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1990-91

# Iowa Department of Education

# Plan

## 1990-91

Adopted by the State Board of Education  
September 1990

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

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*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 area schools 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.*

## Introduction

The mission of the Department of Education is to champion excellence in education through superior leadership and service. A primary function of leadership is to stimulate and encourage the exploration of new methodologies and practices to improve education. Another function is to provide a cooperative planning process to guide dynamic improvement initiatives toward common goals. The Iowa Code stipulates that the Board of Education adopt and update a five year plan for the achievement of educational goals in Iowa. The provision was introduced in 1985. During that year, the State Board of Education and Department of Education staff worked with representatives from business, labor, community, and education groups with a vested interest in education, to develop goals and objectives to improve the educational system of Iowa. These goals and objectives were outlined in Renewing the Commitment: A Plan for Quality Education in Iowa, which was formally adopted by the State Board of Education in June, 1986. This plan was distributed to local school districts, area education agencies, community colleges, and others, to encourage education providers to consider the goals and objectives in their respective planning activities. It was also used as a source of input to develop annual goals and objectives for the Department of Education.

A major emphasis for the Department in the next year is the development of a new five year plan. The process of developing this plan will be facilitated by national, state, and local initiatives. In January 1990, President Bush announced six national goals to improve the educational performance of American students. These goals were adopted by the National Governors Association (NGA) in February 1990. The NGA has since established task forces to address issues related to reaching these goals by the year 2000.

In 1989, Dr. William Lepley, Director of the Department of Education, formed a round table of business, civic, and education leaders across the state. The purpose of the Business and Education Round Table is to provide these leaders an avenue for input into the formation of educational policy in Iowa, including the development of a new five year plan. In 1990, a task force consisting of representatives from the Iowa Department of Education, the Business and Education Round Table and the Iowa Future Project (a group sponsored by the Iowa Newspaper Association created to develop strategic plans for economic development in the state), joined forces to explore the implications of an increasingly global economy for the education system. The results of their study will be a description of the components of a "world class" education system.

In 1990 the State Board of Education was designated as the State Board for Community Colleges. Included in these responsibilities is the development of a strategic plan for the community college system. In addition, the Department of Education has made a concerted effort to formalize its planning process and to provide clear priorities to the State Board of Education for their discussion, action, and approval in order to provide policy guidance in the formulation of the Department's budget, appropriation request, and legislative programs.

This document outlines the results of the planning process implemented in the spring and summer of 1990. The goals and critical objectives identified through the process are specified following a brief description of the planning process. Completing all of the tasks supporting many of the objectives will require more than one year; therefore, the term of this plan spans beyond the 1990-91 year.

Information from the NGA and the Business and Education Round Table/Iowa Future Project task force, supplemented with the results of Department efforts, will provide input to the State Board to develop a five year plan for the creation of a world class educational system that meets the needs of students of all ages in Iowa. As specified in the goals and objectives for 1990-91, this plan is to be prepared by July 1991.

## The Department Planning Process

"Planning" is a systematic process to anticipate conditions, directions, and challenges in order to enhance the effectiveness of personnel to accomplish organizational objectives. The model to guide the planning activities of the Department was adapted from George Morrisey's Integrated Planning Process model, recommended for use by all state agencies by the Iowa Department of Management. Many of the steps in the process were initiated at the unit level ("unit" refers to bureaus, sections, and the Office of the Director). The results of these efforts were synthesized at subsequent levels in the structure (i.e., divisions and the director). Bureau chiefs, section leaders, and division administrators managed the communication process up and down the organizational structure. Communication between elements in the organization was facilitated by the Director's Cabinet, which includes representatives from each division and the Office of the Director; the Director's Council, which includes representatives from each unit; and the Planning Team, an intra-department team created to support the planning process (see Appendix A).

The process included four basic steps:

1) Develop/Review Roles and Mission Statement. The purpose of the first step was to review major responsibilities relative to the mission of the Department. This process began at the unit level. Unit level mission statements were synthesized to provide input to division mission statements. Appendix B contains the mission statements for all units and divisions of the Department.

