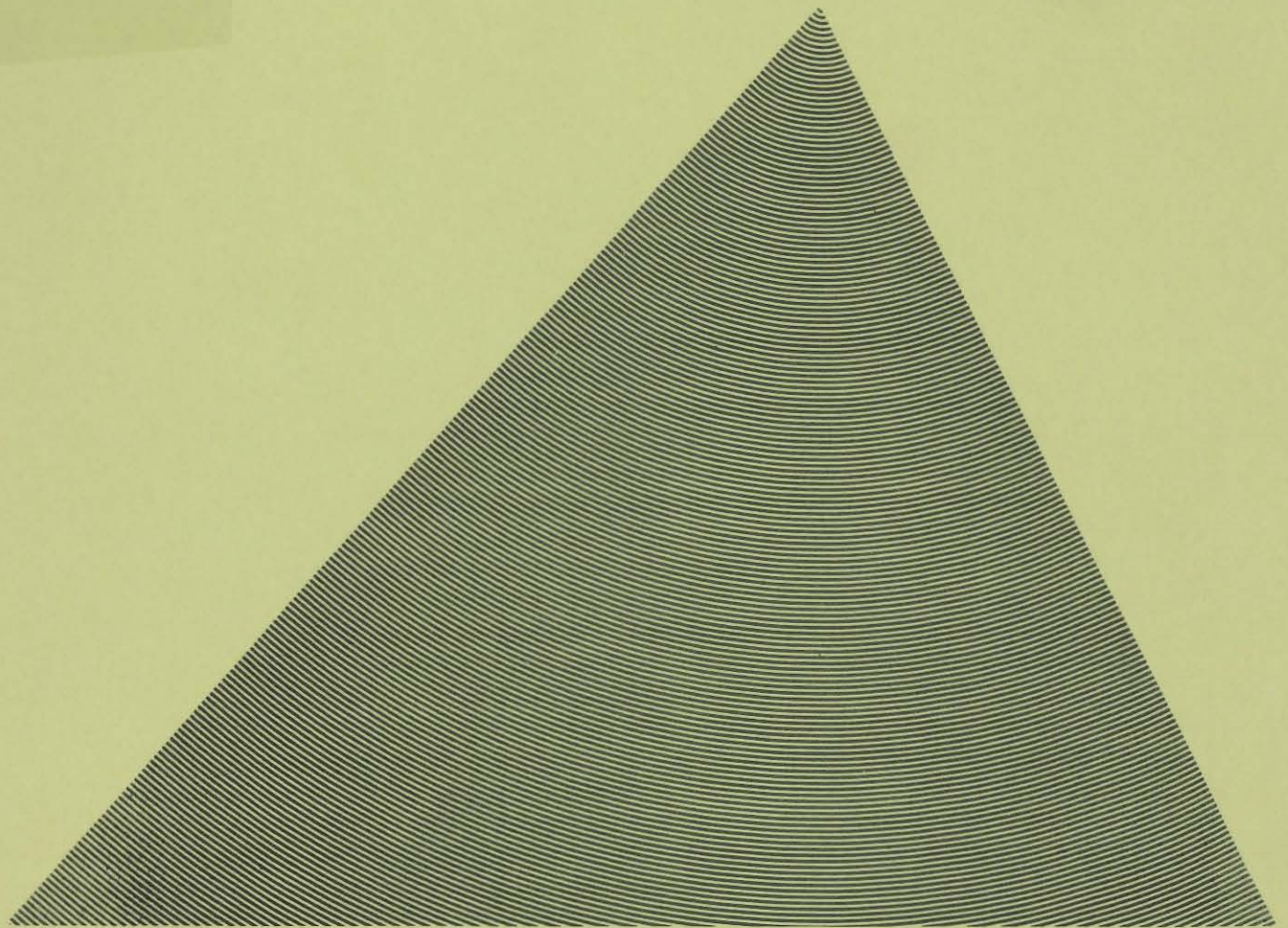


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FOCUS



ON PROGRESS IN IOWA SCHOOLS DURING THE 1960'S

STATE OF IOWA DEPARTMENT OF PUBLIC INSTRUCTION

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**STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines**

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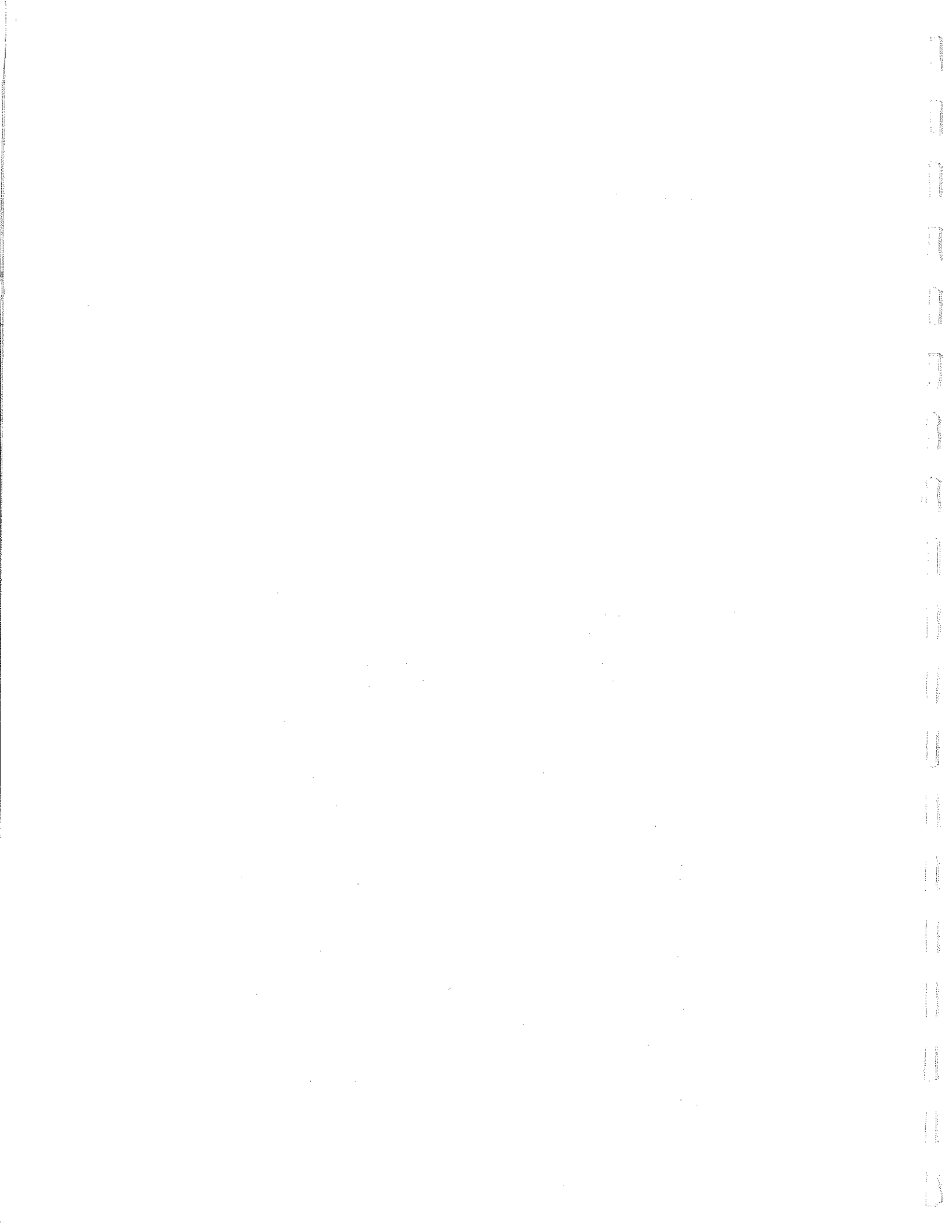
INTRODUCTION

Theodore S. Parvin, who had come to Iowa in 1838 as one of the secretaries of Governor Lucas, in an address to the Iowa State Teachers Association in 1892, said:

When I asked him (Lucas) why he pressed so forcibly the subject of education upon the legislature, as we had no children in the territory to educate, and if we had, no money to provide "a system of schools," . . . the Governor's reply was significant. He said, "We are building a future. Our population is to come from the older states east of us, where the common school system is in force, and we must let them know that we are interested in the subject of education and have made provision for their children when they locate among us, and this reference to the subject and the legislative action that may be had thereon will serve to advertise us before the world and place us in a proper position upon this important subject."¹

The above was a dynamic statement of educational leadership. The basic philosophy of the Department of Public Instruction is that *leadership* is its most important function. Many forces of leadership acting singly and in concert have produced a change in Iowa schools during the 1960's. These changes have been predominately in the direction of progress.

