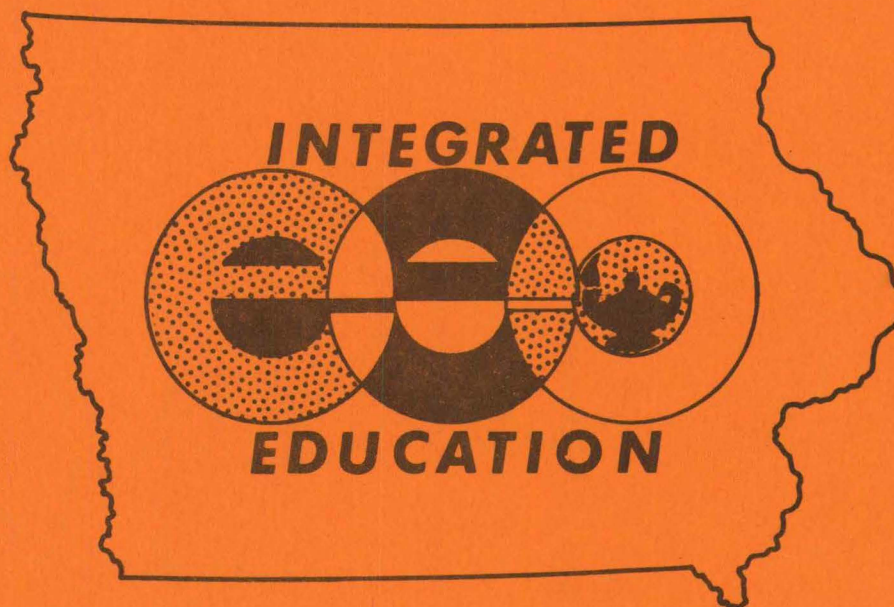


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**Technical Assistance
Program
on
Problems of School
Desegregation
in
Iowa**

PROGRESS REPORT



4400-B7282-1/72

FINAL REPORT
by
IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
THE URBAN EDUCATION SECTION
DES MOINES, IOWA

Contract Number: OEC-08-000316-3798 (037)

Program Director: Jesse L. High

Submitted to the Division of Equal Education Opportunity
Bureau of Elementary and Secondary Education,
United States Office of Education

Dated: January 1, 1972

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa 50319

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INTRODUCTION

This report covers the activities of the Urban Education staff for the period beginning August 1, 1970 and ending June 30, 1971. This is the final reporting of activities under contract number OEC-08-000316-3798 (037). The objectives, definitions, and descriptions of activities were as follows:

1. To strengthen the ability of the State Department of Public Instruction and local school districts to cope more effectively with problems incident to desegregation and rapid urbanization, and to achieve equality of educational opportunity.
2. To assist in the development of desegregation plans.
3. To assist in the adoption of desegregation plans.
4. To assist in the implementation of desegregation plans.
5. To help local education associations in planning programs and administrative activities to strengthen desegregation efforts.
6. To disseminate information on the most effective technique to deal with problems occasioned by desegregation.
7. To insure that Federal and State funded projects within the state are designed to support desegregation efforts.
8. To maintain relations with Federal and State agencies for more effective solutions related to desegregation.

To achieve these objectives the Urban Education Section staff provided: (1) Technical assistance to Iowa Public Schools, upon request, in the development of desegregation and integration plans; (2) seminars,

conferences and workshops to deal with specific problems of desegregation; and (3) positive stimulation to related groups and organizations through meetings, consultations, dissemination of material and information, research and special projects.

DEFINITIONS

1. Technical assistance, as interpreted by the Urban Education Section staff, refers to those services provided school districts and/or their representatives in the preparation, adoption and implementation of desegregation plans. These services may include the following:

- (a) Identification of desegregation facts.
- (b) Development of comprehensive desegregation plans.
- (c) Advising on the development of community support.
- (d) Helping to formulate training programs for schools.
- (e) Consultation on educational implications of desegregation.
- (f) Dissemination of information on successful school desegregation practices.
- (g) Recommendations for curricular and organizational changes.
- (h) Stimulation of supportive proposals for grants and institutes and assistance in their development.
- (i) Assistance in the resolving of compliance complaints at the request of Title VI.
- (j) Involvement of university resources in desegregation efforts.
- (k) Encouragement of state education department leadership in assisting school desegregation.
- (l) Coordinating efforts of other federal programs and

assisting with applications for funds to advance school desegregation under other federal programs.