2) Operational Analysis. The next step was to assess the current performance of the Department and identify internal and external factors that were likely to affect operations in the next year. Initiating this step at the unit level allowed consultants and other field agents to incorporate feedback from their constituents. Each unit was asked to summarize the results of their assessments into critical issues and to provide relevant data, information, and causes to support the issue, as well as recommend results necessary to resolve or address the issues and alternative courses of action to attain the results. Each unit submitted to the division administrator three issues it felt were most important. All unit level issues were synthesized and prioritized at the division level. Each division submitted the three most important issues to the Director's Cabinet for synthesis and preparation of Department critical issues. These issues were available for consideration as Departmental goals for the 1990-91 operational year (Appendix C).

3) Formation and Adoption of Goals and Objectives. The Director prepared Department goals and presented them to Cabinet for discussion and acceptance. The goals were translated into objectives at a meeting of the Director's Council and the Planning Team. This approach provided the opportunity to consider the contributions and implications of each objective for all units within the Department. The goals and objectives were introduced to the State Board for discussion and modification at their annual retreat in June, and formally presented at the August Board meeting for further discussion. The final draft of goals and objectives was presented to the Board for adoption in September 1990.

4) Action Plans. With the policy direction established by the State Board, the Director and Department of Education staff developed action plans outlining the specific tasks, time lines, resources, and responsibilities necessary to accomplish each objective.

Formal progress reports will be presented to the State Board in April and August 1991. These reports will assist the State Board and Department in the annual planning process. A calendar outlining the Department's planning activities for the next year is provided in Appendix D.

## 1990-91 Goals and Critical Objectives

**Goal #1:** *To increase the level of learning and achievement of all students to their maximum potential.*

### Objectives

- 1) Establish consensus among educators and among the public on the statewide student outcomes (results) needed to ensure a world class education for students in Iowa schools.
- 2) Develop specific assessment strategies to evaluate progress in reaching established statewide student outcomes.
- 3) Assess Iowa's level of literacy and consider the results in future planning.\*
- 4) Establish policies and strategies to ensure that educational opportunities (programs and support services) are available to special needs students at community colleges.
- 5) Increase the educational opportunities available to students through expanded access to avenues of choice including, but not limited to, advanced placement courses and postsecondary enrollment options.
- 6) Provide direction and support to implement competency based vocational standards for students in grades nine through community colleges.
- 7) Develop a coordinated early childhood education delivery system which responds to the needs of the community and is accessible to all students on an equitable basis.\*
- 8) Develop and implement strategies to increase parent involvement and effectiveness in supporting their child's achievement .

\* Consistent with the national education goals adopted by the National Governors Association February 1990.

**Goal #2: To increase the productivity and capacity of human resources in the state's education system.**

**Objectives**

1) Develop policies that continuously improve professional educators by reshaping preparation programs and also work with the Board of Educational Examiners to reshape licensure to reflect the needed changes in schools that will improve the teaching and learning processes.

2) Develop models and technical assistance for school districts in the implementation of recruitment and selection strategies that assure the most capable professionals are involved in the education of our students and also provides a greater number of women and minorities in educational leadership positions.

3) Develop a comprehensive statewide system for the development of professional educators that integrates the role of local districts with area education agencies, community colleges, other colleges and universities, and professional organizations.

4) Develop new models for compensation that provide incentives for organizational change, and that attract and retain the best professional educators.

