

Iowa State Plan for Title III of the Elementary and Secondary Education Act

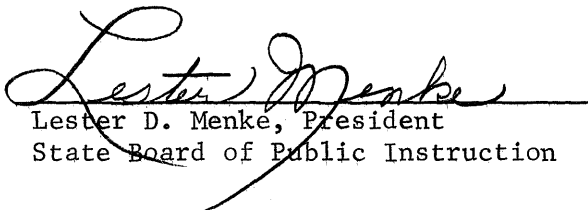
Supplementary Education Centers and Services

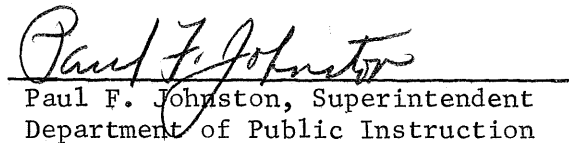
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DEPARTMENT OF
PUBLIC INSTRUCTION
DES MOINES, IOWA

Pursuant to the Provisions of Sections 301-308 of Title III, P.L. 89-10 as amended by P.L. 90-247.

Submitted by the State of Iowa

Approved by the Iowa State Board of Public Instruction on May 8, 1969


Lester D. Menke, President
State Board of Public Instruction


Paul F. Johnston, Superintendent
Department of Public Instruction

The following to be completed by the Office of Education

Date received by the Office of Education: _____

Date on which this State plan is to be effective: _____

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

The Iowa State Department of Public Instruction is the sole agency responsible for the administration of this plan.

The official title and address of the officer authorized to submit State plan materials is: State Superintendent of Public Instruction, State Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

DISCRIMINATION PROHIBITED -- Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title III of the Elementary and Secondary Act of 1965, like every program or activity receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance with this law, and with the rules, regulations, and orders thereunder issued by the Secretary and signed by the President published in 45 CFR Part 80 to implement it.

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ASSURANCES

State Superintendent Paul F. Johnston, the officer legally authorized to submit a State plan for the Iowa State Board of Public Instruction, assures that:

- (a) The State educational agency will make annual reports and provide such information (including 5 copies of all approved project applications with all addenda) as the U. S. Commissioner of Education may reasonably require to carry out his functions under Title III of the Act and to determine the extent to which funds provided under Title III of the Act have been effective in improving the educational opportunities of persons in the areas served by programs or projects supported under the State plan and in the State as a whole. These reports should include evaluations made in accordance with objective measurements including at least an annual evaluation of the effectiveness of projects funded under Title III of the Act. The State will also keep such records and afford access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.
- (b) In determining the eligibility of any local educational agency for State aid, or the amount of such aid, grants to that agency under ESEA Title III shall not be taken into consideration;
- (c) In approving applications for grants, the State educational agency will give special consideration to applications proposing to carry out projects previously funded under Title III of the Act;
- (d) Not less than 50 percent of funds under Title III of the Act will be used for:

- (1) Planning innovative, exemplary and enriching programs or activities, including the development of pilot projects to test the effectiveness of such plans, and,
 - (2) Establishing or expanding innovative and exemplary educational programs for the purposes of stimulating the adaptation of new educational programs in the schools of the State.
- (e) No grant will be made to a local educational agency without satisfactory assurance that in the planning of the project, there has been, and in the establishment and carrying out and appraising thereof there will be, participation of persons broadly representative of the cultural and educational resources of the areas to be served, including persons representative of potential beneficiaries;
- (f) An application by a local educational agency for a grant under Title III of the Act will be approved only if it is consistent with the applicable provisions of Title III of the Act and makes provision for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type to be met by the project;
- (g) Any facilities constructed under Title III of the Act will conform to the following requirements:
- (1) Contracts for the construction approved pursuant to the project proposal will provide that all laborers and mechanics employed by contractors or subcontractors shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act,

as amended (40 U.S.C. 276a-276a-5), that such contractors and subcontractors will comply with the regulations in 29 CFR Part 3 (See 29 F.R. 97), and include all clauses required by 29 CFR Part 3, Subpart B--Interpretation of the Fringe Benefits Provisions of the Davis-Bacon Act--published in 29 F.R. 13465, and that the nondiscrimination in employment clause prescribed by Executive Order No. 11246 of September 24, 1965 (30 F.R. 12319), will be incorporated in any contracts for construction work or modification thereof as defined in said Executive Order.