2. Seminars, conferences and workshops refer to activities designed to deal in depth with specific desegregation problems. They range in length generally from one-half to two and one-half days and include from ten to 300 educators or educational personnel of the same or different levels. These programs attempt to provide information in a structured setting so as to assist in positive behavioral change on the part of the participants. Favored approaches are small group discussions and problem solving techniques, each of which depends on participant involvement. The bulk of these programs are conducted as in-service training programs for educators in individual schools or school systems.

3. Stimulation of other concerned and related groups refers to staff activities that involve them in various capacities with organizations and groups working with problems of school desegregation. An element of the Urban Education Section strategy has been to "infiltrate" the various influential agencies and organizations through meetings and materials. Consequently, the Urban Education Section staff members may have to serve in consultants' roles at many meetings, both formal and informal. Frequently major speeches are made for such events.

ASSESSMENT

Assessment and fact finding visits were continued in the following school districts:

Des Moines
Cedar Rapids
Davenport

Mason City
Clinton
Marshalltown

Waterloo
Sioux City
Council Bluffs
Dubuque
Iowa City
Ottumwa
Burlington
Fort Dodge

Cedar Falls
Muscatine
West Des Moines
Ames
Bettendorf
Newton
Fort Madison
Keokuk

A total of 69 assessment and fact finding visits were made during this period. Information on desegregation needs and facts about existing desegregation programs were disseminated to all of the districts listed above.

During the latter part of this reporting period a systems model (DSM) for desegregation planning was developed to systemize the desegregation planning in the state.

1. The major priority of the Urban Education Section for this reporting period was directed toward completing objective 1.0 on the Desegregation System Model (Chart I) as specified on the Task Analysis Projection (TAP) Sheet (Chart II).

TECHNICAL ASSISTANCE TO IOWA PUBLIC SCHOOLS

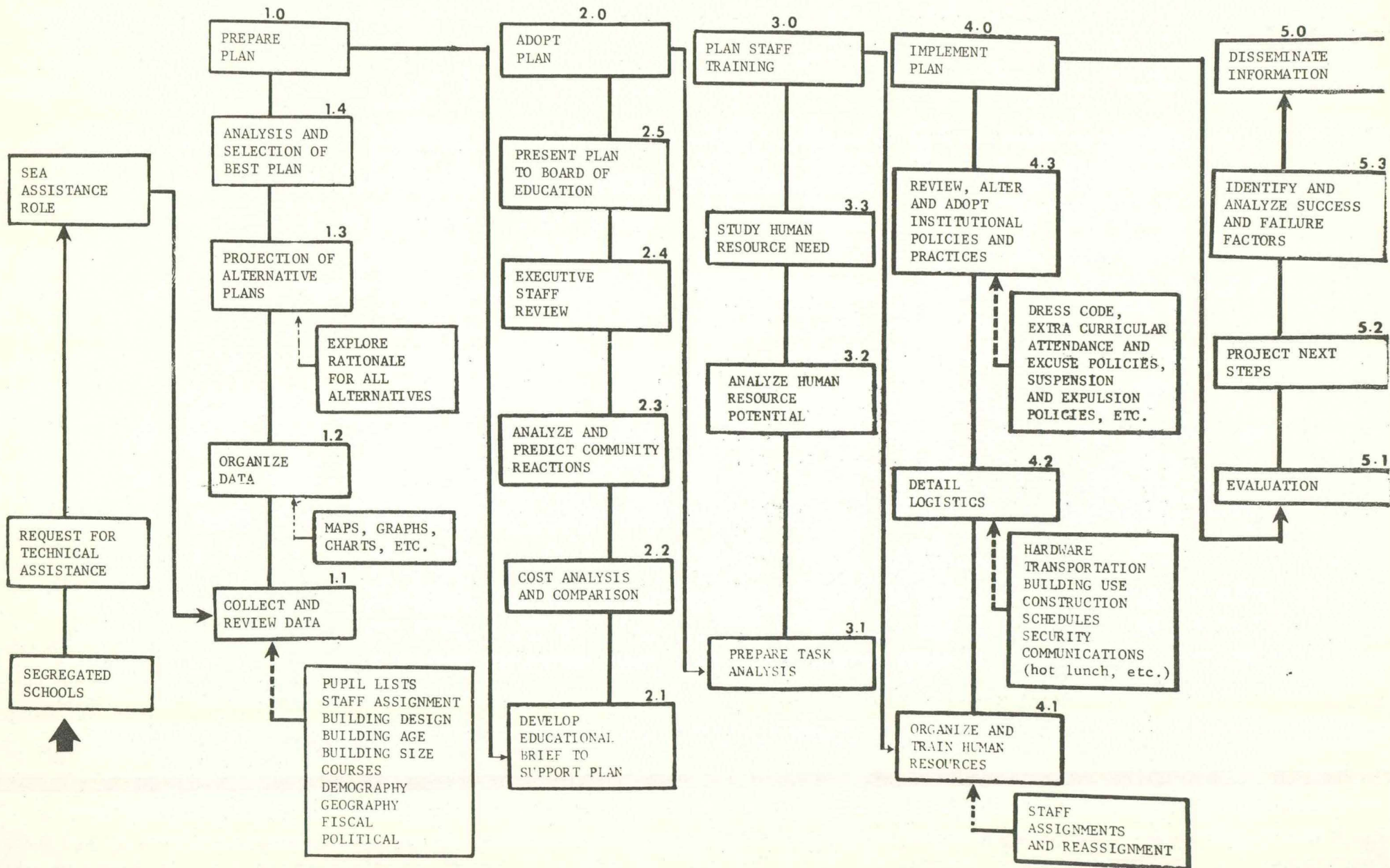
The following is a progress report of technical assistance provided to Iowa Public Schools by the Urban Education Section (UES) Staff.