**Goal #3: To transform the education system at the building, district, regional, and state levels to support the teaching and learning process.**

**Objectives**

- 1) Identify key elements of transformation needed to provide world class schools; promote the implementation of these elements through increased recognition, resources, and assistance; and provide the mechanisms for flexibility and accountability to facilitate change.
- 2) Implement the Excellence 2000 program for community colleges to encourage the establishment of quality instructional centers and administrative and program sharing.
- 3) Establish strategies to increase school collaboration with other agencies in order to provide better support and assistance to students and to families.\*
- 4) Provide leadership and support implementation for the integration of instructional services to special education students through the Renewed Service Delivery System; make recommendations for the financing of these services.
- 5) Develop model educational programs and a system of incentives that encourages districts to assure that all current and former students complete an appropriate secondary education.\*
- 6) Enable school districts to better assist students in eliminating substance abuse.\*
- 7) Improve the teaching and learning processes through the development and effective utilization of distance learning and other technology.\*
- 8) Assist special needs students in bridging the gap between participating productively as students and as members of their communities.

\* Consistent with the national education goals adopted by the National Governors Association February 1990.



**Goal #4: To provide leadership to improve Iowa education through systematic planning and quality assurance.**

**Objectives**

- 1) Develop a five year strategic plan for the K-12 and community college systems with input and consensus from educators and the public.
- 2) Assist policy makers at the national, state, and local levels by providing for the collection and reporting of meaningful, accurate, and timely data describing the current and desired condition of education in Iowa.
- 3) Develop policies and strategies to foster equity for multicultural students, faculty, and staff at community colleges.
- 4) Establish and implement accreditation standards for community college programs and services, including apprenticeship programs.
- 5) Monitor and provide support for the implementation of affirmative action programs in school districts, area education agencies, community colleges, and the Department of Education.
- 6) Development of accreditation standards for area education agencies to ensure the availability of a set of core support services to all local school districts.
- 7) Facilitate the implementation of the new school finance formula; monitor and make recommendations for further changes as needed.
- 8) Conduct an evaluation of Phase III of the Educational Excellence Program for Teachers and consider recommendations for improving the program's effectiveness.

**Appendix A:**  
**Members of the 1990-91 Planning Team**

## Members of the 1990-91 Planning Team

### Office of the Director

Gail Sullivan, Administrative Policy Consultant

Sharon Slezak, Administrative Coordinator for Communication Services

### Division of Community Colleges

Don Wederquist, Bureau of Educational and Student Services

Roger Foelske, Bureau of Technical and Vocational Education

### Division of Instructional Services

Oliver Himley, Bureau of Federal School Improvement

Paul Cahill, Bureau of Federal School Improvement

Marc Haack, Bureau of Instruction and Curriculum

Leland Wolf, Bureau of Instruction and Curriculum

Jeananne Hagen, Bureau of Special Education

Jeff Grimes, Bureau of Special Education

### Division of Planning and Accountability

Roger Stirler, Administrative Coordinator for Budgets and Internal Services

Richard Ameen, Bureau of Data and Word Processing

Diane Schnelker, Bureau of Planning, Research, and Evaluation

Joseph Wolvek, Bureau of Planning, Research, and Evaluation

Kathy Borlin, Bureau of Planning, Research, and Evaluation

### Division of Professional and Administrative Support

Louis Smith, Bureau of Food and Nutrition

Orrin Nearhoof, Bureau of Practitioner Preparation and Licensure

Dwight Carlson, Bureau of School Administration and Accreditation

### Division of Vocational Rehabilitation Services

William Herrick, Bureau of Administrative Services

Victor Neilsen, Bureau of Client Services

Howard Allison, Bureau of Disability Determination Services

**Appendix B:**

**Department of Education Unit and Division Mission Statements**

## **Department of Education Statement of Mission**

Our mission is to champion excellence in education through superior leadership and service. We are committed to ensuring that all Iowans have access to a network of services that allows them to realize their potential. Through education, we strive to build a quality of life which sets the standard for the nation.

### Office of the Director

The Office of the Director will provide quality leadership and formulate and advocate the agenda for educational excellence in Iowa. The director and staff will work cooperatively with the State Board of Education, agency staff, public officials, business and labor leaders, school districts, colleges and citizens in the development of the education agenda. Interaction with this broad community spectrum enables the office of the director to anticipate new direction and to identify the potential impact of emerging issues on all aspects of the educational delivery system.

