

STATE PLAN
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
Title III

I the undersigned authorized official for the Iowa State Department of Public Instruction do hereby agree and assure that this State Plan for Title III of the Elementary and Secondary Education Act of 1965 in which Federal funding is being requested for the Fiscal Year ending June 30, 1971 will be administered in accordance with the following provisions:

1. Funds under said Title III, except funds under Section 307(b), will be expended for grants solely except as specified in paragraphs 2 and 3 below, to local educational agencies for programs and projects for the improvement of education in the State under the following described program, which sets forth (a) the educational needs in the State, (b) the basis for the State's determination of such needs, and (c) the manner in which funds under said Title III will be used in meeting such needs: "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically sections 2.3.1 (revised), 2.3.2 (revised), 2.3.8, 2.3.17, 2.3.18, and 2.3.20."
2. The following program for testing students in the elementary and secondary schools of the State or in the junior colleges and technical institutes of the State, describes the means of testing, including the types of tests and grade levels of students. (Private school students will be served on a basis comparable to public school children except as expressly noted in item 16 hereof.): See Appendix I
3. The following program of guidance and counseling is designed to improve services at the appropriate level in the elementary and secondary schools or junior colleges and technical institutes of the State, including students enrolled in private schools to the extent required by item 17 hereof: See Appendix II
4. There are set forth below the administrative organization, procedures, and qualifications of all staff members required for the administration of this State Plan: "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically sections 1.2, 2.2, and 2.2.1."

5. The criteria to be used for achieving an equitable distribution of assistance under said Title III in the light of the size and population of the State, the geographic distribution and density of the population within the State, the relative need for such assistance of persons in different geographic areas and in different population groups within the State, and the financial ability of local educational agencies serving such persons to provide such services and activities, are as follows: "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically section 2.3.7."
6. Special consideration will be given to an application by a local educational agency that is making a reasonable tax effort but is nevertheless unable to meet critical educational needs including preschool and bilingual education because of overcrowded, obsolete, or unsafe school facilities. "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically sections 2.3.3 and 2.3.3.1."
7. In approving applications under this State Plan, the State agency will give special consideration to programs and projects planned with the use of funds under said Title III. "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically section 2.3.16 (amended State Plan)."
8. The following effective procedures have been adopted for the evaluation by the State advisory council at least annually, of the effectiveness, for the purposes intended, of programs and projects funded pursuant to this State Plan, for appropriate dissemination of the results of such evaluations and other information pertaining to such programs or projects, and for adopting, where appropriate, promising educational practices developed through such programs or projects: "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically sections 2.1.2, 2.3.11, 2.3.12, 2.3.13, and 2.3.14."
9. Not less than 50 percent of the funds received for carrying out this State Plan will be used to plan innovative and exemplary programs and activities, including pilot projects designed to test the effectiveness of such plans, or to establish and expand exemplary and innovative educational programs for the purpose of stimulating the adoption of new educational programs, including special programs for handicapped children in the schools of the State.
10. Not less than 15 percent of the funds received for carrying out this State Plan will be used for special programs or projects for the education of handicapped children.
11. The following policies and procedures will be applied to assure that funds under said Title III will not be so commingled with State or local funds as to lose their identity as Title III funds and will be so used as to supplement and, to the extent practical, increase the

fiscal effort that would, in the absence of such Title III funds, be made by that local educational agency for educational purposes: "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically sections 2.3.4, 2.3.23, and 2.3.24."

12. The following fiscal control and fund accounting procedures will assure proper disbursement of and accounting for funds paid to the State under said Title III: "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically sections 3.0, 3.1, 3.1.1, and 3.1.2."
13. The State agency, in determining the eligibility of any local educational agency for State aid or the amount of such aid, will not take into consideration grants to that agency of funds under said Title III.
14. The State agency will make to the U.S. Commissioner of Education an annual report and such other reports, in such form, and containing such information, as the Commissioner of Education may reasonably require to carry out his functions under said Title III and to determine the extent to which funds under said Title III have been effective in improving the educational opportunities of persons in the areas served by the programs or projects supported under this State Plan and in the State as a whole, including the reports of evaluations referred to in paragraph 8 above, and for keeping such records, and for affording the U.S. Commissioner such access thereto, as he may find necessary to assure the correctness and verification of such reports.
15. Final action other than one of approval will not be taken regarding the disposition of any application (or amendment thereof) by a local educational agency without first affording that agency reasonable notice and opportunity for a hearing with respect to such a disposition. "Incorporated by reference to the FY 1970 Title III, ESEA State Plan on file in the U.S. Office of Education; specifically section 2.3.22."
16. The State has the legal authority, except as expressly noted below, to provide with respect to children enrolled in private schools for their participation in the programs under this State Plan.

State authority granted by Attorney General
Scalise Opinion of April 14, 1966

17. The State agency assures that, to the full extent of its legal authority indicated in item 16 hereof, it will approve an application (or amendment thereof) from a local educational agency for a program or

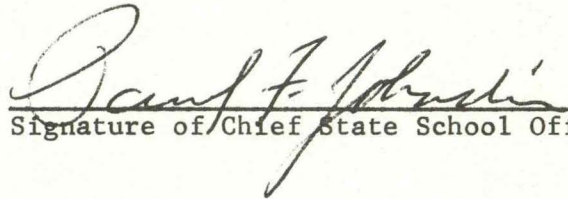
project under this State Plan (including guidance and counseling programs or projects) only if it has determined that such application, to the extent consistent with the number of children enrolled in nonprofit private schools in the area to be served whose educational needs are of the type provided by the program or project, makes provision for the effective participation of such children on an equitable basis.

18. The amount of State aid actually paid by the State to, or in behalf of, local educational agencies during the Fiscal Years 1969 and 1970 is as follows:
 - a) Amount of State aid paid during FY 1969 149,603,625.00
 - b) Amount of State aid paid during FY 1970 154,198,182.00
19. The State educational agency will expend for purposes of V-A of the National Defense Education Act of 1958, an amount at least equal to fifty percent of the Fiscal Year 1970 funds expended for these purposes.
20. The State agency assures that it will, in carrying out this State Plan, comply with all the provisions of said Title III and the regulations of the U.S. Commissioner of Education pursuant thereto.
21. Assurance is hereby given that in accordance with Title VI of the Civil Rights Act of 1964 (42 U.S.C 2000d et seq.) and the Regulation issued thereunder by the Department of Health, Education, and Welfare (45 CFR Part 80) no individual shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this plan.

The State agency has established and will maintain methods of administration to assure that each program or activity for which it received Federal financial assistance will be operated in accordance with the preceding paragraph of this statement. The State agency will amend its methods of administration from time to time as necessary to carry out the purposes for which this statement is given.

The State agency recognizes and agrees that Federal financial assistance will be extended in consideration of, and in reliance on, the representations and agreements made in this statement, and that the United States shall have the right to seek administrative and judicial enforcement thereof.

22. This Plan has been submitted to the Governor for his review. His comments or a statement that no comments have been made is attached. The State agency assures that any amendment to this Plan, as well as projections or other periodic reports required under the program, will also be submitted for the Governor's review, and comments, if any, will accompany the amendments or other required program materials when they are submitted to the U.S. Commissioner of Education.



Signature of Chief State School Officer

June 12, 1970

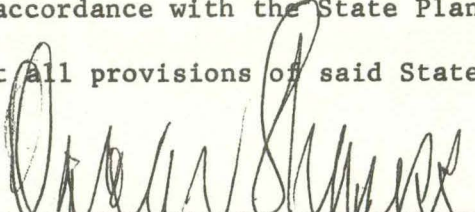
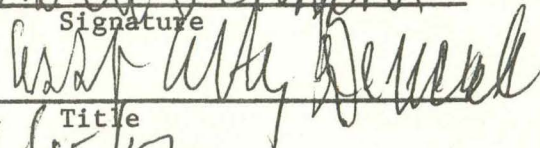
Date

Certificate of Attorney General or other Appropriate State Legal Officer

I, Oscar Strauss, hereby certify that the State
Legal Officer

Educational Agency named in the attached State Plan for Title III of the
Elementary and Secondary Education Act of 1965, is the agency responsible for
the administration of said State Plan; that said State Agency has authority
under State law to develop, submit, and administer, either directly or through
arrangements with other State or local public agencies, the State Plan; that
this State has authority under State law to carry out the State Plan as set
forth therein, and has authority except as expressly set forth in the State
Plan to provide for the participation with respect to children enrolled in
nonprofit private schools in programs under the State Plan; State Treasurer
or _____ has authority under
(Title of Officer other than Treasurer)

State law to receive, hold, and disburse in accordance with the State Plan
funds received under said Title III, and that all provisions of said State
Plan are consistent with State law.


Signature

Title
6/15/70
Date

Approved by:

U.S. Commissioner of Education

Date

4.0 - Testing Program

4.1 - Objectives

The objective of the testing program is to provide appropriate testing which will enable all pupils to receive the maximum assistance from their guidance and counseling program. This program shall: (a) provide such information about the aptitudes and abilities of pupils as may be needed in connection with the counseling and guidance program under the plan, (b) provide such information as may be needed to assist other educational or training institutions and prospective employers in assessing the educational and occupational potential of pupils seeking admission to educational or training institutions or employment.

4.2 - Extent of Plan Testing Program

The State testing program shall plan to test all pupils in public elementary and secondary schools. The State sponsored testing program under the provisions of this plan shall allow ability and aptitude testing of pupils, not below grade three or above grade twelve, three times during their school experience.

4.3 - Types of Tests and Grades Tested

The tests which measure abilities from which aptitudes for the individuals' educational development validly may be inferred will be selected by officials of local and institutional educational agencies from a list of tests approved by the State Department of Public Instruction.

4.4 - Procedures

All public elementary and secondary schools shall be eligible for inclusion under the provisions of the State sponsored testing program on approval of a plan submitted to the State Department of Public Instruction. The local plan shall include the presentation of a testing program which will be administered by the local agency and which will include: (1) A provision for aptitude and ability testing of each pupil once during elementary school. This testing may occur at grade three or four or five or six. (2) A provision for aptitude and ability testing of each pupil once during grade nine and ability and aptitude testing of each pupil once during grade eleven.

The method of reimbursement shall be determined by the State Department of Public Instruction and will be based on need and priority standards. Expenditures otherwise appropriate are subject to federal participation, when made by the local agency for (1) the purchase or rental of tests, answer sheets, profile sheets, cumulative record forms; and such other materials as may be necessary under the plan; (2) the rental of equipment for scoring, processing, and reporting of tests administered under the plan or, if owned by the State or local agencies, the pro-rata share of the cost of maintaining and operating such equipment; or (3) contractual services, not inconsistent with State and local responsibilities, for machine scoring of tests and reporting of test results.

Appendix I

APPROVED LIST OF TESTS

The Iowa Plan for Title V-A, filed with and approved by the U. S. Office of Education, provides the opportunity for aptitude and ability testing of each pupil once during elementary school. This testing may occur at grades 3 or 4 or 5 or 6, and for aptitude and ability testing of each pupil once during grade nine and for aptitude and ability testing of each pupil once during grade eleven, to identify those with outstanding aptitudes and abilities.

Extent of Plan Testing Program

All public local educational agencies will be given an opportunity to participate in the testing program. The state sponsored testing program under provisions of this plan shall allow reimbursement for one ability and one aptitude test of each pupil in grades 3 or 4 or 5 or 6 and one aptitude and one ability test for each pupil in grade 9 and in grade 11.

Types of Tests

The approved Iowa Plan, consistent with the intent of Public Law 85-864, as amended, provides for the use of tests that measure abilities from which aptitudes for the individual's educational development may be validly inferred. The State Department of Public Instruction has selected the following list of tests as approved under the Iowa Plan:

<u>Name of Test</u>	<u>Publisher</u>	<u>Grade Level</u>
<u>Achievement</u>		
American School Achievement Tests	Public School Publishing Co.	1-9
California Achievement Tests	California Test Bureau	1-14
Educational Development Series Achievement and Basic Skills	Scholastic Testing Service	4-11
Essential High School Content Battery	Harcourt, Brace & World	10-12
High School Placement Test	Science Research Associates	8-9
Iowa Test of Basic Skills	Iowa Testing	3-9
Iowa Test of Educational Development	Iowa Testing	9-13
Metropolitan Achievement Tests	Harcourt, Brace & World	1-9
SRA Achievement Series	Science Research Associates	1-9
Sequential Test of Educational Progress	Educational Testing Service	4-14

<u>Name of Test</u>	<u>Publisher</u>	<u>Grade Level</u>
<u>Achievement</u> (Continued)		
STS Junior High School Placement Test	Scholastic Testing Service	6-8
STS High School Placement Test	Scholastic Testing Service	8-9
Educational Development Series Full Battery	Scholastic Testing Service	4-12
Stanford Achievement Test	Harcourt, Brace & World	1-9
Tests of Academic Progress	Houghton-Mifflin Co.	9-12
<u>Aptitude</u>		
Academic Promise Test	Psychological Corporation	6-9
American Council on Educational Psychological Examination for High School Students	Educational Testing Service	9-12
Aptitude Test for Occupations	California Test Bureau	9-13
Army General Classification Test (Civilian Edition)	Science Research Association	9-14
California Short Form Test of Mental Maturity	California Test Bureau	1-14
California Test of Mental Maturity	California Test Bureau	1-14
Comprehensive Test of Basic Skills	California Test Bureau	2-12
Cooperative School & College Ability Test	Educational Testing Service	4-14
Dailey Vocational Tests	Houghton-Mifflin Company	9-14
Differential Aptitude Test	Psychological Corporation	8-14
Educational Development Series Ability	Scholastic Testing Service	4-11
Flanagan Aptitude Classification Test	Science Research Associates	9-14
Form O Ability Test	Scholastic Testing Service	3-6
Guilford-Zimmerman Aptitude Survey	Sheridan Supply Company	9-14
Henmon-Nelson Test of Mental Ability	Houghton-Mifflin Company	3-14
Holzinger-Crowder Uni-Factor Test	Harcourt, Brace & World	7-12
Kuhlman-Anderson	Personnel Press, Inc.	1-12
Kuhlman-Finch Intelligence Test	American Guidance Services	1-12
Lorge-Thorndike Intelligence Test	Houghton-Mifflin Company	1-12
Multiple Aptitude Test	California Test Bureau	7-13

<u>Name of Test</u>	<u>Publisher</u>	<u>Grade Level</u>
<u>Aptitude (Continued)</u>		
Ohio State University Psychological Test	Science Research Associates	9-13
Otis-Lennon	Harcourt, Brace & World	
Otis Quick-Scoring, Alpha, Gamma, Beta	Harcourt, Brace & World	1-14
Otis Self-Administering Test of Mental Ability	Harcourt, Brace & World	4-14
Pitner General Ability Test	Harcourt, Brace & World	1-12
Primary Mental Abilities Test	Science Research Associates	1-12
SRA Test of Educational Ability	Science Research Associates	4-12
SRA Short Test of Educational Ability	Science Research Associates	K-12
SRA Verbal Form	Science Research Associates	9-12
Terman-McNemar Test of Mental Ability	Harcourt, Brace & World	7-13
Tests of General Ability	Science Research Associates	K-12
Thurstone Test of Mental Alertness	Science Research Associates	9-12
Vocational Planning Inventory	Science Research Associates	8-13
Yale Educational Aptitude Test Battery	Educational Record Bureau	9-14

5.0 - Guidance and Counseling Programs

5.1 - Scope, Objectives, and Activities of Plan Programs at Local Levels

Guidance and counseling programs which are established, maintained or extended under the plan shall serve (1) to advise students, in public or non-public elementary and secondary schools and area community junior colleges, regarding courses of study best suited to their ability, aptitudes, and skills; (2) to advise students relative to their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields; (3) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions.

