel speak to the advantages of shelter based schooling, the New York City public schools have rejected the model. They feel that school, away from the instability and chaos of the shelter, can provide a sense of community (Gross, 1989).

METHODS OF THE 1989 STUDY

Categories of Homelessness

The homeless categories developed for the 1988 Iowa study (Wright), are employed in the current research. These definitions are consistent with the definitions suggested by the McKinney Act and with guidelines provided recently by the U.S. Department of Education with the last category additionally identifying persons who are most "at risk" to become homeless. The use of a continuum of homelessness allows those who are programmatically tied to a particular definition of the homeless to utilize information about only those categories that are relevant to them. The following specific definitions of homeless categories were included in the questionnaires for the 1989 study, serving as orientations for the respondents:

- A. **On the Street:** living on the street, without even nominal housing.
- B. **Quasi-homeless:** living in make-shift shelter such as cars, tents, abandoned buildings, etc.
- C. **Shelters:** living in temporary residence facility for individuals or families; (e.g. youth-runaway, family, or abuse shelters, or other shelter facility).
- D. **Doubling-up:** children and immediate family have moved in with other relatives or friends; without such arrangement they would be without home or shelter.
- E. **Near-Homeless:** without entitlements (e.g., fuel or rent assistance) these families would be homeless.

Methods of Data Collection for the 1989 Iowa Study

The methods of data collection used in this research were dictated by several factors. First, the time frame for the research was very narrow. From the starting date of the project to the due date for the final report was less than six months. Second, the research was being undertaken during the summer months. This time period is not the best for contacting and interviewing people in general, and is particularly disadvantageous for contacting school personnel. Third, the budget for the project was quite limited. Thus, the primary method of data collection used in this study is the "Key-Person Survey" approach, with a two week shelter census used as a secondary method of data collection. These basic questionnaire approaches were followed up with telephone contacts and some personal contacts.

Key Person Survey

The 1988 study of "Homeless Children and Children of Homeless Families" relied on a combination of positional and reputational sampling. Persons in each of Iowa's 99 counties who occupied positions providing them an opportunity to be knowledgeable about their county's homelessness were initially identified. This positional sample was composed of personnel from the county and regional offices of the Iowa Department of Human Services, the federal Community Action Program, and county General Relief. Additional persons who had a reputation for knowledge about homelessness were identified by these initial contacts and through other sources. A minimum of 3 respondents were identified in each county.

The knowledge gained from the 1988 survey, as well as the more focused purpose of the current study, determined the sampling procedures used. The focus of the study is on the educational needs of homeless children and children of homeless families, and the funding agency desired not only to determine how many homeless persons reside in Iowa, but also to assess the awareness of school personnel of the problem, to determine what kinds of programs already are in place, and to prepare their school personnel for participation in development

and maintenance of an on-going data base on homelessness. Thus, it was decided that every principal of a public or private school in Iowa who administers grades K through 12 would be mailed a questionnaire. In addition, questionnaires were sent to all Department of Human Services regional and county directors, Community Action Program regional and county offices, County General Relief offices, Police Departments and Sheriffs Departments in the State, and to the Homeless Outreach Programs in the State. All questionnaires are included in the appendix.

Schools: The primary focus of the 1989 Homeless study is on the Educational Needs of Homeless Children and Adults. In order to maximally tap information on the numbers of homeless persons, availability and adequacy of educational programs and, ideas for needed programs, as well as to generate greater awareness of relevant issues it was decided that very extensive questioning of those most involved in the educational process of the state should be involved. Thus, questionnaires, accompanied by a cover letter from the Director of the Iowa Department of Education, were sent to District Superintendents to be distributed to every principal in the State of Iowa.

The Iowa Department of Education provided the names of every school, and corresponding principals, in the State of Iowa. It was decided that persons who served as principal for two or more schools would receive only one questionnaire. This method was used for two reasons. First, we did not want one person completing the perception/opinion questions more than once. Second, it was presumed that data could be easily aggregated for multiple schools and would require less work by the principals involved than would completing multiple forms. This resulted in the mailing of 1349 separate questionnaires to public school principals and 231 to private school principals.

Agencies: Clearly a potentially important source of information about homelessness is social service agencies charged with administering programs for lower income persons. Questionnaires were sent, with a cover letter from the State Director of the Department of Human Services, to district and county offices of the Department of Human Services and Community Action Programs and to County General Relief offices. In addition a letter from the principal investigator informed them that questionnaires had been submitted to personnel at both the district and county levels and that they could determine at which level the data needed were most readily available.

Law-Enforcement: One outcome of the 1988 Homeless Education study was the discovery that in several Iowa locales law-enforcement personnel are extensively involved in administering programs to and for the homeless. Thus, it was decided that questionnaires should be sent to all Police and Sheriffs Departments in the State. It should be noted that a high rate of return was not expected from this source, since in many areas of the State, law-enforcement officials apparently have no obvious involvement with homeless programs.

Shelter Survey: Because shelter staff are the best source of information for numbers and needs of persons staying in shelters and also are likely to be knowledgeable about other issues related to homeless and low income persons, it was absolutely necessary that some effort be made to obtain information from them. This effort was couched in a full awareness, based on the previous year's study as well as discussions with local shelter staff, that the majority of shelters would not respond to our queries. This lack of response would occur for a variety of reasons, ranging from philosophical rejection of "counting instead of doing", to efforts to protect privacy, through simply being too busy to fill out the questionnaires.

Shelters in the State were identified through several methods. The Iowa Department of Economic Development maintains a list which is supposed to be comprehensive. Additional shelters were identified, however, through the council on Domestic Abuse, through information gained in the 1988 study of homelessness, and through other contacts. These shelters included free "communities" that provide shelter to those in need, Salvation Army Shelters, YMCA and YWCA facilities, shelters run by religious organizations, domestic abuse

shelters, shelters for families, shelters for men or for women - literally all possible types of shelter facilities.

A two part questionnaire was sent to the 103 shelters so identified. One part of the instrument requested shelter personnel to keep a record of information about guests who stayed with them during the first two weeks in July. They were also asked to respond to a series of questions indicating how typical the two week period had been. The second part of the questionnaire asked questions such as those posed to the key persons in the other sample categories. These included questions about causes of homelessness, the programs for and needs of the homeless in their areas and other attitudinal issues.

Responses to the Surveys

As noted earlier, questionnaires were mailed to four different categories of respondents. Table 1 displays the number of questionnaires mailed, the number returned and the percentage return rate for each category.

TABLE 1

Questionnaires Mailed and Returned by Category

Sample Category	Units Contacted	Units Responding	Percent Responding
Schools			
Public	1670	769*	46
Private	231	66	29
Agencies			
Community Action Programs	108	93	86
Department of Human Services	99	93	94
General Relief**	57	22	39
Law-Enforcement			
Police	447	35	8
Sheriffs	99	6	6
Shelters	103	21	20

* If one person served as principal of two or more schools, only one questionnaire was submitted to the principal. Thus, 1670 schools were contacted with 1349 questionnaires. In turn, many of the returned questionnaires contained information for multiple schools. Thus, though only 632 questionnaires were returned by school personnel, they contained information for 769 schools.

** In many cases a single office serves General Relief and Department of Human Services Functions. In those cases responses are classified as DHS.

Department of Human Services and Community Action Program responses were received for 93 of 99 counties. The General Relief response was higher than it appears since in many cases one person acts as DHS and General Relief representative in an area, and those persons responded at a much higher rate than did those who served solely as General Relief representatives.

The response rate among school personnel was somewhat lower. There were four counties from which no schools responded. Those were Audubon, Mills, Winnebago, and Worth Counties. Of the 632 returned questionnaires, 490 contained data for only one school, 106 for two schools, 26 for 3 schools, and 10 questionnaires contained responses for from four to eight schools.

As expected, the response rate for the law-enforcement personnel was very low. However, the information provided by those who did respond was extremely helpful, in some cases constituting the only information provided for the county. Finally, only 20 percent of the shelters responded to the questionnaire. The information obtained from responding shelters was extremely important in clarifying the probable accuracy of the shelter numbers provided by other sources as well as providing more detailed information about the characteristics of persons who utilize Iowa's shelters.

Reported Homeless and Near-Homeless in Iowa - 1989

Procedures for Deriving "Reported" Numbers of Homeless

Table 3 presents by county, the number of persons **reported** to be in the five homeless categories in Iowa. For most counties, there were multiple reports of homeless persons from one or more of the respondent categories.

The way in which the "reported" figures in Table 3 were derived from these multiple responses involved a two-step process. First the number reported by each respondent category was determined for each county. Second, these numbers were examined, and reported "Total" and "Children" figures were derived for each county. The procedures specific to each respondent category are described in the following sections. The figures by respondent category are reported in Tables 2 through 4, and 6 in the full report.

Schools - Figures reported by the schools were assumed to be additive. Thus, for each county, children reported by schools as belonging in a specified category were added to derive the total number of children reported homeless by the schools.

Social Service and Law-Enforcement Agencies - Persons reported by social service and law-enforcement agencies were assumed to be duplicative. Thus, the highest number reported by a single social service agency was calculated for each county. The same was done for law-enforcement agencies. Many agencies did not indicate whether the persons reported were children. Where that information was available, it was recorded for each county.

Shelters - The numbers reported by the shelters as being in shelters were treated as additive, and the total number reported for each county is presented.

Total Columns - The figures appearing in Table 3 (on the following pages) are the composite totals derived for each homeless category based on assessment of the reports by all respondent categories. The composite reflects the largest number specifically reported for the category. This procedure was used under the assumption, after review of the data submitted, that the numbers reported primarily reflect "known" cases.

The procedure used is illustrated with a "cut" from Table 2 of the full report, and reproduced as Table 2 here. That table provides the figures for the "On-the-Street" reported category. This table indicates that schools in Dubuque County reported 43 children and the agencies reported 15 persons as "On-the-Street". While it is doubtful that all of the children are on the streets without adults, there is no basis either for assuming that the 15 persons reported by the agencies are different than the 43 reported by the schools. Thus, the composite total figure for Dubuque County is 43, as is the composite number of children. These figures appear as the total figures in the "On the Street" column for Dubuque County.

In Linn County all respondent categories reported numbers in the "On-the-Streets" category. A social service agency reported a total of 36 persons, of whom 4 were children, and a law-enforcement agency reported 24 persons of whom 12 are children. In deriving composite totals for Linn County, it was assumed that there were 12 children (as reported by law-enforcement officials) and that there were 32 adults (as reported by the social service agencies: $36-4=32$); Thus, 32 adults and 12 children add to a total of 44 persons "On the Streets" in Linn County. These figures appear in Table 3 as the numbers "On the Street" in Linn County.

TABLE 2

**"Cut" from Table 2 of the full Report -
On the Street Data for Dubuque and Linn Counties**

Organization	School	Agency	Law	Composite
Reported Age Category	- Children	Total Children	Total Children	Total Children
Co. No.	County Name			
31.	Dubuque	43	15	43 43
57.	Linn	2	36 4	24 12 44 12

Total Persons in All Homeless Categories

In order to allow a comprehensive view of the numbers reported by the counties, Table 3 provides the composite figures for each of the four categories of reported homeless and a total for all four categories. This table does not include those categorized as "near-homeless"

TABLE 3

Total Iowans Reported as Homeless by County - 1989

	On the Street		Quasi-Homeless		In Shelter		Doubled up		Total	
	Total	Child.	Total	Child.	Total	Child.	Total	Child.	Total	Child.
01. Adair	0	0	0	0	0	0	12	7	12	7
02. Adams	0	0	0	0	0	0	4	4	4	4
03. Allamakee	0	0	0	0	0	0	8	6	8	6
04. Appanoose	0	0	0	0	0	0	0	0	0	0
05. Audubon	0	0	0	0	0	0	15	6	15	6
06. Benton	4	0	24	0	0	0	100	3	128	3
07. Black Hawk	0	0	0	0	22	7	22	22	44	29
08. Boone	3		4	2	2	1	405		414	3
09. Bremer	1	1	2	0	8	6	70	50	81	57
10. Buchanan	0	0	31	10	0	0	60	40	91	50
11. Buena Vista	1		45	12	61	35	45	23	152	70
12. Butler	8	4	8	4	0	0	29	20	45	28
13. Calhoun	2		15	3	42	20	120	74	179	97
14. Carroll	1	1	5	2	3	3	112	64	121	70
15. Cass	3		4	2	23	19	54	42	84	63
16. Cedar	8	2	4	4	2	2	45	16	59	24
17. Cerro Gordo	0	0	5	5	25	23	49	49	79	77
18. Cherokee	0	0	0	0	1	1	8	8	9	9
19. Chickasaw	1	0	1	0	3	2	66	48	71	50
20. Clarke	0	0	2	0	21	18	80		103	18
21. Clay	2	0	3	0	4	2	16	14	25	16
22. Clayton	0	0	21	12	4	4	0	0	25	16
23. Clinton	1	0	0	0	197	43	17	6	215	49
24. Crawford	0	0	2		2	2	6	4	10	6
25. Dallas	7	4	7	4	1	1	104	53	119	62
26. Davis	0	0	1		5	3	47	24	53	27
27. Decatur	1	1	2	2	0	0	3	3	6	6
28. Delaware	40	30	66	34	53	41	745	426	904	531
29. Des Moines	1	1	4	2	7	7	21	21	33	31
30. Dickinson	2		8		0	0	17	9	27	9
31. Dubuque	43	43	25	13	205	77	101	89	374	222

Table 3 continued: Total Iowans Reported as Homeless by County - 1989

	On the Street		Quasi-Homeless		In Shelter		Doubled up		Total	
	Total	Child.	Total	Child.	Total	Child.	Total	Child.	Total	Child.
32. Emmet	2		4		8	6	34	14	48	20
33. Fayette	23	12	13	7	21	12	28	16	85	47
34. Floyd	0	0	0	0	0	0	38	18	38	18
35. Franklin	0	0	0	0	1	1	31	16	32	17
36. Fremont	2		40	1	0	0	65	42	107	43
37. Greene	2	2	6	4	0	0	45	26	53	32
38. Grundy	8	4	8	4	3	3	29	20	48	31
39. Guthrie	0	0	5		4	4	93	54	102	58
40. Hamilton	10	2	57	14	3	3	142	110	212	129
41. Hancock	0	0	3	3	3	3	16	10	22	16
42. Hardin	0	0	3		1	1	42	28	46	29
43. Harrison	0	0	2		4	4	34	18	40	22
44. Henry	2	2	2	2	60	50	24	19	88	73
45. Howard	0	0	0	0	0	0	6	6	6	6
46. Humboldt	0	0	3	3	3	3	32	11	38	17
47. Ida	0	0	1		1	1	12	7	14	8
48. Iowa	2	0	12	0	0		2	2	16	2
49. Jackson	9	3	0		2	2	33	18	44	23
50. Jasper	1	0	1	1	8	6	36	26	46	33
51. Jefferson	0	0	0		2		6	6	8	6
52. Johnson	33	17	84	28	76	41	0	0	193	86
53. Jones	3	0	18	0	0	0	16	13	37	13
54. Keokuk	0	0	0	0	0	0	0	0	0	0
55. Kossuth	1		0	0	1	1	21	10	23	11
56. Lee	0	0	0	0	3	0	1	1	4	1
57. Linn	44	12	292	80	200	100	240	160	776	352
58. Louisa	0	0	0	0	1	1	25	25	26	26
59. Lucas	0	0	2	0	1	1	10	10	13	11
60. Lyon	2	2	2	2	0	0	7	7	11	11
61. Madison	1	1	7	4	0	0	45	39	53	44
62. Mahaska	0	0	5	5	8	8	59	35	72	48
63. Marion	0	0	2	2	4	4	82	22	88	28
64. Marshall	10	0	8	4	11	8	140	80	169	92
65. Mills	0	0	2	0	0	0	38	26	40	26
66. Mitchell	0	0	2	0	4		38	24	44	24
67. Monona	0	0	0	0	0	0	2	2	2	2
68. Monroe	2	2	5	3	4	4	16	10	27	19
69. Montgomery	0	0	2	0	11	7	60	40	73	47
70. Muscatine	30		70		0	0	8	8	108	8
71. O'Brien	1		32	0	0		1		34	0
72. Osceola	0	0	10	0	0		17	12	27	12
73. Page	0	0	3	3	4	4	38	32	45	39
74. Palo Alto	0	0	0	0	0	0	1	1	1	1
75. Plymouth	0	0	0	0	1	1	0	0	1	1
76. Pocahontas	0	0	0	0	2	2	5	3	7	5
77. Polk	95	38	350	175	692	161	1600	800	2737	1174
78. Pottawattamie	2	1	2	2	39	17	59	59	102	79
79. Poweshiek	1	1	1	1	1	1	24	16	27	19
80. Ringgold	0	0	0	0	1	1	12	7	13	8
81. Sac	0	0	6	0	2	2	65	29	73	31
82. Scott	170	25	225	98	170	37	4000	2668	4565	2828
83. Shelby	1	1	0	0	1	1	28	6	30	8
84. Sioux	0	0	0	0	16	13	22	15	38	28

Table 3 continued: Total Iowans Reported as Homeless by County - 1989

	On the Street		Quasi-Homeless		In Shelter		Doubled up		Total	
	Total	Child.	Total	Child.	Total	Child.	Total	Child.	Total	Child.
85. Story	19	5	38	23	42	30	105	55	204	113
86. Tama	0	0	0	0	0	0	69	47	69	47
87. Taylor	0	0	0	0	1	1	17	17	18	18
88. Union	0	0	0	0	1	1	33	27	34	28
89. Van Buren	0	0	1	0	5	3	8	3	14	6
90. Wapello	11	5	8	4	37	27	280	130	336	166
91. Warren	2	2	7	2	4	4	8	7	21	15
92. Washington	6	3	18	6	17	7	73	59	114	75
93. Wayne	0	0	0	0	0	0	5	5	5	5
94. Webster	50	35	92	67	98	77	130	80	370	259
95. Winnebago	0	0	0		0	0	19	19	19	19
96. Winneshiek	0	0	7	7	3	3	42	36	52	46
97. Woodbury	35	15	45	20	90	59	204	134	374	228
98. Worth	0	0	2		5	4	28	16	35	20
99. Wright	0	0	0	0	1	1	5	1	6	2
Total	709	277	1797	686	2372	1048	10835	6394	15713	8405

While the total figures for each county are important, presentation of the figures in relationship to the total population allows examination of these figures in context. Map 1, on the next page, shows for each county, the number of homeless per thousand total population in the county. These figures range from a high of 48.6 to a low of .04. The shading of the counties in the Map provides a visual image of these rates, dividing the counties into thirds. The one-third of Iowa counties with the highest rate per thousand of homeless is shaded with diagonal lines. Counties with rates in the middle third are left blank, and counties with the lowest rates per thousand have crossed stripes.

Reported "Near-Homeless"

The final category for which respondents were asked to report numbers is "near-homeless." This category might be thought of as comprised of those persons who are *at-risk* to become homeless. The specific definition of the category provided in the questionnaire was "without entitlements (e.g., fuel or rent assistance) these families would be homeless." A total of 68,348 persons were reported as "near-homeless" with 25,652 of these being children as shown in Table 4 on the page 17.

Accuracy of the "Reported" Numbers of Homeless and Near-Homeless

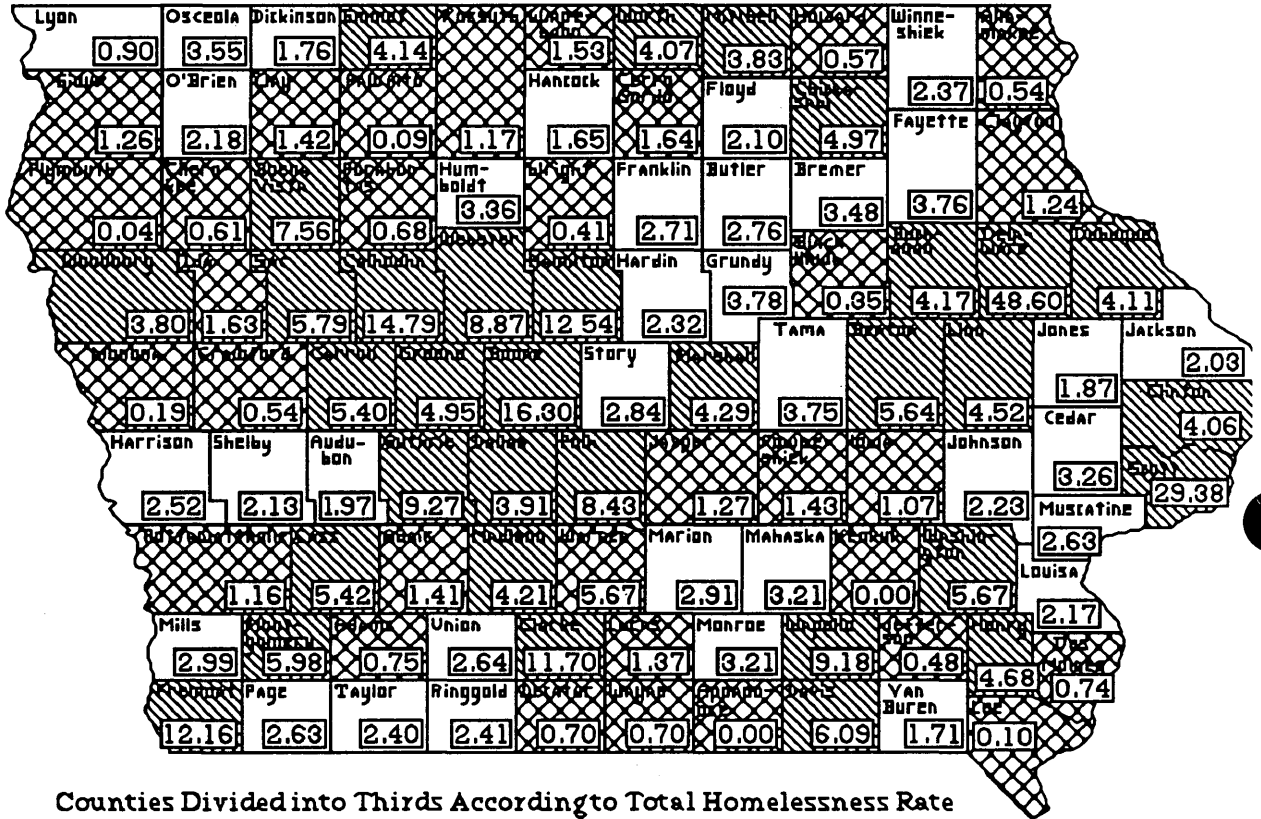
There are many bases on which one can conclude that the number of Iowans "reported" in the homeless and near-homeless categories are lower than the actual number of Iowans caught in these circumstances. First, we know that censuses always underreport low income persons. Such persons are harder to locate, are less likely to have an address, and less likely to be willing to be identified and be counted. Second, specific to this study, several counties failed to report any persons in these categories, or reported figures that were so far below the other indicators of the relative wealth or poverty levels of the county that the reported figures must be suspect.

Other figures also may be used to gauge the probable accuracy of the reported figures. For instance, in 1988, 360,755, or 12.7 percent, of all Iowans were classified as "low income." The guidelines for identification as "low income" were the *1988 Federal Register Guidelines*, published by the U.S. Department of Labor (Iowa Department of Education, 1988). Those guidelines appear in Table 9 of the full report. The total number reported as "near-homeless" constitute only 18.95 percent of those in the "low income" category. Knowledge of percent below

poverty, numbers receiving various types of entitlements and other specific analysis of the data, also permit some speculation about the adequacy of the reported data. Such speculation is presented for the various categories in the following sections.

MAP 1

Rate Per Thousand Homeless
Iowans by County



Counties Divided into Thirds According to Total Homelessness Rate
(Iowa Average - 5.54 Per Thousand)




-  Highest One-Third
-  Middle One-Third
-  Lower One-Third

TABLE 4

Total Iowans Reported as "Near-Homeless" by County-1989

No.	County Name	Total	Children	No.	County Name	Total	Children
01.	Adair	10	3	51.	Jefferson	725	11
02.	Adams	4	4	52.	Johnson	6024	360
03.	Allamakee	5		53.	Jones	1504	14
04.	Appanoose	3		54.	Keokuk		
05.	Audubon	93	63	55.	Kossuth	95	54
06.	Benton	1744		56.	Lee	89	43
07.	Black Hawk	26	26	57.	Linn	12518	680
08.	Boone	73	40	58.	Louisa	0	0
09.	Bremer	178	62	59.	Lucas	9	5
10.	Buchanan	100	40	60.	Lyon	4	1
11.	Buena Vista	52	10	61.	Madison	54	50
12.	Butler	16	0	62.	Mahaska	11	8
13.	Calhoun	145	94	63.	Marion	200	16
14.	Carroll	183	111	64.	Marshall	1265	799
15.	Cass	54	38	65.	Mills	145	67
16.	Cedar	39	23	66.	Mitchell	44	24
17.	Cerro Gordo	56	56	67.	Monona	0	0
18.	Cherokee	0	0	68.	Monroe	4	4
19.	Chickasaw	85	50	69.	Montgomery	88	60
20.	Clarke	572		70.	Muscatine	0	0
21.	Clay	23		71.	O'Brien	32	
22.	Clayton	51	21	72.	Osceola	10	0
23.	Clinton	1499	63	73.	Page	206	192
24.	Crawford	32	12	74.	Palo Alto	34	
25.	Dallas	240	131	75.	Plymouth	3	3
26.	Davis	0	0	76.	Pocahontas	24	0
27.	Decatur	9	0	77.	Polk	20000	11000
28.	Delaware	1220	620	78.	Pottawattamie	139	88
29.	Des Moines	13	13	79.	Poweshiek	26	11
30.	Dickinson	7	0	80.	Ringgold	0	0
31.	Dubuque	240	62	81.	Sac	226	79
32.	Emmet	101	66	82.	Scott	10000	6668
33.	Fayette	75	40	83.	Shelby	52	27
34.	Floyd	131	125	84.	Sioux	145	133
35.	Franklin	27	24	85.	Story	415	225
36.	Fremont	0	0	86.	Tama	26	26
37.	Greene	165	94	87.	Taylor	5	5
38.	Grundy	0	0	88.	Union	36	36
39.	Guthrie	188	91	89.	Van Buren	3	
40.	Hamilton	266	196	90.	Wapello	230	40
41.	Hancock	8	5	91.	Warren	19	12
42.	Hardin	480	310	92.	Washington	61	45
43.	Harrison	214	115	93.	Wayne	210	
44.	Henry	90	60	94.	Webster	2864	1500
45.	Howard	11	5	95.	Winnebago	12	6
46.	Humboldt	15	8	96.	Winneshiek	17	6
47.	Ida	9	3	97.	Woodbury	193	143
48.	Iowa	1145	5	98.	Worth	44	24
49.	Jackson	59	12	99.	Wright	10	10
50.	Jasper	771	476				
Total						68,348	25,652

Accuracy of the "On-the-Street" and "Quasi-Homeless" Reports

The reported numbers of persons "On-the-Streets" and "Quasi-Homeless" are difficult to dispute. These numbers are not simply products of the levels of poverty in a county, but are also affected by awareness and consequent responsiveness of the community. In other words, a county that has a relatively high percentage in poverty, may be very responsive in ensuring that none of their county residents find themselves in this condition. Several reports from small counties made such assertions. It is also apparent that some counties are inhospitable to those who would be on their streets or in their abandoned houses. This assertion is based on reports from some counties that persons who are in that condition are "given a meal then moved to the next county."

Alternatively, there is certainly evidence that in some cases there is a lack of awareness of the existence of the persons living on the streets or in conditions of quasi-homelessness. This was apparent when one report from a county would adamantly declare that there were no persons in such condition in their county, while another respondent would in fact identify specific persons and describe their conditions. Under-reporting is probable in some counties in which such "checks-and-balances" did not occur in the reporting.

