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IOWA STATE PLAN

for

TITLE IV, CONSOLIDATION, P.L. 93-380

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

Amended
September 1975

3-1199

ANNUAL PROGRAM PLAN FOR THE CONSOLIDATION OF LIBRARIES AND LEARNING
RESOURCES, EDUCATIONAL INNOVATION AND SUPPORT, TITLE IV OF THE
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED,
ADDED BY SECTION 401, P.L. 93-380

Submitted by the State of Iowa.

For Fiscal Year 1976.

(Signature of Chief State School Officer
or person authorized to submit this plan)

Robert D. Benton
(Typed name)

Department of
State Superintendent, Public Instruction
(Title)

Date submitted _____.

Date received in USOE _____.

Date approved _____.

(Signature of the Commissioner of Education)

I.1 Agency Administering the Annual Program Plan.

The State Educational Agency whose official name is

Iowa State Department of Public Instruction

(Name)

is designated as the State agency which shall, either directly or through arrangements with other State or local public agencies, act as the sole agency for the administration of the ANNUAL PROGRAM PLAN. The official address is:

Grimes State Office Building

(Street Address)

Des Moines

(City)

Iowa

(State)

50319

(Zip Code)

I.2 State Administration, Title IV

I.2.1 State Staff Organization. The organization of the State agency administering this plan is depicted in Figure 1, Department of Public Instruction Organization.

The Title IV Annual Program Plan will be administered through the Planning and Management Information Branch with direct lines of authority and responsibility emanating to the branch associate superintendent from the department deputy and state superintendents.

Title IV application control center activities will take place within the Planning, Research, and Evaluation Division under the supervision of the division director who is in direct line of authority and responsibility to the branch associate superintendent; functions of the center will be primarily upon program coordination and leadership, program development, program administration, evaluation and dissemination, and grants management. Activities carried out by the center will include: initial screening of applications to determine purposes for which funds are requested; determination if all required items have been submitted and establishment of contact with local agencies for missing material; and coordinating the application review. This would entail aspects of: 1) maintaining a master application intake and review steps log; 2) directing the flow of application parts to units having responsibility for or expertise in the purposes for which funds are requested and officials who have approval authority, for example: aspects of evaluation will be shared with expertise sources drawn from other units of the department as required, aspects of dissemination will be shared with the Iowa Network for Obtaining Resource Materials in the Media Section which is in the Instructional and Professional Education Branch, aspects of grants management related to electronic data processing will be shared with the Management Information Division, aspects of grants management dealing with accounting practices related to administration of funds will be shared with the Accounting Unit of the Administrative Services Section. Administrators in charge of each unit sharing some aspect of the application control center functions of the PRE Division are formed into a committee headed by the PRE Division director to achieve effective and efficient coordination and control of inter-unit operations. Other activities to be carried out by the application control center will be: 1) the development of a review schedule including deadline for applications, date each part of the application is submitted to the appropriate unit for initial review, and deadline for completing the initial review; 2) the development and maintenance of criteria to be used in application review and for application approval; and 3) monitoring processes for formative and summative evaluation and assessment.

I.2.2 Staff for Title IV. The staffing pattern for the administration of Title IV is as follows:

I.2.2.1 The associate superintendent of the Planning and Management Information Branch will, subject to the authority of the state

superintendent and his deputy, assume primary responsibility for the administration, supervision, and coordination of the total Title IV program. See Figure 1, DPI Unit No. 3000.

I.2.2.2 The director of the Planning, Research, and Evaluation Division will, subject to the authority of the associate superintendent noted in I.2.2.1, assume direct charge of all Title IV application control center activities as discussed in I.2.1. See Figure 1, DPI Unit No. 3200.

I.2.2.3 Control center activities related to applications submitted under Part B will be, following general intake procedures, assigned by the director of the PRE Division noted in I.2.2.2 to unit heads for processing as discussed in I.2.1:

I.2.2.3.1 Applications submitted in the area of Guidance, Counseling, and Testing will be assigned for review and evaluation to the chief of the Guidance Services Section. See Figure 1, DPI Unit No. 5300.

I.2.2.3.2 Applications submitted in the area of educational media (as previously subsumed under ESEA Title II) and applications submitted for teaching materials and equipment in the curriculum areas of: Arts and Humanities, English and Reading, Industrial Arts, Mathematics, Modern Foreign Languages, Natural Sciences, and Social Sciences (including civics, history, geography, economics, etc.) as previously subsumed under NDEA Title IIIA, will be assigned for review and evaluation to the chief of the Educational Media Section. See Figure 1, DPI Unit No. 4500.

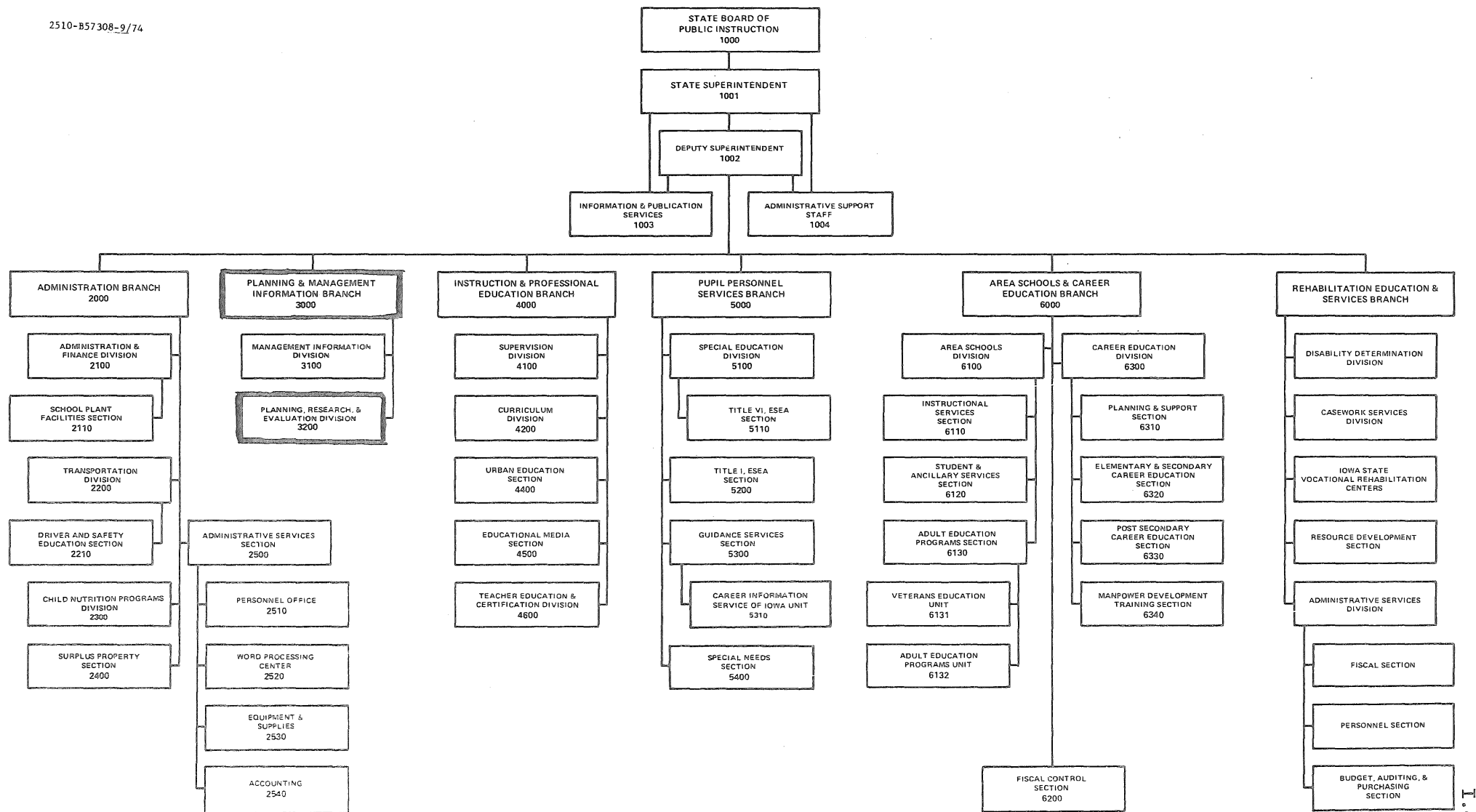
I.2.2.4 Control center activities related to applications submitted under Part C will be, following general intake procedures assigned by the director of the PRE Division noted in I.2.2.2 to: unit heads for processing as discussed in I.2.1 and to the director of special education for review of appropriate specific learning disability and handicapped children application focuses.

1.2.2.4.1 Applications submitted in the area of strengthening leadership, planning, and evaluation capabilities (as previously subsumed under ESEA Title V) will be assigned for review and evaluation to the systems consultant in the Planning, Research, and Evaluation Division. See Figure 1, DPI Unit No. 3200 (Position No. 00139).

I.2.2.4.2 Applications submitted in the area of innovative or exemplary educational practices (as previously subsumed under ESEA Title III) will be assigned for review and evaluation to the

Figure 1. DEPARTMENT OF PUBLIC INSTRUCTION ORGANIZATION

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director of the Special Education Division (for reasons noted in I.2.2.4) and to the assigned consultant in the Planning, Research, and Evaluation Division. See Figure 1, DPI Unit No. 5100 and No. 3200.

I.2.2.4.3 Applications submitted in the area of dropout prevention will be assigned for review and evaluation to the director of the Special Education Division (for reasons noted in I.2.2.4) and to the chief of the Guidance Services Section. Individuals holding these positions have been heretofore noted.

I.2.2.4.4 Applications submitted in the area of health and nutrition will be assigned for review and evaluation to the director of the Special Education Division (for reasons noted in I.2.2.4), to the director of the Child Nutrition Programs Division, and to the director of the Career Education Division. See Figure 1, DPI Unit No. 2300 and No. 6300.

I.2.2.5 Personnel of the Department of Public Instruction with expertise required to process applications in any of the several processes which may be required will be drawn from units of the department by the director of the PRE Division through unit heads as listed on the DPI table of organization (see Figure 1).

I.2.3 Administration. The program for administering and supervising Title IV is:

The network shown in Figure 2 depicts major milestones for the overall coordination of the Title IV program in the State. Events shown on the network are unscheduled, allowing for iteration when necessary, and keyed to the following list of descriptors:

<u>Event No.</u>	<u>Descriptor</u>
1	Identify State agency staff organization necessary to administer the Title IV program.
2	Identify staffing pattern and personnel to administer, supervise, and coordinate the Title IV program.
3	Form a State Advisory Council in keeping with legislative intent.
3.1	State Advisory Council evaluates all programs and projects assisted under Title IV.
3.2	State Advisory Council submits to U. S. Commissioner of Education through the State education agency at least annually a report of the Council's activities, recommendations, evaluations, and additional comments deemed appropriate by the SEA.
3.3	State Advisory Council provision for advice to SEA concerning: a) preparation of the Annual Program Plan, b) policy matters concerning the administration of the Annual Program Plan, c) development of criteria for distribution of funds, and d) the approval of applications under Title IV.
4	Initiate Annual Program Plan development.
4.1	Develop overall Annual Program Plan components.
4.2	Develop Part B Annual Program Plan components.
4.3	Develop Part C Annual Program Plan components.
4.4	Establish standards, staff development and training, and project monitoring specifications.
5	Develop liaison with area education agency advisory elements, i.e., AEA media advisory council (reference Code of Iowa, Section 273.3(4)).
6	Submit Annual Program Plan for U. S. Commissioner of Education approval.
7	Modify Annual Program Plan as necessary.