It must never be forgotten that the schools exist for the student. All students are entitled to be educated, yes re-educated to the limits of their capacities and abilities. This means the person from preschool age through adult education. To fulfill this aim, schools need to be in constant change. More and more, these changes are in response to social forces. The functions of education have been redefined to include expanded concerns for a whole range of social problems as well as transmission of the cultural heritage. A new look can be focused on the changes that have taken place in the 1960's in administration, finance, who and what was taught, services, and federal programs.



ADMINISTRATION

State Board of Public Instruction

In 1953 the state was divided into State Board of Public Instruction districts, the boundaries of which were conterminous with the eight congressional districts as they existed on January 1, 1953. One member of the Board was elected from each district and one appointed by the governor from the electors of the state at large, subject to confirmation by two-thirds of the Senate in executive session. This made a total membership of nine members.

Later, in 1965, each district nominated two persons for the Board. The county superintendent in charge of the convention certified to the governor and to the secretary of state the names of the two persons nominated. The governor then appointed one of these two persons as the member of the Board for the district.

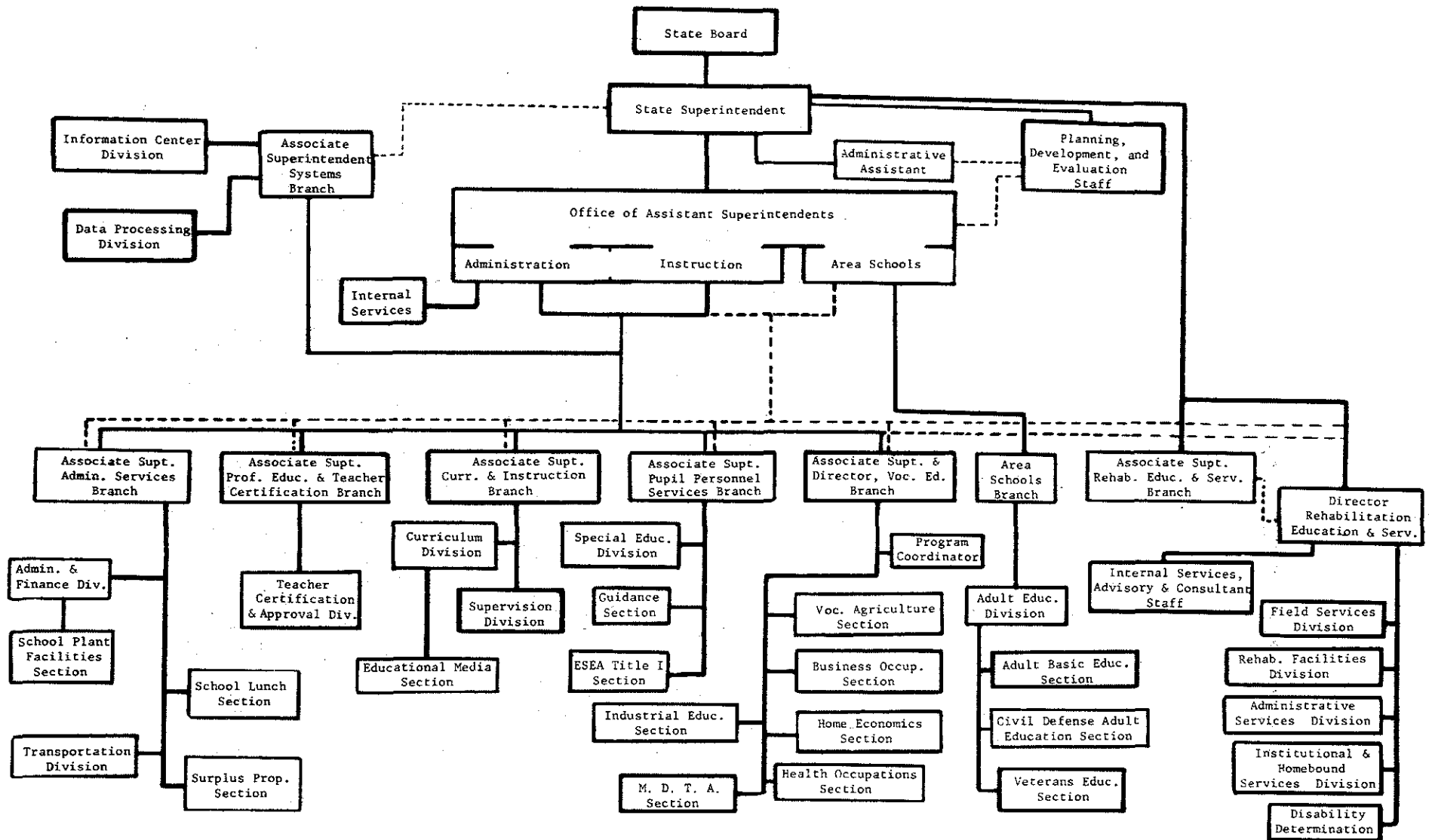
Senate File 616, Acts of the 62nd General Assembly, amended Section 257.1, Code 1966, to read as follows:

There is hereby established a state board of public instruction for the state of Iowa. The state board of public instruction, hereinafter called the state board, shall consist of nine members who shall be appointed by the governor with the approval of two-thirds (2/3) of the members of the senate. Not more than five (5) members shall be of the same political party.

New programs and new avenues of educational emphasis beginning in the early part of the 60's found the internal structure of the Department of Public Instruction inadequate in organization and personnel. The State Board asked for a complete study of the problem. Studies were carried on for a number of years, and in 1965 the following organizational chart came into being.

¹Irving H. Hart, *Milestones* (Des Moines: Iowa State Education Association, 1954), p. 2.

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
ORGANIZATION CHART



Since 1965 additional administrative responsibilities have been placed upon the State Board. The law mandates that, in addition to administering public schools, the Board shall apply educational standards to parochial and private schools.

257.25 **Educational standards.** In addition to the responsibilities of the state board of public instruction and the state superintendent of public instruction under other provisions of the Code, the state board of public instruction shall establish standards, regulations, and rules for the approval of all public, *parochial*, and *private* nursery, kindergarten, elementary, junior high, and high schools and all area vocational schools, area community colleges, and public community or junior colleges in Iowa. . . . (Italics added)

Feeling that much leadership in education should begin at the grass roots, Superintendent Johnston invited school men from 16 areas of the state, and men from the universities in Iowa offering graduate programs, to a meeting in Des Moines in 1965. Out of this meeting was born the Advisory Council and Coordinating Committee for the Improvement of Education in Iowa. This committee meets monthly in a dual capacity: (1) bringing in ideas and materials from the 16 districts and the universities, and (2) taking back ideas and materials from the DPI.

County Boards of Education

Increasingly, county boards of education are adopting the concept of joint and county merged areas of education. As a result, the number of county superintendents is steadily decreasing:

1960-61	-----	96 county superintendents
1968-69	-----	62 county superintendents
Net Decrease	-----	35.4%
1968-69	-----	30 counties were still administered as single counties
		50 counties were administered under joint agreements
		18 counties were merged into six joint county systems administered by single boards and superintendents

Local Boards of Education

Local boards of education, in cooperation with their patrons, have made concerted efforts to give quality education to boys and girls through a wider choice of course offerings. These efforts have resulted in larger, more efficient school units.

The number of public school districts has steadily decreased since 1960;

1960-61	-----	1,575 districts
1968-69	-----	456 districts
Net Decrease	-----	71%

As the number of school districts decreased, so did the number of school board members:

1960-61	-----	6,671 school board members
1968-69	-----	2,461 school board members
Net Decrease	-----	63%

The decrease in the number of school districts increased the size of the local units:

1960-61	--- Median Area	----	74 square miles
1968-69	--- Median Area	----	109.5 square miles
Net Increase	-----		48%

With the reorganization of districts, there has also been a change in the structure of educational program design:

1960-61	--- (K-8-4)	-----	255 public schools
1968-69	--- (K-8-4)	-----	140
1960-61	--- (K-6-6)	-----	86 public schools
1968-69	--- (K-6-6)	-----	135

These are the two most common forms of organization at the present time. As school districts become larger they tend to organize in other plans such as K-6-3-3, middle school, and junior high.

