EVALUATION
MADE OF 1983-1984 ECIA CHAPTER 2
FUNDS IN IOWA STATE AND LOCAL
EDUCATION AGENCIES

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319-0146
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Contents

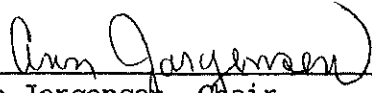Appendix A - Monitoring Worksheet Protocol

Report of the State Advisory Committee

Consistent with Section 564 (a)(2) Chapter 2 (ECIA 1981) the State Advisory Committee advises on the evaluation of State programs conducted under Chapter 2.

This is to attest that the aforesaid committee has been involved in the design of the evaluation plan and procedure and has reviewed the evaluation assessment contained in this document.

☒ No additional comments are noted.

☐ Additional comments are noted below.

Ann Jorgensen, Chair
Iowa ECIA Chapter 2 State Advisory
Committee

FOREWORD

This report is the first annual report of Chapter 2 programs supported under the Education Consolidation and Improvement Act of 1981 (ECIA) implemented in Iowa schools during the 1984 fiscal year. The Iowa State Department of Public Instruction (DPI) has prepared this report in compliance with Section 564 (a) (5) which states: "beginning with fiscal year 1984, provides for an annual evaluation of the effectiveness of programs assisted under this chapter, which shall include comments of the advisory committee, and shall be made available to the public."

Information contained in this report has been summarized from department staff reports, school district evaluation reports, approved application data, and a survey of state advisory committee members. Explicated data are maintained in department files.

This report indicates that Chapter 2, for the 1984 fiscal year, has been successful in reducing the paper work of local districts, allowing more local planning and flexibility in the use of 'block grant' funds for educational purposes, and the impact of the use of such funds for such purposes on behalf of large numbers of children.

Preliminary assessment of the Chapter 2 contribution to educational usage in fiscal year 1985 is indicative of a continuance of the success noted in 1984.

The 1983-84 Chapter 2 state allocation of $5,384,911 was
distributed consistent with the approved state plan and guidance from
the State Advisory Committee as shown in Table 1, below. Parallel
data are provided for the 1982-83 year to allow for comparison to be
made to answer questions concerning possible shifts in the 1983-1984
program areas of emphasis. It will be noted that the program was for
the most part, consistent over the two-year period.

Table 1. Comparison of ECIA Chapter 2 Allocations (Including LEA Formula Factors):
1982-83 vs. 1983-84

	1982-83	1983-84
Iowa Chapter 2 Allocation	$5,330,630.00	$5,384,911.00
LEA Allocation	$4,264,873.00	$4,309,413.00
LEA Distribution:		
75% Enrollment	$3,198,141.00	$3,232,431.00
20% Chapter I	$ 853,400.00	$ 861,585.60
5% Limited English		
Speaking	$ 213,332.00	$ 215,396.40
	$4,264,873.00	$4,309,413.00
SEA Allocation	$1,065,757.00	$1,075,498.00

School District Application Form

The school district application form was transmitted to each school district
during August of 1983. The entitlement for each district was noted together with the
enrollment of public and nonpublic school children utilized in computing each
district's entitlement, in the appropriate places provided on the face sheet of the
application. Districts having nonpublic school enrollments utilized the figures
provided to prorate the entitlement aid for the public and nonpublic enrollment
components. The application form was designed with the input from the State Advisory
Committee, to provide a document which would be conserving of time in its preparation
by school administrators, while at the same time: conforming to the requirements of
the enactment; identifying required assurances; collecting program data; and providing
for flexibility and local discretion in planning for the expenditures of Chapter 2
funds. School districts were required to file completed application forms on or
before January 1, 1984.

Approval Procedures

Department staff members processed applications as they were received and, as a matter of course, contacted school administrators for any required clarifications within two days of the application receipt. Generally, modifications, when required, were completed and each application was approved within one week of its initial arrival in the department.