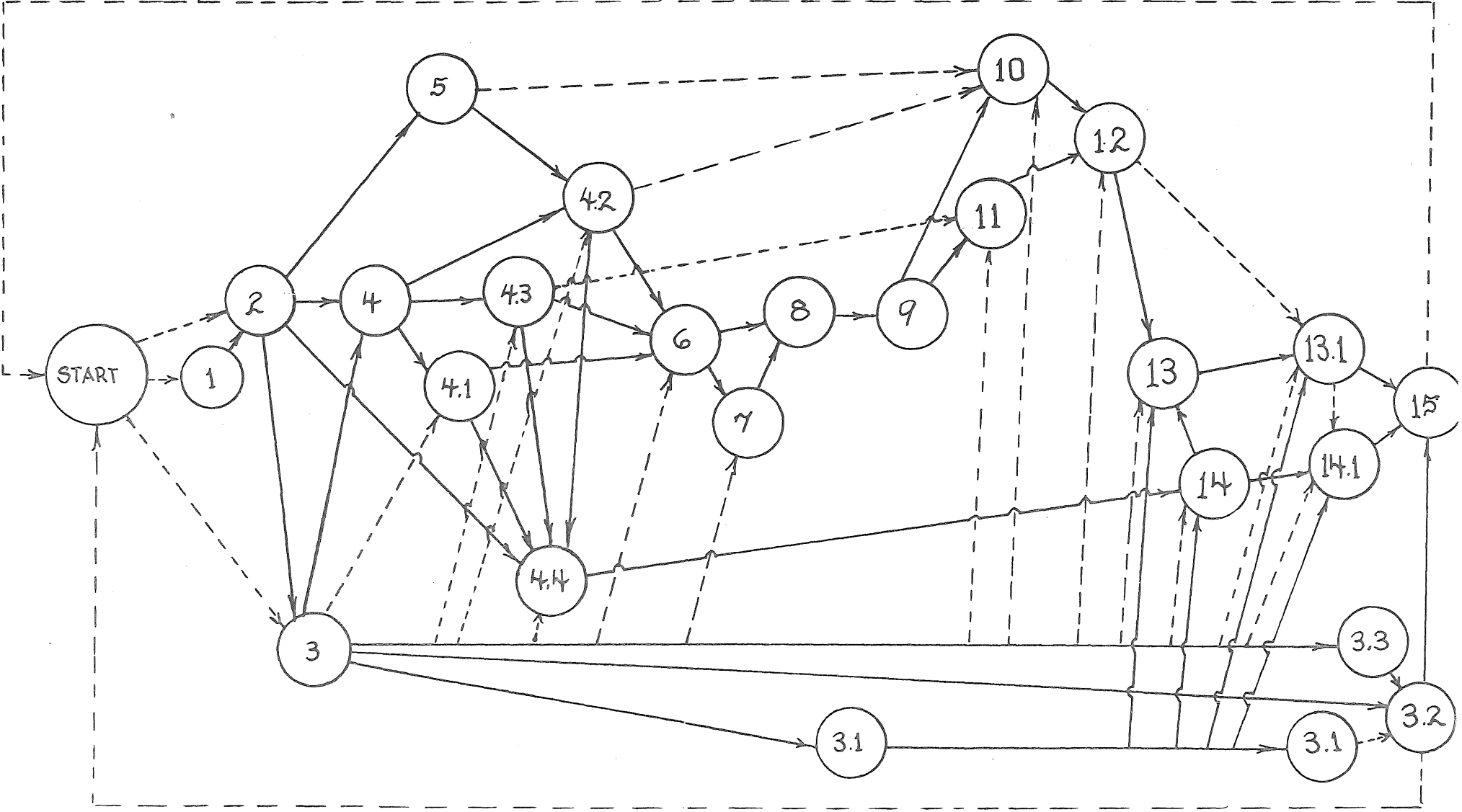
<u>Event No.</u>	<u>Descriptor</u>
8	Initiate implementation of plan.
9	Initiate application control center activities.
10	Process program applications related to Part B, Title IV.
11	Process program applications related to Part C, Title IV.
12	Finalize and document application approvals.
13	Initiate program.
13.1	Administer, supervise, and coordinate State education agency-local education agency program management interface activities.
14	Initiate monitoring (formative and summative evaluation and assessment) of programs.
14.1	Document final report of evaluation and assessment findings.
15	Iterate.

I.2.3.1 The principal objectives by which the overall plan to coordinate the total Title IV program in the State will focus upon the development of the context whereby events shown in the network depicted in Figure 2 may be carried out. These objectives focus upon staff development, program development, program review and approval, and program monitoring as follows, stated in behavioral terms:

I.2.3.1.1 Staff development for local and State agency personnel involved in Title IV activities shall be evidenced initially by the completion of a series of inservice training workshops to be completed by August 29, 1975, for the following purposes:

1. Train State agency program managers in administration of Title IV, Section 431(a) programs: a) health and nutrition, b) dropout prevention.
2. Train local education agency personnel regarding the nature and scope of grant applications for strengthening leadership resources as provided under Title IV, Section 431(b)(3).
3. Train State and local education agency program and fiscal personnel regarding the requirements of, and development of funding distribution formulas pertinent to, programs subsumed under Title IV, Parts B and C.

Figure 2. UNSCHEDULED MAJOR MILESTONE NETWORK
OVERALL COORDINATION TITLE IV PROGRAM



4. Familiarize State and local education agency evaluators, program managers, fiscal officers and public information specialists with the requirements for Title IV program evaluation, reporting, and dissemination and provide training in strategy development for carrying out the aforesaid requirements.

Topics covered in the hereinabove-listed inservice training workshops shall, where appropriate, include subjects from the following list:

1. Nature and scope of programs consolidated in Title IV;
2. Differences in program administration in FY 1976 and FY 1977;
3. Method of determining State allocations for FY 1976 and thereafter for Parts B and C, including requirements for consolidation;
4. Method of determining amounts available for administration of Part B and Part C including set asides for Part C;
5. Requirements for distributing Part B and Part C funds to local educational agencies;
6. Content of and procedure for submitting annual program plan and its relationship to the State plan;
7. Requirements for evaluation, reports, dissemination, and adaptation and adoption;
8. Composition and functions of a State Advisory Council;
9. Participation by private school children;
10. Miscellaneous fiscal provisions, such as control of both categorical and consolidated funds in FY 1976 and requirement for maintenance of effort by State and local educational agencies for Part B purposes.

I.2.3.1.2 Program development encompassing leadership and service activities conducted by the State education agency to assist local education agencies in planning a program for the improvement of instruction and management through the use of Title IV funds shall be evidenced by completion of the following sub-objectives by the dates designated:

1. By June 15, 1975, complete the development, practices, and schedule to be followed in the total application process.

2. By July 1, 1975, criteria will be developed for distribution of funds to local education agencies as required in Section 403(a)(4).
3. By July 10, 1975, an LEA application form for Title IV funds will be developed which shall incorporate the following format characteristics:
 - a. Suitable for use in applying for any of the seven purposes subsumed under Parts B and C.
 - b. Allows local education agency complete discretion in deciding how funds will be divided between three purposes subsumed under Part B.
 - c. Provides for information input from local education agencies on special uses of additional funds received because of revenue and educational cost advantages as described in Section 403(a)(4)(A).
 - d. Provides adequate and appropriate information input required for State education agency approval review for Part C purposes which are subject to approval on a competitive basis as described in Section 403(a)(4)(B).
 - e. Provides for information entry following a systems approach (management by objectives) including: i) statement of need, ii) measurable objectives, iii) activities to achieve the objectives, and iv) nature of summative project evaluation and assessment.
 - f. Assurances that the amount of State and local funds to be expended by the local educational agencies for Part B purposes during the following year will be at least equal to the amount expended during the current year.
 - g. Provision for reporting activities conducted to determine needs of private school children in the local school district and, in a systems approach format (as heretofore noted in e.), the application for materials, equipment, and services to meet these needs.
4. By September 1, 1975, the dissemination of information and instructions plan will be finalized as evidenced by the following:
 - a. Printed information and instructions covering the purposes and content of Title IV, application procedures, practices and schedule will be mailed to all public and private school systems within the State.

- b. Inservice training workshops as noted in I.2.3.1.1 will be completed.

5. By September 1, 1975, the State education agency shall develop and adopt a strategy whereby the objective addressed in I.2.3.1.2 will be developed in a way which recognizes the additional need of school systems lacking in resources necessary to develop Title IV applications. This strategy will contain the following components:

- a. Identification of school systems with below average Title IV application development resources.
- b. Provision of staff development activities noted in I.2.3.1.1 and in 4b. above in areas which favor attendance by personnel of school systems identified in a. above.
- c. The reasonable assignment of State education agency or other approved agency personnel with expertise required to help solve problems encountered by school systems in a. above, which were not sufficiently covered in previous workshop and information dissemination activities.

I.2.3.1.3 Elements of the State education agency program review and approval of applications submitted by local education agencies are classified under the headings of 1) personnel and functions, 2) schedule, and 3) criteria as follows:

- 1. Personnel and functions involved in the program review and approval of LEA applications will be under the administrative auspices of an application control center as explicated in I.2.1, and shall involve personnel as explicated in I.2.2.
- 2. The application review schedule developed by the application control center will identify annually specific deadline dates for the following areas of concern and, in addition, identify the dates given for the start-up year:
 - a. The deadline date of December 15, 1975, will apply for receipt of applications from local education agencies.
 - b. The deadline date of December 20, 1975, will apply to the submittal of application component parts to appropriate SEA units for initial review.
 - c. The deadline date of January 15, 1976, will apply to the completion of initial review of applications.

- d. The deadline date of February 1, 1976, will apply to all portions of applications which are submitted for additional review.
 - e. The deadline date of February 20, 1976, will apply for completing additional reviews found to be necessary as noted in d. above.
 - f. The deadline date of February 25, 1976, will apply to the final application approval by the authorized SEA official.
 - g. The deadline date of March 1, 1976, will apply to the time on or before which approval notices are to be sent to local education agencies.
3. The review criteria utilized by the State education agency for approval of LEA applications for Title IV funds may include:
- a. Data on the number of categories of students to be served have been provided in keeping with the intent of Title IV legislation.
 - b. The number of students with higher than average education costs has been provided and the schools in which they are enrolled have been identified.
 - c. The purposes of Title IV for which the local education agency is applying will be clearly stated.
 - d. The purposes for which funds are requested are based on stated educational needs which conform to statewide needs as evidenced by assessment practices.
 - e. Objectives for the purposes have been stated in specific measurable terms using a systems approach format.