- (2) Reasonable provision will be made, consistent with the other uses to be made of the facilities, for facilities which are:
 - (1) adaptable to artistic and cultural activities, and (2) accessible to and usable by handicapped persons and comply with the minimum standards contained in "American Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped" approved by American Standard Association, Inc., and with appropriate usable segments of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide - Department of Veterans Benefits, Regional Offices, Veterans Administration", with such other standards in that regard as the Secretary of Health, Education, and Welfare may prescribe or approve.
- (3) Due consideration will be given to: (1) excellence of architecture and design; and (2) the inclusion of works of art (representing not more than one percent of the cost of construction).

- (4) In the planning of the construction, the local educational agency must, in accordance with the provisions of Executive Order No. 11296 of August 10, 1966 (31 F.R. 10663) and such rules and regulations as may be issued to carry out those provisions, evaluate flood hazards in connection with such construction, and as far as is practical, avoid the uneconomic, hazardous, or unnecessary use of flood plains in connection with such construction.
- (5) Upon completion of any construction, title to the facilities will be in a State or local educational agency;
- (h) That funds under Title III of the Act will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of such funds be made by the applicant for educational purposes:
- (i) No payments shall be made to any local educational agency under Title III of the Act if there is a decrease in the combined local and State fiscal effort for free public education provided by that agency for the preceding fiscal year from the second preceding fiscal year; and that the application for local participation under Title III of the Act will provide data for the two preceding fiscal years;
- (j) No board or staff member of a State or local educational agency, or State advisory council member, will participate in or make recommendations with respect to an administrative decision regarding a program or project under Title III of the Act if such a decision can be expected to result in any benefit or remuneration such as a royalty, commission, contingent fee, brokerage fee,

consultant fee, or other benefit to him or any member of his immediate family;

- (k) In the case of a State educational agency that is also a local educational agency, its approval of a program or project to be carried out by it in the latter capacity shall be deemed an award of a grant by the State educational agency upon its application as a local educational agency, subject to all State plan provisions and assurances (applicable to such programs and projects) that are fully equivalent to those otherwise required of a local educational agency within that State;
- (l) All equipment acquired under Title III of the Act shall be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient State or local educational agency; and
- (m) Programs carried out under Title III of the Act will be operated in compliance therewith, as amended, and with the regulations and other policies and administrative issuances by the Commissioner.

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

1.0 State Plan Administration

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

Iowa State Board of Public Instruction

whose official address is:

Grimes State Office Building, Des Moines, Iowa 50319

1.2 Administration

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

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

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

Treasurer of Iowa
State House
Des Moines, Iowa 50319

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

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

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

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

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

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

2.0 State Plan Program Administration

2.1 State advisory council

2.1.1 Composition

- (1) The State advisory council shall be composed of nine members broadly representative of the cultural and educational resources of the State and of the public.
- (2) Members of the advisory council will be appointed to serve for a term of three years. A member may be reappointed to serve additional three-year terms.
- (3) Members resigning from the advisory council will submit such resignation in writing to the State superintendent. A replacement will be appointed by the State Board of Public Instruction and shall serve a three-year term from the date of appointment.
- (4) Members of the State advisory council will be allowed a per diem of twenty dollars and their necessary travel and expense while engaged in their appointed functions.

The members are:

Chairman Representing Elementary and Secondary Schools

Dr. William A. Anderson
Superintendent of Schools
1221 Pierce Street
Sioux City, Iowa 51105

Dr. Anderson received the BA degree from Tarkio College, the MA degree from Iowa State University and the Doctor's degree from the University of Nebraska. He has served in public education as a teacher, principal, and a superintendent of schools. He is a past president of Iowa Association of School Administrators and of the Iowa State Education Association. He is a recognized leader in public elementary and secondary education in the State of Iowa.

Representing Elementary Education--Classroom Teaching

Mrs. Shirley Rasmussen
Elementary Teacher
Harlan Elementary School
Ames, Iowa 50010

Mrs. Rasmussen received her BA degree in elementary education from Buena Vista College. She completed her Master's degree at the University of Minnesota in curriculum and instruction and has taken additional graduate work in the area of elementary mathematics. Mrs. Rasmussen has fifteen years of classroom teaching experience at the elementary level. This has included assignments in team teaching, assistant to the elementary principal and supervisory teacher for student teachers.

