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Iowa State Plan for Attracting  
and Qualifying Teachers to  
Meet Critical Teacher Shortages

Iowa State Plan for Attracting and Qualifying Teachers  
to Meet Critical Teacher Shortages

Under Part B, Subpart 2 of the Education Professions  
Development Act (Title V of the Higher Education  
Act of 1965)

Submitted by the State of Iowa

Approved by the Iowa State Board of Public Instruction on June 13, 1968

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Lester D. Menke, President  
State Board of Public Instruction

\_\_\_\_\_  
Paul F. Johnston, Superinten-  
dent of Public Instruction

The following to be completed by the Office of Education

Date received by the Office of Education: \_\_\_\_\_

Date on which plan or amendment is effective in the State: \_\_\_\_\_

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STATE PLAN

DISCRIMINATION PROHIBITED -- Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore, Part B, Subpart 2 of the Education Professions Development Act, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law, and with the rules, regulations and orders thereunder issued by the Secretary and signed by the President published at 45 CFR Part 80 to implement it.

IOWA STATE PLAN

(Title V - B - 2 Sections 518-520C)

The State of Iowa, through the Iowa State Department of Public Instruction, hereby submits this plan for attracting and qualifying teachers to meet critical teacher shortages, pursuant to the provisions of Part B, Subpart 2 of the Education Professions Development Act (Title V of the Higher Education Act of 1965), and the Regulations issued with respect thereto.

1.0 State Plan Administration

1.1 Designation of State Agency

The name of the sole agency for administration of this plan is the Iowa State Department of Public Instruction whose official address is: Grimes State Office Building, Des Moines, Iowa 50319.

1.2 Administration

1.21 The official title and address of the officer authorized to submit the State plan is: Paul F. Johnston, State Superintendent of Public Instruction.

1.22 The official title and address of the officer who has legal authority to receive and to have custody of Federal funds is: W. T. Edgren, Assistant Superintendent - Administration.

1.23 The official title and address of the officer who will have authority to authorize expenditures under the State plan is: W. T. Edgren, Assistant Superintendent - Administration.

1.24 The official title of the officer and the sub-administrative unit in the State educational agency which will administer the plan is: Donald V. Cox, Associate Superintendent, Professional Education and Teacher Certification Branch.

- 1.25 The organization of the staff of the State educational agency administering this plan is composed of the associate superintendent, the director, and three education professions development consultants--all members of the Professional Education and Certification Branch. (See organization chart in Appendix 1.25.)
- 1.26 The general composition and method of establishing a State Title V, Part B, Subpart 2, Advisory Committee is as follows: a representative from the staff of each major university in the State offering graduate study, an administrator or supervisor and a teacher from a public school system, and a representative of the general public.

The duties of this Advisory Committee are: (1) to serve in an advisory capacity relating to the development and periodic revision of the State Title V, Part B, Subpart 2 State Plan; (2) to offer suggestions regarding the steps taken to coordinate this State Plan with the various grants made to institutions and agencies within the State in accordance with other provisions of Public Law 90-35; and (3) to recommend the priority rank of applications filed by local educational agencies under this State Plan.

In addition, this Advisory Committee will assist in the preparation of the annual report described herein under 1.5.

- 1.27 The general plan for administration of Part B, Subpart 2 of the Education Professions Development Act is as follows:
- (1) The Iowa State Plan herein described and guidelines based thereon will be sent to each public local educational agency in Iowa.

- (2) Application deadlines for the filing of applications for funds under this plan will be set for each fiscal year.
- (3) Each grant application filed with the Iowa State Department of Public Instruction by a public local educational agency will be evaluated by the Education Professions Development Advisory Committee for conformance with the criteria set forth in this State Plan and all acceptable applications will be ranked in recommended quality order by the Committee.
- (4) The recommended rank order determined in Step 3 above, upon official approval by the Iowa State Board of Public Instruction, will be followed with each project being fully funded to the extent of funds available from Iowa's allocation, provided that no local educational agency shall be reimbursed to an amount in excess of 20 percent of Iowa's allotment of Federal funds under Part B, Subpart 2 of the Education Professions Development Act reduced by allowable State administrative costs. There will be no proration of funds among all public local educational agencies filing applications under this State Plan.

1.3 The State Educational Agency's Authority

The following cited statutes contain matter relevant to establishing the authority of the State educational agency submitting this plan: Code of Iowa, 1966, Sections 257.10(6), 257.18(8), and 283.1.

The sections of the Code of Iowa cited herein specifically authorize

the State Board of Public Instruction, upon the recommendation of the State Superintendent of Public Instruction, to approve plans for cooperating with the Federal government, and to receive and administer (through the Department of Public Instruction) Federal funds appropriated by Congress.

1.4 Program Reviews and Reports

The Iowa State Department of Public Instruction agrees to participate in periodic consultations with the Commissioner and his staff, and to make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under Part B, Subpart 2 of the Education Professions Development Act, and to comply with such other provisions as the Commissioner may reasonably request as to accessibility, correctness, and verification of reports and related documentary information.

1.5 State Administrative Review and Evaluation

The Iowa State Department of Public Instruction will establish the following procedures for an annual review of the administrative and supervisory practices associated with the administration of this plan:

The annual review of the administrative and supervisory practices associated with the administration of this plan will be conducted by the staff assigned to this project as described under 1.25 herein with the advice of the Education Professions Development Advisory Committee. This staff will prepare a report for the U. S. Office of Education, the Iowa State Superintendent of Public Instruction, and the Iowa State Board of Public Instruction. This report will contain a descriptive and evaluative analysis of the operation of this program in the State, and it will include sections with the

following headings:

- (1) development and revision of standards and criteria;
- (2) assessment of criteria for use in determining critical shortages of teachers and teacher aides;
- (3) an assessment of efforts to employ new techniques for attracting and training persons who can stimulate creativity in arts and other skills;
- (4) procedures for approval of program applications;
- (5) provision for State supervisory services and leadership assistance to local educational agencies;
- (6) procedures for dissemination of information; and
- (7) procedures for coordination with other appropriate programs.



