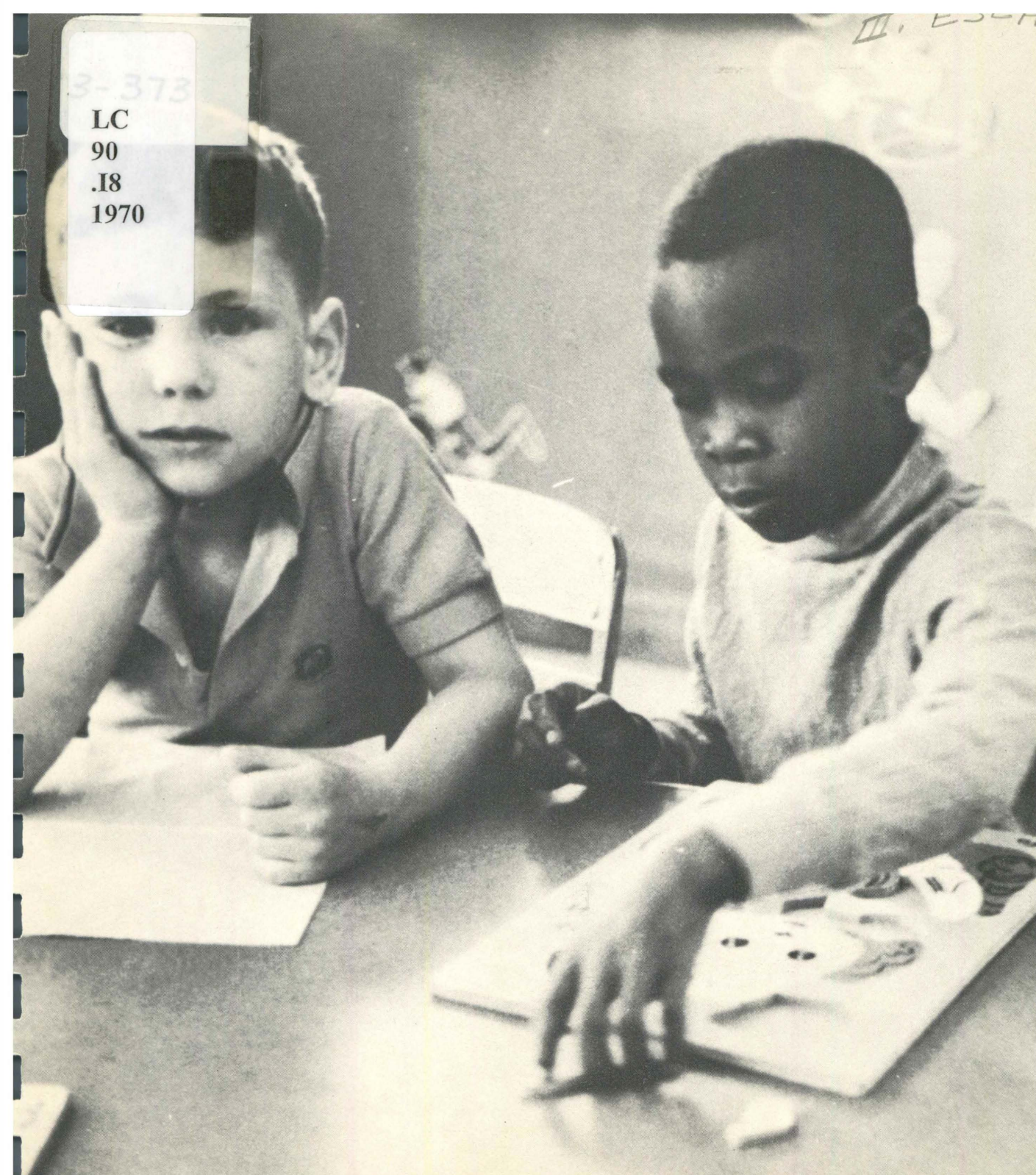


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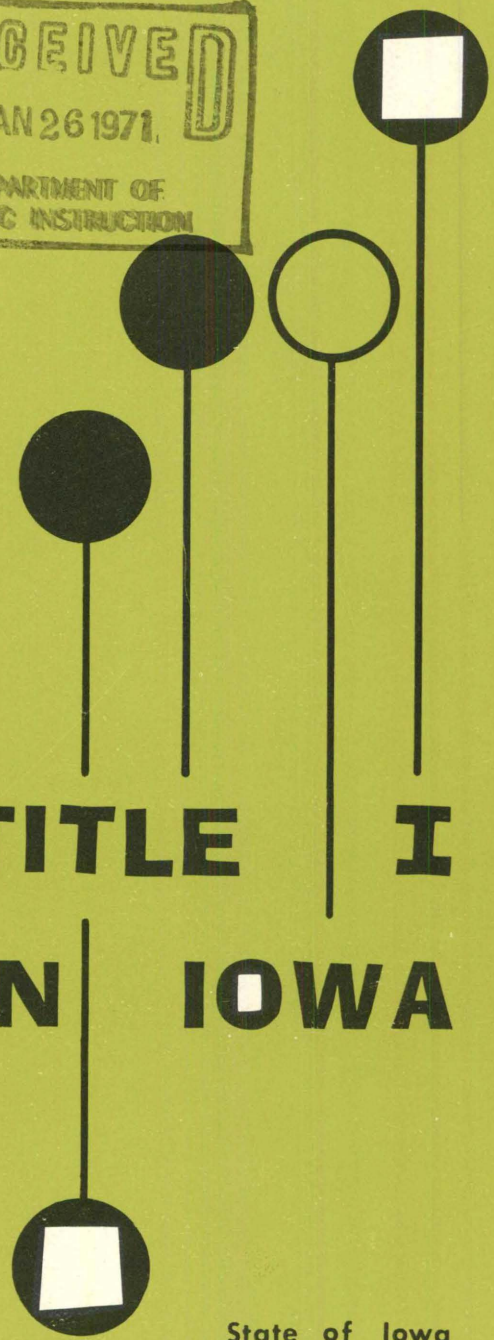
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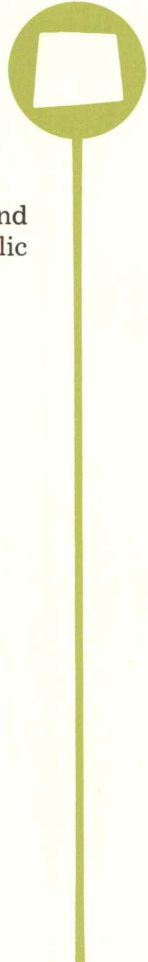
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**TITLE I**  
**IN IOWA**

State of Iowa  
Department of Public Instruction  
1970







A report on Title I of the Elementary and Secondary Education Act in Iowa's public and private schools.

Issued by:

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

1970



# TITLE I IN IOWA

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Author

RONALD O. HUFF . . . . . Consultant, Title I



# Foreword



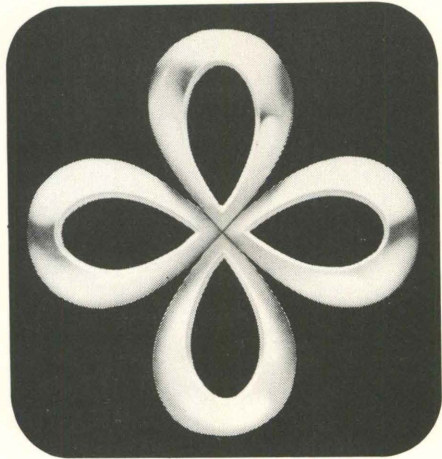
One of the greatest steps forward in improving education in this country has been the inauguration of programs to improve educational opportunities for economically-deprived youngsters and pupils with special problems. Children in these categories are generally more susceptible to failure in their endeavors and they often do not finish school. Our inability to provide meaningful educational experiences for them previously has been a significant loss, both to them as individuals and to society.

Until five years ago, most school districts could not find comprehensive programs for educationally-deprived pupils. With the passage of the Elementary-Secondary Education Act in 1965, money became available for local school districts to plan and implement innovative pro-

grams. In particular, Title I of this Act, Public Law 89-10, provided funds to help local school districts in meeting the challenge of educating these youngsters who had seemed destined for a life of oblivion.

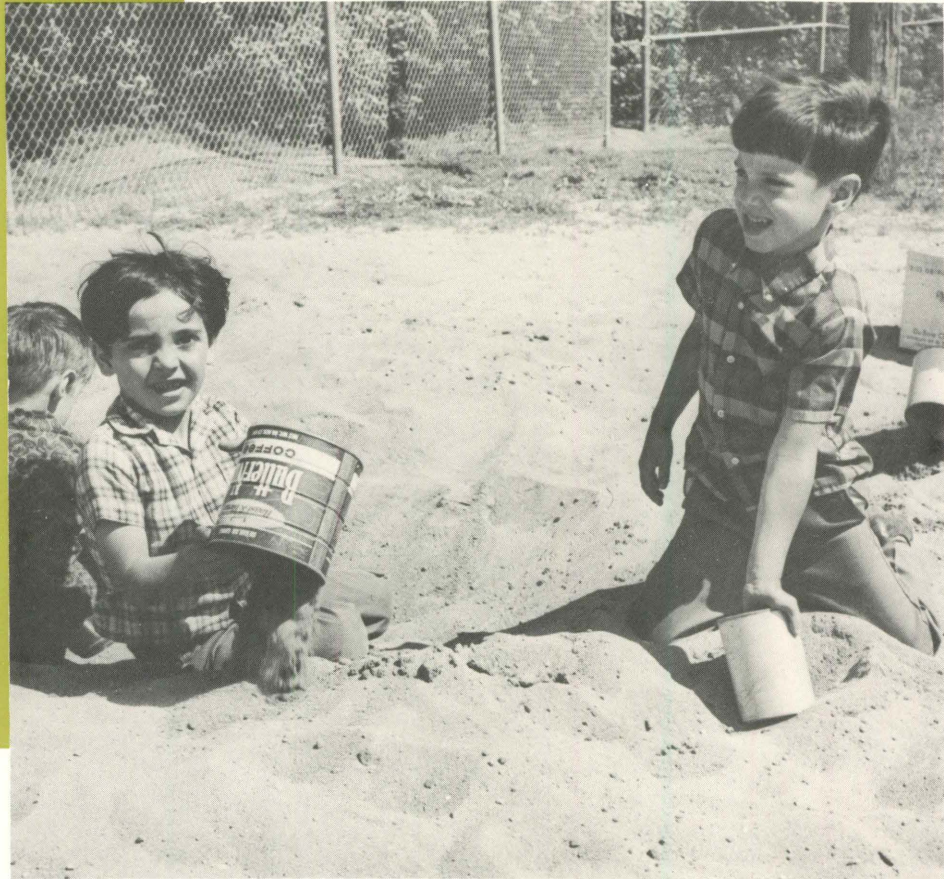
Significant progress to meet the needs of these children has been made since 1965, and every school district in Iowa is now striving to improve its programs. The purpose of this publication is to present representative programs that have been developed throughout the state. We believe these examples will suggest some ideas for future programs to meet the needs of educationally-deprived children.