- f. Activities to assess the objectives have been clearly stated in sufficient detail to make a judgment on their value.
- g. The budget of the proposed expenditures for each objective is complete, accurate, and reasonable, as determined by State norms established by the application control center.
- h. Objectives for Part B purposes meet State standards for library resources, instructional equipment, and testing, guidance, and counseling.
- i. Proposals for Part C purposes are presented in sufficient detail and in a systems format (management by objectives) which will allow the State education agency to judge the worthiness of the proposal in comparison to those from other local education agencies under the competitive nature of grant making.
- j. The purposes for which funds are requested comply with other program requirements stated in the Federal regulations under Title IV and their authorizing statutes, such as eligible materials and equipment, eligible academic subjects, eligible testing, guidance, and counseling services, and eligible activities under Part C.
- k. Evidence that private schools have had an opportunity to present their needs for Parts B and C to the local education agencies.
- l. The number of students enrolled in private schools in the local school district has been stated.
- m. The cost of materials, equipment and services requested to meet the needs of private school students shall be such as to assure that private school students receive benefits consistent with the number of private school students enrolled in proportion to the number of public school students enrolled in the local school districts.

- n. The purposes for which materials, equipment, and services are requested to meet the needs of private school students are secular, neutral, and non-ideological.
- o. An assurance that all materials and equipment requested for the benefit of private school students shall remain the property of the public local education agency, and services shall be performed by publicly employed personnel.
- p. A description of the cultural and educational resources of the local school district which have been and will be involved in the planning and executing of programs and projects to be supported by Title IV funds.
- q. The inclusion of a statement describing the total amount of funds from State and local sources expended by the local education agency for Part B purposes during the fiscal year preceding the one for which funds are requested and proposed expenditures of State and local funds for Part B purposes for the fiscal year for which Part B funds are requested. The amount of proposed expenditures from State and local funds for the fiscal year for which Part B funds are requested shall equal or exceed the amount of expenditures for these sources for the preceding year.
- r. The inclusion of a description of a method of evaluating the effects of funds granted for Title IV purposes at the end of the fiscal year utilizing a method approved by the application control center.
- s. The inclusion of a description of the nature and benefits received by local education agencies from the State education agency in planning of the application proposal for Part C purposes.
- t. The inclusion of a description indicating planning activities and staff involvement in the preparation of the application to achieve a coordinated effort to meet local education agency effort needs.

I.2.3.1.4 Program monitoring shall provide formative evaluation decision-oriented information to help program administrators in the State and local education agencies identify and resolve problems and to maintain local and State program plan activities oriented to their related objectives and goals. Program monitoring shall be accomplished through the early initiation and continuation of appropriate activities chosen from those listed below:

1. Identify the local educational agencies granted funds for approved Part C purposes.
2. For monitoring Part B projects, select a sample of local educational agencies (large and small agencies, urban and rural, wealthy and poor, geographically distributed).
3. Notify the local educational agencies of plans for monitoring and arrange a tentative mutually acceptable date.
4. Prepare an itinerary and schedule for most efficient use of time and staff resources.
5. Select staff to conduct monitoring.
6. Train staff in monitoring activities and techniques.
7. Prepare a monitoring instrument which may include questions from among those which follow:
 - a. Are funds being spent for purposes described in the approved application?
 - b. Are activities and services in the approved application being carried out?
 - c. Is the schedule for achieving the objectives being maintained, and is there reasonable assurance that the objectives will be achieved?
 - d. If activities and services are not being performed or objectives are not being achieved, what problems are involved?
 - e. What can the local and State educational agencies do to resolve the problems?

 - f. Are materials and equipment purchased with Title IV funds actually being used in the schools?
 - g. Have teachers encountered any problems in the use of materials and equipment: e.g., material unsuitable for curriculum, teachers not trained to operate equipment?

- h. Were teachers involved in assessing the need for and in selecting materials and equipment purchased?
 - i. Is the local educational agency maintaining an inventory of materials and equipment purchased for public and private school children with Part B funds?
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- j. Have private schools had an adequate opportunity to make their needs known to the local educational agency?
 - k. Are private school children receiving an equitable share of materials, equipment, and services in terms of the number of children enrolled in proportion to the number enrolled in the public schools?
 - l. Are private school children receiving the materials, equipment, and services described in the approved application?
 - m. Are these materials, equipment, and services being used for secular, neutral, and non-ideological instruction?
 - n. Have persons representing the cultural and educational resources of the community had an adequate opportunity to participate in the planning and carrying out of the purposes described in the approved application?
 - o. Are the objectives and activities to carry out Title IV purposes of the nature and scope to justify additional funds if available?
 - p. Is there reason to believe that the objectives and activities to carry out Title IV purposes will not be fully achieved, therefore allowing some funds to be returned to the State educational agency which can make them available to other local educational agencies?
 - q. Is the local educational agency following recommended management practices in carrying out Title IV purposes?
 - r. Are adequate records of expenditures for the various purposes described in the approved application being maintained?

- s. Does the local educational agency have qualified staff members to conduct an adequate evaluation of progress made in achieving the objectives of the approved application?
 - t. What changes in the program and its management should be made for greater assurance that the objectives will be achieved?
 - u. What technical assistance can the State educational agency provide to help the local educational agency achieve the Title IV objectives?
8. Verify monitoring date and make final arrangements with each local educational agency.
 9. Monitor the project.
 10. At the conclusion of the monitoring, present an oral report to the agency staff.
 11. Prepare a report of findings and recommendations and send it to the local educational agency and to appropriate State educational agency officials.
 12. Make arrangements with the local educational agency for technical assistance which the State educational agency can provide (within the limit of its resources) to solve any problems and generally to improve the implementation of Title IV purposes approved in the application.

I.2.3.2 The principal objectives for administration and supervision of the programs under Part B, in addition to the major activities noted in I.2.3.1, shall be stated in descriptive, and to the extent possible, measurable terms.

I.2.3.2.1 The funds for program activities undertaken under Title IV, Part B shall be expended on behalf of public and private school students, grades K-12, through the local education agencies to provide an effective and efficient means of serving children through grade twelve who may require the provision of media services and other programs and services provided under Title IV.

I.2.3.2.1.1 The linkage for purposes of enhancing administration and supervision of Title IV, Part B program activities between State and local education agencies is intended to maximize both the creation of problem solving dialogue between agency levels and planning and implementation of Part B program activities directed to needed learner outcomes.

I.2.3.2.1.1.1 The channels for maximizing interagency dialogue for problem solving and program assessment and planning related to activities subsumed under Title IV will be between the State education agency and other State level agencies occurring through the Governor's Office for Planning and Programming with perceived educational needs inputted from the State Advisory Council and data collected by the State education agency.

I.3 State Advisory Council

The State Advisory Council shall be composed of 14 members broadly representative of the cultural and educational resources of the state.

Members of the advisory council will be appointed the first year, 1975-1976, to terms of one (1), two (2), and three (3) years. A member may be reappointed to serve an additional three-year term.

Members resigning from the advisory council will submit such resignation in writing to the state superintendent. Replacements will be appointed by the State Board of Public Instruction to complete the unexpired term of the member resigning.

Members of the state advisory council will be reimbursed for actual expenses (travel, meals and lodging). If a local school district employs a substitute to enable a staff member to attend advisory council meetings, the district may be reimbursed by the Department.

Title IV 93-380 Advisory Council members and expiration of term:

Dr. Lloyd Bach (1976)
Director of Special Education
Area Education Agency 12
4724 Mayhew
Sioux City, Iowa 51106
(Special learning disabilities)

Mrs. Winifred Beardsley (1978)
Resource Teacher
Smouse Opportunity School
2820 Center
Des Moines, Iowa 50312
(Physically & mentally handicapped)

Mrs. Karen Brandt (1977)
Area Education Agency 7
314 E. 14th Street
Cedar Falls, Iowa 50613
(Gifted & talented)

Mr. Don Delzell (1978)
High School Counselor
Clarinda Community Schools
100 North Cardinal Drive
Clarinda, Iowa 51632
(Guidance & counseling)

Mrs. Doris Fistler (1977)
IMC Coordinator
Grundy Center Community Schools
1006 M Avenue
Grundy Center, Iowa 50638
(Media)

Mr. Elliott Johnson (1978)
Math Coordinator
Iowa City Community Schools
1040 William Street
Iowa City, Iowa 52240
(Public elementary & secondary schools)

Mrs. Lou Lyon (Chairperson) (1977)
1220 North Third
Clinton, Iowa 52732
(Cultural & educational resources
of the state)

Mr. W. Leon Maxson (1978)
Media Director
Area Education Agency 15
Industrial Airport, Bldg. 18
Ottumwa, Iowa 52501
(Area education agency media)

Dr. Robert McFarland (1977)
Superintendent of Schools
Marshalltown Community Schools
317 Columbus Drive
Marshalltown, Iowa 50158
(Local school district administration)

Mrs. Wanda Morgan (1976)
Reading Clinician
Southwest Iowa Learning Resource Center
632 West Fourth Street
Lamoni, Iowa 50140
(Severe educational disadvantaged)

Dr. Ray Muston (1978)
Associate Dean, College of Education
State University of Iowa
Iowa City, Iowa 52242
(Higher education)

Sister Frances Ruden (1977)
Elementary School Coordinator of
Archdiocese of Dubuque
1229 Mt. Loretta
Dubuque, Iowa 52001
(Private elementary & secondary schools)

Dr. Jerry Stout (1976)
 Administrator
 Area Education Agency 9
 2604 West Locust
 Davenport, Iowa 52803
 (Area education agency administrator)

Ms. Rita Watts (1976)
 Elementary Teacher
 Jefferson Elementary School
 1027 Marquette Street
 Davenport, Iowa 52804
 (Limited English speaking ability)

I.3.1 Advisory Activities

The advisory activities to be carried out by the State Advisory Council and a statement of the amount of funds which will be provided for each such activity from funds available for administration of the Annual Program Plan:

- 1) the preparation of the Annual Program Plan,
- 2) policy matters concerning the administration of the Annual Program Plan,
- 3) criteria for the distribution of funds, and
- 4) policies and procedures for approving applications under Title IV of the Act.

The State Advisory Council will meet on the call of the state superintendent or his appointed representative not less than two times each year. Areas in which the State Advisory Council may give advice are: in the identification of priority areas in which proposals will be solicited for support under Part C of Title IV, in the development of policies and procedures to be used in the receipt and review of project applications, in the types of information to be requested from local education agencies, and in the establishment of procedures to be used by the state for determining that appropriate private school representatives have been consulted by local school districts in identifying local needs and in planning, developing and submitting applications for support with Title IV funds.

Two meetings of the Title IV State Advisory Council were held to advise on the preparation of the Annual Program Plan.