## 2.0 Availability of Grant Funds

### 2.1 Allocation to Local Educational Agencies

The policies and procedures to be followed in allocating Federal funds to support local educational agencies are as follows:

The Iowa State Department of Public Instruction, acting on review of local educational agency program applications by the Educational Professions Development Advisory Committee and its recommendations, will rank programs proposed by public local educational agencies in priority order in terms of the degree to which they meet the following criteria for determining crucial or urgent need for teachers and teacher aides, and in terms of the quality and relevance of such programs when matched with the provisions of Part B, Subpart 2 of the Education Professions Development Act and with the following criteria:

- (a) insufficient teaching personnel (which implies excessive pupil population) causing overcrowded classroom conditions;
- (b) high rate of teacher or pupil turnover;
- (c) expanded community services;
- (d) lack of sufficient personnel in subject matter and specialist areas or at grade levels common to secondary schools and elementary schools, and especially in problem schools or locations for which it is difficult to secure qualified teachers; and
- (e) need for teacher aides to increase the effectiveness of classroom teachers.

The ranking of program applications will also be determined by the degree to which they are judged to have quality and relevance.

Criteria for such judgment are:

- (a) A program should provide experiences that are uniquely applicable to persons undergoing a program of preparation (pre-service and in-service) leading toward a successful career in teaching--not a mere stop-gap, emergency situation.
- (b) A program should show adequate commitment of staff time involving administrative and supervisory personnel who will guide the new teachers inducted into the local school system under the conditions of Part B, Subpart 2 of the Education Professions Development Act and this State Plan.
- (c) A program should show that the already-employed teaching staff in the local school system has a positive and cooperative attitude toward the program to the end that it will facilitate meaningful practicum-type experience on the part of the teachers inducted under this plan.
- (d) Every program should provide a practicum situation in order that participants may practice newly acquired skills.
- (e) Programs should include substantive work readily applicable to classroom situations.
- (f) Individual programs should be part of a larger plan to improve the quality of pre-service and in-service training programs generally.
- (g) Evidence of plans to increase the effectiveness of classroom teachers through the recruitment, cooperative pre-service and in-service training, and employment of non-certificated, non-teaching, teacher aides should be present.
- (h) There shall be evidence of commitment to the assignment of fully qualified teachers to serve in arrangements (such as team teaching) that are designed to provide direct supervision

of the teacher trainees recruited, prepared during a pre-service period, and employed in accordance with the conditions of this State Plan.

- (i) A program should be designed to stimulate teacher trainees to view the student and his educational progress as a whole and, to this end, to include opportunities for them to work with small groups and individual students and their parents.
- (j) A program shall include evidence that arrangements have been made with an approved teacher education institution to provide a short-term intensive pre-service training program that will provide preparation, including practicum-type experiences, appropriate for trainees recruited under the conditions of this State Plan. This institution shall also be the one that supplies the personnel from its staff to provide the in-service training on-site visitations as outlined in this State Plan. There shall be evidence that for each person recruited as a teacher trainee, a complete training program will be projected by the cooperating teacher education institution which, when fully completed, will lead to a recommendation for full certification as a qualified Iowa teacher.
- (k) Each program grant application filed by a local educational agency shall be presented in accordance with draft guidelines based on this State Plan and developed by the Iowa State Department of Public Instruction.

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2.2 Equitable Participation

This agency agrees that no person will be denied admission to training programs carried on under this plan because he is preparing to teach or serve as a teacher aide in a private school.

2.3 Fair Hearing for Unsuccessful Local Applicants

The following policies and procedures are established to assure every local educational agency whose application for funds under this plan is denied an opportunity for a fair hearing before the State educational agency:

- (1) Hearing procedures will conform to current practice within Iowa.
- (2) The current practices within the State are:
  - (a) The State Department of Public Instruction will send a written notice to the president of the board of education setting forth the date, time, and place of the hearing.
  - (b) Any appeal must originate with the local board of education and be filed within thirty days of receipt of decision by the State Department of Public Instruction pertaining to the local agency's application for program approval.
  - (c) The applicant must file a formal affidavit setting forth the grounds for particular items of dissatisfaction.
  - (d) Appellants will be given ample opportunity to present written briefs, supplemented by oral statements, before the Appeal Committee.
  - (e) All decisions made by the Department of Public Instruction based on the recommendations of its Appeal Committee

shall be subject to review and approval by the State Board of Public Instruction.

- (f) For the purposes of hearing and receiving appeals of aggrieved applicants under this State Plan, the Department of Public Instruction shall appoint an Appeal Committee whose members shall be exclusive of the membership of the Education Professions Development Advisory Committee.

#### 2.4 Coordination of Programs

The following procedures are designed to assure that appropriate coordination among State, Federal, and local programs will be carried out at State and local levels:

- (1) The Education Professions Development Advisory Committee (see 1.26 herein), together with representatives from each grant or contract program or project provided for in Public Law 90-35 will participate in program coordination activities, exchange information regarding on-going programs and program developments, and make recommendations to the respective programs concerning priorities, avoidance or elimination of duplication and inefficient practices.

In addition, this group will recommend effective ways of concentrating coordinative efforts to carry out broad legislative intent for creative innovative techniques to attract and train for the education profession. (For example, coordination is needed between Title V-A, "Attracting Qualified Persons to the Field of Education" and Title V-B "Attracting and Qualifying Teachers to Meet Critical Teacher Shortages.")

- (2) A member of the staff of the Iowa State Department of Public Instruction will be designated as the Federal-State-Local program coordinator to participate in program planning, determination of program priorities; keep abreast of all on-going Federal-State and local funded programs; and make recommendations to administrators of respective programs relative to determined priorities, duplication of effort and effectiveness.

3.0 Programs to Attract and to Qualify Persons for Teaching

3.1 Eligibility

The criteria to be used in selecting recipients of short-term intensive and subsequent training are:

- (1) Only persons in the community holding the bachelor's degree awarded by an approved college or university and currently otherwise engaged (that is, employed in a field other than teaching or currently unemployed) are eligible to participate in the teacher training programs.
- (2) Persons selected shall have had in their prior collegiate study sufficiently balanced preparation in areas other than professional education courses so that they can, through short-term intensive pre-service training in such courses, and subsequent in-service training while employed to work under closely supervised conditions, and, after such further preparation leading to full certification as may be needed, reach the qualifications for a successful career in teaching in elementary or secondary schools. Only one cycle of pre-service training and supervised in-service training will be funded. Preparation subsequent to the completion of the one fundable pre-service and in-service training cycle will not entitle a person recruited to teaching under this State Plan to a stipend from Federal funds.
- (3) The college training and other qualifications required for persons attracted to a career in teaching under the conditions of this State Plan shall be consistent with existing teacher preparation, certification, and approval standards of the Iowa State Board of Public Instruction.