The preceding figures are impressive; but further study, planning, and adjustment of administrative units must be made because:

- Many Iowa school districts are continually affected by population shifts within the state.
- 238 of the state's 455 high school districts enrolled fewer than 750 students in 1968-69.
- The smallest 238 school districts enrolled less than 20 per cent of all the public school students in the state in 1968-69.
- 62 classes held in Iowa public schools during the 1968-69 school year had only one pupil each.
- During the same year, 182 classes had only two pupils.
- By 1975 well over 50 per cent of all public school students will be enrolled in the largest 25 school districts.

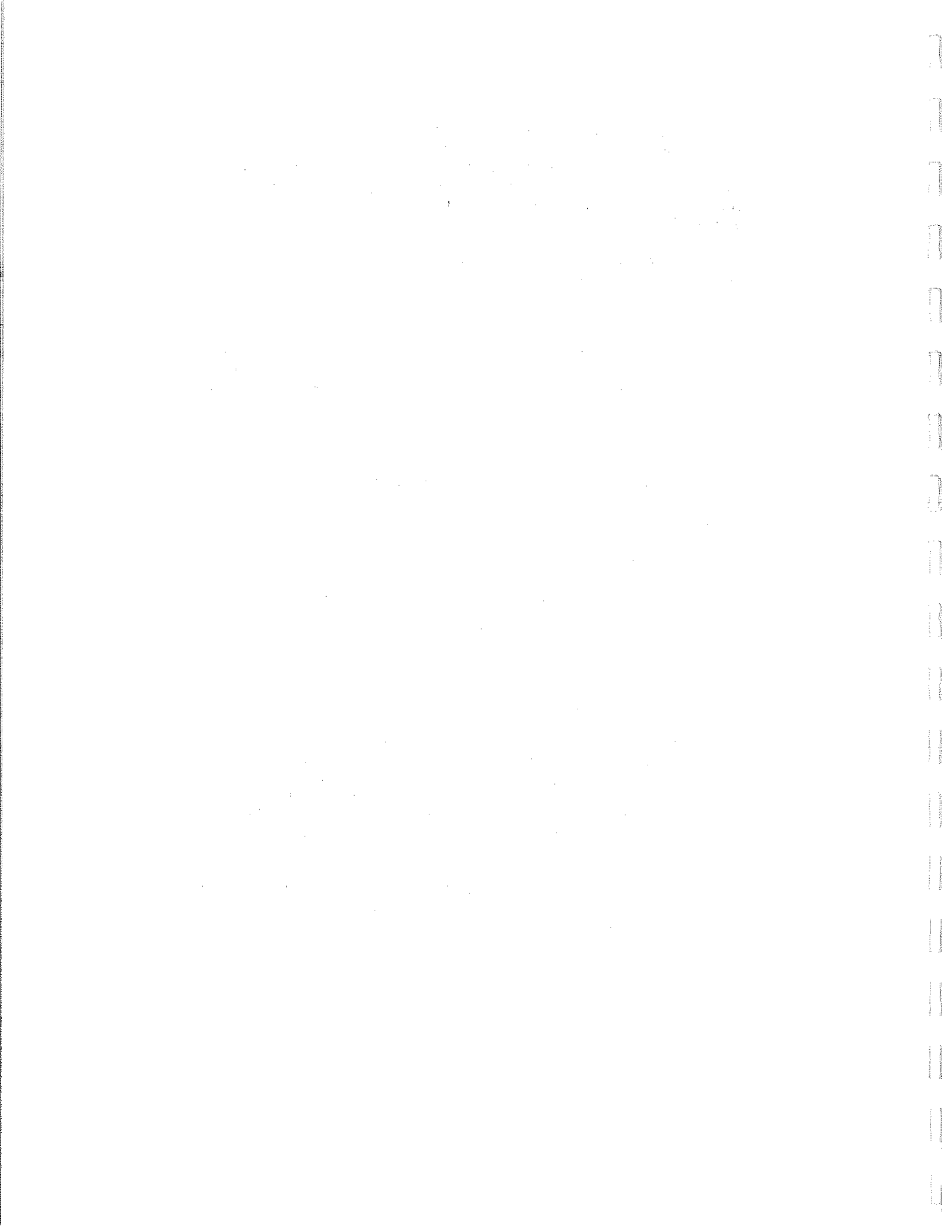
Local Unit Administration

The responsibility for local administration falls upon the shoulders of the local superintendent. His is also a constantly changing role. It was not so long ago that the office of local superintendent was almost a one-man

show. Today, the superintendent seeks help from all his professional staff. He is a highly specialized professional who wields considerable power and influence. The power and influence come from his ability to seek guidance and assign duties to principals, heads of departments, curriculum coordinators, and classroom teachers. He is a man who must get the job done in the community.

He has many problems which he meets each day, and many of these are of recent vintage. The following list makes the point:

- High interest rates with negative effect on bond issues.
- Professional negotiations. Teacher power is assuming more and more importance. The teacher is asserting himself. He is demanding a fuller role. He is demanding positions of leadership and policy determination.
- Merit pay.
- Compensating pay for teaching in difficult situations.
- Use of teacher aides.
- Recruiting of teachers for racial balance.
- Campus unrest--race, drugs, haircuts, strikes, dress, etc.
- Model cities--magnet schools.
- Busing children for racial balance.
- National assessment.
- Curriculum--the move from mass education to individualized education, sex education, environmental education, early childhood education, computer education, concentration on remedial programs, academically gifted, exchange of foreign students, the middle school, open plan classrooms, hardware to be used with programmed learning, and new approaches to curriculum revision.
- Constant need and pressure for improvements, many of which require additional funds, together with counter-pressures to hold costs down.



FINANCE

One cannot look at the public schools of Iowa without giving thought to the financial aspect of education. Public school operation uses a substantial amount of the tax revenue generated in the state. People rightfully want to know that they are receiving a good return for the money invested. Research has brought out that there is a direct relationship between expenditures and quality in public education, given comparative pupil resources. It is an administrator's responsibility to inform people that districts with outstanding schools devote a greater amount of funds to education than do other districts.

Financing public education in Iowa is undergoing change. We are now educating from preschool through adult education. At one time education was almost wholly a local responsibility, with the state assuming a small part of the obligation. However, in 1967 the Iowa legislature enacted a new state aid program, which significantly increased the state's share of the responsibility. The federal government also became more involved in the 1960's through special stimulation-type programs, which dramatically increased the amount of money available for education.

The people of our state have decided it is well within the capabilities of the Iowa economy to extend post high school education for at least two years to every person who is capable of taking advantage of such a historically unprecedented opportunity. Since 1965 the area vocational schools and community colleges have come into being. Strong adult education programs are emerging as an integral part of these institutions.

Here are some interesting facts in financing Iowa schools in the 1960's:

1960-61 -- Taxable Valuation of Iowa Property	---	\$5,151,081,912
1968-69 -- Taxable Valuation of Iowa Property	---	6,786,251,582
Net Increase	-----	31.74%

1960-61 -- Assessed Valuation per Resident Child (ADA)---	\$9,905
1968-69 -- Assessed Valuation per Resident Child (ADM)---	12,166
Net Increase -----	22.83%
1960-61 -- Average Millage Levy for Local School Taxes ----	43.611
1968-69 -- Average Millage Levy for Local School Taxes ----	45.642
Net Increase -----	4.66%
1960-61 -- Total School Expenditure for Schools ----	\$274,036,619
1968-69 -- Total School Expenditure for Schools ----	548,088,766
Net Increase -----	100.0%
1960-61 -- Total School Instructional Cost -----	\$140,443,240
1968-69 -- Total School Instructional Cost -----	317,924,873
Net Increase -----	126.37%
1960-61 -- Value of All Public School Buildings ----	\$587,555,980
1968-69 -- Value of All Public School Buildings ----	977,255,985
Net Increase -----	66.33%
1960-61 -- Total Bonded Indebtedness for Schools ----	\$223,216,677
1968-69 -- Total Bonded Indebtedness for Schools ----	333,618,100
Net Increase -----	49.46%
1960-61 -- Average Cost Per Pupil -----	\$424.91
1968-69 -- Average Cost Per Pupil -----	717.98
Net Increase -----	68.97%
1960-61 -- All State Aid -----	\$ 29,001,780
1968-69 -- All State Aid -----	149,870,260
Net Increase -----	416.76%

WHO WAS BEING TAUGHT

Preschool Pupils

Section 257.25 (Educational Standards) of the 1966 *School Laws of Iowa* for the first time directed the State Board of Public Instruction to establish approval standards, regulations, and rules for nursery schools.