Such programs shall provide assistance, appropriate to the educational levels of the students, by (1) assessing the abilities, aptitudes, interests, and educational needs of each student; (2) developing understandings of educational and career opportunities and requirements; (3) helping students, directly and through their parents and teachers, to achieve educational and career development commensurate with their abilities, aptitudes, interests and opportunities; and (4) interpreting student needs for expanded or modified educational activities.

Such programs shall include the following guidance and counseling activities to the extent that they are carried out by utilizing procedures and techniques appropriate to the educational levels of the students and are directed toward the achievement of the foregoing purposes:

- 5.11 - Collecting, organizing, and interpreting such information as may be appropriate to the understanding of the student's abilities, aptitudes, interests, and other personal assets and liabilities related to educational readiness and progress and to career planning and development.
- 5.12 - Making available to the student and his parents such educational and career information as may be essential for them to understand the educational process and the various educational and career opportunities and requirements related to the choice of an educational program and a career.
- 5.13 - Providing individual counseling (1) to help the student and his parents develop a better understanding of the student's educational and occupational strengths and weaknesses; (2) to help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements; (3) to help the student, with the assistance of his parents, make appropriate educational plans, including the choice of courses and the choice of an institution of higher education; (4) to stimulate desire in the student to utilize his abilities in attaining appropriate educational and

career goals; and (5) to provide the student, directly or through arrangements with other appropriate resources, with such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.

- 5.14 - Providing services to encourage and assist students in making educational transitions, such as placement in the next educational level, and in securing appropriate employment during and upon completion of the educational program.
- 5.15 - Providing such group activities as may be necessary to orient students and their parents to the (1) school program including its offerings, services, and requirements; (2) educational opportunities and requirements at the next level; and (3) career opportunities and requirements.
- 5.16 - Providing to teachers and school administrators such assistance and information about individual students or groups of students as may be necessary to enable them to plan and implement curricular and instructional programs and services which will afford students maximum and equal opportunity for educational development, and which will be consistent with the manpower needs of the State and the Nation.
- 5.17 - Collecting and analyzing such information as may be needed to evaluate the guidance and counseling program and to provide such guidance information as may be available and needed to evaluate the school's program in terms of the educational needs of the students and of the State and Nation.

Section 2.2.1 Organization

Amended to include the staff of the Guidance Services Section

I. Chief and Consultants - Guidance Services Section

- A. Responsibility for administering Guidance and Counseling, and Testing, under Title III of the Elementary Secondary Act.
 1. Supervise and coordinate activities of the Guidance Services Section.
 2. Establish and define participation standards for local educational agencies.
 3. Develop appropriate forms for participation.
 4. Process forms for participation.
 5. Communicate with participating local educational agencies.
 6. Make necessary federal reports under the Act.
 7. Supervise programs of local educational agencies participating under the Act.
- B. Provide leadership and consultative assistance to local educational agencies in establishing and improving local guidance programs.
- C. Evaluation of existing guidance programs.
- D. Coordination of guidance and counseling programs with related services; i.e. vocational rehabilitation, state employment service offices, special education.
- E. Cooperation with state institutions with regards to the counselor education program.
- F. Collection and dissemination of information and materials helpful to local guidance programs.
- G. Representation of the discipline of professional guidance and counseling before state agencies and other interested groups.
- H. Cooperation with state institutions and local districts in providing in-service opportunities for professional development of guidance programs.
- I. Leadership in helping to define the roles of professional guidance workers and the qualifications necessary for these roles.
- J. Assume assignments that will enhance the leadership and services responsibility of the Department of Public Instruction.

Section 2.2.2 Qualifications

Amended to include the qualifications for staff employed for Guidance Services Section.

I. Qualifications of State Personnel in Professional Positions.

Minimal qualifications for persons in State positions engaged in activities for which funds are used under this plan shall be:

- (a) A Master's Degree with emphasis in Guidance and Counseling from an institution having an approved program in guidance and counseling.
- (b) Meet the Iowa qualifications established for school counselor endorsement.

The requirements for each are as follows:

Elementary counselor endorsement. For endorsement as an elementary-school guidance counselor, the applicant shall have met the requirements for a professional certificate, and in addition thereto, shall possess a master's degree in guidance and counseling from a recognized institution, based upon an approved program of study in which emphasis was placed upon guidance and counseling at the elementary-school level. This program must include supervised guidance and counseling experience under the supervision of the institution, or actual experience recognized as the equivalent thereof by the institution. The applicant must also present evidence of successful teaching experience.

Secondary counselor endorsement. For endorsement as a secondary-school guidance counselor, the applicant shall have met the requirements for a professional certificate, and in addition thereto, shall possess a master's degree in guidance and counseling from a recognized institution, based upon an approved program of study in which emphasis was placed upon guidance and counseling at the secondary-school level. This program must include supervised guidance and counseling experience under the supervision of the institution, or actual experience recognized as the equivalent thereof by the institution. The applicant must also present evidence of successful teaching experience.

The requirements for the vertical, elementary-secondary endorsement and the director of guidance services are as follows:

Elementary-secondary guidance counselor. Authorization to serve as guidance counselor in kindergarten and grades one through 14. The applicant shall hold a professional certificate endorsed for teaching at either the elementary- or secondary-school level, hold a master's degree and have completed an approved 45 semester-hour graduate program (this includes the master's degree) for the preparation of guidance counselors, including supervised counseling experience at both the elementary- and secondary-school levels, and shall have had successful practical experience in guidance and counseling at both elementary and secondary levels. The applicant must also present evidence of successful teaching experience.

Director of guidance services. Authorization to serve as director of guidance services. The applicant must meet the qualifications for a school guidance counselor which is the completion of an approved master's degree program in guidance and counseling. In addition, the applicant shall have completed an additional approved graduate program of at least 30 semester hours in guidance and counseling in kindergarten and grades one through 12 and in the administration and supervision of guidance programs. The applicant shall also present evidence of successful practical experience in guidance and counseling at both elementary and secondary levels. The applicant must also present evidence of successful teaching experience.

- (c) Have additional hours of graduate work beyond the Master's Degree in guidance and counseling.
- (d) The clerical staff personnel must have the necessary proficiencies for the skill areas in which they are employed.

Representing Guidance, Counseling, and Testing

Dr. Harold B. Engen
Associate Professor of Education
and Director of Guidance
University of Iowa
Iowa City, Iowa 52240

Dr. Engen received his BA degree from Buena Vista College and his ME and EdD from the University of South Dakota. He has taught in secondary schools, served as a secondary principal and county guidance coordinator in the State. He serves as Executive Secretary of the Iowa Personnel and Guidance Association, and as high school consultant for the American College Testing Program. Dr. Engen has written numerous articles for professional journals and is active in research activities. Since 1964, Dr. Engen has been Director of Guidance at the University Lab School, as well as Counselor Educator at the University of Iowa.

Representing Special Education

Mr. Joseph L. Hoffman
Director of Student Services
Dubuque Community Schools
1500 Locust Street
Dubuque, Iowa 52001

Mr. Hoffman received his B.S. degree from the University of Dayton and his M.A. degree from Loyola University of Los Angeles. He has taken additional graduate work at Harvard, University of San Francisco, University of Hawaii, Western Reserve and the State University of Iowa. Mr. Hoffman has teaching, counseling and administrative experience in Ohio, California and Hawaii. Since 1966, he has been Director of Student Services for the Dubuque Community Schools. The responsibilities of this position include special education, Guidance and Counseling, testing and health services.

2.3.1 Assessment of educational needs in the state.

Precise planning of any project which is to have significance must be done over a period of time. Since the first state plan allowed little time to develop a comprehensive assessment strategy, procedures were used which allowed the Title III staff to utilize existing data to determine the current status of some perceived educational problems.

In the past year the State Department of Iowa has developed a series of educational goals, of which one is:

To Develop Procedures to Assess the Status of Educational Programs on the Basis of Pupil Performance.

Using this goal, a program was developed in which a meaningful assessment could be accomplished for the State of Iowa. In light of this charge, the Title III staff developed the following procedures for implementation.

The success or failure of any educational program can be judged only by the successes or failures experienced by those for whom the program was intended.

Therefore, it is fitting that we look to the pupil as we attempt to assess the status of educational programs at the local level or any other level of operation.

There are a multitude of ways and means by which to look at pupils, but the one that most closely meets the needs of this endeavor is the tri-dimensional approach suggested by Krathwohl and Bloom in their publication, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain.

This approach encompasses the cognitive domain, dealing with such mental processes as comprehension, application, synthesis,

etc.; the affective domain, dealing with attitudes, interests, appreciations, and values; and the psychomotor domain, dealing with neuro muscular skills.

The Department has identified a two phase program which will run concurrently in the development of instruments and procedures leading to the achievement of this goal.

The first phase of the program to be implemented June, 1970 is to develop a pupil information system for collecting, processing and disseminating pupil information which will provide baseline data in the affective, cognitive and psychomotor domains for 20 selected Iowa School districts.

In order to complete the development of this system, a series of activities have been scheduled as an integral part of this project. Those activities which are related to goal accomplishment are:

a) The department will conduct a self analysis to determine which staff members are most suited and/or qualified to function as a part of the proposed pupil information unit. Personnel will be selected who possess the qualifications, interest and desire to work in this area.

b) The department will centralize the responsibility for developing a pupil information system by restructuring its organization and reassigning department personnel. This single unit will be charged with initiating the activities to aid in the accomplishment of state assessment.

c) The department will provide a training program for the entire staff which will enable them to: (1) differentiate between behavioral and nonbehavioral objectives, (2) differentiate between cognitive,

affective and psychomotor objectives, (3) develop a given number of behavioral objectives in the cognitive, affective and psychomotor domains that meet the criteria listed by Mager, (4) differentiate between objectives written at all levels of Bloom's Taxonomy in the three domains, (5) design a model for using available test information on Iowa pupils that meets a predetermined set of criteria.

The inservice workshops will utilize the Popham filmstrip series, seminars on the use of test information and use of management by objectives systems.

d) The department will determine the data which is presently on hand or available and the amount of duplication. Studies will be made to promote consistency of definition for the types of data collected.

e) The department will involve a group which is representative of the total department, the educational leaders within the state, lay individuals and pupils to determine the types of data which are needed.

f) The department will select or develop criterion referenced instruments which would yield pupil information within a given number of academic areas in the cognitive, affective and psychomotor domains. These instruments will allow the department to identify pupil needs based upon criterion based standards as opposed to the normed materials.

g) When all instruments have been developed, the pupil information section will supervise a field test of the collection instruments. Completion of this procedure will lead into data collection, analysis, dissemination of findings, and evaluation-modification of the procedure.

The second phase of the assessment procedure which will be initiated in June, 1970 will be the selection or development of a

model pupil profile analysis. This instrument will be utilized by local schools in preparing annual pupil performances and attitudinal scales reflecting the educational progress over long periods of time.

This model will be composed of data items in all three domains and preferably will be based on criterion referenced standards where possible.

These phases will be accomplished by selection of personnel who qualify and the design of a model pupil profile in conjunction with phase one.

The two phases will hopefully be implemented by August, 1973 on a small scale with total state participation by October, 1975.

At the present time the Title III staff has begun an evaluation of the IOX objectives in the cognitive domain to establish some criterion referenced items which can be incorporated in the model pupil profile. Consultants have been making necessary modifications which will make these items adaptable to the various disciplines.

The Title III section has also contracted with Dr. James Popham, U.C.L.A., for the development of a series of objectives which are related to the affective domain. These instruments will also be incorporated into the model pupil profile instrument.

These services plus the planned activities are under consideration for implementation to achieve the department's goal of assessment.

2.3.1 Needs assessment

In the interim between FY 70 approval of the state plan and FY 71 state plan submission the Title III staff has been engaged in undating, refinement and analysis of data included in initial assessment as reported in the FY 70 state plan.