- (4) Temporary teacher certification shall be issued as evidence of eligibility for employment as a teacher trainee during the school year immediately following the successful completion of an approved short-term intensive training program. During said school year the persons thus certificated undergo subsequent in-service training leading toward becoming fully qualified for a successful career in teaching. Recipients of the first cycle of training and supervised in-service experience who complete additional preparation in order to make progress toward finishing an approved teacher education program to become fully qualified for non-temporary certification will be eligible meanwhile for temporary certification for each subsequent school year, provided that:
- (a) they continue to be re-employed by the local educational agency (public or private) where their first experience under this State Plan took place, and
  - (b) they successfully complete each year at least eight (8) additional semester hours of the preparation selected from requirements they yet need to complete in order to be recommended by the approved institution whose teacher education program which they finally complete to the State Board of Public Instruction for full certification as teachers.
- (5) The program proposed by any local educational agency shall include evidence that those persons successfully completing the short-term intensive training program will be employed (immediately after their completion of such training) in local elementary or secondary schools, public or non-public,



- (4) Temporary teacher certification shall be issued as evidence of eligibility for employment as a teacher trainee during the school year immediately following the successful completion of an approved short-term intensive training program. During said school year the persons thus certificated undergo subsequent in-service training leading toward becoming fully qualified for a successful career in teaching. Recipients of the first cycle of training and supervised in-service experience who complete additional preparation in order to make progress toward finishing an approved teacher education program to become fully qualified for non-temporary certification will be eligible meanwhile for temporary certification for each subsequent school year, provided that:
- (a) they continue to be re-employed by the local educational agency (public or private) where their first experience under this State Plan took place, and
  - (b) they successfully complete each year at least eight (8) additional semester hours of the preparation selected from requirements they yet need to complete in order to be recommended by the approved institution whose teacher education program which they finally complete to the State Board of Public Instruction for full certification as teachers.
- (5) The program proposed by any local educational agency shall include evidence that those persons successfully completing the short-term intensive training program will be employed (immediately after their completion of such training) in local elementary or secondary schools, public or non-public,

under closely supervised in-service training conditions consistent with the provisions of this State Plan.

- (6) Preference should be given to persons who give reasonable evidence of being committed to remain in teaching on a career basis.

### 3.2 Recruitment

The policies and procedures to guide local educational agencies in identifying and encouraging eligible persons to seek admission to the program are as follows:

To respond positively to guidance offered by the Iowa State Department of Public Instruction designed to strengthen the machinery of the local educational agencies for use in recruiting candidates from local communities into local programs by procedures such as:

- (1) appropriate use of mass media (TV, radio, press) as well as printed material;
- (2) coordination with employment agencies and other community service groups;
- (3) public presentations to civic organizations "reaching out" by persons with professional status and reputation, i.e., parent-teacher associations, League of Women Voters, American Association of University Women, service clubs, fraternal organizations, alumni associations, and community health and welfare organizations;
- (4) use of techniques which attract persons otherwise engaged into the teaching profession on a full or part-time basis who can stimulate creativity in the arts and other skills; and
- (5) payment of stipends to trainees during the time they are par-

ticipating in full-time intensive pre-service training.

### 3.3 Standards

The following standards, both qualitative and quantitative, are established for the short-term intensive training programs and for subsequent in-service training activities:

- (1) Persons in the community served by a local educational agency having received approval of its program filed in accordance with this State Plan who (a) are not currently engaged in teaching and are not currently legally qualified for teaching in Iowa, and (b) have bachelor's degrees from approved colleges or universities with preparation backgrounds such that with a necessary and short-term intensive training program as defined herein they could become qualified for a temporary teacher's certificate valid for service as an elementary- and/or secondary-school teacher trainee shall be deemed as eligible to participate in the intensive pre-service training programs and subsequent in-service training programs outlined herein.
- (2) Persons participating in these programs must be bachelor's degree graduates of colleges or universities approved by the Iowa State Board of Public Instruction and, prior to their employment as teacher trainees, must successfully complete not less than one academic semester of intensive resident collegiate preparation in professional education courses (including especially structured practicum-type experiences) leading toward the completion of a teacher education program approved by this State Board and a regular Iowa teacher's certificate.

- (3) The short-term full-time intensive training period shall consist of registration for credit required for certification in courses offered by a college or university approved for teacher education by the Iowa State Board of Public Instruction and this period shall have a duration of not less than one academic semester or its equivalent; however, only one such semester shall be under stipend.
- (4) The local educational agency shall show in its program proposal for approval under this State Plan that provisions for in-service training experiences for each person employed subsequent to short-term intensive training experiences have been made and that they include competently supervised practicum-type on-the-job experiences.
- (5) Qualified persons employed as instructors by any cooperating Iowa college or university approved for teacher education purposes by the Iowa State Board of Public Instruction shall be assigned to conduct the short-term intensive training program and they shall also participate in the supervision of in-service training experiences. In addition, a qualified person employed in an administrative, supervisory, or teaching capacity by the local educational agency operating a program approved under this State Plan shall be given responsibility for managing the in-service training program for the school(s) where the persons involved in this program are employed.
- (6) All programs proposed under the conditions of this State Plan shall describe plans for the appropriate orientation of all persons (college instructors, local administrators, supervisors, teachers) who are involved in the program.

#### 4.0 Programs to Obtain and to Train Teacher Aides

##### 4.1 Expenditures

The Iowa State Department of Public Instruction provides assurance that not more than one-third of the sums expended under this plan will be used to support programs for obtaining the services of and training teacher aides.

##### 4.2 Eligibility

The specific educational and other criteria to be used in assuring that training will be provided only to persons who show promise of being able with appropriate training to serve as teacher aides are:

- (1) minimum age of 16 years;
- (2) possession of high school diploma or high school equivalency certificate;
- (3) evidence of being currently either unemployed or engaged in work other than as a teacher aide;
- (4) evidence of willingness to participate in a teacher aide workshop or other necessary preparation prior to beginning to serve as a teacher aide; and
- (5) statement from an appropriate official of the local educational agency attesting to the fact that, in his judgment, selection has been based on an assessment of those personal qualities essential to success as a teacher aide.