Required modifications occurred as a result of local district desires to expend funds outside the intent of the federal enactment. For example, the desire to purchase computers or photocopying equipment for use in the administrative office as opposed to use for instructional purposes; the desire to supplant the school's capital outlay for installing a bell system in a building, rather than for direct educational programming; etc. The instances where modifications were required were few and did not typify the general pattern of applications submitted. Most were submitted in keeping with the spirit and letter of the enactment. In all instances where computer purchases were indicated, the district was contacted by telephone by department staff members to ascertain number, kind, and intended use of such equipment. As a rule, schools applying for approvable equipment expenditures were contacted by phone on the approval date and told that they could start initiating acquisition procedures (even though they would not receive a warrant from the department for Chapter 2 fund entitlement for between four and five weeks, the usual length of time required at the department level to request and effect warrant processing from the State Comptroller's office). This procedure helped assure that funds were not accrued for an interest bearing period of time by the local districts, a practice not allowed under the enactment.

Also, on the day in which an application was approved, a Data File Keyboard Entry Sheet was prepared which recorded all program data from the application for future report generation. The department staff supervised the coding preparation, editing and report generation of all such electronic data processing activities. Status reports were generated to allow department administrators and members of the Advisory Committee to monitor the approved application program expenditure trends during the course of the year.

Approved Program Area Expenditures

Table 2 shows the 1983-1984 report for the approved application program expenditure areas for all Iowa public and participating nonpublic schools.

It will be noted that the largest expenditure was made in program area 2.3, instructional equipment. The advisory committee was interested in learning how many and what kind of computers were part of this approved application program area. Table 2a. was generated to show that 299 districts planned to purchase a total of 1,281 computers. The Apple IIe system was by far the most preferred.

Number of Children Served by Program Area

Table 3 shows the number of students that were impacted by planned expenditures by program area. It will be noted that most pupils were impacted in the program area 2.3, instructional equipment and 2.2, library and instructional materials.

Final Reports

School districts were encouraged to file final reports of 1983-84 expenditures by September of 1984; all but a few complied, and a concerted effort was made by letter and follow-up telephone call to acquire the remainder within a reasonable extension period. This practice helped to assure that Chapter 2 funds did not stay in interest bearing accounts at the local level.

Following receipt of the final reports, the department staff initiated monitoring visits to selected schools to evaluate any possible discrepancies between approved plans for, and actual expenditures made of 1983-84 Chapter 2 funds. This included a statewide monitoring of all school district Chapter 2 expenditure audits in compliance with procedures for audit contained in circular A-102, attachment P.

Schools Sampled for Monitoring Visits

Schools were selected for monitoring visits by a sampling process discussed with and approved by the advisory committee. This process focused upon the need to keep monitoring costs low, while at the same time, sampling school districts in a manner which would allow for valid generalizations to be made of state-wide school practices. An area-stratified-random design was utilized in the following manner. To save on travel expenses between schools monitored, the several state education agency areas were randomly separated into two groups. The first group to be monitored the first year, and alternate years thereafter; the second group to be monitored the second year and alternate years thereafter. When boundaries for the area education agencies were determined, the criterion of similar demographics was of primary concern. Therefore, by randomly selecting half the area education agencies in the state, travel distances between schools could be minimized, while allowing for monitoring results to be generalized state-wide.

Table 2. ECIA Chapter 2 Approved Application Expenditure Areas. Iowa Public and Participating Nonpublic Schools. 1983-84

