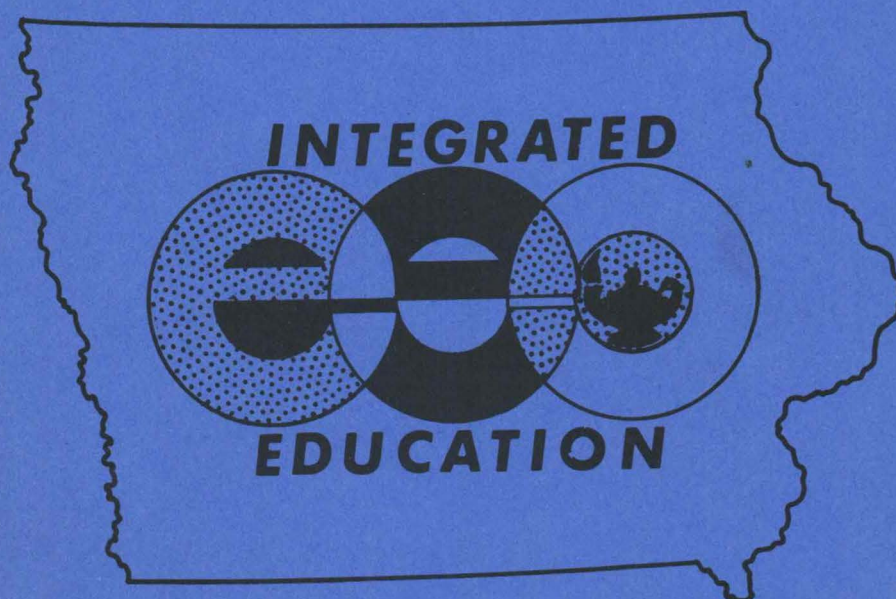


LC
212.22
.I8
T43
1972b

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

PROGRESS REPORT



PROGRESS 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: February 1, 1972

Preface

In accordance with the provisions of Contract Number OEC-08-000316-3798 (037), the Urban Education Section Iowa's Equal Educational Opportunity Unit hereby submits its Progress Report covering the period July 1, 1971 to December 31, 1971.

Jesse L. High
Director

Paul F. Johnston
State Superintendent

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

STATE BOARD OF PUBLIC INSTRUCTION

Mrs. Virgil E. Shepard, President, Allison
T. J. Heronimus, Vice President, Grundy Center
Stanley R. Barber, Wellman
Robert J. Beecher, Creston
Mrs. Richard G. Cole, Decorah
Ronald P. Hallock, West Des Moines
Miss Virginia Harper, Fort Madison
Mrs. Earl G. Sievers, Avoca
John E. van der Linden, Sibley

ADMINISTRATION

Paul F. Johnston, Superintendent of Public Instruction and
Executive Officer of the State Board of Public
Instruction
David H. Bechtel, Administrative Assistant
Richard N. Smith, Deputy Superintendent

Instruction and Professional Education Branch

Don Cox, Associate Superintendent
Jesse L. High, Chief, Urban Education Section

TABLE OF CONTENTS

TECHNICAL ASSISTANCE TO IOWA
PUBLIC SCHOOLS. Page 1

CEDAR RAPIDS. Page 1

DESEGREGATION SYSTEMS MODEL
CHART I. Page 2

TASK ANALYSIS PROJECTION
CHART II. Page 3

CHART III. Page 4

DAVENPORT. Page 5

CHART IV. Page 6

CHART V. Page 7

SIOUX CITY. Page 8

WATERLOO. Page 8

CHART VI. Page 9

CHART VII. Page 10

IN-SERVICE. Page 11

SPECIAL PROJECTS
RACIAL ETHNIC CENSUS REPORT. Page 12
UNIVERSITY PROJECTS. Page 12
STATE BOARD POLICY. Page 12
PUBLICATIONS. Page 13

SUMMARY. Page 14

INTRODUCTION

This report covers the activities of the Urban Education staff for the period beginning July 1, 1971 and ending December 31, 1971.

The major goal of the section is to provide technical assistance to school districts, upon request, in the development, adoption, and implementation of programs to deal with problems incident to school desegregation.