There is also, inevitably, some reason to be suspicious of underreporting when larger counties in the State report no persons in the "on-the-street" and "quasi" categories. Over reporting, also is probable in some of the counties. Such suspicions are based only on observation of reports that represent relatively high percentages of the total county populations.

Accuracy of the Numbers Reported in Shelters

Without specific names or other identification, it is difficult to determine the accuracy of figures on sheltered individuals. It is certainly possible that the same persons are being counted by respondents from two or more counties, with some of those who are mobile appearing during the course of the year in the reported numbers from more than one place.

If we rely purely on the numbers reported during the two-week census period, the numbers in shelters would be severely underreported. As noted earlier, the return rate from shelters was relatively low, with 21 shelters, only 20 percent of those identified, returning the questionnaires. The 21 shelters that responded identified 375 persons staying with them during the first two weeks in July. If they in fact accounted for 20 percent of the persons living in shelters during that two weeks, then, the actual numbers staying in the identified shelters would be closer to 1,875 persons. This still would not account for all persons staying in shelters in the course of a year since some persons are in shelters for short periods of time, after which they are able to return to or obtain their own shelter.

The actual reports that came in from agencies and schools, reporting sheltered persons in counties in which we had identified no shelter, suggest that there are shelters in the state which we had not identified. The social service agencies identified 1,970 persons in shelters in the state. It is probable that the reports from social service and law-enforcement agencies accounted for a large number of those who are unreported by the shelters.

Accuracy of the Numbers Reported as Doubling-up

"Doubling-up" is the category about which the respondents seemed to be least confident. Inconsistencies in the relationship between reported numbers and the population size and percentages in poverty figures for the various counties further suggest that the reported numbers are not reliable. There is no firm evidence, however, on which to specifically judge their accuracy.

Accuracy of the Numbers Reported as Near-Homeless

While the numbers reported in the "near-homeless" category may be subject to some of the estimation problems cited for other categories, there are bases on which the accuracy of these numbers can reasonably be judged. For instance, it was noted that the 68,348 persons reported as "near-homeless" constitute just 18.95 percent of the Iowans classified as "low income." Information also is available on the number of persons receiving ADC assistance by county in the State of Iowa. In 1987, the number of individuals in Iowa receiving ADC averaged 91,327 per month (Iowa Department of Education, 1988, p. 31). The number reported as "near-homeless" is less than 75 percent of those receiving ADC. Since it is likely that all ADC recipients would face major economic problems should they lose their entitlement, and since other persons, receiving other entitlements also are at-risk, this again suggests that the numbers of reported "near-homeless" constitute an underreporting of that population in Iowa. Remember also, in thinking about the near-homeless, that this category almost certainly overlaps the doubled-up category. In other words, many persons who are doubled-up are also near-homeless.

Estimates of Actual Numbers in Doubling-up and Near-homeless Categories

As noted, there are several bases for assuming inaccuracies, mainly in the direction of underreporting, in the responses to this study. However, there was no clear basis for judging the numbers "on-the-street" the number of "quasi-homeless," nor the number "in shelters" to be inaccurate, thus no alternative estimates are made for these categories.

There are several bases for judging the probable number in the State who are near-homeless or doubling-up. Thus, some estimates of the numbers actually in these categories were generated. The procedures by which these numbers were derived are explained in the following sections, and the numbers are reported in Table 5. It must be noted, that there is no claim to absolute accuracy of these estimates. Rather they are being offered as a "best guess" comparison to the reported data.

Estimating Total Near-Homeless - Statistical techniques were used to derive "estimates" of the number of persons who are "doubling-up" and "near-homeless" in each county of Iowa. The estimates of "near-homeless" were made first, using linear regression statistics. This procedure uses an examination of the relationship among several variables for known cases in order to predict numbers for cases for which information is not available. In this case the relationship between the number of near-homeless reported by the counties and the population size and some poverty indicators were used to estimate numbers for other counties. The specific techniques used are explained in the full report. The estimated total numbers of "near-homeless" generated with the regression model are recorded in the last section of Table 5.

Procedures for Estimating Near-Homeless Children - All sources obtainable indicate that children constitute around 50 percent of the homeless, with estimates varying from 40 to 60 percent. Thus, if the number of children reported was between 40 and 60 percent of the estimated total, the number reported was maintained as the estimated number of "near-homeless" children. If the number of children was less than 40 percent of the estimated total, the new "estimated number of near-homeless children" was calculated as 50 percent of the total number of "near-homeless."

Procedures for Estimating Total "Doubling-Up" - As noted earlier, there is little basis for judging the number of persons in the "doubling-up category." It seems likely, however, that the number reported in this category in Iowa is low. In order to generate an estimate for counties reporting no persons "doubling-up" the data for counties reporting numbers in this category were examined, and the proportion that the "doubling-up" constituted of the "near-homeless" was calculated. This proportion averaged .068. For those counties that had not reported any numbers for the "doubling-up" category, the total number "near-homeless" was multiplied by .068 to generate an initial estimate of total "doubled-up." It should be noted that in some cases, the "doubled-up" numbers constituted much higher proportions of the "near-homeless"

category, ranging to 86 percent in one case. While it was tempting to reduce this figure, no action was taken since some authorities suggest that a majority of the near-homeless are in fact living in doubled-up facilities. For counties reporting both total number and number of children "doubling-up" these category figures were compared. Again, the assumption is made that children should constitute 40 percent to 60 percent of the total category. If the number of children reported constituted more than 60 percent of the total, a new estimate of the total "doubled-up" was made by multiplying the number of children reported by two.

Procedures for Estimating Children Doubling-up - The number of children doubled-up was again assumed to be 40 percent to 60 percent of the total in that category. If reported numbers of children fell within that range, then reported numbers were used as the estimated figures as well. If the number of children reported constituted less than 40 percent of the total number reported to be "doubling-up", or if no estimate of the number of children was provided, a new estimate of children in this category was generated by multiplying the total by 50 percent.

Estimated Numbers of Iowans Who are Near-Homeless and Doubled-up

Table 5 provides a summary of the estimates derived using the procedures just described. The first two columns of the table identify the counties. Column 3 indicates the population of each county as estimated by the Bureau of the Census in 1988, and the column 4 indicates the number of low income persons as reported by the Department of Education. Columns 5 and 6 contain the estimates of the total number of persons and the number of children who are doubled-up in each county. Columns 7 and 8 present the total number of near-homeless and number of near-homeless children.

In examining these figures keep in mind that the near-homeless category is not exclusive of the other categories listed. For instance, persons who are doubled-up in many cases would also be considered to be near-homeless.

TABLE 5

ESTIMATED NUMBER OF DOUBLED-UP AND NEAR-HOMELESS IOWANS -1989

(1) Co. No.	(2) County Name	(3) 1988 Population	(4) Numb. Low Income	(5) Total	(6) Doubled-up Children	(7) Total	(8) Near-homeless Children
01	Adair	8,500	1,484	12	7	282	141
02	Adams	5,300	1,131	8	4	56	28
03	Allamakee	14,900	2,977	12	6	653	327
04	Appanoose	14,300	2,616	45	22	655	328
05	Audubon	7,600	1,487	15	8	208	104
06	Benton	22,700	3,161	100	50	1271	636
07	Black Hawk	124,500	13,110	44	22	8753	4377
08	Boone	25,400	2,629	405	203	1544	772
09	Bremer	23,300	3,154	100	50	1321	661
10	Buchanan	21,800	4,137	80	40	1109	555
11	Buena Vista	20,100	2,742	45	23	1099	550
12	Butler	16,300	2,806	40	20	788	394
13	Calhoun	12,100	2,076	148	74	515	258
14	Carroll	22,400	3,700	112	64	1186	593
15	Cass	15,500	2,757	84	42	732	366
16	Cedar	18,100	2,506	45	23	961	481
17	Cerro Gordo	48,100	5,383	98	49	3134	1567
18	Cherokee	14,700	2,285	16	8	710	355
19	Chickasaw	14,300	2,680	96	48	640	320
20	Clarke	8,800	1,606	80	40	290	145
21	Clay	17,600	2,613	28	14	919	460

Table 5 continued: Estimated Number of Doubled-up and Near-Homeless Iowans- 1989

(1) Co. No.	(2) County Name	(3) 1988 Population	(4) Numb. Low Income	(5) Doubled-up Total	(6) Children	(7) Near-homeless Total	(8) Children
22	Clayton	20,200	4,313	65	33	958	479
23	Clinton	52,900	6,849	17	9	3397	1699
24	Crawford	18,400	2,937	8	4	944	472
25	Dallas	30,400	3,341	104	53	1873	937
26	Davis	8,700	2,035	47	24	247	124
27	Decatur	8,600	1,720	6	3	272	136
28	Delaware	18,600	4,039	745	426	1240	620
29	Des Moines	44,300	4,621	42	21	2907	1454
30	Dickinson	15,300	2,423	17	9	736	368
31	Dubuque	90,900	11,378	178	89	6015	3008
32	Emmet	11,600	2,133	34	14	477	239
33	Fayette	22,600	4,513	28	16	1145	573
34	Floyd	18,100	2,849	38	18	937	469
35	Franklin	11,800	1,944	31	16	508	254
36	Fremont	8,800	1,398	84	42	315	158
37	Greene	10,700	1,582	45	26	454	227
38	Grundy	12,700	1,520	40	20	617	309
39	Guthrie	11,000	2,069	93	54	435	218
40	Hamilton	16,900	2,274	220	110	885	443
41	Hancock	13,300	2,081	20	10	607	304
42	Hardin	19,800	3,027	56	28	1058	529
43	Harrison	15,900	2,377	34	18	794	397
44	Henry	18,800	2,165	16	8	1044	522
45	Howard	10,500	2,427	12	6	349	175
46	Humboldt	11,300	1,583	32	16	500	250
47	Ida	8,600	1,580	12	7	280	140
48	Iowa	14,700	2,092	4	2	722	361
49	Jackson	21,700	4,310	33	18	1087	544
50	Jasper	36,200	3,803	44	22	2301	1151
51	Jefferson	16,700	2,504	12	6	842	421
52	Johnson	86,700	6,918	412	206	6060	3030
53	Jones	19,800	3,331	26	13	1020	510
54	Keokuk	12,200	2,573	32	16	477	239
55	Kossuth	19,700	3,792	21	10	967	484
56	Lee	40,400	4,539	2	1	2612	1306
57	Linn	171,500	14,750	320	160	12261	6131
58	Louisa	12,000	1,649	50	25	552	276
59	Lucas	9,500	1,408	20	10	376	188
60	Lyon	12,200	2,707	14	7	460	230
61	Madison	12,600	1,907	78	39	566	283
62	Mahaska	22,400	3,132	59	35	1254	627
63	Marion	30,200	3,249	82	41	1863	932
64	Marshall	39,400	4,231	140	80	2542	1271
65	Mills	13,400	1,608	52	26	668	334
66	Mitchell	11,500	1,964	48	24	473	237
67	Monona	10,400	1,972	4	2	392	196
68	Monroe	8,400	1,610	20	10	267	134
69	Montgomery	12,200	1,737	80	40	562	281
70	Muscatine	41,100	4,400	16	8	2669	1335
71	O'Brien	15,600	2,650	1	1	743	372
72	Osceola	7,600	1,297	24	12	230	115
73	Page	17,100	2,274	64	32	973	487
74	Palo Alto	11,100	2,075	2	1	514	257

Table 5 continued: Estimated Number of Doubled-up and Near-Homeless Iowans- 1989

(1) Co. No.	(2) County Name	(3) 1988 Population	(4) Numb. Low Income	(5) Doubled-up Total	(6) Children	(7) Near-homeless Total	(8) Children
75	Plymouth	24,100	3,960	94	47	1375	688
76	Pocahontas	10,300	1,724	6	3	330	165
77	Polk	324,700	29,345	1600	800	20026	11000
78	Pottawattamie	88,000	9,631	118	59	6163	3082
79	Poweshiek	18,900	2,434	32	16	981	491
80	Ringgold	5,400	1,316	12	7	93	47
81	Sac	12,600	2,522	65	29	663	332
82	Scott	155,400	14,059	5336	2668	13336	6668
83	Shelby	14,100	2,214	28	14	564	282
84	Sioux	30,200	4,617	30	15	1701	851
85	Story	71,900	5,270	105	55	5035	2518
86	Tama	18,400	3,049	94	47	939	470
87	Taylor	7,500	1,757	34	17	181	91
88	Union	12,900	2,096	54	27	590	295
89	Van Buren	8,200	1,714	8	4	232	116
90	Wapello	36,600	5,557	280	130	2220	1110
91	Warren	36,700	3,733	14	7	2339	1170
92	Washington	20,100	3,164	118	59	1050	525
93	Wayne	7,100	1,55	310	5	166	83
94	Webster	41,700	5,697	160	80	2606	1500
95	Winnebago	12,400	1,852	38	19	558	279
96	Winneshiek	21,900	3,532	72	36	1159	580
97	Woodbury	98,500	11,930	268	134	6652	3326
98	Worth	8,600	1,303	28	16	307	154
99	Wright	14,700	2,026	5	3	736	368
Total		2,834,200	360,755	13,906	7,041	169,275	85,845

Comparison of Numbers Reported in Homeless Categories 1988-89

Certainly an issue of significance is the ways in which the numbers in the various homeless categories have changed since 1988. While the differences in those numbers can easily be reported, they are less easily interpreted. The differences reflect not only change in actual numbers, but change in the methods used to collect data, and even reactions to the 1988 data. In 1988 data were collected using personal interviews, primarily with social service agency personnel. Few of those agencies were actively maintaining records. The 1989 methodology represents a start on instituting a procedure which will allow for record keeping and updating of information on the homeless. However, it does represent the first direct effort to obtain such information from school personnel. In some cases agency personnel are now maintaining records consistent with the categories requested, and thus were able to produce more accurate data in the 1989 survey.

A final issue that must guide interpretation of the comparison between 1988 and 1989 figures, especially on a county by county basis, is the way in which citizens and government personnel reacted to the first report. In some cases community consciousness of the homeless problem was raised in 1988 and thus there is now more accurate knowledge of who within their communities is homeless, as well as significant efforts to attend to the needs of those persons. In other cases, negative reactions to the 1988 survey, have seemingly produced a lack of cooperation with the 1989 survey. It can be expected that as consciousness is further raised, and as record keeping and planning for the needs of the homeless population becomes more widespread, and as the methods of data collection become standardized, figures collected in future years will be more easily compared.

Table 6 summarizes the overall total and total children figures for all categories of homelessness and near homelessness for 1988 and 1989. Overall, the numbers of children reported in each category increased most significantly. The number reported to be "on the streets" increased by almost three-fourths, while the number of children on the streets more than doubled. The total number in the "quasi-homeless" category dropped by almost 200, but the number of children reported in that category more than doubled. There is only a slight increase (proportionately) in the total number reported to be "doubled-up", but again the number of children in that category almost doubled from 1988 to 1989. Finally, the number reported to be "near-homeless" almost doubled. Children in the "near-homeless" category were not reported in 1988. Differences by county are presented in Table 12 of the full report.

TABLE 6

**Summary of Reported and Estimated Numbers in Homeless Categories
Iowa - 1989**

Homeless Category	Total		Children	
	1988	1989	1988	1989
Reported On the Streets	413	709	117	277
Reported Quasi Homeless	1,998	1,797	312	686
Reported Sheltered	1,876	2,372	347	1,048
Reported Doubled-up	9,849	10,835	3,353	6,394
Estimated Doubled-up		13,906		7,041
Reported Near-homeless	37,409	68,348		25,652
Estimated Near-homeless		169,275		85,845

Educational Characteristics of the Homeless

Determining whether homeless children were in fact attending school, and judging the educational levels of the reported homeless persons, is difficult. While the schools and shelters reported education levels, agency and law-enforcement figures often were lacking that information. In fact in many cases, the agency and law-enforcement reports did not even indicate clearly how many of the persons they were reporting were children. The shelter data provide the only basis for judging the number of students, appropriately at each grade level, who are in fact attending school. Using those data, it was first determined that children from 0 to 5 corresponded to a preschool category; those from age 6 to 12 were grade school (with one 16 year old also in grade school), those from 13 to 14 were primarily in middle school (with a few persons older or younger); and those from 15 to 18 were in high school (with 3 adults also reporting having attended high school the previous year). Using these data, the percentage of shelter residents in each age/grade category who attended school the previous year was calculated. It was assumed that the shelter residents for whom no information was provided about their attendance the previous year, did not attend school. These percentages are presented in the first portion of Table 7.

Next the proportion in each grade level was calculated for each homeless category. These proportions were then used as the basis for deriving an estimate of the numbers of children actually within each grade level. For instance, 5.28 percent of the children reported on the streets were preschoolers. Thus, in Table 7 it is estimated that of the 277 children reported on the streets in Iowa (from Table 2), 5.28 percent, or 15, are preschoolers.

TABLE 7

**Estimated Number of Children in Each Homeless Category
by School Level**

	Grade/Age Levels				
	Preschool (0-5)	Grade School (6-12)	Middle School (13-14)	High School (15-18)	
Percent Attending	8.7%	75.0%	81.0%	86.0%	
Estimated Grade Level Distribution of Children In Each Homeless Category		Estimated in			
	Total Number	Pre- School	Grade School	Middle School	High School
On the Streets	277	15	55	51	156
Quasi Homeless	686	106	144	182	254
In Shelters	1,048	186	272	231	359
Doubled-up	6,394	1687	1818	1286	1603
Near-homeless	85,845	22,053	28,992	17,546	17,254

**Attitudes And Perceptions:
Measurements Of Homelessness As Seen By Significant Audiences**

Central to the task of gaining a better understanding of homelessness in Iowa is gaining an understanding of the perceptions that key persons hold of the severity of homelessness, its causes, the characteristics of homeless persons, and the potential for change in the situation. Thus, a series of questions designed to ascertain perceptions of these issues was posed to the respondent groups. Responses to the major questions are summarized for each group, then some discussion of perceptions of written responses is offered.

Perceived Severity of the Problem

Table 8 summarizes the answers of the various respondent groups to questions about the severity of the homelessness problem in their area. Shelter providers, as a group, believe that homelessness is more severe, while school personnel tend to relegate the seriousness of the issue to a lesser status.

A majority of school personnel claim that homelessness is non-existent in their communities, compared to less than one percent of shelter providers who gave the same answer. In comparing these responses, it must be remembered that shelters exist only in communities where the problem has been perceived as serious enough to warrant such facilities.

TABLE 8

**Responses to General Questions Concerning
Major Issues Facing Homeless**

<u>General Questions</u>	<u>Reporting Agencies</u>			
	Social Service Providers	School Personnel	Shelter Providers	Law- enforcement Personnel
1. Severity of Homelessness Today				
Severe	3.68	.68	12.31	2.50
Moderate	30.53	5.97	84.62	17.50
Mild	58.95	40.61	2.21	50.00
Non-existent	<u>684</u>	<u>52.73</u>	<u>86</u>	<u>30.00</u>
Total	100.00	99.99 ¹	100.00	100.00
2. Severity Compared to One Year Ago				
Worse	23.96	6.62	70.00	10.81
Same	67.71	87.13	25.00	81.08
Better	<u>833</u>	<u>625</u>	<u>500</u>	<u>8.11</u>
Total	100.00	100.00	100.00	100.00
3. Severity Compared With Nearby Districts				
Worse	9.57	7.86	55.00	14.70
Same	62.77	59.78	35.00	50.00
Better	<u>27.66</u>	<u>32.36</u>	<u>1000</u>	<u>35.29</u>
Total	100.00	100.00	100.00	99.99
4. Severity Compared to Other Parts of Iowa				
Worse	9.52	6.76	35.00	13.51
Same	21.69	32.91	55.00	32.43
Better	<u>68.78</u>	<u>60.33</u>	<u>1000</u>	<u>54.05</u>
Total	99.99	100.00	100.00	99.99
5. Severity Compared to Other Parts of USA				
Worse	4.71	8.91	21.05	19.44
Same	11.52	12.73	26.32	11.11
Better	<u>83.77</u>	<u>78.36</u>	<u>52.63</u>	<u>69.44</u>
Total	100.00	100.00	100.00	99.99

¹Due to rounding error, total percentages will not always equal one-hundred.

The optimistic stand taken by school personnel was even more evident when they were asked to compare the severity of homeless with what it was one year ago. Almost 93 percent of the school personnel who responded stated that they think things are better today than they were one year ago. Shelter personnel once again took the most critical stand responding that things are worse today than one year ago (70 percent).

School personnel once again are situated on the more optimistic side of the continuum when asked about their own school district when compared with other nearby districts and even the remainder of Iowa. Social service providers become more optimistic as they compared themselves with larger units, 68.78 percent claiming that their part of Iowa experiences less severity than others when it comes to the problems of homelessness and finally are even more positive than the school personnel when they compare their location with other parts of the United States. As a matter-of-fact, all four groups that were surveyed believe their area is better off than the remainder of the United States. However, one out of five shelter providers and law-enforcement personnel contend that their part of Iowa is worse off than the remainder of the United States.

Causes of Homelessness

Respondents were asked to indicate what they considered to be the major causes of homelessness. While there was some variation among response groups, certain issues rose recurrently. The first three items listed, ranked among the most frequent responses for all four respondent categories. Items 4 through 7 were frequently cited by respondents in three of the groups. Housing issues, listed fourth below, was the cause mentioned most frequently by social service and shelter personnel, but was twelfth among school personnel, and not mentioned by law-enforcement respondents. The last two items listed below, were frequently mentioned by two of the respondent groups.

1. Family problems, such as abuse, divorce, kids kicked out, inadequate care of children, poor parenting.
2. No jobs, no factories, shut-downs, local economy.
3. Lack of funds, for example salaries low; no money; poverty; finances; no money for deposits; hook-ups; rental deposits; or transportation.
4. No housing, too little low-rent housing, landlords won't rent, housing substandard.
5. Unemployment.
6. Alcohol, drug dependency.
7. Lack of education.
8. No budget or money management skills.
9. Doesn't want to work, no initiative, welfare dependent, chose to be homeless.

Programs for the Homeless

Respondents were asked whether there were any programs specially designed for the homeless in their communities. While only one-third of the school and social services personnel perceived that such programs exist, over half of the law-enforcement respondents felt that special homeless programs were available to homeless children.

Types of Programs for the Homeless

Respondents who reported availability of special programs to assist those children who are homeless, identified many approaches or programming tactics. Essentially the same programs were mentioned by all respondent groups. The following listing enumerates the programs in order of the frequency with which they were mentioned. Clearly, many of the programs identified are not designed primarily to deal with homeless children. Such programs, however, apparently are seen by educators as offering ways of addressing the needs of homeless children.

1. Counseling.
2. Student at-risk type programs.
3. Other government programs, such as child abuse identification, community awareness, and programs outside of the school that impact on children.
4. Meals (breakfast/lunch) programs.
5. Alternative schools, other educational programs.
6. Youth/shelter services.
7. Church or community programs or funds.
8. Step-teen.
9. Day care, pre-school, Head Start.
10. Social worker.
11. Jobs (JTPA, work-study).
12. Shelters.
13. Big Brothers, Big Sisters.
14. Personal aid.
15. Health programs.
16. Teachers trained to identify homeless.
17. YMCA, YWCA.
18. Foster care.

Adequacy of Homeless Programming

Law-enforcement and school personnel answering the survey reported that programs for the homeless that are in existence are adequate while shelter providers and social service providers voice the opposite position, questioning the adequacy of these programs. The following discussions will detail what respondents suggest as ways to reduce inadequacies that are perceived to exist. Generally speaking, respondents, with the exception of shelter providers, believe that the needs of homeless people are being met in their communities. In some locations, however, those who responded felt that these needs were either not being met or were not met at a level they considered to be appropriate.

Problems for children are generally thought to be of a higher magnitude and are being met less often when shelter providers were interviewed. However, almost two-thirds of school personnel, social service providers, and law-enforcement respondents stated that they felt such problems are being either properly addressed, or in reality do not exist, in their communities.

At Risk Behavioral Characteristics

It has been hypothesized that homeless children, being in a high "at-risk" category, may exhibit characteristics that are unique, or at least not common among other children. If there are identifiable characteristics that would allow for early diagnosis of this condition and any degree of subsequent potential intervention, they should stand out as being easily identified and thus rapidly diagnosed.

In order to test this notion, school personnel were given a list of behavioral characteristics and asked to indicate whether in their experience, homeless children were more likely, less likely, or about equally likely to exhibit them as other children. The list of characteristics used in this study was provided by the Iowa Department of Human Services, Mental Health Division, as characteristics identified in the literature as particularly likely to characterize at-risk children. Table 9 displays the responses to these characteristics, with the one most often perceived as "more often" characteristic of homeless children listed first.

TABLE 9

Behavioral Characteristics Ranked In Terms of Degree That They Characterize Homeless Children

Category of Behavior	More	Same	Less
Poor Self Image	89.43	9.21	1.36
Poor Grades	83.98	14.92	1.10
School Failure	81.82	17.08	1.10
Inappropriate Social Behavior	80.66	18.01	1.39
Less Extracurricular Participation	79.19	21.35	4.78
Unable to Concentrate	77.29	21.61	1.11
Sad Mood	77.01	21.33	1.68
Behavioral Change	76.37	21.98	1.65
Truant	72.10	23.20	4.70
Withdrawal	69.64	28.41	1.95
Day Dreaming	63.84	35.03	1.13
Loss of Energy	61.80	36.24	1.97
Aggressive	58.94	37.15	3.91
Frequent Illness	58.56	36.46	4.97
Self-critical	48.29	46.55	3.74
Suicide	35.10	61.06	3.83

At-risk characteristics, such as those identified above, have major programming ramifications on educational offerings at all levels. It is interesting to note that there appears to be a common consensus among educators, and for that matter among other interested collectivities, that certain factors are critical to the well-being of the child if there is going to be any major impact made on the future behavior of the child.

Educational Characteristics of Adult Homeless

Information about the educational experiences and concerns of adults was provided primarily by shelter personnel. Table 10 indicates response to the question of whether guests had attended school last year.

TABLE 10

Educational Attendance by Adult Shelter Residents in 1988-89

School Attended Last Year (N = 261)

High School	1.5
GED	.8
Trade School	.4
College	.4
Didn't Attend	23.2
No Answer	73.7

Information on whether adults attended education the previous year, and other questions about the educational needs of homeless adults can only be interpreted in light of knowledge of their current level of educational attainment. Table 11 presents data that indicate the highest level of education completed by the shelter guests. Of the 261 adult guests, 30.5 percent had completed from 5 to 11 years of school, 39 percent had completed high school, and 17.7 percent had completed some college, trade or technical schooling. Only 2.7 percent were reported as having completed a G.E.D. program.

TABLE 12

**Highest Level of Education Completed by Adult Shelter Residents
As Reported by Responding Shelter Personnel**

Highest Grade Completed

5 years	.8
6 years	1.2
7 years	2.3
8 years	7.3
9 years	1.9
10 years	8.9
11 years	8.1
12 years	39.0
GED	2.7
13+ years	15.4
Trade/Technical Sch.	2.3
Unknown	10.0

Educational Needs of Adult Homeless

When asked to indicate whether adults in their shelters discuss or express an interest in educational opportunities, over 83% of the shelter personnel responded yes. Further, 75% of the respondents indicated that their guests have used adult education programs. When asked to indicate whether or not educational programming is currently available for adult residents of their shelters, over three-quarters of the responding shelter personnel indicated that such programs are available.

When asked which of the available programs were most useful to homeless adults, shelter respondents most often identified adult education through the community colleges, GED, and JTPA. In discussing the best and worst characteristics of adult programs, the factors that brought praise to programs included accessible time and location, worthwhile - usable -

material, and low cost. Reasons for negative evaluation included cost, lack of child care, limited program availability, and lack of time and location accessibility.