The council will hold at least one public meeting each year at which time the public will be given an opportunity to express views concerning the administration and operation of Title IV in the state.

Estimated expenditures to carry on State Advisory Council activities during FY 1976:

5 advisory council meetings, \$1,000 each for travel, meals, and lodging	\$ 5,000
Reimbursement to school districts for actual expenditures to substitutes	\$ 2,000
Contracted services to review evaluation plan and recommend revisions	\$ 5,000

The state education agency will also make available to the State Advisory Council professional, technical and clerical staff necessary to enable it to carry out its functions. A Department staff member will be responsible for supervising and managing the total program and coordinating activities of the advisory council with those of the state educational agency. Staff with the state agency will be responsible for developing long-range program plans and overall program policy cooperatively with the advisory council. A staff member from within the Department will maintain communications with appropriate U. S. Office of Education staff and prepare official program reports.

I.3.2 State Advisory Council Evaluation

The effective procedures and calendar which will be adopted for the evaluation by the State Advisory Council, at least annually, of the effectiveness of the programs and projects assisted under the annual program plan are:

The State Advisory Council has the following responsibilities: (1) evaluate all programs and projects assisted under Title IV, and (2) to prepare, at least annually, and submit to the U. S. Commissioner of Education, through the state education agency, a report of the council's activities, recommendations and evaluations together with such additional comments as the state education agency deems appropriate.

One full time evaluator from the Planning, Research and Evaluation Division will be assigned the responsibility to evaluate projects and programs funded under Title IV. See I.2.3.1.4 for representative questions to be answered in evaluating projects and programs.

Appropriate evaluation instruments will be developed for on-site visits to attempt to answer the representative questions. All Title IV, Part C projects will be evaluated at least once each year by staff from the PRE Division assisted by other state agency staff possessing areas of expertise related to project activities. Program effectiveness will be judged primarily on how well project objectives are being attained. To make this judgment, the evaluation team will review data on student progress, observe project operations and interview a representative sample of project staff, students and parents. A summary report of all on-site evaluations will be made to the State Advisory Council at least once each year.

A random sample of at least 10 percent of the local education agencies funded under Title IV, Part B will be selected for on-site monitoring by appropriate staff from the Educational Media Section, Guidance Section and the Curriculum Division each year. Instruments will be developed to collect evaluative data, to record observations, and to check on how funds were expended. Data will be summarized for the State Advisory Council.

See I.2.3.1.4 for additional program monitoring activities.

State agency staff will assist the State Advisory Council in completing the Title IV evaluation report required by the U. S. Office of Education as indicated by the calendar below.

July 1975 through June 1976	July 1976 through Aug. 1976	Sept. 1976	Oct. 1, 1976
Local project evaluations conducted by Department staff to all Title IV C projects and monitoring of a random sample of at least 10 percent of Title IV-B projects by appropriate Department staff	Develop evaluation report for presentation to State Advisory Council	Revise and include recommendations as per advisory council request	Submit report on State Advisory Council activities; recommendations and project evaluations to USOE

I.4 Use of Funds

Of the funds the State receives under Section 401 of the Act "for the first fiscal year for which such funds are available," the State Educational "agency will use for administration of the" annual program "plan not to exceed whichever is greater: (i) 5 percentum of the amount so received (\$50,000 in the case of Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), excluding any part of such amount used for purposes of section 431 (a)(3) of the Act "or (ii) the amount it received for the fiscal year ending June 30, 1973 for administration of the : programs referred to in section 421(b) and 431(b)" of the Act "and the remainder of such funds shall be made available to local educational agencies to be used for the purposes of parts B and C, respectively" of Title IV of the Act, and "of the funds the State receives under section 401" of the Act "for fiscal years thereafter, it will use for administration of the" annual program "plan not to exceed whichever is greater: (i) 5 per centum of the amount so received (\$50,000 in the case of Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), excluding any part of such amount used for purposes of section 431 (a)(3)" of the Act "or (ii) \$225,000, and the remainder of such funds shall be made available to local educational agencies to be used for purposes of Parts B and C, respectively" of Title IV of the Act; "not less than 15 per centum of the amount received pursuant to section 401(b)" of the Act "in any fiscal year (not including any amount used for purposes of section 431(a)(3)" of the Act "shall be used for special programs or projects for the education of children with specific learning disabilities and handicapped children, and" "not more than the greater of (1) 15 per centum of the amount which such State receives pursuant to section 401(b)" of the Act "in any fiscal year, or (2) the amount available by appropriation to such State in the fiscal year ending June 30, 1973, for purposes covered by section 431(a)(3)" of the Act "shall be used for purposes of section 431(a)(3)" of the Act "(relating to strengthening State and local educational agencies).

I.5 Development of the Single Application

Local educational agencies applying for funds under Title IV of the Act will be required to submit only one application for such funds for any one fiscal year.

I.6 Assurance, Pupils in Private Nonprofit Schools

The State Educational Agency assures that the requirements of Section 406 of the Act will be met.

I.7 No Commingling of Funds

The following policies and procedures have been established to assure that Federal funds made available under Title IV of the Act for any fiscal year will not be commingled with State funds:

Title IV funds allocated to the State education agency shall not be commingled with State funds. State agency accounting procedures conform to Circular A-102 and all funds made available under Title IV, Parts B and C will be identified and accounted for in separate funds.

Title IV funds allocated to local education agencies as provided for in this plan shall not be commingled with State or local funds. Monies allocated to local education agencies by the State shall be deposited in the local district account under the control and supervision of the local board of education. All Title IV receipts and expenditures shall be accounted for separate and apart from State and local funds and other federal program funds.

I.8 Assurance, Facilities to be Accessible for Handicapped Persons

The State Educational Agency assures that in the case of any project for the repair, remodeling, or construction of facilities, the facilities will be accessible to and usable by handicapped persons.

I.9 Dissemination

The effective procedures and calendar which will be adopted for the appropriate dissemination of the results of State Advisory Council evaluations and other information pertaining to the programs and projects assisted under the Title IV Annual Program are:

The Title IV staff and the State Advisory Council will be responsible for identifying promising educational programs and practices through the evaluation procedures set forth in this plan.

Information and Publications Services and the superintendent's weekly newsletter are regular communication devices which will be used to disseminate evaluation results of high quality projects. In addition, the statewide research and development network (INFORMS) which has linkages with all local schools through the area education agencies will disseminate information on promising practices. See calendar of dissemination activities on the following page.

Department staff will assist in the dissemination process by encouraging local education agency staff to visit operational projects. The state agency staff will continue to cooperate with higher education institutions in sponsoring the annual educational fair which allows schools to display locally developed products.

School districts receiving Part C funds should disseminate information within their own local areas. The major dissemination responsibility for Part C projects rests with the Department of Public Instruction.

July-Sept.

Oct.-Dec.

Jan.-Mar.

Apr.-June

SEA staff present
Title IV evalua-
tions to State
Advisory Council.

Projects identi-
fied for state-
wide dissemina-
tion.

SEA staff informed
of project selected
for dissemination.

Superintendent's
weekly newsletter
begins a series on
high quality
projects.

DPI staff make
personal contact
with LEA staff
and suggest proj-
ects to be visited.

Complete description
of high quality
projects put on
microfiche.

INFORMS disseminates
information to
local education
agencies upon
request.

Information and
Publication Services
feature at least one
article in the
department publi-
cation Dispatch.

II.1 Purposes: Part B. Libraries and Learning Resources.

Funds received under Section 402(a)(2) for Part B will be expended for administration of the Annual Program Plan and

(a) for the acquisition of school library resources, text-books, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools;

(b) for the acquisition of instructional equipment (including laboratory and other special equipment, including audio-visual materials and equipment suitable for use in providing education in academic subjects) for use by children and teachers in elementary and secondary schools, and for minor remodeling of laboratory or other space used by such schools for such equipment; and

(c) for (1) a program of testing students in the elementary and secondary schools, (2) programs of counseling and guidance services for students at the appropriate levels in elementary and secondary schools designed (i) to advise students of courses of study best suited to their ability, aptitude, and skills, (ii) to advise students with respect 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, and (iii) to encourage students to complete their secondary school education, take the necessary courses for admission to postsecondary institutions suitable for their occupational or academic needs, and enter such institutions, and such programs may include short-term sessions for persons engaged in guidance and counseling in elementary and secondary schools, and (3) programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools.

II.2 Administration and Program Procedures. Part B.

The procedures and activities to accomplish the purposes of Part B are:

A. with regard to administrative procedures:

(1) Consultation with the State Advisory Council on Part B policies and questions is provided for during initial planning implementation. See I.2.3.

(2) Financial data will be collected on the previous year's expenditures for school library resources, textbooks, other instructional equipment, and programs of testing, counseling and guidance. Local education agencies must provide assurance in the application to the state education agency that local effort will not be less than the amount so expended for the preceding fiscal year.

(3) Funds will be distributed to local education agencies based on criteria set forth in II.4.2.

(4) Local education agencies will receive an official notification of Part B allocations by September 1, 1975 for all public and private school children residing within the district. Public school officials shall consult with the appropriate private school officials prior to the submission of a Part C application. See Section I.2.3.1.3.

(5) Consistent with Section I.5, each local education agency shall be required to submit only one application for Part B funds each year. Project applications shall include data on: the total public and nonpublic school enrollment with a breakdown of the public and nonpublic students to be served; a statement of needs listed in priority order; a statement of objectives; a listing of the previous year's expenditures for school library resources textbooks, other instructional equipment and programs of testing, counseling and guidance. See Section I.2.3.1.3.

(6) By September 1, 1975, instructions and procedures for Part B will be developed and distributed to public and private school personnel. See Section I.2.3.1.2.

B. with regard to program procedures:

(1) The Department has developed a set of suggested standards for educational media centers. The documents include: Plan for Progress in the Media Center K-6 and 7-12 and Plan for Progress in the Media Center Facilities. An additional document is planned for 1976, Plan for Progress in the Media Center, District and Area.

Standards for testing, guidance and counseling programs have been developed in all areas except for coordination and local supervision. Departmental staff are currently developing guidelines in these areas.

Standards for remodeling will be developed and will provide:

- 1) Documentation that available facilities for present and future needs in the academic subjects have been surveyed.
 - 2) Evidence that suitable facilities for the equipment on hand, and to be acquired, are adequate.
 - 3) Objective data indicating that remodeling costs are warranted in order to attain the desired instructional outcomes.
- (2) Technical assistance will be provided to local education agencies in project development, administration, evaluation and reporting. See Section I.2.3.1.1 and I.2.3.1.2.
 - (3) Inservice education of state and local personnel is set forth in Section I.2.3.1.1.
 - (4) Evaluation and reporting procedures for Part B are set forth in Section I.2.3.1.4. Assistance to the State Advisory Council is set forth in I.3.2 and activities will be coordinated through the Planning, Research and Evaluation Division capitalizing on the expertise within the state agency.

II.3 Local Discretion on Use of Funds, Part B.