##### 4.3 Recruitment

The policies and procedures to guide local educational agencies in designing programs for obtaining the services of eligible persons as teacher aides are as follows:

- (1) Use should be made of all those techniques listed under 3.2

herein which are applicable to the identification and recruitment of both teachers and teacher aides.

- (2) Use should be made of information available from local anti-poverty agencies indicating persons from disadvantaged backgrounds who give promise of being able to become prepared for successful service as teacher aides.
- (3) Commitments to employ persons initially recruited who successfully complete the teacher aide training program should be extended.

#### 4.4 Standards

The following standards are established for programs to enable recipients of pre-service and in-service training to perform the duties of teacher aides:

- (1) Prospective teacher aides recruited by the local educational agency shall attend full-time a teacher aide workshop of at least four weeks duration prior to being employed as teacher aides.
- (2) Teacher aides shall not serve in any instructional capacity and they shall not be issued any type of teacher's certificate.
- (3) Teacher aides may serve in non-instructional capacities such as these: collecting money; dispensing supplies; keeping records; performing clerical duties--typewriting, duplicating, etc.; accompanying teachers when they take pupils on field trips; giving assistance in school lunch activities and playground activities; assisting teachers within the classroom in non-instructional ways (securing, arranging, and operating audio-visual equipment, for example); and scoring objective tests

according to answer keys provided and recording the results in tabular or graphic form as directed by the teacher.

- (4) Training workshops for teacher aides shall be provided and they shall be designed to:
- (a) orient persons enrolled to school situations.
  - (b) utilize classroom teachers as part of the workshop team.
  - (c) determine the skills that persons enrolled already have that are related to the competencies needed for effective service as non-instructional teacher aides (such as type-writing, operation of duplicating equipment, preparation of visual materials, operation and simple adjustment of audio-visual equipment, handwriting and lettering, completion of various forms and reports, and arithmetic), and provide instruction to develop in these persons those skills in which they are deficient. The local educational agency may establish minimum initial standards as a condition to workshop enrollment, provided such standards are included in the program application.
  - (d) provide instruction relating to and practice in the qualities essential to success in inter-personal relations with special attention to those that are of special significance in school situations.
  - (e) develop attitudes and provide laboratory experiences to foster the development of personal habits and social skills.
  - (f) provide information on teaching as a career and seek to motivate the prospective teacher aides to utilize their experiences as non-instructional school personnel to test

the advisability of choosing to become prepared to enter the teaching profession.

4.5 Effectiveness

To assure that pre-service and in-service programs provide teacher aides with the necessary training to perform duties that will increase the effectiveness of classroom teachers, these policies and procedures will be followed:

- (1) Classroom teachers will be on the instructional team which conducts the pre-service workshops for prospective teacher aides.
- (2) Administrators, supervisors, and teachers attached to the local educational agency operating a program under the conditions of this State Plan shall make provisions--in a series of specially structured meetings--to train classroom teachers to work effectively with teacher aides assigned to them.



5.0 Administration of State Plan

5.1 The procedures established by the State Educational Agency to assure that Federal funds under this program will not supplant State and local funds normally budgeted and made available for programs to attract and train prospective teachers and teacher aides are as follows:

There will be no reduction in the number of professional staff personnel of the Iowa State Department of Public Instruction who are already assigned to the Professional Education and Teacher Certification Branch on account of this State Plan. (See Appendix 1.25 for organization chart.)

Federal funds to the extent available will be used to add consultative service to the staff to discharge responsibilities as outlined herein all relating to Public Law 90-35.

Local educational agencies will be required to show that there will be no decrease in funds from such sources that may already have been expended during the year immediately preceding the year in which Federal funds became available to further the purposes described under Part B, Subpart 2 of the Education Professions Development Act.

The public local educational agency shall include a budget with its application for the approval of a program under the conditions of this State Plan. This budget shall show:

- (1) that the level of funds that Federal monies make available under this program for any fiscal year will, in fact, supplement (and to the extent practical increase) the level of funds from State and local sources for the base year (the year immediately preceding the year in which Federal funds become available) that, in the ab-

sence of such Federal funds, normally would have been budgeted and made available for programs to recruit and train teachers and teacher aides;

- (2) that provision has been made to limit the expenditure of Federal funds for teacher aides to not more than one-third of the total of such funds requested;
- (3) the number of teacher trainees and teacher aides to receive full-time pre-service training with stipends as provided in this State Plan and the total allocation of funds for this purpose;
- (4) the full-time equivalent number of persons assigned according to the conditions of this State Plan from the professional staff of the local educational agency to conduct in-service training activities for teacher trainees and teacher aides and the total allocation of funds for this purpose; and
- (5) the administrative (including clerical) costs of the program to be operated by the local educational agency under the conditions of this State Plan to a maximum of five percent of the total budget request included in the application.

The following schedule for the reimbursement from Federal funds shall be available to local educational agencies whose program applications are approved under the conditions of this State Plan:

- (1) Prospective teacher and teacher aides who participate in full-time pre-service preparation shall be paid from Federal funds, during such period, a stipend of \$75 per week plus \$15 per week for each dependent. The standard tuition (plus a five percent overcharge for administrative costs) of the college or university offering full-time pre-service preparation for each teacher trainee recruited under this State Plan shall be paid from Federal funds. The same arrange-

ment shall apply in the case of any college, university, or community college that conducts a workshop for the pre-service preparation of teacher aides.

- (2) Employed members of the professional staff of the local educational agency shall be assigned to the equivalent of one person for one-fourth time for each five teacher trainees or remaining fraction thereof (recruited under the conditions of this State Plan) for the purpose of providing services associated with the required in-service orientation and training for such persons, and the local educational agency shall be reimbursed from Federal funds to the extent of the excess salary cost thereof.
- (3) The local educational agency shall utilize the services of the instructional staff of the approved college or university which it shall designate as its cooperating teacher education institution to the equivalent of one such person for each four teacher trainees or remaining fraction thereof (recruited under the conditions of this State Plan) for the purpose of providing in-service training for such persons, and federal funds will be provided for this purpose to the extent of \$50 per day plus travel expenses for the equivalent of the services of one such person for each such group of teacher trainees for four required on-site visits per semester during the year.
- (4) The local educational agency which organizes and conducts its own pre-service, four-week workshop for the training of teacher aides shall be entitled to include a maximum of \$1,000 for this purpose.
- (5) Each local educational agency may include up to \$500 in its program budget for the purpose of paying for the services of outside con-

sultants to serve in sessions to train classroom teachers to work effectively with teacher aides assigned to them. (Sec. 4.5(2) herein.)