Technical assistance was provided to districts in the development of desegregation plans and in the development of plans for staff training. The Desegregation System Model (DSM) and the Task Analysis Projection (TAP) sheet are being used to project the progress of school districts in the area of desegregation planning.

TECHNICAL ASSISTANCE TO IOWA
PUBLIC SCHOOLS

The major priority of the Urban Education Section (UES) for this reporting period was directed toward completing objective 2.0 on the Desegregation System Model (Chart I) as specified on the Task Analysis Projection Sheet (Chart II).

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

Cedar Rapids
Davenport
Des Moines
Sioux City
Waterloo

CEDAR RAPIDS

Our goal was to complete activities 1.1 through 1.4 under objective 1.0 and 2.1 through 2.5 under objective 2.0 in the Cedar Rapids School District.

At the beginning of this reporting period Cedar Rapids was at 1.1 on the DSM. Activities 1.1, 1.2, and 1.3 were completed during this period (Chart III). However, because of the lack of Board action, activity 1.1 will have to be repeated.

Five percent of the staff time was spent in Cedar Rapids.

DESEGREGATION SYSTEMS MODEL

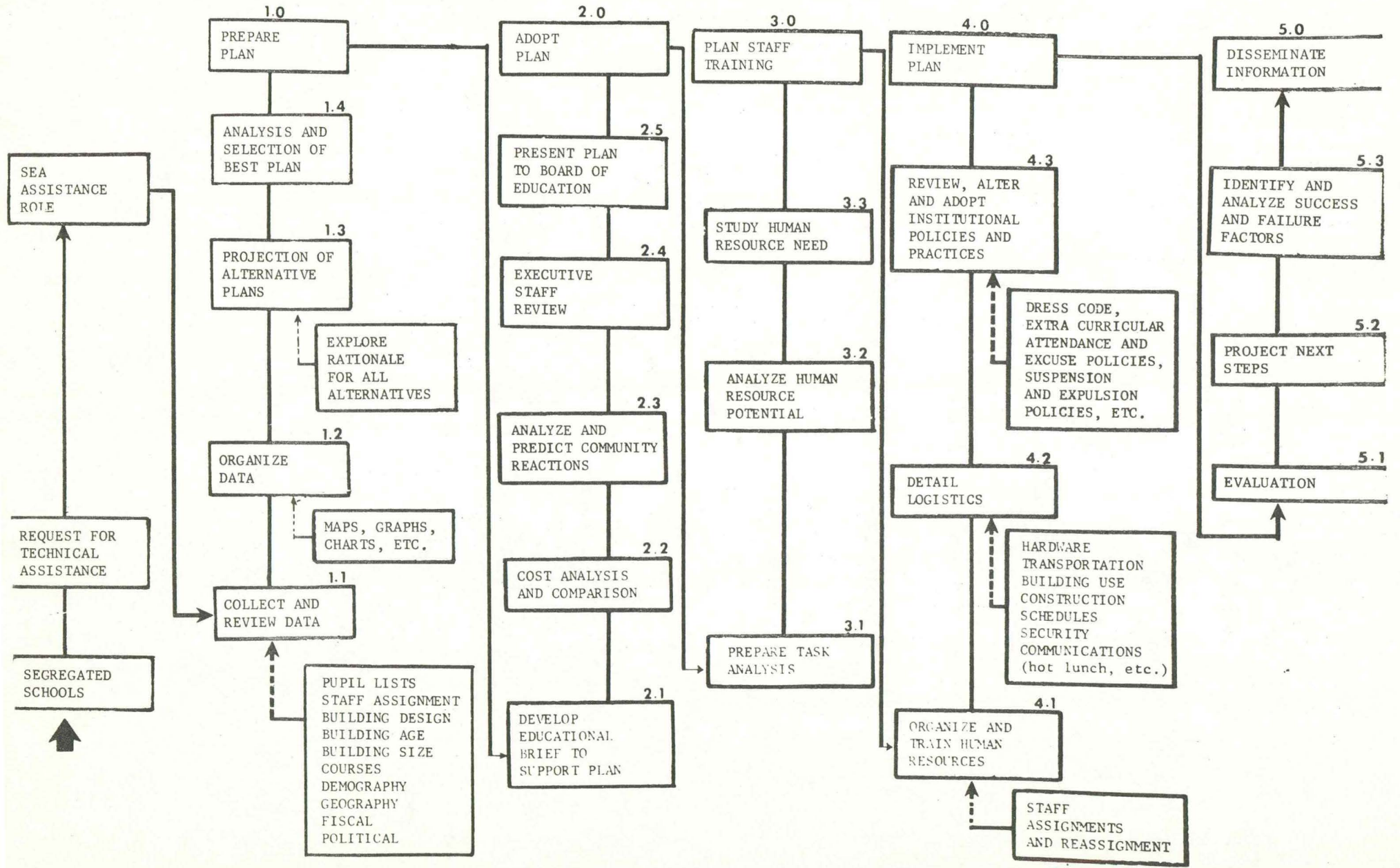
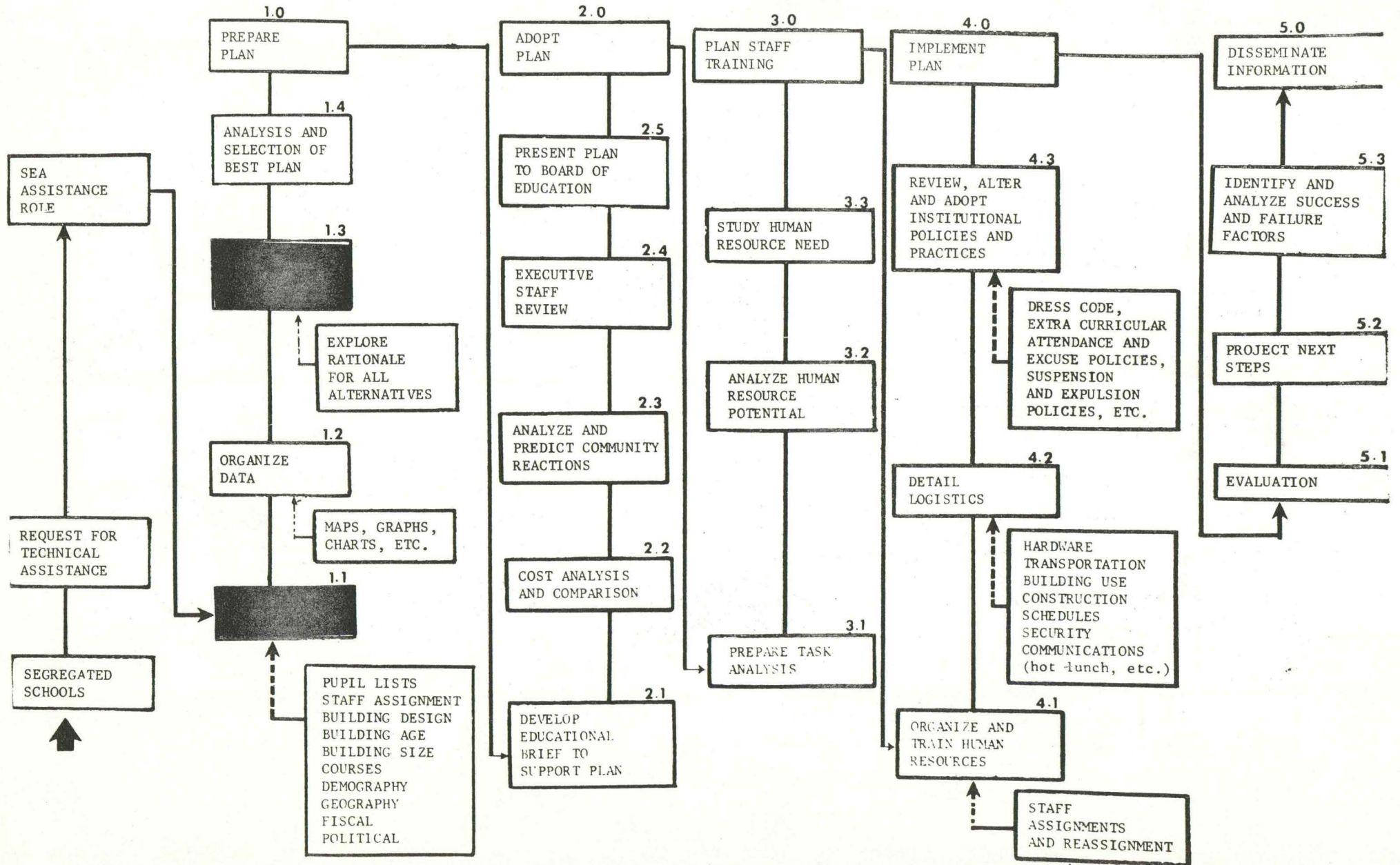