Each local educational agency will be given complete discretion, subject to the provisions of Section 406 of the Act (Participation of Children Enrolled in Private Schools), in determining how the funds it receives from appropriations under Section 401(a) of the Act will be divided among the various programs described in Section 421 of the Act, except that in the first year in which appropriations are made pursuant to Part B of Title IV of the Act each local educational agency will be given complete discretion with respect to 50 per cent of the funds appropriated for that part attributable to that local educational agency.

II.4 Distribution of Funds, Part B.

II.4.1 Assurance, Distribution of Funds.

The State educational agency assures that funds which the State educational agency receives from appropriations made under Section 401(a) of the Act will be distributed among local educational agencies according to the enrollments in

public and nonpublic schools within the school districts of such agencies, except that substantial funds will be provided to:

- (i) local educational agencies whose tax effort for education is substantially greater than the State average tax effort for education, but whose per pupil expenditure (excluding payments made under Title I of "the Elementary and Secondary Education Act") is no greater than the average per pupil expenditure in the State, and
- (ii) local educational agencies which have the greatest number or percentages of children whose education imposes a higher than average cost per child, such as children from low-income families, children living in sparsely populated areas, and children from families in which English is not the dominant language.

II.4.2 Criteria for Distribution of Funds, Part B.

The following criteria have been developed and will be applied to meet the requirements of Section 403(a)(4)(A) of the Act regarding distribution of Part B funds to local education agencies according to enrollment in public and nonpublic schools, except that substantial funds will be provided (1) to those districts with substantially greater than the State average tax effort for education, but whose per pupil expenditures are no greater than the average per pupil expenditure in the State, and (2) local education agencies which have the greatest numbers of children whose education imposes a higher than average cost per child.

The State of Iowa and the Iowa Department of Public Instruction have been developing and modifying the State Foundation Aid Program. This aid program does allow for a more equitable distribution of funds and allocates money based on the tax effort of the districts and the expenditures per pupil. The formula has been in existence since 1971 and improved annually to equalize educational financing of local education agencies. Because of this program, Iowa districts do not have extremely high tax efforts while, at the same time, having extremely low expenditures per pupil.

Thus, the Title IV, Part B money in Iowa will be distributed to local education agencies based on public and nonpublic enrollments and high cost children within each district. To do this, the following formula has been established:

- 1) Fifty percent of Iowa's Part B money will be allocated to LEA's based on total enrollment (public and nonpublic);
- 2) Fifty percent of Iowa's Part B money will be allocated to LEA's based on high cost children in the district. High cost children are defined as:
 - a) number of handicapped students ranging from mildly handicapped to severe or profoundly handicapped indicated by the district's official weighted enrollment; and
 - b) number of students in the district who qualify as economically or culturally deprived.

Thus, the mathematical formula becomes:

Iowa Part B = Part I + Part II + Part III; where

Part I - amount allocated on total enrollment
 Part II - amount allocated on number of handicapped students
 Part III - amount allocated on the number of deprived students

Since Iowa Part B money will be approximately \$833,286, Parts I, II, and III become \$416,643, \$208,321, and \$208,321 respectively.

Now to calculate the Title IV, Part B allocation to any local district, the formula becomes:

$$LEA = \left(\frac{\text{Dist. Enroll.}}{\text{State Enroll.}} \right) \$416,643 + \$208,321 \left(\frac{\text{Dist. Wt. Enroll.}}{\text{State Wt. Enroll.}} + \frac{\text{Dist. Deprived Enroll.}}{\text{State Deprived Enroll.}} \right)$$

Another and perhaps easier way of stating this would be on a per pupil basis. Since the State totals are known (State total public and nonpublic enrollment is approximately 680,000; State weighted enrollment is 28,000; and the economically or culturally deprived count is 97,000), the following approximate amounts per student can be stated:

$$\text{Part I} = \frac{\$416,643}{680,000} = \$.60 \text{ per public and nonpublic student}$$

$$\text{Part II} = \frac{\$208,321}{28,000} = \$7.50 \text{ per handicapped student}$$

$$\text{Part III} = \frac{\$208,321}{97,000} = \$2.10 \text{ per deprived student}$$

While approximate figures were used in this analysis, the exact data will be used to calculate to the nearest dollar each district's allocation. The Iowa State Title IV Advisory Council and Department staff will continue to evaluate these distribution procedures in order to improve the allocation of Part B money to local districts.

Since Part B funds will be distributed to local districts, and authorized services are available through Area Education Agencies by State statute, the Department's administrative procedures will provide for local districts within an AEA to "pool or share" Part B monies. Therefore, at the discretion of the local districts, one or more districts may combine Part B monies and services into a single application submitted by the AEA on their behalf. Cooperating local school districts will have complete discretion for the expenditure of these funds as set forth in the purpose of Title IV B. An AEA, independent of one or more local districts, will not be eligible to apply for Part B money. Each local school district should assess its needs and requirements before submitting the application, directly or in conjunction with other districts through their AEA, for the use of these funds.

II.5 Assurance, Maintenance of Effort.

The State educational agency assures that the aggregate amount to be expended by the State and its local educational agencies from funds derived from non-Federal sources for programs described in Section 421(a) of the Act for any fiscal year, will not be less than the amount so expended for the preceding fiscal year.

III.1 Purposes: Part C. Educational Innovation and Support.

Funds received under Section 402(a)(2) for Part C will be expended for administration of the Annual Program Plan and for the following purposes:

(a) for supplementary educational centers and services to stimulate and assist in the provision of vitally needed educational services (including preschool education, special education, compensatory education, vocational education, education of gifted and talented children, and dual enrollment programs) not available in sufficient quantity or quality and to stimulate and assist in the development and establishment of exemplary elementary and secondary school programs (including the remodeling, lease, or construction of necessary facilities) to serve as models for regular school programs;

(b) for the support of demonstration projects by local educational agencies or private educational organizations designed to improve nutrition and health services to public and private elementary and secondary schools serving areas with high concentrations of children from low-income families, and such projects may include payment of the cost of (1) coordinating nutrition and health service resources in the areas to be served by a project, (2) providing supplemental health, mental health, nutritional and food services to children from low-income families when the resources for such services available to the applicant from other sources are inadequate to meet the needs of such children, (3) nutrition and health programs designed to train professional and other school personnel to provide nutrition and health services in a manner which meets the needs of children from low-income families for such services and (4) the evaluation of projects assisted with respect to their effectiveness in improving school nutrition and health services for such children;

(c) for strengthening the leadership resources of State and local educational agencies, and for assisting those agencies in the establishment and improvement of programs to identify and meet educational needs of States and local school districts;

(d) for making arrangements with local educational agencies for the carrying out by such agencies, in schools which (1) are located in urban or rural areas, (2) have a high percentage of children from low-income families, and (3) have a high percentage of such children who do not complete their secondary school education, of demonstration projects involving the use of innovative methods, systems, materials, or programs which show promise of reducing the number of such children who do not complete their secondary school education.

III.2 Administrative and Program Procedures, Part C. The procedures and activities to accomplish the purposes of Part C are:

A) With regard to administrative procedures:

- 1) Consultation with the State Advisory Council on Part C policies and questions is provided for during initial planning implementation, and evaluation points in time as depicted by the following events shown on Figure 2 in section I.2.3: 3---4; 3.3---4.1; 3.3---4.2; 3.3---4.3; 3.3---4.4; 3.3---6; 3.3---7; 3.3---10; 3.3---11; 3.3---12; 3.3---13; 3.3---13.1; 3.3---14; and 3.3---14.1,
- 2) Collection of essential data and information for determining use of Part C funds and development of State educational priorities and objectives for Part C together with plans for apportioning of funds among State administration, State and local education agencies, and other Part C purposes will be accomplished with advice from the State Advisory Council, and based upon input provided from system elements, as explicated in section I.2.3.2.1.1.1 (although this section as originally presented relates to Part B activities, in this instance, the structure will be used to provide input relating to Part C administrative planning),
- 3) Selection of priorities and development of criteria for equitable participation of local educational agencies in the use of Part C funds will be consistent with the strategy explicated in Part 5 of section I.2.3.1.2, section I.2.3.1.3 and section I.2.3.1.4, and
- 4) The development of the Part C, component of the single local educational agency application will be carried out consistent with section I.2.3.1.1 while the establishment of review and approval procedures will be consistent with section I.2.3.1.3 and the notification of local education agencies and non-public school representatives regarding the funds available under Part C, priority areas of State concern, methods of program funding, special assistance available, calendar for the single application, criteria for selection, approval of projects, processing of grants, and the preparation of instructions and distribution of information to public and private school personnel, pertinent to Part C are explicated in the several subsections of section I.2.3.1 heretofore noted.

B) With regard to program procedures:

- 1) Procedures for monitoring and evaluating projects are explicated in I.2.3.1.4. Interrelationships of project monitoring and evaluation with other events in the State annual program plan are shown in Figure 2 (see events 14---14.1).
- 2) Provision of technical assistance to local education agencies in project development, administration, evaluation and reporting is explicated in paragraph 5 of I.2.3.1.2, in I.2.3.1.1, and in III.2.1.1.3,
- 3) Inservice education of State and local personnel is explicated in I.2.3.1.1 and III.2.1.5.
- 4) Involvement of State and local agencies and organizations in coordination of school and community programs is indicated in I.2.3.2.1.1,
- 5) Development of evaluation and reporting procedures for Part C and provisions of assistance to the State Advisory Council in its evaluation functions will be coordinated by the Director of the PRE Division as noted in I.2.2.2 and III.2.1.1.3, and will utilize State agency resource expertise. The interrelationship of evaluation and reporting procedures to other events in the State's annual program plan is shown in Figure 2 (see event numbers 3.1, 3.2, and 3.3).

III.2.1 Program for Strengthening Leadership Resources of State Educational Agencies.

The following is the program for the purpose of strengthening leadership resources of the State educational agency:

III.2.1.1 Educational planning and evaluation activities shall be evidenced by the following:

- ##### III.2.1.1.1 Evaluation of Regional Media Centers to determine teacher, pupil, and other user perceptions regarding utilization of available materials, together with reasons leading to an understanding of the use and non-use of local library resources,
- will be contracted with impartial evaluators who will interview experimentally designed random samples of students, teachers, and other users in each of the 15 regional media center service areas. Questions used on the study will be oriented to decision making required in the operation of the media centers and will be developed by AEA Media Center and LEA center staffs. The evaluation will require, as anticipated from its scope, 480 man days expended during four calendar months between September 1, 1975, and December 31, 1975, and will be contracted for an amount not to exceed \$35,000.