ELIGIBLE SUBCHAPTERS	SALARIES & BENEFITS	CONTRACTED SERVICES	INSTRUCTIONAL MATERIALS	INSTRUCTIONAL EQUIPMENT	MISC. COSTS	TOTAL BUDGET
A. BASIC SKILLS						
1.1 Reading	$ 77,789	$ 600	$ 1,672	$ 1,336	$ —	$ 81,397
1.2 Mathematics	$ 23,921	$ 2,733	$ 159	$ 742	$ —	$ 27,555
1.3 Written & Oral Comm.	$ 5,223	$ —	$ 413	$ 336	$ 100	$ 6,072
Subtotal	$106,933	$ 3,333	$ 2,244	$ 2,414	$ 100	$ 115,024
B. EDUCATIONAL IMPROVEMENT & SUPPORT						
2.1 Textbooks			$ 171,710			$ 171,710
2.2 Library & Inst. Mat.			$ 633,870			$ 633,870
2.3 Instruc. Equipment		$ 32,923		$2,305,557		$2,338,480
2.4 Guid., Coun. & Test.	$ 15,759	$ 5,486	$ 8,698	$ —	$ 5,799	$ 35,742
2.5 Educ. Improvement	$101,809	$ 832	$ 42,827	$ 82,451	$ 6,504	$ 234,423
2.6 Staff Development	$ 43,430	$ 36,989	$ 1,817		$ 7,554	$ 89,790
2.7 Other	$298,665	$ 8,751	$ 7,275	$ 5,000	$ 5,883	$ 325,574
Subtotal	$459,663	$ 84,981	$ 866,197	$2,393,008	$ 25,740	$3,829,589
C. SPECIAL PROJECTS						
3.1 Metric Education	$ —	$ —	$ —	$ —	$ —	$ —
3.2 Arts	$ 750	$ 6,862	$ 1,663	$ 959	$ 540	$ 10,774
3.3 Career Education	$ 18,657	$ —	$ 3,799	$ 20,958	$ 827	$ 44,241
3.4 Environmental Ed.	$ —	$ —	$ —	$ —	$ —	$ —
3.5 Gifted & Talented	$ 63,293	$ 6,289	$ 8,145	$ 6,398	$ 1,448	$ 85,573
3.6 Community Ed.	$ 7,000	$ 800	$ 2,590	$ —	$ —	$ 10,390
3.7 Other	$ 98,551	$ 12,221	$ 29,849	$ 32,741	$ 6,819	$ 180,181
Subtotal	$188,251	$ 26,172	$ 46,046	$ 61,056	$ 9,634	$ 331,159

Subtotal of A, B, C	$4,275,772
Indirect Costs (Approved Rate)	$ 33,641
GRAND TOTAL	$4,309,413

Table 2a.   Status Report Microcomputers Purchased by Iowa School Districts Using 1983-84 ECIA Chapter 2 Funds

Type of Computers	Total Number of Computers by Type	Total Number of School Districts Purchasing Each Type
Apple II	62	17
Apple II+	11	6
Apple IIe	990	240
Apple III	3	2
Apple MacIntosh	4	3
Atari	10	3
Commodore (64)	79	15
Commodore (Pet)	15	5
Control Data (110)	1	1
Franklin	9	3
Franklin (ACE)	15	6
IBM (PC)	6	6
Olivetti (M20)	1	1
Radio Shack (TRS 80)	39	9
Texas Instruments	36	9
TOTALS	1281	326*

* In twenty-six cases, school districts purchased more than one type of computer and were accordingly counted more than once. Of the 326 districts noted in the table above, there were 299 different school districts represented.

An analysis of trends generalized to the state's schools as noted from sampled school practices indicates the following program characteristics in operation during the 1983-84 year:

Planning

Forty-eight percent of the school districts engaged in a formal planning process for the expenditure of Chapter 2 funds. Half of these involved teacher and parent input in addition to administrators input, while the other half involved input from administrators only.

Forty percent of the school districts utilized an informal planning process. Ten percent of these involved administrators, teachers, and parents in the provision of input, while forty percent involved input gathered from teachers and administrators, and the remaining fifty percent involved input from administrators.

Twelve percent of schools did not engage in a planning process but expended funds based upon an administrative decision.

The presence of formal, informal, and lack of planning processes for the expenditure of funds was positively correlated to school size. The larger the school district, the greater the tendency for formal planning with input from a variety of school context populations. Planning requirements were brought to the attention of each district's administrators.

Evaluation

Schools in size class 1 (enrollments of 5,000 or more) all engaged in evaluation of program outcomes in a variety of ways ranging from clinical observation and judgement to formal testing procedures.

Schools in size class 2 (enrollments between 1,000 and 4,999) in forty-seven percent of the time provided limited evaluation with documentation of the evaluation performed being in evidence only half the time. No evaluation was evident for the remaining fifty-three percent.

Schools in size class 3 (enrollments of less than 1,000) in forty-five percent of the time provided limited, if any evaluation, and only limited documentation. No evaluation was evident for the remaining fifty-five percent.