Chapter 257 of the *School Laws* specifies that a nursery school's minimum curriculum shall include activities designed to help children use and manage their bodies, extend their interests and understandings of the world about them, work and play with others, and express themselves.

Kindergarten Pupils

Since 1960 there has been a change in kindergarten scheduling. Prior to that year, schedules were almost as varied as the number that existed. Kindertartens met all day, every other day, every other week, only the last semester of each school year, or one-half days. Today, any kindergarten that does not meet on a half-day schedule all year long is the exception. Only 46 per cent of the public school districts of the nation offer kindergarten programs. Every public school in Iowa conducts a kindergarten program.

Changes in enrollment are indicated below.

Kindergarten

1960-61	-----	55,014
1968-69	-----	56,555
Net Increase	-----	2.80%

Pupils, Grades One Through Eight

1960-61 -----	383,153
1968-69 -----	410,294
Net Increase -----	7.08%

Pupils, Grades Nine Through Twelve

1960-61 -----	139,568
1968-69 -----	191,087
Net Increase -----	36.91%

Area School Students (Vocational and Community College)

The 61st General Assembly of Iowa established the authority for area schools in Iowa. These schools could be either area vocational schools or area community colleges. They were to offer to the greatest extent possible, educational opportunities and services in each of the following, when applicable, but not necessarily limited to:

- The first two years of college work including preprofessional education.
- Vocational and technical training.
- Programs for inservice training and retraining of workers.
- Programs for high school completion for students of post high school age.
- Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private.
- Student personnel services.
- Community services.
- Vocational education for persons who have academic, socioeconomic, or other handicaps which prevent succeeding in regular vocational education programs.
- Training, retraining, and all necessary preparation for productive employment of all citizens.
- Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

The enthusiastic acceptance of these schools is verified by the increased enrollment:

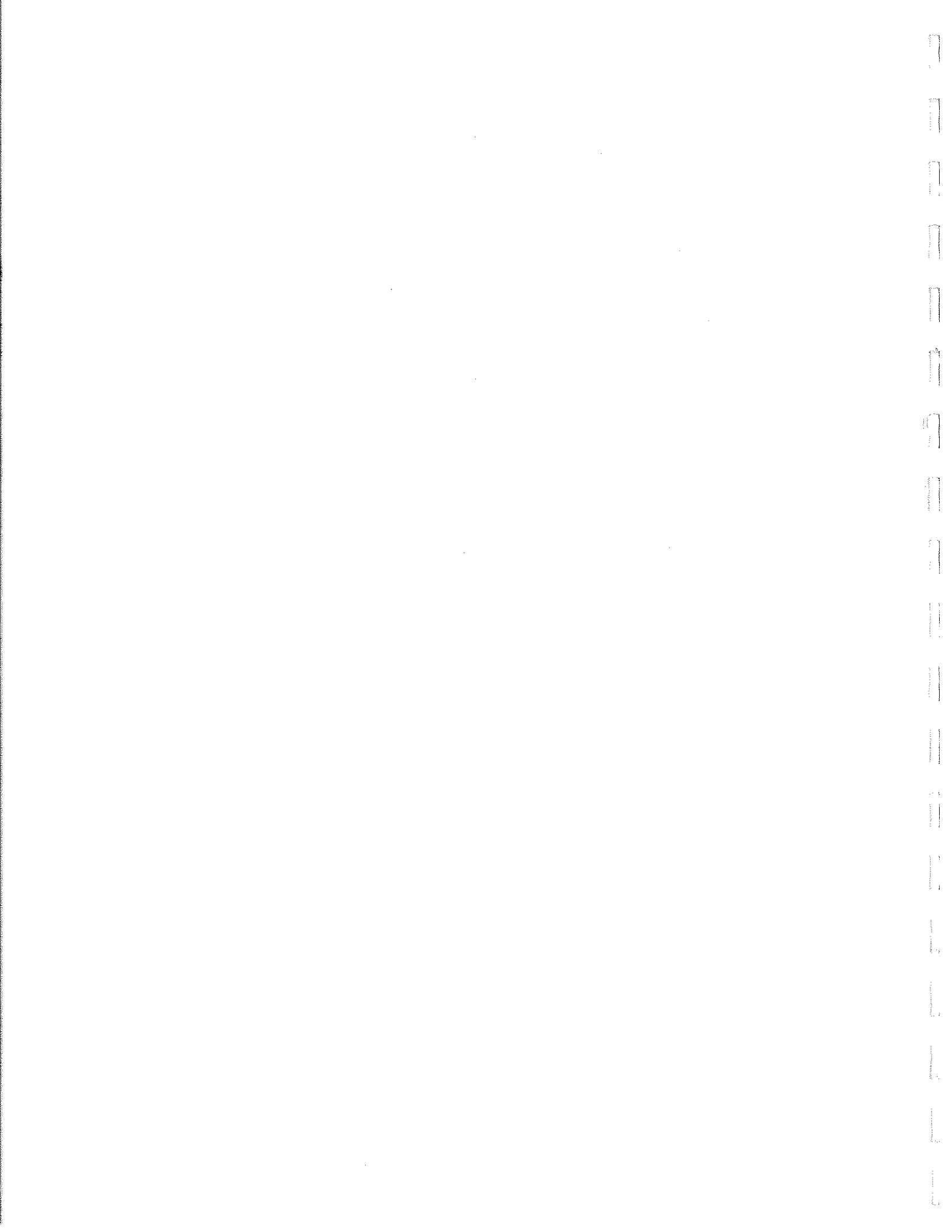
	<i>College Parallel</i>	<i>Vocational Technical</i>	<i>Adult Education</i>	<i>Total</i>
1966-67	7,345	2,150	670	10,165
1967-68	9,265	4,720	2,431	16,416
1968-69	9,236	7,259	3,263	19,758
Net Increase	-----			94.37%

Adults

Adult basic education is for adults 18 years of age or older who are in need of education in the communicative and computative skills, which include information about consumer education, health, human relations, and home and family living. This program came into being as a part of the Department's program in 1965. Each year it is being used by more and more people:

1965-66	-----	2,503 adults
1968-69	-----	6,232 adults
Net Increase	-----	148%

Students in adult basic education courses now take their work in the area schools. Since there is no area school for the Dubuque area, a special program is operated by the Dubuque Community School District.



Dramatics
Music

- Foreign language (two units)
- Mathematics (five units)
 - General mathematics (one unit)
 - Sequential mathematics (four units)
- Physical education (one unit with one-eighth unit each semester required of each pupil)
- Practical arts (five units), which may include these subjects:
 - Agriculture
 - Business education (including commercial typewriting)
 - Distributive education
 - Health occupations
 - Homemaking
 - Industrial arts
- Science (four units)
 - Chemistry
 - Physics
 - NOTE: The units of physics and chemistry may be taught in alternate years. However, four units in science must be available to pupils annually.
- Social studies (four units)
 - American government
 - American history
 - Economics
 - NOTE: The law permits a considerable degree of flexibility in social studies offerings. It states, "Instruction in American history, American government, and economics shall be included in said units but need not be required as full units."
 - However, this requirement must be read in connection with Section 280.8 (*School Laws of Iowa*) which requires all high schools to offer and all students to take, "a minimum of instruction in American history and civics of the state and nation to the extent of two semesters, and schools . . . shall offer in addition one semester in social problems and economics." Social problems may be a part of or combined with economics. Note that American history and American government must be taken by all students as a requirement for graduation. Economics (and social problems) must be offered for at least one semester but may be elective.
- Special education services which may be shared by public schools

WHAT WAS BEING TAUGHT

General Academic Program

It is commonly understood that education is a state function. This means that the state constitution and the laws made by the legislature are supreme in matters relating to public education. Reference and practice of long standing adhere to the principle that it is wise to delegate primary responsibility and control of schools to local school districts and their elected boards of education. Every state has retained certain powers over its schools. Among these powers is that of mandating the minimum curriculum to be offered, and specifying those parts of it which pupils are required to follow.