III.2.1.1.2 For the period April 1 through September 30, 1976, two planning and evaluation consultants (position reference numbers 00142 and 00144), one systems consultant (position reference number 00139), and one director (position reference number 00137) within the Department's Planning, Research and Evaluation Division (see Figure 1, unit number 3200) will be funded for the following purposes:

- 1) planning and evaluation consultants -- a) define, develop and implement a Needs Assessment Model to assist local education agencies in the design and development of assessment and evaluation techniques and strategies to measure educational programs and their outcomes in terms of pupil behavior, b) assist personnel in other branches of the Department with planning, research, and evaluation activities, c) evaluate LEA Title IV applications for both Part B and Part C activities, d) provide leadership and assist in developing project applications to secure federal funds for local schools, assist LEA's in the use of specialized research and evaluation techniques, i.e. use of test information, use of behavioral techniques for improvement of curriculum, use of evaluation designs for determining effectiveness of educational programs, and use of research and statistical techniques, e) other duties as assigned by the director;
- 2) systems consultant -- a) provide leadership and planning services for the Department staff and selected LEA's upon request, b) assist staff members in selecting from a variety of proven techniques those that are likely to provide possible solutions to problems, c) assist in writing and developing project applications and developing project evaluation and review techniques and tools for better management, d) assist in the development of models which can increase the analytical capability of the Department and LEA staff, e) assist the PRE Director with coordination of application control center application intake activities for leadership, planning, and evaluation applications received under Part C of Title IV, f) assist the Department and local education agency staffs to clearly define and limit objectives, goals, functions, tasks, activities and other planning related elements, g) perform other duties as assigned by the Director;
- 3) director -- a) assign, coordinate, and monitor activities of the Planning, Research and Evaluation staff, b) maintain liaison with all branches of the Department and with other State agencies, c) perform assigned duties concerning special projects, i.e. directing Regional Interstate Project, Title IV of Educational Amendments of 1974, d) complete reports for and attend meetings called by the U. S. Office of Education, e) provide leadership and training in writing federal proposals and assist in evaluating selected LEA projects, f) assist in the re-

cruitment and selection of candidates for employment in the division, g) perform other duties as may be assigned by the associate superintendent of the Planning and Management Information Branch.

The effectiveness of the activities carried out by the hereinabove noted consultants shall be evaluated by the director using the Department Professional Staff Evaluation form and the effectiveness of the activities carried out by the director shall be evaluated by the associate superintendent of the Planning and Management Information Branch using the evaluation form noted above. In all instances evaluation of staff activities shall be carried out as the need to do so is perceived, but in no instance shall it be carried out less than twice a year. Funds to support the activities noted in III.2.1.1.3 shall not exceed \$45,000.

III.2.1.2 Educational data information systems activities shall be evidenced by the following:

III.2.1.2.1 By June 30, 1976, two disc units will be installed to provide full system usage of the Department's Hewlett-Packard operating system (HP 2000G) and remote file transfer allowing terminal users access to files on the IBM S/370. Cost of units at \$18,000 each including a \$250 shipping charge will total \$36,500.

III.2.1.2.2 By June 30, 1976, install five computer terminals for data entry and inquiry to be used in administrative remote file processing, i.e. Certification Division, Financial Accounting Division, etc. Cost of terminal units including contract communications and shipping will total \$30,550.

III.2.1.3 Dissemination activities shall be evidenced by the following:

III.2.1.3.1 By July 1, 1975, the Department will maintain in continuous operation a statewide research and development information network which will provide comprehensive, current, thoroughly documented and evaluated information to be used in a variety of ways such as: project development (i.e., State Right-to-Read program development, State Career Education Training and Retraining Program effort), administrative decision making at both SEA and LEA levels, development of teaching unit and resource unit bibliographies, support of consultative resource allocation, etc. The Iowa Network For Obtaining Resource Materials for Schools (INFORMS) will make information available for the hereinabove noted purposes to those requesting it on an average turn-around time of five days. The INFORMS unit will be in the Instruction and Professional Education Branch (see Figure 1, Unit 4000) and will employ a clerk-typist II and clerk III (Merit Employment Department job class designations), two research associates, and one referral specialist for a total combined salary of \$70,000 for fiscal year 1976.

III.2.1.4 Educational materials for fiscal year 1976 shall be expended primarily for audiovisual equipment needed such as television monitors, carousel projectors, and equipment carts to replace worn-out equipment as well as to meet projected staff demands in support of the professional staff in its use of the library and media materials maintained by the Department. Funds expended for such materials will not exceed \$15,000 during FY 76. Equipment to be acquired will be evaluated for cost/effectiveness by the Chief of the Media Section prior to purchase.

III.2.1.5 Local education agency assistance shall be evidenced by the following:

III.2.1.5.1 Commencing in August, 1975, and for the period ending June 30, 1976, the SEA in cooperation with the Iowa Central Community College and the National Highway Traffic Safety Administration, will conduct a statewide school bus driver training program for in excess of 500 school bus drivers and trainees. The focus of the program will be: 1) to help school systems train new bus drivers in an efficient and effective manner, and 2) to monitor and improve the skills of current bus drivers. The program focuses on cognitive areas in four main topics: the driver, the vehicle, the passengers, and the roadway, while the skills areas of the program provide hands on experience utilizing school bus simulators. The source of instruction is 20 hours divided into 7 units, the first six of which are 3 hours in length, while the seventh unit is two hours in length. Trainees are evaluated both in cognitive and skills acquisitions by norm and criterion referenced pre and post tests. The amount of funds the SEA will contribute for this activity during FY 76 will not exceed \$12,500.

III.2.1.5.2 During fiscal year 1976 the SEA will conduct inservice training for LEA staff and student contact personnel in the following areas of program focus:

III.2.1.5.2.1 To help implement the Individually Guided Education Curriculum approach in consenting LEA's, the IGE consultant will conduct a variety of regional conferences, workshops and retreats and, in addition, will purchase post-implementation materials for inservice in IGE schools at a total cost not to exceed \$15,000;

III.2.1.5.2.2 To help improve aspects of the language arts curriculum throughout the State, the language arts consultant will conduct day-long secondary reading workshops and linguistics workshops utilizing the AEA structure to regionalize the presentations at a total cost not to exceed \$3,000;

- III.2.1.5.2.3 To help implement metric concepts into the curriculum and follow up on findings reported in the State math assessment program, the mathematics consultant will conduct a mathematics conference in cooperation with the University of Northern Iowa, and 40 workshops for elementary teachers, math supervisors, and AEA coordinators at a total cost not to exceed \$2,500;
- III.2.1.5.2.4 To help implement new and emerging approaches into the social studies K-12 curriculum in the State LEA's, the social studies consultant will conduct on a regional basis for K-12 teachers workshops dealing with consumer education and economics, improvement of instruction, law-related curriculum planning and development, career education, and social studies coordinators leadership training, for a total cost not to exceed \$6,000;
- III.2.1.5.2.5 To help implement the science curriculum in LEA's, the science consultant will conduct a number of meetings, conferences, and workshops for teachers and science supervisors dealing with the following areas: Inland Waters (Des Moines River Project), new science programs, Berkeley Smoking and Health Education Project, ISCS, COPES program, Project ASSIST, metric inservice, science awareness, and astronomy for a total cost not to exceed \$2,000;
- III.2.1.5.2.6 To help implement curriculum innovations in LEA's in the fields of Reading, Elementary Curriculum Leadership, and Programming for the Gifted and Talented, the elementary consultant will conduct, in cooperation with AEA's, the Iowa Education Broadcast Network, the Iowa Reading Association, and the Iowa Talented and Gifted Association, a number of conferences and workshops dealing with matter related to the respective areas noted for parents, teachers, and administrators at a total cost not to exceed \$4,500.
- III.2.1.5.2.7 To help implement environmental education concepts, the environmental education consultant will conduct five regional, five-day workshops for a total of 100 teacher-student teams (20 teams per region). The workshops will follow the Institute for Political and Legal Education inservice model as may be applied by students concerned about tomorrow's environment. It will be conducted in cooperation with the social studies consultant and curriculum political and legal education innovation spin-offs are an additional anticipated outcome. Cost of contracted services to provide the teaching aspects of the workshops will not exceed \$2,500 while costs for maintenance and travel expenses for the 100 teacher-student teams will not exceed \$24,000.
- III.2.1.5.2.8 To help improve education for Iowa's students the Supervision Division will carry out the following activities for an amount not to exceed \$37,500:

- III.2.1.5.2.8.1 Conduct fourteen team visits and related follow-up visits to LEA's upon request, for the purpose of helping the LEA perform a self-evaluation and to make suggestions and recommendations to improve the operation of the concerned school systems.
- III.2.1.5.2.8.2 Provide new LEA administrators with an orientation workshop to enhance their administrative functioning ability at the start of the school year with the anticipated benefit accruing to the LEA of a shortened period of transition in which it would otherwise be necessary for the new administrators to function with maximum efficiency.
- III.2.1.5.2.8.3 Conduct a series of workshops for teachers and administrators focusing upon administrative concerns, supportive personnel development, and improved teaching practices. Workshops will be conducted by regional areas of the state and hosted by Area Education Agencies.
- III.2.1.5.2.8.4 Develop approval standards to meet the requirements of the Code of Iowa, Chapter 257.25 and conduct inservice orientation workshops for LEA administrators on an AEA regional basis.
- III.2.1.5.2.8.5 To provide two-way channels of communications between the SEA, AEA's and LEA's, a State Advisory Council and Coordinating Committee for the Improvement of Education in Iowa will be formed and will meet monthly during which time, matters of current and projected educational importance will be discussed, explained, reactions noted, and input gained from representatives of colleges, universities, and professional organizations.
- III.2.1.5.2.9 The PRE Division staff will conduct a series of no less than two sessions in each of the fifteen regional areas of the state for the purpose of assisting LEA staff develop planning competencies essential to specifying objectives and activities to meet priority educational assessment-based goals, and to objectively judge accomplishment of the goals. The cost of this activity will not exceed \$42,500.
- III.2.1.5.2.10 Inservice activities for participating classroom teachers in the Iowa Mathematics Assessment Program to improve pupil performance in mathematics will center upon three areas: 1) training cadre members in the intent and purpose of the testing program as well as procedures for analyzing the test results and planning inservice activities for teachers in their respective regions, 2) provision of follow-up assistance to cadre members through consultative expertise and 3) provision to cadre members of suitable materials with which to provide inservice training to teachers in their regions. The total anticipated cost for the mathematics assessment inservice training activity will not exceed \$30,000.