Paul F. Johnston  
State Superintendent of  
Schools



**Iowa**  
a place to grow

Appreciation is expressed to the entire State Title I, ESEA staff for their help in the preparation of this report and especially to Earl R. Linden for the photography work.



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## Introduction and Tables

The Elementary and Secondary Education Act (ESEA) was signed into law April 11, 1965. Title I of the Act provided that federal aid for educationally-deprived children should be made available through local educational agencies. School districts serving areas with concentrations of children from low-income families were to expand and improve their educational programs to meet the special educational needs of their educationally-deprived children.

The United States Commissioner of Education, state education agencies, and local education agencies have the responsibilities for administering the Title I programs. The commissioner administers the program at the national level and, in addition, he determines funding allocations for eligible districts or counties, state agencies, and the Bureau of Indian Affairs of the United States Department of Interior. The Iowa Department of Public Instruction is responsible for the program by suballocating basic grant funds to eligible local education agencies and assisting them in development of their projects. The State Title I Section of the Department also approves the local educational agencies' projects in accordance with established guidelines of Title I. Additional assistance is provided for these projects through visitations; and finally, payment of funds to local districts through the State Educational Agency. The local educational agency then develops and implements approved projects to fulfill the intent of Title I. The school district



identifies the educationally-deprived children, determines their special needs, and designs projects to carry out the purposes of this legislation.

Title I projects in Iowa are beginning to show good results in educating children who normally do not succeed in the regular classroom. Title I coordinators are realizing

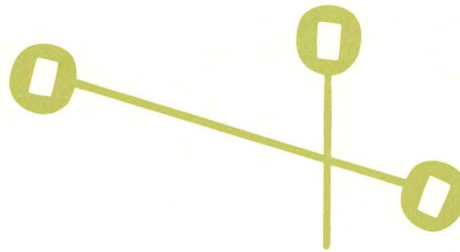


the necessity of concentrating activities on children with the greatest need and with the ability to succeed. With innovative practices, teachers are effectively overcoming many kinds of educational deprivation found in these children.

Iowa's Title I, ESEA programs reflect the goal advanced by the former United States Commissioner of Education, Dr. James E. Allen, Jr., who spoke in January 1970 before the chief state school officers in Phoenix, Arizona. Dr. Allen proposed the national "Right To Read" project with its goal of "assuring by the end of the 1970's, that the right to read should be a reality for all — that no one shall be leaving our schools without the skills and desires necessary to read to the full limits of his capability." In the five years of operation of Title I in Iowa, nearly \$45 million has been spent to finance remedial reading programs. These programs are showing a degree of success not obtained in the past.

Individualized instruction is a reality in many Title I remedial activities and the teacher can better focus on that child's need without the demand of an overloaded classroom. Even though some national critics try to bend the facts to lend credence to their own special interests when they declare Title I, ESEA a total failure, Title I is improving the educational climate for thousands of Iowa children. The most important responsibility of school administrators and teachers is to identify children performing below their abilities and identify the specific learning problems of each child regardless of his station in life. The most important impact of Title I programs in Iowa has been the

focusing of attention on that child who has learning problems.



Numerous tables have been included to graphically present state allocations of money as well as the number of children enrolled in Title I projects. Since the passage of the ESEA Act in 1965, a total of \$80.5 million has been allocated to Iowa school districts. An inspection of Table I reveals that Iowa's allocations have generally decreased over the past five years. Iowa was allocated over \$19 million during fiscal year 1966. Due to the late arrival of funds, it was possible for local school districts and state agency schools for handicapped children to expend only \$15 million of this amount.

Information evident in Table II presents actual total expenditures of Title I, ESEA funds by all agencies in the state for fiscal years 1966-70. The \$14,918,840 for expenditures during fiscal year 1966 was used to set up 1,033 Title I projects which served over 88,000 public and nonpublic school children. This table also shows that the actual expenditures for the fiscal years 1967-70 were very close to the state allocation. It should be noted from the information found in Tables I and II that local education agencies have been receiving approximately the same

allocation each year whereas the state schools for handicapped, delinquent, and neglected have continued to receive more of the total state allocation. The allocation for migrant children has also increased substantially from fiscal year 1967 to the present.

Table III presents the resume of types of activities funded during fiscal years 1966-69 for Iowa with approximate dollar amounts and percent of total expenditures approved for each category. From this table, it is easily recognizable that the largest expenditures were in the instructional areas which included reading, mathematics, and English language arts. In fiscal year 1966, 50.6 percent of the state allocation was used in these three activity areas. In fiscal year 1969 the expenditures for instructional services had reached 80.2 percent of the total. The percent of total state allocation spent for equipment was 37.4 in 1966, but it has since decreased to 2.4 percent in fiscal year 1969. These two examples reveal that Title I funds are being allocated for direct educational services for needy children rather than on hardware that might be used in other educational areas not befitting the Title I, ESEA regulations.

In summation, the number of children participating in Title I programs during fiscal year 1970 was over 100,000 for school year and summer programs. Approximately 65 percent of these children participated in programs at the elementary school level, indicating that school districts were adhering closely to the philosophy of the Title I, ESEA Act.

TABLE I

TITLE I, ESEA ALLOCATIONS FOR IOWA PUBLIC SCHOOLS AND STATE SCHOOLS  
DURING THE FISCAL YEARS 1966 THROUGH 1970

	F.Y. 1966	F.Y. 1967	F.Y. 1968	F.Y. 1969	F.Y. 1970
Public Schools	\$18,652,957	\$15,121,342	\$15,153,804	\$13,941,500	\$14,342,700
State Schools					
Handicapped	314,358	246,597	323,005	410,089	459,054
Delinquent	-----	17,992	75,789	103,841	110,246
Neglected	-----	18,835	79,341	89,126	92,484
Migrant Children	-----	9,800	42,642	47,309	52,673
Administration	189,967	154,196	156,746	150,000	150,572
<b>TOTALS</b>	<b>\$19,157,282</b>	<b>\$15,568,762</b>	<b>\$15,831,327</b>	<b>\$14,741,865</b>	<b>\$15,207,729</b>

TABLE II

ACTUAL TITLE I, ESEA EXPENDITURES FOR IOWA PUBLIC SCHOOLS AND  
STATE SCHOOLS DURING THE FISCAL YEARS 1966 THROUGH 1970

	F.Y. 1966	F.Y. 1967	F.Y. 1968	F.Y. 1969	F.Y. 1970*
Public Schools	\$14,918,842	\$14,845,607	\$14,921,534	\$13,738,520	\$13,874,656
State Schools					
Handicapped	209,505	245,066	317,181	401,646	455,119
Delinquent	-----	17,222	65,842	83,928	106,516
Neglected	-----	18,446	70,967	85,746	88,305
Migrant Children	-----	8,617	40,714	46,380	47,075
Administration	77,671	146,181	150,993	140,836	123,764
<b>TOTALS</b>	<b>\$15,206,018</b>	<b>\$15,281,139</b>	<b>\$15,567,231</b>	<b>\$14,497,056</b>	<b>\$14,695,435</b>

\* Expenditures as of July 27, 1970

TABLE III  
EXPENDITURES AND PERCENTAGES OF EACH TITLE I, ESEA ACTIVITY,  
FISCAL YEARS 1966 THROUGH 1969

	F.Y. 1966		F.Y.1967		F.Y.1968		F.Y.1969	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Administration	\$ 352,804	2.4	\$ 352,694	2.4	\$ 294,831	2.0	\$ 289,637	2.1
Instructional Services *	7,542,490	50.6	10,521,603	70.9	11,671,903	78.2	11,016,470	80.2
Attendance Services **	1,170	--	16,643	.1	146	--	297,599	2.2
Health Services	255,551	1.7	677,598	4.5	661,065	4.4	622,395	4.5
Pupil Transportation	373,057	2.5	304,809	2.1	312,579	2.1	222,942	1.6
Operation of Plant	140,458	.9	113,886	.8	116,152	.8	85,382	.6
Fixed Charges	363,683	2.4	846,127	5.7	867,561	5.8	806,220	5.9
Food Services	89,208	.6	74,142	.5	67,101	.5	63,313	.5
Student Body Account	1,457	--	8,294	.1	13,561	.1	1,370	--
Community Services	23,566	.2	139	--	210	--	650	--
Minor Remodeling	196,402	1.3	42,574	.3	15,915	.1	7,556	--
Equipment	5,578,996	37.4	1,887,098	12.7	900,510	6.0	324,986	2.4
<b>TOTALS</b>	<b>\$14,918,842</b>	<b>100.0</b>	<b>\$14,845,607</b>	<b>100.0</b>	<b>\$14,921,534</b>	<b>100.0</b>	<b>\$13,738,520</b>	<b>100.0</b>

\* Instructional Services generally include reading, mathematics, and English language arts.

\*\* Social work, guidance, and psychological services were added to the Attendance Services category in Fiscal Year 1969.