Even with knowledge of educational levels achieved, of the good and bad points of available programs, the question remains as to whether the needs of homeless adults are being met. Specifically social service respondents were asked to indicate "strongly agree" through "strongly disagree" to the statement that "The educational needs (G.E.D./Diploma program) of homeless adults are being well met in this county." Since adult education and the delivery of the GED is often associated with social service agencies, as a part of the overall approach to moving people from positions of dependency to independence, we were especially interested in securing answers to this question. Overall, about thirty-five percent of those responding noted that they considered these needs as being met while over twenty-five percent noted that the needs were not being met. Chart 35 characterizes the responses received.

When shelter providers were asked to list those needs of shelter users that are not being met through adult education, the following headed that list.

1. Life skills, social skills.
2. Job or technical training.
3. GED.
4. English as a second language.
5. Child care.
6. Accessible times and location for educational programs.
7. Literacy.
8. Assessable --- meet them where they are.

Finally, shelter respondents were asked to enumerate ways that adult education might better be provided that would result in more positive benefits for adults in homeless shelters. Housing and job stability, education in accessible times and at accessible locations, provision of transportation, financial aid and provision of counselors were thought to be most important.

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SECTION 11

HOMELESS STUDENTS:

NEW RULES



TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, ED.D., DIRECTOR

TO: School Administrators of Iowa

FROM: Dr. William Lepley, Director, Department of Education

DATE: August, 1990

SUBJECT: Homeless Students - **New Rules for Schools**

Chapter 33, Iowa Administrative Code was established in response to federal legislation and state initiatives to accommodate homelessness and its effects in Iowa. The rules are attached for your review and dissemination as deemed appropriate in your district.

Six primary barriers have been identified which contribute significantly to delaying or interrupting the education of homeless children and youth. As you progress in establishing a plan for at-risk children, consider the six primary barriers and institute action to overcome those barriers evident in your district.

Please note that the barriers identified in this memo are directly related to the new rules and are being presented to pinpoint possible major action at the local level.

Barrier One: Residency and Guardianship: Address the school of origin/school of residence question and how it relates to school enrollments and transfers for homeless children and youth. It is important that all local staff understand local policy on residency to assure equitable administration of it. Residency should not be used to significantly delay the education of homeless children.

Barrier Two: Coordination and Identification: Review or develop model guidelines for improving coordination between school and service agencies to identify and track homeless students and assist them and their families. The categories of homelessness are defined in rules.

Barrier Three: Program Continuity: Provide a variety of learning options to expedite homeless students' access to public education and existing support services. Also provide nutrition and health services, especially immunizations, to assure students are not denied education due to neglect of necessary health needs.

Review existing practices to assure that homeless children are not being denied existing services because of their condition of being homeless.

Barrier Four: Transportation: Within districts make every effort practical to maintain willing homeless students in the attendance center in which they started at the beginning of the school year. Use all possible and acceptable methods of transportation to assist them to attend the school of their choice. The primary objective here is to cause the least disruption to the education of children moving from one residence to another.

Barrier Five: Student Records: Eliminate delays in enrollment due to LEA student records guidelines. Encourage enrollment in school through contacts with parents, guardians and children in shelters of all types.

Barrier Six: Public Awareness: Collect information on the homeless and inform staff of problems and effects. Incorporate awareness into school curriculum. Coordinate with other agencies to involve and inform the general public.

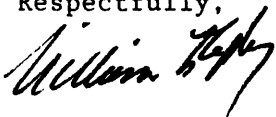
Note that we do not want homeless students to experience additional stigma because of what we do. However, they may need temporary or long term support and we must not assume that ALL are in need of like services. As indicated before, the services for this population may well be blended into your total plan for at-risk children.

Services for homeless children and youth can be supported by several funding resources available to local education agencies. Five primary sources include: Increased allowable growth for dropout prevention and dropouts, supplemental weighting for shared programs or staff, new funds provided under H.F. 535 for preschool and early elementary programs, Phase III, and Chapter 1. No direct federal funds for services for the homeless are available at this time except for literacy training at the adult level. Therefore, your creative abilities to use existing state resources to improve services for the homeless must be applied. Your best effort will be greatly appreciated.

Chapter 33 states that a school district must give written notice to the homeless child and family if the school district is going to deny access. The notice must give the name, address and telephone number of the local Legal Services office. Therefore, the attached information is provided to assist you. All Legal Services offices and counties served are identified.

We are looking forward to providing as much assistance as possible to assist you in this endeavor. Please feel free to contact Dr. Ray Morley, (515) 281-3786 or Kathy Collins (515) 281-5295 directly for additional assistance.

Respectfully,



William L. Lepley, Ed.D.
Director

LEGAL SERVICE CENTERS OF IOWA DIRECTORY

Cedar Rapids Regional Office
Suite 400, Paramount Building
305 Second Street, South East
Cedar Rapids, Iowa 52401
1-319-364-6108
1-800-322-0419

Counties Served: Benton,
Cedar, Iowa, Linn, Marshall
Poweshiek, Tama

Southwest Regional Office
300 Smith-Davis Building
532 1st Avenue
Council Bluffs, Iowa 51501
1-712-328-3982
1-800-432-9229

Counties Served: Adams
Audubon, Carroll, Crawford,
Cass, Fremont, Harrison,
Mills, Montgomery, Page,
Pottawattami, Ringgold,
Shelby, Taylor

HELP Legal Assistance
609 Putnam Building
215 Main Street
Davenport, Iowa 52801
1-319-322-6216

Counties Served: Clinton
Scott

South Central Regional Office
315 East Fifth Street
Suite 25
Des Moines, Iowa 50309
1-515-280-3636
1-800-532-1503

Counties Served: Adair
Boone, Clarke, Dallas, Greene
Guthrie, Hamilton, Jasper
Madison, Story, Warren
Webster, Union

Northeast Regional Office
Suite 280, Nesler Center
Town Clock Plaza
Dubuque, Iowa 52001
1-319-588-4653
1-800-942-4619

Counties Served: Allamakee
Clayton, Delaware, Dubuque
Fayette, Jackson, Jones
Winneshiek

Iowa City Regional Office
430 Iowa Avenue
Iowa City, Iowa 52240
1-319-351-6570
1-800-272-0008

Counties Served: Des Moines,
Henry, Johnson, Lee, Louisa,
Muscatine, Washington

North Central Regional Office
Mohawk Square, Suite 220
22 North Georgia
Mason City, Iowa 50401
1-515-432-4651
1-800-392-0021

Southeast Regional Office
106 North Market
Ottumwa, Iowa 52501
1-515-683-3166
1-800-452-0007

Northwest Regional Office
215 Commerce Building
520 Nebraska Street
Sioux City, Iowa 51101
1-712-277-8686
1-800-352-0017

Waterloo Regional Office
708 1st National Building
Sycamore and East Fourth
Waterloo, Iowa 50703
1-319-235-7008
1-800-772-0039

Legal Aid Society of Polk County
808 Fifth Avenue
Des Moines, Iowa 50309
1-515-243-1193

Counties Served: Calhoun, Cerro
Gordo, Emmett, Floyd, Franklin
Hancock, Humboldt, Kossuth,
Mitchell, Palo Alto, Pocahontas
Winnebago, Worth, Wright

Counties Served: Appanoosa,
Davis, Decatur, Jefferson,
Mahaska, Marion, Monroe, Van
Buren, Wapello, Wayne

Counties Served: Buena Vista,
Cherokee, Clay, Dickinson, Ida,
Lyon, Monona, O'Brien, Osceola,
Plymouth, Sac, Sioux, Woodbury

Counties Served: Black Hawk,
Bremer, Buchanan, Butler,
Chickasaw, Grundy, Hardin,
Howard

Counties Served: Polk

CHAPTER 33
EDUCATING THE HOMELESS

281-33.1(256) Purpose. The purpose of these rules is to facilitate the enrollment of homeless children of school age in the public school districts of Iowa to enable them to have access to a free, appropriate public education.

281-33.2(256) Definitions.

"*District of Origin*" is defined as the public school district in Iowa in which the child was last enrolled.

"*Guardian*" is defined as a person of majority age with whom a homeless child or youth of school age is living or a person of majority age who has accepted responsibility for the homeless child or youth, whether or not the person has legal guardianship over the child or youth.

"*Homeless child or youth of school age*" is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular, and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with nonnuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

281-33.3(256) Responsibilities of the board of directors. The board of directors of a public school district shall:

1. Locate and identify homeless children or youth of school age who are found within the district, whether or not they are enrolled in school.
2. Post information encouraging homeless children and youths of school age to enroll in the public school at community shelters and other locations in the district where services or assistance is provided to the homeless.
3. Examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children or youths, consistent with these rules. School districts are encouraged to cooperate with homeless agencies and organizations to explore comprehensive, equivalent alternative educational programs and support services for homeless children and youth when necessary to implement the intent of these rules.

281-33.4(256) School records; student transfers. The school records of each homeless child or youth shall be maintained so that the records are available in a timely fashion when a child or youth enters a new school district, and in a manner consistent with federal statutes and regulations related to student records.

Upon notification that a homeless student intends to transfer out of the district, a school district shall immediately provide copies of the student's permanent and cumulative records, or other evidence of placement or special needs, to the homeless child or youth or the parent or guardian of a homeless child or youth who may take the copies with them.

Upon the enrollment of a homeless child or youth, a school district shall accept copies of records, or other evidence of placement provided by the homeless child, youth, or the parent or guardian of the homeless child or youth, for purposes of immediate placement and delivery of education and support services. Thereafter, the receiving school shall request copies of the official records from the sending school. The receiving school shall not dismiss or deny further education to the homeless child or youth solely on the basis that the prior school records are unavailable.

281-33.5(256) Immunization requirements. Consistent with the provisions of Iowa Code section 139.9 and rules of the department of health, a public school shall not refuse to enroll or exclude a homeless child or youth for lack of immunization records if any of the following situations exist.

The parent or guardian of a homeless child or youth or a homeless child or youth:

1. Offers a statement signed by a doctor licensed by the state board of medical examiners specifying that in the doctor's opinion the immunizations required would be injurious to the health and well-being of the child or youth or to any member of the child or youth's family or household.

2. Provides an affidavit stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the homeless child or youth is a member or adherent, unless the state board of health has determined and the director of health has declared an emergency or epidemic exists.

3. Has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible, or

4. Is a transfer student from any other school.

The school district shall make every effort to locate or verify the official immunization records of a homeless child or youth based upon information supplied by the child, youth, parent, or guardian. In circumstances where it is admitted that the homeless child or youth has not received some or all of the immunizations required by state law for enrollment and none of the exemptions listed above is applicable, the district shall refer the child, youth, and parent or guardian to the local board of health for the purpose of immunization, and the school shall provisionally enroll the child or youth in accordance with item "3" or "4" above.

281-33.6(256) Waiver of fees and charges encouraged. If a child or youth is determined to be homeless as defined by these rules, a school district is encouraged, subject to state law, to waive any fees or charges for materials or supplies that would present a barrier to the enrollment or transfer of the child or youth.

A homeless child or youth, or the parent or guardian of a homeless child or youth, who believes a school district has denied the child or youth entry to or continuance of an education in the district on the basis that mandatory fees cannot be paid may appeal to the department of education using the dispute resolution mechanism in rule 33.9.

281-33.7(256) Waiver of enrollment requirements encouraged; placement.

33.7(1) If a homeless child or youth seeks to enroll or to remain enrolled in a public school district, the district is encouraged to waive any requirements, such as mandatory enrollment in a minimum number of courses, which would constitute barriers to the education of the homeless child or youth.

33.7(2) In the event that a school district is unable to determine the appropriate grade or placement for a homeless child or youth because of inadequate, nonexistent, or missing student records, the district shall administer tests or utilize otherwise reasonable means to determine the appropriate grade level for the child or youth.

281-33.8(255) Residency of homeless child or youth.

33.8(1) A child or youth who meets the definition of homeless in these rules is entitled to receive a free, appropriate public education and necessary support services in either of the following:

- a. The district in which the homeless child or youth is actually residing, or
- b. The district of origin.

The deciding factor as to which district has the duty to enroll the homeless child or youth shall be the best interests of the child or youth.

33.8(2) The choice regarding placement shall be made regardless of whether the child or youth is living with a homeless parent or has been temporarily placed elsewhere by the parent(s); or, if the child or youth is a runaway or otherwise without benefit of parent or legal guardian, where the child or youth has elected to reside.

33.8(3) Insofar as possible, a school district shall not require a homeless student to change attendance centers within a school district when a homeless student changes places or residence within the district, unless the change of residence takes the student out of the category of homeless.

33.8(4) If a homeless child or youth is otherwise eligible and has made proper application to utilize the provisions of Iowa Code section 282.18, "Open Enrollment," the child or youth shall not be denied the opportunity for open enrollment on the basis of homelessness.

281-33.9(256) Dispute resolution. If a homeless child or youth is denied access to a free, appropriate public education in either the district of origin or the district in which the child or youth is actually living, or if the child or youth's parent or guardian believes that the child's or youth's best interests have not been served by the decision of a school district, an appeal may be made to the department of education as follows:

33.9(1) If the child is identified as a special education student under Iowa Code chapter 281, the manner of appeal shall be by letter from the homeless child or youth, or the homeless child or youth's parent or guardian, to the department of education as established in Iowa Code section 281.6 and Iowa Administrative Code 281--41.32. The letter shall not be rejected for lack of notarization, however. Representatives of the public school district where the child or youth desires to attend and of the corresponding area education agency, as well as the child, youth, or parent or guardian of the child or youth, shall present themselves at the time and place designated by the department of education for hearing on the issue. The hearing shall be held in accordance with the rules established in 281--41.32.

33.9(2) If the child is not eligible for special education services, the manner of appeal shall be by letter from the homeless child or youth or the homeless child or youth's parent or guardian to the director of the department of education. The appeal shall not be refused for lack of notarization, however. Representatives of the public school districts denying access to the homeless child or youth and the child, youth, or parent or guardian of the child or youth shall present themselves at the time and place designated by the department of education for hearing on the issue. The provisions of 281--Chapter 6 shall be applicable insofar as possible; however, the hearing shall take place in the district where the homeless child or youth is located, or at a location convenient to the appealing party.

33.9(3) At any time a school district denies access to a homeless child or youth, the district shall notify in writing the child or youth, and the child or youth's parent or guardian, if any, of the right to appeal and manner of appeal to the department of education for resolution of the dispute, and shall document the notice given. The notice shall contain the name, address, and telephone number of the legal services office in the area.

33.9(4) This chapter shall be considered by the presiding officer or administrative law judge assigned to hear the case.

33.9(5) Nothing in these rules shall operate to prohibit mediation and settlement of the dispute short of hearing.

281-33.10(256) Transportation of homeless children and youth.

33.10(1) Intent. A child or youth who meets the definition of homeless in these rules shall not be denied access to a free, appropriate public education solely on the basis of transportation. The necessity for and feasibility of transportation shall be considered, however, in deciding which of two districts would be in the best interests of the homeless child or youth. The dispute resolution procedures in rule 33.9 are applicable to disputes arising over transportation issues.

33.10(2) Entitlement. Following the determination of the homeless child or youth's appropriate school district under rules 33.8 or 33.9, transportation shall be provided to the child or youth in the following manner:

a. If the appropriate district is determined to be the district in which the child or youth is actually living, transportation for the homeless child or youth shall be provided on the same basis as for any resident child of the district, as established by Iowa Code section 285.1 or local board policy.

b. If the appropriate district is determined to be the district of origin of the homeless child or youth, and the district of origin is contiguous to the district in which the child or youth is actually living, the district in which the child or youth is actually living (sending district) is responsible for transportation. The sending district shall be responsible for providing transportation or paying the pro rata cost of the transportation to the parent or guardian for transporting the child or youth to and from a point on a regular school bus route of the contiguous receiving district. However, a decision to reimburse the parent or guardian rather than provide transportation shall not be made by the sending district if the parent or guardian is unable to regularly transport the child or youth to the designated stop.

The district of origin now designated for the pupil's enrollment shall have the primary responsibility to transport the child from the point on a regular bus route within the district to the appropriate designated attendance center.

c. If the appropriate district is determined to be the district of origin of the homeless child or youth, and the district of origin is not contiguous to the district in which the child or youth is actually living, the district in which the child or youth is actually living is responsible to transport the homeless child or youth only if the district has an established route that passes through or terminates in the district of origin now designated for the pupil's enrollment.

281-33.11(256) School services. The school district designated for the pupil's enrollment shall make available to the homeless child or youth all services and assistance including but not limited to compensatory education, special education, English as a second language, vocational courses or programs, programs for gifted and talented pupils, health services, and food and nutrition programs, on the same basis as those services and assistance are provided to resident pupils.

These rules are intended to implement the provisions of the Stewart B. McKinney Homeless Assistance Act, 42 U.S.C. S11431 et seq.

[Filed 9/15/89, Notice 7/26/89--published 10/4/89, effective 11/8/89]

SECTION III

EDUCATING HOMELESS
CHILDREN AND YOUTH:

PROBLEMS AND SOLUTIONS

EDUCATING HOMELESS CHILDREN AND YOUTH

PROBLEMS AND SOLUTIONS

Prepared by the
Office of the Education of Homeless Children and Youth
Iowa Department of Education
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3786

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

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Des Moines, Iowa 50319-0146

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Educating Homeless Children and Youth: **Problems and Solutions**

Prepared by
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Being without a home is an unnatural way to live, and being homeless can take its toll on a child's achievement in school. Homelessness doesn't necessarily dictate failure or difficult, uncooperative behavior, however. If educators recognize the situation and provide or coordinate assistance, homeless children and youth can make rapid and successful school progress.

Being without a place to sleep, eat, bathe, change and wash clothes, get out of the weather, study, play, work and be with family threatens the basic needs of families and children. The effort required to satisfy those basic needs can become a barrier to a child's education. No matter how good our education program, young people's basic needs must be satisfied in the process of helping them receive a good education.

This list includes some key problems educators might observe and provides suggestions for overcoming those problems. Many of the problems and solutions also apply to other at-risk students.

Problem

Solution

- | | |
|---|---|
| ✓ Homework is difficult for children who don't have a quiet, proper place to study (adequate light, paper and pencils, a place to sit). Finding a pencil or pen can be a major obstacle in a shelter or in an abandoned building, tent or car used for shelter. Reading without proper light is impossible. | ✓ Provide a place to study, materials and perhaps personal assistance before and after school. Include transportation, if needed, to help children take advantage of a study area. Encourage students and parents to use the study facilities. |
| ✓ No help with homework and no access to a phone increase the probability of poor performance. | ✓ Provide tutorial and remedial assistance during weekdays and on weekends in a learning/study center. Use personal contacts to encourage children and families to use the center and provide training for parents in how to help their children. |
| ✓ Sleeping in class may be all the child can do after weeks of living in a car or noisy shelter. | ✓ Sleep must come before productive classroom participation is possible. Let the child rest. |

Problem

- ✓ Getting to school with limited or no transportation is an extraordinary task for children.
- ✓ Hunger is a basic physical need that interferes with children paying attention, listening, studying, and staying on task.
- ✓ Self-esteem (personal drive to want to do well) comes after social and emotional needs are gratified.
- ✓ Developmental lags in any child's language and motor skills are probable when homelessness persists. Completing routine tasks normally expected of children of certain age groups may not be possible.
- ✓ Emotional trauma experienced by children through family violence and at school via harassment from peers produces feelings of not being safe. Angry outbursts or withdrawn behavior can result.

Solution

- ✓ Provide special transportation to assist parents who cannot get their children to bus routes. Provide after-hours transportation home to allow students access to study and recreation opportunities. Provide transportation for parents to school events, parent training programs, etc. Consider using volunteers or service groups to organize special transportation needs.
- ✓ Provide breakfast programs for children or maintain minimum food supplies in classrooms or other areas to feed children who are hungry. Encourage children and families to use free and reduced-price lunch programs. Teach children how to take advantage of community-sponsored food programs.
- ✓ Provide 10 to 20 times the normal amount of reassurance to children to build self-confidence.
- ✓ Provide special individual assistance through local programs, area education agency services, etc. Encourage participation via intramural programs and community-based programs. Establish a peer helping program. Establish assistance through community volunteerism programs.
- ✓ Address harassment in discipline practices and rules in school. Provide a place for students to vent their anger and someone to listen. Counsel students on how to handle harassment. Hold group counseling or classroom discussion on parent/child relations and conflict resolution. Cover human development in curriculum for all children. Provide instruction in social studies to sensitize all students to the impact of homelessness.

Problem

- ✓ Moving from one residence to another or from one school to another between and within districts causes delays and interruptions in a child's education program.
- ✓ The child misses school to care for siblings.
- ✓ The child displays no trust of the teacher, expresses dislike for school, or challenges a teacher, counselor, administrator, or support staff person's commitment for long periods.
- ✓ The child lacks immunizations or records are lost.
- ✓ School records are lost. Students and parents cannot identify last school attended.
- ✓ Parents lack basic education.

Solution

- ✓ Transport children to their home school to ensure stability throughout a school year. Provide copies of school records to parents to take to other schools to facilitate enrollment. Accept students into school programs with or without past school records. Request records from past schools after enrollment. Provide help for students who have fallen behind academically because of moving.
- ✓ Provide child care services. Arrange for other community agencies to provide for care.
- ✓ Be patient and persistent in trying to help. Offer repeated support without withdrawing. Continue offerings of help.
- ✓ Hold clinics to start immunizations before students start preschool or kindergarten. Enroll students and request immunization records afterward. Enroll students and start immunizations at the same time. Coordinate services with Department of Health clinics to provide immunizations so a student's education is not interrupted.
- ✓ Enroll students and start searching for records afterward.
- ✓ Communicate by phone or personal conversations. Provide home-based tutorial assistance for children. Train parents about how to help their children. Provide for substitute parenting by organizing literate volunteers who will open their homes to share their skills and care.

Problem

- ✓ The child has poor school attendance (missing one day or more per week). Parents may keep students out of school because parents have feelings of shame and do not want to force their children to deal with the same feelings by sending them to school.
- ✓ Students don't attend public school. They don't feel safe in public school, can't cope with public school environment, have failed in the regular system or have been abused or ridiculed to the point of withdrawal.
- ✓ The child uses coping strategies such as temper tantrums, thumb sucking, extreme shyness, lying and stealing.
- ✓ Hanging around school when other children are gone, daydreaming in the classroom, not participating in group play, walking to school rather than riding a scheduled bus and eating alone are indicators worth further observation and study.
- ✓ The cost for simple school supplies is impossible for some children. Extracurricular event costs and lab costs for certain courses can also be troublesome and embarrassing to children who cannot pay them.

Solution

- ✓ Follow up on attendance immediately. Provide encouragement and assistance in getting to school. Visit shelters, or wherever parents can be located, to help overcome barriers. Contact community support people and school social workers to help get children to school.
- ✓ Contact community shelters and display school information and ask shelter staff to encourage public school enrollment. Provide alternative schooling within the shelter or an alternative setting more acceptable to the children.
- ✓ Redirect inappropriate coping behavior as quickly as possible via personal counseling or other services depending on the behavior. Make children aware when their behavior is inappropriate. When necessary counsel other students on problem situations and enlist their help in changing the behavior.
- ✓ Intervene to find out what is occurring and whether help is necessary. Befriend children to help them overcome possible trauma. Contact parents for insight into home and social situations. Take steps to protect children if behavior could be dangerous (i.e., walking home late and alone).
- ✓ Provide supplies to children to facilitate their involvement. Maintain an assistance fund to provide grants to children and families for supplies, travel, fees, etc.

Problem

Solution

✓ Medical problems are unattended. Chronic illness or stress-induced symptoms and illness such as stomachaches, headaches or rashes can be expected.

✓ Provide a center that students feel like going to for medical and personal attention. If possible, house professional health services in the school. Provide opportunities for personal counseling and understanding of stress-induced physical reactions. Provide after-school counseling for parents and children. Make accommodations in school schedules to allow health services and mental health services to be provided. Refer chronic cases to health and mental health professionals.

✓ Personal hygiene is unattended.

✓ Provide a place for students to bathe. Provide encouragement, counseling and assistance in personal hygiene. Offer personal hygiene products to students as a part of every classroom or through a center in the school.

✓ The same clothes are worn over and over again. These may be the only clothes available.

✓ Provide clothing for students on an individual basis. Special clothing for different seasons of the year can be considered. Gloves, ear muffs and boots are essential in winter. Special funds can be maintained to help children buy necessary clothes. Keep clothes at school and allow children to change upon entering and leaving the building.

✓ Depression and unhappy feelings last for long periods.

✓ Provide individual counseling or before- and after-school teacher chats. Encourage friendship with peers. Involve the child in physical activities.

Resources

Organizations

National Coalition for the Homeless
1621 Connecticut Avenue N.W.
Washington, D.C. 20009
(202) 265-2371

Iowa Coalition for the Homeless
1111 9th Street, Suite 370
Des Moines, Iowa 50314
(515) 244-9748

Coordinator, Office of Homelessness
Iowa Department of Human Services
Division of Economic Assistance
Hoover State Office Building, Fifth Floor
Des Moines, Iowa 50319
(515) 281-3133

Coordinator, Office for the Education of Homeless Children and Youth
Iowa Department of Education
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3786

Interagency Council on the Homeless
HUD Regional Office
1103 Grand Avenue, Room 704
Kansas City, Missouri 64106-2496
(816) 374-6743

U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202
(202) 732-4728

Homelessness Exchange
1830 Connecticut Avenue, S.W.
4th Floor
Washington, D.C. 20009
(202) 462-7551

Materials

All materials available from the Iowa Department of Education, Office for the Education of Homeless Children and Youth.

School Rules of Iowa, Chapter 33, "Educating the Homeless." Iowa Department of Education, January 1990.

Memo to School Administrators of Iowa, "Homeless Students—New Rules for Schools." Iowa Department of Education, November 15, 1989.

Directory of Legal Services Regional Offices and Counties. Legal Services Corporation of Iowa, October 1989.

Directory of State and National Contacts for the Education of Homeless Children and Youth. U.S. Department of Education, April 1990.

Executive Summary—A Count of Homeless Children and an Appraisal of the Educational Needs of Homeless Youth in Iowa. Drake University in cooperation with Iowa Department of Education, December 1989.

Broken Lives: Denial of Education to Homeless Children. National Coalition for the Homeless, December 1987.

Shelter Boy. Videocassette. This 15-minute, nationally televised documentary produced by Fox Television depicts an Omaha family forced to be homeless as a result of a tornado and loss of employment. The effects of homelessness on the children with regard to school experiences are emphasized. Also available from Iowa area education agencies.

AT-RISK PLANNING MATERIALS

SCHOOL-BASED YOUTH SERVICES PROGRAM

GUIDELINES FOR SERVING AT-RISK STUDENTS

**INVENTORY OF POLICIES AND PRACTICES
RELATED TO STUDENT FAILURE AND DROPPING OUT**

ACTIVITIES/SERVICES FOR STUDENTS NEEDING ADDITIONAL ASSISTANCE

STUDENTS AT-RISK: PLANNING WORKSHEET FOR EDUCATORS

SERVICES (PHASE III) FOR AT-RISK STUDENT POPULATIONS: K-12

**AT-RISK POPULATIONS:
SUMMARY OF FINANCIAL RESOURCES FOR PROGRAM IMPROVEMENT**

MEDIA RESOURCES

SECTION IV

SCHOOL-BASED YOUTH
SERVICES PROGRAMS



TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, ED.D., DIRECTOR

SCHOOL-BASED YOUTH SERVICE EDUCATION PROGRAMS

GUIDELINES FOR PLANNING

Department of Education
September, 1989

Raymond E. Morley, Ed.D.

House File (H.F.) 535 Section 76(1)(c), "Programs for At-Risk Children", 1989 Acts of Iowa, provides \$800,000 to develop school-based youth service programs. Rules for the legislation will be developed during August-November, 1989 and requests for proposals will be released by January, 1990 by the Department of Education.