### Communication Services

The mission of Communications Services is to help the Department identify, establish, and maintain productive relationships with the various audiences on which its success depends. We accomplish this mission by effectively communicating with these audiences on behalf of the Department and by providing consultative and technical assistance to Department staff members.

## **Division of Community Colleges**

The Division of Community Colleges is committed to access and excellence of lifelong educational opportunities in our community college system and comprehensive high schools which will lead to a world class work force in Iowa. Through collaboration and partnership with communities, business, industry, and labor, the division will promote economic growth through the development of human resources in order to prepare Iowans for the 21st Century.

### Bureau of Educational and Student Services

The mission of the Bureau of Educational and Student Services is to promote, establish, and maintain high quality postsecondary educational programs and services for Iowa's high school and adult age populations. Our mission is accomplished through a network of community colleges, and other educational institutions, local, state, and federal agencies, and private business and industry. The Bureau of Educational and Student Services intends to make maximum use of human and financial excellence for lifelong learning.

### Bureau of Technical and Vocational Education

The mission of the Bureau of Technical and Vocational Education is to promote equitable access to a diversity of quality technical, vocational, and career education programs, services, and activities. This mission will be accomplished by providing leadership and technical assistance in the areas of systematic planning and evaluation, program improvement, and student and staff development.

## **Division of Instructional Services**

The mission of the Division of Instructional Services is to provide leadership, diversified services, and support to education in Iowa in its efforts to provide the best educational opportunity for all students.

### **Bureau of Federal School Improvement**

Our mission is to enhance educational opportunities for youngsters in general, but providing educational opportunities for at-risk students will be emphasized. Such emphasis will be reflected in educational program opportunities and accountability.

### **Bureau of Instruction and Curriculum**

The mission of the Bureau of Instruction and Curriculum is to provide positive leadership, support, and service to people in educational institutions, related associations, and agencies in developing and promoting integrated, comprehensive, curricula and effective instructional techniques.

### **Bureau of Special Education**

The mission of the Bureau of Special Education is to promote, direct, and supervise educational programs and services for individuals aged birth to 21 years who are disabled, or who are at-risk of becoming disabled, in obtaining an education.

## **Division of Planning and Accountability**

To provide and facilitate the acquisition and dissemination of information and resources to support the functions of the department. Staff of the bureaus and sections of this division provide specialized services to all education stakeholders within the department and beyond, to promote the use of accurate and reliable information in education research and decision making.

### **Budget and Internal Services**

To provide the staff of the Department of Education with budgeting, accounting, purchasing, personnel, and other office services. We must work to facilitate and be responsive to the needs of the staff of the department as their needs fit within the guidelines set forth by other state agencies and the federal government.

### **Bureau of Planning, Research, and Evaluation**

To provide information from a variety of sources, reports, and data analysis; consult with department staff in research, evaluation, and technology; and coordinate departmental planning, in a manner which supports and contributes to the successful attainment of Department goal-related activities.

### **Bureau of Data and Word Processing**

The mission of the Bureau of Data and Word Processing is to provide excellent and timely data processing/word technology support and services. Data processing support includes collection, manipulation, and on line access of data for reporting purposes. Word technology support includes computerized typing, desktop publishing, and facsimile services. Support services includes training in use of computer hardware and software and a help desk to address other user related computer needs.

## **Division of Professional and Administrative Support**

Our mission is to assure that students in Iowa's schools are provided with:

1. educational programs of the highest quality;
2. the most effective professional staff; and
3. food service programs that focus on enhancing the health of participants.

We are committed to ensuring equity and excellence for students regardless of racial/ethnic category, creed, color, religion, national origin, sex, age, disability, or socioeconomic status.

### **Bureau of Food and Nutrition**

The mission of the Bureau of Food and Nutrition is to enhance the good health of those who participate in the federal feeding programs administered by the Iowa Department of Education.

### **Bureau of Practitioner Preparation and Licensure**

The mission of the bureau is to assure that each learner in Iowa schools has access to competent educational professionals who can guide and direct them in all aspects of the learning and development process.