Representing Secondary Education--Classroom Teaching

Mr. Harold E. Rathert
Supervisor of Science Instruction
Des Moines Community Schools
1800 Grand Avenue
Des Moines, Iowa 50309

Mr. Rathert holds the BA and MS degree from Drake University and an MA degree from Northern Michigan University. He has been active in the various concerns of the Iowa Academy of Science. For the past four years he has held the position of Supervisor of Science Instruction with the Des Moines Community School District. He has had approximately twenty years of experience working as a secondary classroom teacher and subject area supervisor.

Representing Non-Profit Private Schools

Reverend James W. Holden
Assistant Superintendent
Diocese of Des Moines
2910 Grand Avenue
P. O. Box 1816
Des Moines, Iowa 50312

Reverend Holden received his BA degree from St. Paul Seminary and his MS degree from Creighton University. He has taken additional graduate work at Notre Dame and Marquette University. He has been an active member of the Private Schools Advisory Committee to the State Superintendent assisting in the implementation of State education standards, various federal programs and liaison with the public sector of elementary-secondary education. He presently serves as a member of State advisory committees established under the provisions of Title II and Title VI of the Elementary and Secondary Education Act. In addition, he serves on the administrative staff of the Superintendent's office of the Roman Catholic Diocese of Des Moines.

Representing Higher Education

Dr. Wesley A. Erbe
Laboratory School
University of Iowa
Iowa City, Iowa 52240

Dr. Erbe received his BS degree from the University of Northern Iowa and his MA and PhD from the State University of Iowa. He has taught in secondary schools in Iowa, served as secondary principal for 13 years and superintendent of schools for six years in the State. He served on the staff of the College of Education at the University of Michigan, at Western Reserve University in Cleveland and at Bowling Green. He is listed in the 32nd edition of Who's Who in America. Since 1966, Dr. Erbe has been Director of the University School in Iowa City and professor of education at the State University of Iowa.

Representing Communication Media and the Lay Public

Mr. Alvin Bull, Editor
Wallaces Farmer Magazine
1912 Grand Avenue
Des Moines, Iowa 50305

Mr. Bull received the BS degree from Iowa State University. He has done educational promotion work in agricultural related industries, has had experience with the American Society for Agronomy and for the past several years has been employed with Wallaces Farmer Magazine. With Wallaces Farmer he has held the position of Field Editor, Managing Editor and presently as Editor of the Magazine. He has an educational background in agronomy and economics. He has been actively interested in education, specifically as it relates to the problems of a changing rural State such as Iowa.

Representing Special Education

Mr. Vernon Vance
Director of Special Education
Muscatine-Scott County Schools
416 West 4th Street
Davenport, Iowa 52801

Mr. Vance holds the BA and MA degree from Kansas State Teachers College. He has had seventeen years of experience in public elementary-secondary education. This has included regular classroom teaching, teaching the educable mentally retarded, serving as a school psychologist and administrative responsibilities as a director of special education. He has held all major offices of the Special Education Department of the Iowa State Education Association and has been active in State planning organizations for the handicapped child.

Representing Persons of Low Income

Mrs. Martha Nash
212 Ankeny
Waterloo, Iowa 50703

Mrs. Nash has served on a variety of community and State organizations. She holds a BA degree from Talledega College, is the wife of a physician, and the mother of seven children. She has lived in Waterloo, except for the time spent in college, and has actively worked with the Girl Scouts and the YWCA. She is a housewife and currently serves as vice-chairman of the Waterloo Commission on Human Rights. In addition, she serves with the Black Hawk-Buchanan Community Action Board and several other community organizations.

Representing Cultural Agencies and Metropolitan Areas

Mr. Donn L. Young
Cedar Rapids Art Center
324 - 3rd Street, S.E.
Cedar Rapids, Iowa 52401

Mr. Young received his BA degree in Art History from Rutgers University, in 1963. He received the Engelhardt Fellowship for Museum Study and spent one year at the Newark Museum in Newark, New Jersey. He is currently enrolled at the University of Iowa. For two years he served as curator of the Fort Wayne Art Institute Museum of Art at Fort Wayne, Indiana. Since 1967, he has been Director of the Cedar Rapids Arts Center and has also served as chairman for the Iowa Association of Art Galleries.

2.1.2 Functions

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

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

by the needs assessment study.

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

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

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

Recommended for funding

Hold for revision or amendment

Not recommended for funding

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

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

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

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

(b) State advisory council members will participate in on-site visitations with the State Title III staff.