- III.2.1.5.2.11 The SEA in contract with the Iowa Educational Broadcasting Network will develop a series of no less than eight (twenty minutes each) broadcast quality videotape programs entitled "Social Studies Improvement Through Law-Related Education." These programs, with a supporting system consisting of components of teaching lessons covering development of lesson objectives, inquiry techniques and evaluation procedures, will become the major vehicle for statewide inservice education related to "Perspectives," a social studies handbook for grades 7-12. In addition, law-related content samples will be utilized in a presenter's guide designed for "Perspectives" to provide teachers with knowledge of content and methodology which can improve law-related instruction. Total cost of this activity shall not exceed \$60,000.
- III.2.1.5.2.12 To provide instructional leadership in the teaching of Iowa history, the SEA will contract with the Iowa Educational Broadcasting Network for the development of an Iowa history television series consisting of eighteen thirty-minute program broadcasts. These programs, based upon objectives, will assist in filling the need for instructional materials related to Iowa history which are not available from commercial sources. These funds will provide approximately one-third of the production costs and the remaining funds will be provided by the Iowa Educational Broadcasting Network on a two-for-one matching basis. Total costs accrued to the SEA for this activity shall not exceed \$50,000.
- III.2.1.5.2.13 Department staff will provide consultative help to LEA's requiring process, resource or expertise activities related to I.2.3.1.1 and to Part 5, c. of mission I.2.3.1.2, heretofore noted and as explicated in III.2.1.6. The funds expended for activities in this area will be subsumed under those expended for activities noted in mission statement III.2.1.6.
- III.2.1.5.2.14 The SEA in an agency-wide effort coordinated through its Career Education Division, will operationalize a state-wide demonstration of the most effective methods and techniques for the training and retraining of persons to adopt and adapt career education concepts, processes, and programs into the total educational curriculum. Evaluation of activity effectiveness will center upon the degree to which learner interest, appreciation, values, attitudes, and adjustment outcomes were developed regarding self, occupation, education, economics, information processing and career fulfillment. The cost of this activity will not exceed \$60,000.
- III.2.1.6 During FY 1976 the following positions in the SEA will be necessary to provide support to the LEA's to fulfill the State's leadership responsibility:

1) Professional positions:

2 Administrative Assistants

Unit No. 1004

Position Nos. 028, 029

1 Chief, Administrative Services

Unit No. 2500

Position No. 084

1 Personnel Officer

Unit No. 2510

Position No. 086

1 Consultant, Statistical Reports

Unit No. 3100

Position No. 132

2) Technical positions:

1 Computer Operator II

Unit No. 3100

Position No. 120

1 Data Entry Operator I

Unit No. 3100

Position No. 108

1 Systems Analyst II

Unit No. 3100

Position No. 127

1 Graphic Artist

Unit No. 4500

Position No. 203

1 Graphic Artist

Unit No. 1003

Position No. 016

3) Clerical positions:

2 Secretaries I

Unit No. 1004

Position Nos. 022, 023

1 Secretary I

Unit No. 3000

Position No. 103

1 Power Typist I

Unit No. 2520

Position No. 089

1 Clerk-Stenographer II

Unit No. 4500

Position No. 200

1 Clerk-Stenographer II

Unit No. 3200

Position No. 134

1 Clerk-Typist II

Unit No. 3100

Position No. 384

All clerical and technical positions are as described in the Iowa Merit Employment Department job class specifications and salary schedules. All professional positions are as described on the SEA Table of Organization and reimbursed by the State Board Approved Department Salary Schedule. Title IV funds necessary to staff the above listed positions during the 1976 fiscal year (March 15, 1976 to September 30, 1976) total \$182,463. All performance of staff will be evaluated by established SEA staff evaluation procedures.

III.2.1.7 During Fiscal Year 1976 to promote activities related to improved teacher education and certification practices, the Division of Teacher Education and Certification will conduct the following activities for a total cost not to exceed \$14,500:

III.2.1.7.1 Four meetings of the 35 member state advisory committee on teacher education and certification and four meetings of its sub-committees will be conducted for the purpose of initiating changes and revisions in the rules and structure of certification and standards for the approval of teacher education programs, and for conducting research in the areas of teacher education and teacher certification.

III.2.1.7.2 Conduct college visits on a five year cycle, with five institutions visited this year by teams composed of SEA representatives, college and university personnel, local and area education agency personnel, students and professional organization representatives for the purpose of ascertaining program congruence with SEA teacher certification and approval standards.

III.2.1.7.3 Conduct a feasibility study for certification information storage and retrieval system compatible with electronic data processing terminal access.

III.2.1.8 To support activities of the State Advisory Council during F.Y. 1976, an amount not to exceed \$12,000 will be expended for the following costs: 1) those related to the conduct of not less than one public meeting for the purpose of becoming informed of public expression concerning the State Title IV operation, 2) those associated with travel, meals, lodging, and reimbursement of substitute teachers to allow members of the State Advisory Council to meet not less than two times, and 3) those involved in contracting services to review the State Advisory Council evaluation plan and make recommendations for revisions.

III.2.1.9 Educational research and demonstration shall be evidenced by the following:

III.2.1.9.1 To help provide a basis for initiating competency based certification and assessment practices for secondary school counselors, during F.Y. 1976, the SEA in cooperation with

institutions of higher education, based upon a feasibility study conducted in F.Y. 1975, will conduct research derived from data gathered at a series of no less than five regional professional consensus workshops conducted for counselor-administrator teams directed to the identification of acceptable objectives for guidance programs and strategies (including instruments and procedures) for assessing counselor behavior in relation to the objectives. A secondary benefit to be derived will be the establishment of solution-oriented communication channels established between counselors and administrators. Total cost of this contracted activity will not exceed \$25,000.

III.2.2 Program for Strengthening Local Educational Agencies.

The following is the program for the purpose of strengthening the leadership resources of local education agencies:

III.2.2.1 The following activities for strengthening leadership resources of LEA's are inextricably interfaced with activities for strengthening SEA leadership resources for the topics noted and have been reported in heretofore noted sections as follows:

III.2.2.1.1 Educational planning on a school district basis, including the identification of educational problems, issues, and needs in the district and the evaluation on a periodic or continuing basis of educational programs in the district. See sections III.2.1.5.2.9 and III.2.1.1.

III.2.2.1.2 Provision of support or services for the comprehensive and compatible recording, collecting, processing, analyzing, interpreting, storing, retrieving and reporting of educational data including the use of automated data systems. See III.2.1.2.

III.2.2.1.3 Provision of consultative and technical assistance and services as well as inservice training relating to academic subjects and to particular aspects of education such as: the education of the learning disordered, gifted and talented, and the disadvantaged; vocational education (education for the world of work); school building design and utilization; utilization of modern instructional materials and equipment; and educational administrative procedures. See sections III.2.1.1.3, III.2.1.3.1, III.2.1.4, III.2.1.5, and III.2.1.6.

III.2.2.1.4 Provisions of services related to improve the quality of teacher preparation, including student-teacher arrangements in cooperation with institutions of higher education and State educational agencies. See III.2.1.7.

III.2.2.1.5 Provision of programs and services specifically designed to encourage the full and adequate utilization and acceptance of auxiliary personnel (such as instructional assistants and teacher aides) in elementary and secondary schools on a permanent basis. See III.2.1.5.2.8.3.

III.2.3 Program for Supplementary Educational Centers and Services;
Nutrition and Health; and Dropout Prevention.

The following is the program for supplementary educational centers and services; nutrition and health; and dropout prevention.

Funds for supplementary educational centers and services may be used by local educational agencies to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity and quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school programs to serve as models for regular school programs.

Activities may include: (a) planning for the development of programs designed to provide supplementary educational services including pilot projects designed to test the effectiveness of these plans; (b) the establishment or expansion of exemplary and innovative programs for the purpose of stimulating the adoption of new educational programs in the schools of the State; and (c) the establishment of programs designed to enrich the programs of local elementary and secondary schools and to offer a diverse range of educational experience to persons of varying talents and needs by providing supplementary educational services and activities such as:

- (1) remedial instruction, and school health, physical education, recreation, psychological, social work, and other services designed to enable and encourage persons to enter, remain in, or reenter educational programs, including the provision of special educational programs and study areas during periods when schools are not regularly in session;
- (2) comprehensive academic services and, where appropriate, vocational guidance and counseling, for continuing adult education;
- (3) programs designed to encourage the development in elementary and secondary schools of occupational information and counseling and guidance, and instruction in occupational education on an equal footing with traditional academic education;
- (4) specialized instruction and equipment for students interested in studying advanced scientific subjects, foreign languages, and other academic subjects which are not taught in the local schools or which can be provided more effectively on a centralized basis, or for persons who are handicapped or of preschool age;

- (5) making available modern educational equipment and specially qualified personnel, including artists and musicians, on a temporary basis for the benefit of children in public and other nonprofit schools, organizations, and institutions;
- (6) developing, producing, and transmitting radio and television programs for classroom and other educational use;
- (7) in the case of any local educational agency which is making a reasonable tax effort but which is nevertheless unable to meet critical educational needs (including preschool education), because some or all of its schools are seriously overcrowded, obsolete, or unsafe, initiating and carrying out programs or projects designed to meet those needs, particularly those which will result in more effective use of existing facilities;
- (8) providing special educational and related services for persons who are in or from rural areas or who are or have been otherwise isolated from normal educational opportunities, including, where appropriate the provision of mobile educational services and equipment, special home study courses, radio, television, and related forms of instruction, bilingual education methods and visiting teachers' programs;
- (9) encouraging community involvement in educational programs;
- (10) providing programs for gifted and talented children; and
- (11) other specially designed educational programs or projects.

A major purpose for making these funds available to LEA's is to stimulate educational improvement and reform for elementary and secondary school children. A prime consideration in approving an application will be that the LEA will continue to operate the project with their own funds after receiving Federal funding for a reasonable period of time; i.e., the operational costs of the program should be within the anticipated future financial means of the school district.

The two basic uses of these funds will be: (1) development-demonstration and (2) diffusion-adoption. The programs developed or demonstrated should be programs which will replace existing programs because they are better. School districts

receiving funds for development-demonstration also have a responsibility to other school districts in the State which were not fortunate enough to receive such funds. This responsibility includes developing materials which can readily be used by other school districts and developing programs to train personnel from other school districts that want to install the program.

In addition to basic developmental programs, funds will be provided to support programs which will facilitate the diffusion of successful educational programs throughout the State. The SEA has the responsibility for identifying and validating these successful educational programs. School districts operating projects which have been validated may apply for funds to serve as a demonstration site for potential adopters. School districts wishing to adopt validated programs which address locally identified needs may apply for funds to defray implementation costs such as staff training, curriculum materials, technical assistance from the developer, special equipment, and evaluation of the program in the adopter district. School districts may also apply for funds to operate as an educational facilitator for local school districts in the State or in their area of the State. School districts applying for facilitator funds must agree to work closely with the SEA in promoting the actual adoption of validated projects throughout the State.

In order to stimulate the development and adoption of innovative programs at the classroom level, small grants will be awarded to applicants from elementary and secondary schools who work directly with students. Included are regular classroom teachers, nurses, librarians, speech and hearing clinicians, counselors, special education teachers, and psychologists.

Project applications designed to demonstrate exemplary methods of organizing improved health nutrition and related educational services for children from low-income families will receive priority for funding when resources for such services available to the applicant from other sources are inadequate to meet the needs of such children. Projects should be designed for continuous operation throughout the calendar year except in those cases where local conditions warrant a partial reduction of services under the program such as during the summer months.

The health services should include:

- a) complete physical examination for target population children including incoming transfer children and others when necessary.

- b) follow-up treatment including ambulatory and, where necessary, inpatient hospital care,
- c) consultation, and
- d) periodic dental examinations and care.