Members of the Education Professions Development Advisory Committee and the Hearing Appeals Committee provided for under this State Plan will be reimbursed from Federal funds at the rate of \$50 per day plus travel expenses for services rendered.

5.2 Direct State Administration of Programs and Projects

5.21 The Authority of the State Educational Agency to Directly Administer Programs and Projects in Certain Public Elementary and Secondary Schools

Iowa laws do not authorize the State Department of Public Instruction to directly administer programs and projects in certain public elementary and secondary schools. Therefore, there will be no direct state administration of programs and projects under Part B, Subpart 2 of the Education Professions Development Act.

5.3 Duties and Qualifications of State Personnel in Professional Positions

The duties and qualifications of State Professional personnel to administer this program are consistent with those which apply to the general professional staff of the Iowa State Department of Public Instruction. The duties are always implied by the position for which a member of the professional staff is employed. Aside from administrative positions in the Department, the title of most professional staff members is "consultant," for example, teacher education consultant. The general minimum requirements call for applicants to hold a master's degree in an area pertinent to the

position to be held and prior employed school, college, or university experience.

Specifically the persons cited in this State Plan having administrative responsibilities, relating thereto and their preparation is as follows:

- (1) Paul F. Johnston, Superintendent of Public Instruction  
Master's degree in school administration plus additional graduate study
- (2) W. T. Edgren, Assistant Superintendent - Administration  
Master's degree in school administration plus additional graduate study
- (3) Donald V. Cox, Associate Superintendent for Professional Education and Teacher Certification Branch  
Doctor's degree in teacher education
- (4) Orrin Nearhoof, Director, Teacher Education and Certification  
Master's degree plus additional graduate study
- (5) Consultants in Education Professions Development  
Master's degree and prior school experience will be required.

Note: These consultants will be added to the staff of the Iowa State Department of Public Instruction at such time that Iowa's allocation of funds under the Education Professions Development Act becomes sufficient to provide administrative funds adequate for the purpose. In the meantime, the administration of this State Plan must be handled by the persons named above with such assistance as can be given from time to time by other members of the professional staff with interests and competencies related to this program.

5.4 State Administration, Leadership, and Supervision

The program of State administration, leadership, and supervision to be incorporated as a part of this plan will provide the services described in this State Plan to the end that public local educational agencies will be able to take advantage of the opportunities provided by Part B, Subpart 2 of the Education Professions Development Act. The persons specifically enumerated herein by name will participate; additional members of the professional staff of the Department will serve on call for varying lengths of time in matters relating to their areas of specialization; and the Education Professions Development Advisory Committee will be utilized at appropriate times. Consultative services will be provided to officials of local public education agencies as they plan and prepare their applications for grants according to the provisions of the Act and this State Plan. Furthermore, general cooperation designed to assure the successful operation and evaluation of programs approved will be extended by the Department.

5.5 Development of Short- and Long-Term Policies and Procedures for Programs of Local Educational Agencies

The Iowa State Department of Public Instruction will use the following general approval procedure (with revisions as necessary in the light of experience) for making available to local educational agencies program funds for attracting and training teachers and teacher aides:

- (1) Applications for approval of programs consistent with the conditions of this State Plan will be elicited from local educational agencies.
- (2) Procedures and deadlines to be used in submitting applications

for each fiscal year will be established and announced to all school administrators in the State.

- (3) Applications received prior to the deadline will first be objectively checked for completeness and accurate conformance to the conditions set forth in this State Plan. An application which needs it shall be amended by the local educational agency and re-filed with needed corrections made before it is subjected to priority evaluation according to the criteria set forth in this State Plan.
- (4) Applications will be evaluated by competent personnel, specifically the Education Professions Development Advisory Committee.
- (5) Approved applications will be listed in priority order as described in 1.27(3) of this State Plan and the resulting list will be presented to the State Board of Public Instruction for official action.
- (6) Approved applications will be fully funded (to the limit set forth in 1.27(4) herein) until the allocation for Iowa has been exhausted.
- (7) Local educational agencies from which applications have been received prior to the deadline will be supplied with the priority order listing of approved applications together with the cut-off point beyond which funds are not available for the ensuing fiscal year.

5.6 Development, Revision, Dissemination and Evaluation of Standards Relating to Training Programs for Prospective Teachers and Teacher Aids

The Iowa State Department of Public Instruction will take the following steps to assure that appropriate standards are developed

(to include annual review, and revision if necessary) and made available to local educational agencies relative to training programs for prospective teachers and teacher aides:

- (1) assessment by the State educational agency staff of the changes in existing quantitative and qualitative standards for programs to attract and train teachers and teacher aides made possible by this program.
- (2) involvement by the State educational agency of personnel from local school districts and from institutions of higher education in the process of revising standards for pre-service and in-service training.
- (3) consideration of the needs of local educational agencies for staff to develop and administer programs to attract and train teachers and teacher aides.

Flexible and imaginative administration is possible under the conditions of Part B, Subpart 2 of the Education Professions Development Act and this State Plan, and the local educational agency should exhibit such an administrative approach both in the formation of the program application and in its operation. Since, in the final analysis the success of any program approved under this State Plan will depend on the willingness and ability of local educational agencies to adjust their administrative rules and regulations to facilitate training and employment of trainees who have successfully completed the training program, it is expected that consideration will be given to any or all of the following techniques:

- (a) Teacher trainees could work on a part-time basis especially



in a team teaching plan. For example, one might be on duty during the forenoon and another one during the afternoon.

- (b) Team teaching with a master teacher responsible for supervision of the team could be used. This is a sound method for making use of less than fully-qualified teachers in a situation that will minimize the risks of jeopardizing learning for pupils.
- (c) Teacher trainees should receive stipends during the one academic semester or its equivalent in which they are taking full-time, intensive, short-term, pre-service training.
- (d) Teachers supervising trainees should receive additional compensation for this extra and valuable service.
- (e) Teacher trainees and teacher aide trainees should be given some official document testifying to their successful completion of the pre-service training program.
- (f) Teacher trainees should be encouraged to participate in the professional activities of the regular teachers in the schools to which they are assigned. This includes staff meetings, teacher and professional meetings. Trainees should be given opportunities to see different school and classroom activities (extra-curricular) and (co-curricular), for meeting and conferring with guidance counselors, school social workers, psychologists, music directors, physical education teachers, health workers and maintenance staff.
- (g) Opportunities should be provided for teacher trainees and teacher aides to offer suggestions for improvement of programs. This will encourage trainee involvement and develop

perceptivity.