CHART III
CEDAR RAPIDS

DESEGREGATION SYSTEMS MODEL



DAVENPORT

The major goal in Davenport was to complete activity 1.4 under objective 1.0 and activities 2.1 through 2.5 under objective 2.0. The staff was able to complete all of the activities, however, the Board refused to adopt the alternative plans submitted for their consideration. Considering the length of time which has elapsed between the original collection of the enrollment data, it was necessary to reassign the Davenport District to 1.1 on the DSM.

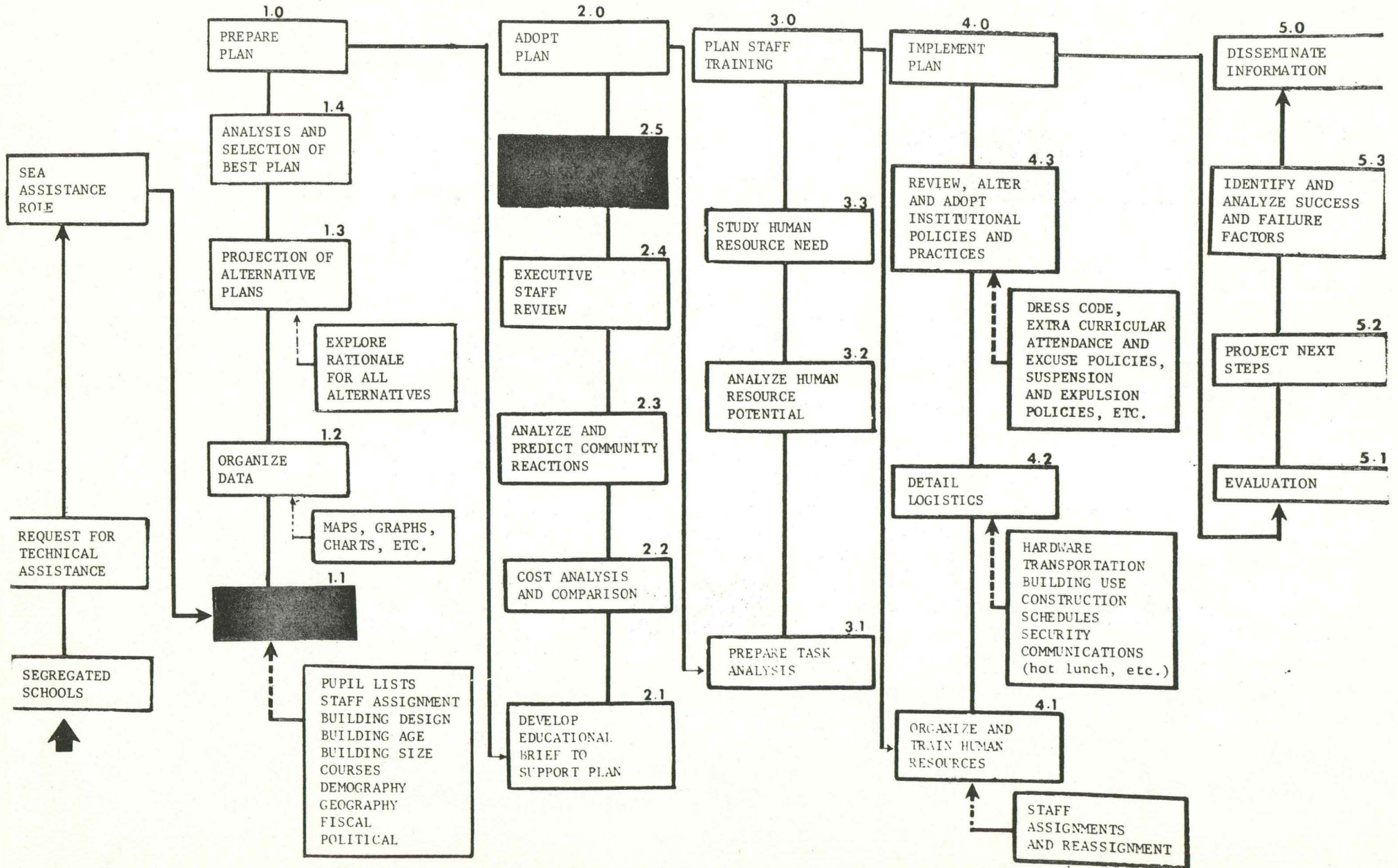
The Urban Education Section staff has continued to work with the district during this period in its efforts to analyze possible alternatives to eliminate racial identifiable schools in its district. A committee of five minority persons and five non-minority persons was organized by the district to continue planning in the area of school desegregation and integration. No official reports were made by this committee during this period. Ten percent of the staff time was spent in this district.