(c) Project directors will be invited to State advisory meetings to give an overview of activities.

(4) Prepare and submit through the State education agency reports of its activities, recommendations, and evaluations together with such additional comments as the State education agency deems appropriate, to the Commissioner and to the National Advisory Council on Supplementary Centers and Services, established pursuant to Title III of the Act.

(a) The State advisory council will, at the close of each year (June 30) summarize and report on the evaluations conducted.

(b) The State advisory council will make specific recommendations gained as a result of its activities to the State Board, U. S. Commissioner of Education and the National Advisory Council through the State education agency.

(5) Perform other advisory functions

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

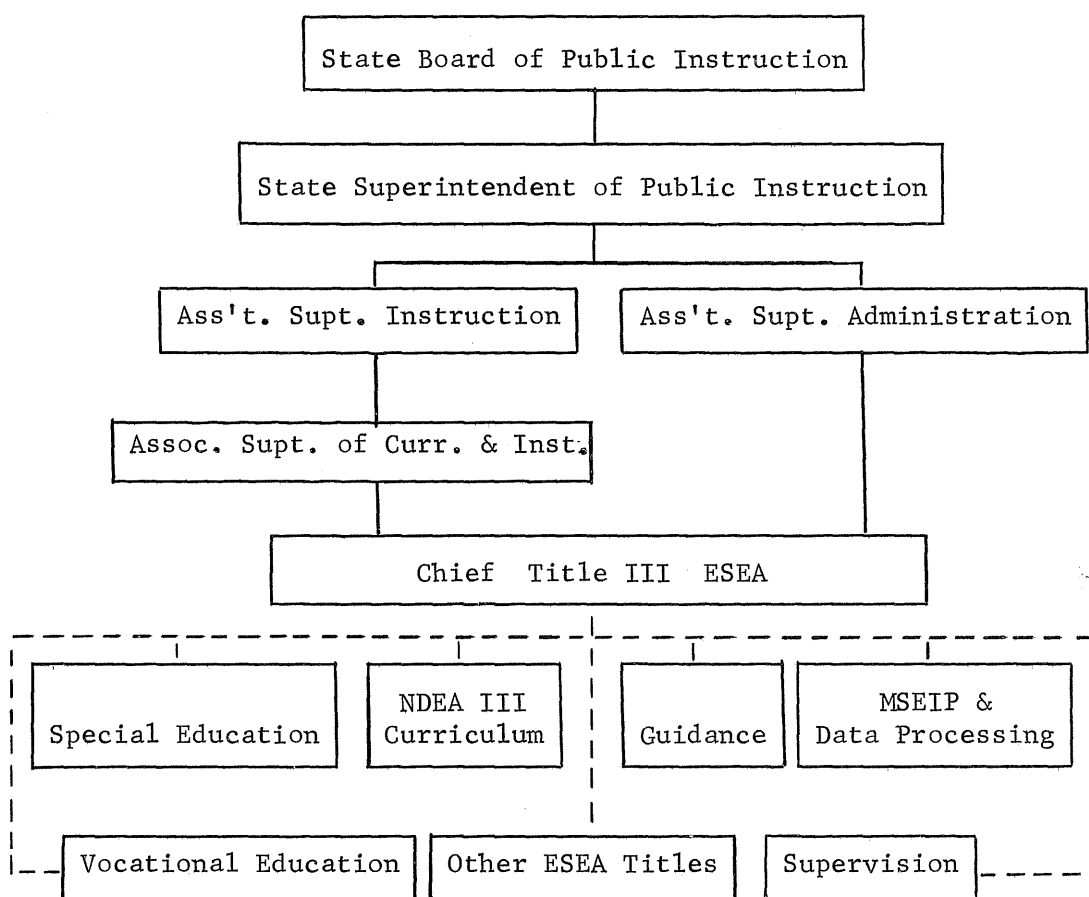
2.1.3 Supporting services

- (1) The supporting services for the State advisory council will be provided by the State education agency Title III staff.
- (2) The Title III staff shall be an integral part of the Iowa State Department of Public Instruction.
- (3) The Title III chief will serve as the consulting secretary to the State advisory council. Additional professional personnel will be responsible for evaluation, dissemination, program planning and fiscal accounting.
- (4) Clerical assistance will be provided for the advisory council by personnel employed in the Title III section of the State education agency.
- (5) When applicable, the total professional resources of the State education agency may be made available on a consulting basis to the State advisory council. The applicability of such services will be determined by the State superintendent of public instruction.
- (6) The services of experts and consultants, other than those of the State education agency, may be provided for the advisory council when it is deemed necessary by the State education agency.