- (h) Teacher trainees and teacher aide trainees once employed should be given the same rights and privileges offered regular staff.
  - (i) The administration should be aware of possible teacher resistance to teacher aides and take steps to develop an accepting teacher attitude towards them and how to use them constructively.
  - (j) Regular teachers should receive training in the use of teacher aides. This should include meetings limited to regular teachers and joint meetings with teacher aides.
  - (k) The duration of in-service training programs (minimum and maximum period) for teachers and teacher aides should be determined. Upon the successful completion of these programs the trainees should become regular employees of the school system and their salary is adjusted accordingly.
  - (l) Maximum use should be made of college and university resources for in-service programs.
  - (m) A training and counseling process which will provide teacher aides who, as a result of motivation resulting from their pre-service and in-service training and experience, become interested in attaining professional teacher status with a viable plan for completing an approved teacher education program should be established.
- (4) The apparent success of trainees recruited under the conditions of this State Plan will be evaluated through reports of persons (such as local administrators, supervisors, and teachers; college instructors who participate in the in-service phase; and personnel of the Iowa State Department of Public Instruction)

closely associated with the various programs will be determined.

- (5) The data relating to the effectiveness of the program will be derived primarily from written annual reports required of each participating local educational agency and from informal and formal consultation between staff personnel of the Iowa State Department of Public Instruction and local and college personnel, trainees, and school patrons all conducted on the basis of as many contacts as staff resources permit.

## 5.7 Evaluation and Dissemination

5.71 Provisions for the evaluation of local programs approved and operated under this State Plan are as follows:

- (1) The degree to which the persons recruited for service as teachers and teacher aides actually complete the pre-service and in-service training outlined by each local program will be determined.
- (2) The degree to which these persons accept employment during the in-service period in positions for which they were prepared during the pre-service period will be ascertained.
- (3) The degree to which trainees recruited under this State Plan persist in needed additional preparation and continue to remain employed after the completion of the first pre-service and in-service cycle will be checked.

5.72 Dissemination of information concerning local programs will be accomplished in the following manner:

- (1) Periodic reports will be made to the State Board of Public Instruction, and this same information will always be made available to the public through the usual press services.

- (2) Articles giving information about local programs operated under this State Plan will be carried from time to time in the Educational Bulletin, the monthly organ of the Iowa State Department of Public Instruction.
- (3) Reports will be included periodically in the Department's Weekly Press Release which is sent to each newspaper in the State.
- (4) Material will be supplied as a basis for "feature stories" in newspapers of the State.
- (5) Articles will be prepared from time to time for possible use by Midland Schools, the periodical of the Iowa State Education; the same will be done for publications of the Iowa Association of School Boards and the Iowa Congress of Parents and Teachers.
- (6) The Newsletter, published on occasion by various branches, divisions, and sections of the Department will be utilized.
- (7) Members of the staff of the Department will disseminate information in their contacts at meetings of educators, service and professional groups, and lay persons in general.
- (8) Persons in local schools and participating colleges and universities, and also the trainees involved in the programs will be encouraged to speak and write regarding their experiences and give reactions as to the effectiveness of the programs with which they have been associated.
- (9) In all cases emphasis will be placed upon the dissemination of information relating to significant innovations, creative approaches, or exemplary programs that have emerged from these programs.

6.0 Fiscal Procedures

6.1 Federal Payments to State

- (a) The Commissioner will determine the amount of Iowa's allotment in accordance with the provisions of Section 519 of the Act.

From the sums appropriated under Part B, Subpart 2, Education Professions Development Act, after having reserved 3 percent thereof for purposes indicated in Section 519(a), the U. S. Commissioner of Education will ". . . allot to each State an amount which bears the same ratio to the total of such sums as the number of children enrolled in the public and private elementary and secondary schools of the State bears to the total number of children so enrolled in such schools in all the states."

Payments will be made only in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

- (b) Federal funds will be paid to states in accordance with Department of Health, Education, and Welfare-Office of Education **Letter of Credit** procedures. Neither the approval of the State Plan, the issuance of a Letter-of-Credit, the approval of withdrawals thereunder, nor the making of any direct payments to the State shall be deemed to waive the right or duty of the Commissioner to withhold funds by reason of the failure of the State to observe any Federal requirements set out in the act or regulations related thereto or any other relevant Federal Act or Order, either before or after such administrative action respecting payment.

6.2 Allotment Availability

Federal allotments to a State under the Act are available with respect to eligible expenditures during the Federal fiscal year for which funds are allotted.

Federal funds granted to a State under this part shall remain available until August 31 following the fiscal year in which such amounts were allotted to the State, for programs and projects approved by the State during that fiscal year. Local projects must be approved at the State level prior to July 1st. The August 31st date for terminating local expenditures is to facilitate the completion of summer projects. Funds obligated prior to August 31 also may be spent after that date; however, the State must show cause if such obligations are not carried out. If for example, funds had been obligated for the purchase of equipment and the order was cancelled, the funds so obligated would revert to the U. S. Office of Education.

6.3 Reallotments

(a) General. The amount of any State allotment under this part for any fiscal year which the Commissioner determines will not be required for such fiscal year shall be available for reallotment, from time to time, or such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under this part for that year but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such years and the total of such reductions

shall be similarly reallocated among the States whose proportionate amounts were not so reduced.

- (b) Statements of Anticipated Need. In order to provide a basis for reallocation by the Commissioner under this part, Iowa shall, if requested, submit to the Commissioner by such date or dates as he may specify, a statement or statements showing the anticipated need during the current fiscal year for the amount previously allotted, or any amount needed to be added thereto. Such further information as the Commissioner may request for the purpose of making reallocations shall be reflected in such statement.

6.4 Custody and Expenditures of Funds

W. T. Edgren, Assistant Superintendent - Administration, Iowa State Department of Public Instruction, is hereby designated as the officer who will receive and have custody of funds granted to the State under this part, who will pay to State and local educational agencies the amounts distributed to them, and who will pay the amounts expended by the State educational agency for the performance of its duties.