TABLE IV

THE NUMBER OF CHILDREN PARTICIPATING IN THE TITLE I PROGRAMS  
DURING THE FISCAL YEAR 1970

Grade Level	Public	Nonpublic	Preschool	Handicapped	Total
Elementary	67,976	9,307	1,883	5,145	84,311
Secondary	34,801	2,000	-----	1,937	38,738
TOTALS	102,777	11,307	1,883	7,082	123,049

Dropouts — 909

TABLE V

THE NUMBER OF CHILDREN FROM VARIOUS ETHNIC GROUPS  
PARTICIPATING IN TITLE I PROGRAMS  
DURING FISCAL YEAR 1970

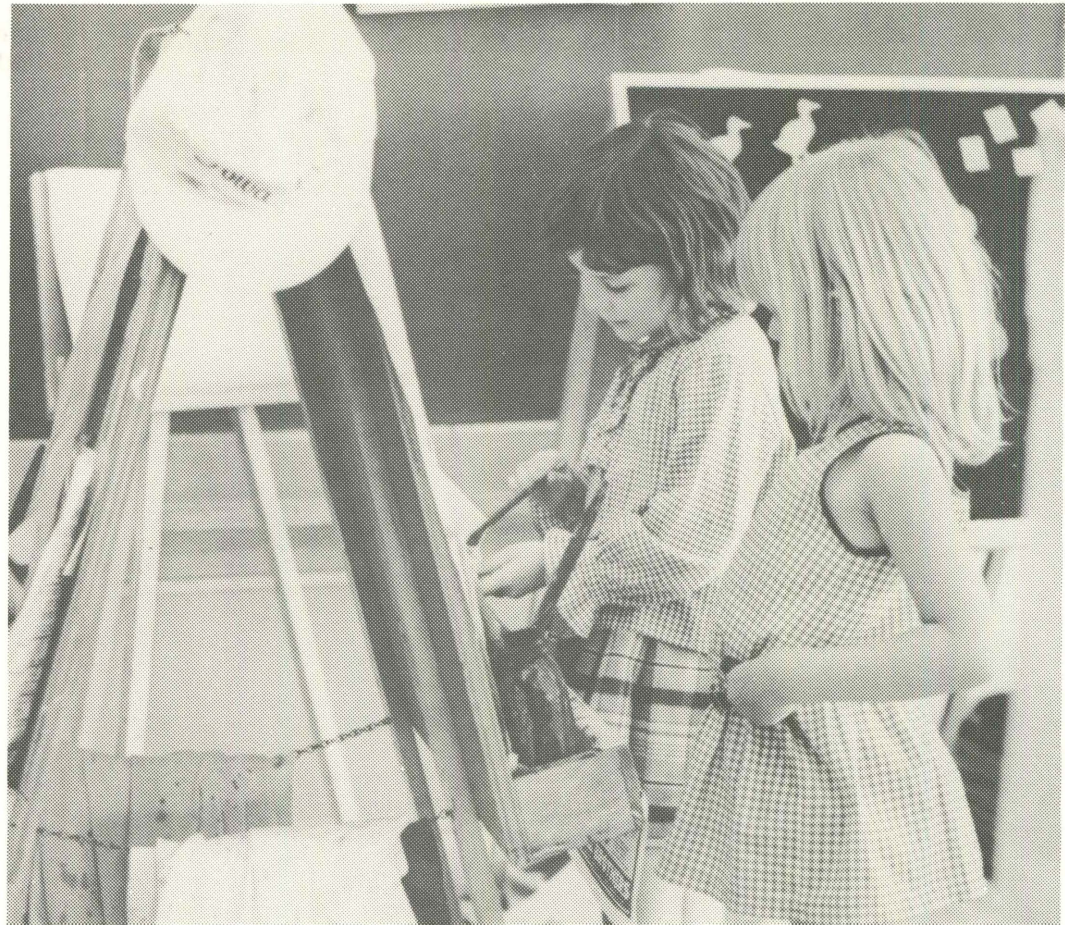
	Total	Percent
White	116,813	94.9
Negro	5,171	4.2
American Indian	181	.2
Oriental	74	.1
Spanish Surname	776	.6
Puerto Rican	4	--
Mexican	--	--
Other	30	--
<b>TOTALS</b>	<b>123,049</b>	<b>100.0</b>



## Preschool



The general need for early diagnosis and for compensatory educational services for preschool children in predominantly low income areas is widely recognized. A child who has reached the age of five years and has not mastered the necessary mental, social, and physical prowess of an average three-year-old will begin his formal education with a handicap. In addition, he will not experience much success in later



educational tasks. These children who show a lack of intellectual and social growth must be motivated and stimulated in a preschool setting for them to even begin to have some degree of success in the future.

Title I project coordinators should consider the needs of preschool children in their district in planning future programs. Preschool children who will not be ready

for formal educational instruction should receive priority in the program. Opportunities for children to participate in Project Head Start should also be fully explored with the local community action agency. Where Head Start funds are not available or sufficient, the applicant should give priority through the use of Title I funds. In highly impoverished areas, the community action agency may be able

to provide health and welfare services for preschool children on the basis of financial need. The school-oriented program for all children of preschool age living in that area may be provided under Title I.

For the past three years, a child development activity has been a basic part of the Fort Dodge Community School District's Title I program. Each school-year activity is preceded by a six-weeks summer session in child development; and at the end of that time, each child development center identifies those children who in all probability will not succeed in kindergarten. The child development classes are designed to give the added experiences these children need.

Some 320 preschoolers including some nonpublic school children were included in the child growth and development activities in Fort Dodge during the 1969-70 school year. The ABC Inventory Test was used to indicate levels of readiness as well as maturity. These children can be described as being unable to cope with the conformity of the kindergarten classroom. They cannot verbalize like the normal child at their age level, many have behavior problems, some need toilet training, and others experience general frustration from group activities in the kindergarten classroom. These children are often hyperactive and destructive due to behavioral problems created by emotional disturbances. It is the major purpose of the child development program at Fort Dodge to provide an opportunity for each child to succeed and after a year's growth with the program, move into the regular kindergarten without difficulty. Most of them do.

A major part of preschool experimentation has been to educate parents as a means of providing more stimulating experiences at home. In the Fort Dodge preschool program the teachers had conferences with the parents three times during the year to report on the child's progress. Not all parents have taken advantage of the opportunity to send their children to the child development activity when the need was presented to them. This

past year only two children were denied the opportunity of attending the child development activity by their parents.

It was the opinion of the kindergarten teachers that children who attended the child development activity developed a positive concept of themselves, adjusted to activities with their peers, and demonstrated confidence in expressing themselves.

## Follow Through

One basic ingredient in all Title I projects is the "child centered" philosophy. This philosophy is even more expounded in the Follow Through programs across the nation. This program is not funded entirely through Title I, but it includes a percentage of these funds with the largest percent funded by the Office of Economic Opportunity and administered through the United States Office of Education. This is a continuation of the special educational experiences of the Head Start program and enables graduates of Head Start programs to achieve a fuller potential as they begin their formal educational learning

experiences in kindergarten, first, second, and third grades.

The first Follow Through project in Iowa began during 1967. The Des Moines project was one of 30 throughout the country included in a pilot study of how to approach early elementary education for disadvantaged children who had participated in Head Start or a similar preschool program. Follow Through is designed to enforce and advance the accomplishments of Head Start through specialized instruction, comprehensive mental and physical services, social and





psychological services, use of community resources, parent involvement, and staff development.

In the Des Moines Follow Through program, experiences began at the kindergarten level for approximately 100 children, half of whom had to have been Head Start graduates. Through the efforts of Follow Through, special benefits were expected to continue for these children for at least a three-year period. Each new year brought in a similar group of children who were offered Follow Through experiences at the kindergarten level. To enable these children to achieve their full potential, the Des Moines program involved individuals with a wide variety of skills to engage in new ways of interaction. The full range of community resources was utilized and provision was made for integrating them into classroom activities, as well as school food, health, psychological, and social services. A wide variety of materials and techniques combined with first-hand enriching experiences at a practical level provided opportunities for exploring and interpreting.

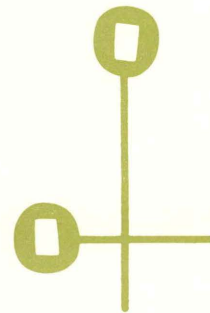
Des Moines also utilized volunteer services of its Follow Through parents for development of the importance of the individual as well as building community understandings. Along with this meaningful participation of volunteers in the classroom, parents were integrated into the program through home reinforcement of learnings. Physical, social, and local needs of these children were met by nutritional supplement and food appreciation, medical examination, and follow-up care, as well as daily attention by the school nurse, services of a child psychologist, and utilization of



community resources coordinated by a project social worker.

A second Follow Through project was started in Iowa during the 1970 fall semester. The Waterloo Community School District was chosen as one of 10 new communities across the nation which could

especially benefit from this special program. Approximately 160 kindergarten children located in three attendance centers began the program. Intensive planning went into the Waterloo Follow Through program as school officials, parents, and other interested persons met in an effort to assure a qualified educational program for these children.



## Specific Learning Disabilities

All educators have probably seen and are aware of the early elementary child who does not achieve for one reason or another. This child often becomes mentally isolated from his peer group and simply does not make progress. The elementary teacher with 35 children in her classroom cannot spend the necessary time with this child to overcome his learning disabilities. Title I funds can be used in no better way than to see that this child is not forgotten in the educational process.

In fiscal year 1970, the Knoxville Community School District began an experimental program for kindergarteners

who were not ready for the regular first grade. These special first grade rooms were occupied by children who had one or more learning disabilities. Nonpublic as well as public school children were invited to participate in the activity and three additional first grade classrooms were set up involving approximately 15 pupils per room. At the beginning of the school year each child was evaluated by the use of the *Purdue Motor Survey*, *The Frostig Test of Visual Perception*, and the *Illinois Test of Psycholinguistic Abilities*. Results of these tests were the determining factor and basis for programming a course of study for each child.



A basic objective of this program at Knoxville was to improve the self-image of each child. In almost every case, a child involved in the learning disabilities classroom was well aware and convinced that he had inadequacies. Many pupils have behavioral problems stemming from this fact.

Another basic objective was for each child to become aware of his body and its movements. Gross motor activities were offered to guide each child's motor development toward an awareness of his body in space and what it could do.

A third objective was to provide additional perceptual training. Several children did not achieve their full potential in school because of perceptual difficulties.

To enable the child to see, hear, feel, and otherwise experience the world about him as other children did was of major importance. The amount of additional perceptual training depended on the child. Perception involved both receiving information from the world and organizing that information into some meaningful pattern or form. To obtain this objective, many form-copying exercises were used. This not only widened the child's perceptual work, but served as an excellent prewriting skill which in itself was another perceptual motor activity. *The Frostig Program for the Development of Visual Perception* was used as suggested in the manual. In addition to the *Frostig* materials, the *Teaching Resources Sequential Motor-Perceptual* activity sheets were also used.

The *Prudence-Porter Gymster* was used for visual motor activities. The purpose of the *Gymster* was to coordinate eye and motor activities and at the same time improve overall body efficiency.