Data used were confined to two major categories: (1) pupil based data in the cognitive domain, and (2) system oriented data assumed to be related to pupil performance.

Pupil based data cognitive domain:

The major thrust in the cognitive domain involved the standardized testing program conducted in the Iowa schools by approximately 95 percent of the schools. At the elementary level in grades 3 - 8 the Iowa Tests of Basic Skills are given. The ITBS is composed of five major sections: (1) Vocabulary; (2) Reading comprehension; (3) Language; (4) Work study skills; and (5) Arithmetic concepts. The sections include a number of subsections as depicted in Table I below:

TABLE 1
AREAS INCLUDED IN THE
IOWA TESTS OF BASIC SKILLS

Areas	No. of Items in Sub- Categories	Total No. of Items
1. Vocabulary		114
2. Reading Comprehension		178
3. Language		404
A. Spelling	104	
B. Capitalization	102	
C. Punctuation	102	
D. Usage	86	
4. Work-Study		304
A. Map Reading	89	
B. Reading Graphs and Tables	74	
C. Knowledge and Use of Reference Materials	141	
5. Arithmetic Concepts		232
A. Arithmetic Concepts	136	
B. Arithmetic Problem Solving	96	
Total Items		1,232

The tests provide an objective measure of educational achievement in the cognitive domain of pupils involved in the testing program and also enable teachers and other professional school staff members to provide effective guidance and instruction.

Data compiled for the 1969-70 school year are presented in Tables 2 and 3. The tables present an overview of pupils who are performing more than one year below median performance in terms of both Iowa and national norms.

These data are intended to provide a base for comparisons from year to year.

At the secondary level, Iowa schools participate in the administration of the Iowa Tests of Educational Development. Tables 4,5,6, and 7 present a comparison of national and state percentile scores in the areas of English, mathematics, reading, and vocabulary. These data will also be compiled annually for basis of comparison.

The Iowa Tests of Basic Skills are usually administered during the month of January or February, which is representative of the school year being half completed. Therefore, if a youngster is tested in January while he is in the third grade, his grade placement should be 3.5. A youngster being tested in the fourth grade should have a grade placement of 4.5.

In order to point out specific weaknesses within subject areas across Iowa, it was decided to indicate the percentage of Iowa youngsters performing more than one year below the median performance on the Iowa Tests of Basic Skills. For instance, if a third grade youngster took the test, the percentage of students scoring below the grade placement of 2.5 is indicated.

TABLE 2

Per Cents of Iowa Pupils Performing More than One
Year below Median Performance
(In terms of National Norms)
1969-70

<u>Grade</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Test Language</u>	<u>Work-Study</u>	<u>Arithmetic</u>	<u>Concepts</u>
3	8.6	9.9	6.8	6.2	6.3	5.8
4	11.9	12.0	9.5	6.5	7.7	7.4
5	13.5	13.9	11.4	6.7	9.6	8.2
6	15.1	15.9	13.4	9.3	11.3	10.2
7	16.8	17.8	15.5	11.0	12.7	11.3
8	17.9	19.2	16.7	12.0	14.0	13.3

TABLE 3

Per Cents of Iowa Pupils Performing More than One
Year below Median Performance
(In terms of Iowa Norms)
1969-70

<u>Grade</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Test Language</u>	<u>Work-Study</u>	<u>Arithmetic</u>	<u>Concepts</u>
3	23.9	21.2	19.8	16.0	15.4	16.9
4	27.2	26.0	24.0	19.8	19.3	20.9
5	28.3	26.8	27.1	23.6	23.1	23.7
6	29.9	27.9	30.9	28.3	26.0	26.9
7	31.8	32.4	33.7	31.0	28.9	30.0
8	33.0	34.0	35.9	32.8	32.6	32.1

TABLE 4

Grade 9: Comparison Between U.S.
and State of Iowa (ITED)
1969-70

Interval	English		Mathematics		Reading		Vocabulary		Composite	
	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.
-29	1%		3%	2%	4%	3%	3%	2%	4%	2%
-24	10	6%	10	6	14	8	12	8	13	8
-19	33	23	21	15	23	17	35	24	28	19
-14	35	35	38	33	35	35	32	33	34	33
-9	17	26	23	31	20	30	15	24	18	27
-4	4	10	5	13	4	7	3	9	3	11

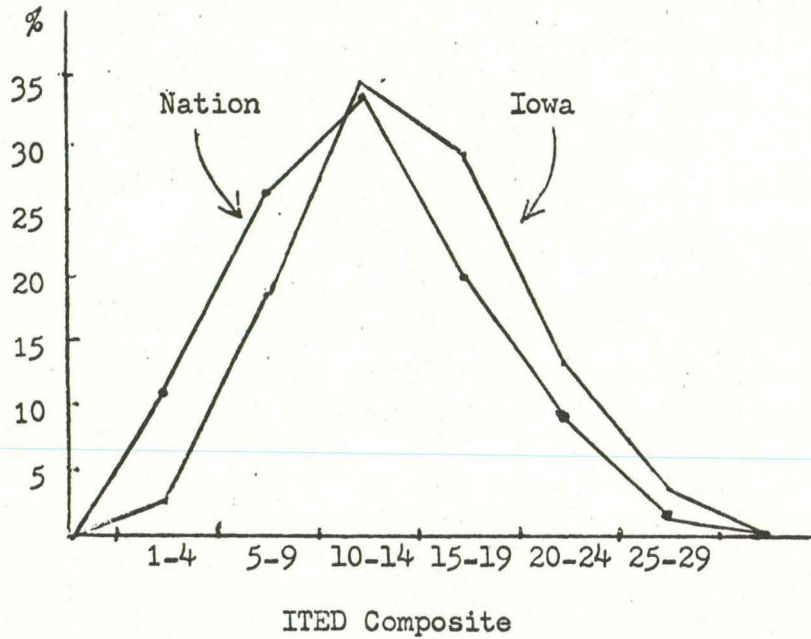


TABLE 5

Grade 10: Comparison Between U.S.

and State of Iowa (ITED)

1969-70

Interval	English		Mathematics		Reading		Vocabulary		Composite	
	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.
0-34			1%		1%	1%			2%	1%
5-29	3%	2%	6	5%	7	5	5%	4%	6	5
10-24	17	12	18	12	20	15	20	14	20	14
15-19	37	32	24	22	24	21	39	31	31	26
20-14	29	32	32	32	30	32	25	29	28	32
25-9	12	17	16	22	16	22	10	16	12	17
30-4	2	5	3	7	2	4	1	6	1	5

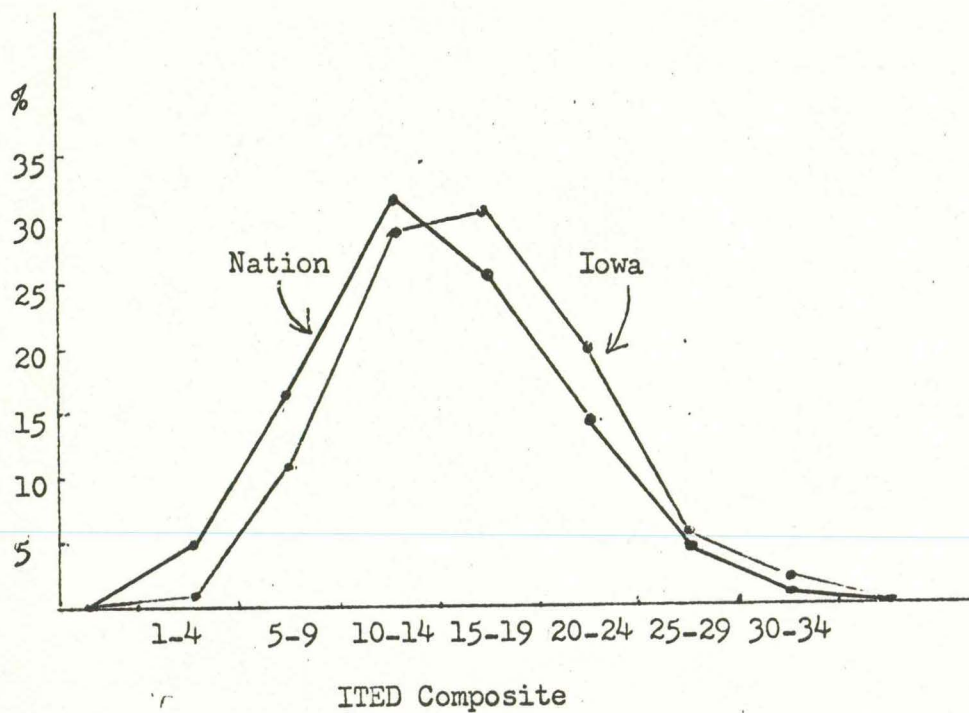


TABLE 6

Grade 11: Comparison Between U.S.

and State of Iowa (ITED)
1969-70

e Interval	English		Mathematics		Reading		Vocabulary		Composite	
	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.
30-34			3%	2%	3%	2%	2%	1%	5%	3%
25-29	7%	4%	10	5	12	8	8	6	11	7
20-24	25	18	22	15	24	18	29	19	26	19
15-19	35	35	24	22	22	24	36	33	28	27
10-14	22	27	26	30	25	27	17	23	22	27
5-9	10	13	13	20	13	18	7	14	7	13
1-4	1	3	2	6	1	3	1	4	1	4

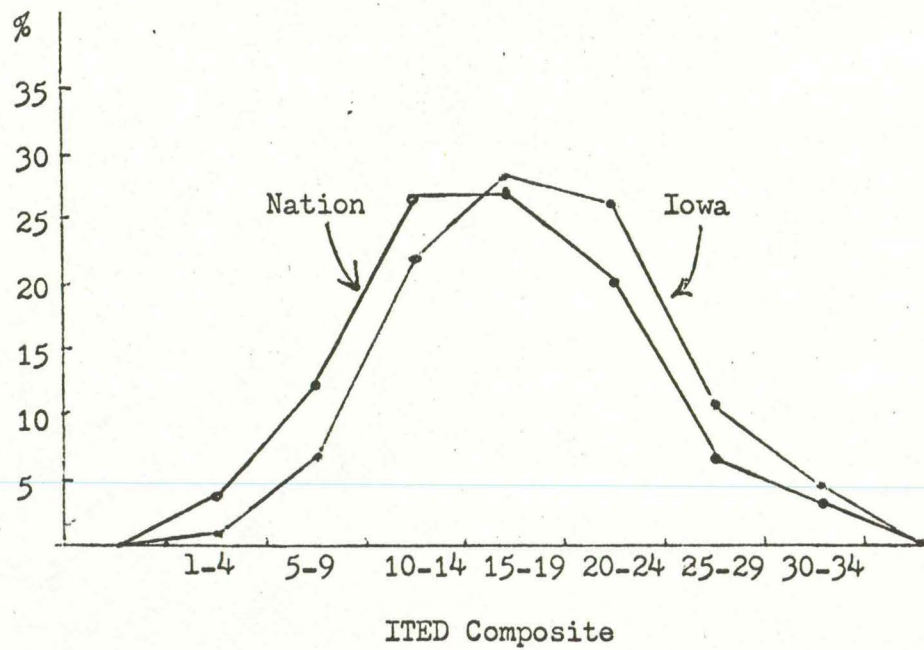
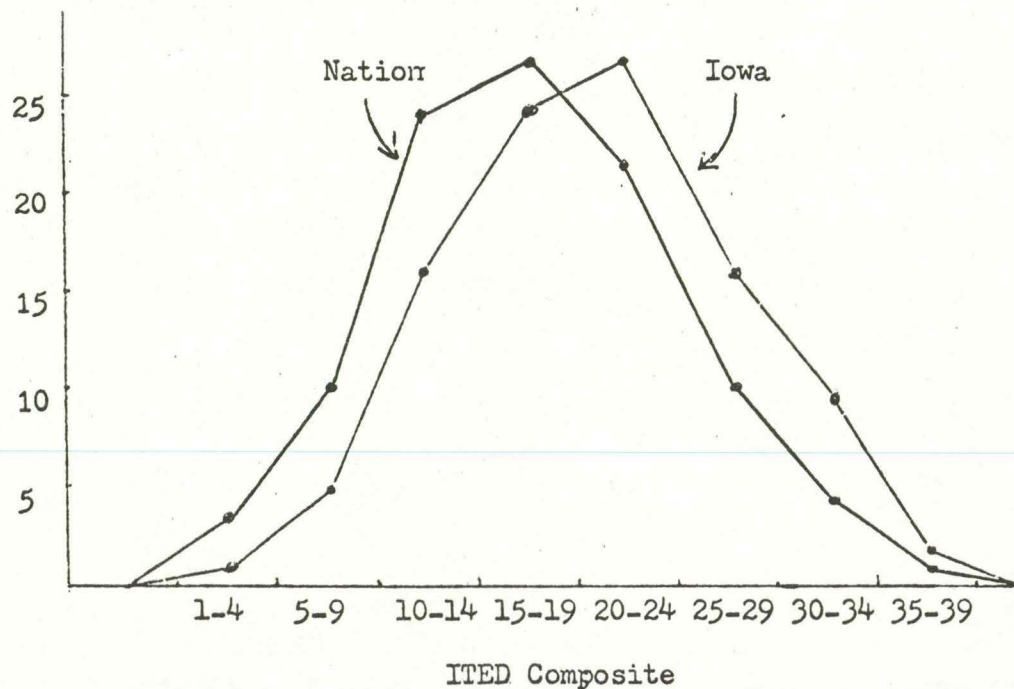


TABLE 7

Grade 12: Comparison Between U.S.

and State of Iowa (ITED)
1969-70

Age Interval	English		Mathematics		Reading		Vocabulary		Composite	
	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.
35-39									2%	1%
30-34	1%		6%	3%	6%	3%	3%	2%	9	4
25-29	12	8%	15	9	18	12	15	10	16	10
20-24	31	22	24	16	26	20	33	22	27	21
15-19	32	34	22	21	20	24	32	31	24	27
10-14	16	24	22	29	20	25	12	21	16	24
5-9	7	10	10	17	9	14	4	11	5	10
1-4	1	2	1	5	1	2	1	3	1	3



Dropouts

Tables 8-9 reveal the number of dropouts in the state's twenty largest school districts. Data were collected from the 1968-69 annual supervision reports from schools in Iowa. As indicated in Table 8, the overall percentage of dropouts has increased from 5.30 percent in 1967-68 to 5.56 percent in 1968-69.