The purpose of H.F. 535 is to develop centers located in or near middle or high schools to increase the potential of community service providers to deliver services coordinated with education. Specific goals for the programs include: impacting districts or areas with high rates of at-risk teens, increasing the ability of service providers to deliver services, improving the coordination between schools, and other service providers, increased utilization of economic resources by schools to improve the employment and productivity of students leaving school, and increased voluntary use of available services by middle and high school students.

Target groups include in-school middle and/or high school aged children who need assistance to succeed including teen parents, pregnant teens, unemployed and unemployable teens, teens with suicidal tendencies and other mental health problems, substance users and abusers, chronic health problem teens, abused and homeless children, minority students, those with sudden negative changes in school performance due to trauma and those with language barriers and disabilities. Dropouts are also a target group.

School districts in cooperation with other service providers are the eligible recipients. Multiple school districts (in a joint agreement) in cooperation with other service providers are also eligible. The management of a program may be by the school district or a nonprofit service organization.

School districts will submit proposals to the Department of Education in response to a request for proposals issued no later than January, 1990. Proposals will be selected and notifications made by April or May, 1990. Only districts submitting proposals in cooperation with other service providers will be considered. At minimum, mental health, job training and employment, and health services will have to be involved. Day care, recreation, juvenile treatment, substance abuse treatment and other services should be considered.

Grants will be approved for a maximum of \$200,000 per year with no less than a four year commitment. A twenty percent (20%) local contribution in cash or in-kind services will be required.

Letters of support for the youth service program must be provided from the local teachers' association; parent-teacher organization; nonprofit agencies providing human services, mental health, health and job services; community organizations; and the area private industry council.

Advisory councils will be required and at minimum shall include a representative from the private industry council, parents of children in the youth service program or school district, a teacher recommended by the local teachers' association, representatives from health and mental health services, students enrolled in the youth service program and/or school recommended by the school student government, a representative of a nonprofit service provider, and a representative from the juvenile court system.

The following items have been projected to constitute a program plan but these items may be changed, expanded, or modified. They are offered as a format to assist those persons doing planning in preparation for submitting a proposal.

- a) Identify the need for the program
- b) Identify objectives
- c) Identify the components and schedule of the program
- d) Explain available in-school support services
- e) Explain parent and family involvement initiatives
- f) Explain the monitoring procedure used to monitor program objectives and student outcomes
- g) Identify the roles and responsibilities of staff
- h) Specify provisions for identifying and involving students
- i) Specify staff development plans
- j) Identify facilities and equipment
- k) Identify measures that will be taken to assure nondiscrimination
- l) Include a budget
- m) Identify provisions for an advisory council
- n) Include letters of support

More specific information on the process for submitting RFP's will be included in the request for proposals.

SECTION V

GUIDELINES FOR SERVING
AT-RISK STUDENTS

Guidelines for Serving At-Risk Students

A publication to assist school districts
in the development of local plans required by the
Iowa Standard for At-Risk Students.

**Department of Education
Division of Instructional Services**

1989

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

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Des Moines, Iowa 50319-0146

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Introduction

In a democracy all students should be guaranteed the right to participate in and benefit from school and community resources and programs. During the past decade, many schools in the name of excellence, have increased standards for grade level achievement and high school graduation. Concurrently, changes in family structure, social environment, and economics have negatively affected various student populations. All of these changes have interfered with some students acquiring the related behaviors necessary for school success and contributed to the lower achievement level of certain students. Failures at all levels of the educational spectrum resulted.

In 1988 Iowa adopted a standard to guide public education agencies in developing a plan to accommodate students who need additional help to succeed. The standard will require a linkage of local, state, and federal resources within each local education agency to provide the needed services. As well, resources from within and outside of education will have to be combined to accommodate student needs implied within the standard.

The Department of Education expects that the planning and implementation of services in the new standard will be approached positively, eliminating as much as possible the creation of a new label (at-risk). At some point in every student's school experience some special assistance will be needed. This special assistance varies in the type of service needed and the degree to which it is needed. Therefore, a total system of support for all students can be planned at the local level and the new standard satisfied by providing an emphasis on assisting those students who are not succeeding, not continuing in school, or not being productive upon completion of school.

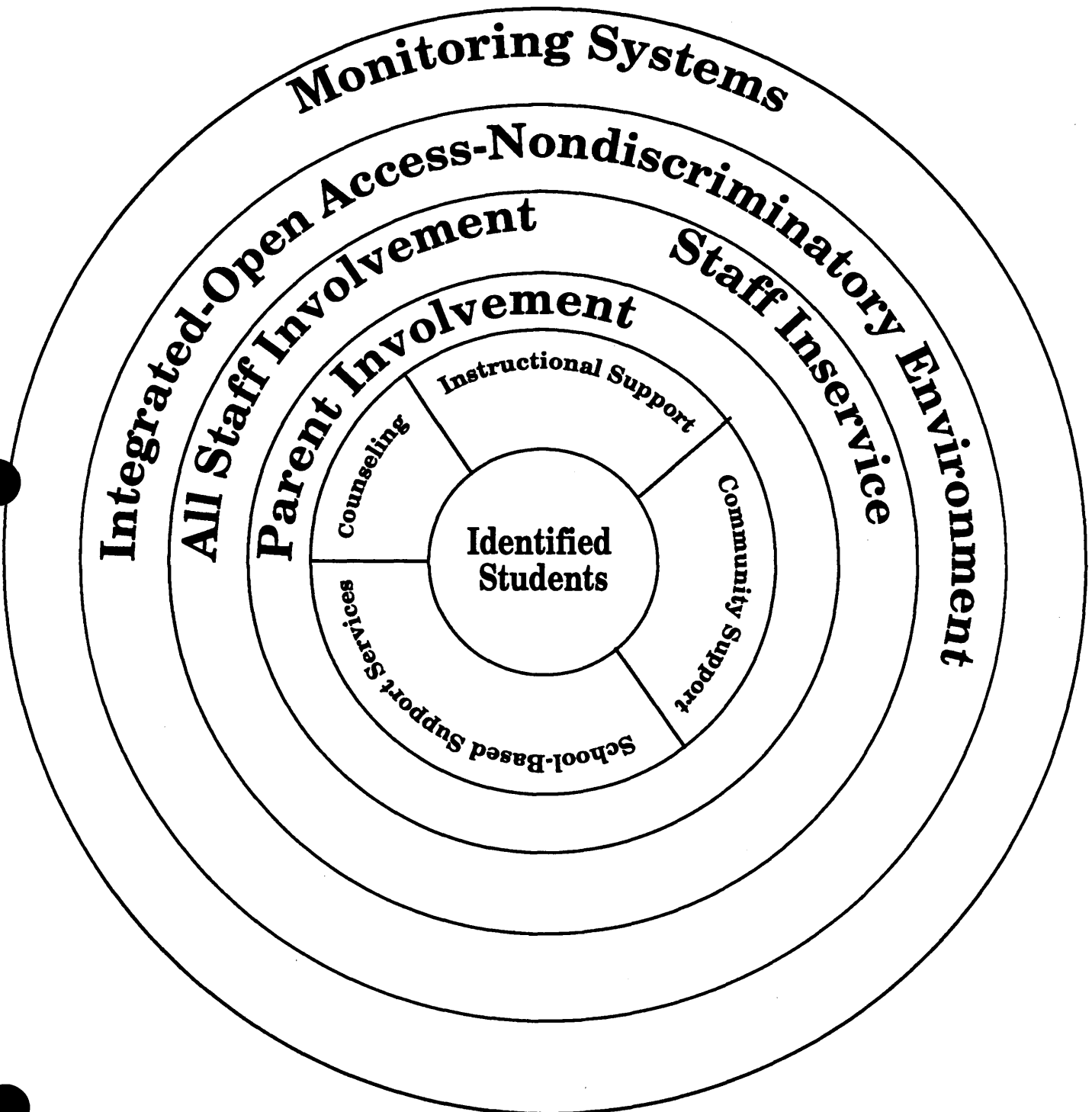
Provisions for At-Risk Students - The Iowa Standard

Iowa Administrative Code, Chapter 281--12.5(13), Provision for At-Risk Students. The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

A Diagram of the At-Risk Standard

The diagram which follows provides a pictorial representation of Iowa's standard for at-risk students. It is presented to assist persons to visualize the standard in its totality and how each of nine components might be sequentially organized for local planning. The visualization starts at the center and moves outward encompassing nine components. Local plans could be organized and sequenced accordingly.



Local Plans

The standard for at-risk students depicted in the previous diagram includes nine components which need to be specifically addressed at each educational level (K-12) within local education agencies. The nine components are:

1. Strategies for identification of at-risk students;
2. Special instructional assistance;
3. School-based support services (food and nutrition, health, psychological, social, speech, etc.);
4. Appropriate counseling services;
5. Coordination with community-based support services;
6. Strategies for involving parents;
7. Involvement of and inservice for all school personnel;
8. Compliance with federal and state nondiscrimination legislation; and
9. Provisions for monitoring behavioral, social, and academic improvements.

The local education agency plan for meeting this standard can be blended into a broad-based plan that addresses other new standards, such as counseling. In fact, the diagram and structure of the standard could be easily related to planning for all students. Whatever approach is used, the emphasis on the nine planning components should not be lost in the process. The nine components represent the structure that can and will be used for compliance reviews.

All local plans should include a system for the identification of students, a system to make recommendations for support, and a system for carrying out the recommendations to the extent possible given the resources available.

Local plans should acknowledge that change will occur and some flexibility will be needed to change local plans. Local practitioners should expect challenges but feel free to experiment and try different approaches and strategies.

By July 1, 1989, local boards must have adopted a written plan to address the at-risk standard, documenting coverage of the nine requirements in the standard at each educational level. The plan can be projected over a three-year period, incorporating a phasing-in process and using the first year for planning. Full implementation should be evident starting in the 1992 school year. Continuous updating of the plan is expected. Therefore, long range planning beyond three years is encouraged, and changes in the plan as to what and how services are provided are anticipated by the Department of Education. Local plans do not have to be filed with the Department of Education but must be kept locally for review. Although the standard requires a plan for K-12, local districts are encouraged to expand plans to include pre-kindergarten to grade 14.

A process for local action could be as follows:

1. Identify team members to address the standard. Teams from different buildings could be utilized to provide input into a district-wide system. All levels of education should be represented, with an administrator being a member of each team.
2. Prepare a plan to address the standard, using the first year to involve all staff in planning and development.
3. Approve the plan by local board action.
4. Establish procedures such as district wide meetings, building level meetings, and brainstorming techniques to involve all staff in planning activities and implementation strategies.
5. Complete an analysis of existing services, practices, and procedures to accommodate student needs. Include an analysis of existing policies and practices that may be contributing to student failure.
6. Identify goals and objectives for implementing all components of the standard.
7. Establish an implementation timeline of no more than three years to address all requirements of the standard.
8. Incorporate goals and timelines into a management plan for local use.
9. Review, monitor, and continue the process.

The checklist which follows can be used to guide local planning and/or identify priorities for a local management plan. It is consistent with the at-risk standard but expands the levels to preschool through grade 14, with emphasis on measureable outcomes.

- A system exists at all education levels (pre-K through 14) to identify those who need additional assistance to succeed.
 - not expected to succeed (preschool)
 - not succeeding (elementary - senior high)
 - dropouts (grades 7-12)
 - unproductive (grades 10-14 including post-school follow-up)
- A system to review school policies and practices that contribute to student failure is planned/implemented.
- Expected student outcomes (behavioral, social, academic) are identified in measureable terms for monitoring purposes.
- Support services are provided for those identified as being at-risk at all educational levels (K-12).
 - instructional support
 - guidance services
 - outside agencies
 - school-based support services (food and nutrition, psychological, social work, other)
- Parents and family are involved.
 - at all education levels (pre-K through 14)
 - different roles of parent involvement are encouraged
- All staff, professional and support, are involved at all levels (pre-K through 14).
 - assigned objectives
 - special assignments
 - in-class modifications
 - other
- A staff development program exists to assist all staff to better serve at-risk children and youth.
 - at all levels
 - professional and support staff involved
 - full-time and part-time staff involved
 - administrators at all levels involved
- Support services and education programs for at-risk students meet the requirements of state and federal non-discrimination legislation.
 - students have equal access to support services;
 - students are being served on an integrated basis, without discrimination on the basis of race, gender, national origin, creed, color, religion, disability, and parental/family or marital status;
 - staff assignments do not discriminate on the basis of gender, race, national origin, creed, color, religion, disability, and parental/family or marital status;
 - at-risk student data is collected on the basis of race, national origin, sex, and disability.
- A monitoring system exists to identify student progress in academic, behavioral, and social development at all educational levels.

The nine components of the at-risk standard are identified and discussed separately in the following section. The discussion reflects the thinking of consultants from seven different bureaus within the Department of Education and is offered to help local practitioners to address at-risk students at the local level. The ideas should be considered as a beginning and not as controlling all local initiatives.

The Nine Components: Specific Ideas For Consideration in Building Local Plans

#1

STRATEGIES FOR IDENTIFICATION OF AT-RISK STUDENTS

The definition of at-risk students includes three distinct categories of students that should be considered by local practitioners. The three categories are identified in the chart below.

At-Risk Categories and Specific Criteria for Identification		
Not Meeting Goals in Education Program	Not Completing High School	Not Becoming A Productive Worker
<p>Low achievement scores; below the 30th percentile or two years or more behind</p> <p>Inability to cope with a full class schedule; low grades in one or more classes (below grade "C" or 2.0 on a 4.0 scale)</p> <p>Poor attendance; missing one day per week</p> <p>Suspended or expelled two or more times</p> <p>Lack of friends</p> <p>Dislike for school; frequently mentions not belonging</p> <p>Sudden negative changes in classroom performance or social interaction</p> <p>Poor organization of study habits; can't find homework, lacks necessary materials</p> <p>Inability to pay fees, lunch tickets, transportation, materials, etc.</p> <p>Limited English proficiency</p> <p>Disabled and not succeeding as expected after being given support services by special education staff</p> <p>Difficulty meeting long-term goals</p> <p>Low motivation to complete assignments</p>	<p>Pregnancy</p> <p>Teen parent</p> <p>Dropout</p> <p>Culturally or geographically isolated; not able to interact with students of a different race or socio-economic background</p> <p>No extracurricular involvement</p> <p>Substance use or abuse; unhealthy physical appearance</p> <p>Inability to adjust to transition steps in the education process (elementary to junior high/middle school, or junior high/middle school to high school)</p> <p>Homeless</p> <p>Frequently tardy</p> <p>Transient (moves from school to school - within and outside the district frequently)</p> <p>Suicidal tendencies</p> <p>Negative peer influence (social crowd of dropouts, delinquents and/or poor achievers)</p> <p>Victim of overwhelming peer harassment</p>	<p>No identified career interests</p> <p>Course selection is highly random, leading toward no specific post-school training or career choice</p> <p>No reasonable career plans upon graduation or beyond graduation</p> <p>No specific plan for post-high school training</p> <p>Low motivation to seek employment</p> <p>Inability to keep employment; unacceptable work behavior</p> <p>Unfamiliarity with and inability to use community service agencies</p> <p>Low aptitude/skills for competitive work</p>

The specific criteria for identification are examples of key factors that can be used to identify students who need additional help in grades K-12. The key factors overlap into each category of at-risk student. Therefore, the factors should be perceived as building upon each other. A student recognized as not becoming a productive worker could reflect characteristics listed in each of the other two categories. Likewise, students with failing grades may also display poor attendance and be unable to pay school fees. Conceivably, students could be classified from least to most at-risk based on the number of characteristics they display in order to prioritize limited services and resources.

Career potential is not specifically mentioned in the standard but is very much implied in the definition of at-risk student. Students at risk of not becoming productive workers need to be identified and given as much assistance as possible in career decision-making, course selection that will lead them somewhere, identification of career interests, post-secondary plans, financial assistance for training, and special assistance to upgrade aptitudes and skills for productive work.

The key factors listed in the chart can be determined at each level (elementary, junior high, senior high) from formal and informal procedures, assessments, and/or studies designed to predict and/or confirm student performance.

Strategies or procedures used for identification should account for students affected for short durations, such as those experiencing sudden trauma.

- Referral by teacher, family, counselor, support staff, peer, self, outside agency, or employer
- Testing (group and individual, formal and informal)
- Career assessment systems (aptitude, career interests, individual career planning, curriculum based assessments)
- Student assistance team models
- Centralized data analysis (achievement, ability to pay, low income, attendance, suspensions, grades, dropouts, homeless, follow up, extracurricular involvement)
- Student response checklists
- Learning styles analysis and peer helper identification systems

Strategies for identification should include or be followed by a system to make recommendations for needed support and a system to carry out the recommendations. Such a system could include one or more of the following:

- Suggestions for support services can be made part of the referral strategy, and referrals would be forwarded to a coordinator of support services, or teachers and counselors would assume the support roles necessary.
- One or more persons, such as a teacher assistance team, can be identified to receive data and coordinate support services or establish individual programs.
- A centralized system can be established to automatically recommend support services, and a central coordinator would assign tasks to staff, students, agencies, support personnel, etc.
- Student assistance teams can receive information and make or implement recommendations as needed.

Each of the examples above, except the first, needs a person or persons within the district to oversee and coordinate support services for students. Persons given the responsibility must have the flexibility and time to coordinate across all staff and be closely linked with administration for resource development. Specific consideration could be given to creating a new position and/or assigning existing staff the responsibilities. In any case, serving at-risk students will remain a responsibility for each separate facility in a district. Therefore, special assignments within each facility will most likely be necessary.

The identification of at-risk students should be complemented by an analysis of existing district policies and practices to identify factors in management and teaching that contribute to the lack of student success. Examples include forcing all students to maintain full-class schedules regardless of ability; allowing a limited number of credits to transfer in for high school completion; not allowing students to switch to other teachers teaching the same courses when the student

is failing; not allowing students to attend neighboring school districts on a tuition basis when failing; restricting all students to high school completion within the same timeline (age 17-18); and significantly reducing student assistance programs such as tutoring and remedial help beyond the elementary program. An inventory to assist local districts in the analysis of policies and practices related to student failure and dropping out is available from the Bureau of Federal School Improvement, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319.

#2

SPECIAL INSTRUCTIONAL SUPPORT SERVICES

Students who need help to succeed in academic classes should receive assistance by federal, state, and locally supported activities. Below are possible activities that could be considered:

- Preschool early intervention
- Transition programs (elementary to junior high, junior high to senior high, senior high to work or post-school training)
- Parent helpers in the classroom and at home with homework
- Computer-based tutorial assistance
- Pull-out remedial programs
- Learning centers (in-school and take-home)
- Small class ratios of 1:12 or less
- Peer tutoring
- Extended school days offering homework assistance
- Evening school
- Weekend classes or Saturday school
- Summer school
- In-class remediation
- Work experience and exploratory/vocational education offering applied learning experiences
- Child care while learning
- Community service projects for applied learning
- Cooperative learning allowing mixed ability grouping
- Contractual learning and personalized education plans

#3

COORDINATION WITH COMMUNITY-BASED SUPPORT SERVICES

Schools are not expected to take care of all the needs of students. Other established community services should be utilized to assist students whenever possible. Multi-agency collaborative plans should be established to allow for continuous outside service and the modification of the school program when necessary to ensure student success in the school program.

Formal plans with agencies should be considered at all education levels to establish clear working relationships and responsibilities and to form some sense of accountability in helping students to improve their performance. These formal plans should be in writing to facilitate implementation and evaluation.

Specific agencies that should be considered include: Iowa Department of Job Service, Mental Health, and Human Services; area education agency support services; family planning agencies; substance abuse centers; rehabilitation services; YMCA; YWCA; crisis pregnancy centers; hospitals; churches; law enforcement; JTPA; county extension services; women, infant and children (WIC) programs; and maternal child health (MCH) clinics. Each school should identify the services available, the contact people, and the procedures that will be used to coordinate services, perhaps in the form of a directory or within staff handbooks. Joint meetings between the support agencies and school staff should be considered to facilitate working relationships and staff training. Whenever possible, agencies that can provide the person power to assist students within the school should be provided office space. In addition, students and parents should be educated about the services available and how to use them. This can include incorporating the information into curriculum.

#4

SCHOOL-BASED SUPPORT SERVICES

Many of the basic needs of students and families, especially those at-risk, have been considered in the process of building existing school-based support services. Therefore, these services should be incorporated into local school plans. Area education agencies, which often provide many of the school-based support services for local districts, may need to be involved in the development of local plans. The following list indicates some school-based support services that might be considered.

School Based Support Services

Speech-language pathologist - Provides assessment and intervention services related to speech and language development as well as disorders of language, voice, articulation, and fluency.

School psychologist - Provides assessment, intervention, and consultation regarding students' behavioral, social, emotional, educational, and vocational needs. Provides group and individual counseling to students, parents, and families.

School social worker - Provides assessment and consultation regarding student and family social, emotional, and behavioral needs; intervention including individual, group, parent, and family counseling; and coordination of home, school, and community resources.

Special education nurse and/or school nurse - Provides assessment, planning, implementation, and evaluation regarding students' school health needs.

Consultant - Provides assistance in the development of curriculum and specialized instructional procedures, techniques, and materials for students experiencing academic and behavioral difficulties.

Work experience coordinator - Plans and implements sequential secondary programs for students requiring specially designed career exploration and vocational preparation.

School audiologist - Provides planning, counseling, coordination, and intervention strategies for students with hearing impairments.

School occupational therapist - Provides assessment and intervention strategies for students with physical impairments.

School physical therapist - Provides assessment and intervention relating to developmental and adaptive sensorimotor and gross motor competencies for students with physical impairments.

Food service personnel - Provide nutritious breakfasts, and lunches for all children, including low income students, children in child care settings, and special-dietary-need students.

#5 APPROPRIATE COUNSELING SERVICES

Appropriate counseling service includes the identification, monitoring, and provision of assistance to students regarding their personal, social, academic, and career/vocational development. The standard for at-risk students (4.5(13)) implies that these counseling services should be made available to at-risk populations to no less an extent than provided to other students and, to the extent possible, be provided as needed at the local level.

Two resources that can be used to structure counseling services are The Guidance Program Standard (12.5(21)) and the "Iowa K-12 Career Guidance Curriculum Guide for Student Development". Specific efforts should be made to link the counseling and at-risk standards to establish harmony within schools. Specific objectives for serving at-risk populations can be gleaned from the state guide, which identifies objectives for serving all students.

The guidance standard (12.5(21)) specifies that a K-12 guidance program be established to address personal, educational, and career development. The program should include counselors, instructional and non-instructional staff, students, parents, and community members in a full range of services. The requirements of the guidance standard are similar to the requirements of the at-risk standard: parent involvement; coordination with community services; involvement of all school personnel; provisions for monitoring academic, behavioral, and social improvements; and provisions for special instructional services.

The need for special assistance with personal, social, and career/vocational development characterizes the at-risk student. Therefore, strong implications exist for developing counseling services that are responsive to and effective in overcoming the problems of at-risk students in these two areas.

When developing a comprehensive guidance program, particular attention could be given to some specific issues which relate highly to at-risk students. Some examples of activities include:

- A district-wide crisis plan for sudden trauma such as suicide, death, and accidents
- Student assistance teams
- Support groups
- Peer helper program, including at-risk students as "helpers"
- Individualized career plans
- Individualized counseling
- Coordination of outside agencies
- Mentorship programs
- Programs to help parents to help their children
- Consultation with staff to assist in understanding and helping students

#6 STRATEGIES FOR INVOLVING PARENTS

The following chart identifies parent/guardian involvement as a multidimensional process involving parents/guardians and/or other significant family members in different roles with different degrees of complexity. All parents/guardians are perceived as needing help/guidance to assume any of the identified roles. The school can help all parents/guardians and significant others to assume any or all of the identified roles.

Parent/Guardian Involvement		
Roles	Rationale	Activity Examples
<p>A. Valuer of Education</p> <p>Parent/guardian/family members are involved in performing basic obligations, such as registering, overseeing attendance, medical exams, responding to written or phone messages or providing messages to school to inform school of family situations which may affect educational performance of student/s.</p>	<p>Most parents work and are involved in other activities and have limited time to become involved in school matters and their attention needs to be captured.</p> <p>Many parents have to be shown how to become involved in school and to perceive school as an extension of their home environment, as unthreatening, helpful, and supportive.</p>	<p><u>Basic Communications</u></p> <ul style="list-style-type: none"> • Positive notes, daily or weekly • Checklist of accomplishments • Personal letters regarding student progress, attendance, behavior, etc. • Activities to draw parents into school, such as plays, exhibits, athletic events, open houses, child's work nights, etc. • Home visits, personal or phone • Monthly or quarterly phone contacts
<p>B. Supporter/Partner</p> <p>Parent is asked to contribute material goods, money to assist the school, purchase material for home study and/or volunteer time.</p> <p>Parent continues to perform basic obligations identified in the role as valuer.</p>	<p>Teachers need allies and the allies they need most are parents.</p> <p>Parents are a child's first teacher and have the most potential to influence a child's development.</p> <p>Parents who don't know how to help are more comfortable starting out by making contributions.</p>	<ul style="list-style-type: none"> • Food for birthday parties, holidays, special events • Purchase of appropriate material for home study area • Contributions for field trips, learning materials, etc. • Donations of learning aids for classroom use or home use • Special clothing for seasonal weather that can be given to needy students • Parental assistance in home work, both individual and in cooperation with other parents

Parent/Guardian Involvement

Role	Rationale	Activity Examples
<p>C. Co-Decision Maker/Advisor</p> <p>Parent is asked for time obligations beyond the basics to help their children learn.</p> <p>Parent provides input on school policy and programs to improve services.</p> <p>Parent continues to perform roles as valuers and supporters/partners.</p>	<p>Many parents do not possess the necessary group skills to work comfortably with organization activity requiring group work. Parents can be helped to achieve these skills.</p> <p>When given developmentally appropriate ideas about how to help (what to do and when), parents will try to help their own children at home, at school (day or evening or weekends), or in cooperation with other parents.</p> <p>The number of parents who serve as advisors or co-decision makers is small compared to the total number of parents represented in any community.</p>	<ul style="list-style-type: none"> • Volunteer assistance to help in school • Volunteer assistance for parent/teacher organization • Participation in advisory committees and prevention groups such as MADD (Mothers Against Drunk Drivers) • Respond to school surveys • Member of special advisory committees

Significant parent/guardian involvement should be approached in a very systematic fashion. Each teacher and administrator can be involved in identifying what is presently happening and determining what needs to be done. The following list may be helpful in assessing areas for improvement in parent/guardian/family involvement:

1. Location of the school
2. Staff and community ethnic backgrounds
3. Use of school facility as a community resource and a place for community events
4. Reputation of school, such as strong in discipline, strong in education, etc.
5. Student situations regarding:
 - Parents and guardianship
 - Serious trauma such as divorce or death
 - Economics
 - Racial and cultural backgrounds
 - Unsupervised time before and after school
 - New students in community
 - Disabilities and institutionalization
 - Mental health, social work, psychological, rehabilitation and other support services
6. Communication Systems:
 - Hotlines/phone systems
 - Report cards
 - Minority language newsletter
 - Grievances guidelines
 - Test results reports
 - Discipline rules/guidelines
 - Rights and responsibilities publications
 - Parent conferences
 - In-service training for teachers and parents
 - Parent/student handbooks
 - Parent surveys
7. Outreach Services:
 - Parent meetings outside of school hours
 - Evening and weekend events for working parents
 - Inservice on how to deal with trauma such as divorce and suicide
 - Parent/student counseling groups and homework groups for joint discussions/problem solving
 - Home and community site visits to allay fears
 - Intervention for uncooperative parents
 - Principal substituting for teachers to free teachers for home contacts
 - Assistance with babysitting and transportation so parents can attend school events

#7

"INVOLVEMENT OF ALL SCHOOL PERSONNEL"

All school personnel are expected to provide support and assistance for all students, including those identified as being at-risk. Plans for providing and improving services for at-risk students should reflect efforts by all staff in a comprehensive effort as opposed to segregated and pull out program models involving a few staff.