2.2 State Education Agency

2.2.1 Organization

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



(See Appendix B for Work Process Flow Chart)

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

(1) Chief - whose functions are:

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

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

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

(3) Fiscal Officer - whose functions are:

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

2.2.2 Staff qualifications

Professional staff employed in the Title III section of the State education agency will meet the general requirements of a master's degree in education or related field and have had a minimum of five years of educational or related experience. The staff shall be required to exhibit competency in the specific area or areas in which employed by either education and/or experience. They shall also be required to hold an Iowa teacher's certificate.

2.2.3 Panel of experts

(1) Methods of selection

The State superintendent of public instruction will appoint a panel of experts to review and make recommendations on all Title III applications submitted to the State education agency. Appointments will be made after consultation with the State advisory council and the State education agency professional staff, with specific responsibility for recommendations from the Title III staff.

(2) Qualifications

The panel of experts will be composed of professional educators who possess an area of expertise required by the nature of the proposed project. The following general areas are representative of the membership:

Elementary and Secondary Education

Curriculum Specialists

Educational Administration

Educational Finance

Special Education

Vocational Education

Adult-Continuing Education

Educational Facility Specialists

Pre-School Education

Educational Research and Design Specialists

(3) Number

The number of personnel on the panel will vary but in general will range from 20 to 40 determined by the number

and types of projects involved. The panel members will be employed on a contractual basis. Neither a member of the State advisory council nor a full-time employee of the department of public instruction will be appointed to this panel. At least three experts will review each project application.

2.2.4 State leadership activities for professional Title III staff development

The Title III staff will have the primary responsibility for providing State leadership to local administrative, instructional and service personnel involved in developing and conducting programs under the State plan. This would include:

- (1) How to submit a Title III project.
- (2) Development of effective methods of assessment and evaluation.
- (3) Project fiscal accounting.
- (4) The responsibility of operating a Federal program.
- (5) The use of educational innovation as an agent of change for the improvement of the total program.

Activities to upgrade Title III SEA staff include:

- (1) Attendance at U. S. Office of Education conferences.
- (2) Participation in National Conferences on Innovation.
- (3) Participation in college and university workshops.

Activities to upgrade LEA staff include:

- (1) Disseminating information and materials related to the development of Title III projects, including laws, rules, regulations, guidelines, policies or other regulatory criteria of either the Federal or State education agency.
- (2) Providing ideas for new projects.
- (3) Sponsoring and conducting State or regional workshops.
- (4) Publicizing the results of pilot or demonstration projects in elementary and secondary education.
- (5) Providing consultants with recognized competence in selected areas as part of the professional staff development activities.

2.3 State plan program

2.3.1 Assessment of educational needs in the State

The needs assessment for the State was conducted by the Iowa State Department of Public Instruction. The Title III staff was directly responsible for the study. Other members of the SEA were consulted in regard to their areas of specialization.

The planning of assessment procedures was done basically by the State Title III staff. In addition, other SEA staff members functioned on a consultant basis.

In assessing critical educational needs the Title III staff felt it necessary to limit the scope of the needs assessment to make it tenable. Limitations were made on the basis of ten basic assumptions which were felt to be closely tied to a quality education program. These assumptions are as follows:

- (1) A high percentage of students will pursue some type of post high school education program. Post high school education programs were defined to include all types of academic and non-academic programs.