Iowa has provided greater central control of the curriculum within the past few years. This broadened control of the curriculum was instituted in 1965 by the 61st General Assembly and continued with minor changes by subsequent sessions in 1967 and 1969. Prior to 1967 there had existed certain minimum curriculum requirements of the type common to most states: required offerings in the so-called "common branches" and required courses in areas such as health and physical education, citizenship, U. S. history, and American government.

In 1960, schools offered those courses mandated by law and other courses of their choosing. This option of courses led to great variance over the state. In 1969, if schools wished to be approved they were required to teach the following:

Elementary School – Grades One Through Six

- Art
- Health and physical education, including the effects of alcohol, narcotics, and poisons on the human body

- *Physics for Iowa Schools*
- *Teaching About Communism*
- *Your Iowa Public School (Social Studies Unit)*
- *Industrial Arts for Iowa Schools*
- *Teaching Iowa History (A Guide to Resource Material)*
- *From Cabin to Capital (Des Moines, Iowa)*
- *A Guide to Historic Iowa*
- *Project Social Studies*
- *Family Living and Personal Growth*
- *Smoking — A Social Dilemma*
- *What You Should Know About Drugs and Narcotics*
- *Teacher's Guide to American Negro History*
- *Plan for Progress in the Media Center, K-6*

Special Education

The Special Education Division was created by the State of Iowa for the promotion, direction, and supervision of education for children requiring special education in the schools under the supervision and control of the Department of Public Instruction. According to Iowa law, the term "children requiring special education" shall be interpreted as follows:

- Children under twenty-one years of age who are crippled or have defective sight or are hard-of-hearing or have an impediment in speech or heart disease or tuberculosis, or who by reason of physical defects cannot attend the regular public school classes with normal children.
- Children under twenty-one years who are certified to be emotionally maladjusted or intellectually incapable of profiting from ordinary instructional methods.

The expansion of this service to the schools of Iowa has been tremendous since 1960.

1960-61 --- Number pupils served	-----	31,817
1968-69 --- Number pupils served	-----	460,416
Net Increase	-----	1347.07%

1960-61 — Pupils in special education	
classes -----	3,655
1968-69 — Pupils in special education	
classes -----	9,611
Net Increase -----	162.95%
1960-61 — Special services personnel	
employed -----	549
1968-69 — Special services personnel	
employed -----	1,400
Net Increase -----	155.00%

<i>Special Education Programs</i>	<i>1959-60</i>	<i>1960-61</i>	<i>1968-69</i>
Supervisors of Special Education	44	37	35
School Psychologists	38	50	147
Speech Clinicians	101	107	230
Teachers—EMR	233	274	676
Teachers—TMR	29	41	136
Teachers—Emotionally Dist.	5	5	26
Teachers—Physically Hand.	14	15	18
Teachers—Hospital - Homebound	13	12	12
Physical Therapists	4	2	8
Occupational Therapists	2	5	3
Hearing Clinicians	0	0	15
School Social Workers	0	0	36
Teachers—Visually Hand.		1	7
Teachers—Hearing Hand.		0	14
Consultants Mentally Retarded	<u>0</u>	<u>0</u>	<u>13</u>
TOTAL	483	512	1,376

Under a federal grant and in cooperation with The University of Iowa, the following handbooks and guides were developed.

- *Reporting Pupil Progress in Special Classes for the Retarded*
- *Planning an Arithmetic Curriculum for the Educable Mentally Retarded*
- *Life Experience Starter Units #2*
- *Social Problem Fiction — A Source of Help for Retarded Readers*
- *The Use of Overhead Projection in Classrooms for the Mentally Retarded*
- *Developing Appropriate Seatwork for the Mentally Retarded*
- *A Social Attitude Approach to Sex Education for the Educable Mentally Retarded*
- *Homemaking for the Educable Mentally Retarded Girl*

- *The Newspaper*
- *Science*
- *Law and Authority*
- *Speech Improvement*
- *Improving Instructions for Trainable*

Driver Education

Driver education took on a completely new picture during the 1960's. Commencing with the September 1965 school term, the state reimburses each public school district in an amount not to exceed thirty dollars per student for each student completing an approved driver education course offered or made available by the school district. *Every public school district in Iowa must offer or make available to all students residing in the school district an approved course in driver education.*

1960-61	— Number of pupils enrolled in driver education	22,696
1968-69	— Number of pupils enrolled in driver education	52,329
Net Increase		130.56%

Vocational Education

The vocational programs referred to in this section are those programs in the secondary schools of Iowa which work with day students, post-secondary students, and adults directly connected with the secondary program.

1960-61	— Total expenditures for vocational program	\$1,320,646
1968-69	— Total expenditures for vocational program	11,799,156
Net Increase		793.43%
1960-61	— Total enrollment in vocational program	66,246
1968-69	— Total enrollment in vocational program	88,255
Net Increase		33.22%

Vocational Agriculture

1960-61	— Total enrollment	24,636
1968-69	— Total enrollment	26,451
Net Increase		7.36%

Vocational Home Economics

1960-61 --- Total enrollment -----	22,895
1968-69 --- Total enrollment -----	30,546
Net Increase -----	33.42%

Distributive Education

1960-61 --- Total enrollment -----	2,244
1968-69 --- Total enrollment -----	3,611
Net Increase -----	60.09%

Office Occupations Education

1960-61 --- Total enrollment -----	2,582
1968-69 --- Total enrollment -----	4,908
Net Increase -----	90.09%

Technical Programs

1960-61 --- Total enrollment -----	1,134
1968-69 --- Total enrollment -----	1,406
Net Increase -----	23.99%

Trade and Industrial Education

1960-61 --- Total enrollment -----	12,695
1968-69 --- Total enrollment -----	18,934
Net Increase -----	49.15%

Health Education

1960-61 --- Total enrollment -----	182
1968-69 --- Total enrollment -----	2,399
Net Increase -----	1,218.13%

Manpower Development and Training Act

Programs given under the Manpower Development and Training Act are designed to provide unemployed or underemployed persons with training that will enable them to obtain employment. The type of training will vary, depending upon the person's needs, and may include basic education, vocational, or pre-vocational training. Persons being trained under MDTA receive weekly living allowances which vary in amount depending upon the number of dependents and other factors. Individuals are referred to training through local employment service offices, while the duties of the Department of Public Instruction are to develop programs to serve these individuals. This program came into being in 1962. For the 1962-1967 period, the total enrollment was 6,347 students. The annual enrollment now is leveling off to about 1,500. This would indicate an increase.

Civil Defense

World events and the advances of science have brought about many obvious changes in our thinking and in our way of life. A vital area in which change threatens is that of major disasters — natural and man-made. A part of the Department of Public Instruction structure has given civil defense a position of importance. Attention has been given to tornadoes, blizzards, earthquakes, riots, nuclear attack, etc.

Classes have been conducted and many inservice meetings held. From a beginning in 1962 to the present time, it has had constant growth.

Personal and Family Survival Classes

1961-62 --- Number enrolled -----	120
1969 --- Number enrolled -----	6158
Net Increase -----	4,031.7%

Radiological Monitoring Classes

1964-65 --- Number enrolled -----	120
1968-69 --- Number enrolled -----	468
Net Increase -----	290%

Shelter Management Classes

1967-68 --- Number enrolled -----	390
1968-69 --- Number enrolled -----	71
Net Decrease -----	81.8%

Conferences for Civil Defense

1967-68 --- Number enrolled -----	654
1968-69 --- Number enrolled -----	1310
Net Increase -----	100.3%

Disaster Planning Conference

1967 --- Number enrolled -----	236
1969 --- Number enrolled -----	429
Net Increase -----	81.8%

Area Schools

We live in a nation which depends upon educationally qualified manpower as well as skilled manpower. This means that many in our work force must have the necessary technical skills to fulfill the needs of our economy. It also implies that many, before learning a particular specialty, must have the necessary intellectual preparation. During the 1960's we had a paradox in the United States in that, while we had unemployment in the ranks of the unskilled, we had underemployment of the educationally

qualified and skilled workers. The community college is uniquely fitted to provide for the various needs of our society.