The major efforts of the UES staff were concentrated in seven of the twenty-two districts identified on the TAP sheet (Chart II).

Davenport	Des Moines
Waterloo	Cedar Rapids
Sioux City	Council Bluffs
Iowa City	

During this period, technical assistance reports were completed for the Sioux City, Davenport and Waterloo School Districts. The

DESEGREGATION SYSTEMS MODEL



TASK ANALYSIS PROJECTION

Legend:

Priorities based on State regional areas.

Status numbers correspond to those found in "System Model for Desegregation."

Man Days refers to actual field days available to service school districts.

Milestone letters refer to calendar months.

Clientele

OBJECTIVES		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
		Des Moines	Cedar Rapids	Davenport	Waterloo	Sioux City	Council Bluffs	Dubuque	Iowa City	Ottumwa	Burlington	Fort Dodge	Mason City	Clinton	Marshalltown	Cedar Falls	Muscatine	West Des Moines	Ames	Bettendorf	Newton	Fort Madison	Keokuk
1.0 Plan Preparation (47 districts)	Priority	1	2				3																
	Status	1.1	1.1				1.1																
	Man Days	30	18				10																
2.0 Plan Adoption (12 districts)	Priority			3	1	2																	
	Status			2.1	2.1	2.1																	
	Man Days	10	5	30	40	25																	
3.0 Plan Inservice (4 districts)	Priority							3	1	5	2	4	4	5	5	3	3	2	2	2	5	3	5
	Status							3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
	Man Days			10	20	20	5	3	10	3	3	4	5	2	3	6	5	6	9	5	4	7	3
4.0 Plan Implementation (15 districts)	Priority																						
	Status																						
	Man Days	10		15	15	5		2	20	5	4		3			2				2		1	
5.0 Information Dissemination		22 MAN DAYS																					
22 total districts	Milestones	M 2.5	M 2.5	O 2.0	S 2.0	O 2.0	D 1.0	D 3.0	O 3.0	J 3.0	D 3.0	D 3.0	F 3.0	F 3.0	M 3.0	J 3.0	M 3.0	J 3.0	M 3.0	D 3.0	M 3.0	J 3.0	M 3.0
	Man Days Field	40	23	55	75	50	15	5	30	8	7	4	8	2	3	8	5	6	9	7	4	8	3
	Man Days Office	25	12	35	40	25	10	3	15	5	4	2	2	1	1	3	2	5	3	5	1	5	1
Total Man Days / District		35		11	5		8		13		6	0		4		7	11		12		13		

Sioux City report was received and adopted by the Board of Education and a proposal for Title IV 405 funds was submitted and approved by the U.S. Office of Education.