### **Bureau of School Administration and Accreditation**

Our mission is to serve as advocates for all school children by the aggressive, caring performance of compliance monitoring and through superior leadership and service. We are committed to ensuring equity and excellence in education for all school children regardless of racial/ethnic category, creed, color, religion, national original, sex, age, or disability.

## **Division of Vocational Rehabilitation Services**

The mission of the Division of Vocational Rehabilitation Services is to assist persons with disabilities achieve employment, gain accessibility, and increase their independence through education, advocacy, and direct service programs.

### **Bureau of Administrative Services**

To advance the mission of the Division of Vocational Rehabilitation Services through leadership and administrative support in the area of financial, personnel, and physical assets management; and information and data processing.

### **Bureau of Client Services**

The mission of the Bureau of Client Services is to provide necessary and appropriate services to persons with disabilities in a timely and effective manner so those persons may prepare for, enter into, and maintain, suitable employment or live more independently, consistent with their limitations and strengths.

### **Bureau of Disability Determination Services**

The mission of the Bureau of Disability Determination Services is to provide timely and equitable decisions to individuals who apply for social security disability and/or supplemental security income disability benefits.

Appendix C:  
Department Critical Issues



Operational Analysis Critical Issues  
Summary Form  
Department of Education

**Issue:**

There is a need to focus our efforts on providing an educational system that individualizes and personalizes instruction and is evaluated with outcomes that reflect students' active and productive participation in society.

**Relevant Data and Information:**

- Follow-up study of special education graduates and dropouts.
- General unemployment rates.
- Vocational education follow-up data.
- Outcome-based education movement.
- Achievement based curriculum studies.
- Non-graded schools.
- Data on dropouts and at-risk students.
- Data on homeless.
- National education goals.

**Causes:**

- Lack of coordination between disciplines within and outside the Department of Education.
- Narrow focus of disciplines within the Department of Education.
- Funding of programs based on isolated causes and specialized legislation.
- Current teaching focuses on curriculum, not student mastery.
  - Irrelevant testing practices.
  - Lack of consistent and visionary leadership.
  - Emphasis on academic excellence to the exclusion of functional programming.
  - Focus on curriculum centered rather than student centered education.

**Results Needed:**

- Increase the high school graduation rate to at least 90 percent by the year 2000.\*

\* Consistent with the national education goals adopted by the National Governors Association February 1990.

- Ensure students in grades 4, 8, and 12 demonstrate competency in challenging subject matter including English, mathematics, science, history, and geography.\*
- Ensure students are prepared for responsible citizenship, further learning, and productive employment in our modern economy.\*
- Ensure that Iowa students are first in the world in mathematics and science achievement by the year 2000.\*
- Ensure every adult in Iowa is literate and possesses the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.\*
- Identify student learning outcomes.
- Redesign the curricula in both content and organization based on student learner outcomes.
- Develop assessment measures focused on student achievement of identified learner outcomes.
- Promote schools that are culturally diverse and responsive to individual student needs.
- Target the partnership resources on student improvement in order to increase the effectiveness of the education system.
- Increase the number of drug and violence free schools in Iowa and schools offering a disciplined environment, conducive to learning.

\* Consistent with the national education goals adopted by the National Governors Association February 1990.

**Operational Analysis Critical Issues  
Summary Form  
Department of Education**

**Issues:**

To maximize efficiency, the roles and responsibilities of the Department of Education must be clearly defined and supported by an organizational structure and work environment conducive to a professional climate.