Some children were experiencing reversal problems. These were remediated by the teacher helping the child to "sort through" the parts of his body and discover for himself the knowledge of how both sides of his body can work for him in a more efficient manner.

Because of many fine motor skill inefficiencies and lack of rhythm, cursive writing has been a very successful tool for children with these learning disabilities. Cursive writing follows a rhythmic pattern, rather than a detached, separated movement pattern. Perceptual elements were flowing out of movement, so through cursive writing, the child automatically received a perceptual-motor match.

The learning disabilities project at Knoxville has been expanded during fiscal year 1971. A fourth teacher was hired and the program now includes two first-year rooms of about 15 children each with one teacher per room. Two teachers team-teach in a second-year room for about 20 holdover children who were not ready for the regular classroom. About half of the children from the first-year learning disabilities classrooms have achieved well enough to move into the regular second grade. The Knoxville teaching staff is quite pleased with the progress that has been made because of these classrooms, and they are anxious to continue the program.



## Remedial Reading

Major emphasis in the majority of the Title I projects in Iowa has been to help the educationally-deprived child in the area of reading. This emphasis is evident in that 80 percent of Title I money in Iowa has been used in providing additional instructional services in which reading dominates.

The importance of these reading programs was further enhanced by the words of Dr. James E. Allen, Jr., former United States Commissioner of Education, in his "Right to Read" message. He stressed a nation-wide priority in the field of education that all have the right-to-read and no one should leave school without this skill.

In most school districts, Title I reading projects have been created and based upon needs of the children. A team approach is most often used in selecting those pupils in need of remedial reading. The building principal, the remedial reading teacher, and the child's classroom teacher cooperatively select the children for these classes. Criteria for selection include choosing children with the greatest need and the children who can benefit from the additional help.

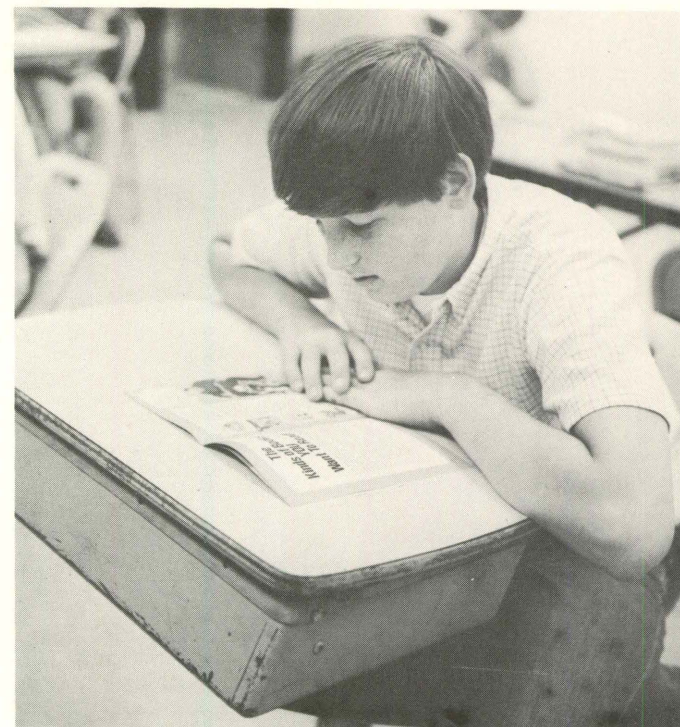
The Chariton Community School

District's remedial reading program could be described as a typical Title I project. Numerous special reading rooms were established, one in each building, and children needing additional instruction came to this room on a regular schedule. Remedial reading instruction does not replace reading in the classroom, but it is used to supplement the regular classroom reading programs. Activities included are: improvement of structural and phonetic analysis skills, vocabulary development, and comprehension abilities. In addition, several visual and auditory skills are strengthened. This includes auditory and visual discrimination, perception, and memory.

A pre-test and post-test evaluation was made to measure growth in achievement. A standardized reading test is used as the criterion measure. Reading growth is based upon increased pupil performance between the pre and post test performance.

At the junior high school in the Southeast Polk Community School District, (Runnells), a special seventh and eighth grade core-program in reading has been established as a part of the Title I program. This is a systematic attempt to present basic skills and experiences in a developmental sequence which enables the child to use reading more efficiently in all areas of learning. This core-program has as its major purpose the providing of a level of adequacy in reading on the part of the pupils that allows them to perform to the limit of their potential. This would enable the child to individually gain new knowledge and to use this knowledge to increase his maturing and understanding.

In the Southeast Polk program, those



reading at levels below their potential are given remedial instruction as an integral part of their English and social studies programs. The two subjects are taught separately but are fused and integrated in accordance with a basic core-philosophy. Subject matter skills to be taught are based upon pupil needs, interests, and problems. Thus, subject matter content and topics are developed into areas of specific need to be included in each unit.

The core-curriculum provides an individual prescriptive program for each pupil. It affords each child an opportunity to learn in his own way and at his individual rate of progress. The objectives

of this program are:

1. To develop the pupil's vocabulary.
2. To increase the pupil's speed of reading and depth of comprehension.
3. To develop better reading skills in subject matter or content areas.
4. To provide practice in reading for specific purposes.
5. To stimulate wide reading and increased use of reading as a leisure-time activity.
6. To develop reading and language art skills through individualized instruction.
7. To develop the habit of assuming responsibility for completion of an assigned task.
8. To provide the opportunity for more advantageous use of material.
9. To develop an understanding and appreciation of our national heritage and respect for those people, including those from many cultures, who have contributed to it.
10. To develop respect for individual differences and other points of view.
11. To develop acceptance of responsibilities of good citizenship, acceptance of authority, and respect for rules.
12. To develop appreciation of democracy as a way of life.
13. To develop a feeling of personal responsibility for constructive action to safeguard our form of democracy.

## Special Education

Special education classes for the mentally-retarded were supplemented in many Iowa school districts with the advent of Title I. Some mentally-handicapped pupils were deprived of suitable educational opportunities because districts could not afford to hire enough of their own special education teachers or there was not a convenient classroom in another school district where a child could attend. Title I, ESEA has been instrumental in changing this situation. During fiscal year 1970 over 50 school districts included a Title I special education activity with at least one full-time teacher. There were also 11 Title I cooperative projects with at least one special education teacher.

The Solon Community School District employed a special education teacher to work with nine retarded children in their project, "Fair Chance." These children ranged in chronological ages from 10 to 16 years. The school district received help from the Linn-Cedar-Johnson-Washington Joint County Education Agency in testing and placing these children in the special education class. Academic and social development was emphasized within the classroom while other activities outside their classroom included art, music, gym,

industrial arts, and social activities.

Five teachers have been hired by the Kossuth County Board of Education, (Algona), to teach trainable and educable mentally-retarded children from eight different school districts. This cooperative project served 35 children during fiscal year 1970, and was coordinated and administered by the county superintendent. It was designed to take care of the mentally-retarded children grades 1 - 12, for all the school systems in the county. Fiscal year 1970 represented the fourth year that each school had pledged a percentage of its Title I allocation to the County Board of Education for this project. The project provided instructional services, books, materials, instructional equipment, and bus transportation. A food service unit was included in the budget to transport food to the trainable classroom while the educable children participated in the regular lunchroom program. These children also participated in the regular music, art, and physical education activities of the local school districts. Many similar programs in the state have received financial assistance from Title I.



## Cultural Enrichment

Many children in both urban and rural Iowa have been deprived of general cultural background not available within their immediate environments. Consequently, when these children enter the public schools, they do not have the background necessary for many learning activities. Since the inception of Title I projects across the state, many school districts have used the idea of an enrichment program for disadvantaged youngsters. Several of Iowa's strong summer programs have included enrichment trips to popular areas many miles from home as well as places only a few blocks from school. These trips have included visits to the State Capitol, Iowa State Museum, local fire station, the police department, the bakery, the potato chip

factory, the zoo, the airport, and many other places of interest.

Title I teachers have indicated that some children have difficulty in relating to some activities in the projects because of a lack of cultural background. This has been overcome by the use of enrichment trips. In the rural areas, youngsters are often taken to a larger city, whereas in urban areas many of these children are taken to the fringe of the city and the country to expose them to specific things that appear to be lacking in their prior experiences.

Because of these field trips, many children throughout the state are receiving their first opportunity to travel as well as see something of the "outside world."

Cultural growth and enrichment for these children also includes special music and literature classes. Often music instruction incorporates both ethnic and contemporary styles of music. Children are involved in group work with rhythm instruments, instrument identification, listening, and appreciation of various expressions of culture through music which connote their life and times.

The Council Bluffs Community School District included an enrichment program which provided instructors who would introduce children to a variety of experiences and enrich their backgrounds through arts and crafts, geographical field trips, music, drama, and recreational activities. Under arts and crafts, the children were offered experiences in creative self-expression and three-dimensional art materials. Each child selected his own materials and made personal decisions about the direction of his art project. Disadvantaged children in grades one through six were taken on field trips to many areas of interest which included the Robert's City Farm, the Henry Dorly Zoo, the Joslin Art Museum, Fontanelle Forest, a shopping center and the Union Pacific Museum. Many of these places of interest were located in Omaha, Nebraska. They also visited the local fire and police stations, the newspaper plant, the public library, the water purification facilities, the area parks, and historical places within Council Bluffs.

Taking a trip to these interesting places with their historical, scientific or cultural values is only part of the project. A worthwhile trip includes pre-planning with the children taking an active part. As a follow-up, the children review the trip to integrate their experiences.



## Learning Center

A materials and resource center is an important part of a large Title I project. Children involved in Title I activities need special equipment and materials to increase their chances for success. Materials and equipment alone cannot solve the child's learning problems. There should be a special teacher directly involved in the center who can give tutorial services on an individual basis or remedial services in the small group. It is important that Title I funds be used to purchase adequate materials and equipment for use by the special teacher who is directly involved in the remediation of children's learning problems.

## Private School Pupils In Title I Classes

Local Title I projects have been planned to meet the most serious educational needs of all children residing within any eligible attendance center area. This includes nonpublic as well as public school children. Any child who lives in an eligible school attendance area and needs special help may be served. Children

attending nonpublic schools may be included in Title I activities at the public schools. In addition, certain activities, therapeutic or remedial in nature, may be implemented on nonpublic school premises. An agreement form must be signed each year showing that collective planning has been done and that all public

The Cedar Rapids Community School District included such a program in its Title I project in which pupils from both public and nonpublic schools were given tutorial and remedial work during the regular school day. Identified educationally-deprived pupils met in the resource room with the special teacher on a regularly scheduled basis. Two remedial teachers were available to work with children needing tutorial help. Students from nearby Cornell College also participated in this program with part of their time spent tutoring low-achieving elementary and secondary pupils. The resource center has provided an excellent facility in which children can learn.