Presently Sioux City is at 3.3 on the TAP sheet (Chart III).

The Davenport technical assistance report was submitted to the Board of Education during its regular meeting on April 28, 1971. The Board refused to take the report under consideration but has established a new committee to re-evaluate the desegregation problems of the district. The UES has again been requested to assist the district in its efforts. Davenport is presently at 1.3 on the DSM (Chart III).

The Waterloo Board did not receive its report during this reporting period, therefore no official action has been taken on their project. It is expected the report will be submitted during the early part of the last reporting period.

The technical assistance provided to Council Bluffs, Iowa City, Des Moines, and Cedar Rapids was in the area of information regarding problems of school desegregation and integration and assistance in the development of training programs for staff persons working in buildings in those districts which enroll minority and non-minority students. No systematic desegregation plans have been developed by these districts.

The TAP sheet reflects the position of each of the twenty-two districts selected as prime target areas for this proposal as they are placed on the DSM (Chart I).

CHART III
T A S K A N A L Y S I S P R O J E C T I O N

Legend:

Priorities based on State regional areas.

Status numbers correspond to those found in "System Model for Desegregation."

Man Days refers to actual field days available to service school districts.

Milestone letters refer to calendar months.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
		Des Moines	Cedar Rapids	Davenport	Waterloo	Sioux City	Council Bluffs	Dubuque	Iowa City	Ottumwa	Burlington	Fort Dodge	Mason City	Clinton	Marshalltown	Cedar Falls	Muscatine	West Des Moines	Ames	Bettendorf	Newton	Fort Madison	Veal
1.0 Plan Preparation	Priority	1	2	3																			
	Status	1.1	1.1	1.3																			
	Man Days	4	4	25																			
2.0 Plan Adoption	Priority				1																		
	Status				2.4																		
	Man Days				40																		
3.0 Plan Inservice	Priority					2	3	3	1	5	2	4	4	5	5	3	3	2	2	2	5	3	5
	Status					3.3	3.1	3.1	3.3	3.1	3.1	3.1	3.3	3.1	3.1	3.3	3.1	3.3	3.3	3.3	3.1	3.1	3.1
	Man Days					50	4	0	17	1	0	1	1	0	0	6	0	2	4	2	0	0	0
4.0 Plan Implementation	Priority																						
	Status																						
	Man Days																						
5.0 Information Dissemination	22 M A N D A Y S																						
22 total districts	Milestones	M	M	O	S	O	D	D	O	J	D	D	F	F	M	J	M	J	M	D	M	J	M
	Man Days Field	2.5	2.5	2.0	2.0	1.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Man Days Office	4	4	25	40	50	4	0	17	1	0	1	1	0	0	6	0	2	4	2	0	0	0
		4	3	25	25	35	2	1	6	1	1	1	1	0	0	4	0	1	1	1	0	0	0
		7	0	0	0	85	1	1	23	2	1	2	2	0	0	19	0	3	5	2	0	0	0

IN-SERVICE PROGRAMS

The UES staff assisted the Des Moines, Iowa City, Sioux City, Davenport, Cedar Rapids, and Waterloo school districts in the development and implementation of in-service programs during this period. These in-service programs dealt specifically with problems occasioned by or incident to desegregation. The UES assisted Des Moines, Waterloo, and Sioux City in the development of 405 proposals for funding of in-service training programs. During this period the Sioux City program was funded. The other two were not funded due to lack of positive commitments by local boards. Technical assistance was also provided to other districts in the planning of one day in-service programs dealing with desegregation problems.

SPECIAL PROJECTS

Racial Ethnic Census Report

The Racial Ethnic Census Report was completed and disseminated to all public school districts in the state. Systematic information needed to update this report has been collected and is presently being compiled. A second Racial Census report will be disseminated to all districts during the next contract year.