DES MOINES

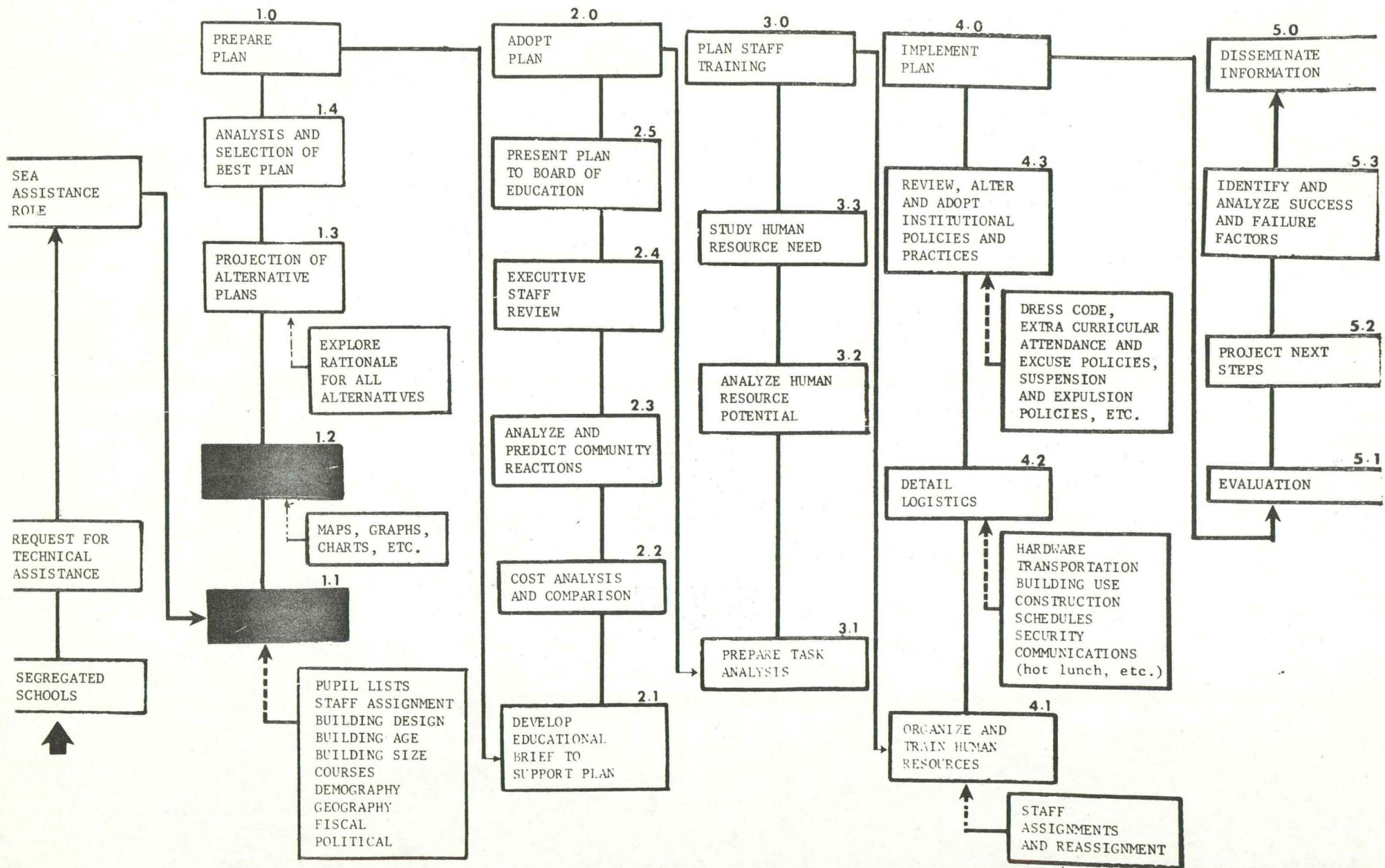
The UES staff's objective was to complete activities 1.1 through 1.4 under objective 1.0 during this period. So far only activities 1.1 and 1.2 have been completed. The major portion of the time spent in the Des Moines System was spent exploring rationales