One resource center is located in a mobile classroom adjacent to the Tyler Elementary School building and it is very popular with these children. This center is well equipped with hardbound as well as paperback books, tapes, records, and reading machines. It affords the low-achieving pupil an opportunity for individualized remedial help.

and nonpublic administrators are in agreement on the activities offered.

Public school officials of Iowa have cooperated with the nonpublic school administrators in defining the most serious needs of these children before their Title I projects were planned. Since the inception

of Title I activities in the spring of 1966, 41,225 children from private schools have been actively involved in many Title I projects. These activities and services provided on the premises of a nonpublic school must be under the administration, direction, and control of the local public school. Remedial services provided on the premises of a nonpublic school are limited to remedial instruction in language arts, mathematics, reading, and individual tutorial services. Other public school personnel can be made available only to the extent necessary to provide special services such as therapeutic, remedial, broadened health services, school breakfasts for poor children, and guidance and counseling services. These children can only take part in such services when they are not provided by the private school.

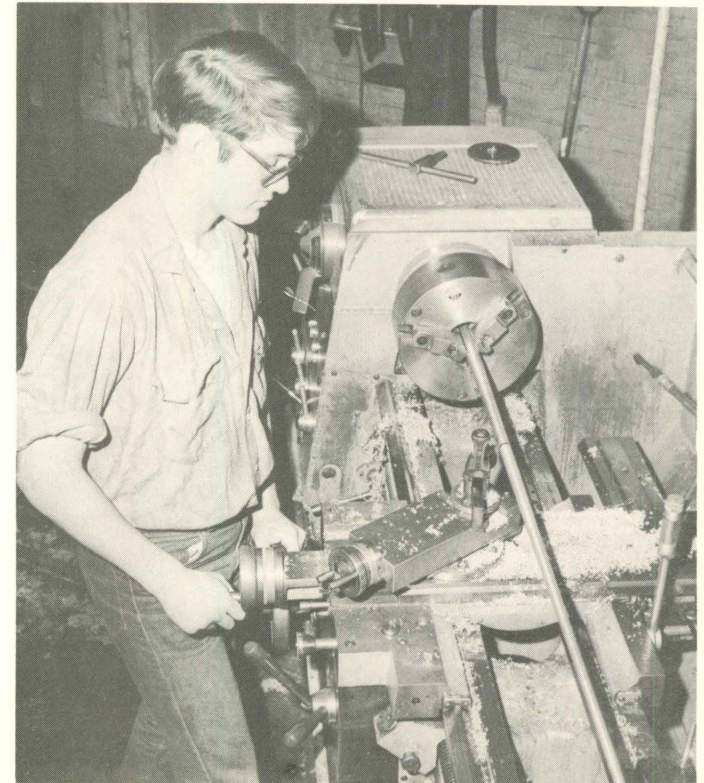
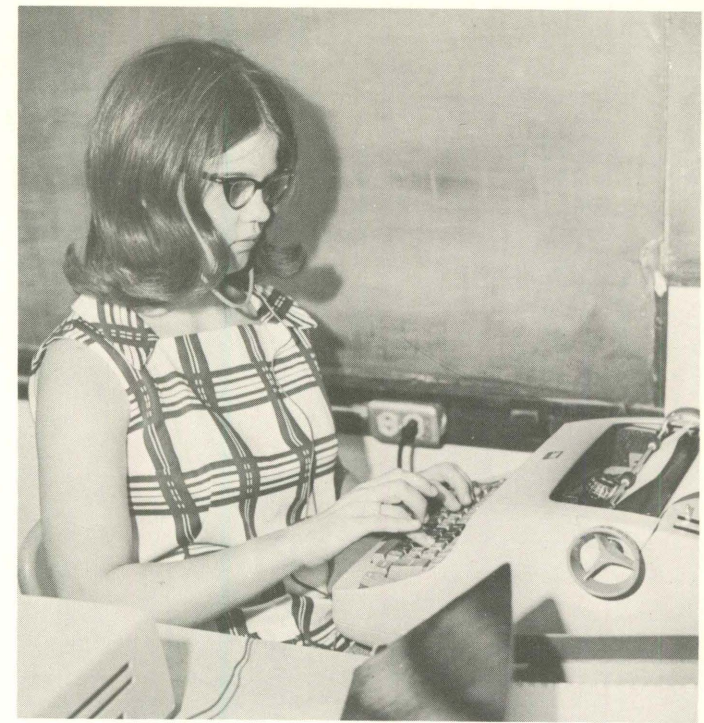
During the 1969-70 school year, 8,722 children attending nonpublic schools received services funded by Title I, ESEA. Reading was the most popular activity with speech therapy, health services, and guidance services popular also.

Over 150 public school systems provided Title I assistance to nonpublic schools. The reason more public schools did not include nonpublic schools in their program can be accounted for with two basic explanations. The most prevailing reason was that in Iowa, nonpublic schools are counted by having each attendance center represent a unit; therefore, there can be as many as 17 nonpublic school units within a public school boundary. The other reason was that some nonpublic school administrators indicated no interest in participation.

## Dropouts

Although Iowa schools rank high in comparison with other states in the percentage of ninth graders who later graduate from high school, most Iowa districts are still experiencing a notable number of pupils leaving prior to high school graduation. Concern expressed by teachers, administrators, parents, and individuals from business, industry, and government has caused an awareness of the need to change the educational program for these pupils.

Because of this interest, Title I funds are being used by many districts to develop programs for dropout-prone pupils. Several school districts have a work-study program for high school pupils. At the West Branch Community School District, a work-study coordinator has been hired to work with 16 eleventh and twelfth grade students. He conducts a general education class of basic subjects and relates to areas of attitude. This includes getting along with people, how to hold a job, and how to present yourself. These pupils are then placed in work stations throughout the community and are supervised on the job by the work-study coordinator. They are encouraged to stay in school by attending academic classes for a half-day and working the other half-day. Constant effort to be a good worker and a good citizen is a mandatory part of the rules to stay in the program.





At the South Hamilton Community School District, (Jewell), a mobile classroom has been purchased for pupils in the work-study activity. Twelve boys receive classroom instruction in reading, mathematics, and language by a work-study teacher. These boys are also spending a half-day in the academic classroom and the other half-day in job situations within the community.

At the Denison cooperative project, six school districts are combining efforts to reduce the number of school dropouts who are educable mentally-retarded. This work-study and pre-vocational activity is a three-year program and it includes both formal education and work experiences. Approximately 40 youths of high school and junior high school age are receiving these educational experiences with the help of three full-time work-study and pre-vocational teachers. They are bussed to Denison from all parts of Crawford County, and are allowed to participate in all the regular school activities. They participate in athletics, assembly programs, extracurricular clubs, and graduation exercises. Besides being designed to keep them from dropping out of school prematurely, a major goal of this program is the successful integration of the individual in a competitive society. Each is working to become a self-sufficient and contributing member of society. The project further hopes to help each one increase his ability to be employed and to improve his fundamental academic skills. Those from nonpublic schools may enroll in the class on a full time basis. All are placed in the program upon the recommendation of a certified school psychologist.



## Food Services

It has long been recognized by school personnel that poor academic achievement, lack of energy, and unacceptable behavior in school might be the result of a nutritional deficiency. Therefore, the Title I, ESEA section in Iowa has made provision in Iowa guidelines for food services in Title I programs. Local school districts may assist children with such needs by designing projects that include an amount of funds set aside to provide breakfasts, lunches, snacks, or evening meals for needy children. School lunch programs in most

instances are receiving assistance in the form of commodities through the school food services section of the Iowa Department of Public Instruction. It is recommended that schools continue to assist needy children through this program. However, should the needs of the children in any school district be so great that they cannot be adequately met in this manner, Title I funds may be used as a supplement.

In several school districts, Title I funds have been used to pay salaries for lunch

personnel and to buy equipment to implement new programs or extensions of the present programs to meet the needs of disadvantaged children. An example of an extension would be a breakfast program serving a target school not now having this food service. Thirty-seven school districts included a food service activity in their Title I program during the regular 1968-69 school year. During the summer of 1969, 63 Iowa school districts included a school lunch activity in their summer program. In most of these, the summer school food service program was an essential part in implementing a successful Title I program.



## Health Services

Title I has had a marked influence in bringing about needed health services to deprived children as well as most school children in the state of Iowa. Prior to 1965, a majority of the school districts had limited health services or none at all. With the advent of Title I, many school nurses were hired to work with deprived children. Since then most local school boards have seen the need for additional health services throughout the district, and they have expanded or taken over the obligations that Title I originally started. The school nurse has moved from the typical office situation to making visits in the homes of deprived children. She attempts to "bridge the gap" between many Title I families and the

school by making recommendations and referrals for health care. These home visits by the nurse have enabled her to bring to the total school staff a better understanding of the needs of deprived children.

The work of the school nurse at the Scranton Community School District is an example of expanded health services created by Title I. Since there was no room within the regular school complex for a nurse's office, the nurse shares an old house across the street from the school building with a guidance counselor. She has three rooms on the first-floor level with adequate facilities. Two rooms in the school-owned house are equipped as a first-aid station with scales, charts, and cots. It has toilet facilities and filing equipment for health records. Some of her duties include detecting physical ailments, recommending and arranging for correction of these defects, securing information and maintaining health records, counseling with the special education children, and making home visitations to assist when help is needed in low-income families to provide medical care, food, and clothing.

To increase health services in the Davenport Community School District, six nurses were added in the Title I project schools. Objectives of this additional service were to improve the functional level of the children by helping to diagnose and remediate their health defects and deficiencies. Youngsters from deprived homes were found to have numerous health problems; and in most cases, the home had no resources available to take care of these needs. By increasing health services, the nurses were able to readily identify the health problems and

improve the possibility of needed correction. This included complete screening for eye and ear defects, referral of more serious health problems, and instruction regarding personal hygiene for the identified Title I children. Title I nurses are also working very closely with other public health agencies to improve sanitary conditions in the children's homes.