An examination of Table 9 indicates that the greatest number of dropouts occur during the eleventh year of school. As evidenced by the data presented, there was an overall increase in the number of dropouts from 1967-68 to 1968-69. This increase of 348 accounted for a percentage increase of .26 percent.

TABLE 8

DROPOUTS IN
IOWA'S 20 LARGEST
DISTRICTS BY PERCENTAGES

District	Total 4 Grades Enrollment		Total Dropouts		% Dropouts of State Enrollment	
	1969-70	1968-69	1969-70	1968-69	1969-70	1968-69
Ames	1,615	1,560	26	17	1.61	1.08
Bettendorf	1,442	1,280	56	17	3.88	1.32
Burlington	2,182	2,138	161	132	7.38	6.17
Cedar Falls	1,871	2,028	65	52	3.47	2.56
Cedar Rapids	6,870	6,409	405	245	5.89	3.82
Clinton	2,092	1,966	124	74	5.92	3.76
Council Bluffs	4,254	4,224	314	307	7.38	7.26
Davenport	6,408	5,662	292	342	4.56	6.04
Des Moines	12,715	12,241	915	791	7.19	6.46
Dubuque	3,117	2,968	200	191	6.41	6.43
Fort Dodge	2,221	2,273	134	93	6.03	4.09
Fort Madison	1,236	1,105	55	45	4.45	4.07
Iowa City	2,082	1,805	72	71	3.46	3.93
Keokuk	1,077	1,090	69	72	6.41	6.60
Marshalltown	1,696	1,715	56	65	3.30	3.79
Mason City	2,344	2,283	111	87	4.73	3.81
Muscatine	1,742	1,634	105	145	6.02	8.87
Newton	1,573	1,485	79	56	5.02	3.77
Ottumwa	2,475	2,395	96	63	3.88	2.63
Sioux City	5,271	4,899	311	320	5.90	6.53
Waterloo	5,416	5,523	289	407	5.33	7.36
West Des Moines	1,547	1,420	28	23	1.81	1.61
Total	71,246	68,103	3,963	3,615	5.56	5.30

TABLE 9

DROPOUTS IN
IOWA'S 20 LARGEST
DISTRICTS BY GRADE LEVELS

	9th		10th		11th		12th		Total	
	1969-70	1968-69	1969-70	1968-69	1969-70	1968-69	1969-70	1968-69	'69-'70	'68-'69
Ames	0	3	10	6	7	2	9	6	26	17
Bettendorf	15	3	10	6	19	2	12	6	56	17
Burlington	17	9	56	38	52	53	36	32	161	132
Cedar Falls	3	1	20	11	22	23	20	17	65	52
Cedar Rapids	35	31	124	53	147	87	99	74	405	245
Clinton	28	0	24	14	38	31	34	29	124	74
Council Bluffs	54	52	81	73	105	98	74	84	314	307
Davenport	45	42	110	110	82	104	55	86	292	342
Des Moines	94	50	247	213	324	308	250	220	915	791
Dubuque	24	11	74	69	64	71	38	40	200	191
Fort Dodge	14	25	32	22	45	18	43	28	134	93
Fort Madison	7	4	14	18	20	14	14	9	55	45
Iowa City	8	-	27	-	19	-	18	-	72	71
Keokuk	11	13	17	23	22	21	19	15	69	72
Marshalltown	7	9	14	26	24	17	11	13	56	65
Mason City	11	7	31	26	34	31	35	23	111	87
Muscatine	23	32	10	45	27	30	45	38	105	145
Newton	7	6	25	22	24	12	23	16	79	56
Ottumwa	18	0	25	22	34	21	19	20	96	63
Sioux City	54	60	75	90	116	112	66	58	311	320
Waterloo	38	64	70	109	89	147	92	87	289	407
West Des Moines	10	11	6	4	6	3	6	5	28	23
Totals	523	433	1,102	1,000	1,320	1,205	1,018	906	3,963	3,615

Teacher Assignment

A comparison of data collected for the 1969-70 school year with those of the 1968-69 school year indicates a considerable increase across the board in the percentage of teachers teaching in their major areas of preparation. Table 10 indicates these increases.

TABLE 10

PERCENT OF TEACHERS IN GRADES 9-12
IN IOWA PUBLIC SCHOOLS TEACHING IN
THEIR MAJORS

AREA	1969-	1968-	1969-	1968-	1969-	1968-	1969-	1968-	1969-	1968-	1969-	1968-	1969-	1968-	State	Stat
	<u>1970</u>	<u>1969</u>	<u>1970</u>	<u>1969</u>	<u>1970</u>	<u>1969</u>	<u>1970</u>	<u>1969</u>	<u>1970</u>	<u>1969</u>	<u>1970</u>	<u>1969</u>	<u>1970</u>	<u>1969</u>		
	200-	200-	500-	500-	750-	750-	1000-	1000-	1500-	1500-	2000-	2000-	3000-	3000-		
	499	499	749	749	999	999	1499	1499	1999	1999	2999	2999	up	up		
Art	70.6	61.4	86.0	74.5	88.0	73.7	91.1	80.0	89.3	70.3	92.7	93.3	92.1	81.4	85.5	77.0
Business Education	88.0	75.8	81.0	71.4	81.0	72.1	88.5	75.6	83.6	69.1	89.0	72.6	89.6	76.0	86.4	73.8
Communications	69.9	56.5	78.9	60.1	84.9	66.4	85.7	64.7	87.2	70.9	79.1	74.0	90.8	73.6	85.8	67.8
Foreign Language	49.7	32.9	53.3	43.7	62.2	42.4	63.0	47.4	86.8	56.4	77.6	62.9	84.2	62.8	69.6	51.8
Health & P.E.	73.2	57.7	31.2	65.0	85.8	73.2	85.9	74.1	92.6	71.6	93.2	82.0	91.8	80.1	86.2	72.6
Mathematics	62.6	52.1	66.5	52.5	78.6	60.6	68.0	53.8	76.6	55.3	71.6	60.0	73.7	62.0	70.6	57.3
Music	94.9	90.1	98.3	92.7	98.3	94.7	98.6	93.7	100.0	91.8	98.4	94.4	96.9	93.2	97.5	92.9
Science	65.5	50.6	75.6	57.4	79.5	57.1	35.9	74.2	91.7	62.0	97.9	71.1	100.0	72.7	97.5	64.4
Social Studies	65.2	54.5	67.7	56.2	76.9	59.1	81.6	65.5	80.7	65.8	78.8	59.5	100.0	76.9	90.6	64.7

Enrollment

Tables 11 and 12 indicate a slight decline in both the number of children between ages five and twenty-one and five years of age or less.

TABLE 11

CHILDREN BETWEEN 5 AND 21
(INCLUDING AGE 5, BUT NOT 21)

YEAR	BOYS	GIRLS	TOTAL	PERCENT OF CHANGE
1962	438,320	412,441	850,761	-----
1963	418,392	394,278	812,670	-4.5%
1964	434,651	410,185	844,836	+4.0
1965	433,844	409,423	843,267	- .2
1966	453,986	427,145	881,131	+4.5
1967	450,960	424,314	875,274	- .7
1968	455,927	430,462	886,389	+1.0
1969	455,633	430,226	885,859	- .05

TABLE 12

IOWA 1968-1969 CENSUS DATA

NUMBER OF CHILDREN 5 YEARS OF AGE OR LESS					
UNDER 1	1 YEAR	2 YEARS	3 YEARS	4 YEARS	5 YEARS
1968 - 37,744	40,188	45,422	48,370	52,995	56,028
1969 - 37,647	40,100	45,334	48,784	52,891	55,483

Table 13 indicates a slight increase in public school enrollment in the 1969-70 school year over that of the preceding school year.

TABLE 13

Public School Enrollments (Iowa)
By Grades: 1970

	1968-69	1969-70
Pre-Kindergarten	475	521
Kindergarten	56,589	54,160
1st	50,837	49,331
2nd	49,989	48,910
3rd	48,893	49,481
4th	49,429	50,658
5th	46,564	49,313
6th	47,473	46,573
7th	48,687	49,277
8th	48,556	49,204
9th	49,664	50,461
10th	48,078	49,145
11th	47,213	46,694
12th	45,348	45,357
Total	658,427	660,403

On the other hand, Table 14 which depicts changes in private school enrollment over a one year period reflects a decrease of 9,681.

TABLE 14

Private School Enrollment - September 1969

PKDN	675
Kindergarten	891
1st	6,707
2nd	7,313
3rd	7,369
4th	7,485
5th	7,622
6th	7,207
7th	6,767
8th	6,632
9th	5,074
10th	5,141
11th	5,078
12th	5,104
Special Education	<u>101</u>
Grand Total	79,166

Table 15, Enrollment by School District Size, indicates a slight decrease in enrollment of schools with enrollments of 1000 or less and a slight increase in enrollment in schools of 1000 or more.

TABLE 15

K-12 Enrollment	# of Districts		% of Total Districts		Total Pupil Enrollment		% of State	
	1968-69	1969-70	1968-69	1969-70	1968-69	1969-70	1968-69	1969-70
0-499	117	114	25.49	25.16	43,021	41,649	6.66	6.33
500-749	123	121	27.03	26.71	75,985	74,080	11.77	11.24
750-999	61	64	13.40	14.12	52,100	54,920	8.07	8.34
1000-1499	64	63	14.06	13.92	74,435	73,882	11.53	11.22
1500-1999	22	20	4.84	4.42	37,678	33,827	5.83	5.14
2000-2999	41	43	9.01	9.49	96,258	101,626	14.91	15.43
3000 +	<u>27</u>	<u>28</u>	<u>5.93</u>	<u>6.18</u>	<u>266,261</u>	<u>278,619</u>	<u>41.23</u>	<u>42.30</u>
Total	455	453		100.0 %		658,603		100.0 %

Course offerings

Course offerings in Iowa secondary schools are depicted in the tables which follow. Offerings are grouped according to categories. The categories include: (a) agriculture and homemaking, (b) business, (c) trade and industry, (d) industrial arts, (e) language arts, (f) government and social studies, (g) math, (h) fine arts, (i) science and physical education.

Some general comments concerning the tables are in order, as many courses are required by statute in Iowa. All high schools in Iowa are required by law to provide annually the following minimum programs:¹

¹School Laws of Iowa, (Des Moines: State of Iowa, 1966) p.77

6.....

- a. Four units of science including physics and chemistry.

However, the units of physics and chemistry may be taught in alternate years.

- b. Four units of the social sciences including American history, American government, and economics.
- c. Four units of English including language arts.
- d. Four units of a sequential program in mathematics.
- e. One unit of general mathematics.
- f. Two units of one foreign language.
- g. One unit of physical education with one-eighth unit each semester required of each pupil.
- h. Five units of practical arts. Subjects in this area may include business education (including commercial typewriting), industrial arts, homemaking, agriculture, distributive education, and health occupations.....

7. Courses in the fine arts shall be taught which may include:

- a. Art.
- b. Music.
- c. Dramatics

In the following tables, 1969-70 course offerings are listed by subject.

These may be compared to those offered during the 1968-69 school year by referring to the 1970 Iowa State Plan.