University Projects

The UES staff served as advisors to the University of Iowa Desegregation Institute staff in the development of institute proposal for funding under Section 404 of Title IV Civil Rights Act. Assistance was also given in the implementation of the final phase of the 1970-71 desegregation institute. Technical assistance was also given to Drake

University in the development of a 404 proposal.

Assistance was also given to other teacher training institutions in the state in the development of ongoing and summer institutes dealing with modification of teacher behavior and curriculum revisions and implementation relating specifically to problems of urban multi-racial areas.

State Board Policy

Policy statements on "Non-Discrimination in Iowa Schools" and "Curriculum relating to Minority Groups" were adopted by the State Board of Public Instruction during this period. Procedures and guidelines for implementation are presently being developed.

SUMMARY

The major accomplishments of the technical assistance programs for this reporting period were: (1) the completion of three technical assistance reports on problems of school desegregation for the following districts: Davenport, Sioux City, Waterloo (2) the assistance given the Sioux City school district in the development of its Title IV 405 grant proposal for an in-service educational program (3) adoption of policy statement on Non-Discrimination in Iowa Schools and Curriculum relating to Minority Groups by the State Board of Public Instruction (4) the approval of the University of Iowa desegregation institute for 50 high school teachers and administrators.

New developments anticipated by the UES staff and those presently underway are: (1) Requests for technical assistance from the Cedar Rapids school district for the development of plans to eliminate the racial segregation in schools (2) The development of guidelines for the implementation of State Board policy on equal educational opportunities (3) Completion, publication and dissemination of updated Racial Ethnic Census Report (4) Continuous dissemination of information on equal educational opportunities and effective programs on school desegregation programs. A staff member will serve as advisory specialist to Sioux City school district desegregation

inservice program. A staff member will work with the University of Iowa's desegregation institute staff in the implementation of its institute on desegregation problems. Review of the Waterloo technical assistance report by the Waterloo Board of Education.

EVALUATION

The UES staff made considerable progress toward completion of the objectives numerated in the technical assistance program proposal. The stated objectives were not, however, completed in all districts. According to the TAP sheet, Charts II and III, progress was made in many of the districts identified for assistance under this contract. The following is an accounting of the progress made for each individual district identified for assistance on the TAP sheet.

There was very little change in the position of Des Moines public school district on the Desegregation System Model (DSM). Des Moines is presently planning for the building of two new elementary schools which could have significant effect upon the racial composition of the district schools.

There were no changes noted by the Cedar Rapids school district. An official request for technical assistance is pending.

The Davenport school district moved from 2.1 to 2.5 on the DSM. However, it was necessary to revert back to 1.3 because of rejection of proposed plans by the Board of Education.

The Waterloo school district progressed from 2.1 to 2.4 on the DSM.

Sioux City has shown the most significant progress toward the completion of the objective as suggested on the TAP sheet. The district progressed from 2.1 to 3.3 on the DSM. Implementation of the district's plans for equalizing the distribution of minority and disadvantaged students at the high school level is expected in September, 1972.

The Council Bluffs school district has continued to work toward providing quality integrated education and has progressed to 3.1 on the DSM.

The following districts were located at 3.1 on the DSM at the beginning of the reporting period. These districts are: Davenport, Iowa City, Ottumwa, Burlington, Ft. Dodge, Mason City, Clinton, Marshalltown, Cedar Falls, Muscatine, West Des Moines, Ames, Bettendorf, Newton, Ft. Madison and Keokuk. Presently Iowa City, Mason City, Cedar Falls, West Des Moines, Ames, and Bettendorf school districts are located at 3.1 on the DSM.

UTILIZATION OF STAFF TIME

Sixty percent of the staff time was spent on the direct technical assistance of two school districts in school desegregation planning. Twenty percent of the staff time was spent in in-service and special projects. The remaining twenty percent of the staff time was spent on working with different divisions of the Department and other governmental agencies on the assurance of proper utilization of Federal funds to deal specifically with problems incident to school desegre-

gation and integration.