**Relevant Data and Information:**

- The physical work environment is not conducive to a professional climate as evidenced by limited remodeling, antiquated furniture, and insufficient work storage areas.
- Lack of opportunities to systematically identify and provide appropriate staff development to support personal and professional growth of staff.
- The absence of well defined and communicated work plans (including roles, responsibilities, functions, goals, and objectives) compounded by Departmental planning initiatives, has resulted in:
  - Limited opportunities for professional advancement within the Department of Education.
  - Disproportionate distribution of additional work responsibilities associated with new departmental initiatives.
  - Confusion and inconsistencies in performance expectations.
- The introduction of office technology does not appear to be a coordinated effort, does not address individual needs, is not supported by sufficient training, and is insufficient to maximize staff effectiveness and efficiency.
- Compensation levels for some job classifications within the agency fail to compete with other education agencies (e.g., local school districts and community colleges) and are further compromised by difficulties in gaining authority and funding for new positions and reductions in federal funds available for salaries.
- Support staff are not rewarded on the basis of their performance (i.e., promotions, salary adjustments, etc.).
- Communications from the Department to other education agencies and stakeholders are inconsistent.
- Working relationships between support and certificated staff affect staff morale.

**Causes:**

- The historical allocation of resources has not included provisions for remodeling and upgrading office furniture and technology.

- Insufficient internal commitment and structure for recruitment and training efforts.
- There is confusion internally and externally on appropriate roles and responsibilities of all agencies in the educational system. Insufficient inter- and intra- agency communication systems contribute to the confusion.
- The failure to develop and implement a Departmental plan for technology has resulted in insufficient tools and resources to enhance efficiency.
- Insufficient personnel to assume responsibilities for coordinating and initiating activities to complete several studies and coordinate activities is the result of:
  - The inability of the administration to fill positions in a timely fashion.
  - Cumbersome hiring, recruitment and approval procedures.
  - Separate funding sources.
  - Noncompetitive salaries.
- The public perception that the Department is responsible for initiating all changes in legislation and all increases in compliance monitoring; dramatic increases in federal monitoring requirements for food and nutrition programs, hazardous materials, and in state requirements for accreditation standards, affirmative action, and Phase III; inadequate systems to communicate with and support education agencies; and inconsistent communications from the Department.
- Inadequate supervisory/management skills (e.g., leadership, motivation, planning, team building, etc.).
- Many of the internal management issues are compounded by limited resources imposed by the austerity plan.

**Results Needed:**

- Plans to identify and respond to staff needs for a functional, healthy, and pleasant physical environment.
- Systematic procedures to identify and respond to staff development needs including promoting staff relations, conflict resolution, use of technology, and managing information.
- Clear articulation of the roles and responsibilities of all elements in the educational system in meeting state educational priorities.
- A continuous planning process to identify education priorities on the basis a review of current progress, internal and external input, research, and consideration for Department and staff responsibilities.
- Long term plan for the acquisition and implementation of technology to improve staff effectiveness and efficiency.

- Provide compensation and evaluation/recognition systems that allow for recruitment and retention of sufficient quality staff to complete activities requested by legislature and rewards high quality performance.
- An inter- and intra- agency system that communicates Department initiatives and expectations clearly, consistently, and timely, and that provides support to those agencies affected.
- Increased commitment by administration and management to improve staff morale, the Department's image, and productivity.

Operational Analysis Critical Issues  
Summary Form  
Department of Education

**Issue:**

Curricular reorganization and renewal is needed as part of school restructuring. School restructuring goes beyond issues of governance, management, and structure to the heart of what happens in school: the total curriculum. There is a need to look at both the content and the organization of curriculum in light of current and emerging needs to determine more effective possibilities.

**Relevant Data and Information:**

- Business, industry, and labor are increasingly noting that young people are not equipped with the skills necessary to be successful in the work force. Many businesses have expressed an interest in developing partnerships with education designed to improve the effectiveness of the system and student achievement.
- Traditional curriculum is organized around academic disciplines. Many students do not appear to make connections between subjects for relevance, applicability, and transfer of learning. Emphasis on academic disciplines has also resulted in decreased enrollment in vocational courses.
- There are national and state initiatives promoting the restructuring of education to better prepare people for the 21st century.
  - Council of Chief State School Officers' paper calling for major changes in education.
  - The results of the President's Education Summit.
  - "Creating the Ideal Schools Speech" describes Dr. Lepley's, Director of the Iowa Department of Education, vision of the school system for the 21st century.
  - The Iowa Business and Education Round Table has initiated efforts to define a "world-class education system".
  - Iowa's renewed service delivery system for special education.
  - At-risk Standard Grant Programs.
  - Family Support Subsidy Bill.
  - H.F. 2271 providing Phase III support for comprehensive school transformation programs.
  - Carl Perkins legislation.
  - Federal disabilities law.