TABLE 16

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
Composition	32	7.04
Grammar	15	3.30
Journalism I	79	17.40
Journalism II	2	.44
Dramatics	157	34.58
Drama-Adv.	21	4.62
Humanities	41	9.03
English I	449	98.89
English II	443	97.57
English III	318	70.04
English IV	316	69.60
Bs. English	42	9.25
A.S.P. English	5	1.10
Ad. Place. English	27	5.94
Remedial English	62	13.65
Creative Writing	75	16.51
Library Arts	5	1.10
Reading Development	21	4.62
American Literature	174	38.32
English Literature	164	36.12
World Literature	64	14.09
Other Literature	33	7.26
Remedial Reading	35	7.70
Speech I	317	69.82
Speech II	60	13.21
Speech III	3	.66

TABLE 17

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
Debate	40	8.81
Forensics	2	.44
Other Comm.	67	14.75
Art I	387	85.24
Art II	314	69.16
Art III	128	28.19
Art IV	21	4.62
Art Appreciation	2	.44
Art Crafts	19	4.18
Painting	9	1.98
Other Art	27	5.94
Vocal Music	427	94.05
Choir	12	2.64
Band	17	3.74
Orchestra	10	2.20
Music Appreciation	39	8.59
Instrumental	426	93.83
Mixed Chorus	17	3.74
Glee Club	12	2.64
Music Theory	33	7.26
Title I Music	1	.22
French I	202	44.49
French II	188	41.40
French III	81	17.84
French IV	41	9.03
Other French	5	1.10

TABLE 18

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
German I	94	20.70
German II	88	19.38
German III	39	8.59
German IV	13	2.86
Latin I	51	11.23
Latin II	49	10.79
Latin III	15	3.30
Latin IV	4	.88
Other Latin	2	.44
Russian	6	1.32
Russian II	5	1.10
Russian III	2	.44
Russian IV	1	.22
Spanish I	229	50.44
Spanish II	219	48.23
Spanish III	93	20.48
Spanish IV	48	10.57
Other Spanish	3	.66
Other Math	47	10.35
Alg. Intro.	7	1.54
Algebra I	449	98.89
Algebra II	443	97.57
Algebra III	5	1.10
Coll. Math	187	41.18
Calculus	8	1.76
Computer Math	8	1.76

TABLE 19

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
Consumer Math	53	11.67
Voc. Math	4	.88
Calculator Math	7	1.54
Low Achiever Math	1	.22
Gen. Math I	430	94.71
Gen. Math II	148	32.59
Gen. Math Adv.	4	.88
Remedial Math	6	1.32
Geometry, Plane	369	81.27
Geometry, Solid	8	1.76
Geometry, Fused	82	18.06
Geometry, Analytical	59	12.99
Prob. and Stat.	8	1.76
Sr. Topical Math	154	33.92
Trigonometry	177	38.98
Physical Education	451	99.33
Biology I	374	82.37
Biology, BSCS	124	27.31
Biology II	47	10.35
Life Science	9	1.98
Physiology	71	15.63
Botany	3	.66
Zoology	4	.88
Chemistry I	377	83.03
Chemistry CBA	5	1.10
Chemistry	74	16.29

TABLE 20

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
Chemistry II	13	2.86
Science & Health	1	.22
Science	4	.88
Gen. Science I	201	44.27
Gen. Sci. II	1	.22
Adv. Science	93	20.48
Other Science	40	8.81
Physics	377	83.03
Physics PSSC	66	14.53
Physical Science	212	46.69
Physical Science I.P.S.	38	8.37
Earth Science ESCP	29	6.38
Science Seminar	19	4.18
Conservation	1	.22
Economics	427	94.05
Geography	175	38.54
World Geography	12	2.64
Econ., Geog.	8	1.76
Other Geography	1	.22
American History	451	99.33
World History	420	92.51
World Cultures	40	8.81
Contem. Prob.	32	7.04
Other History	23	5.06
Philosophy	1	.22
American Government	394	86.78

TABLE 21

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
American Govt. (cont.)	1	.22
	53	11.67
Civics	26	5.72
Psychology I	149	32.81
Social Science 9	78	17.18
Social Science Reg.	5	1.10
American Problems/ Social Problems	1	.22
	30	6.60
Other Soc. Sci.	33	7.26
Sociology	265	58.37
Driver Education	403	88.76
Ag. I	232	51.10
Ag. II	225	49.55
Ag. III	213	46.91
Ag. IV	192	42.29
Other Ag.	29	6.38
Child Dev. Hmnkg.	6	1.32
Cloth., Textile, Hmnkg.	15	3.30
Cons. Ed. Hmnkg.	1	.22
Family Related Hmnkg.	1	.22
Foods, Nutrition Hmnkg.	15	3.30
Home Management , Hmnkg.	12	2.64
Other Occup. Prep.	17	3.74
Homemaking I	437	96.25
Homemaking II	408	89.86
Homemaking III	325	71.58

TABLE 22

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
Homemaking IV	125	27.53
Boys' Homemaking	13	2.86
Other Homemaking	30	6.60
Drafting I	191	42.07
Drafting II	104	22.90
Ind. Arts I	347	76.43
Ind. Arts II	243	53.52
Ind. Arts III	172	37.88
Ind. Arts IV	100	22.02
Ind. Arts, Girls	5	1.10
Electronics	91	20.04
Graphic Arts	12	2.64
Metals, Shop Metals I	163	35.90
Metals II	49	10.79
Industrial Plastics	5	1.10
Auto Shop	5	1.10
Adv. Power Mech.	19	4.18
Power Mechanics	99	21.80
Woodworking I	141	31.05
Woodworking II	88	19.38
Adv. Woodworking	9	1.98
Bookkeeping I	440	96.91
Bookkeeping II	25	5.50
Machine Practice	33	7.26
Typing I	416	91.62
Typing II	183	40.30

TABLE 23

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
Personal Typing	172	37.88
Child Dev. Gen.	3	.66
Consumer Ed. Gen.	21	4.62
Family Related, Gen.	4	.88
Foods, Nutrition, Gen.	3	.66
Homemanagement, Gen.	2	.44
Office, Education	45	9.91
Shorthand I	394	86.78
Shorthand II	93	20.48
Shorthand III	118	25.99
Business Arithmetic	96	21.14
Gen. Business	170	37.44
Office Practice	328	72.24
Business Law	201	44.27
Home Mechanics	1	.22
Other Ind. Arts	39	8.59
Trades & Industry	35	7.70
Cabinetmaking	6	1.32
Construction	10	2.20
Radio	2	.44
Auto Mechanics	74	16.29
Arch. Draw.	24	5.28
Machine Drafting	4	.88
Engineering Draw.	1	.22
Ceramics	6	1.32
Photography	2	.44

TABLE 24

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
Printing	8	1.76
Distributing Ed.	50	11.01
Aeronautics, Tech.	2	.44
Arch. Tech.	1	.22
Auto Tech.	1	.22
Elect. Tech.	1	.22
Mech. Tech.	2	.44
Metallurgy	4	.88
Radio & T.V.	2	.44
Coord. Time	4	.88
Body & Fender	3	.66
Carpentry	5	1.10
Electricity	51	11.23
Machine Shop	18	3.96
Metal Trades	1	.22
Sheet Metal	2	.44
Welding	28	6.16
Tailoring	8	1.76
Bs. Mach. Maint.	1	.22
Refrigeration	1	.22
Small Engines	5	1.10
Nursing	2	.44
Food Service	3	.66
Acct. I (Record Kpg.)	30	6.60
Acct. II	2	.44
Advertising	1	.22

TABLE 25

<u>COURSE</u>	<u>NO. OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
On Job Bus. Ed.	1	.22
Bus. Mach.	8	1.76
Dictaphone	1	.22
Typing III	2	.44
Key Punch	1	.22
Tab Operator	5	1.10
Computer Operator	1	.22
Computer Prog.	3	.66
On Job Data Proc.	2	.44
Secy. Train.	2	.44
Clerical Pract.	16	3.52
On Job Secr.	1	.22
Merchandising	3	.66
Marketing	3	.66
Filing	2	.44
Salesmanship	28	6.16
Retailing	4	.88
On Job Clerical	1	.22
Other Bus. Ed.	39	8.59
Elec. II	10	2.20
Family Living	51	11.23
Mech. Drawing	25	5.50
Orientation	8	1.76

Data on selective service rejections and acceptances were collected and included in Table 26 below.

TABLE 26

SELECTIVE SERVICE DATA
FOR 1967-1968 PER 1,000

YEAR	PERCENT OF YOUTH FOUND ACCEPTABLE FOR MILITARY SERVICE	PERCENT OF YOUTH FOUND UNACCEPTABLE FOR MILITARY SERVICE	
		Unacceptable for Medical Reasons	Unacceptable for Mental Reasons
1967	71.4	24.8	2.3
1968	65.8	32.0	1.2

As is evidenced by Table 26 the percent of Iowa youth found acceptable for military service is decreasing.

Table 27 depicts crime rates per 100,000 population. From information reported it is evident that rates have increased in the three categories reported both during the period from 1965 to 1966 and from 1966 to 1967.

TABLE 27

CRIME RATES PER 100,000

YEAR	OFFENSES					
	Burglary	Increase	Larceny over \$50	Increase	Auto Theft	Increase
1965	304.3	-	258.8	-	104.7	-
1966	336.6	32.3	301.4	42.6	131.9	27.2
1967	432.0	95.4	362.0	60.6	155.0	23.1

TABLE 28

AGE CLASSIFICATION OF JUVENILES
 COMMITTED TO ELDORA DURING 1968-69
 AS COMPARED WITH 1969-70

AGE	NUMBER		NUMBER	
	1968-69	1969-70	1968-69	1969-70
12	2	2	.33	.83
13	24	15	3.96	6.20
14	65	28	10.74	11.57
15	142	64	23.47	26.45
16	185	85	30.57	35.12
17	155	46	25.61	19.01
18	21	1	3.47	.41
19	5	0	.82	0
20	5	0	.82	0
21	1	0	.16	0

Table 28 indicates that over the two year period the number of commitments went down in each age category with the exception of the twelve year old category. The greatest decrease was in the 17 year old category where 109 fewer boys were committed to Eldora from 1969 to 1970.

TABLE 29

AGE OF JUVENILES COMMITTED
AND THOSE PLACED OR DISCHARGED DURING
THE YEAR ENDING JUNE 30, 1969

AGE	BOYS		GIRLS		TOTAL	
	COMMIT	RELEASE	COMMIT	RELEASE	COMMIT	RELEASE
11	1	-	-	-	1	-
12	2	-	2	-	4	-
13	15	9	8	4	23	13
14	28	30	15	13	43	43
15	64	76	24	20	88	96
16	85	131	33	37	118	168
17	46	160	20	46	66	206
18	1	87	-	13	1	100
19&Over	-	14	-	1	-	15
TOTAL	242	507	102	134	344	641

Table 29 indicates that the greatest number of commitments took place at age 16 for both boys and girls. It is also interesting to note that the greatest number of releases took place at age 17 for both boys and girls.

TABLE 30

OFFENSE COMMITTED FOR JUVENILE COMMITMENTS

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Truancy or Running Away	27	49	76
Incorrigible or Ungovernable	18	36	54
Auto Theft	61	-	61
Breaking and Entering	58	-	58
Robbery or Petty Larceny	10	5	15
Forgery or False Checks	5	-	5
Malicious Destruction or Assault	4	-	4
Sex Offenses	4	7	11
<u>Other Offenses</u>	<u>55</u>	<u>5</u>	<u>60</u>
<u>TOTAL</u>	<u>242</u>	<u>102</u>	<u>344</u>

Table 30 indicates that the most common reason for boys being committed was auto theft. The most common reason for girls was truancy or running away. It is interesting to note that being incorrigible was twice as prominent among girls as compared with boys.

TABLE 31

VOCATIONAL OR TRADE TRAINING
RECEIVED BY JUVENILES RELEASED

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Auto Mechanics or Body Repair	51	-	51
Baking or Cooking	37	35	72
Barbering or Cosmetology	3	-	3
Floriculture or Gardening	1	7	8
Journalism	16	-	16
Machine Shop and Welding	29	-	29
Maintenance	27	-	27
Meat Cutting	15	-	15
Nurses Aide	2	3	5
Office Machine Operation	-	-	-
Laundry, Janitor or Domestics	-	50	50
Printing	12	-	12
Sewing	-	29	29
Shoe Repair	-	-	-
Storerom Clerk	-	3	3
Vocational Agriculture or Dairying	43	-	43
<u>No Training Received</u>	<u>271</u>	<u>7</u>	<u>278</u>
<u>Total Discharges and Paroles</u>	<u>507</u>	<u>134</u>	<u>641</u>

Table 31 indicates that of the 507 boys discharged or paroled, 271 received no training while institutionalized. Auto mechanics was the most prominent form of training for boys where-as laundry, janitor or domestics was the most common for girls.

Table 32 reveals an increase in public assistance to Iowa families from 1967 to 1968.

TABLE 32
PUBLIC ASSISTANCE

<u>YEAR</u>	<u>FAMILIES</u>	<u>CHILDREN</u>
1967	12,300	34,800
1968	14,200	39,900

Table 33 indicates Iowa's relative position nationally in terms of per pupil expenditures and personal incomes.

TABLE 33
1966 PERSONAL INCOME COMPARED WITH
1968 PER-PUPIL EXPENDITURES

<u>YEAR</u>	<u>PERSONAL INCOME</u>	<u>RANK</u>	<u>EXPENDITURES PER PUPIL</u>	<u>RANK</u>
1966	3,000	30	\$580	17
1969	3,100	21	\$723	16

Table 34 reflects an increase of 2,721 in number of first time students enrolled in institutions of higher learning.

TABLE 34
INSTITUTION OF HIGHER LEARNING

<u>TOTAL ENROLLMENT</u>	<u>1ST TIME STUDENTS</u>
1967 - 99,072	27,269
1968 - 103,516	29,990

2.3.2 Criteria for approving projects

Funds received by the state under Title III of the Elementary and Secondary Education Act of 1965 will be expended to encourage the development and implementation of exemplary supplementary educational centers and services including guidance, counseling and testing.

The program under which Title III funds are expended will be based upon findings of the current needs assessment. Identified critical needs will be built into section 2.3.2 of the state plan for use as criteria to approve new Title III projects. Proposals received which embody elements of the criteria set forth in 2.3.2 and meet all other requirements for approval will, when funded, serve as innovative and/or exemplary models which could provide feasible solutions to identified critical needs.

The following major criteria will be used by the State agency in approving project applications submitted under the provisions of this State plan. They will also be used by the State advisory council in their program of review and recommendation to the State agency.

- (1) Extent to which proposed project is designed to meet the critical educational needs in the various areas of the State to be served by the project.
- (2) Adequacy of evidence that the proposed project will supplement the regular school program.
- (3) Extent to which the project would contribute to the solution of important educational problems.
- (4) Extent to which procedures to be used in achieving objectives are appropriate, adequate and efficient.

- (5) Extent to which proposed program is:
 - (a) Innovative (a new or improved educational idea, practice or technique) or
 - (b) Exemplary (an activity designed to serve as a model for regular school programs).
- (6) Adequacy of documentation showing the extent of the involvement in planning and implementing project activities of teachers, students or other school personnel and others, including those with low income, broadly representative of the cultural and educational resources and of the public in the area to be served.
- (7) Adequacy of planning for the proposed project.
- (8) Degree of awareness of similar programs, research findings, or the knowledge of recognized experts.
- (9) Economic feasibility and efficiency of the proposed project.
- (10) Whether the proposed project makes provision for the participation of children to the extent consistent with the number of children enrolled in nonprofit private schools in the area to be served whose educational needs are of the type provided by the program or project.
- (11) Extent to which provisions for evaluating the proposed project are appropriate and adequate and provide for a reasonable degree of objectivity.
- (12) Extent to which provisions for dissemination of information about the proposed program are appropriate and adequate for the area to be served.
- (13) Suitability of the size of the staff.