Fiscal Records

Three areas of concern were noted with the regard to maintenance of fiscal records. Twenty-four percent of school districts did not maintain Chapter 2 funds in a uniquely numbered account; twenty-four percent of school districts spent Chapter 2 funds prior to the date of receiving application approval; and twenty-eight percent of school districts exhibited some discrepency in the amount of funds reported expended and the application areas approved for expenditure.

In all instances deficient practices, when discovered, were brought to the attention of local school administrators; recommended procedures to correct the practices were suggested.

During fiscal 1984, meetings of the State Advisory Committee covered: an overview of the ECIA Chapter 2 enactment; duties of the advisory committee; the Iowa application; status report of the first year of Chapter 2 operations; and indepth discussion of evaluation procedures, protocols, and program impact.

Table 4. ECIA Chapter 2 On-Site Monitoring Schedule

Block Stratified Random Sample Design

First Year: Eight AEA's Drawn at Random;
(FY 1984)   School Districts Stratified by Size (Enrollment) Within Each
                  Size Class 1: 5,000 or More
                  Size Class 2: 1,000 to 4,999
                  Size Class 3: Less than 1,000
        Draw 100% Size Class 1
        Draw at Random 50% Size Class 2
        Draw at Random 10% Size Class 3

Second Year: Remaining Seven AEA's
(FY 1985)   Repeat Sampling Strategy Within Each

FY 1984 SAMPLE TEST RUN: NUMBER OF LEA'S DRAWN BY STRATA WITHIN AEA

AEA	SIZE CLASS 1	SIZE CLASS 2	SIZE CLASS 3	TOTAL
2	0	3	2	5
4	0	1	2	3
6	1	3	2	6
9	3	4	2	9
11	2	10	4	16
12	1	2	2	5
13	1	3	3	7
14	0	2	2	4
	8	28	19	55

FY 1985 SAMPLE TEST RUN: NUMBER OF LEA'S DRAWN BY STRATA WITHIN AEA

AEA	SIZE CLASS 1	SIZE CLASS 2	SIZE CLASS 3	TOTAL
1	1	4	2	7
3	0	2	2	4
5	1	3	4	8
7	2	1	2	5
10	2	4	3	9
15	1	3	2	6
16	1	3	1	5
	8	20	16	44

*Note. There is no AEA 8. During formation of the AEA regions, schools within the planned AEA 8 area, elected to be included in other contiguous AEA areas.

Department Utilization of Chapter 2 Funds

The full-time equivalent number of consultants employed at the department level to administer the Chapter 2 program, was three full-time professional staff and one full-time secretary. In addition, to provide local districts a variety of curricular functions, technical assistance, staff development, support services and other activities as explicated in Table 5., a full-time equivalent of 23 positions were employed (see Table 5a.). Over ten and one-half percent of their time and services were expended on behalf of nonpublic school children served under Chapter 2. The Subchapter A, B, and C Department FTE Staff Form depicted in Table 5 was developed with input from the State Advisory Committee and reflects areas of program import which were of concern to the advisory committee. The program provided services of consultants in curriculum and instruction in the basic skill areas of reading, mathematics, and English language arts, and support services. These individuals planned workshops in consultation with public and nonpublic personnel. They also conducted workshops for teachers, participated in conferences designed to inform teachers and administrators about new developments in education and worked with public and nonpublic school staff and local districts and area education agencies. As specialists in curriculum, they prepared publications, served as resources to teachers, administrators, and policy makers; and provided inservice education related to the curriculum. In addition these consultants provided leadership and services to public and nonpublic school children for the improvement of education. These services included: resources to schools; media and library services; technical assistance for the solution of educational proglems; research and resource information retrieval and dissemination; and the implementation of educational programs. In addition, special projects received indepth consultative services for such programs as: talented and gifted, community education, environmental education, the arts, substance abuse, health and recreation, metric education, ethnic heritage, training and advisory services in the area of civil rights. Through informal feedback, department administrators, monitoring staff, and advisory committee members were informed of a high degree of satisfaction in the way the 1983-84 Chapter 2 program had been conducted on behalf of Iowa's schools.