## Other Special Services

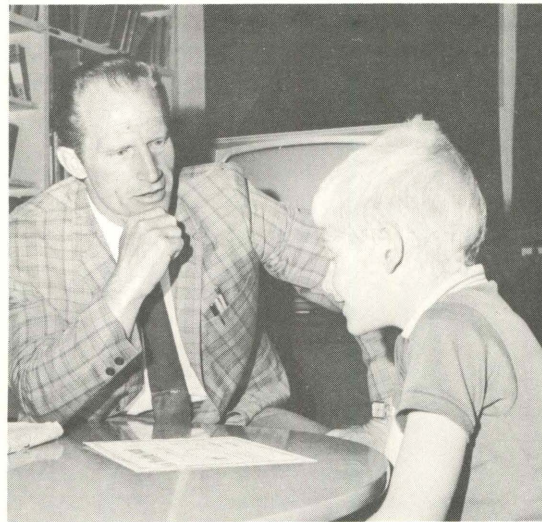
Title I children are receiving other services besides health services important to their learning processes. Psychological services, social work, speech therapy, and guidance and counseling have been used to enhance the educationally-deprived child's learning ability. These services are making a significant impact on the critical health needs of handicapped children.

Many Iowa school districts added counselors for the first time on a supplemental basis for educationally-deprived children under Title I. At the Perry Community School District, an elementary guidance counselor was added to work with the educationally-deprived children in grades kindergarten through six. This person helped orient pupils, teachers, and parents to the needs of deprived

children in such areas as desirable conduct, mental health, and pretesting procedures. He also took part in regular classes, playground visitations, and observations of children. He used the supportive services of the county psychologists, speech and hearing clinician, and the school nurse.



A speech and hearing therapist was hired by the Carroll Community School District to work exclusively with the nonpublic school children. The purpose was to detect those children with hearing losses, so that appropriate medical attention could be given and an effective classroom program outlined for these children. All children in grades one, three, five, seven and ten were administered screening tests to determine whether or not the child had normal hearing. Those children who did not pass the screening test were referred for further evaluation as to the degree of the hearing problem. If medical attention was warranted, they were referred to their

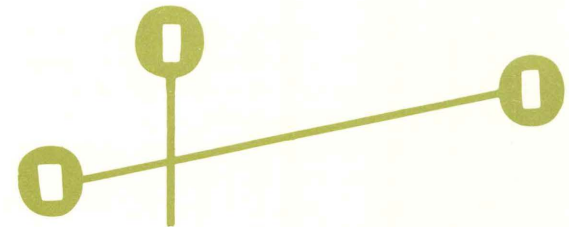


family doctor for a medical evaluation. Children with severe problems were also referred to an appropriate agency. Those children whose hearing level indicated that they would profit from special instruction in auditory training, speech therapy, or classroom consideration were included in the program. The speech therapist acted on a consultative basis to parents and teachers concerning hearing problems of children.

The role of the school social worker is to cooperate with the school staff to assist the educationally-deprived youth to adjust to normal school existence. This was the basic purpose for the hiring of such a person in the Columbus Community School District. They were interested in promoting the welfare of children deprived of normal elementary school achievement because of inadequate economic backgrounds. Their social worker is working with children in such areas as social maladjustment, emotional

maladjustment, pre-delinquent behavior, physical handicaps, mental deficiencies, and many other areas. Casework service was done with the pupil and his parents and case consultation with school personnel. Referral to other agencies was done as needed. The social worker also included supportive services available from the community and county.

Psychological services are available for the Title I pupil at the Cedar Rapids Community School District both during the summer and the regular school year. During the school year, this service is designed to meet the needs of the emotionally-disturbed pupils attending nonpublic schools. Staff members are involved in selection of pupils by making the referral for psychological evaluation. The psychologist meets with the principal and staff to discuss the needs of these children. After staff consultation, the child is evaluated and a conference held with the parents where all pertinent information is given. Follow-up is made if requested by the school. During the summer program, the psychologists will also provide an extensive evaluation of the emotional status of each pupil. They may be referred to the mental health center, child evaluation clinic, or special education classes if there is a sufficient cause for such referrals.





## Teacher Aides

Title I in Iowa has been a contributing factor in the establishment of teacher and clerical aides in the schools of the state. The teacher aide in a Title I, ESEA program is recognized as a teacher associate under Iowa certification requirements. Aides have proven to be such an asset to the total staff, that it is safe to assert that aides are here to stay.

Aides, when assigned specifically to teachers with Title I assignments, can serve well within the framework and the spirit of Title I, ESEA. The use of aides does allow Title I teachers additional time in meeting the needs of the child who finds school and life formidable.

Well-trained aides become the technicians of the classroom and free the teacher to be a full-time educator. The partnership established between the teacher and the aide has created a working team which meets many demands of the modern classroom. The frustrated teacher and the struggling pupil both benefit from the assistance of a dedicated aide.

Aides assist in the learning process by performing a myriad of detailed tasks in the never-ending process of helping children grow up. Aides have become so general in their areas of service -- duplicating materials, marking papers and worksheets, reporting grades, preparing materials for and operating audiovisual equipment, monitoring study and work groups, collecting fees -- that most of them do not qualify as Title I personnel assigned to assist the educationally-deprived children because their services are so broad, they serve all pupils.



## Summer Schools



Iowa school districts have been urged to examine closely the possibility of meeting needs of educationally-deprived children through summer programs. The summer period provides opportunities for new activities which can be designed to overcome educational deficiencies. These programs are specifically adapted to meet the needs of the children they serve. Special efforts are made so that children who participate receive assistance designed to maintain gains they have made in the preceding school year and to prepare them for the next year's activities.

Many innovative ideas have been incorporated into summer school programs in Iowa, making them more desirable and pleasurable to children in the remedial areas. Several districts such as the Mount Ayr Community School District and the Saydel Consolidated School District, (Des Moines), have incorporated a summer camp in their Title I projects for educationally-deprived children. The idea at Saydel developed when a review of the previous summer's remedial effort was undertaken. It was noted by principals and teachers that many of the same problems



that prohibit learning during the school year continued to plague them in the summer. It was felt that these children were still not responding in a completely positive way to the school environment, and a new approach had to be found. It was decided that a program outside the school confines, with a goal to change behavior and attitude through new experiences, had potential possibilities. Saydel school officials contacted the County Conservation Board as to the possibility of using Polk County's Jester Park for such a program. County officials agreed to let Saydel set up a program for approximately 150 children. This day camp included physical education, arts and crafts, library, music activities, science activities, and field trips.

The camping program at Mount Ayr includes one full week of overnight

camping for each child as a part of a six-weeks' remedial summer program. The six-week academic program includes one hour of reading, one hour of arithmetic, and one hour of physical education. For all students who were in grades 4-8, one additional week was spent at camp from Monday morning until Friday noon. These children camp on county conservation grounds which include the state fish-rearing ponds and the local reservoir. For many children it was the first time away from home, and the total experience of summer camp has been an exciting educational adventure for them.

Over half of the school districts in the state, 230, held Title I summer school activities during 1970. The typical summer projects included cultural enrichment, food services, guidance and counseling, health services, library services, remedial mathematics, remedial language arts, remedial reading, and physical education. Nearly every project included funds for transportation of children either to school or on field trips. Nearly 50 school districts held a summer program for pre-kindergarteners identified as needing readiness activities before starting their regular school experience in the fall.

There were other special Title I summer school activities held throughout the state such as the summer maintenance, enrichment, and therapy programs for physically-handicapped children in the Des Moines public schools. This activity was held for 100 children in the Smouse Opportunity School, grades kindergarten through six. The children included in this activity were physically handicapped and had a great need for increased opportunity for not only maintenance of reading and

writing, but for the continued needs for physical and occupational therapy, speech therapy, and physical activities.

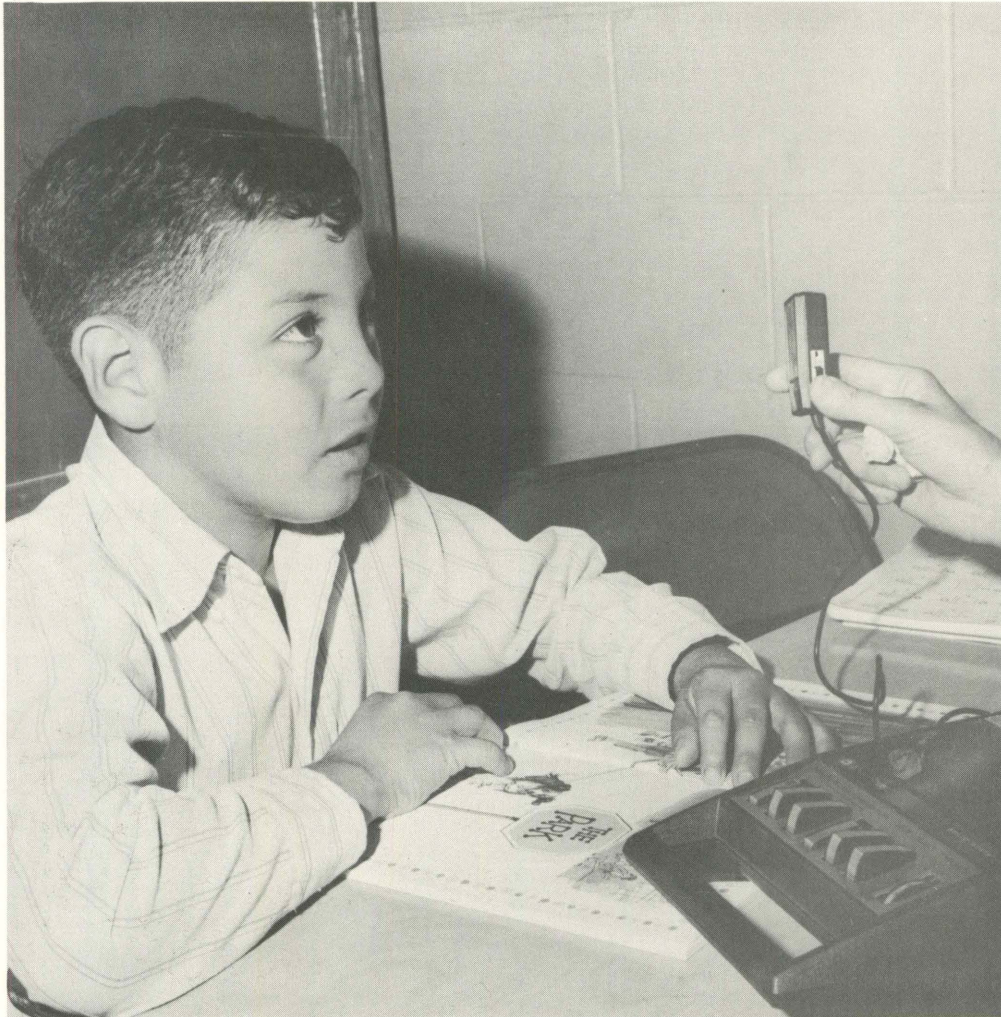
An art activity was developed to assist those culturally-deprived fifth and sixth grade pupils from eligible public and non-public schools in the Dubuque Community School District. Each child selected to participate in this activity received six weeks of specialized small-group instruction in various activities such as drawing, painting, ceramics, printmaking, weaving, and sculpturing. Various field trips were utilized to develop an awareness of the beauty of nature and to gather certain materials to be utilized in class. Upon completion of the project, various art objects created by the participants were placed on an exhibit.