O.P.P. LIBRARY COPY

- (14) Suitability of the qualifications of the staff.
- (15) Adequacy and appropriateness of the facilities, equipment, and materials to be used for the proposed project.
- (16) Extent to which the best available talent and resources will be utilized to increase substantially the educational opportunities of children to be served by the project.
- (17) Adequacy of provision for the assimilation of the program by the LEA at the conclusion of Federal financial participation.
- (18) Extent to which the proposed project involves teachers in inservice training activities.
- (19) Extent to which the proposed project can be used to promote curriculum expansion.
- (20) Extent to which the project involves guidance activities at the elementary level.
- (21) Extent to which the project is designed to include provisions for serving the needs of special education.
- (22) Extent to which the proposed project makes provisions for promoting teacher's educational and professional growth.
- (23) Extent to which the proposed project will influence the improvement of elementary libraries and library services.

2.3.8 Assisting local educational agencies in the development of Title III proposals

Iowa is divided into sixteen regional areas for the purpose of the State educational agency's communication with the school administrators. The name used to identify this structure is the Area Organization for the Improvement of Education in Iowa. It is composed of two basic groups. Each area elects a chairman from the school administrators of the area and holds meetings throughout the year, many on a monthly basis. Staff of the State education agency are present for these meetings. The chairmen of these sixteen areas, as a total group, are identified as the advisory council. A map indicating the present geographic distribution of these areas is shown in Appendix B. A second group of this total organization is identified as the coordinating committee. It is composed of the members of the Executive Board of the Iowa Association for School Administrators, members of the State agency and representatives of the four universities that offer graduate programs in education; these are Drake University, Iowa State University, University of Iowa, and University of Northern Iowa. These two groups jointly hold monthly meetings with the representatives of the State education agency during the regular school year. This organization provides the opportunity to constructively pool the thinking of all school personnel--State, university and local--in identifying problems and considering new innovations. It also facilitates unified action of the efforts to solve educational problems.

2.3.8 Continued

The Department of Public Instruction has within its organizational structure the Division of Supervision. Area supervisors work out of this division in the evaluation of schools in light of existing State standards. A second role which these supervisors fill is that of liaison between the school and department in interpretation of rules, supervision, and dissemination of information relating to department functions. Within this role the supervisors will be oriented toward the background and possibility of Title III projects and encouraging the local schools to explore this avenue.

The Department's Title III staff will be available to encourage local schools to submit applications and to assist them in developing projects in accordance with established criteria.

The Department's Title III staff will cooperate with the various organizations in creating an awareness of, assisting in, and giving advice about potential Title III projects. Further assistance will be given in the area of development of complete applications in line with the established criteria.

2.3.17 Provisions for continuing promising projects

Projects which have received on-site evaluations and show outstanding promise will be recommended to the State advisory council for a second or third year grant, provided there is no decrease in local fiscal effort. These recommendations will be presented to the State superintendent and the State Board for final approval. The continuation grant will be determined by anticipated needs, funds remaining from the previous grant and availability of Congressional appropriations.

2.3.18 Provisions for terminating unsuccessful Title III projects

Projects receiving Title III grant funds may be terminated at any point during the project period in keeping with the following procedures and guidelines:

- (1) Initiation of the termination of a Title III project may be made by either the LEA administering the project or by the State education agency.
- (2) The State Title III staff will have the responsibility, through its program evaluation of determining if a specific project lacks the potential to carry out its program objectives at any point during the program period.
- (3) If after evaluation and consultation by the State agency Title III staff the LEA is either unable or unwilling to amend or modify their project activities so as to meet the approved program objectives, the State agency Title III staff shall recommend to the State Board through the State superintendent of public instruction the termination of funding for the project. Such a recommendation shall be reviewed, with subsequent recommendation to the State Board, by the State advisory council.
- (4) Project termination does not necessarily need to be accomplished at the end of either a grant period or at the end of a fiscal year. In establishing a specific termination date, however, the State agency shall give consideration to any contractual obligations assumed by the administering LEA.

2.3.20 Procedures for amending approved projects

The State agency may make amendments to approved Title III programs at anytime during the project period. Either the administering LEA or the State agency Title III staff may initiate an amending request. Any amendment shall be consistent with the originally approved program objectives and shall be initiated only as a means of improving the potential of the project to better achieve Title III purposes. Any project amendment shall be submitted in writing, five copies, by the administering LEA to the State Title III chief. The authority for the approval of a minor amendment rests with the State Title III chief. A major amendment, amounting to more than 20 percent of the total budget shall require the approval of the State Board of Public Instruction.

The State of Iowa, Iowa State Board of Public Instruction, hereby submits a plan for Supplementary Educational Centers and Services pursuant to the provision of section 304 of Title III, P.L. 89-10 as amended by P.L. 90-247.

1.0 State Plan Administration

1.1 Name of agency The name of the sole agency for administration of this plan is:

Iowa State Board of Public Instruction

whose official address is:

Grimes State Office Building, Des Moines, Iowa 50319

1.2 Administration

1.2.1 The official title and address of the officer authorized to submit State plan materials is:

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

1.2.2 The official title and address of the officer who has legal authority to receive and to have custody of Title III funds is:

Treasurer of Iowa
State House
Des Moines, Iowa 50319

1.2.3 The official titles and addresses of the officers who will have authority to authorize expenditures under the State plan are:

State Superintendent of Public Instruction
Assistant State Superintendent, Administration
Assistant State Superintendent, Instruction

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

1.2.4 The official title of the officer in the State educational agency who will administer the plan, with name of the sub-administrative unit is:

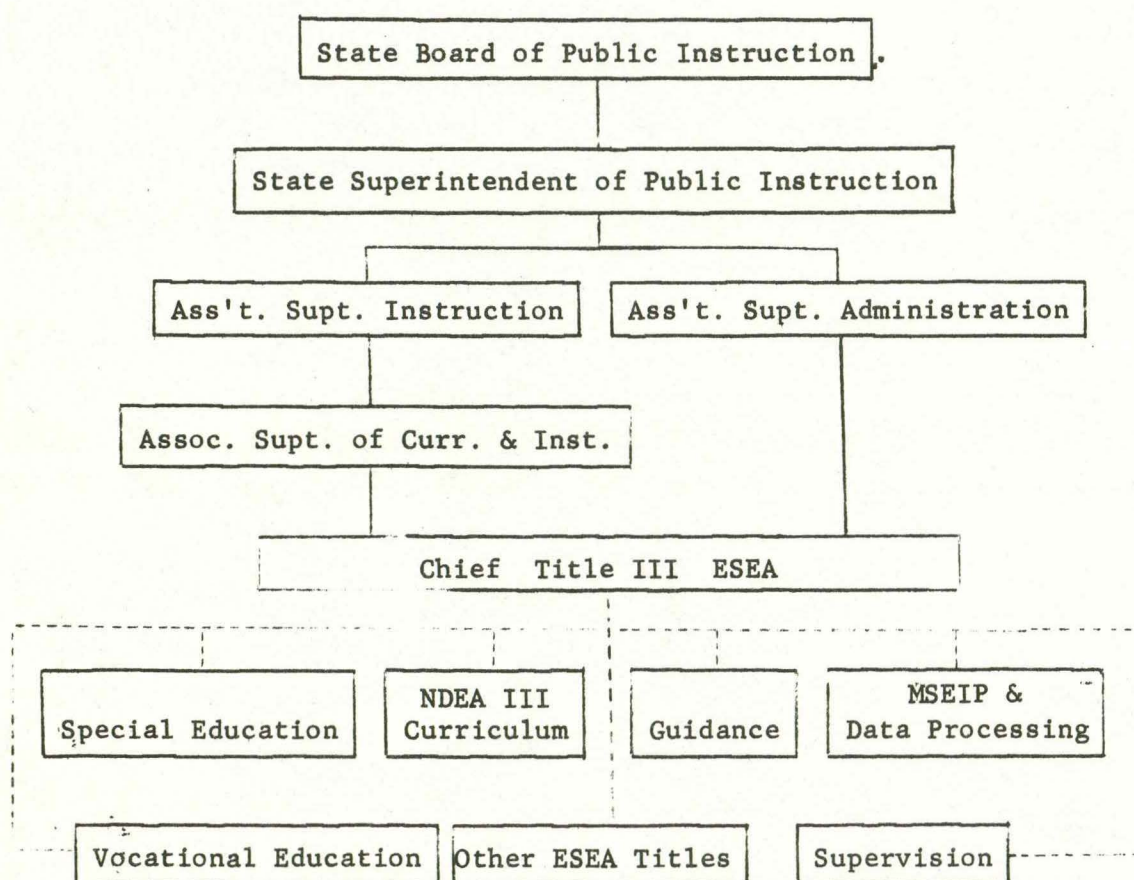
State Superintendent of Public Instruction, under the supervision of the State Board of Public Instruction, the Assistant Superintendent of Administration and the Assistant Superintendent of Instruction.

The Title III chief will have the primary responsibility for the execution of this program.

2 State Education Agency

2.2.1 Organization

The total organization of the State education agency administering this plan is shown in Appendix A and indicates the placement of the Title III section in this structure. The State Title III chief has the following line of authority in the administrative structure of the State education agency:



The Title III staff currently is composed of three fulltime professional staff members. These include:

(1) Chief - whose functions are:

- To be responsible for the general administration of Title III ESEA staff.
- To assist in the assessment of needs and revise State plan.
- To assist in designing and developing new projects.
- To assist in preparing and revising guidelines for LEA's.
- To assist in dissemination of information.
- To assist in making annual reports for the U. S. Commissioner of Education.
- To keep the State advisory council informed of projects and their activities.
- To recommend a panel of experts to the advisory council.

(2) Consultant(s) - whose functions are:

- To assist in the assessment of needs for the State.
 - To assist LEA's in designing and developing new projects.
 - To conduct on-site evaluations of all projects.
 - To assist in the preparation of evaluation reports.
 - To assist in the dissemination of information.
 - To assist in conducting conferences for local project personnel.
-
- To assist in the revision of the State plan.
 - To assist in making annual reports to the U.S. Commissioner of Education.
 - To assist the State advisory council by providing information about projects.

(3) Fiscal Officer - whose functions are:

- To assist in developing and revising accounting procedures for State agency and LEA's.
- To prepare financial reports for the U. S. Commissioner of Education.
- To keep an accurate account of all LEA funds on a monthly basis.
- To initiate payments to LEA's.

2.2.2 Staff qualifications

Chief

M.A. in education with emphasis in administration. Related academic training in research techniques and statistics is desirable. A minimum of five years successful experience in public/non-public schools with at least two years administration experience is necessary. The chief shall be required to hold a valid Iowa teacher's certificate.

Consultant - Evaluation

M.A. in education with related work in testing, data collection, and psychology. Experience in education as well as evaluation procedures is preferred. The consultant will be required to hold a valid Iowa teacher's certificate.

Consultant - Dissemination

M.A. in education and/or journalism. Knowledge of and experience with information dissemination. Experience in education is preferred. The consultant will be required to hold a valid Iowa teacher's certificate.

Fiscal Officer

B.A. in business of accounting or specific training in accounting or bookkeeping is desirable. Experience in the field is preferred but not essential.

2.3.7 Criteria for achieving equitable distribution of assistance

(1) If after having taken into consideration parts 2.3.1 through 2.3.9, 2.3.18, and 2.3.23 it is determined through the review process that two or more proposals are judged to be of substantially the same high quality, the decision as to which of these proposals will be funded will be made on the basis of the proposal submitted from the area in the State which has the greatest relative need as revealed in the needs assessment.

The greatest relative need will be identified within school districts which exhibit deficiencies or efforts to eliminate critical needs or on the basis of the following types of criteria.

- (a) The extent to which a local district attempts to mobilize a reasonable tax effort in line with present state regulatory controls.
- (b) The extent to which a school has identified and substantiated a need with objective data.
- (c) The extent to which a determination has been made to determine the degree of greatest need. (Ex: Which school district has the greatest deficiency in the same critical need)
- (d) The extent to which a school district is willing to assign personnel to assist in alleviation of the problem. This is to be above that which would be taken care of by the Title III allocation.

(e) The extent to which an effort is being made by the community to assist in alleviation of the need.

(Ex: Service organization, church, etc.)

- (2) If after having taken into consideration parts 2.3.1 through 2.3.7, 2.3.9, 2.3.18, and 2.3.23 it is determined through the review process that two or more proposals are judged to be of substantially the same high quality, the decision as to which of these proposals will be funded will be made on the basis of the proposal submitted from a geographical area of the State which has not been awarded a project previously.

2.3.3 Provisions for giving special consideration to applications submitted by local educational agencies that are:

2.3.3.1 Making a reasonable tax effort, yet are unable to meet critical educational needs (including preschool and bilingual education) because of overcrowded, obsolete, or unsafe conditions.

- (1) The fiscal effort of the local educational agency will be determined by comparing the local district's average per pupil expenditure for the preceding school year with the state average per pupil expenditure.
- (2) Financing local public school operations in Iowa is accomplished through an equalization formula which determines the ratio of the local district's share of the state equalization fund depending upon the relative wealth of the district.
- (3) After having taken into consideration parts 2.3.1 through 2.3.5, 2.3.7, 2.3.9, 2.3.10, 2.3.18, and 2.3.23, it is determined through the review process that two or more proposals are judged to be of substantially the same high quality, the local educational agencies which substantiate that they are making a reasonable tax effort, but are unable to meet critical educational needs, shall be given the highest priority for funding.
- (4) The aforementioned items must be included in the project application.