Involvement of all school personnel implies that at minimum each staff member assumes responsibility for planning, identification, and monitoring and for providing some type of support service and maintenance of an integrated education environment in compliance with federal and state nondiscrimination legislation. Of most importance is that all staff be involved in planning the identification process and in identifying the support services which will be provided and those which should be added to improve student performance. Their involvement will foster ownership. This could very possibly be an annual activity facilitated by administrative staff. Potential objectives for all staff can also be gleaned from parent involvement, monitoring student progress, coordination with community-based support services, in-service training, and provision of appropriate counseling services.

A common problem of some staff is the teacher/student ratio. Some teachers serve over 150 students per day and lack time to devote to students who need additional support. Some support service activities that involve minimum time but benefit students at-risk are identified in the list below. These activities could possibly be assumed by teachers who are serving large numbers of students.

- Once per week over nine weeks, contact one assigned at-risk student to assure that someone cares about them as an individual.
- Once a month, call a parent of an assigned at-risk student.
- Send short, positive notes home, identifying student success or short notes on how to help with homework.
- Engage peers in cooperative learning/tutoring.
- Utilize computer programs for tutoring, remedial help, and additional instruction time.
- Provide in-class practice exercises with the specific objective to assist the most needy in the time provided.
- Include low achievers in class participation and encourage their interaction by using questioning techniques involving opinion and evaluation.
- Help all students review for tests, with specific attention given to those most likely to fail.
- Utilize classroom learning centers as much as possible to maximize individualized learning and assistance.
- Remember student names and use the preferred name when interacting with students, particularly in learning exercises.
- Teach study skills in the content of subject matter; utilize reviews in class incorporating the study skills.
- Present information/directions using as many learning modalities (hearing, seeing, touching or manipulation, speaking) as possible.
- Deliberately select learning experiences with the greatest likelihood of success to minimize the possibility of failure.

#7 CONTINUED

INSERVICE FOR ALL SCHOOL PERSONNEL

All full- and part-time professional and nonprofessional staff should be annually engaged in a minimum of one training program to increase their potential to assist students identified as at-risk. Such training can be included in annual staff development training programs and/or be provided by individual scheduling throughout the year. The following list indicates potential staff development ideas that can be incorporated into local plans.

1. TESA - Teacher Expectations and Student Achievement
2. GESA - Gender/Ethnic Expectations and Student Achievement
3. P.I.M. - Positive Impact Model
4. Madeline Hunter model of instruction
5. Identification and referral of at-risk students, including abused, limited English proficiency, and homeless
6. Shared collaboration between school and service agencies staff
7. Peer counseling/tutoring/helper programs
8. Outcomes based education
9. Project TEACH
10. Project PRIDE
11. Understanding family functioning/diversity
12. Teaching through learning channels
13. Accelerated Schools Model
14. Teacher/student interaction time for problem solving
15. Emergency health care
16. QUEST
17. Substance abuse identification/intervention
18. Parent communications/involvement
19. Teachers as counselors
20. Multicultural non-sexist education
21. Job clubs/career development/post-school planning
22. Learning centers-individual contracting
23. Behavior modification techniques
24. Computer assisted instruction/tutoring and remedial software
25. Student assistance teams
26. Cooperative learning
27. Hotlines and community volunteer assistance programs
28. Business and industry adopt-a student/school programs
29. Early prevention of school failure
30. Chronic health problems/suicide including high risk populations such as homosexuals

Staff development should also allow time for individual input and planning on local problems. Significant dialogue should occur among all staff at the local level to achieve ownership and a commitment to make a difference. Expertise at the local level often matches that from outside sources.

#8

**COMPLIANCE WITH FEDERAL AND STATE
NONDISCRIMINATION LEGISLATION**

When combined, the federal and state nondiscrimination legislation (see page 23) encourages that attention be given to at least four areas with regard to the standard for at-risk students: placement processes which ensure equal access to education programs and support services; programming which promotes integration rather than segregation; the collection and analysis of student data on the basis of race, national origin, gender, and disability; and the proper hiring and placement of staff with regard to sex, race, national origin, creed, color, religion, disability, and parent/family and marital status.

The at-risk standard requires that a monitoring system be established to determine the progress of at-risk students. The standard also requires that inservice training be provided to all staff. Both of these areas should be developed with respect to nondiscrimination legislation to assure that all staff are kept abreast of teaching and placement practices that are sensitive to discrimination and that consistent information is generated to help staff make adjustments as necessary.

The following chart indicates some possible strategies to promote integration and avoid segregation.

Activities Related to Achieving Integration of All Students	
Activities Promoting Integration	Activities To Avoid Segregation
<p>Develop individual education plans</p> <p>Use positive labeling: success rather than at-risk</p> <p>Allow open entry and exit for support programs and services</p> <p>Use peer assistance</p> <p>Use cooperative learning</p> <p>Encourage parent collaboration</p>	<p>Use more than one criteria for identification</p> <p>Decrease the number of prerequisites for entry to program</p> <p>Review teaching practices</p> <p>Avoid ability grouping</p> <p>Avoid dress codes not sensitive to cultural differences</p> <p>Avoid charging fees or supplement when fees can't be paid</p> <p>Provide support services allowing integration</p>

#9

PROVISIONS FOR MONITORING BEHAVIOR, SOCIAL, AND ACADEMIC IMPROVEMENTS

Some students, once identified as being at-risk, may not remain at-risk throughout their school career. However, some students may need constant support until they leave school. Therefore, a monitoring system is needed to allow for the constant review of student performance. A constant review will allow for the entry and exit of students as needed.

Provisions for monitoring can include formal and informal assessments and/or studies at each level (elementary, junior high or middle school, and high school) to verify student progress resulting from the support services provided. Examples of monitoring systems are identified in the following list.

- Follow up studies
- Behavior checklists
- Achievement testing on a pre/post basis
- Peer observation
- Individualized education/career plans
- Report cards, including the review of defined behaviors
- Letters or notes sent to parents or guardians
- Recorded observation of performance
- Attendance records
- Assessments and/or communications with cooperating agencies
- Student/parent evaluations of services provided
- Records of economic assistance provided students for fees, materials and supplies, transportation, etc.
- Centralized databases or centralized records
- Student feedback questionnaire system

Existing databases may be used for monitoring the academic, behavioral, social, and career development improvements of at-risk students. However, existing databases are not structured well enough to accommodate all aspects of behavior that need to be monitored. Therefore, multiple strategies for monitoring students are recommended, including the involvement of parents by an observation system.

Monitoring systems should be based on factual information that can be documented and that is consistent with state and federal legislation regarding student records.

Appendix

QUESTIONS AND ANSWERS:

Do programs for at-risk students have to include preschool services?

No. However, preschool assessments are recommended to determine services necessary at the kindergarten level. In some school districts, model preschool programs are being developed for at-risk children. At-risk prekindergarten students are children who, because of physical or environmental influences, are at-risk of entering the education program at the kindergarten level lacking the development necessary to succeed.

Can districts or other agencies combine programs/services to satisfy the standard?

Yes. Joint planning and shared programming and staff development among districts, area education agencies, community colleges, business and industry, and community service agencies are encouraged within the standard.

Do existing special education programs satisfy the standard?

In part. The standard designates that services be provided to all at-risk students, including those who are not disabled. Some disabled students, such as dropouts from special education programs or those who become law offenders, often need help beyond what the existing special education delivery service can offer. Consequently, services beyond existing special education programs are necessary and implied.

Must schools develop new programs or can existing practices satisfy the standard?

Existing practices at all levels of education should be documented before moving toward new program development.

Are area education agencies responsible for monitoring local district programs?

No. Area education agencies will assist local districts to develop programs and support services required under the standard. The Department of Education will assume responsibility for monitoring compliance with the standard.

What can districts do for students who drop out?

Districts can provide student follow-up and alternative placements in districts with alternative schools, community college offerings, and/or private schools.

MAJOR EDUCATIONAL EQUITY LEGISLATION

AFFECTING IOWA SCHOOLS

Federal Legislation:

Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the grounds of race, color, or national origin in educational agencies receiving federal funds. It covers admissions, access to courses, programs and school activities, and board and administrative policies. The agency responsible for enforcement is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972. Title VII prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in educational agencies with 15 or more employees. Areas such as recruitment, hiring, promotion, salaries, benefits, and retirement are covered. The agency responsible for enforcement is the Region VII Office of the Equal Employment Opportunity Commission in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title IX of the 1972 Education Amendments. Title IX prohibits discrimination on the basis of sex against students in educational programs within educational agencies which receive federal funds. Areas such as admissions, access to program, counseling practices, school activities, and student treatment are covered. The regulation requires a local grievance procedure for the handling of complaints. This procedure may be used, or complaints can be filed with the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984 prohibit discrimination on the basis of sex in vocational education programs. The law requires nondiscrimination components in all vocational education plans.

Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of handicap in any educational program receiving federal financial assistance. The compliance agency is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Civil Rights Restoration Act of 1987 restored, through legislative action, the interpretation that Title IX, Section 504, Age Discrimination Act of 1975 and Title VI of the Civil Rights Act of 1964 applied to all parts of an institution that received federal financial assistance.

Iowa State Legislation:

Chapter 280.3 - Uniform School Requirements - Iowa Code. Chapter 280.3 prohibits discrimination on the basis of race, color, creed, sex, marital status, or national origin in the public schools of Iowa. It covers all components of the educational program. The Iowa Civil Rights Commission and the Iowa Department of Education are the enforcement and monitoring agencies.

Chapter 256.11 - Iowa School Standards - Iowa Code. Chapter 256.11 defines the minimum standards for the approval of public and nonpublic schools in Iowa. This legislation is affirmative in that it requires that all school programs be taught from a multicultural nonsexist perspective. Section 281-12.1(1) 12.7(2) of the Department of Education Administrative Rules sets the standards for this legislation. This legislation is unique in that it pertains to curricular programs as well as policies. The Department of Education is the monitoring and compliance agency for maintenance of minimum educational standards and has technical assistance responsibilities.

Chapter 601A.9 - Civil Rights Commission - Iowa Code. Chapter 601A.9 prohibits discrimination on the basis of race, sex, national origin, creed, color, religion, disability, and parental/family or marital status in educational programs in Iowa. It includes admission and recruiting, intramural and interscholastic athletics, employment, and all educational programs. The enforcement agency is the Iowa Civil Rights Commission. The Department of Education has monitoring and technical assistance responsibilities.

Chapter 280.4 Uniform School Requirements - Iowa Code. This Section of the Code requires that bilingual or English-as-a-second language programs be provided for students whose primary language is not English. Section 281.60 of the Department of Education Administrative Rules sets the standards for these programs. The Department of Education has monitoring and technical assistance responsibilities.

Section 19B.11 Iowa Code. This legislation confirms the state policy of nondiscrimination in employment in school districts, area education agencies, and merged area schools. It requires that the State Board of Education adopt rules requiring affirmative employment strategies in the recruitment, appointment, assignment, and advancement of personnel, covering race, creed, color, religion, national origin, sex, age, and disability.

12.1(1) Educational Units Covered by Standards. These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade twelve school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade twelve schools operated under nonpublic auspices. "School" means prekindergarten to grade twelve of an elementary-secondary education program. Equal opportunity in programs shall be provided to all students regardless of race, national origin, sex, or disability. Each board shall take affirmative steps to integrate students in attendance centers and courses. In order to monitor progress, district attendance centers and course enrollment data shall be collected on the basis of race, national origin, sex and disability, and be reviewed and updated annually.

DEFINTION OF TERMS

At-Risk Student

Any identified student who is at risk of not meeting the goals of the educational program established by the district, not completing a high school education, or not becoming a productive worker. These students may include, but are not limited to, dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minority students, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

School Personnel

Professional and support service employees of the district. Professional employees are full-time and part-time certificated staff, including administrators, curriculum coordinators, consultants, teachers, nurses, counselors, psychologists, social workers. Support service employees are certified and non-certificated full-time and part-time staff, including teacher aides, volunteer associates, food service workers, custodians, child-care workers, security officers, study hall monitors, bus drivers, and others.

Support Services

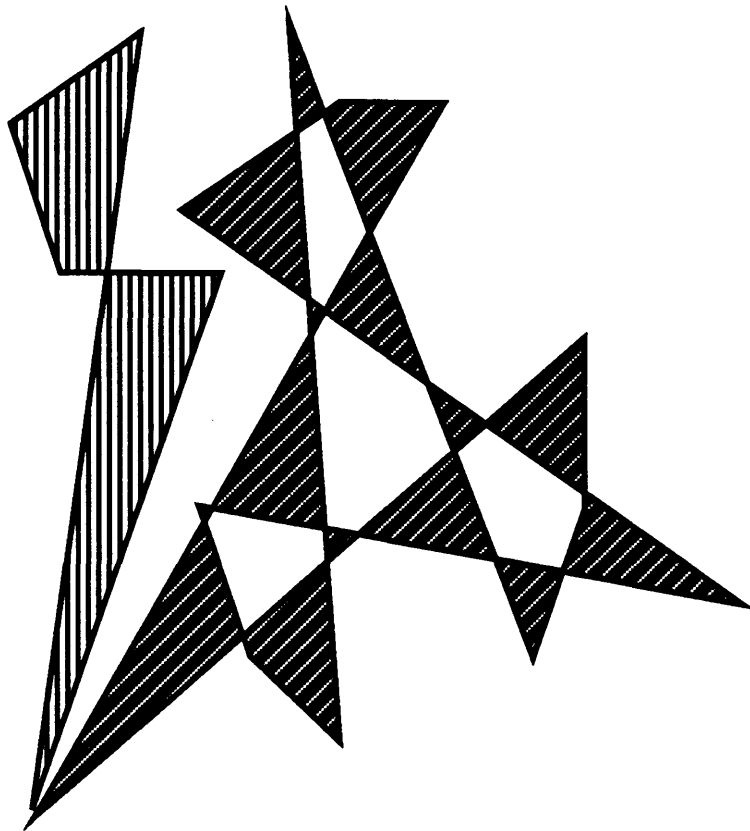
Special assistance provided at-risk students by the school program, community- based service agencies/organizations, area education agency support personnel, and parents and guardians.

Plan

A written document adopted by the local board of education documenting coverage of nine requirements in the standard (12.5(13)) at each education level (elementary, junior high, senior high) and a continuous process for review for improvement of services at each level.

SECTION VI

INVENTORY OF POLICIES AND
PRACTICES RELATED TO
STUDENT FAILURE AND
DROPPING OUT



Inventory of Policies and Practices Related to Student Failure and Dropping Out

**Iowa Department of Education
1989**



Inventory of Policies and Practices Related To Student Failure and Dropping Out

Iowa Department of Education

1989

It is the policy of the Iowa Department of Education not to discriminate on the basis of race religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

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Inventory of School Policies and Practices Related to Student Failure and Dropping Out

This inventory was developed to serve as a working tool to help local education agencies to review existing policies and practices in six different areas that may be negatively affecting student performance, especially in grades 7-12. The six areas are: instruction, discipline, support services, attendance, student activities, and school/community relations. The inventory represents a direct response to school research, publications, and dialogue on the need to develop more positive learning environments for all students.

The content of the inventory was developed under a grant from the Education Commission of the States allowing input from a thirteen member task force and 237 student dropouts enrolled in seven different alternative schools throughout Iowa. Time limitations naturally prevented an exhaustive review of all policies and practices and potential alternatives. Therefore, the content is considered a beginning base to work from and should be revised and modified to accommodate new information to best meet the needs of local practitioners.

The format of the inventory identifies a policy or practice, the potential negative effect on students, and possible alternatives to the policy or practice. It allows the user to identify whether or not the policy or practice is a perceived problem and what action should be taken locally.

Local administrators and school board members are encouraged to use this inventory to gain information to help design local plans for at-risk student services. Students, teachers, parents, business persons, community agencies, and other interested persons could be involved to help develop consensus on local problems and solutions to the problems. The questionnaire in this inventory, which was used to help develop it, serves as an example of how information could be collected from students at the local level. Other suggestions for use of the inventory include:

- Local boards of education could schedule time to review one section of the inventory at a time during regularly scheduled meetings. This process may be more productive than trying to do the entire inventory in one setting.
- Involve all professional staff in the process of responding to the inventory through scheduled staff development. Allow time for the staff to complete the entire inventory or one section at a time. Encourage staff to make recommendations, allow time for discussion of the recommendations, and establish group consensus for final decisions. Prioritize decisions and set goals that can be realistically accomplished given the time available.
- Develop a similar format, identifying local policies for each education level, and have students and other community persons analyze the policies with regard to negative effect on students and suggest potential alternatives to the policies.
- Revise the enclosed student questionnaire and use it with all students. Prioritize policies and practices by using the total number of student responses. Specifically work on the top ten or top five policies depending on local capability.

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Minimum course loads for all students.</p>	<p>Causes students who are not ready for full course loads to fail in one or more classes.</p> <p>Encourages truancy/tardiness.</p>	<p>Allow reduced loads for students in special cases after conferences with parents/guardians.</p>		
<p>Teaching styles and learning styles of students not matched.</p>	<p>Establishes stressed relationships between students and teachers.</p> <p>Reduces student performance.</p> <p>Establishes an "I can't learn attitude."</p> <p>Causes discipline problems.</p>	<p>Provide collegial teaming to improve instruction.</p> <p>Allow time for matching teaching styles and learning styles.</p> <p>Schedule students based on teaching/learning styles.</p> <p>Allow students to change teachers, especially when failure exists and teacher/student conflict restricts learning.</p>		
<p>Tracking Ability grouping</p>	<p>Characterizes some students as "losers."</p> <p>Locks students into ability groups, preventing movement into other ability groups.</p> <p>Creates feelings of inadequacy.</p> <p>Limits the perception of students about their potential ability and aspirations for future opportunities.</p>	<p>Group students flexibly, allowing mixed ability groups and dynamic, cooperative learning.</p> <p>Allow voluntary course selection with guidance.</p>		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Promotion based on strict credit attainment to achieve grade level.	<p>Causes students who do not reach strict attainment level to repeat entire grade.</p> <p>Establishes student doubts that they belong in school.</p>	<p>Promote students on the basis of partial credit attainments.</p> <p>Require students to repeat only deficient areas.</p> <p>Establish alternative promotion programs, allowing students to catch up to age peers by Saturday schools, before school/after school tutoring, etc.</p>		
No more than two credits allowed to be earned by correspondence or equivalency programs from other institutions.	<p>Limits options for completing a high school education.</p> <p>Discourages students from trying.</p>	<p>Allow unlimited transfer of credits as long as the credits are judged equivalent to local credits.</p>		
K-12 retention.	<p>Reduces self esteem.</p> <p>Causes permanent negative effect on performance.</p>	<p>Transfer students to a classroom with fewer students, more individual attention, and special resources.</p> <p>Provide competency-based curriculum in multi-grade groupings.</p> <p>Provide an early readiness program to overcome development lags.</p> <p>Practice no retention after first grade; individualize programs starting at grade 9 based on projected plans (academic, personal/social, career/vocational) and parent/guardian input.</p> <p>Allow promotion with remediation in a given skill area, possibly in an alternative setting.</p>		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Absence of transition programs for students experiencing a change of buildings and staff as they move from one level of education to another or as they move laterally.</p>	<p>Reduces student's sense of place or belonging.</p>	<p>Establish transition programs to assist students experiencing:</p> <ul style="list-style-type: none"> a) a change of buildings and staff (elementary to junior high, junior high to senior high, senior high to post-secondary) b) restructuring of grades c) departmentalization d) transfer between school districts e) returning from long term illnesses or institutionalization 		
<p>Increased requirements for graduation.</p> <p>Increased ratio of mandatory classes to electives.</p>	<p>Increases chances of failure for those not academically inclined.</p> <p>Restricts student options in elective areas such as vocational education.</p>	<p>Allow mandatory requirements to be met through a network of electives, including vocational education.</p> <p>Allow articulation with other secondary and post-secondary institutions to satisfy graduation requirements.</p>		
<p>Expanding the number of classes that students must take in a given day.</p> <p>Scheduling all students to graduate from high school by the age of 17 or 18.</p>	<p>Increases student stress in trying to meet schedule demands.</p> <p>Increases chances of failure in one or more classes.</p> <p>Causes difficulties in meeting homework demands.</p>	<p>Expand options to meet the demand for increased requirements, such as expanded school year, Saturday school, extended graduation program to age 21, evening school.</p> <p>Provide students a choice to graduate by the age of 21.</p>		

Instruction				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Defining the school day as 7 a.m. to 4 p.m. only.	Eliminates options for students who must work to satisfy basic needs.	Develop schedules to accommodate students' needs.		
Passive teaching practices such as lectures, monitoring seat work, and preparation for assignments.	Limits student achievement. Establishes and reinforces student passiveness. Negates students attaining and maintaining a sense of relevancy.	Increase the interaction between students and teachers and students and administrators by open discussions in classes, evaluative and opinion questioning, feedback on work performed, and more projects necessitating people/community interaction.		
Classroom instruction, guidance and teacher/student interaction that is not sensitive to gender differences and that favors boys over girls.	Lowers performance levels of female students. Limits curriculum choices of females. Leads to low self-esteem of female students. Causes pregnancy to become an escape mechanism. Channels females into training leading to lower-paid jobs.	Provide gender-free training for staff to change classroom instruction, guidance, and student/teacher interaction. Encourage females to enter nontraditional training areas, such as science, math, computer courses, managerial and technical trades, and professional career areas. Provide counseling to enhance girls' self esteem. Provide instruction that encourages group activities and collaboration that complements female cognitive development.		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
No alternative education plan for those who drop out of school.	<p>Reduces number of students who return to school.</p> <p>Dropouts experience high unemployment and/or low entry level employment.</p> <p>Reduces participation in community activity.</p> <p>Contributes to criminal activity.</p>	<p>Follow up all school dropouts.</p> <p>Develop individual plans for students to complete a high school education by existing resources.</p> <p>Coordinate with business and industry and community agencies to provide an alternative school.</p>		
Requiring all students to fulfill physical education requirements before graduation.	<p>Causes students to fail physical education because they are embarrassed by the clothes they have to wear, are afraid to shower, can't afford proper dress or foot attire, or are embarrassed by showering together.</p>	<p>Provide alternative ways for students to complete physical education objectives, such as personal exercise programs, participation in community sponsored activities, etc.</p> <p>Provide proper physical education attire for students who can't afford it.</p> <p>Provide for private showering if needed, or eliminate requirement to shower.</p> <p>Provide clean, neat clothing for students who need it and will accept it.</p> <p>Allow a variety of attire for physical education to accommodate students.</p>		
Reassigning teachers through reduction-in-force actions to positions in which they have little interest or motivation.	<p>Negative attitudes of teachers conveyed to students.</p> <p>Causes teachers to do an inadequate job and students to lose interest.</p>	<p>Provide staff development to prepare teachers to function adequately.</p>		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Grading system based on grade points and reports by letter grades only.</p>	<p>Discourages students because grades are not sensitive to or do not reflect student progress.</p> <p>Creates inconsistent demands on students.</p> <p>Reduces self-esteem.</p> <p>Reinforces feelings of alienation.</p>	<p>Provide for alternative grading practices, including checklists of competency attainment, and letters to parents identifying specific progress.</p> <p>Establish consistency between teachers in how grades are calculated.</p>		
<p>Prerequisite courses.</p>	<p>Discourages students from taking courses and trying new areas.</p>	<p>Establish prerequisites only where absolutely necessary.</p> <p>Allow exceptions to prerequisites where student backgrounds may suffice for prerequisites.</p> <p>Allow exploratory periods.</p>		
<p>Unlimited homework assignments.</p> <p>Applied practice and study exercises expected to be conducted as homework the majority of the time.</p>	<p>Causes slow-learning students to be overwhelmed by homework.</p> <p>Results in failing grades/ loss of credits.</p> <p>Prevents students from developing adequate study habits.</p>	<p>Establish class time for practice and study exercises.</p> <p>Provide after school, before school, and weekend supervised study areas.</p> <p>Implement a phase-in system, gradually increasing homework expectations from elementary through secondary.</p> <p>Allow reduced class loads, allowing students more time to keep up and do well.</p>		

Discipline

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Discipline and punishment carried out by teachers and principals only.</p>	<p>Reduces students' responsibility for good behavior.</p> <p>Causes students to feel powerless and alienated.</p>	<p>Allow student input into designing rules and punishment for behavior.</p> <p>Allow student involvement in discipline and punishment.</p> <p>Meet with students throughout the school year to discuss rules, responsibility, and plans for change. Implement "quality of school life" programs.</p>		
<p>Teachers in departmentalized programs with their own rules for discipline.</p>	<p>Creates different expectations in each class, confusion, and mixed reactions.</p>	<p>Establish common rules that all staff can agree upon.</p> <p>Limit the number of rules to as few as possible to avoid over emphasis on rules and punishment.</p>		
<p>Counseling services limited to crisis situations.</p> <p>Counseling staff required to do administrative assignments, taking time away from direct interaction with students.</p>	<p>Limits students' access to counselors.</p> <p>Students recognize counselors as not being helpful.</p> <p>Reduces help when students need it.</p>	<p>Provide counselors with para-professional and secretarial help to encourage more time with students.</p> <p>Establish a counseling program involving all students.</p> <p>Establish counseling as a service across all staff.</p> <p>Lower counselor/student ratios.</p> <p>Target students for increased help.</p>		

Discipline

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Corporal punishment applied liberally by administrators and/or teachers.</p>	<p>Establishes fear in students about attending school.</p> <p>Creates feelings of being abused or misused.</p>	<p>Establish clear guidelines on when corporal punishment can be used.</p> <p>Apply corporal punishment conservatively.</p>		
<p>Absence of clear, written communication on rules and discipline.</p>	<p>Creates misunderstanding about the consequences of behavior.</p> <p>Prevents students from filing a grievance and participating in due process.</p>	<p>Clearly communicate expected behavior and consequences of positive/negative behavior to students and parents.</p> <p>Reward proper, expected behavior.</p> <p>Establish grievance procedures.</p> <p>Establish written guidelines for students and parents on due process and rights and responsibilities.</p> <p>Incorporate model rules found in work places. Categorize rules by consequences/rewards. Example: Behavior disruptive to the learning environment yields severe consequences. Behavior not disruptive to the learning environment yields flexible problem solving.</p>		

Support Services

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Tutorial and remedial assistance provided only through the elementary grades.</p>	<p>Failure in class work.</p> <p>Reduces achievement gains.</p> <p>Loneliness in having to face failure alone.</p> <p>Reduces feelings of success and belonging.</p> <p>Reinforces feelings to escape and drop out.</p>	<p>Continue tutorial and remedial assistance at the middle, junior high, and senior high level.</p> <p>Increase paraprofessional help within classrooms at the middle, junior high, and senior high school level.</p> <p>Establish learning centers that accommodate all students and that supplement study hall time by offering individual help.</p> <p>Create before- and after-school and weekend assistance, including transportation, if needed.</p> <p>Establish tutorial hot lines and peer assistance programs at the middle and high school levels.</p>		
<p>Fees for materials, tools, or equipment for classes.</p>	<p>Causes students to get behind in studies.</p> <p>Creates feelings of inadequacy, embarrassment, low self-esteem.</p> <p>Contributes to criminal behavior.</p>	<p>Provide all basic needs, books, materials, tools, equipment, travel.</p> <p>Offer paid work experience in and out of school.</p> <p>Establish a fund to provide for students who do not pay.</p>		

Support Services

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Attendance policy which allows out-of-school suspensions and/or expulsions.</p> <p>Students encouraged to drop out of school instead of offered options.</p>	<p>Gives students a reward for poor behavior.</p> <p>Has little correction effect.</p> <p>Excuses students from doing school work/homework.</p> <p>Encourages students to stay away from school.</p>	<p>Contract with community organizations to promote attendance and offer personal attention to truant students.</p> <p>Positively encourage attendance by home visits, telephone calls, attendance team to monitor truants, individual contracts for improving behavior, intervention counseling.</p> <p>Recognize and reward good attendance.</p> <p>Follow due process if student expulsions are unavoidable.</p> <p>Provide in-school suspensions in which the education program continues.</p> <p>Place students in alternative settings to continue work, such as Saturday school, school within a school.</p>		
<p>Computerized scheduling with no personal contact between staff and students.</p>	<p>Causes personality conflicts.</p> <p>Causes adjustment problems in trying to meet expectations.</p>	<p>At minimum, allow all at-risk students to schedule classes through personal contact.</p> <p>Allow for a mix of different grade level students.</p>		

Support Services

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Scheduling students to go from class to class without spending more than one class with the same group of students or the same teacher.</p>	<p>Offers little opportunity for consistent interaction with peers or same teacher.</p> <p>Causes students to believe they won't be missed and cut classes.</p> <p>Places students in classes with few or no friends.</p>	<p>Use flexible block scheduling, reducing fragmentation of school day.</p>		
<p>Special education placement without required pre-staffing with students and parents.</p>	<p>Causes students and parents to be overwhelmed and confused when involved in staffing, not knowing their options and rights.</p> <p>Lessens student and parent control in placement in and leaving programs.</p>	<p>Complete pre-staffings to inform parents and students of their rights and provide orientation to staffing. Coach parents and students on questions to ask.</p>		
<p>Pregnant students counseled out of regular school.</p>	<p>Diminishes student rights.</p> <p>Creates feelings of discrimination.</p> <p>Lowers self esteem.</p> <p>Limits education options.</p>	<p>Allow pregnant teens to remain in regular program if so desired and medically safe.</p> <p>Allow pregnant teens to make individual choices regarding regular vs. alternative schooling.</p> <p>Allow adjusted scheduling and/or modified school day.</p> <p>Provide separate programs for pregnant teens on a choice basis.</p> <p>Link day care services with school to allow teen parents to complete schooling.</p>		

Support Services

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Little or no help for students involved in substance use and abuse.</p>	<p>Causes students to drop out of school to support a substance abuse habit.</p> <p>Results in sudden or prolonged failure from substance use/abuse behavior.</p> <p>Decreases feelings of self worth.</p> <p>Increases frustration in seeking and finding help.</p> <p>Lessens ability to identify advocates in the school who can help.</p>	<p>Provide assistance and referral services by student assistance teams and other means.</p> <p>Increase student and parent awareness to prevent and limit substance use.</p> <p>Develop formal plans with support and treatment services from outside the school.</p> <p>Allow adjustments in student programs to accommodate treatment and also ensure success in school.</p>		

Attendance

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>A limit on the number of absences any student may have for illness, out-of-school suspensions, and travel.</p>	<p>Promotes truancy in students who know they have a certain number of days they can be absent.</p> <p>Ignores cultural, religious, and important family functions.</p> <p>Ignores health problems that students and parents cannot control.</p>	<p>Place no quotas on absences. Expect all students to attend the required days.</p> <p>Provide for religious, cultural, and family involvement activities, accepting parent requests for absences.</p> <p>Reward good attendance, including students who have acceptable absences.</p> <p>Assist parents and students immediately if an unexcused absence occurs and student performance is at risk. Establish a plan for how make-up work will get completed.</p>		
<p>Punishing student truancy by out-of-school suspension or lowered grades.</p>	<p>Pushes students out of school.</p> <p>Creates a feeling of not belonging.</p> <p>Establishes a posture that the opportunity to learn will be taken away rather than fostered.</p> <p>Indicates that learning will not be recognized if other behavior is unacceptable.</p>	<p>Provide assistance and referral services by student assistance teams and other means.</p> <p>Provide reasonable consequences for truancy violations.</p> <p>Provide opportunities to make up work by Saturday school, evening, or early bird programs.</p> <p>Assist students to get to school. Create incentive programs to encourage attendance.</p> <p>Reward academic achievement and behavior separately.</p>		

Attendance

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Runaways, shelter residents, and students living with a friend not accepted as students until records are transferred from another district and/or proof of residency can be established.	<p>Lessens valuable learning time.</p> <p>Reinforces feelings of not belonging.</p> <p>Reduces self esteem.</p> <p>Reduces motivation to want to go to school.</p>	Accept and serve students while seeking records, establishing guardianship, and establishing residency.		