There are 15 area schools in operation; 11 of these are comprehensive community colleges, and four are vocational technical schools. In addition to the above 15 there is still one community college operated by a community school district.

The programs of these schools are new to the 60's as far as Iowa is concerned. The programs really got under way in 1966, as the following figures indicate.

1966-67 --- Number of career programs ----	25
1968-69 --- Number of career programs ----	96
Net Increase -----	284%

It is estimated that by 1970 over 22,000 full-time equivalent students will be enrolled in the area schools.

SERVICES

Items of information under this heading may be used to describe aspects of services supporting instruction furnished by the State of Iowa to local schools.

Surplus Property

The State Agency for Surplus Property accepts federal surplus property for distribution on an equitable basis to all tax-supported and tax-exempt schools, colleges, public health institutions, and civil defense units in the state.

The value of surplus property distributed in Iowa in recent years is shown below.

1960-61	--- Surplus property distributed ---	\$2,000,291
1966-67	--- Surplus property distributed ---	5,222,497
1968-69	--- Surplus property distributed ---	2,049,145

The Vietnam crisis has caused a marked decrease in the amount of materials available. When the conflict ends, there should be a decided increase in materials available as surplus property.

Transportation

One of the outstanding services for schools of Iowa is that of transporting pupils to and from school. What happened in this area in the 60's?

1960-61	----- Number of school buses used ----	5,142
1968-69	----- Number of school buses used ----	6,244
Net Increase	-----	21.4%

1960-61 --- Number of routes operated	5,931
1968-69 --- Number of routes operated	6,999
Net Increase -----	18.0%
1960-61 --- Number of pupils transported by school bus -----	229,010
1968-69 --- Number of pupils transported by school bus -----	276,172
Net Increase -----	20.6%

School Lunch

The school lunch program has taken on a number of new dimensions during the 60's. The greatest change has evolved around servicing the needy. Information related to the school lunch program is shown below.

1960-61 --- Total school lunch reimbursements to schools -----	\$1,297,362
1968-69 --- Total school lunch reimbursements to schools -----	2,610,676
Net Increase -----	101.2%
1960-61 --- Total reimbursement to schools for milk -----	\$1,523,226
1968-69 --- Total reimbursement to schools for milk -----	1,602,006
Net Increase -----	5.2%
1960-61 --- Number of pounds of commodities distributed to schools -----	9,572,108
1968-69 --- Number of pounds of commodities distributed to schools -----	18,423,639
Net Increase -----	92.25%
1966-67 --- Number of breakfasts served daily to school children -----	297
1968-69 --- Number of breakfasts served daily to school children -----	3,076
Net Increase -----	935.69%
1966-67 --- Number of special assistance lunches served daily to school children ---	501
1968-69 --- Number of special assistance lunches served daily to school children ---	3,252
Net Increase -----	549.10%
1960-61 --- Total lunches served school children	43,756,335
1968-69 --- Total lunches served school children	60,677,183
Net Increase -----	38.67%

A block grant of \$538,000 was allocated to Iowa for free and

reduced-price lunches, special assistance programs, nonfood assistance, and breakfasts.

There has been approximately \$12,000 aid each year since 1966 for minimum needed equipment to start new food programs in needy schools, with \$271,985 additional used from the block grant above.

In 1969 under the Special Food Services, food programs have been operated in the summer for migrant workers: breakfast, midmorning snack, lunch, midafternoon snack, and supper.

In 1969 there were summer breakfast programs operated in four needy schools.

High School Equivalency Certificate

The General Assembly in 1965 took a significant step to help those with less than a high school education by enacting a high school equivalency law. Under this law the state superintendent of public instruction must cause to be made available for qualified individuals, a high school equivalency certificate. The certificate is to be issued on the basis of satisfactory competence as shown by tests covering correctness and effectiveness of expression, interpretation of reading materials in the social studies, interpretation of reading materials in the natural sciences, interpretation of literary materials, and general mathematical ability.

The number of equivalency certificates issued is shown below.

1965-66 -- Number of equivalency certificates issued	586
1968-69 -- Number of equivalency certificates issued	2807
Net Increase -----	379.01%

Rehabilitation Education and Services

The State Board of Public Instruction constituting the State Board for Vocational Education is designated as the state board to cooperate with the Secretary of Health, Education, and Welfare to carry out the provisions and the purposes of the federal act providing for the vocational rehabilitation of disabled persons. These services, in Iowa, are tabulated below.

Persons Successfully Rehabilitated

1960-61 -----	1,219
1968-69 -----	3,824
Net Increase -----	68.1%

Number of Persons Referred

1960-61 -----	3,096
1968-69 -----	12,233
Net Increase -----	295.1%

Number of Individuals Receiving Services

1960-61 -----	3,747
1968-69 -----	15,445
Net Increase -----	312.1%

Total Case Loads

1960-61 -----	4,290
1968-69 -----	16,041
Net Increase -----	273.9%

Iowa's total disabled population is estimated at 166,000, according to a 1968 Statewide and Planning Study. The Study recommends rehabilitating 14-15,000 persons annually by 1975 if we are to serve the needs of these handicapped persons.

Veterans Program

A program which has had immense growth in the 60's is that which provides training for veterans. While this program dates back many years, it was greatly expanded when the present act became effective in June 1966.

The services rendered by this section are to evaluate, approve, and supervise programs available to veterans. Figures for 1969 follow.

1968-69 -----	864 courses and programs approved
	425 approved schools or training establishments

This is a program that will continue to grow. In 1969 there were 37,000 eligible veterans, but only 10,000 of these were being served. Also to be considered eligible for training are veterans returning from the Vietnam conflict.

Data Processing

During the 60's Iowa received national recognition as a pioneer in the field of educational data processing. Iowa educators and students were introduced to the computer in local, county, and state data processing centers. These centers gave administrative and instructional services as well as vocational training.

In the late 1950's, the Iowa Department of Public Instruction recognized the need for accurate and timely information concerning pupils, curriculum, staff, facilities and finances in Iowa school districts -- information necessary to meet the responsibilities of leadership in a modern state educational system. In meeting this need two innovative pilot projects were developed.

The Department of Public Instruction, in cooperation with The University of Iowa, established the Iowa Educational Information Center

in Iowa City. Under this project, new procedures were developed and implemented for collecting and building a computerized educational data bank. This was the birth of CardPac, a system which received nationwide recognition.

The CardPac system was an automated way of collecting, summarizing, and providing educational data. It was aimed at spotting strengths and weaknesses in educational programs and at furnishing data for educational research. This system provided for the collection of information in grades 7-12.

The Department of Public Instruction, because of lack of funds, has been forced to discontinue the CardPac project. However, some of the larger districts of the state have continued using some concepts developed by CardPac.

The second project was a cooperative effort by 13 midwestern states to develop an educational information system capable of meeting the massive information retrieval requirements common to all state departments of education. A detailed statement concerning the project is included in the section of federal programs in this publication, under the heading, *Midwestern States Educational Information Project*.

In the mid 1960's, the Department of Public Instruction gave vigorous support to the development of regional computer centers to serve the information needs of local and county school districts. In 1969 there were five locally funded regional computer centers in the state, providing administrative services. These centers were also experimenting in the use of computer-assisted instruction.

In six of the state's vocational-technical schools, students may select courses of study that will provide them with the necessary technical skills to enter the rapidly expanding field of computer technology.

Iowa has also pioneered in the many fields of the arts and sciences in educational data processing.

Educational Television

Television made its appearance in education at an early date at The University of Iowa, but it was first used for formal instruction in 1953.

In 1959, with the approval of the Commission's Steering Committee and the NCA Executive Committee, the subcommittee proposed to the U. S. Commissioner of Education that financial support be provided for a special seminar, with the purpose of considering the use of television in education. The seminar was to assess present knowledge in this connection and to identify areas needing study and research. About 25 persons from among those best informed, and others having special interest in the future development of educational television, were invited to participate in the seminar.

Out of the seminar came many of the basic principles that we find in educational television today:

- Educational television is another medium of communication.
- Educational television challenges the alert educator.
- Educational television is another tool for the use of education.

By 1960 half a million school and college students were receiving regular instruction by television.