2.3.3.2 Submitting applications for projects which were planned under Title III

After having taken into consideration parts 2.3.1 through 2.3.5, 2.3.7, 2.3.9, 2.3.10, 2.3.18, and 2.3.23 it is determined through the review process that two or more proposals are judged to be of substantially the same high quality, the local educational agencies whose proposed projects were planned with funds under Title III of the Act will be given the highest priority for funding.

2.3.16

The basic project period will be three years in length, however where advisable the project may be funded for less than three years. This decision shall be made only upon recommendation by the advisory council and a majority vote of the State Board of Public Instruction. In addition a project may be continued beyond the three-year project period. Such a situation would exist where additional time was a factor in meeting the initial objectives of the project. This decision would also be made on the recommendation of the advisory council and a majority vote of the State Board of Public Instruction. If a project is extended beyond a three-year period the project involved must make a resubmission of application. No project may be considered for extension beyond three years unless it can be demonstrated that federal assistance in the program will be fifty percent or less of the total project cost. In certain instances a project may receive a planning grant for a period of one year in order to lay the groundwork for submitting a regular three-year project proposal. Such planning grants will be approved upon the recommendation of the Chief of Title III, ESEA and the State Advisory Council.

Amended State Plan Section 2.3.16 (1/1/70)

2.1.2 Functions

The State advisory council will meet periodically, on the call of the State Superintendent not less than four times each year, working through the State Title III chief to advise the State education agency on matters of policy relating to the administration of the State plan. The council will have the following major functions:

- (1) Advise the State education agency on the preparation of, and policy matters arising in, the administration of the State plan, and in the development of criteria for approval of applications under the State plan.
 - (a) The council will be provided with all legislation, guidelines and regulations related to the preparation, amendment and administration of the State plan.
 - (b) Through the assistance of State Title III staff, the council will submit in writing to the State education agency all recommendations concerning policy relating to the development, amendment and administration of the State plan.
 - (c) The advisory council will annually review all provisions of the State plan and make recommendations as specified in (b) above prior to submission by the State education agency to the Commissioner, as required by section 118.7(d), Regulations Pursuant to Title III of ESEA of 1965, as amended.
 - (d) The council will evaluate each grant application as it relates to the identified critical needs determined

by the needs assessment study.

(2) Review and make recommendations to the State education agency on the action to be taken with respect to each application for a grant under the State plan.

(a) The State Title III chief will make available to the advisory council reviews, summaries or abstracts and when pertinent, original applications for Title III grants.

(b) The council will review each grant application on the basis of its potential to assist in solving critical needs and shall make to the State education agency one of the following recommendations:

Recommended for funding

Hold for revision or amendment

Not recommended for funding

Supporting information shall also be provided in writing to the State education agency stating the reasons for the specific recommendation on each grant application.

(3) Evaluate programs and projects receiving assistance under this title, including a listing of the criteria and techniques to be employed by the council in its annual evaluation of projects funded under the State plan.

(a) With the assistance of the State education agency Title III staff, evaluations will be made at least annually according to the criteria and techniques

set forth by the application and accepted by the State agency.

- (b) State advisory council members will participate in on-site visitations with the State Title III staff.
 - (c) Project directors will be invited to State advisory meetings to give an overview of activities.
- (4) Prepare and submit through the State education agency reports of its activities, recommendations, and evaluations together with such additional comments as the State education agency deems appropriate, to the Commissioner and to the National Advisory Council on Supplementary Centers and Services, established pursuant to Title III of the Act.
- (a) The State advisory council will, at the close of each year (June 30) summarize and report on the evaluations conducted.
 - (b) The State advisory council will make specific recommendations gained as a result of its activities to the State Board, U. S. Commissioner of Education and the National Advisory Council through the State education agency.
- (5) Perform other advisory functions

The State advisory council will review all information filed with the State education agency concerning a request for hearing regarding a project denied funding. Such a review will result in a written recommendation of the advisory council to the State education agency prior to a formal hearing being granted by the State Board of Public Instruction.

2.3.11 Developing evaluation strategies

Departmental personnel, Title III staff members, and outside consultative personnel, including LEA people, possessing degrees of expertise in the area of evaluation will play a key part in developing the evaluation strategy.

Where feasible, a team approach to evaluation will be utilized and coordinated through Title III personnel. Evaluation teams will be organized with the intent of achieving specific goals either at the state or local projects level.

The specific evaluation strategy will involve a total of four stages. The total design encompasses the cyclic concept of evaluation.

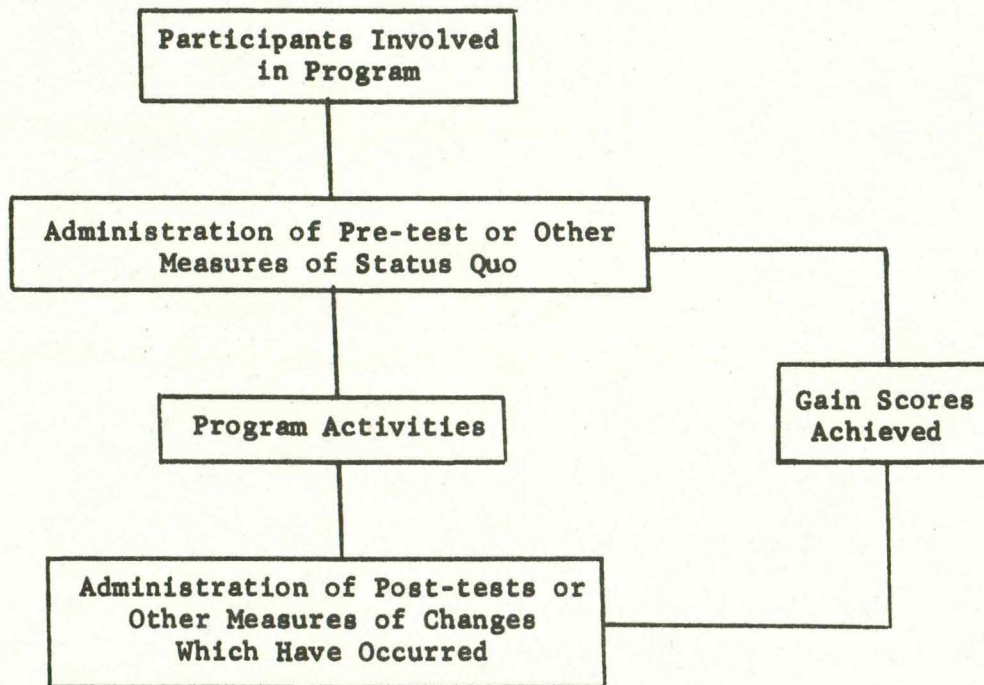
The first stage of the evaluation design is the program planning stage. This involves the identification of variables that affect the particular project under consideration. The first step in stage one is the identification of three important variables.

These include:

- (1) the institutional variable - number, grade level, sex, socio-economic class, etc. - of those involved in the project;
- (2) the instructional variable - concerns program content including all materials to be used in the project;
- (3) the behavior variable - includes kinds of behavior expected to result due to project activities.

Step two is the development of measurable objectives.

The third step in stage one, termed evaluation design, is basically a written description of how data is to be collected and analyzed so that a determination as to whether specific project objectives, established in step two, have been realized. Items to be included in the design step are: (1) sample size, (2) statistical treatment, and (3) treatment description. The following is a sample schematic representation of an evaluation design.



The second stage in the evaluation strategy is the program description. Basically this will be an on-going written account of all project activities. This particular stage will involve close cooperation between all levels of personnel connected with the project.

Stage three is the output/analysis of terminal behavior. This will constitute a written report of program results. Analysis of results will be made in relation to specific project objectives.

The final stage in the evaluation strategy involves a recycling process. At this point an assessment will be made of project success based on conclusions drawn from the previous stages. It may be necessary at this point to expand or further delimit the scope of the project in order to re-evaluate initial objectives and to consider the development of additional objectives.

To assure that the strategy developed for evaluation is feasible, plans call for initial testing to take place with a limited number of projects. In addition, conferences will be held with project personnel to gain insight into:

- (1) the efficiency of the strategy in terms of program management,
- (2) the relevancy in terms of the relationship to the state's educational needs assessment,
- (3) the effectiveness in terms of the diversity of project objectives, and
- (4) whether or not the strategy is equitable in terms of the target audience for which it has been developed.

Specific goals of the evaluation strategy include:

- (1) To identify successful on-going Title III projects in Iowa and transmit findings and innovative practices to local school districts throughout the state.
- (2) To identify unsuccessful on-going Title III projects and initiate changes for improvement.

The design for evaluation of Title III projects hinges upon on-site visitations conducted by the State Title III staff along with occasional consultative services of other State agency personnel. The evaluation made will be based on specific project objectives.

(1) Judging the effectiveness of projects funded under Title III -

In judging the effectiveness of Title III projects attempts will be made to use qualitative as well as quantitative data. Where possible, statistical measures will be applied to data that have been collected. Where this is not possible and it becomes necessary to measure the success of projects by subjective means, reference will be made to the stated objectives set forth by the project staff.

(2) Judging effectiveness of Title III on a statewide basis -

Baseline data gathered in the needs assessment study will provide a basis upon which to determine the extent of change resulting from the operation of the State's Title III projects. Criteria used in determining the extent to which Title III has influenced educational practices in Iowa include:

- (a) Number of districts exposed to project activities;
- (b) Number of professional staff visiting project activities;
- (c) Number of schools adopting, in whole or in part, innovative or exemplary practices developed by Title III projects;
- (d) Possible solutions of critical needs developed by the project.

(3) Role of SEA in evaluation

The Title III staff will work with local education agency personnel planning to initiate Title III program proposals to insure that evaluation procedures are built into each project.

The Title III staff will also conduct a minimum of three on-site visitations per year of each operational project to determine the progress of the program in terms of stated objectives.

Evaluation recommendations of the Title III staff will be made available to project personnel, to the LEA personnel, and to the State advisory council.

(4) Role of State advisory council in evaluation

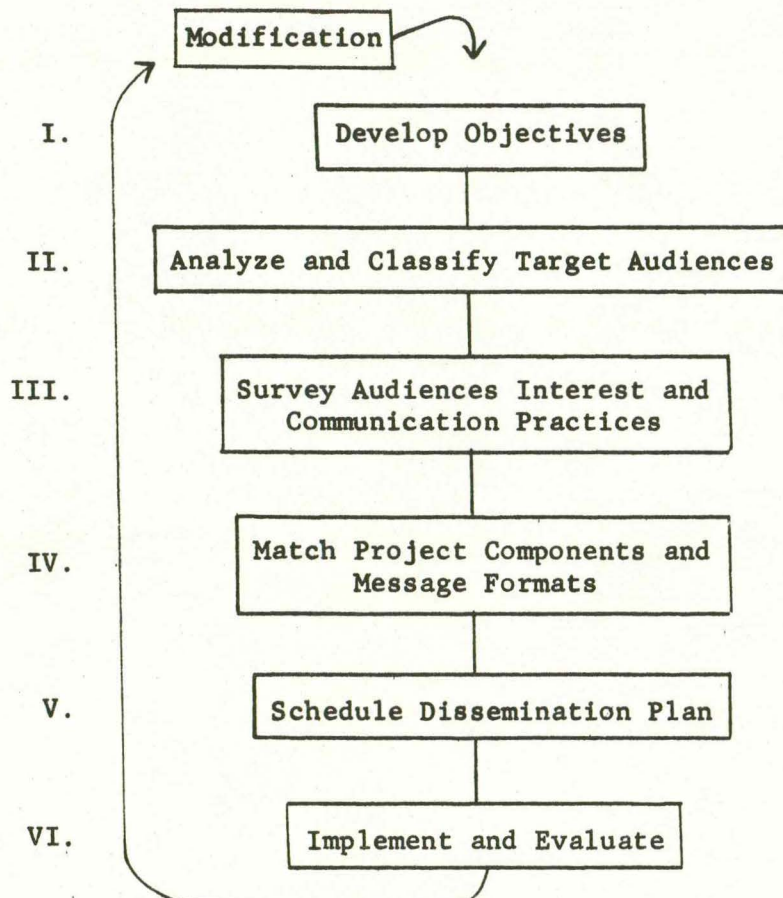
The State advisory council will, periodically, make on-site visitations to operational projects with the State Title III staff. In addition, the advisory council will review evaluation reports prepared by the staff and by other consultants. Directors of Title III projects will make presentations to advisory council members at State advisory council meetings.

2.3.12 Assuring adequate on-site evaluation of projects

- (1) The Title III State agency staff will visit each operational project a minimum of three times per year to determine the extent to which the project is meeting its objectives.
- (2) Personnel involved in on-site visitations will include: State Title III staff, SEA special consultants, and other personnel possessing areas of expertise related to project activities. Members of the State advisory council will also take part in on-site visits to projects.
- (3) The Title III staff will compile evaluation reports based on observations made during on-site visitations. Recommendations will then be made to local project personnel. In addition, summaries of these recommendations will be brought before the advisory council for consideration.
- (4) The State Title III staff will notify local project personnel, in writing, of recommendations. They will then, upon request, be available to assist in the implementation of these recommendations. If the LEA fails to implement recommendations made by Title III staff, the project may be recommended to the State advisory council and the State superintendent for termination.

2.3.13 Provisions for disseminating information concerning outstanding Title III projects

In an effort to inform the various target audiences of innovative and exemplary practices being utilized by the states Title III projects, a dissemination model was developed.



I. Develop Objectives

Specific objectives and activities for dissemination of information concerning innovative or exemplary projects of high quality include:

- A. Write and publish at least one article per year in the Educational Bulletin for each innovative or exemplary project considered by the Title III staff to be of high quality.