Student Activities

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Student recognition programs that limit recognition criteria and exclude many students from recognition.</p>	<p>Establishes feelings of alienation.</p> <p>Discourages student's sense of commitment to school.</p> <p>Sets the stage for leaving school.</p>	<p>Establish recognition programs for personal/ social achievements and contributions or services to the school and community.</p> <p>Establish broad-based recognition programs that go beyond material rewards, such as pictures in the news, honorable mention by announcements in school and on radio, posted work, personal notes to parents/guardians, pats on the back, and special guests in community club functions.</p>		
<p>Dress code insensitive to social changes, cultural diversity, or religious backgrounds.</p>	<p>Establishes feelings of nonacceptance.</p> <p>Promotes peer pressure to not respect certain dress.</p> <p>Encourages students to challenge the system.</p>	<p>Allow any dress as long as it does not promote profanity or negatively affect the learning environment.</p> <p>Establish different dress days to reflect work place dress, cultural differences, etc.</p>		
<p>Limiting enrollment in extra-curricular activities.</p> <p>Participation fees and insensitive participation rules.</p>	<p>Reinforces a feeling in students that they are not good enough.</p> <p>Discourages students from wanting to enter extra-curricular activity.</p> <p>Embarrasses low-income students who are unable to pay.</p> <p>Decreases student participation.</p>	<p>Provide extra-curricular activities, encouraging maximum involvement of all students on a no-fee basis. Provide enough groups to accommodate all interested students.</p> <p>Coordinate with community agencies, parents, and business leaders to provide for constructive extra-curricular activity.</p> <p>Sensitize enrollment practices to cultural differences and personal needs.</p>		

School and Community Relations

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Absence of or limited formal plans linking school with community agencies.	<p>Limits students knowledge of agencies and services outside of school that can help them.</p> <p>Limits students' access to outside outreach services.</p> <p>Causes community services and school services to clash, negatively affecting the student's progress.</p> <p>Limits teachers' knowledge of what services are available and how to use them to benefit students.</p>	<p>Develop a formal plan of how the school and agencies can work together.</p> <p>Develop alternatives for students to receive services and go to school and achieve success.</p> <p>Initiate continuous inservice programs involving collaboration between school and service agencies.</p>		
Reduced parent involvement in school programs at the middle/ junior high and senior high levels.	<p>Reduces effort at home to complement the teacher's work.</p> <p>Reduces family sense of involvement in and importance of education.</p> <p>Reduces sense of belonging by parent and student.</p>	<p>Involve parents at one or all of three possible levels, letting them know what is going on, asking them to contribute, and asking them to be involved continuously.</p> <p>Provide programs to help parents help their children learn.</p> <p>Provide student/parent team programs, allowing parents and students to learn together .</p> <p>Involve teachers in activities that link the school activities with parents.</p>		
Failure to incorporate students' cultures into school routines.	<p>Discourages minority students by not recognizing their importance or ability to contribute.</p> <p>Creates and reinforces a feeling of not belonging.</p>	<p>Incorporate cultural recognition into classes.</p> <p>Implement special activities to recognize the current life situations and contributions of different cultural groups.</p>		

School and Community Relations

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
<p>Failure to establish role models within the teaching staff that reflect the cultural diversity of the community/student enrollment.</p>	<p>Reduces minority students' ability to form a sense of identity with positions of authority and decision making.</p> <p>Reduces majority students' ability to form a sense of identity with different cultural role models in positions of authority and decision making.</p>	<p>Adopt policies requiring that faculty and staff represent the racial makeup of the student body in every school.</p> <p>Hire para-professionals or incorporate volunteer assistants to supplement the staff to meet cross-cultural demands.</p> <p>Develop teams of teachers made up of different cultural backgrounds to teach, address student problems, counsel, coordinate community services, etc.</p>		
<p>Reporting to parents and guardians without notice to or involvement of the student.</p>	<p>Establishes distrust of adults.</p> <p>Violates privacy.</p> <p>Causes feelings of being watched.</p> <p>Causes feelings of not being responsible enough to be involved.</p> <p>Causes rejection and intimidation.</p>	<p>Inform students when parents are contacted.</p> <p>Involve students in communicating with parents/guardians.</p> <p>Let students assume responsibility to forward messages and design solutions to problems.</p>		

This questionnaire can be used with students to help guide professional decisions regarding changes in policies and practices. Student responses can be ranked and utilized to prioritize policies and practices needing change.

STUDENT QUESTIONNAIRE

The school district is doing a study to determine what things school districts do to influence students to drop out rather than stay in school. Please place a check by all of the statements below that describe something that influenced your decision to drop out of school. Also place a check by any statement that describes something that caused you to not do well in school.

- 1. The school did not accept credits earned by correspondence.
- 2. I was retained one or more times before dropping out.
- 3. I had to be a full-time student with a full schedule.
- 4. The groups I studied with were considered low ability.
- 5. When I failed a grade I had to repeat everything rather than just the classes I failed.
- 6. Because of my pregnancy I was encouraged to leave.
- 7. Out-of-school suspensions and/or expulsions were a way to get out of work.
- 8. The way I dressed was not acceptable.
- 9. Teachers did not teach me the way I could learn.
- 10. The scheduling system did not allow me to choose my classes or teachers.
- 11. The number of required classes was increased to the point where I could not keep up with the work.
- 12. I had to take too many classes each day.
- 13. The school did not allow me to go part time and work part time.
- 14. Rewards were only given to students with good grades.
- 15. Teachers lectured most of the time.
- 16. Counselors and teachers did not help me feel that I belonged in school.
- 17. Teachers and counselors did not help me get started when I entered a new school.
- 18. My classes were short and switched so often I never had a chance to meet anyone and get to know them well.
- 19. Discipline and punishment rules were unfair to me.
- 20. Different teachers had different rules, which confused me.
- 21. Minority students were made to feel like they did not belong.
- 22. I needed a minority teacher/counselor to really understand my problems.
- 23. My parents did not help me to do well.
- 24. When I got help from a service outside of school it conflicted with my school schedule. I couldn't keep up all my classes and work on my problems at the same time.
- 25. My teachers did things that helped boys more than girls or girls more than boys.
- 26. Only a certain number of students were allowed to participate in clubs, sports, and other extra-curricular activities. I was never good enough.

- _____ 27. I could not afford to pay fees for books, tools, and materials.
- _____ 28. Counselors did not try to help me.
- _____ 29. I needed more individual help to learn.
- _____ 30. My drug and/or alcohol problem was not recognized or treated.
- _____ 31. The punishment used by teachers and principals was scary.
- _____ 32. The rules for punishment were not explained well and understood.
- _____ 33. I missed school because I knew I could miss a certain number of days before anyone would do anything.
- _____ 34. Suspension from school was a relief, so I did things to get suspended.
- _____ 35. I was not accepted into school until my records were sent from another school and I missed too much work.
- _____ 36. Physical education was embarrassing because of showering.
- _____ 37. I could not afford the proper clothes for physical education.
- _____ 38. Physical education activities were mostly things that I could not do well.
- _____ 39. Most of my teachers did not care whether I did well.
- _____ 40. I did not understand why I had to go to special education classes.
- _____ 41. Although I tried to do the work, my grades were always low.
- _____ 42. I did not take some courses because I had to take other courses to get in.
- _____ 43. I could not keep up with homework assignments.
- _____ 44. Reports were sent to my parents/guardians without me knowing about them.
- _____ 45. Caring for my child was more important than going to school.

Feel free to add any additional ideas that you have about what caused you to not do well in school or to drop out.

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SECTION VII

ACTIVITIES/SERVICES FOR
STUDENTS NEEDING
ADDITIONAL ASSISTANCE

SECTION VIII

STUDENTS AT-RISK:

PLANNING WORKSHEET
FOR EDUCATORS

STUDENTS AT-RISK
PLANNING WORKSHEET FOR EDUCATORS

Dr. Raymond E. Morley
Department of Education, 1990

Serving students at-risk is a complex problem requiring multiple strategies. This worksheet was developed to serve as a tool to analyze existing services and to project needed services. Over time any one district may address all categories or select categories of service which best meet student needs and match local resources. The worksheet was meant to be revised and modified to accommodate new information and strategies or to best meet the needs of planners in local districts. Hopefully, the instrument will help to chart a multi-dimensional district-wide program for serving at-risk students at different levels.

A functional definition of at-risk students is provided here and does not emphasize the unique characteristics of each label we have attached to children. Instead, it gives a working definition of "at-risk" which in itself is a label which we might best use for funding and evaluation purposes only. We might better use "students with potential" and other positive labels when working in programs at the local level which involve students and parents.

"At-Risk Student" - Any identified student who is at risk of not: meeting the goals of the educational program established by the district, completing a high school education, or becoming a productive worker. These students may include, but are not limited to: dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minorities, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma and those with language barriers, gender barriers and disabilities.

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Early Intervention- Preschool	Disadvantaged (low income, AFDC), Limited English Proficient, culture barriers, disabled				
Monitoring System	Low achievers, tardy, little or no extra curricular activity, low income, language barrier, few friends, culture difference				
Transition Programs	Elementary to junior high, junior high to senior high, senior high to work or further education				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Consistent Discipline	All students in need of understanding behavior and consequences before occurrences (behavior problem students)				
Parent Programs for Helping Parents Help Their Children Learn	Disadvantaged, Limited English Proficient, minorities, cultural difference--Those parents who need help to help their children learn				
School-Wide Recognition of Academic, Personal/Social and Career Development Achievements	Students who make advancements in all or only one area and who need reinforcement for making progress				
Teacher or Computer-Based Tutorial Assistance	Students not succeeding in a given class or classes				
Pull-Out Remedial Programs	Students who are one or more years behind in academic achievement				
Reinforcement Incentives Program such as: If each teacher would reach out to one student, or if all teachers concentrated on providing more positive reinforcement statements to students, or if positive notes go home from school on a daily or weekly basis	All students who need 10 to 20 times more positive reinforcement to maintain motivation				
Small Classes/Ratios of 1/12 or Less	Students who need to learn English (LEP), students in need of remediation or extensive tutoring, returning dropouts				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Shared Counseling By All Staff--Weekly group meetings, homeroom meetings and/or individual initiatives	Potential dropouts, language and cultural barriers, returning dropouts, behavior problem students, students in crises (pregnancy, delinquency, illness, etc.)				
Peer Counseling	Potential dropouts, language and cultural barriers, returning dropouts, behavior problem students, students in crises (pregnancy, delinquency, illness, etc.)				
Peer Tutoring	LEP, low academic achievers, students in crises (pregnancy, illness, delinquency, teacher personality clashes, etc.				
Positive Attendance Support Program (calls to parents quickly, home visit truants, telephone wake ups, home pick ups and transport to school, reentry assistance after prolonged absence)	Truant and tardy students, students returning to school after prolonged absences				
Longer School Days	Students needing tutorial or remedial assistance, or more time to accomplish work				
Evening School	Students needing to work and go to school, pregnant students, students needing additional assistance or repeating classes				
Weekend Classes	Students needing to work and go to school, pregnant students, students needing additional assistance or repeating classes				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Summer School	Students needing to repeat courses, make up work to do, illness or other prolonged absence, tutorial assistance or added time to complete tasks				
Modified Class Schedules	Students who cannot handle a full load of classes, or students who need to establish some success before trying a full load				
Time-Out Counseling Center	Students in crises (fighting, teacher conflict, fear of intimidation, etc.) Students needing personal attention				
Truancy Center- An Alternative to Suspensions-Students complete coursework in segregated room until ready for regular class	Students who are chronic truants--tardy Students who would normally be suspended for varying reasons				
Modification of Teaching Techniques In All Classrooms--Evaluated by Principal--Documented by Teachers	Students not succeeding or receiving grade "D" or below, or unsatisfactory grades Limited English Proficient Disabled Cultural differences				
Schools of Choice--Alternative schools, performing arts schools, magnet schools, vocational schools, schools in neighboring districts, community colleges, traditional schools	Students who have special talents, interests or abilities. Students who need a change in environment--a second chance. Dropouts who will not return to regular high school. Potential dropouts. LEP who need to learn English. Students from different cultures or settlements (American Indian)				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Programs for Non-English Speaking--Immersion Programs	Students needing to learn English before getting involved in instruction programs				
Bilingual Classes	Students needing tutorial help in their native tongue to succeed in existing classes				
In-Class Remediation	Students with deficient skills necessary to succeed and understand subject matter				
Work Experience Programs	Students who need to work but want to succeed in school				
Work Exploration Programs	Students who need to establish post-school plans and/or goals. Students who need assistance in choosing their high school classes so that their education is meaningful and realistic				
Business and Industry Collaborative Programs	Students who desire work, have dropped out of school and need incentives to complete a high school education				
Multi-Agency Collaborative Programs involving Job Service, Mental Health, Human Services, Planned Parenthood, drug centers, vocational rehabilitation, YMCA, crisis pregnancy centers, community college, law enforcement, hospitals, etc.	Students who need help beyond the resources of the school and for whom services can make a difference in school success. Examples include delinquents, pregnant teenage mothers, drug abusers, abused children, unemployed youth, chronic health problems				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Child Care Centers	For pregnant teenagers and teenage fathers who need assistance in child care to complete their high school education				
Intramural Sports and Activities	For students who cannot succeed in competitive sports and who may have difficulty identifying activities to have fun and recreate				
Community Service Projects	Dropouts, potential dropouts, or students needing to identify meaning to their education, a way to apply their learning or means to get involved rather than remain isolated				
Contractual Learning or Independent Learning through correspondence courses offered through colleges or private schools	Students who can only take one or two courses at a time because of work, ability, child care, health, or choice				
Personalized Education Plans--A system of review and planning that communicates a caring atmosphere to students and encourages student involvement in determining their success and future	Students identified as at-risk of school failure or dropping out, or have dropped out and have returned				
Student Class Transfer--Students take same class under a different teacher	Students failing to succeed in classes with a given teacher				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Career and Vocational Education	Students needing a high school program that leads them to a meaningful career or to post-school training in an applied vocation. Students who have a practical orientation to learning and need applied learning as part of their daily routine. Students who need to apply basic learning to master the content and understand its usability				
Drug Free School Program including units of instruction, support assistance, discipline procedures, involvement of all staff, and procedures for handling drug-related medical emergencies	Students involved with drugs Students not involved but wanting to help others Students who were involved and need continuous assistance and monitoring				
Tutorial Hot Line via Community Volunteers	Students needing assistance with home-work--special projects--other				
Computerized, Remedial and Tutorial Center	Students needing to upgrade reading or math skills. Students needing assistance with homework				
Special Programs and Related Services for Disabled Populations	MD, LD, BD Physical impairment Visual impairment Multi-categorical Profoundly multiple handicapped Speech and language impairment				
Follow Up Evaluation	Students who drop out Students completing special programs or alternative schools				
District-Wide Needs Analysis by Building	Identification of students at-risk of failing or dropping out				

SECTION IX

SERVICES (PHASE III)
FOR AT-RISK STUDENT
POPULATIONS

PRESCHOOL - 12

Services for At-Risk Student Populations - Preschool-12

Iowa Standard Definition of At-Risk Proposed Phase III Activities 1987-1989

This publication was developed to assist individuals to identify and share ideas regarding services for At-Risk students. Proposed Phase III activities for the school years 1987-1989 have been documented from 58 districts that specifically mentioned At-Risk services in their Phase III applications. The activities were formatted to correspond to nine initiatives contained in the Iowa standard for at-risk students. Those initiatives include identification of students, supplemental instruction for students, all school personnel involvement, in-service for staff, parent involvement, monitoring system (behavior, social and academic), counseling services, community coordination, and compliance with non-discrimination legislation.

Many other districts besides those listed here may be addressing the needs of at-risk students through their Phase III activities, but specific documentation of exact activities was not possible given the information contained in applications at the Department of Education.

October 11, 1988

**Dr. Raymond E. Morley
Sherrie Surbaugh
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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STATE STANDARD FOR AT-RISK STUDENTS

IOWA ADMINISTRATIVE CODE RULE 281--12.5(13)

12.5(13) PROVISIONS FOR AT-RISK STUDENTS. The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

DEFINITION OF AT-RISK STUDENT

Any identified student who is at risk of not meeting the goals of the educational program established by the district, not completing a high school education, or not becoming a productive worker. These students may include, but are not limited to, dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minority students, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																										
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H
Parent seminar - Quest Program substance abuse 4 evenings for 2 hours	Ackley-Geneva CSD Mr. Kirk Nelson 511 State Street Ackley, IA 50601 (515) 847-2611													X														
Audio-taped novels to assist low reading ability students - Used to supplement existing classes throughout school year					X																							
Observation of summer school programs for disabled students to plan and develop a local program										-	-	-																
K-6 Guidance Program review and update																												
Implement individual counseling program K-6 based on need using existing staff														X														
Audio taping of social studies book for use during school year					X																							
Curriculum review for Special Education K-12 to improve sequence & study & thinking skills					X	X	X																					

X: Indicates educational level of activity under one or more initiatives in the Iowa Standard for At-Risk
 -: Indicates application information not clear enough to determine level
 Levels: Elem - Elementary M/JHS - Middle/Junior High School HS - Senior High School

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	P R O V I S I O N O F S U P P O R T S E R V I C E S																													
		Identifi- cation of Students			Supplement- al Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordin- ation			Compliance with Non- Discrimin- ation					
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H			
Staff development for identification and prevention of suicide	Ackley-Geneva CSD (cont'd)	-	-	-				-	-	-	-	-	-																		
Special teacher training in TESA (Teacher Expectations & Student Achievement) and Madeline Hunter Model to increase abilities of teachers to address the academic, social, and emotional needs of students	Allamakee CSD Dr. Joe Schmitz 1105 3rd Ave., N.W. Waukon, IA 52172 (319) 568-3409							X	X	X	X	X	X							X	X	X									
Review develop, and modify curriculum for special students					X	X	X																								
Provide teacher training in identification of ESL student needs and in curriculum writing to improve the oral language proficiency and comprehension ability of ESL students	Albia CSD John Thomas & Gloria Nollen 120 Benton Ave. East Albia, IA 52531 (515) 932-5165	X	X	X				X	X	X	X	X	X																X	X	X
Implement a multi-cultural recognition day involving students, parents, and community								X	X	X				X	X	X				X	X	X	X	X	X	X	X	X	X	X	X

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																													
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination					
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H			
Develop a non-fiction literature unit in grades 3 and 4 to strengthen low achieving students' enthusiasm towards reading and increase their use non-fiction reading materials	Albia CSD (cont'd)				X																										
To identify students at-risk and provide extended educational programs including supplemental summer school, reading and math programs for students as needed		X	X	X	X	X	X	X	X	X	X	X	X				X	X	X												
Provide student-parent support groups as needed to support the disabled and other at-risk students and family members		X	X	X										X	X	X				X	X	X									
Develop a peer counseling program in grades 10-12 to work one-on-one with students at-risk through the Outreach & Big Brother, Big Sister programs		X	X	X																X	X	X									

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																											
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination			
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	
Improve the ability of teachers to monitor achievement of students by documenting evaluation techniques & learner outcomes for each grade & content area	Blakesburg CSD Chriss Duree Box 98 Blakesburg, IA 52536 (515) 938-2202											X	X	X	X	X	X				X	X	X						
Provide staff development for teachers to improve academic achievement of students via teacher effectiveness training; Teacher Expectations, & Student Achievement; & Performance Learning Systems courses such as teacher effectiveness, classroom handling (T.E.A.C.H., P.R.I.D.E., I.D.E.A.S.), & Coaching Teachers to Higher Levels of Effectiveness																													
Provide staff development for teachers to implement the Quest program to improve the personal/social development of students & their ability to resist involvement with drugs					X									X								X							

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	P R O V I S I O N O F S U P P O R T S E R V I C E S																													
		Identifi- cation of Students			Supplement- al Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordin- ation			Compliance with Non- Discrimin- ation					
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H			
Provide staff training in identifying at-risk students & establish a referral committee to direct programming	Carroll CSD Dale Proctor 1026 N. Adams Carroll, IA 51401 (712) 792-5540	X	X	X				X	X	X	X	X	X																		
Provide Geselle training for all preschool, kindergarten and 1st grade teachers								X			X																				
Establish in-year tutoring & summer school to increase academic performance and improve social skills					X	X	X																								
Provide discussion time for teacher/student interaction on problems																															
Develop summer school programming for at-risk students	Cedar Falls CSD Floyd G. Winter 1002 W. 1st Street Cedar Falls, IA 50613 (319) 277-8800				-	-	-																								
Develop peer involvement as a support service for at-risk students																				-	-	-									
Develop early identification system for students needing personal & academic needs																							-	-	-						

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	P R O V I S I O N O F S U P P O R T S E R V I C E S																													
		Identifi- cation of Students			Supplement- al Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordin- ation			Compliance with Non- Discrimin- ation					
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H			
Develop and implement a character education program, K-7, targeting student behavior and performance	Chariton CSD (cont'd)				X	X																	X	X							
Staff development to improve teacher effectiveness in dealing with behavior, Quest training, intervention training								X	X	X	X	X	X																		
Committee at elementary level to help teachers resolve alternative techniques to assist students to succeed	Colfax-Mingo CSD Larry Kruckenberg 20 W. Broadway St. Colfax, IA 50054 (515) 674-3465				X	X	X	X	X	X																					
Individual home learning packets at preschool level for parents of disabled learners and assistance for parents to implement suggested techniques and activities					X									X																	
Tutorial services for students before or after regular school days or on weekends					X	X	X	X	X	X				X																	
Three weeks summer school program for remediation and enrichment					X	X	X																								
Counseling for elementary students outside the regular school														X									X								

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

		P R O V I S I O N O F S U P P O R T S E R V I C E S																																						
		Identifi- cation of Students			Supplement- al Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordin- ation			Compliance with Non- Discrimin- ation														
Proposed Activity	School District Address/Phone Contact Person	E	M		E	M		E	M		E	M		E	M		E	M		E	M		E	M		E	M		E	M										
		1	J	S	1	J	S	1	J	S	1	J	S	1	J	S	1	J	S	1	J	S	1	J	S	1	J	S	1	J	S	1	J	S						
		e	H		e	H		e	H		e	H		e	H		e	H		e	H		e	H		e	H		e	H		e	H		e	H		e	H	
		m	S		m	S		m	S		m	S		m	S		m	S		m	S		m	S		m	S		m	S		m	S		m	S		m	S	
Staff development in T.E.S.A. (Teacher Effectiveness and Student Achievement) and G.E.S.A. (Gender/Ethnic Expectations and Student Achievement)	Creston CSD Gene Lust 619 N. Maple Street Creston, IA 50801 (515) 782-2129							X	X	X	X	X	X																						X	X	X			
Summer school, remedial instruction in reading, math and language					X	X	X																																	
Thinking and study skills training					X	X	X																																	
Transition program for kindergarten and sixth-grade students					X	X																	X	X																
Curriculum development in health and social problems. Preventive guidance program. Drug abuse and substance abuse. Community-based curriculum for moderate and severe mentally retarded					X	X	X	X	X	X													X	X	X															
Student assistance team to identify student needs, faculty needs and oversee delivery of support services	Davis County CSD Dr. Dan Roe 102 S. High Street Bloomfield, IA 52537 (515) 664-2200	X	X	X				X	X	X										X	X	X																		

**Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)**

Proposed Activity	School District Address/Phone Contact Person	P R O V I S I O N O F S U P P O R T S E R V I C E S																													
		Identifi- cation of Students			Supplement- al Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordin- ation			Compliance with Non- Discrimin- ation					
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H			
Evening assistance program	Garnavillo CSD Alice Bachman P.O. Box 17 Garnavillo, IA 52049 (319) 964-2321				X	X	X	X	X	X																					
Summer remedial assist program					X	X	X	X	X	X																					
Parent seminars to teach skills enhancing their ability to help their children learn														X	X					X	X										
Remedial summer school program	Gilbert CSD Douglas Williams 103 Mathews Drive Gilbert, IA 50105 (515) 232-3740				X	X	X	X	X	X																					
Staff development in T.E.S.A.								X	X	X	X	X	X																		
Summer school for K-8 students needing added assistance-communications and math	HLV CSD William A. Lynch P.O. Box B Victor, IA 52347 (319) 647-2161				X	X																									
Self-discipline improve- ment	Harlan CSD Orville Frazier 2102 Durant St. Harlan, IA 51537 (712) 755-2152				X			X						X			X			X											
Helping parents help their children understand math						X			X						X																
Resource room vocabulary project							X			X																					
Student awareness dis- cussion and action group									X	X					X	X					X	X				X	X				

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																										
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H
Tutoring special class with integration students in drivers education summer program	Harlan CSD (cont'd)																											
Expansion of library hours to include one evening and one early morning opening						X																						
Tutoring program for math students before, during and after school in the evenings							X				X																	
Individual tutoring program in English and language arts 9-12							X				X																	
Staff development in effective teaching styles (mastery teaching, T.E.S.A.) and student/teacher/parent relationships	Jefferson CSD Dianne Blackmer Madison & Elm Jefferson, IA 50131 (515) 386-2988							X	X	X	X	X	X															
Remedial summer school					X	X	X	X	X	X																		
Before, during and after school tutoring					X	X	X	X	X	X																		
Inservice for parents to help them become active participants in their children's education														X	X	X												
After school experiences for students whose parents are not home				X	X	X															X	X	X	X	X	X		

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																													
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination					
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H			
Offer staff development for teachers in identification of and intervention with at-risk students. Create "resident experts" on various healthful living topics to present to students and staff	Melcher-Dallas CSD Craig Okerberg Box C Melcher-Dallas, IA 50062 (515) 947-2321	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Offer a four-week summer summer school K-6 in language and math	Moulton-Udell CSD Marilyn Koehler 305 E. 8th Moulton, IA 52572 (515) 642-3665				X																										
Organize a program for at-risk students. Promote self-concept and offer healthful alternatives to drug abuse	Nashua CSD Linda Johanningmeier 612 Greeley Nashua, IA 50658 (515) 435-4835	Develop an "At-Risk" program																													
Research successful at-risk programs, complete a needs assessment, identify the role of the intervention team and develop an at-risk program	Nevada CSD Kenneth Shaw 9th St. & I Avenue Nevada, IA 50201 (515) 382-2783	Develop an "At-Risk" program																													
At-Risk Committee will attend in-service meetings regarding psychology, identification, plan design, and monitoring of at-risk stu-	New Market CSD David Anctil Box 8 New Market, IA 51646 (712) 585-3222	Development of K-12 "At-Risk" plan																													

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	P R O V I S I O N O F S U P P O R T S E R V I C E S																										
		Identifi- cation of Students			Supplement- al Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordin- ation			Compliance with Non- Discrimin- ation		
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H
Provide tutoring and field trips for at-risk students	Russell CSD Robert McCurdy 410 E. Smith P.O. Box 487 Russell, IA 50238 (515) 535-2404																											
Conduct workshops for K-12 teachers on programming for at-risk students and develop peer helping strategies	Saydel Consolidated CSD Dr. Ken Jensen 5401 N.W. 2nd Avenue Des Moines, IA 50313 (515) 288-8557									X	X	X								X	X	X						
Develop a remedial summer school program in math and provide tutorial assistance outside of regular school hours	Sheffield-Chapin CSD Dick Heimer P.O. Box 617 Sheffield, IA 50475 (515) 892-4461	-	-	-																								
District-level committee study programming, develop identification of students, and write an intervention program	Sigourney CSD Keith Sasseen 907 E. Pleasant Valley Sigourney, IA 52591 (515) 622-2010	X	X	X																								
Development of tutorial program, crisis team, enrichment program, and parenting support group. Inservice included for parenting support group	South Hamilton CSD Richard Textor 315 Division Street Box 100 Jewell, IA 50130 (515) 827-5479				X	X	X		X	X	X	X	X	X	X	X	X			X	X	X						

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																											
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination			
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	
Committee of five teachers, one counselor, and one administrator will develop at-risk program K-12 and recommend to board	South Winneshiek CSD Russell Loven P.O. Box 430 Calmar, IA 52132 (319) 562-3269																												To develop K-12 "At-Risk" program
Offer teachers opportunity to develop individual or group incentive projects targeted to at-risk students. Projects may be supplemental or performance-based	Spencer CSD Glen Lohman 800 E. Third Street P.O. Box 7188 Spencer, IA 51301 (712) 262-8950				X	X	X	X	X	X																			Individual or group incentive projects
Develop criteria, identify at-risk population, develop individual educational plan, and offer summer school program	Spirit Lake CSD Harold Overmann 2000 Hill Avenue Spirit Lake, IA 51360 (712) 336-2820	X	X	X	X	X	X	X	X	X																			
Teach in summer school those courses most frequently failed	Tri-County CSD Max Wolf Box 368 Thornburg, IA 50255 (515) 634-2636							X						X															
Provide inservice to teachers regarding students with "special needs" and develop activity programs targeting at-risk students	West Branch CSD James Behle Box 637 West Branch, IA 52358 (319) 643-7213				X	X	X	X	X	X	X	X	X	X	X														(supplemental activity programs)

SECTION X

AT-RISK POPULATIONS:

SUMMARY OF FINANCIAL
RESOURCES FOR PROGRAM
DEVELOPMENT

AT-RISK POPULATIONS
SUMMARY OF FINANCIAL RESOURCES
FOR PROGRAM DEVELOPMENT

A Reference Guide for Educators and Community Service Providers

Compiled and Disseminated by:

Bureau of Federal School Improvement
Department of Education

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

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VOCATIONAL EDUCATION FOR
 DISADVANTAGED AND HANDICAPPED

DEPARTMENT OF EDUCATION CONSULTANTS

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CARL PERKINS VOCATIONAL EDUCATION ACT: D&H Title II Part A Funds available \$ 112,000	Provide support services or separate programs to assist disadvantaged and handicapped youth and adults to participate in vocational education	Disadvantaged, economic, academic, limited English proficiency, handicapped, all disabilities	Education agencies (area schools and local education agencies) notified of allocation determined by Federal formula. Agencies submit application describing how money will be used 50% reimbursable non-federal match required	Local education agencies, merged area schools and other agencies and organizations working in cooperation with merged area schools and/or LEAs	Notification of allocations - November Submit Annual Application (CE-100) - January Submit program application - March	Area-wide vocational assessment services, transition program for disabled and disadvantaged, joint cooperation projects pooling available dollars, mainstreaming students into ongoing state board approved vocational programs.

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CARL PERKINS VOCATIONAL EDUCATION Title II Part A 1% Corrections	Provide support services or separate programs for youth and adults who are incarcerated <u>Corrections</u>	Youth in juvenile corrections facilities. Adults in prisons and reformatories	Respond to Request for Proposal (RFP) 100% reimbursable No match required	All merged area schools and local education agencies and corrections facilities working in cooperation with merged area schools and/or LEAs.	May	Total service plan including vocational assessment, vocational training and exploration, vocational placement, and support services during training and placement
CARL PERKINS VOCATIONAL EDUCATION Title IIIa CBO-Community Based Organizations JTPA 8% See JTPA Collaboration Myril Harrison	Joint planning between community-based organizations, education agencies and JTPA to provide special vocational education services and activities	Severely economically disadvantaged Ages 16-21 with varied social and/or ethnic backgrounds. Handicapped who are educationally and economically disadvantaged	Respond to RFP Carl Perkins 100% reimbursable No match required JTPA matching funds required	Local education agencies, merged area schools and area education agencies working in cooperation with community based organizations and JTPA	Spring	Support services such as counseling and vocational assessment, outreach programs, prevocational and career intern programs, transitional services for gaining employment

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PROGRAMS FOR DROPOUTS
 AND DROPOUT PREVENTION

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Dr. Ray Morley - Bureau of Federal School Improvement Programs
 NAME

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
Chapter 61 School Rules Of Iowa Schools, Programs and Support Services for Dropouts and Dropout Prevention	Increased allowable growth for developing or improving programs for dropouts and potential dropouts and At-Risk children in grades K-3	Dropouts, potential dropouts, and At-Risk children in grades K-3	Submit application to Department of Education. Applicants are assisted to revise applications to meet guidelines. Department of Education submits approved applications to budget review committee.	All local education agencies and agencies or organizations working with LEAs on a cooperative basis	November 1 deadline for applications March approval for following fiscal or school year implementation	Area-wide delivery programs Comprehensive programs including <u>academics</u> , <u>personal/social development</u> , <u>career/vocational development</u> Comprehensive plan of support services for students K-14 that encourages student success

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SCHOOL-BASED YOUTH SERVICE EDUCATION PROGRAMS

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
Chapter 66 School-Based Youth Service Programs On A Four Year Funding Basis Funding available: \$ 800,000	School Rules of Iowa provide youth service education programs--Centers located in or near schools to increase the potential of service agencies to deliver services coordinated with education	In-school middle and high school aged children who need assistance to succeed including teen parents, pregnant teens, unemployed and unemployable teens, teens with suicidal tendencies and other mental health problems.	School districts submit proposals in response to a request for proposals (RFP) Proposals must be submitted in cooperation with other service providers including at minimum mental health services, job training and employment, and health services Two hundred thousand dollars grant dollar limit for each program	School districts in cooperation with other service providers Multiple school districts in a joint agreement cooperating with other service providers Management of a program may be by the school district or a nonprofit service organization	Notification of allocations in August preceeding the year of implementation Proposals submitted by January Approvals made by April or May for the following school year Approvals made for a 4 year duration. Therefore, funds may not be available each fiscal year	Districts or areas with high rates of at-risk children Increased ability of service providers to deliver services Improved coordination between schools and other service providers Improved utilization of economic resources to improve the employment and productivity of students leaving school

SEE NEXT PAGE)

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
		Substance users and abusers, chronic health problem teens, abused and homeless children, minority students, those with sudden negative changes in school performance due to trauma and those with language barriers and disabilities. Dropouts	Grant and program commitments for a four year period Required twenty percent (20%) local contributions in cash or in-kind			

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DEPARTMENT OF PUBLIC HEALTH DIVISION DIRECTOR

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
VARIOUS STATE AND FEDERAL SOURCES OF FUNDS - VARIES YEARLY Funds available: \$17,684,630	Comprehensive treatment facilities	Alcohol and drug abusers	Varies depending on source of funds--an application is required	Open - depends on source of funds.	Applications are reviewed and approved in the Spring of the year Publication of guidelines in newsletter which can be made available	Innovative prevention programs
	Comprehensive Prevention	Specific populations per legislation (DFS & C)		Service agencies of all types are generally involved		High risk youth projects
	Innovative Prevention	Preventive community systems				Community-parent activities
	High-risk youth projects (Federal Drug Free School and Communities Act 1986)			Newsletter available		Comprehensive treatment and prevention programs
Community-parent activities						

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
FEDERAL DRUG-FREE SCHOOLS AND COMMUNITIES ACT, 1986 DEPARTMENT OF EDUCATION Funds available: \$592,258	Initiate prevention programs for target group	High-risk youth under the age of 21 who are at risk of be- coming or have been drug or alcohol abusers and who have experienced school failure. Examples: Dropouts, Pregnant Teenagers, Economically Distressed Persons	Must submit an appli- cation to the Iowa Department of Public Health Division of Substance Abuse	Any community non- profit organization capable of adminis- tering grants	Applications during February of next year	Prevention programs for high risk youth

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
STATE FUNDS	Summer youth employment	All youth ages 15-18	Varies depending on program - all programs require an application	City Government County Government School Districts Community Colleges Non-Profit Agencies capable of administering grants	Approval times vary - February and March are months during which most programs are approved	Summer youth employment must be conservation related
Funds available: \$1,100,000	In-School Program	Economically Disadvantaged and Disabled Youth	All funds must be matched 65/35			
	Young Adult	Unemployed adults ages 18-24				

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JTPA COLLABORATION AND TRANSITION/DISADVANTAGED & HANDICAPPED
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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
JOB TRAINING PARTNERSHIP ACT (JTPA) STATE EDUCATION COORDINATION GRANT 8% FUNDS (Sect. 123) Funds available: \$ 841,300	Facilitate coordination of education and training services for eligible JTPA participants through cooperative agreements. Provide: a) literacy training to youth and adults b) drop-out prevention and reenrollment services to youth c) statewide school-to-work transition programs	Disadvantaged and handicapped youth Welfare recipients, offenders, youth and adults "at-risk" populations	Request for Proposals for "Other Training" and "Community Based Organizations"	LEAs, AEA's, merged area schools, community-based organizations and JTPA administrative entities.	RFP's for "Other Training" and "Community Based Organizations" for fiscal year 1991 were due in April and May, 1990	Cooperative planning between education agencies and JTPA Administrative Entities Corrections programming and welfare recipient programming

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CARL PERKINS VOCATIONAL EDUCATION ACT, TITLE II, PART A SINGLE PARENT AND HOMEMAKER SET-ASIDE FUNDS AVAILABLE: \$ 720,000	To provide special services and programs for single parents, homemakers, and displaced homemakers	Single Parents and Homemakers, with an emphasis on displaced homemakers	Request for Proposal Childcare and transportation are eligible expenditures	Local education agencies Community-based organizations with proven effectiveness at serving single parents and homemakers may apply through a local education agency	Proposals due February	To provide special services and programs for single parents, homemakers and displaced homemakers

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
<p>CARL PERKINS VOCATIONAL EDUCATION ACT, TITLE II, PART A SEX EQUITY SET-ASIDE</p> <p>FUNDS AVAILABLE: \$ 321,000</p>	<p>To provide instructional programs and support services which encourage nontraditional vocational education</p>	<p>Individuals interested in non-traditional occupations, with an emphasis on girls and women aged 14-24</p>	<p>Request for Proposal Childcare and transportation are eligible expenditures</p>	<p>Local education agencies Community-based organizations with proven effectiveness may apply through a local education agency</p>	<p>Proposals due February</p>	<p>To provide instructional programs and support services which encourage nontraditional vocational education</p>
<p>DEPARTMENT OF HUMAN SERVICES WELFARE PROGRAM, PROMISE/ JOBS</p>	<p>To provide support services and education to enable welfare recipients to move off the welfare roles</p>	<p>Welfare recipients, with emphasis on those under age 24, including teen parents</p>	<p>By the individual through DHS. While participation may be voluntary, some recipients are mandated to participate, including custodial teen parents</p> <p>Teen parents who have not completed high school are required to participate in educational activities. Child care and transportation costs will be paid by DHS. Schools should encourage teen parents to access these benefits.</p>	<p>Local education agencies, colleges, and universities (Community-based organizations may apply through a local education agency)</p>	<p>On-going</p>	<p>To provide support services and education to enable welfare recipients to move off the welfare roles</p>

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ECONOMIC DEVELOPMENT CUSTOMIZED TRAINING FOR BUSINESS AND INDUSTRY

DEPARTMENT OF EDUCATION CONSULTANT

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CARL PERKINS VOCATIONAL EDUCATION ACT	New and expanding/new jobs A retraining for people who have or would lose their jobs because of technological changes	Iowa Business and Industry	Application	Merged Area Schools	July 1 thru April 15 Approximately 30 days turnaround for approval on applications	New and expanding/new jobs A retraining for people who have or would lose their jobs because of technological changes
Funds available: \$ 431,655	Productivity enhancement for existing business/industry					Productivity enhancement for existing business/industry

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ADULT PROGRAMS
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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CARL PERKINS VOCATIONAL EDUCATION ACT--ADULT 12%	To provide and enhance the quality of ongoing adult retraining programs To provide, improve, and expand apprenticeship programs for adults To provide, improve, and expand adult and post-secondary vocational programs, services, and activities to train and retrain adults	Individuals 18 years of age in need of training, retraining, or upgrading	Annual Application	Area college and local education agencies	On-going	To provide and enhance the quality of ongoing adult retraining programs To provide, improve and expand apprenticeship programs for adults To provide, improve and expand adult and post-secondary vocational programs, services and activities to train and retrain adults
ADULT BASIC EDUCATION ACT AS AMENDED PUBLIC LAW 98-511	Enable all adults to acquire the basic literary skills necessary to function in society Enable adults who so desire to continue their education to at least the completion of secondary school	Individuals 16 years of age and older who have not completed secondary school, and who have officially been dropped	Annual Application	Area college	Applications due January	Enable all adults to acquire the basic literacy skills necessary to function in society Enable adults who so desire to continue their education to at least the completion of secondary school

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
(cont'd)						To make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens
ADULT BASIC EDUCATION ACT AS AMENDED PUBLIC LAW 98-511	To make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens	from the secondary school system and those with less than the basic literacy skills to function in society				
STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT (PL 100-77)	To enable the homeless adults to acquire the educational needs necessary to function in today's society. These educational needs may include basic skills, life coping skills, communication skills, improving self-image, job seeking and problem solving skills	Those individual on the Staus, Quasi-Homeless, living in shelters, doubling up and those near homelessness	Annual Allocation	Area Colleges	July 1, 1988 - Sept. 30, 1989	To enable the homeless adults to acquire the educational needs necessary to function in today's society. These educational needs may include basic skills, life coping skills, communication skills, improving self-image, job seeking and problem solving skills

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SUBSTANCE EDUCATION PROGRAM

DEPARTMENT OF EDUCATION CONSULTANT

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
U.S. DEPARTMENT OF EDUCATION "DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1986"	Development and expansion of prevention and intervention programs Comprehensive school programs Community and school collaborations	Students in grades K-12 Parents of students School personnel	Annual application by public school districts or consortia of districts Per student entitlement basis for funding	Public school districts or consortia of districts	All districts receive funding application in April or May Applications reviewed and approved in June	Effective school prevention and intervention programs Community and school collaborations
Funds available: \$ 3,278,329						

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PHASE III OF THE EDUCATIONAL EXCELLENCE PROGRAM

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
PHASE III OF THE EDUCATIONAL EXCELLENCE PROGRAM, CHAPTER 294A Funds available: \$42,000,000	To enhance the quality, effectiveness, and performance of Iowa's teachers by promoting teacher excellence	"Teachers" employed under a continuing contract.	Annual application due to Department of Education. Assurance page signed by representative of teacher's association, board president and superintendent	School Districts and AEAs	Applications due March 15th, from school districts and AEAs	Meeting identified district/AEA needs through supplemental pay plans; performance based pay plans; comprehensive school transformation plans

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SUPPLEMENTARY WEIGHTED PROGRAM

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
SUPPLEMEN- TARY WEIGHTED PROGRAM	To enhance the quality and quantity of students in classes taught by a jointly employed teacher	Resident pupils attending class in another school district or area school	Students to be included in the official enrollment count in September	School Districts	Submit enrollment by the third Friday in September	
		Resident pupils attending classes taught by jointly employed teacher				
		Resident pupils attending classes taught by teacher employed by another district				

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AT-RISK FUNDING SOURCES

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NAME	PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CHILD DEVELOPMENT COORDINATING COUNCIL GRANTS	Provide grant monies to provide comprehensive services to at-risk 3-and 4-year-olds based on Head Start model; define at-risk; establish minimum guidelines for at-risk three and four year olds; develop an inventory of child development services; make recommendations to the DE and General Assembly regarding appropriate curriculum and staff qualifications and training; encourage establishment of regional councils; make recommendations to the Governor and General Assembly regarding state investment in child development services	At-risk 3-and 4-year-olds	Letter of Intent Request for Proposal	Local education agencies, community action agencies, licensed preschool and day care centers, and AEA consortiums	Letter of Intent (not binding or required) - January Proposals due March Notification of allocations - April	Prekindergarten Prevention program High risk students Comprehensive child development services including health, medical, dental, nutrition, education and human services Parent activities Community involvement Staff development and training Program evaluation

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CHILD DEVELOPMENT COORDINATING COUNCIL	Provide grant monies for at-risk 3-, 4-, and 5-year-old children to develop programs which combine preschool and all-day, everyday kindergarten	At-Risk 3-, 4-, and 5-year-old children	Letter of Intent Request for Proposal	Local school districts	Letter of Intent (not binding or required) - December Proposals due March Notification of allocation - April	Public school Early childhood prevention programs High percentage of at-risk students Comprehensive child development services Parent activities Community involvement Program evaluation
DEPARTMENT OF EDUCATION	Provide grant monies to school districts with a high percentage of at-risk which provide innovative in-school programming for at-risk children in grades kindergarten through 3; program should integrate at-risk, have limited class size and pupil-teacher ratio, include parental involvement, involve community agencies, provide guidance counseling services, use teachers with early childhood endorsement, and contain an evaluation component measuring student outcomes	At-risk children in grades kindergarten through grade 3	Letter of Intent Request for Proposal	Local school buildings with a high percentage of at-risk students	Letter of Intent (not binding or required) - December Proposals due February Notification of allocations - April	Innovative early elementary prevention programs High percentage of risk students Staff development and training Community involvement Parent activities Counseling services Evaluation component

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AT-RISK FUNDING SOURCES

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 NAME PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CHILD DEVELOPMENT COORDINATING COUNCIL	Provide grant monies for educational support services to parents of at-risk birth to 3-year-old children	Parents of at-risk young children	Letter of Intent Request for Proposal	AEAs, LEAs and non-profit agencies	Letter of Intent (not binding or required) - January Proposals due March Notification of allocation of - May	Provide grant monies for educational support services to parents of at-risk birth to 3-year-old children

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AT-RISK FUNDING SOURCES
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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
FEDERAL P.L. 99-457 PART H - HANDICAPPED INFANTS & TODDLERS/ IOWA INTER-AGENCY CO-ORDINATING COUNCIL FOR SPECIAL NEEDS INFANTS & TODDLERS AND THEIR FAMILIES	To establish a comprehensive (interagency) service system for infants and toddlers with special needs To create a new state plan that provides continuous services from birth to all special needs infants and toddlers To provide services at no cost except where federal or state law provides for a system of payments by families	Special needs infants and toddlers birth through two years of age and their families	DE receives funding through annual grant application. Funds are allocated by the Department and the Iowa Interagency Coordinating Council to agencies and service providers for technical assistance, public awareness and the planning, piloting and implementation of collaborative efforts on behalf of families	Private and public non-profit agencies or groups with demonstrated experience in working with special needs infants and toddlers and their families		To establish interagency collaboration between the Dept. of Education, Dept. of Health and Social Services Development of a continuous family centered system throughout the State that allows for ease of access to services for families of special needs-infants and toddlers throughout the State Special needs-infants toddlers and their 0-2 and their families
This is not a competitive grant process						

(SEE NEXT PAGE)

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
						<p>Expand upon the existing service system already in place in Iowa</p> <p>State wide public awareness</p> <p>Development of IFSP which will specify family strength-needs, expected outcomes, and who is to be responsible</p> <p>Explore case management options</p> <p>Explore systems of State wide data collection that would be appropriate</p> <p>Development of a State side central directory system</p> <p>Phase in all AEA's to become CRIB sites</p>

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FEDERAL, STATE, & LOCAL PARTNERSHIP (CHAPTER II) FOR EDUCATIONAL IMPROVEMENT

DEPARTMENT OF EDUCATION CONSULTANT

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
HAWKINS-STAFFORD ACT P.L. 100-297 AMENDING ECIA 1981 CHAPTER II AS AMENDED 4-88	Implement promising educational practices, educational improvement, library and instructional materials and computer literacy	K-12	Annual application	All local education agencies	November 1	Acquisition of Instructional and educational materials
	Meet needs of at-risk and high cost students					Personal Excellence of students
	Expand effective school programs					Meet needs of at-risk students
Funds available: \$4,000,000						Innovative programs to carry out schoolwide improvements including effective school programs
						Programs of training and professional development

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CHAPTER I ECIA

DEPARTMENT OF EDUCATION BUREAU CHIEF

Dr. Oliver T. Himley
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 PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
U.S. DEPARTMENT OF EDUCATION - ELEMENTARY & SECONDARY SCHOOL IMPROVEMENT AMENDMENTS OF 1988 - P.L. 100-567	Provide financial assistance to local education agencies to meet the special educational needs of educationally deprived children in school attendance areas with high concentrations of children from low income families. Also to include migratory and neglected or delinquent children	Preschool through age 20. Students in need of remedial education services in local education agencies and neglected or delinquent institutions	Annual Application	Local education agencies and Neglected/Delinquent institutions	Notification of allocations to local education agencies and Neglected/Delinquent Institutions usually in April	None -- based upon local education agency needs assessment
Funds available: \$40,413,666						

State of Iowa
 DEPARTMENT OF EDUCATION
 Bureau of Instruction and Curriculum
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

SUPPLEMENTARY WEIGHTED PROGRAMS FOR NON-ENGLISH SPEAKING STUDENTS

DEPARTMENT OF EDUCATION CONSULTANT

Dan Chavez

NAME

(515) 281-3805

PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
SUPPLEMENTARY WEIGHTED PROGRAMS FOR NON-ENGLISH SPEAKING STUDENTS	For the establishment, operation and improvement of special language programs Funding is determined based on the number of LEP students identified by the district each September	Language minority students	Annual certification of head count by September	Limited English proficient students	September	For the establishment, operation and improvement of special language programs

State of Iowa
 DEPARTMENT OF EDUCATION
 Bureau of Instruction and Curriculum
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

EMERGENCY IMMIGRANT EDUCATION PROGRAM (FEDERAL)

DEPARTMENT OF EDUCATION CONSULTANT

Dan Chavez	(515) 281-3805
NAME	PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
EMERGENCY IMMIGRANT EDUCATION PROGRAM (FEDERAL) Funding is determined based on the number of LEP (Emergency Immigrant Children) students identified by the district	Provides supplementary educational services necessary to enable immigrant students to achieve a satisfactory level of performance	Immigrant students	Submit application to Department of Education. The Department submits to U. S. Department of Education.	Immigrant students who were not born in any State and who have been attending schools in one or more States for less than three complete academic years Districts that enroll at least 500 immigrant students or have at least 3 percent of the total number of students enrolled in the district, whichever number is less.	Selected school districts receive funding applications in April Applications reviewed and approved in June	Provides supplementary educational services necessary to enable immigrant students to achieve a satisfactory level of performance

State of Iowa
 DEPARTMENT OF EDUCATION
 Bureau of Instruction and Curriculum
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

DIVISION OF FAMILY AND COMMUNITY HEALTH

Dr. Ron Eckoff	(515) 281-3931
NAME	PHONE NUMBER
Sally Wiarda	(515) 281-3836
NAME	PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
FEDERAL FUNDS Funds available: Percent of State Block Grants	Teen health clinics to increase services to adolescents Adolescent Primary Health Care Clinical Services	High risk youth age 10-21	RFP to child health centers: for joint applications with schools 1-800-383-3826	Schools sub-contracting with child health agencies	Spring	Coordination Enhancement of disease and disability prevention, health promotion and health protection through individualized personal direct service to adolescents age 10 - 21 years
MATERNAL HEALTH STATE AND FEDERAL FUNDS	To provide pregnancy related assessment, diagnostic, monitoring, teaching direct services	Adolescent and young women	RFP to maternal health programs 1-800-383-3826	Low income women	Spring	Reducing low birth weight, reduce infant mortality, increase health and well-being of mother and family
CHILD HEALTH STATE AND FEDERAL FUNDS	To provide preventative health services to children including medical, nursing, nutrition and dental care	Children birth - 21 years	RFP to child health agencies 1-800-383-3826	Low income children and families agencies	Spring	To serve low income families and provide well child care

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
WIC WOMEN, INFANT AND CHILD NUTRITION PROGRAM -- FEDERAL FUNDS	To provide nutrition assessment, education and a supplemental food package to eligible recipients	Pregnant or breast feeding women, infants and children to age 5	RFP to WIC agencies 1-800-532-1579	Pregnant or breast feeding women, infants and children	Spring	To serve income eligible women, infants and children
FAMILY PLANNING FEDERAL FUNDS	To provide family planning counseling and contraceptive methods. Provide counseling to prevent spread of sexually transmitted diseases	Adolescents, women and men	RFP to family planning agency 1-800-383-3826	Low income females and males	Spring	To serve all people who need family planning services

State of Iowa
DEPARTMENT OF PUBLIC HEALTH
Division of Substance Abuse and Health Promotion
Lucas State Office Building
Des Moines, Iowa 50319-0075

DEPARTMENT OF PUBLIC HEALTH DIVISION DIRECTOR

Dr. Ron Eckoff

(515) 281-3931

NAME

PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
FEDERAL FUNDS	Disease prevention and health promotion Coordination between agencies interested in health promotion	Individuals who can reduce health risks by changing life style habits	Varies depending on funds No matching requirement \$500-\$1,000 range for applications Funds can be used for travel, supplies, consulting	Any community agency working in cooperation with another agency - capable of administering grants Local boards of health working through county health assessment process	Spring	Coordination between agencies Enhancement of health promotion within communities

State of Iowa
 DEPARTMENT OF EDUCATION
 Bureau of Instruction and Curriculum
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

DEPARTMENT OF ECONOMIC DEVELOPMENT

IOWA CORPS

Zuella Swartzendruber
 NAME

(515) 281-3897
 PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
STATE FUNDING Funds available: \$ 109,380	To provide tuition credits at Iowa post-secondary institutions for secondary students who perform approved volunteer projects of 100 hours duration	High school students including any students in a high school completion program, GED, ABE, Alternative School, etc.	Annual application deadline - April 30, must be postmarked by April 30, 1990. Applications are available from high school counselors, other youth leaders or the Department of Economic Development, 200 East Grand Avenue, Des Moines, Iowa 50019 (515) 281-3897	High school students; 8th, 9th, 10th, 11th grades, or in a high school completion program such as GED, are eligible to apply by April 30th annually	Application deadline is April 30. Applications must be postmarked by April 30. Project completion is the following fiscal year - July 1 through June 30, 1991.	Volunteer projects that assist low income, handicapped and unemployed persons. Encourage volunteerism. Discourage dropouts. Encourage post-secondary job training skills.