6.5 Use of Federal Funds and Liquidations of Obligations by State or Local Educational Agencies

- (a) Federal funds made available under Part B, Subpart 2, Education Professions Development Act, to the Iowa Department of Public Instruction for administration of this State Plan will remain available for such use until the close of each current fiscal year.
- (b) A use of funds by the Iowa State Department of Public Instruc-

tion or local educational agency under this State Plan will be determined on the basis of documentary evidence of binding commitments for the acquisition of goods or property, or for the performance of work. However, the use of funds for personal services, for services performed by public utilities, for travel, and for the rental of equipment and facilities shall be determined respectively on the basis of the time such services were rendered, such travel was performed, and such rented equipment and facilities were used.

- (c) Federal funds supplied to the Iowa State Department of Public Instruction in accordance with this State Plan shall not be available for use with respect to binding commitments prior to the effective date of the State Plan.
- (d) Federal funds granted to the Iowa State Department of Public Instruction (as provided under Part B, Subpart 2, EPDA) shall remain available until August 31 following the fiscal year in which such amounts were allotted to the State, for programs and projects approved at the State level prior to July 1st. The August 31st date for terminating local expenditures is to facilitate the completion of summer projects. Funds obligated prior to August 31 also may be spent after that date; however, the State must show cause if such obligations are not carried out. If, for example, funds had been obligated for the purchase of equipment and the order was cancelled, the funds so obligated would revert to the U. S. Office of Education.
- (e) The Iowa State Department of Public Instruction may utilize Federal funds from appropriations for two fiscal years to



support a single project if discrete portions of the project are earmarked to be funded from allotments (resource) for specific years. However, the intention to use funds in this manner must be set out in advance. All personal services must end on August 31.

- (f) Obligations entered into by the Iowa State Department of Public Instruction and local educational agencies and payable out of funds under Part B, Subpart 2 of the Act shall be liquidated no later than the end of the fiscal year following the fiscal year in which such funds are made available for use by such agencies unless prior to the end of that following fiscal year the State educational agency reports to the Commissioner the reasons why such obligations cannot be timely liquidated and, on the basis thereof, the Commissioner extends the time for so liquidating obligations.

#### 6.6 Proration of Costs

Funds made available under Part B, Subpart 2, EPDA shall be used only with respect to that portion of any expenditure which is attributable to an activity under this State Plan.

A separate account will be established by the Iowa State Department of Public Instruction with the Iowa State Comptroller to be used in prorating total expenditures to determine those Federal funds attributable solely to activities under this State Plan. The Iowa State Department of Public Instruction shall describe its projected program under this State Plan in a report submitted to the Commissioner for each fiscal year and this description shall include the prorated expenditures for salaries to be attri-

butable to State Plan activities. The Department will also maintain records (documented on an after-the-fact basis) to substantiate the proration of expenditures with respect to applicable items such as salaries, travel, rent, and equipment.

6.7 Retention of Records

- (a) General Rule. The Iowa State Department of Public Instruction and each local educational agency receiving Federal funds under Part B, Subpart 2, EPDA shall keep accessible and intact all records supporting claims for Federal funds under said Part or relating to accountability for the expenditure of such funds:
- (1) for five years after the close of the fiscal year in which the expenditure was made or;
  - (2) until the Iowa State Department of Public Instruction is notified that such records are not needed for administrative review whichever is later.
- (b) Questioned Expenditures. The records involved in any claim or expenditure which has been questioned at the time of audit shall be maintained until necessary adjustments have been made and such adjustments have been reviewed and approved by the Department of Health, Education and Welfare.
- (c) Inventories of Equipment. The Iowa State Department of Public Instruction and each local educational agency receiving funds in connection with this State Plan shall maintain inventories of all equipment acquired by it with funds under this part and costing \$100 or more per unit for the expected useful life of the equipment or until it is disposed of. The Department will be responsible for having available in its

office information sufficient for a determination of whether such equipment continues to be used for a purpose provided for under the Act.

- (d) All proceeds from the sale of property being inventoried pursuant to the provisions of this section, and the net proceeds from the rental of such property, shall be credited to the Federal Government.

#### 6.8 Adjustments

The Iowa State Department of Public Instruction in its maintenance of program expenditures, accounts, records, and reports shall make promptly any necessary adjustments in its records to reflect refunds, credits, underpayments, or overpayments, as well as any adjustments resulting from Federal or State administrative reviews and audits. Such adjustments shall be set forth in the Iowa State Department's financial reports filed with the Commissioner.

#### 6.9 Interest on Federal Funds

In the event that interest is earned on Federal funds, such interest earnings shall be refunded to the U. S. Office of Education. The Iowa State Department of Public Instruction shall submit as a part of each annual financial report a statement showing the amount of interest earned on Federal funds by the State and participating agencies during that fiscal year.

#### 6.10 Financial Reports

The Iowa State Department of Public Instruction shall submit, in accordance with procedures established by the Commissioner:

- (a) Following the end of the fiscal year, a report of the total ex-

- penditures made under the plan during the fiscal year; and
- (b) Such other reports as are periodically needed to account properly for funds.

6.11 State Fiscal Control and Audit

- (a) The Iowa State Department of Public Instruction will, for itself and each local educational agency participating in this State Plan, provide for such fiscal control and fund accounting procedures as may be necessary for the proper disbursement of funds paid to the State, and by the State to local educational agencies, under Part B, Subpart 2, EPDA.
- (b) Audit agencies representing the Department of Health, Education, and Welfare will audit the program records available at the Iowa State Department of Public Instruction to determine whether the Federal program funds have been properly accounted for and administered. Audit reports of the participating agencies and State review and other control procedures will be evaluated to determine the adequacy of information upon which to base the audit findings. Only where the available information is deemed to be inadequate will the auditor arrange, through the Iowa State Department, to audit the records of the participating agencies.
- (c) All expenditures by local educational agencies of Federal funds granted under Part B, Subpart 2, EPDA shall be audited either by State auditors or by other licensed or C.P.A. auditors. The Iowa State Department of Public Instruction shall, with due regard for Federal auditing requirements, provide for appropriate audit standards for that purpose. The results of such audits shall be used to substantiate the Iowa State Department's records and shall be made available to Federal

auditors. Federal auditors shall be given access to such records or other documents as may be necessary to substantiate the results of such audits.