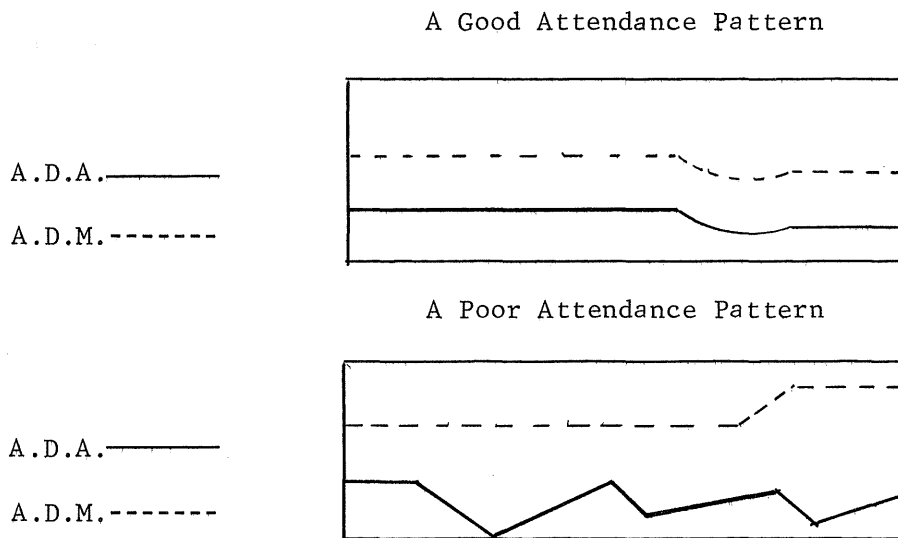
It would be difficult to establish a specific percentage as a cutoff point, however, it was assumed that the higher the percentage of those students pursuing a post high school education program can be used as one indicator to attest to the quality of the State's elementary and secondary education program.

- (2) There will be a low incidence of academic underachievement throughout the total program. The term underachiever, as used here, describes a student with average or above average mental ability, as measured by an I.Q. test, (Lorge-Thorndike)

who achieves below the 30th percentile (composite score) on the Iowa Tests of Basic Skills.

- (3) Attendance patterns will be good. A comparison of A.D.A. (average daily attendance) with A.D.M. (average daily membership) will be made to determine the attendance pattern, (See Figure 1.)

Figure 1. Comparison of A.D.A. with A.D.M.



- (4) Delinquency rates will be low. A rate will be considered low when the number of convicted juveniles is less than that of the preceding year.
- (5) Unemployment rates will be minimal. Rates will be considered minimal when they do not exceed the current national average of unemployment.
- (6) There will be continuous progress of all students throughout the elementary and secondary school program in all basic areas. Continuous progress will be based on academic growth as measured by the Iowa Tests of Basic Skills.
- (7) A high retention rate will prevail throughout high school. The retention rate will be considered high when the dropout

rate, prior to completion of grade 12, does not exceed 5% of the combined totals of grades nine (9), ten (10), eleven (11), and twelve (12). Elementary school has been excluded as Iowa statutes require attendance through age 16.

- (8) There will be a significant correlation between student ability and student achievement.
 - (a) Determination will be made on the basis of statistical treatment.
 - (b) The .05 level will be used to determine whether the correlation is significant.
 - (c) Scores on the Iowa Tests of Basic Skills, ITED, and the Lorge-Thorndike Tests will be used to conduct the research.
- (9) Equal educational opportunities will be available for all pupils. Determination will be made on the basis of course offerings, staff qualifications and certification, staff age and experience, per pupil expenditures, amount of supplementary funds in use, and the educational standards related in chapter 257.25 of the School Laws of Iowa (1966 Edition).
- (10) Teachers and school administrators will meet full certification requirements. Full certification requirements for all elementary and secondary teachers call for teachers to possess a Bachelor's Degree. Full certification for administrators requires a Master's Degree.

On the basis of the foregoing assumptions, the following areas were used as a base for the needs assessment:

- (1) Ability and achievement test results
- (2) Dropouts
- (3) Teacher preparation, certification, and assignment
- (4) Delinquency
- (5) Enrollments
- (6) Special education
- (7) Post high school education
- (8) Curriculum offerings

From this point, a strategy which would facilitate the needs assessment was developed. The strategy that was developed contained six phases.