BUDGET SUMMARY

The enclosed budget covers expenditures from June, 1968 through May, 1971, with ammendments 1-3. The total amount available for this period was \$137,187.00. The amount of money spent on this project for this period was \$130,550.05, leaving a balance for budget #S6006 rev. of \$6,636.95.

003 Direct Costs (A)

Director of Project
One Consultant
One Consultant
One Secretary

004 Benefits (B)

Ipers
(One Professional, Two Prof., One Secretary)

FICA
(One Professional, Two Prof., One Secretary)

INSURANCE
(One Professional, Two Prof., One Secretary)

005 Printing (F & H)

Duplicating and binding
Publications and Production of Journals

006 In-State Travel (D)

Director
One Consultant
One Consultant
Subsistence and Lodging

007 Out-of-State Travel (D)

Two trips
Subsistence and Lodging

008 Consultants and Conference (D & G)

Outside Consultant
Subsistence and Lodging
Conferences and Workshops

009 Supplies (C)

010 Postage (E)

011 Telephone (E)

015 Books

019 Contractual Services

020 Audio Visual

022 Per Diem (A)

Four outside consultants

* * * * *

003-022 Identified position of Urban Education budget items on the DPI monthly ledger report.

A - Z Identifies the budget items in relation to their position in the Urban Education proposal for technical assistance program on school desegregation.

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Urban Education Section
Grimes State Office Building
Des Moines, Iowa 50319

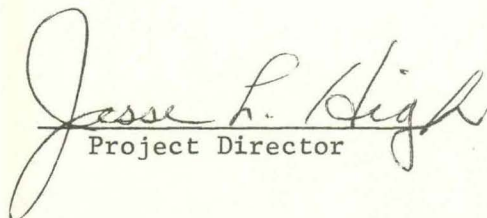
<u>Project No.</u>	S-6006 Rev.	<u>Vendor No.</u>	600200
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	7500215	CAN:	02170093

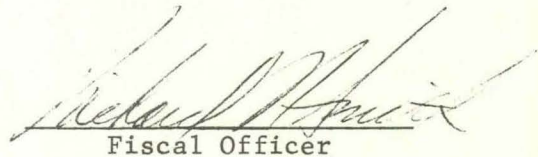
Issued pursuant to: P.L. 88-352, Title IV Sect. 403 and
P.L. 81-152, Title III Sect. 302 (c) (15)

6-24-68 - 5-30-71 w/amends. 1 thru 3

Fiscal year 1969-1971	67,182.00
	<u>70,005.00</u>
Total	137,187.00

Balance as of June 30, 1971 6,636.95


Project Director


Fiscal Officer

FINAL FISCAL REPORT
(1969)

<u>Budget Code</u>	<u>Amount Available</u>	<u>Encumbered Expense</u>
003	\$16,277.70	\$16,277.70
004	773.61	773.61
005	----	----
006	1,403.33	1,403.33
008	2,095.84	2,095.84
009	476.55	476.55
010	134.89	134.89
011	238.79	238.79
012	837.99	837.99
015	88.40	88.40
018	20.89	20.89

Actual expense \$22,347.99

FINAL FISCAL REPORT
(1970)

<u>Budget Code</u>	<u>Amount Available</u>	<u>Encumbered Expense</u>
003	\$22,911.65	22,911.65
004	1,905.82	1,905.82
005	863.09	863.09
006	3,379.78	3,379.78
007	3,386.06	3,386.06
008	1,561.65	1,561.65
009	513.45	513.45
010	177.24	177.24
011	704.36	704.36
014	66.80	66.80
015	142.99	142.99

Actual expense \$35,612.89

FINAL FISCAL REPORT
(1971)

<u>Budget Code</u>	<u>Amount Available</u>	<u>Encumbered Expense</u>
003	\$40,455.54	\$43,537.24
004	2,025.57	2,966.33
005	2,036.91	2,895.73
006	3,820.22	4,612.19
007	1,633.94	924.99
008	3,838.35	5,802.56
009	984.64	966.91
010	322.76	386.80
011	349.64	1,338.02
012	-----	79.70
015	-----	165.42
019	-----	1,338.97
020	-----	24.31
022	1,200.00	7,550.00
	Amount available	\$79,226.12
	Encumbered expense	72,589.17
	Unencumbered balance	6,636.95

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