•A number of state and national efforts also promote an examination of traditional curriculum practices:

•A movement in the U.S. towards interdisciplinary curriculum centered around issues and themes.

•Iowa curriculum standards mandate the infusion of several areas across disciplines (e.g., human growth and development and global education).

•Iowa S.F. 449 advocates competency based education and comprehensive articulation between secondary and postsecondary education.

#### Causes:

•National and state business organizations recognize the interdependence of business and education and have concerns about the competitiveness of students in a global economy.

•Traditional approaches no longer appear to meet student needs. Traditional educators do not have adequate training to work with nontraditional students or different learning modalities, and are reluctant to change even in light of increasing student failure. Pull-out programs did not prove successful with all students.

•Changes in society, declines in student enrollments and the number of successful students, and other factors that compromise accessibility to educational opportunities suggest a strong need for a fundamental reorganization and renewal in order to better meet student needs.

•Traditional curriculum is designed around the factory, lock-step model of schooling which is obsolete for the present and future.

#### Results Needed:

•The development of an education system to prepare students for the next century that is characterized and is supported by the following elements:

•A system that ensures accountability of all programs and services and supports a proactive policy agenda.

•Encourages collaboration among educators and between education and other community services to provide comprehensive services to ensure student success.

•A flexible articulation and organization to support the individual development of students.

•Is supported by research on effective schools and teaching.

•Incorporates contemporary telecommunication technologies into the delivery of education services as well as curriculum and instruction.

•Provides adequate support to promote the professional development of educators.

Operational Analysis Critical Issues  
Summary Form  
Department of Education

Issue:

Communications between the Department of Education, the State Board of Education, and its stakeholders needs to be improved to enhance planning, policy development, and leadership, and to ensure the equity and quality of education.

Relevant Data/Information:

- The Coordinating Council stated the need for stronger leadership and planning from the Department of Education that includes input from all major education stakeholders.
  - Communication from the Department of Education is sometimes inconsistent.
  - School districts and area education agencies frequently inquire as to the sources of information about best practices.
- While many districts are working to implement some educational change, comprehensive coordinated change is limited.
  - Nearly 60% of current administrative work force will be retiring during the next ten years.
- Recent legislation (H.F. 774, S.F. 2280) and changes in state standards (Iowa Administrative Code 12.5(10)) have addressed the implementation of educational technology and a statewide telecommunication system.
- Valid comparisons between groups of students, school districts, states, and countries can be made only if appropriate methodologies are used.
- Loosely defined relationship between secondary and postsecondary institutions, recent drop in the number of students enrolled in vocational courses, and other data suggest a reduction in emphasis on vocational education.

Causes:

- The dramatic rate of changes in our society has resulted in both new and higher expectations for schools as expressed in several national and state reports as well as the new national education goals.
- International competition for expertise that can impact upon economic outcomes and other nationally oriented interests (e.g., defense, health, etc.)
- Need for better articulation between all educational levels.
- Legislated statewide telecommunications network.
- Quality assurance efforts in past have been piecemeal and lacking an overall schedule of application.
- Progress measures toward achievement of stated goals are needed.