- B. Write and publish in Midland Schools, a minimum of two articles yearly on high quality innovative or exemplary projects.
- C. Conduct two yearly programs in which directors of high quality innovative or exemplary projects make presentations of their projects.
- D. Distribute quarterly, to all school districts in the State, a Title III newsletter containing write-ups of high quality innovative or exemplary projects.
- E. Issue invitations to local educational personnel inviting them to visit high quality innovative or exemplary projects.
- F. Develop and distribute a color slide presentation, with sound, including innovative or exemplary projects considered to be of high quality.

II. Analyze and Classify Target Audiences

Initially, dissemination from the state level will be directed toward three basic groups within the state: (1) local education agencies, (2) educators, and (3) lay people. On a broader scope the SEA will disseminate evaluation results of innovative and/or exemplary projects throughout the country.

Statewide dissemination techniques will include the following:

- (1) Educational Bulletin
- (2) Title III Newsletter
- (3) Midland Schools
- (4) Audio-slide Presentations
- (5) On-site Visitations

- (6) Video-tape Presentation
- (7) Television Coverage
- (8) Newspaper Coverage

National dissemination techniques will include:

- (1) Pace Report
- (2) National Journals
- (3) USOE Publications
- (4) EPIC
- (5) ERIC

III. Survey Audience Interest and Communication Practices (Collection of Data by State)

In order for the SEA to disseminate information and program components it will be necessary for the project directors to supply appropriate and potential feedback to the Title III staff. A periodic response from ongoing projects is to include subjective evaluations related to:

- A. Audience participation
- B. Project personnel activities
- C. Trends being developed by the project
- D. Frequency of activities

With the information base established the Title III staff will cooperate with the local project personnel in determining the various facets to be used in making reliable presentations.

Every effort will be made to identify personnel and materials which will be appropriate in the dissemination process.

The various audiences will be analyzed in terms of acceptability of types of techniques in determining the proper type of presentations. Program communication techniques will be evaluated by the media center personnel in order to develop a high quality program for the many varied publics.

IV. Match Activity Components and Message Formats

This particular phase of the dissemination strategy will involve a careful analysis of the types of activities to be communicated to specific target audiences. As this activity will be completed during the previous phase, it should be possible to prepare effective messages and identify appropriate methods for communicating such messages to specific target groups.

Each activity within the project will in all probability generate a communication problem unique to that particular project. Until activity components which are to be communicated have been identified it will not be possible to refer to specific modes of communication that would effectively and efficiently communicate the intended message.

The following modes of communication will be utilized

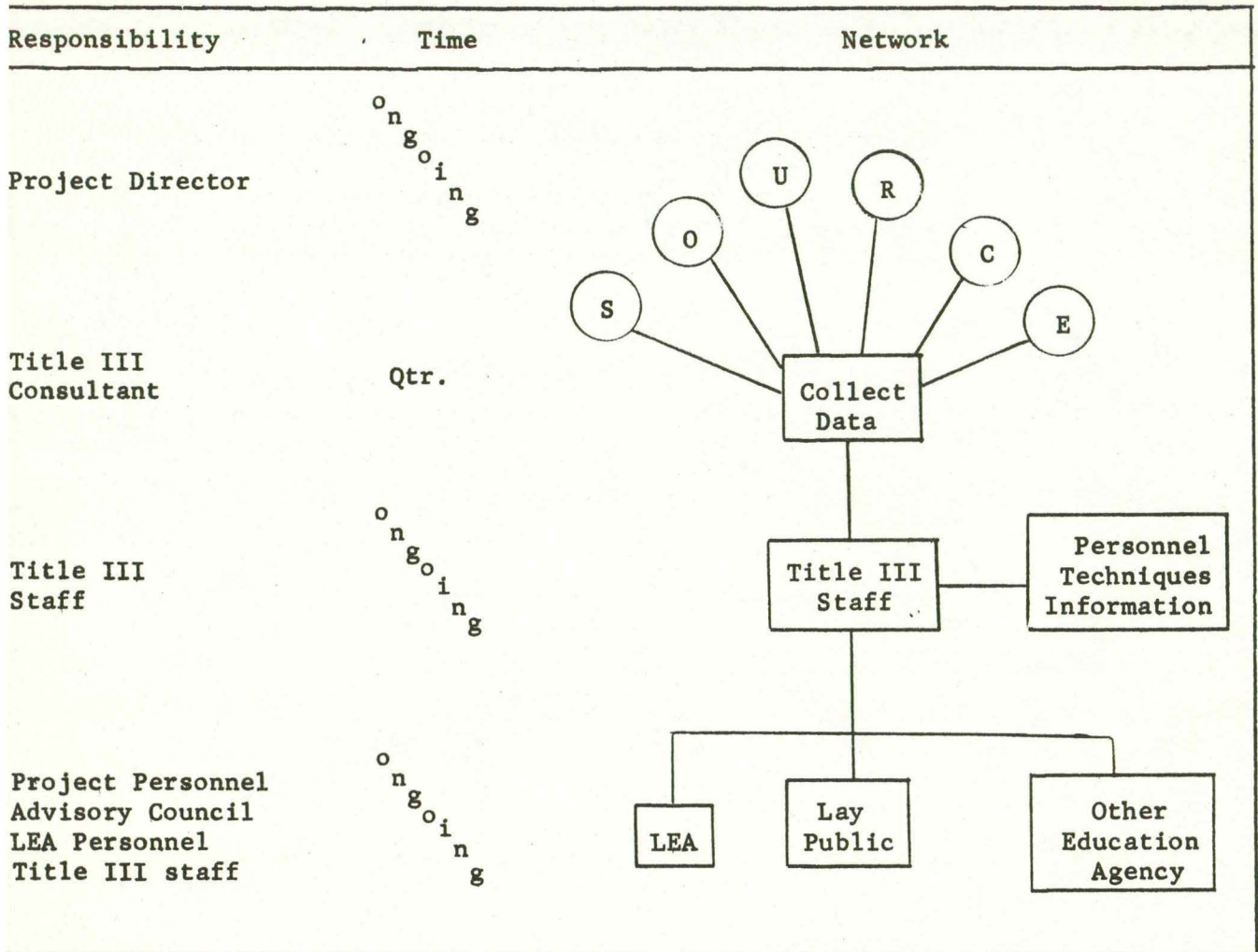
- (1) Printed material
- (2) Radio and television
- (3) Conferences and seminars
- (4) On-site evaluations
- (5) A-V materials

O.P.P. LIBRARY COPY

V. Schedule Dissemination Plan

The following dissemination plan will be followed:

DISSEMINATION PLAN



It will be the plan for information to be submitted to the SEA Title III staff in order for dissemination techniques to be developed. The various presentations, consultative help, seminars will be scheduled in order to accomodate the specific public in the most effective manner.

VI. Effectiveness of Dissemination

The degree to which dissemination from the State level can be termed effective will be judged through continuous follow up activities by Title III staff. The Title III staff will also maintain a close working relationship with the divisions of curriculum and supervision. As these two agencies within the Department are in constant contact with school districts throughout the state, they should be capable of providing information relevant to the effectiveness of the messages communicated. This will serve as a built-in feedback mechanism enabling Title III personnel to re-evaluate and modify existing methods of dissemination.

To assist the Title III staff in evaluating the effectiveness of dissemination activities, specialists in the area of communication will be called in where necessary.

2.3.14 Procedures for encouraging the adoption and adaptation of promising educational practices resulting from projects of high quality

It will be the responsibility of the Title III staff and the State advisory council to make initial identification of promising practices through the evaluation strategies indicated in this plan. Dissemination of information concerning such project activities is also the primary responsibility of the State agency Title III staff.

It shall be the responsibility of the total State agency, however, to give all possible assistance to the implementation and the adoption of such procedures and practices. In addition to the activity of the State agency Title III staff and the State advisory council, the State agency, where required, may assist by:

- (1) Recommending to the General Assembly legislative additions or changes.
- (2) Adopting State board of public instruction policy.
- (3) Initiating departmental rules to be submitted to the Legislative Rules Review Committee.
- (4) Making recommendations to the Iowa State Education Association, the Iowa School Board Association and other agencies interested in education.
- (5) Making available to local education agencies the various consultant personnel of the State agency who, through their expertise, can assist in the implementation of promising educational activities and practices. Such assistance to be coordinated through the State agency Title III staff.

- (6) Recommending on-site visitations by local school officials to innovative and exemplary projects.

2,3.4 Provisions for assuring that Title III funds will supplement and not supplant State and local funds

As part of its project application the local education agency will be required to submit evidence that the expenditure of Title III funds will not supplant State and local funding of the district. Fiscal effort by a local education agency shall be determined by the State agency on the basis of expenditures other than those made from funds derived from Federal sources for which the local education agency is required to account to the Federal government directly or through the State education agency. Project application evidence must include the following:

- (1) Total amount budgeted for current fiscal year.
- (2) Total amount expended for each of the two preceding fiscal years.
- (3) That the program portion of the proposed project must clearly supplement the existing program activities of the local education agency.

2.3.23 Provisions for not commingling Federal funds with State funds

Title III funds allocated to the State education agency shall not be commingled with State funds so as to lose their identity. State agency accounting procedures assure that Federal funds made available for Title III, as provided for in this plan, will be identified and accounted for as a separate fund. Within this fund all expenditures will be accounted for by object of expenditure. The accounts of the State Department of Public Instruction under the control and supervision of the State Board of Public Instruction, are audited annually by the State auditor. Reports on such audits will be available in the office of the State Department of Public Instruction.

2.3.24 Provisions for not commingling Federal funds with State or local funds

Title III funds allocated to local educational agencies for approved projects, as provided for in this plan, shall not be commingled with State or local funds so as to lose their identity. Title III funds allocated to local education agencies by the State agency will be deposited in the local district general fund and they shall be required to establish a special clearing account on these funds.

3.0 Fiscal Management, Accounting and Auditing Procedures

3.1 Determination of obligations and expenditures

3.1.1 Expenditures by State educational agency for State administration

The use of funds under Title III by the State for the administration of State plans, the activities of advisory councils, and the evaluation and dissemination activities will be determined on the basis of documentary evidence of binding commitments for the acquisition of goods or for the performance of work, except that funds for personal services, for services performed by public utilities, or for the rental of facilities shall be considered to have been expended as of the time such services were rendered, such travel was performed, or such rented facilities were used. An obligation entered into by the State educational agency and payable out of funds under Title III of the Act shall be liquidated during the fiscal year following the fiscal year in which such funds are made available for use by that agency unless prior to the end of that following fiscal year the State educational agency determines that the time of liquidating a particular obligation should be extended and does so extend the time for liquidating the obligations and so notifies the Commissioner.

3.1.2 Obligations of funds to local educational agencies

The issuance of a grant award document by the State educational agency to a local educational agency, if made during the period in which the funds are available for obligation, will be regarded as an obligation of funds under Title III of the Act in the amount of the grant award. Federal funds so obligated will remain available for expenditure by such local educational agency during the period for which the grant was awarded.

The obligation recorded by the State agency shall be adjusted when the grant award is amended and is determined to be at variance with amounts so expended by the local educational agency.

3.1.3 Expenditures by local educational agency

Federal funds shall be considered to be expended by the local educational agency on the basis of documentary evidence of binding commitments for the acquisition of goods or property, for the construction of school facilities, or for the performance of work; or, on the basis of a reservation of funds for administrative activities in connection with the completion of project activities, such as evaluation and auditing activities, except that the use of funds for personal services other than those for administrative activities for which such a reservation of funds has been made, for services performed by public utilities, for travel, and for rental of equipment and facilities shall be determined on the basis of the time in which such services were rendered, such travel was performed, and such rented equipment and facilities were used, respectively. (Section 118.15 (b) (4)) Such binding commitments for the acquisition of goods or property, or for the performance of work shall be liquidated within 90 days following the end of the budget period.

3.3 Funding procedures

As soon as practicable after approval of a project by the State education agency, the Title III State agency staff will negotiate a grant for the first budget period. The initial grant award document will make available the Title III funds needed to support the project for the first budget period.

Approximately 90 days before the end of the first budget period, the grantee will be requested to submit an application for a continuation grant. This application must reach the State Department of Education 60 days before the budget period's termination date.

Scheduled activities not completed in one budget period which are rescheduled for the succeeding period must be included in the budget for that period to qualify for funds. Since program difficulties are frequently encountered during the initial budget period, this budgeting process is of critical importance to the continual funding of all project activities.

After negotiating with the grantee the State Department of Education will issue a grant award document for the second budget period. The amount granted for the second period will be the difference, if any, between the budget negotiated for the second period and unexpended first period funds. The grantee will be instructed to expend the remaining first period funds completely before requesting funds granted for the second period.

To qualify for Federal payment the grantee should liquidate obligations within 90 days after the end of the first period. A report of actual expenditures must be filed as soon as all obli-

gations have been liquidated but not later than 90 days after the end of the first budget period. The grant for the second budget period will be increased or decreased to reflect any differences between estimated and actual expenditures reported for the first budget period.

2.3.22 Provisions for hearings

Any LEA which has submitted a proposed project application under the provisions of this plan which after review and evaluation by the Title III staff, applicable members of the panel of experts and the State advisory council is being recommended to the State Board of Public Instruction as non-approvable, shall be notified of this pending action prior to final action of the State Board. The LEA shall have one week from the receipt of such notice to request a hearing with the State agency Title III staff. If requested, the Title III staff shall establish a time and a place for such a hearing within 15 days of the request and notify the membership of the State advisory council so that if they desire they may attend. The State Title III chief will be responsible for conducting the hearing and recording the major points presented. Within 60 days, this record shall be included along with the recommendation of the State superintendent to the State Board of Public Instruction prior to their final action on the proposed project.

STATE LIBRARY OF IOWA



3 1723 02118 2423