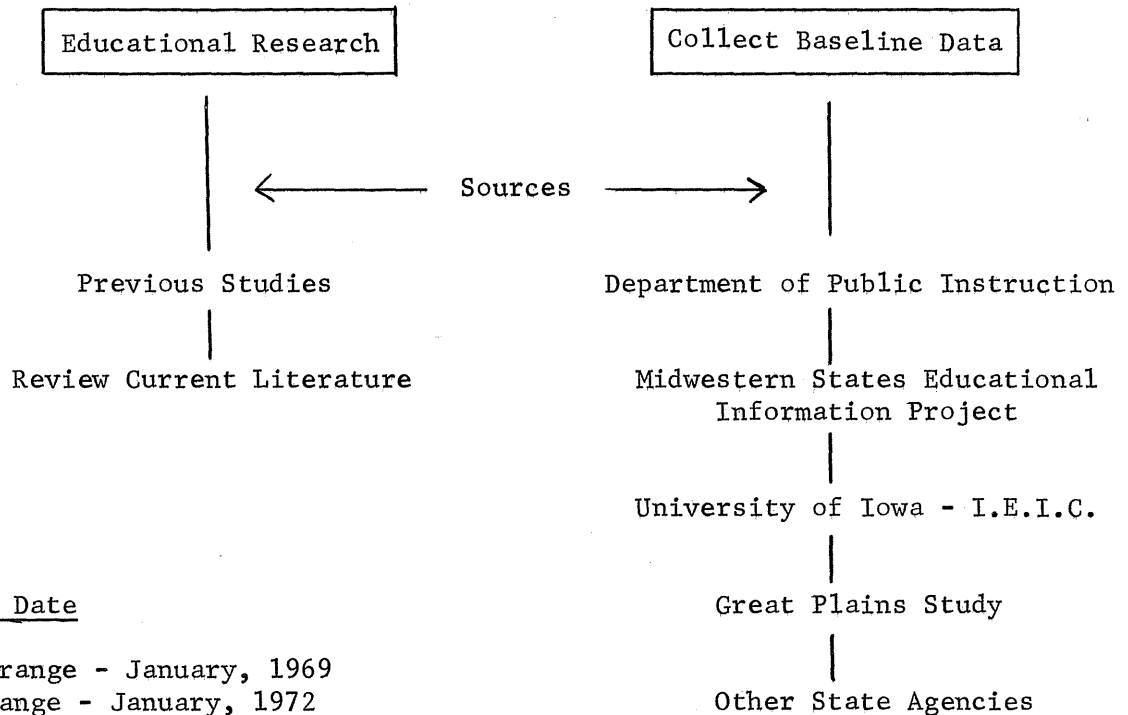
The major processes in Phase I include:

- (1) Collecting data - Data collected by the SEA for individual divisions of the department was compiled. In addition, other governmental agencies were contacted to supply information. Needs may indicate further gathering of information to supplement data on hand.
- (2) Sorting - After collection data were categorized into one of eight areas listed above.
- (3) Verifying - When the data pertinent to the needs assessment had been properly sorted and classified it was checked and verified to determine validity.
- (4) Evaluating - Each step of the planning phases was reviewed to determine if data, materials and processes were relevant to the needs assessment.

PHASE I

Major Processes Involved

(1) Collecting (2) Sorting (3) Verifying (4) Evaluating

Target Date

Short range - January, 1969

Long range - January, 1972

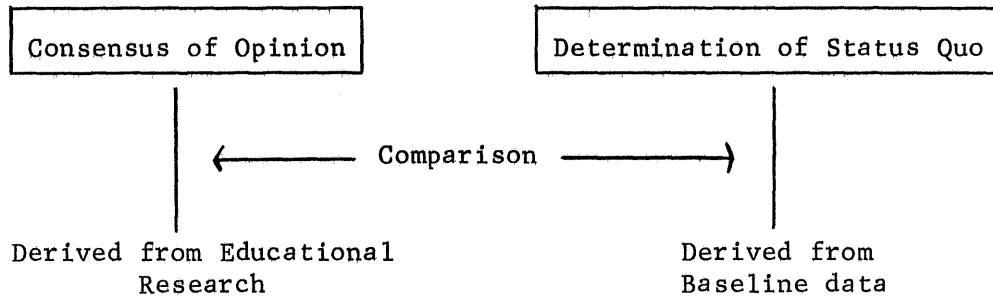
Phase II involves three basic processes:

- (1) Synthesizing - Synthesizing involves combining the various fragmented data into a composite coherent whole.
- (2) Comparing - After data has been synthesized it is possible to have a composite picture. Comparisons can be made of current status versus desired status.
- (3) Evaluating -(See Phase I, (4))

PHASE II

Major Processes Involved

- (1) Synthesizing (2) Comparing (3) Evaluating

Target Dates

Short range - January, 1969

Long range - January, 1972

Phase III involves two major processes:

- (1) Identifying - Gaps in the State's educational program, which exist between the status quo and a desirable level will be identified and recorded. These gaps will constitute the needs. No attempt will be made at this point to determine degree of need as this will result in Phase IV.
- (2) Evaluating - (See Phase I, (4))

PHASE III

Major Processes Involved

- (1) Identifying (2) Evaluating

Identification of Discrepancies

Target Dates

Short range - February, 1969

Long range - January, 1972

In Phase IV the basic task to be undertaken is the development of measurement criteria or rationale to be used in determining which needs are critical in nature. Phase IV involves two major processes:

- (1) Interpreting - Measurement criteria or standards must be conceived in the light of the educational circumstances of the State.