CHART IV
DAVENPORT

DESEGREGATION SYSTEMS MODEL



4400-B7254-1/72



with the district administration and with community groups.

Activities 1.3 and 1.4 cannot be completed without the necessary commitments from the Des Moines School Board.

Five percent of the staff's time was spent in Des Moines.

SIOUX CITY

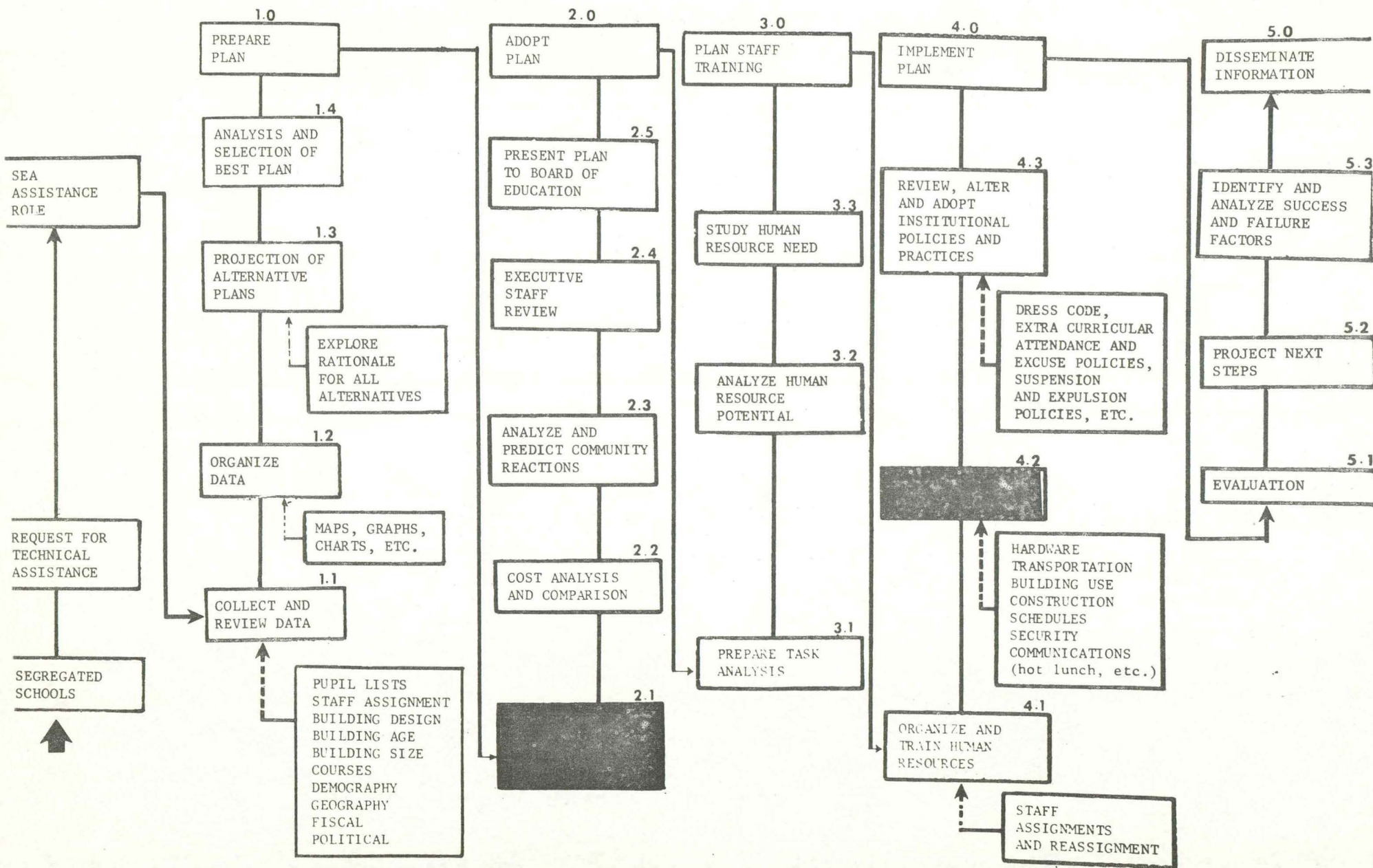
The Sioux City School Board has adopted a plan for the elimination of its racially identifiable high school. The plan called for redrawing of boundary lines so that the minority student population would be equally divided between the three new high schools.