The Guthrie Center Community School District included in its project a summer industrial arts program designed for eight to ten potential dropouts. These boys were given opportunities to learn fundamental and advanced skills in woodworking and machine tool areas as well as an

opportunity to become proficient in the use of hand tools. This was required before pupils could advance to power tool operations. They had an opportunity to design, build, and finish their own projects. Areas of industrial opportunities were discussed and field trips were arranged to

develop interest and knowledge related to industrial application. It was hoped that their experience in a well-equipped shop would enable them to meet job demands upon completion of their high school activities.



## Migrant Education

The Title I migrant program in Iowa operates only during the summer months. Three separate projects were held during the summer of 1970. They were located in the Mason City, Reinbeck, and Muscatine school districts.

These migrant projects were designed to assist the child to function in the regular school setting. The curriculum for these projects included work-study with language arts, science, mathematics, and social studies. The academic program differed from the regular school curriculum in its approach to the language arts subject area. The aural-oral method was stressed with the primary goal of having the child identify with and communicate in English rather than his native language. This method involved using tape recorders extensively for the purpose of hearing their pronunciation of English and the comparison of their pronunciations with that of the teacher.

Additional subjects such as physical education, music, art, industrial arts, and home economics were also included in the curriculum. Several field trips were included to complement classroom learning.


At Mason City, 60 children were provided a sound instructional program in the basic subject areas typical of the regular school year program. Specifically, this included reading, mathematics, social studies, language arts, music, art, physical education, science, and other related programs. Emphasis was placed on communication skills and the development of social behavior patterns and attitudes. Whenever possible these children were integrated into the regular summer activities of resident students in Mason City. Field trips to the various civic, social, and industrial centers were also an important part of the program. Supportive services included transportation, food services, health services, and guidance and testing.

Special teachers were hired to do remedial work with 27 migrant children in Reinbeck. The instructional areas were primarily language arts and arithmetic. Reading, speaking, writing, and listening were emphasized. Food services were also included in this project.

The project at Muscatine was the largest in the state with 140 migrant children participating. School officials realized that migrant pupils typically function from one to three years below their chronological-age level in basic subject areas. They developed instructional programs which featured an ungraded approach to the language arts and

mathematics areas. In language arts, emphasis was given to the identification of each pupil's level of language development. The curriculum was designed to assist the individual child in developing an adequate receptive and expressive vocabulary level. A variety of audiovisual devices were incorporated in the mathematics curriculum to enhance the learning of basic number-concepts and to increase the meaningfulness of verbal problems. Two educational field trips were taken each

week to foster cultural and academic concepts and certified specialists were employed to teach music, art, and physical education. These children were also included in swimming lessons twice weekly at the local YMCA-YWCA facility. Supportive services for this program included transportation, food services, health services, medical and dental examinations, and student social workers employed by the Iowa Department of Social Services.



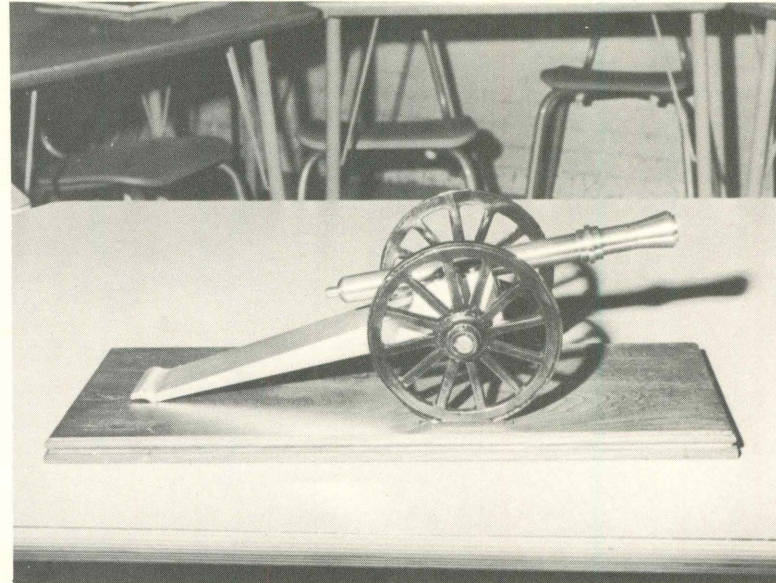
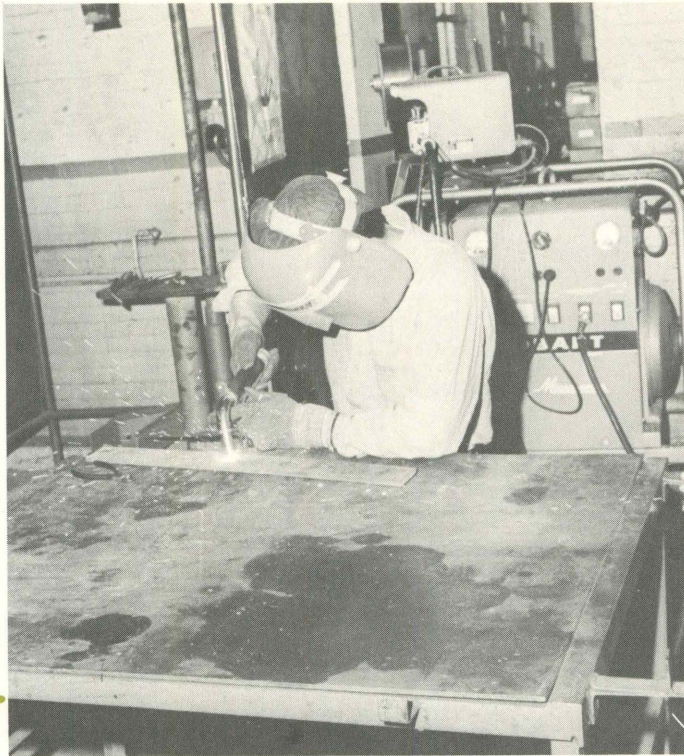
## **State Schools** \_\_\_\_\_

# **for the Neglected and Delinquent**

Children in Iowa schools for the neglected receive high priority in Title I planning. All neglected children in private institutions in Iowa receive their formal education in the public schools adjacent to the state institutions. Special attention is given to these situations to see that the most pressing educational needs of these children are recognized and activities are developed to help meet their needs.

The need for a feeling of belonging, the need for recognizing the value of working together, and the need for each one contributing something of value through his own efforts are basic in the lives of these neglected children.

The delinquent children in the state institutions receive their formal education within the state-operated schools. Several



Title I activities stressed here are work-study type programs where the pupils are assigned a part-time job. This employment is off campus in most cases, and it provides an opportunity to develop work concepts under controlled conditions. These concepts are:

- Responsibility to an employer.
- Employer-employee relationship.
- Money management.
- Skills development.

Research has shown the neglected child

often grows into a delinquent youth. Their needs are similar and often delinquency develops because their early needs were not sufficiently met. Early apprentice training in the building trades, auto mechanics, food preparation, electronics, and similar training is provided in the Iowa Training School for Boys at Eldora. Closer communication with the boy's home, family, and school is created by the institutional counselors visiting the home and having members of the delinquent's family visit the campus. Counseling sessions are held with both the boy and the members of his family.

The Title I program in the Training School for Girls at Mitchellville provides activities in physical education, good grooming, and group learning. During the summer, college students interested in social service careers do social service field work with these girls. Sometimes, their youthful approach is the only one that succeeds with this group of teenagers.

Title I programs are also provided at the Iowa Annie Wittenmyer Home in Davenport and the State Juvenile Home at Toledo.



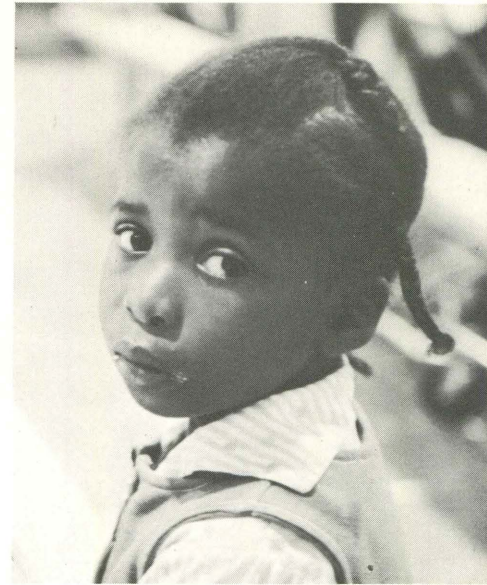
## State Hospital Schools and Institutions

The state institutions dealing with handicapped children, who for any reason are not attending the public or private schools of the state, have received substantial assistance through Title I projects. These institutions serve the following kinds of handicapped: the deaf, blind, mentally-retarded, emotionally disturbed, and the crippled. In each case, the program financed by Title I is designed to supplement the regular state program and bring to these children basic experiences and training not offered by the institution's regular program.

Title I funds have been extensively used to bring enriching experiences to pupils in numerous Iowa institutions for the handicapped. Camping has proven to be one of the favorite activities. Learning some of nature's secrets seems to have a strong appeal for all children. Many thrill-

ing activities have been experienced by the youth at the Iowa Braille and Sight Saving School in Vinton through field trips and camping projects. Safety education, water safety practices, outdoor cookery, personal hygiene, and housekeeping, are taught. The emotionally-disturbed, the deaf, and the mentally-retarded have also been involved in camping experiences through Title I assistance.