In keeping with the increased demand for educational television, educational programing for all ages at any hour of the day is the business of the State Educational Radio and Television Facility Board. This agency was created by the 62nd General Assembly. Limited funds for operation were provided by the 63rd General Assembly. "It is the intent of the General Assembly," the legislators said in 1967, "that an educational radio and television facility . . . be established to serve the entire state."

In the spring of 1969, the purchase of Channel 11 (KDIN-TV) in Des Moines represented the first demonstrable achievement of several developments which should provide educational television to 60-65 percent of Iowa's citizens by the end of 1970.

FEDERAL PROGRAMS

The 60's saw increased effort on the part of the federal government to aid the states in improving education.

ESEA Title I -- Programs for Disadvantaged Pupils

The purpose of Title I is well stated in the declaration of policy which states, "In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children."

A total of \$77,878,426 was appropriated after 1965. This provided services to approximately 100,000 pupils.

ESEA Title II -- Media Center Materials

Title II of the Elementary and Secondary Education Act of 1965 is a program that makes grants to the states for the acquisition of school library resources. This program requires no state or local matching funds. The federal funds must be used to supplement and, to the extent practical, increase the level of state, local, and private school funds for instructional materials. In no case may they be used to supplant such funds. Iowa's State Plan for ESEA Title II was developed so that all monies would be allocated proportionately to each of the 16 areas for the purposes of establishing and developing a regional educational media

center to serve all teachers and pupils within each of the 16 geographic areas. In the near future these regional centers will become the centers of the developing Regional Educational Services Agencies (RESA) in our state.

A total of \$5,113,989 has been expended under Title II in Iowa since 1965 to purchase books, films, or other audiovisual materials. Each year 175,000 items have been distributed to the 16 media centers.

ESEA Title III — Innovative and Exemplary Programs

The Title III program of the Elementary and Secondary Education Act, called PACE (Projects To Advance Creativity in Education), is designed to encourage school districts to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design, and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. Therefore, PACE seeks to (1) encourage the development of innovations, (2) demonstrate worthwhile innovations in educational practice through exemplary programs, (3) supplement existing programs and facilities. The heart of the PACE program is in these provisions for bringing a creative force to the improvement of schools and for demonstrating that better practices can be applied.

Each year this title has financed an average of 20 projects.

ESEA Title VI-A — The Handicapped

Title VI-A of the Elementary and Secondary Education Act is specifically designed for the purpose of assisting states in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary, and secondary school levels. In this title, the term "handicapped children" includes the mentally retarded, the hard-of-hearing, the deaf, the speech impaired, the visually handicapped, the seriously emotionally disturbed, the crippled, and other health-impaired children who because of their handicapping condition require special education and related services. Programs or projects funded under this title may be conducted by either the state or local educational agencies. The following amounts have been spent.

1966-67	-----	\$ 33,000.00
1967-68	-----	160,000.00
1968-69	-----	432,885.00
Net Increase	-----	1,211.77%

NDEA Title III — Matching Funds for Materials and Equipment in Critical Academic Areas

Since it was passed, over \$25,000,000 worth of equipment and materials have been approved for purchase by public schools under Title III of the National Defense Education Act of 1958. This act provides aid

on a matching basis for science, foreign language, mathematics, reading, civics, history, georgaphy, English, industrial arts, and science. A small portion of the amount allocated under the title may also be used in the arts and humanities.

NDEA Title V-A — Guidance

Monies under this act have contributed a great deal to the implementation of new programs and to the expansion of existing programs in guidance and counseling and testing. Through 1969, \$1,840,571.61 has been reimbursed to local school districts, county boards of education, junior colleges and area schools for counselors' salaries, clerical assistance, equipment, and informational materials. An additional \$70,953.15 has been reimbursed for aptitude and ability testing. The reimbursement to programs originally was limited by the act to the secondary schools (grades 7-12); however, in 1965 the act was amended to include elementary schools, junior colleges, and technical institutes. Increased demands and lower appropriations have caused a lower reimbursement ratio than desirable; however, the "seed" money has been very effective.

In addition to the above benefits to programs, a small portion (less than 5 per cent) of these monies matched by state dollars has made it possible for this Department to provide many services and informational materials pertinent to guidance and counseling and testing for local, county, and post-high school institutions in Iowa.

Urban Education

This federal program was approved on June 24, 1968. Its purpose is to study urban education problems in Iowa and to strengthen the Department of Public Instruction's advisory services, technical services, and related activities in the improvement and extension of equal educational opportunities.

The objectives of this program are:

- To strengthen the ability of the Department of Public Instruction and local school districts to cope more effectively with problems incident to desegregation and rapid urbanization, and to achieve equality of educational opportunity.
- To develop procedures, policies, and administrative and legislative action which further equality of educational opportunity.
- To obtain recognition by local school agencies of the fact that segregation of students in educational programs seriously interferes with providing equality of educational opportunity.
- To stimulate local school districts to employ minority group personnel and to assign personnel in such a way as to further staff integration.

- To select and use instructional materials which encourage respect for diversity of social experience and reflect the contributions of minority group members to our history and culture.
- To serve as a clearinghouse for the exchange of experience and information that will contribute to effective implementation of the state's equal educational opportunity guarantees.

The program initiated in 1969 developed gradually. Cooperative conferences on human rights were held, individual consultation to schools were provided, and problems statewide were being pinpointed.

One of the projects completed under this program was the study made, at the request of the Waterloo Board of Education, of the East High School racial problem in the fall and winter of 1968. A very detailed report of this investigation was made, including specific recommendations for the solution of the problem.

Midwestern States Educational Information Project

The Midwestern States Educational Information Project (MSEIP) combined the efforts of 13 midwestern state education agencies to develop an integrated educational information system. The Project was funded in January 1966 by the U. S. Office of Education under Title V, Section 505, of the Elementary and Secondary Education Act of 1965. The original participating states were Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. Indiana withdrew from the program in 1969. The Iowa Department of Public Instruction is the administering agency for the project and houses the project's central staff.

The work of the project centered around five commonly recognized areas of educational information which were the basis for establishing the subsystem committees of Facilities, Finance, Instructional Program, Personnel, and Pupils. A representative from each of the states worked on each of the subsystem committees.

The following objectives guided the development of the MSEIP system:

- To provide basic information to assist in fulfilling the state education agency's functions.
- To enable the system's users to make decisions about education, based on adequate information, accessible and usable upon demand.
- To standardize definitions and procedures among the state education agencies.
- To provide for integration of each subsystem with all others.

- To provide the system with flexibility so that it could be revised and adapted to individual states' and local agencies' needs.
- To provide for simplified methods of collecting and reporting.
- To eliminate multiple requests for identical data by various agencies.
- To furnish data for federal reports, specialized research, and special state governmental committees.

The Education Professions Development Act

The Education Professions Development Act (EPDA) is a multifaceted program designed to attract superior personnel to the field of education and upgrade the skills of those currently engaged. The Department of Public Instruction's role varies considerably from section to section within the act.

Part B-2 of EPDA has the closest relationship with the Department of Public Instruction. This section provides for a state grant to attract capable personnel to the profession to fill shortages of teachers and teacher aides.

It is hoped that educational change, particularly the differentiation of staff, will be accelerated by the programs supported by Part B-2 of EPDA.

The Career Opportunity Program (COP) focuses upon the low-income segment of the community. Efforts are made to recruit and train disadvantaged individuals for educational service. A career ladder to allow continued growth for participants is a required part of COP proposals. The Des Moines Schools and the Joint County System headquartered in Cedar Rapids have received tentative approval as COP sites. The State EPDA consultant is responsible for coordination and supply of technical assistance to this program.

Preparation of Professional Personnel in the Education of Handicapped Children (P.L. 85-926 as Amended by P.L. 88-164)

This federal program makes possible the training of special education teachers through traineeships, fellowships, and special study institute programs. This training is available in the following areas:

- Mentally retarded
- Speech and hearing impaired
- Seriously emotionally disturbed
- Visually handicapped

- Crippled or other health impaired
- Special education administration

Regional Educational Resource Center: For Improvement of the Education of Handicapped Children

Public Law 90-247 amended Title VI of the Elementary and Secondary Education Act of 1965 by adding a Part B, which authorizes the "establishment and operation of regional centers which will develop and apply the best methods of appraising the special educational needs of handicapped children referred to them and will provide other services to assist in meeting such needs . . ." [Section 608(a)] The Act also provides that "Centers established or operated under this section shall:

- Provide testing and educational evaluation to determine the special educational needs of handicapped children referred to such centers.
- Develop educational programs to meet those needs.
- Assist schools and other appropriate agencies, organizations, and institutions in providing such educational programs through services such as consultation (including, in appropriate cases, consultation with parents or teachers of handicapped children at such regional centers), periodic reexamination and reevaluation of special educational programs, and other technical services."