The major portion of the UES staff's time was spent in assisting the district in carrying out activities 3.1, 3.2, and 3.3 under objective 3.0 and activity 4.1 under objective 4.0 (Chart VI).

Twenty-five percent of the staff's time was spent in Sioux City. At the end of this reporting period Sioux City progressed from 2.1 to 4.2 on the DSM, far exceeding the staff's projection on the TAP sheet.

WATERLOO

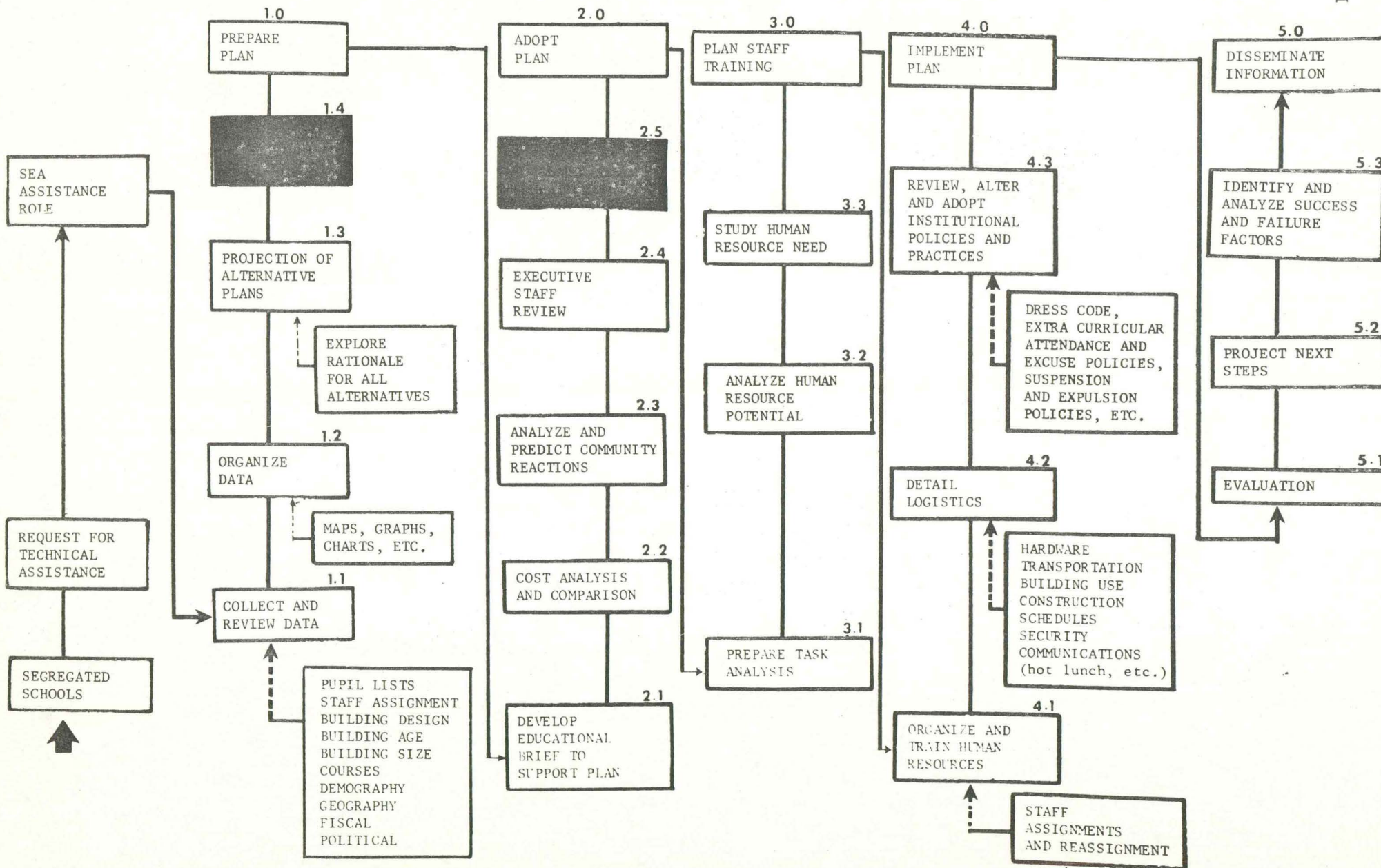
The UES staff assisted the Waterloo schools in the development of alternative plans for eliminating segregation in its schools. The