Table 5. Department Staff Functions Providing Direct Assistance to Local Schools (Full-Time Equivalent Functions)

Directions: COLUMN A is a list of activity categories which can be used to describe the kinds of activities you perform as a DPI staff member. In COLUMN B, state to the nearest tenth (.1) of a FULL-TIME EQUIVALENCE (FTE), the amount of time required by activity categories which apply to you. The sum of the COLUMN B FTE values should be 1.0. In COLUMN C, state to the nearest hundredth (.01) of a FULL-TIME EQUIVALENCE (FTE) the amount of time beneficial to nonpublic schools as judged by the percentage of recipients of an activity category which are nonpublic schools.

	Column A	Column B	Column C
1.	Curricular functions	8.3	1.12
2.	Technical assistance to educational institutions	3.8	.52
3.	Staff development	2.3	.38
4.	Support services and/or technical assistance for DPI staff	6.6	N/A
5.	Other	2.0	.40
	TOTAL	23.0	2.42
	10.52% Nonpublic		

Category Attributes for Classifying

Curricular functions: developing, collecting, analyzing, and/or disseminating curricular materials.

Technical assistance to educational institutions: Performing services outside of curriculum and staff development areas such as testing, school finance consultation, school law interpretation, program monitoring, supervision, etc.

Staff development: training staff (including DPI) in new and/or improved processes and techniques. Training staff in the use of a specific curriculum should be classified as a curricular function.

Support services and/or technical assistance for DPI staff: any services and/or technical assistance other than staff development provided by certificated and non-certificated personnel.

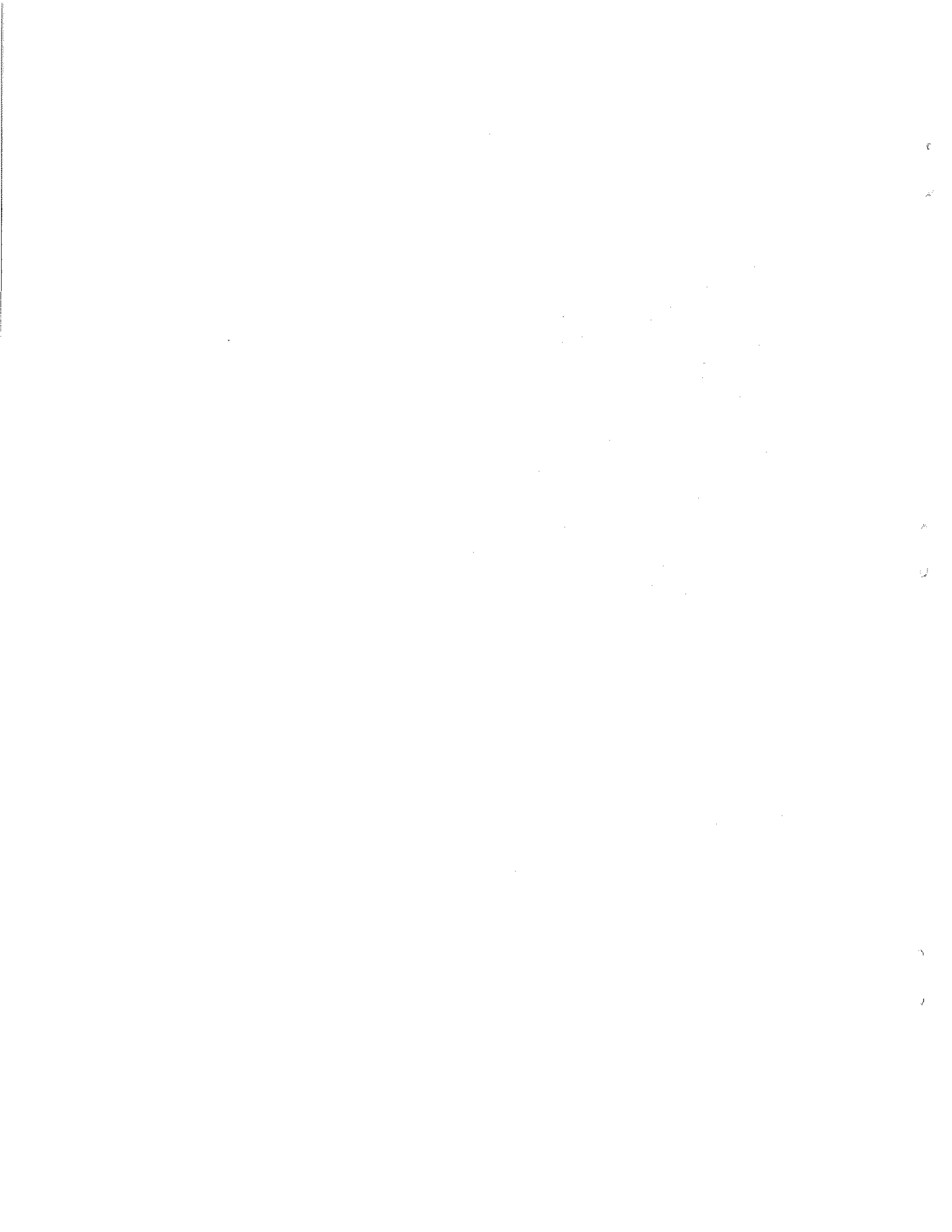Other: any activity which cannot be classified in any of the above categories.