A development grant for the center in Iowa has been made in the amount of \$140,000. This grant is intended to cover the costs incurred in the development of the center's policies and procedures and in the recruitment of its staff. The fully operational center is projected at from \$400,000 to \$500,000 per year.

The Iowa Department of Public Instruction serves as the fiscal agent for the project and provides the director-coordinator, who will be responsible to the director of the Special Education Division, to the associate superintendent for Pupil Personnel Services, and to the state superintendent of public instruction. The Division of Special Education in the College of Education of The University of Iowa provides the director of the center, the educational manager, and the researcher-evaluator. The Joint County System of Cedar, Johnson, Linn, and Washington counties serves as the initial demonstration area, provides space for the operation of the center, and assists in recruiting and employing consultant and instructional personnel to serve under the supervision of the director and educational manager of the center.

Comprehensive Planning in State Education Agencies Project

The Comprehensive Planning in State Education Agencies Project (CPSEA) had its beginning in March 1967 under the auspices of Title V, Elementary and Secondary Education Act. At that time, six states and

Puerto Rico were invited by the United States Office of Education to jointly undertake the task of developing alternative models for planning activities in state education agencies. In recent years, these seven agencies had lent support to the effort of comprehensive planning in education. Although unsophisticated, each agency (Colorado, Connecticut, Iowa, Puerto Rico, Texas, Utah, and West Virginia) had advanced materially along the largely obscure trail of planning in education and had shown some proclivity for leading out in this important venture.

It was clearly the original intent of the project that the agencies involved deliberately avoid the temptation and comfort of joining to develop a single model that could emphasize constructive differences, each model being designed to serve the particular needs and peculiarities of the parent state.

Out of this grant has emerged "A Comprehensive Planning Process for the Iowa State Department of Public Instruction."

Great Plains School District Organization Report

The Iowa State Board of Public Instruction, in cooperation with the state boards of education of Missouri, Nebraska, and South Dakota, entered into a contractual agreement with the U. S. Office of Education in March of 1966 to examine the organization of education within the four midwestern states. This project was funded under the provisions of P.L. 89-10, Title V, Section 505.

Some of the Specific objectives of the project were to:

- Improve state education agencies in the area of school district organizational services.
- Bring about an increased awareness of the need for adequate school district organization.
- Develop criteria and guidelines to be used in implementing programs for school district organization.
- Identify quality educational programs.
- Clarify the function and need for intermediate units of school organization.
- Provide information and insights essential for the passage of adequate legislation for school district organization.
- Pool the resources of the four states to make a joint attack on a common problem.

The project assembled data from the educational research material and the policies and practices of other states by the use of records and

publications within the four cooperating states. As a result, 54 position papers and studies were developed for the project staff. Historically, Iowans have described the needs for educational programs, services, and organizational upgrading in minimums. With few exceptions, minimums have immediately become maximums. This report, contrary to the former pattern, was developed to describe and to enable educational decision-makers to translate into reality an optimum educational organization to meet the changing needs of youth and adults in Iowa.

While no specific immediate legislative action was taken on the recommendations of this report as submitted to the General Assembly in 1969, it still serves as the benchmark for further and continued study of school district structure in this state.

SUMMARY

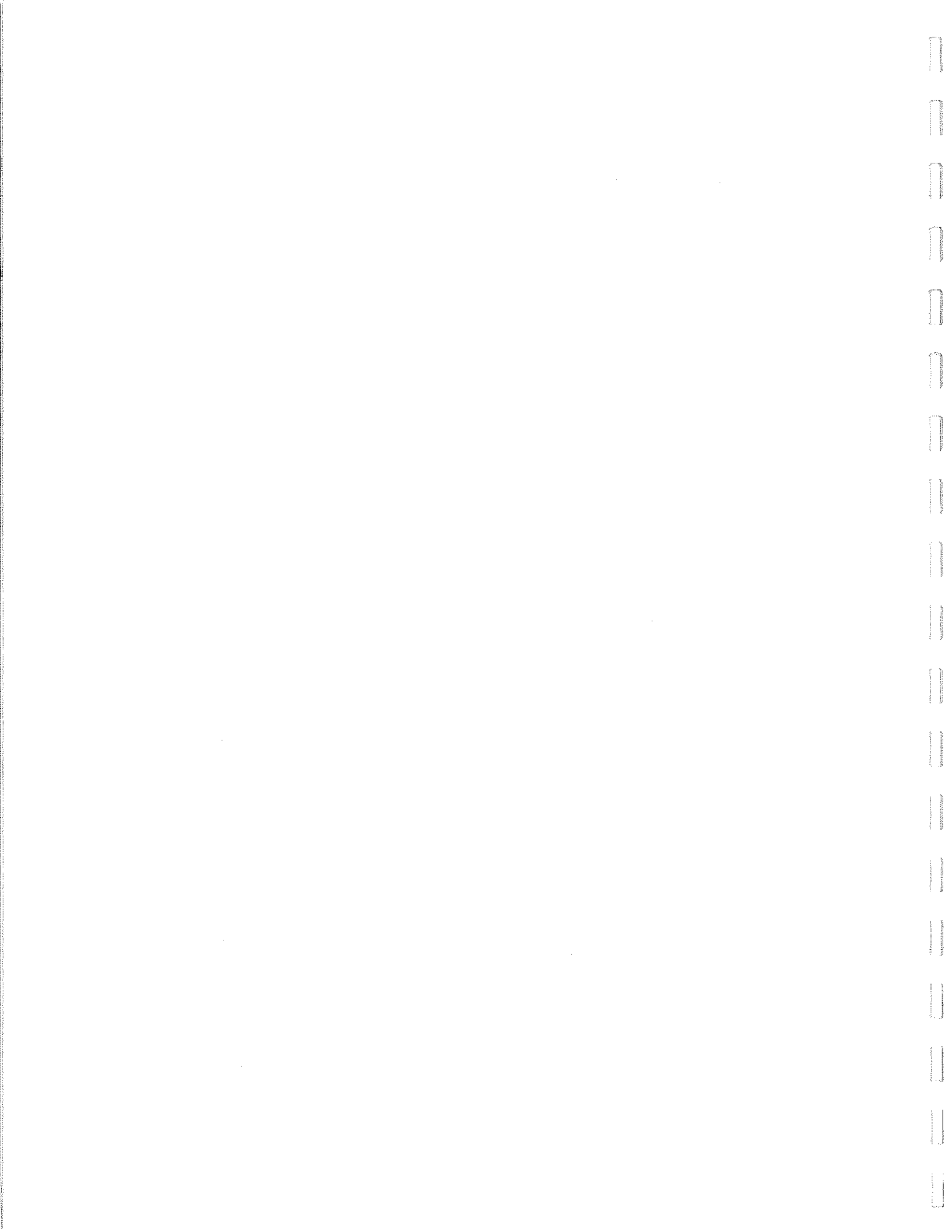
The disturbing paradox of educational change is that improvement brings the need for more improvement in constantly accelerating demands. So, compared to what used to be, education is way ahead; compared to what it might be, it is way behind.

The Iowa state education agency has, over the past decade, exercised a significant influence on keeping the state's education system current with the accelerating education demands. Within this period it has implemented the following major legislative mandates for the improvement of education in Iowa:

- A statewide system of area schools.
- A state equalization aid formula changing the average state support of the local education program from 9-11 per cent to 36-38 per cent.
- The organization of all school districts into systems offering K-12 programs.
- The permissive restructuring and consolidation of the office of the county superintendent of schools.
- A program of minimum educational standards.
- Required programs of special education at the elementary and secondary levels.
- A state program of high school equivalency certificates.

In addition to a vastly expanded program of vocational rehabilitation, progress has included meaningful coordination of increased numbers and levels of funding for federal programs, improved communication and program consultative services to local districts, and greater concentration on improving programs of teacher preparation.

Through the educational leadership of the State Board, these programs are today a reality. The success of the past, however, cannot be used to compensate for the needs of the future. The challenge of change is still with us.



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