- Need assurance of compliance with federal requirements.
- Need sound data on which to base plans.
- Local and secondary schools are required to justify their requests for programs to be funded on these data.
- Current sources do not provide complete and definitive data needed for justification in all occupational areas (e.g., agriculture occupations).
- Inadequate data for justification of programs in applications submitted for funding requests.
- Continued need for staff training.
- The Career Information System of Iowa (CISI) needs to be tied closely to labor market supply and demand data.
- Lack of competency-based curriculum at this time.
- Insufficient vocational opportunities existing in the state.
  - Lack of commitment and support by counselors.
  - Lack of vocational education data.
  - Stigma attached to vocational education.
- Lack of accessibility to school buildings for mobility handicapped.
- Students in small schools often lack access to any diversity of vocational education offerings.
- We are living in a rapidly changing educational environment. As expectations for the role of the Department of Education change, we must strive to redefine our leadership role.

Results Needed:

- The priorities established by the Department must be the product of a continuous planning process that reviews current progress and gathers authentic input, both internally and from the field. The process must also utilize the best information from research and best practice in other states and other countries.
- More systematic coordination and communication is needed with key groups (especially as it relates to the goal of moving toward a world class education system). Initial focus should address:
  - Identification and implementation of strategies for better coordinating division and bureau activities within the Department of Education.
  - Identification and implementation of strategies for determining common goals and working with the various constituencies.

- Identification of human and technological resources for accomplishing these goals.
- Development of communication strategies that target particular audiences.
- Plans to incorporate education into statewide technology and telecommunications network should:
  - Accommodate alternative methods of classroom instruction.
  - Include provisions to establish a data base that is electronically accessible.
  - Accommodate multiple operating systems.
- Statewide data collection should:
  - Provide fair comparisons using appropriate methodologies.
  - Be collected at the most appropriate levels using forms that are simple, logical, and ask only for needed and necessary information.
  - Provide necessary data to policy makers to assist their effectiveness.
- To develop fair educational practices/outcome comparisons using appropriate methodologies by July 1994, in consultation with but not limited to, the Iowa Business and Education Round Table, Condition of Education Task Force, Area Education Agency Assessment Committee, and results expected from the National Goals.
- Provide continued communication to districts regarding the implementation of the new school finance formula and support in forecasting and understanding their financial condition.
- A statewide plan and commitment is needed to provide for the development of expertise and models in the following areas:
  - The evaluation/assessment of instructional program effectiveness.
  - Instructional utilization of technology.
  - School restructuring/transformation.
  - Meeting the diverse needs of students.
- Continue to improve an accreditation review process that ensures all students benefit from the minimum prescribed program regardless of the location or size of the district and regardless of the student's racial/ethnic category, creed, color, religion, sex, age, disability, socioeconomic status, or national origin.
- Develop a comprehensive plan for the enhancement of educational leadership in Iowa to include improvements in identification, recruitment, preparation, recognition, and retention of the best leadership for Iowa's schools.
- Need to ensure the accountability of all education programs, services, and activities.

•Quality assurance system should take into account all bureaus and functions of an accountability division.

•Results must be available on a timely basis and in a form appropriate for decision-making.

**Appendix D:**  
**The Department of Education Annual Planning Calendar**

<b>Date</b>	<b>Budget</b>	<b>Legisl. Agenda</b>	<b>DOM Futures Agenda</b>	<b>DE Annual Plan</b>	<b>Accountability</b>	<b>Iowa Five Year Plan</b>
July	Base Budget		Dept. Head Retreat			
Aug	New Initiatives		Dept. Budgets		Progress Report	
Sept	Budget Request					
Oct	DOM Presentation	Proposal to Board				
Nov	Present to Governor	Prefile Bills				
Dec						
Jan				Unit Critical Issues		
Feb				Division Critical Issues		
March				Dept. Critical Issues		Proposal
April				Dept. and Unit Goals	Progress Report	Regional Meetings
May			Cluster Meetings	Dept. and Unit Act. Plans		Regional Meetings
June	Restor. Dec. Pkgs.		Planning Conf.			Revise Proposal
July	Base Budget		Dept. Head Retreat	Annual Plan		Board Approval
Aug	New Initiatives		Dept. Budgets	State Board	Progress Report	
Sept	Budget Request			Implementation		
Oct	DOM Presentation	Proposal to Board				
Nov	Present to Governor	Prefile Bills				

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