Part I

Budgetary and Legal Services
Mathematics Consultant
Language Arts Consultant
Reading Consultant
Individual Instruction Consultant
Social Science Consultant
Science Consultant
Research Associates
Educational Media Consultant
Assistant Director
Foreign Language Consultant
Referral Specialist
Gifted and Talented Consultant
Community Education Consultant
Environmental Consultant
Arts Education Consultant
Health, Physical Education, and Recreation Consultant
Drug Education Consultant
Clerical Support Services

Part II

Administrative Staff

Clerk Typist III
ECIA, Chapter 2 and Dissemination Chief
ECIA, Chapter 2 Consultant
ECIA, Chapter 2 Consultant

Appendix A

ECIA - CHAPTER 2

Monitoring Worksheet

School_____

Date_____

Monitor_____

THE PLANNING PROCESS

1. Does the school district contain one or more non-public schools?   YES   NO

2. How often did the planning participants meet as a group?

3. How did the planning participants prioritize needs during the planning process?

4. How were the planning participants selected?

5. Who was directly involved in the planning process?

   Directions: For question 5, record the number of actual participants in each of the participant categories.

	Public School	Non-Public School
Superintendent	_____	_____
Principal(s)	_____	_____
Classroom Teachers	_____	_____
Supervisors	_____	_____
Librarians/Media Specialists	_____	_____
Parents	_____	_____
Other: (List)_____	_____	_____

SUBCHAPTER A (Basic Skills) PROCEDURES

   Directions: Only complete this section if Subchapter A funds were approved. Circle either YES or NO and make comments on questionable procedures.

6. Were all students in a school or school district diagnostically assessed to identify basic skills needs?   YES   NO

7. Were the learning objectives based on diagnostic assessment results?   YES   NO

8. Were the learning objectives documented in writing?   YES   NO

9. Were program evaluation data systematically collected and analyzed?   YES   NO

EVALUATION RECORDS

Directions: State the record keeping status of each project.   If records for a
              project are not kept record the amount of funds allocated for the project.

10.   Does the LEA maintain appropriate program evaluation records?

Project Identification	Records Status Yes	NO	If No Amount of Funds
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____

FISCAL RECORDS

Directions: Only state information about projects which have a discrepancy.

11.   Are there any discrepancies between funding allocations, funding reports, and
      documentation of expenditures?

Project Identification	Nature of Discrepancy	Source or Status of Discrepant Funds
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

INVENTORY PROCEDURES

Directions: Only state information about discrepant inventories.

12.   Does the LEA maintain an inventory of all materials and equipment purchased
      with ECIA Chapter 2 funds regardless of the assigned location of the materials
      and equipment?

Materials and/or Equipment	Nature of Discrepancy	Suggested Correction Procedures
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____