WATERLOO

DESEGREGATION SYSTEMS MODEL

4400-B7254-1/72



Technical Assistance Report was submitted to the Waterloo School Board in October of 1971. The Board did not adopt the alternative plan during this period but has undertaken the report for study.

The UES staff projected that Waterloo would be at 2.0 on the DSM by September of 1971. The district progressed to 2.5 but the Board did not adopt the plan. It was necessary to reassign the district to 1.4 on the DSM (Chart VII).

Activities 1.1, 1.2, and 1.3 will be reviewed and updated when necessary.

Twenty-five percent of staff time was spent in the Waterloo district.

IN-SERVICE

Technical assistance in the development and implementation of in-service programs was provided to seven districts during this period.

Des Moines	Cedar Rapids
Waterloo	Sioux City
Davenport	Cedar Falls
Iowa City	

The majority of the districts are participating in the Desegregation Workshop at the University of Iowa and are attempting to implement programs for their staff. Sioux City is the only district

that is receiving Title IV funds to implement its program.

Five percent of staff time was spent on this activity.

SPECIAL PROJECTS

Racial Ethnic Census Report

Racial ethnic census data was collected from all school districts during this period. The data has been analyzed for an update of the Racial Ethnic Census Report. The report will be completed and disseminated during the next report period.

University Projects

The staff continued its efforts to work with the University of Iowa's Desegregation Institute staff. The UES staff assisted in the recruitment of participants for the program and has been in attendance during several of the regular scheduled in-service sessions.

State Board Policy

The development of guidelines for the policies adopted by the State Board during the last reporting period were another major goal of the UES staff during this period. A two day conference was held by the UES for the purpose of developing guidelines to be presented to the State Board for approval. The conference was attended by School Board members, school administrators,

teachers, community groups and other legally constituted groups. The final draft of the guidelines should be completed during the next reporting period.

Ten percent of the staff time was spent on special projects.

PUBLICATIONS

Information on school desegregation programs (state and national) is being disseminated to Superintendents, principals, and teachers in the twenty-two districts listed on the TAP sheet.

The publication is entitled "A Challenge To Change."

SUMMARY

The major accomplishments of the technical assistance program for this reporting period were: (1) the completion of objectives 2.0, 3.0 and 4.0 on the DSM in the Sioux City School District (2) the delivery of the Technical Assistance Report to the Waterloo School Board (3) the state wide conference on guidelines for implementing State Board policies. (4) the interest developed in the South Tama School District for a Title IV 405 program (5) information dissemination on desegregation programs, state and national.

New developments anticipated by the UES staff and those presently underway are: (1) the development of guidelines for the implementation of State Board policies on "Non-Discrimination In Iowa Schools" and "Curriculum Relating To Minority Groups" (2) dissemination of updated Racial Ethnic Census Report for 1971-1972 school year (3) request for technical assistance from the South Tama School District.

The remaining 15 percent of staff time was spent on administrative responsibilities and other job related matters.

STATE LIBRARY OF IOWA



3 1723 02059 3802