State of Iowa
 DEPARTMENT OF EDUCATION
 Bureau of Instruction and Curriculum
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

DEPARTMENT OF ECONOMIC DEVELOPMENT

JTPA - TITLE IIA

John Bargman

(515) 281-3726

NAME

PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
JOB TRAINING PARTNERSHIP ACT FEDERAL FUNDS	To establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment	Welfare Recipients High School Dropouts Older Workers 55 Years Plus	Through 16 service delivery areas	Economically disadvantaged individuals 16 years plus	Ongoing	Welfare recipients Homeless services Coordination At-Risk youth Youth offenders Literacy deficient New sources of funding Drug awareness

State of Iowa
 DEPARTMENT OF EDUCATION
 Bureau of Instruction and Curriculum
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

DEPARTMENT OF ECONOMIC DEVELOPMENT

JTPA - TITLE IIB
 SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM

John Bargman

(515) 281-3726

NAME

PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
JOB TRAINING PARTNERSHIP ACT FEDERAL FUNDS	To establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment	Welfare Recipients High School Dropouts	Through 16 service delivery areas	Economically disadvantaged individuals 14-21 years	Ongoing	Welfare recipients Homeless services Coordination At-Risk youth Youth offenders Literacy deficient New sources of funding Drug awareness

State of Iowa
 DEPARTMENT OF EDUCATION
 Bureau of Instruction and Curriculum
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

Department of Economic Development
 WORK FORCE INVESTMENT PROGRAM

John Bargman

(515) 281-3726

NAME

PHONE NUMBER

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
STATE GENERAL FUND	To enable more Iowan to enter or re-enter the workforce by focusing on groups within the population that have historically faced barriers to employment and which have been more difficult to serve with traditional job training programs	Displaced homemakers Dropouts Ethnic minorities Handicapped Homeless Immigrants Reading below 7th grade Offenders Potential dropouts Substance abusers Teen parents/ Pregnant teenagers	Request for proposal process	Any entity with PIC/LEO approval prior to submittal	July 1, 1990 to June 30, 1991	Increasing Iowa's pool of available labor by providing training and support service to special hard-to-serve populations

SECTION XI

MEDIA RESOURCES

MEDIA RESOURCES

HOW TO MEET THE STANDARDS FOR STUDENTS AT-RISK

A DISCUSSION OF THE AT-RISK STANDARD BY DR. RAYMOND E. MORLEY EMPHASIZING NINE COMPONENTS FOR CONSIDERATION AT EACH LEVEL OF EDUCATION (ELEMENTARY, JR. HIGH SCHOOL/MIDDLE SCHOOL, SR. HIGH SCHOOL). THE VIDEO WAS ORIGINALLY RECORDED IN AREA EDUCATION AGENCY #3 DURING A PRESENTATION TO DISTRICTS VIA THE TELECONFERENCE NETWORK.

MOVIES OF THE MIND: VIDEO SERIES

- NO. 1 THE "AS-IF" ACTION
- NO. 2 PARENTS AS PARTNERS: CONSPIRACY OF CARING
- NO. 3 ESSENTIAL LEARNER MIND-SETS: CONVINCE EVERY STUDENT
- NO. 4 RESTORING RITUALS: CHANGING THE CLASSROOM CULTURE
- NO. 5 FEELING SPECIAL/ACTING SPECIAL
- NO. 6 EMBRACING AND EXPLOITING THE INEVITABLE
- NO. 7 TEACHER AS LEARNER: VIRTUE OF VULNERABILITY
- NO. 8 ANALOGICAL TEACHING
- NO. 9 VISION: NEW MOVIES OF THE MIND

RENEWED SERVICE DELIVERY SYSTEM: "SUCCESS FOR ALL"

THIS 20 MINUTE VIDEO PRESENTATION IS THE FIRST VIDEOTAPE DEVELOPED FROM OVER 18 HOURS OF VIDEO FOOTAGE WHICH WAS RECENTLY TAKEN IN DIFFERENT PARTS OF IOWA. THIS VIDEO PROGRAM PROVIDES AN OVERVIEW OF THE IMPROVEMENTS BEING CONSIDERED FOR IMPLEMENTATION AS PART OF THE RENEWED SERVICE DELIVERY SYSTEM. THE RENEWED SERVICE DELIVERY SYSTEM IS PREDICATED ON THE IMPLEMENTATION OF IMPROVEMENTS WHICH HAVE BEEN IDENTIFIED BY THOSE WHO ARE SERVING STUDENTS WITH DIVERSE LEARNING AND BEHAVIORAL NEEDS. BY VIEWING THIS TAPE, THE VIEWER WILL BE PROVIDED THE OPPORTUNITY TO SEE A SAMPLE OF CLASSROOM SITUATIONS AND LISTEN TO SOME OF THE INDIVIDUALS WHO HAVE BEEN INVOLVED OR AFFECTED WITH THE IMPLEMENTATION OF THESE IMPROVEMENTS IN THE INITIAL TRIAL SITES.

COMMENTS FROM TEACHERS, PARENTS, SUPPORT SERVICE PERSONNEL, ADMINISTRATORS, AND STUDENTS THEMSELVES WILL BRING TO LIGHT THE POSITIVE ASPECTS OF THE IMPROVEMENTS BEING TRIED, AS WELL AS STEPS BEING TAKEN TO ADDRESS AREAS WHICH COULD BE OF CONCERN IN THE FUTURE IF NOT ATTENDED TO NOW.

SHELTER BOY

THIS 15 MINUTE, NATIONALLY TELEVISED DOCUMENTARY PRODUCED BY FOX TELEVISION DEPICTS AN OMAHA FAMILY FORCED TO BE HOMELESS AS A RESULT OF A TORNADO AND LOSS OF EMPLOYMENT. THE EFFECTS OF HOMELESSNESS ON THE CHILDREN WITH REGARD TO SCHOOL EXPERIENCES ARE EMPHASIZED. ALSO AVAILABLE FROM IOWA AREA EDUCATION AGENCIES.

THE CARING CONNECTION

THIS TAPE GIVES DESCRIPTIONS OF FIVE SUCCESSFULL PROGRAMS DEVELOPED TO MEET THE NEEDS OF AT-RISK STUDENTS. PROGRAMS FEATURED INCLUDE: A PRESCHOOL PROGRAM AT TAYLOR ELEMENTARY SCHOOL IN CEDAR RAPIDS; AN ELEMENTARY IDENTIFICATION SYSTEM IN ANKENY; A COMPREHENSIVE PRESCHOOL THROUGH A HIGH SCHOOL PROGRAM AT SOUTH TAMA; A HIGH SCHOOL PROGRAM COORDINATED WITH COMMUNITY AGENCIES IN MARSHALLTOWN; AND KANESVILLE ALTERNATIVE HIGH SCHOOL WITH POST-SECONDARY PLANNING IN COUNCIL BLUFFS.

THESE TAPES ARE AVAILABLE THROUGH THE AEA MEDIA CENTERS AND IOWA STATE EDUCATION AGENCY (515) 279-9711.

WHY DO THESE KIDS LOVE SCHOOL

THIS FILM OFFERS AN INTIMATE LOOK AT NINE SCHOOLS (PRESCHOOL-GRADE 12) WHICH REPRESENT GROWING TRENDS IN EDUCATION; TRENDS TOWARD SMALLER UNITS, PERSONALIZED TEACHING, SERVICE TO OTHERS AND SHARED RESPONSIBILITY. YOU WILL SEE INSIDE CLASSROOMS TO WITNESS THE METHODS AND POSITIVE RESULTS OF INNOVATIVE APPROACHES WHICH CALL ON EVERYONE TO BECOME PARTNERS. THE IMPACT OF WHAT YOU WILL SEE HAS RESULTED IN IMPROVED TEST SCORES, STUDENT MORALE AND A CAPACITY FOR SELF-DIRECTED LEARNING.

THE DOCUMENTARY BEGINS WITH PENINSULA, AN INDEPENDENT SCHOOL IN CALIFORNIA, WHERE INNOVATIVE IDEAS HAVE BEEN EVOLVING SINCE 1920. YOU WILL SEE THE APPLICATION OF SIMILAR IDEAS AND PRACTICES IN EIGHT PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN COLORADO, LOUISIANA, NEW YORK, MINNESOTA, MISSISSIPPI AND MASSACHUSETTS.

THESE VIDEOS MAY BE LOANED OUT UPON REQUEST FROM THE IOWA DEPARTMENT OF EDUCATION BY CONTACTING MARGARET EDWARDS AT (515) 281-5313.

ALTERNATIVE PROGRAMS

**ALTERNATIVE SCHOOLS, PROGRAMS AND SUPPORT SERVICES FOR
DROPOUTS AND DROPOUT PREVENTION IN IOWA ACCORDING TO
COUNTY AND CITY**

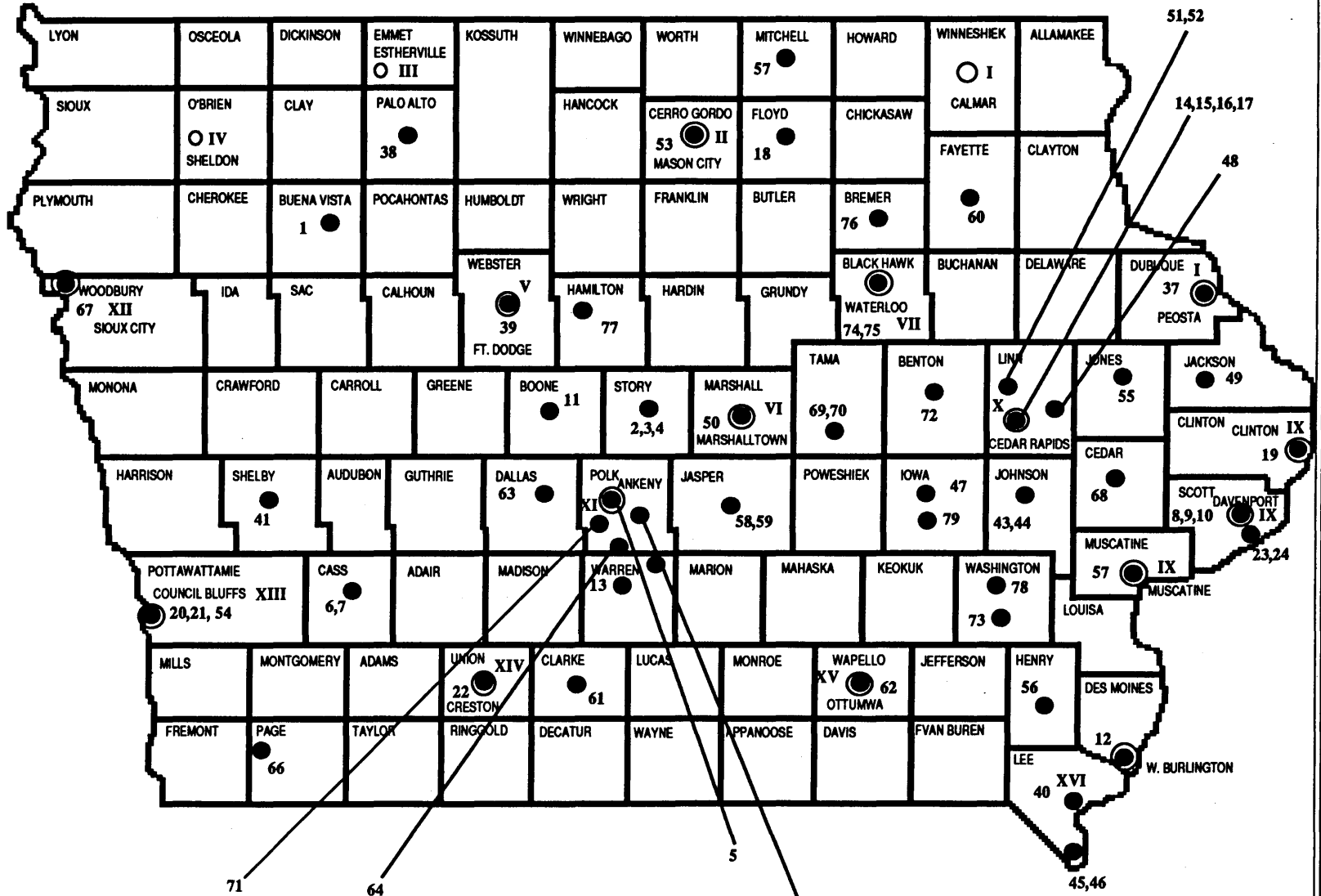
SECTION XII

ALTERNATIVE SCHOOLS,
PROGRAMS, AND SUPPORT
SERVICES FOR DROPOUTS AND
DROPOUT PREVENTION IN
IOWA ACCORDING TO COUNTY
AND CITY

*ALTERNATIVE SCHOOLS

Alternative Schools, Programs and Support Services for Dropouts and Dropout Prevention in Iowa According to County and City

1. Albert City-Truesdale
2. Ames
3. Ames
4. Ames
5. Ankeny
6. Atlantic
7. Atlantic
8. Bettendorf
9. Bettendorf
10. Bettendorf
11. Boone
12. Burlington
13. Carlisle
14. Cedar Rapids
15. Cedar Rapids
16. Cedar Rapids
17. Cedar Rapids
18. Charles City
19. Clinton
20. Council Bluffs
21. Council Bluffs
22. Creston
23. Davenport
24. Davenport
25. Des Moines
26. Des Moines
27. Des Moines
28. Des Moines
29. Des Moines
30. Des Moines
31. Des Moines
32. Des Moines
33. Des Moines
34. Des Moines
35. Des Moines
36. Des Moines
37. Dubuque
38. Emmetsburg
39. Ft. Dodge
40. Ft. Madison
41. Harlan
42. Indianola
43. Iowa City
44. Iowa City
45. Keokuk
46. Keokuk
47. Ladora
48. Lisbon
49. Maquoketa
50. Marshalltown
51. Marion
52. Marion
53. Mason City
54. Council Bluffs
55. Monticello
56. Mt. Pleasant
57. Muscatine
58. Newton
59. Newton
60. Oelwein
61. Osceola
62. Ottumwa
63. Perry
64. Runnells
65. St. Ansgar
66. Shenandoah
67. Sioux City
68. Tipton
69. Tama
70. Tama
71. Urbandale
72. Vinson
73. Washington
74. Waterloo
75. Waterloo
76. Waverly
77. Webster City
78. Wellman
79. Williamsburg



• ● ALTERNATIVE ● ○ ADULT BASIC EDUCATION CENTERS

25,26,27,28,29,30,31,32,33,34,35,36, 42

ALTERNATIVE SCHOOLS, PROGRAMS AND SUPPORT SERVICES
FOR DROPOUTS AND DROPOUT PREVENTION IN IOWA
SUPPORTED UNDER INCREASED ALLOWABLE GROWTH, CHAPTER 61, IOWA CODE

August, 1990

Dr. Raymond E. Morley
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

- 1) Max Grossnickle
PROJECT ACHIEVE
Albert City-Truesdale CSD
Third & Orchard Street
P.O. Box 98
Albert City, IA 50510
(712) 843-5416
- 2) Dr. Dania Clark-Lempers
PROJECT SUCCESS
120 S. Kellogg
Ames, IA 50010
(515) 232-3400
- 3) Clemmye Jackson
Ames High School/PROJECT SUCCESS
20th and Ridgeway
Ames, Iowa 50010
(515) 232-8440
- 4) Leland Himan
PROJECT SUCCESS
Willson-Beardshear School
920 Carroll Avenue
Ames, IA 50010
(515) 233-1433
- 5) Dr. Jackie Pelz
THE LEARNING CENTER
Ankeny Community Schools
420 S.W. School Street
Ankeny, IA 50021
(515) 965-9600
- 6) Denise Sharp or Pat Nymand
IA. WESTERN COMM. COLL.-ABE/GED
906 Sunnyside Lane
Atlantic, IA 50022
(712) 243-5527
- 7) Glenn Binfield
EDUCATIONAL OPPORTUNITIES
Atlantic Community School
1100 Linn Street
Atlantic, IA 50022
(712) 243-4280
- 8) Linda Goff
PROJECT READY
Bettendorf Community Schools
951 27th Street
Bettendorf, IA 52722
(319) 359-9375
- 9) Mary Hammes
PROJECT READY
N. Scott Community Schools
951 27th Street
Bettendorf, IA 52722
(319) 359-9375
- 10) Michael Duncan
PROJECT READY
Pleasant Valley Community Schools
951 27th Street
Bettendorf, IA 52722
(319) 359-9375
- 11) Sunny Powers
DMACC DIPLOMA PROG./GED CLASSES
1125 Hancock Drive
Boone, IA 50036
(515) 432-7203
- 12) Ray Eilenstiene
UNIVERSITY HIGH SCHOOL
1200 Market Street
Burlington, IA 52601
(319) 753-6747
- 13) Elizabeth Brown
CARLISLE LEARNING CENTER
Carlisle Community Schools
Carlisle, IA 50047
(515) 989-3589
- 14) Jan Frieschkorn
FAMILY SCHOOL
Johnson Elementary School
355 18th Street, S.E.
Cedar Rapids, IA 52403
(319) 398-2174

- 15) Janice McBurney
KIRKWOOD ALTERNATIVE PROGRAM
18th Avenue & 9th Street, S.W.
Cedar Rapids, IA 52404
(319) 366-0142
- 16) George Maybanks
LINCOLN LEARNING CENTER
Kirkwood Community College
18th Avenue & 9th Street, S.W.
Cedar Rapids, IA 52404
(319) 366-0142
- 17) Dr. Mary Wilczynski
METRO SECONDARY SCHOOL
1212 7th Street, S.E.
Cedar Rapids, IA 52401
(319) 398-2193
- 18) Elaine Poppinga
STUDENT PLANNING TIME
Charles City Community High School
Salsbury & Owen Drive
Charles City, IA 50616
(515) 228-1112
- 19) Richard Grugin
LINCOLN ALTERNATIVE HIGH SCHOOL
732 11th Avenue South
Clinton, IA 52732
(319) 242-4073
- 20) Romola Fritz
KANESVILLE ALTERNATIVE HIGH SCH.
807 Avenue G
Council Bluffs, IA 51503
(712) 328-6510
- 21) Curtis Peterson
INDEPENDENT LEARNING CENTER
Lewis Central High School
Hwy. 275
Council Bluffs, IA 51501
(712) 366-2531
- 22) Roger Hemesath
CRESTON ALTERNATIVE SCHOOL
107 N. Maple
Creston, IA 50801
(515) 782-4375
- 23) Mary Riepe
2001 ALTERNATIVE PROGRAM
1002 W. Kimberly Road
Davenport, IA 52806
(319) 386-5840
- 24) Pat McCoy
TEEN ACADEMIC & PARENTING PROG.
2406 Marquette
Davenport, IA 52807
(319) 326-5072
- 25) Vince Scavo
D.M. ALTERNATIVE HIGH SCH.-SOUTH
1000 S.W. Porter
Des Moines, IA 50315
(515) 285-3323
- 26) Vincent Lewis
ALTERNATIVE HIGH SCH.-NORTH
& METRO MIDDLE SCHOOL
1801 16th
Des Moines, IA 50314
(515) 244-0448
- 27) Randy Gordon (Coord.)
SCHOOL WITHIN A SCHOOL
DES MOINES PLAN
REMEDIAL PROGRAM - EVAN START
D.M. Independent School District
1800 Grand Avenue
Des Moines, IA 50307
(515) 242-7678
- 28) Sharon Castelda
DES MOINES PLAN
D.M. Independent School District
1800 Grand Avenue
Des Moines, IA 50307
(515) 242-7731
- 29) Patty Hoffman
EAST HIGH SCHOOL
SCHOOL WITHIN A SCHOOL
1815 E. 13th
Des Moines, IA 50316
(515) 242-7719
- 30) Virginia Mortenson
HOOVER HIGH SCHOOL
SCHOOL WITHIN A SCHOOL
4800 Aurora Avenue
Des Moines, IA 50310
(515) 242-7241
- 31) Morry Hansen
LINCOLN HIGH SCHOOL
SCHOOL WITHIN A SCHOOL
2600 S.W. 9th Street
Des Moines, IA 50315
(515) 242-7500

- 32) Ronald Sallade
DROPOUT/OUTREACH PROJECT
NEW HORIZONS PROGRAM
1800 Grand Avenue
Des Moines, IA 50307
(515) 242-7911
- 33) Leigh Lussie
NORTH HIGH SCHOOL
SCHOOL WITHIN A SCHOOL
501 Holcomb Avenue
Des Moines, IA 50313
(515) 242-7205
- 34) Virginia Traxler
ROOSEVELT HIGH SCHOOL
SCHOOL WITHIN A SCHOOL
4419 Center Street
Des Moines, IA 50312
(515) 277-8559
- 35) Gerald Clutts
JEFFERSON TRADITIONAL SCHOOL
2425 Watrous Avenue
Des Moines, IA 50321
(515) 287-2020
- 36) Dorla Eisenlauer
PHILLIPS TRADITIONAL SCHOOL
1701 Lay Street
Des Moines, IA 50317
(515) 265-3406
- 37) David Olson
CENTRAL HIGH SCHOOL
39 Bluff Street
Dubuque, IA 52001
(319) 588-8395
- 38) Melba Byrkeland
CAREER ORIENTATION CENTER
3200 College Drive
Emmetsburg, IA 50536
(712) 852-3554
- 39) Gerald (Jerry) Einwalter
Dr. Robert Wills
GORDON WILLARD ALTERNATIVE
EDUCATION CENTER
405 Fair Oaks Drive
Ft. Dodge, IA 50501
(515) 576-7305
- 40) Beverly Link
CREATIVE LEARNING CENTER
1733 Avenue I
Ft. Madison, IA 52627
(319) 372-8093
- 41) Lynn Spetman
Lanette Morgan
IA. WESTERN COMM. COLLEGE-
ABE/GED
2712 12th, Box 88
Harlan, IA 51537
(712) 755-3568
- 42) Michael Baethke
THE LEARNING CENTER
1301 E. 2nd Avenue
Indianola, IA 50125
(515) 961-0487
- 43) Ted Halm
COMMUNITY EDUCATION CENTER
ALTERNATIVE HIGH
509 S. Dubuque Street
Iowa City, IA 52240
(319) 338-8643
- 44) Dr. Marti Milani
RESET
Kirkwood Learning Center
810 Maiden Lane
Iowa City, IA 52240
(319) 338-3659
- 45) Roger Kokemuller
Contact/Home-School Liaison
DROPOUT PREVENTION PROGRAM
P.O. Box 128
Keokuk, IA 52632
(319) 524-2542
- 46) Barb Harrison
LEARNING CENTER
2285 Middle Road
Keokuk, IA 52632
(319) 524-9181

- 47) Renee Johns
KIRKWOOD LEARNING CENTER
500 East Street
Ladora, IA 52251
(319) 623-3129
- MAILING ADDRESS
Renee Johns
KIRKWOOD LEARNING CENTER
200 West Street
Williamsburg, IA 52361
(319) 668-2461
- 48) David Marshall
KIRKWOOD ALTERNATIVE H.S. PROGRAM
Lisbon Community School District
235 W. School Street, Box 217
Lisbon, IA 52253
(319) 455-2106
- 49) Debra Carson
MAQUOKETA ALTERNATIVE CLASSROOM
600 Washington
Maquoketa, IA 52060
(319) 652-2451
- 50) Ann Peglow
CARING CONNECTION (At-Risk)
Marshalltown Community Schools
317 Columbus Drive
Marshalltown, IA 50158
(515) 752-4535
- 51) Jerry Hora
Jacqualin (Jacquie) Oster
MARION LEARNING CENTER
600 10th Avenue
Marion, IA 52302
(319) 377-2216
- 52) Jeff Athey
REACH PROGRAM
Linn-Mar Community Schools
3333 N. 10th Street
Marion, IA 52302
(319) 377-7373, Ext. 220
- 53) David Ciccetti
MASON CITY ALTERNATIVE SCHOOL
19 N. Illinois
Mason City, IA 50401
(515) 421-4427
- 54) Margot Fetrow
IA. WESTERN COMMUNITY COLLEGE
ADULT LEARNING CENTER
620 N. 8th Street
Council Bluffs, IA 51503
(712) 325-3267
- 55) Madeline Schubick
KIRKWOOD COMM. EDUCATION CENTER
Plastic Lane
Monticello, IA 52310
(319) 465-4276
- 56) Roger D. Williams
MT. PLEASANT COMMUNITY SR. HIGH
SUMMER ALTERNATIVE SCHOOL
Office of the Director
801 E. Henry Street
Mt. Pleasant, IA 52641
(319) 385-4219
- 57) Ann Hermann (High School)
Julie Lloyd (Nine Credit Classes)
CONTINUING EDUCATION PROGRAM
Muscatine Community College
152 Colorado Street
Muscatine, IA 52761
(319) 263-8250
- 58) Jack Chadwick
Gary Kirchoff
Linda Adrianse
SUCCESS PROGRAM
807 S. Sixth Avenue W.
Newton, IA 50208
(515) 792-5797
- 59) Jim Fenton
BASICS AND BEYOND
710 N. 11th Avenue E.
Newton, IA 50208
(515) 792-5809
- 60) Carol Robinson
OELWEIN ALTERNATIVE SCHOOL
Oelwein High School
315 8th Avenue S. E.
Oelwein, IA 50662
(319) 283-2731
- 61) Joe Shelton
CLARKE ALTERNATIVE SCHOOL
800 N. Jackson
Osceola, IA 50213
(515) 342-6505

- 62) Tom Kopatich
OTTUMWA ALTERNATIVE HIGH SCHOOL
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- 63) Dr. Eugene Brady
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- 64) Mike Brown
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- 66) Susan Limbacher
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- 70) Richard Janson
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