6.12 Copyrights and Patents

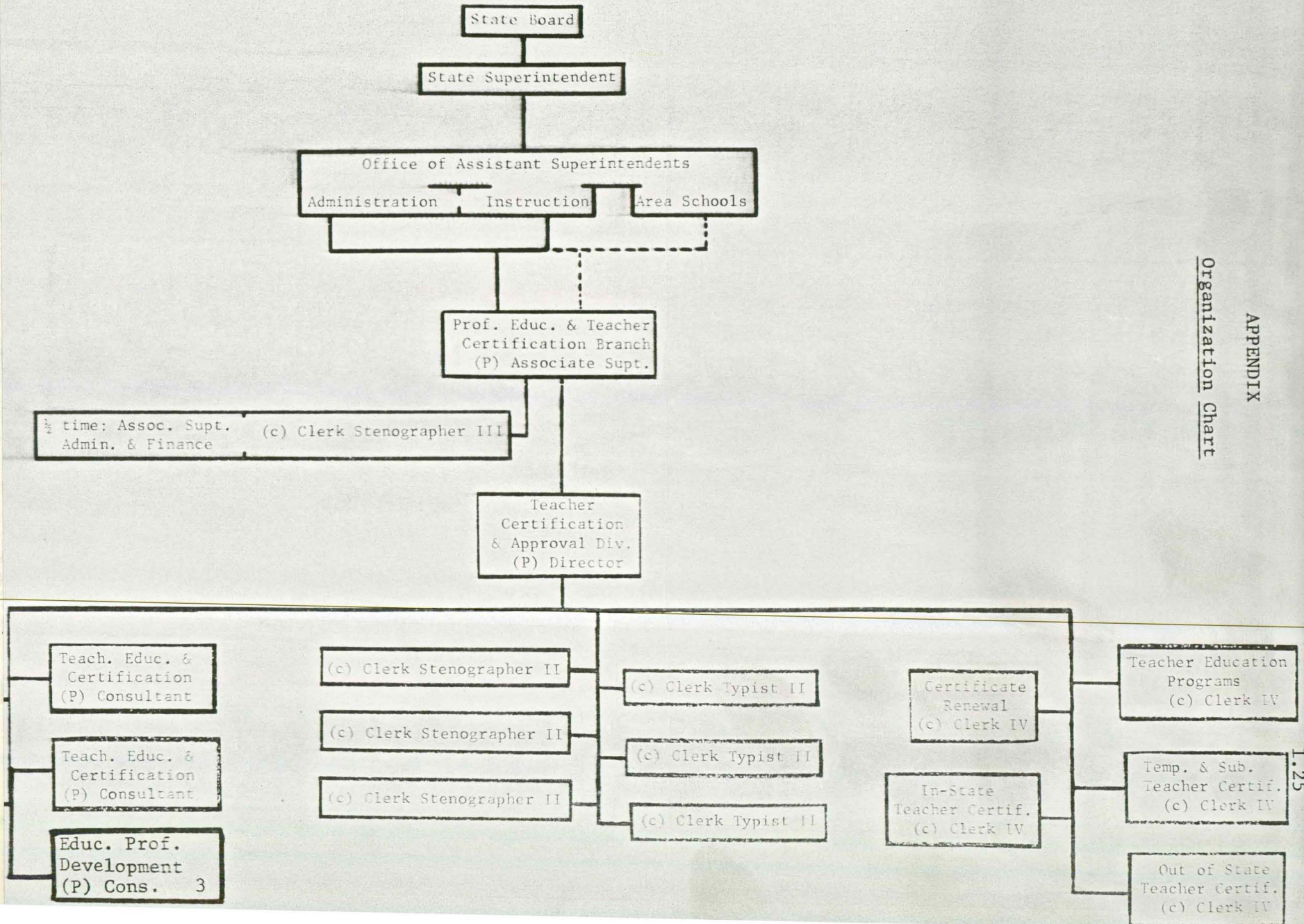
- (a) Any material of a copyrightable nature produced through a project with financial assistance under this part shall be subject to such copyright policy of the U. S. Office of Education as is in effect at the time.
- (b) Any material of a patentable nature produced through financial assistance under this part shall be subject to the provisions of 45 DFR Parts 6 and 8. (BOB letter dated December 3, 1964 to Register of Copyrights and 28 F.R. 10943, October 12, 1963)

State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION

ORGANIZATION CHART FOR  
PROFESSIONAL EDUCATION AND TEACHER CERTIFICATION BRANCH

Organization Chart

APPENDIX



Text of Cited Statutes in Code of Iowa, 1966

"Section 257.10 Specific powers and duties\*. It shall be the responsibility of the state board to exercise the following powers and perform the following duties:

\* \* \* \* \*

"6. Approve plans when submitted by the state superintendent of public instruction for cooperating with the federal government whenever it may find it desirable to do so, and provide for the acceptance and the administration of funds, subject to the approval of the legislature, which may be appropriated by Congress and apportioned to the state for any or all educational purposes relating to the public school system and for the acceptance of surplus commodities for distribution when made available by any government agency.

"Section 257.18 Responsibilities of superintendent. It shall be the responsibility of the state superintendent of public instruction to exercise all powers and perform all duties hereinafter listed; provided, in those categories where policies are to be initiated by the superintendent and approved by the state board, such policies are to be executed by the superintendent only after having been approved by the state board.

\* \* \* \* \*

"8. Recommend ways and means of cooperating with the federal government in carrying out any or all phases of the educational program relating to the state system of public education in which, in the discretion of the board, cooperation is desirable. Recommend policies for administering funds which may be appropriated by Congress and apportioned to the state for any or all educational purposes relating to the public school system, and execute such plans as adopted by the state board.

"Section 283.1 Federal funds accepted. The state board of public instruction is hereby designated as the 'state educational authority' for the purpose of accepting and administering such funds as may be appropriated by Congress for educational purposes and all such funds shall be deposited with the treasurer of state and disbursed through the office of state comptroller on vouchers audited as provided by law. When state matching funds are required as a condition to the acceptance of such federal funds, the state board of public instruction is authorized to make expenditures for matching only from funds provided by the legislature for such purpose; provided, however, that when federal funds may be matched with expenditures from funds appropriated for the general operation of the department of public instruction such may be done with the approval of the budget and financial control committee."

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\* The board referred to here is designated in earlier sections as the State Board of Public Instruction.