These health services also may include:

- a) placement of additional health staff in the school, and
- b) in-service training of professional and para-professional personnel.

The mental health services should include:

- a) diagnostic services.
- b) consultation with educational personnel concerning the emotional problems of the target population children,
- c) counseling, and
- d) preventive mental health education or psychological education.

These services also may include:

- a) individual treatment,
- b) special programs for target population children with psychological or behavioral problems,
- c) placement of mental health workers in the schools, and
- d) in-service training and workshops for professional and para-professional personnel.

The State agency may provide funds to provide food or dietary supplements and may institute programs to educate families about nutrition and inform them of Federal food programs. Target schools should participate in the Department of Agriculture Child and Family Feeding programs, and develop nutrition education curricula that are integrated into the school program.

Project target schools in consultation with staff from appropriate community agencies should:

- a) develop learning activities designed to assist eligible children having health nutrition problems to participate more fully in the regular instructional program,
- b) provide assistance for eligible children with diagnosed health-related learning disabilities,
- c) provide sequenced health and nutrition education experiences at each grade level, and
- d) develop ways to improve the emotional climate of schools, including preventive mental health education.

Project applications designed to foster the development and demonstration of educational programs, involving the use of innovative methods, systems, and materials designed to reduce the number of children that do not complete their education in elementary and secondary schools will also be eligible for Part C funds.

Applicants to be considered for funding must show that in the target area there is a high percentage of children, (1) who leave elementary and/or secondary school before high school graduation, and (2) who came from low-income families. The applicant must have completed a needs assessment and shall provide evidence that the problem has been carefully analyzed prior to program development.

The application should describe all community resources, parents and dropouts themselves, private schools, social clubs, business, industry, labor groups, city government, churches, etc. Programs must provide for inservice programs for all staff members involved in the different educational components. Opportunities should be provided for remedial and individualized instruction through tutorial instruction, special programs, programmed instruction, and special counseling.

The funds allocated to supplementary educational centers and services, nutrition and health, and dropout prevention will not exceed \$202,779.

III.3 Assurance, Fund Distribution, Part C.

The State educational agency assures that funds it receives from appropriations made under Section 401(b) of the Act will be distributed among local educational agencies on an equitable basis recognizing the competitive nature of grant-making except that the State educational agency will provide assistance in formulating proposals and in operating programs to local educational agencies which are less able to compete due to small size or lack of local financial resources.

III.4 Criteria for Fund Distribution, Part C.

The following criteria have been developed for the distribution of Part C funds among local educational agencies:

Funds received by the State to implement Part C will be distributed among local education agencies on an equitable basis recognizing the competitive nature of grantmaking except that the State agency shall provide assistance in formulating proposals and in operating programs to local education agencies which are less able to compete due to small size or lack of financial resources.

- 1) Project planning should furnish evidence of participation by teachers, students, parents, administrators, nonpublic school representatives and other persons broadly representative of the cultural and educational resources of the area to be served.
- 2) Projects should be based on verified educational needs.
- 3) Projects should be capable of being adapted or adopted by other schools within the state.
- 4) Projects should show an awareness of relevant research and staff should be aware of information concerning similar programs.
- 5) Whenever feasible, objectives should be stated in measurable terms with appropriate activities to achieve the objectives.
- 6) Budgets should be realistic so they can be assumed by the district after federal funding ends.
- 7) An evaluation should be designed which will provide evidence of the extent to which performance is improved.

The State education agency completed a statewide assessment in 1974. From this assessment a priority list of educational needs has been identified. Project applications which are designed to alleviate these needs will be given priority consideration. The priority list includes student outcome goals and processes and procedures statements as follows:

Student Goals

- 1) Possess vocational skills and attitudes
- 2) Knowledgeable about the appropriate attitudes toward drug use and abuse
- 3) Acceptance of self
- 4) Process reading skills and appreciation
- 5) Literate with mathematical ideas and processes
- 6) Proficient in using logical thought

Processes and Procedures

- 1) School environments which are free from excess pressures, anxiety, and frustration.
- 2) Different kinds of instructional approaches to develop a student's thinking capacity rather than his capacity to remember.
- 3) Curriculum reflecting attitudes and skills as well as facts and concepts.
- 4) Educational programs emphasizing individual initiative.
- 5) Utilize instructional materials and techniques which are compatible with the characteristics of the learner.
- 6) Instructional approaches allowing for student participation in selecting the methods of learning.
- 7) Curriculum organized in a manner which reflects continuity and progressiveness in terms of the development of skills, concepts and attitudes.
- 8) Learning environments where the instructional program evolves from the needs and interests of the child.
- 9) Seek and share new educational practices.

III.5 Provision of Technical Services.

The following are the specific criteria which the State Educational Agency has developed and will apply to provide assistance in formulating proposals and in operating programs to local educational agencies which are less able to compete for Part C funds due to small size or lack of financial resources.

School districts with average daily memberships of less than 300 students will qualify for such assistance on the basis of size. There are 28 school districts falling within this small size category and are identified on pages 32-45 of Data on Iowa Schools, SEA publication dated April 1975. School districts with assessed valuation per pupil at or below the 95th percentile of the rank order of all school districts by per pupil wealth will qualify for such assistance on the basis of lack of financial resources. There are 23 school districts falling within this financial resource category, none of which are included in the previously mentioned small size category. Thus, there are a total of 51 school districts which will be eligible for technical assistance from the SEA in the form of:

1. Assisting in identification of local educational goals.
2. Assisting in conducting local needs and local resource assessments.
3. Assisting in the use of problem solving techniques, for examining alternative solutions to educational problems in their districts, and in solving or developing the best solution.
4. Assisting in developing evaluation designs to determine whether children who participate in a project achieve significantly higher educational progress than comparable children not enrolled in the program.
5. Assisting in program operation, area workshops will be conducted and LEA personnel will be invited to participate in any one or all of the above. Many smaller districts will be encouraged to adopt and adapt already developed and proven programs designed to meet their identified needs. LEA staff will be encouraged and arrangements made to visit exemplary programs.

III.6 Adoption of Innovative Programs

The effective procedures and calendar which will be established and followed for the adoption, where appropriate, of promising educational practices are:

A. Identification

Promising educational projects and practices will be identified by the SEA through on-site visits and review of project reports based on three criteria:

1. Project objectives are supported by evidence showing statistically and educationally significant gains in the performance of the learner.

2. Sufficient information is available concerning needed start-up operational and management resources which will help an interested school district make an informal decision about adoption of the project or practice.
3. Information is available to demonstrate that the project or practice is feasible to communicate to other school districts and can be adopted by other school districts with similar needs and environments.

Identification of promising practices will be an ongoing activity of the SEA.

B. Validation

Local projects identified in A. above may be nominated for validation by the SEA. Projects wishing to be validated must complete the Application for Validation included in A Handbook for Validation of Educational Practices. Four copies of this application with supporting evidence must be submitted to the SEA. The SEA will review and rate the applications for validation and select a team for an on-site visitation. The purpose of the on-site visit is to verify the project as exemplary and one that may serve as a model for adoption by other school districts. Using the Application for Validation as a basis, the validation team will verify or reject the information presented and record its views on the On-Site Validation Form.

Validation Schedule

SEA nomination of projects	January 1
LEA completes Application for Validation	March 1
SEA selects validation team members	March 1
On-site visitation and submission of project reports to SEA	April 1 - June 30
Preparation of Validation publication by SEA	October 1

C. Diffusion

Diffusion is a system whereby a promising educational practice may be delivered to those in need. Characteristics of this delivery system are that it: be supportive to the existing educational structure and networks, serve all types of local educational agencies and populations (public and nonpublic), demonstrate that local educational needs and problems are being matched with appropriate solutions, provide guidelines for local needs assessment efforts, and demonstrate similar results with the new practice at the adopter site.

In order to implement a diffusion network within the state, three types of programs will receive consideration for funding:

1. School districts operating projects which have been validated by the process described in Section III.6 may apply for additional funds to serve as a demonstration site for potential adopters. School districts submitting proposals of this nature must agree to cover the operational costs of the project as it serves local school children with funds which the school district controls, and submit a plan and budget for conducting supplementary activities and services to benefit potential adopters of the program. Supportable activities would include the development and dissemination of a variety of information packages about the project; the refinement of training, administrative, and instructional materials for use with potential adopters; and the maintenance of a limited staff to provide opportunities to view the program in operation, to offer training and technical assistance in adopting school districts, and to conduct other activities clearly related to the demonstration nature of the project.
2. School districts wishing to adopt promising educational practices which address locally identified needs may apply for funds to defray implementation costs such as staff training, curriculum materials, technical assistance from the developer, special equipment, and evaluation of the program in the adopter district. Ongoing costs such as teachers' salaries are excluded. Programs eligible for adoption are those which have been validated as described in Section III.6 and/or those previously approved by the USOE Dissemination Review Panel.
3. School districts may apply to operate as an educational facilitator for local school districts in the State or in their area of the State. School districts applying for facilitator funds must agree to work in close cooperation with designated staff in the SEA, and present a plan and budget designed to promote the actual adoption of validated projects within the State or within their area of the State. Funds will be made available to support a small staff who will perform a variety of tasks such as: (a) providing detailed information about the validated projects to interested school districts; (b) assisting local school districts to match needs with the most appropriate validated projects; and (c) making available limited resources to help defray costs of sending interested adopters to demonstration and training sites or of introducing the new program at the adoption site.

The SEA staff will be responsible for disseminating awareness level information concerning this diffusion network and coordinating the review of project applications for these three types of grants. Follow-up studies to determine the number and degree of project adoptions will also be conducted by the SEA staff to determine the success of the network and its cost effectiveness.

Diffusion Network Schedule

SEA disseminates awareness materials concerning Diffusion Network	August 1
Title IV Applications Due	December 15
Supplemental information due	February 1
Notice of Approval to local school districts	March 1

III.7 Handicapped Children

The following policies and procedures will be used to assure that not less than 15 percentum of the amount received pursuant to Section 401(b) in any fiscal year (not including any amount used for the purposes of Section 431(a)(3)) shall be used for special programs or projects for the education of children with specific learning disabilities and handicapped children:

All Part C applications which address themselves to special education needs will be channeled through the Special Education Division (See Sections I.2.2.4, I.2.2.4.2, I.2.2.4.3 and I.2.2.4.4) for recommendations for funding.

Title IV emphasis will not be restricted to meeting the needs of specific learning disabled and handicapped children, but also on demonstrating solutions to critical problems in the field of special education. Title IV programs for specific learning disabled and the handicapped should be seen as demonstration projects to serve as a catalyst for the entire state.

Administrative provisions for assuring that a minimum of fifteen percent of Part C is allocated to special education programs shall be implemented as follows:

Program proposals submitted by LEA's will specify funds to be expended for special education pupils.

LEA's will be required to budget and report expenditures for special education separately.

All Part C applications will be reviewed to identify proposed expenditures for support of special education programs.