Exploratory courses in business occupations, shop skills, auto mechanics, and food preparation and serving have received substantial Title I aid. Upgrading of the instructional staffs as well as the acquisition of modern equipment needed to teach desirable working skills have been integral parts of Title I programs in the state's schools.

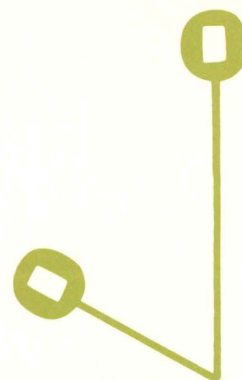


The state hospital schools and institutions in Iowa receiving Title I grants include:

University Hospital School,  
Iowa City  
Psychopathic State Hospital School,  
Iowa City  
Iowa Braille and Sight Saving School,  
Vinton  
Iowa School for the Deaf,  
Council Bluffs

Glenwood State Hospital School  
Woodward State Hospital School

Cherokee Mental Health Institute  
Clarinda Mental Health Institute  
Independence Mental Health Institute  
Mt. Pleasant Mental Health Institute



## Inservice Training and Workshops

Early in the implementation of Title I in Iowa, it was recognized that the major problem in developing programs was the hiring of competent personnel. The orientation and training of those who had been selected to conduct the Title I program was probably the most critical phase. The concentration on programs for children who had not been developing satisfactorily under the regular school program indicated a need for new approaches to be used by teachers and other personnel. This problem was especially acute in the field of reading.

Upon the suggestion of the State Title I staff, a meeting of the deans of education or their representatives of the advanced-degree granting institutions in Iowa was called. The problem of obtaining properly trained personnel was discussed along with the need to provide inservice training for the personnel who were

currently teaching in Title I projects. The group was, at first, reluctant to accept responsibilities which might make changes in curriculum and procedures necessary but, after discussion, it was suggested that directors of the reading programs be brought together to discuss ways and means of meeting problems in the field. Reading activities were a part of practically all Title I projects. Ten meetings of this group were held between April 1966 and December 1969.

The immediate concern of the State Title I staff was inservice training activities which could be implemented by the institutions represented. The courses which could be offered in the summer school were discussed and later publicized through the Title I Newsletter. Newsletter articles also suggested the use of consultants for locally-sponsored inservice programs.

The inservice programs are an important concern of the Title I staff in consideration of Title I reading activities. Developments include the series of inservice seminars held during the 1967-68 school year. Dr. Julia Sparrow of the University of Northern Iowa conducted these seminars in eight locations over the state. They consisted of a series of four half-day sessions for Title I reading teachers. These were well attended and proved very helpful.

An inservice meeting held at Creston in the spring of 1969 was sponsored jointly by NDEA Title III and Title I. This was a two-day meeting involving 20 elementary reading teachers selected especially for their potential as leaders in their local schools. Four members of the Reading Committee participated as discussion leaders. A follow-up meeting was held in the spring of 1970 with the same participants to emphasize their responsibilities to disseminate their advanced training throughout local districts.

The efforts of local school districts to provide inservice training activities cannot be pinpointed as to the number of such activities or participants. About two percent of Title I expenditures were earmarked for inservice activities in fiscal 1969. This is a very conservative figure as expenses of this kind are the first to be assumed by the local educational agencies if federal funds are reduced. Reading is quite generally used as the topic of inservice activities.

Members of the faculties of the institutions for higher education, especially those included in the University Reading

Committee, have served as consultants to the local inservice training sessions. There has been a marked improvement of instruction in Title I programs over the five years. The response of Title I teachers to these inservice efforts is enthusiastic.

Specific provision has been made for professional staff members and educational aides assigned to assist them to participate in coordinated training programs. The 1967 amendments to Title I specifically required inservice activities as a condition for the approval of projects involving the use of educational aides.

To assist local educational agencies in planning and implementing such training

programs, the Title I staff cooperated with the University of Northern Iowa in a series of workshops held in six localities during the summer of 1969. Dr. William H. Dreier, Professor of Education, University of Northern Iowa, conducted the workshops, supported by a Federal grant under Title I of the Higher Education Act. Local educational agencies sent representatives to these workshops with their expenses paid by Title I funds. The program stressed how aides could complement professional staff members in classroom situations and school settings. A member of the Title I staff attended the first day of each of the three-day sessions to explain how aides might be utilized in Title I programs. A total of 115 teachers and aides took part in

these workshops.

Other workshops to provide additional training for aides were conducted through joint sponsorship and financing between Title I and the Education Professions Development Act during the summer of 1969.

## State Meetings and One-day Workshops

The Department of Public Instruction strives to provide maximum latitude for local school districts to conduct each project in a desirable and effective manner. How to best do this poses some problems since Title I guidelines place restrictions on the local schools and many local facilities limit the scope of a project. Local school personnel have accepted the challenge and the State Title I staff has resolved to help them as much as is practicable.

Knowledge of established guidelines is necessary in developing acceptable projects. For the past two years, one-day workshops have been held throughout the state at

selected centers to provide a meeting within easy driving distance for school personnel. Here local people had an opportunity to discuss guidelines, exchange ideas, and find answers to their problems. All speakers were selected from local Title I staffs to bring practical, field-tested ideas to the participants.

Sharing ideas and experiences at the local level by persons actually involved in the teaching of educationally-deprived children has been a prime objective of Iowa's Title I inservice training workshops.

The workshops were particularly de-



signed to assist:

- Local administrators  
(directors and coordinators).
- Finance-accountants and clerks.
- Teachers and supervisors.
- Educational aides.
- Auxilliary personnel.

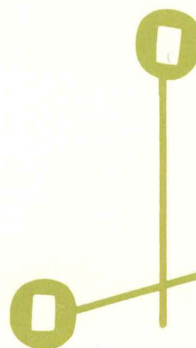
Literally hundreds of professionals and paraprofessionals who worked at the local school level in Iowa's Title I projects with educationally-deprived children have contributed their time and expertise. They have shared their experiences, both successes and failures, with their fellow-workers throughout the state. This first-hand exchange of ideas, plans, and techniques has been helpful in a very practical way. Empathy and close bonds are quickly established by people who have common goals and similar frustrations. Title I workshops appear to have provided the vehicle for such experiences and Title I programs are benefiting as a result.

One of the urgent needs requiring constant attention is that of keeping Title I personnel at the local level informed of Title I goals, objectives, and major areas of emphasis. Operating local projects within guidelines required by the Federal Law (Public Law 89-10 and its amendments) need to be reviewed frequently. Maximum freedom for local educational agencies to conduct each project in a desirable and effective manner to reach the selected educational goals within the framework of Title I is the major responsibility and objective of the Department of Public Instruction.

It is also the responsibility of the

Department to provide assistance in planning local programs and encouraging inservice training.

## Evaluation



On the basis of 448 evaluation reports from Iowa public school districts for the fiscal year 1969, 1,190 Title I activities were provided for educationally-deprived children. Reading was the most popular activity with 41,679 children participating from 435 school districts. Health services was the most popular supportive activity with 93 schools serving 33,593 children.

Evidence that Title I programs are helping educationally-deprived children to achieve academically is revealed by the educational gains found in the test data. The primary test used in evaluating Title I programs was the Iowa Test of Basic Skills;



test results were reported in grade equivalency and based upon Iowa norms. The general educational gain was from seven to nine months based upon a mean score tabulation.

In reviewing fiscal year 1970 programs in Title I, the following major trends were discernable:

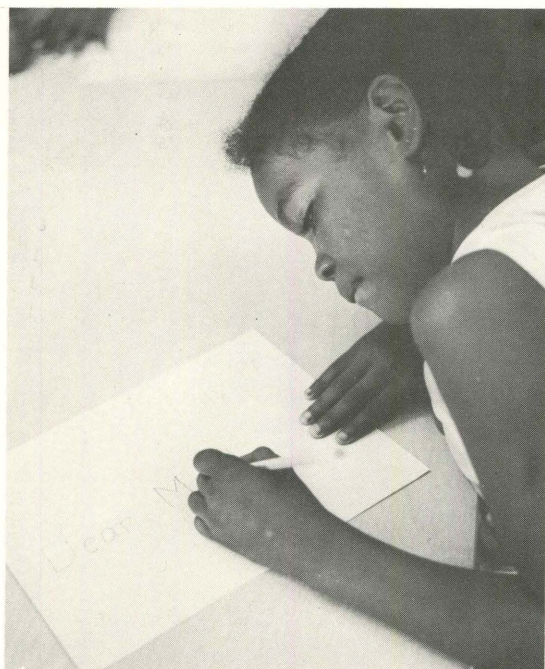
The local school districts were concentrating on the individual child and his educational problems.

The quality of the programs was improving and becoming more sophisticated.

The majority of the programs were provided for children in the primary grades, K-3.

The local school districts were planning programs for the whole child rather than trying to fragment the program into one or two curricular areas.

Some local school districts were accepting total responsibility for Title I programs and incorporating these concepts into their regular school programs.



## Conclusions

Both public and private school officials have expressed satisfaction regarding the benefits which have resulted because of programs financed with Title I, ESEA funds.

Academic gains can be objectively shown, but of equal benefit are the attitudinal changes which can only be measured subjectively. When children feel that their teachers are truly interested in their success, they show a new interest and a renewed effort.

The Title I program is still hampered by delays in final funding of the projects as federal appropriations approved late in the school year prevent adequate planning. School officials are certainly to be commended for their efforts in planning and implementing Title I activities when final allocations are not known. Advance funding each year would be very

advantageous to local school agencies and to state educational agencies in planning effective projects. Hopefully, Congress may see the need for advanced funding and soon begin allocating the funds in time for local schools to make adequate plans.

The program is beginning to reach mature status. Less emphasis is given to the purchase of novel equipment and involved learning programs. A balanced staff with a continuity of activities is evolving. Each child needing special help receives it on a follow-through basis so he can continue to succeed. And the constant reassessment of the goals and objectives of American education is of great value to every school district. All of these results are beginning to emerge as the real gains from Title I, Elementary and Secondary Education Act programs in the state of Iowa.

1970 IOWA TITLE I STAFF

Dr. Oliver T. Himley . . . . . State Coordinator  
Dr. Darrell D. Bentz . . . . . Remedial Reading Consultant  
James F. Bottenfield . . . . . Program Evaluator  
Ronald O. Huff . . . . . Visitation Consultant  
R. F. Van Dyke . . . . . Consultant (Part-Time)

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