- (2) Evaluating - (See Phase I, (4))

PHASE IV

Major Processes Involved

- (1) Interpreting (2) Evaluating

Development of Measurement Criteria (Standards)
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Target Dates

Short range - March, 1969

Long range - February, 1972

The major process in Phase V involves determining critical educational needs. The extent to which a need is considered critical will be based on those measurement criteria formulated in Phase IV of the needs assessment strategy.

- (1) Evaluating - (See Phase I, (4))

PHASE V

Major Processes Involved

- (1) Evaluating

Determination of Critical Needs

Target Dates

Short range - April, 1969

Long range - March, 1972

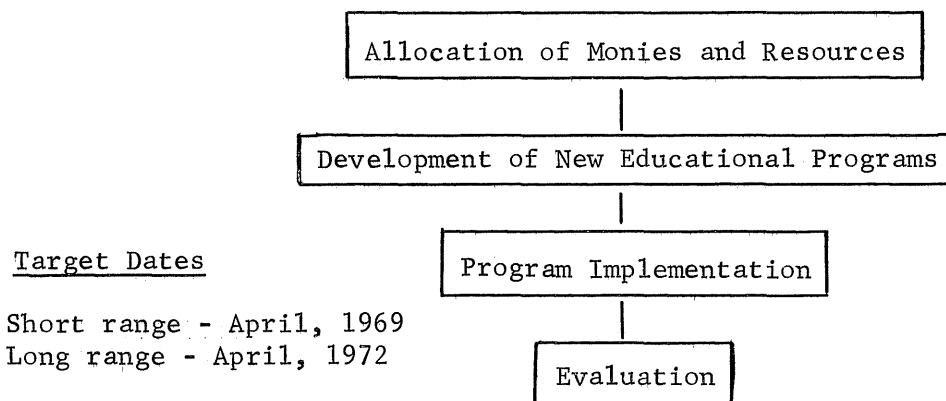
Phase VI is the final phase in the needs assessment strategy and involves four basic processes:

- (1) Developing - State Title III staff and other State department personnel will assist LEA's in developing programs designed to meet critical educational needs identified in Phase V.
- (2) Allocating - Monies and resources will be allocated to those LEA's developing projects which are worthy of funds. (As determined by the procedures set forth in the Iowa State Plan for Title III ESEA)
- (3) Implementing - Projects receiving funds will then be put into operation according to the terms specified in the project proposal.
- (4) Evaluating - An ongoing evaluation of project activities and accomplishments will be conducted by both the State Title III staff and by the various project directors and their staffs. In some cases, a team approach will be used.

PHASE VI

Major Processes Involved

- (1) Developing (2) Allocating (3) Implementing (4) Evaluating



Long-and Short-Range Designs

(1) Short-Range designs

The basic intent of the short-range design was twofold. First, the assessment was conducted in order to identify critical needs which would provide a basis for funding future Title III ESEA projects. Secondly, it was conducted to assimilate baseline data which would become the basis for the continuing needs assessment.

(2) Long-Range design

The long-range design calls for expanding the areas of investigation as well as for continued analysis of data. In addition, data collected by other governmental agencies will be utilized.

Sources of information

Sources of information used in the needs assessment included:

(1) Iowa Educational Information Center

The Iowa Educational Information Center operates as a dual agency of the Iowa State Department of Public Instruction and the College of Education at the University of Iowa. It operates a statewide computerized information system at the elementary and secondary levels. The center was created in 1964 to assist in the improvement of education through the application of modern data processing methods and computer technology.

It is the purpose of this center to facilitate the collection, storage and retrieval of educational data related to pupils, teachers, programs, finances, and facilities.

(2) Supervision reports

The division of supervision in the department annually evaluates all school districts in the State regarding established State educational standards. Written evaluations are on file in the department.

(3) Team evaluation reports

The division of supervision, in conjunction with other departmental staff, make a limited number of team evaluations each year. These are done at the request of the local district. A concentrated evaluation is made by a team of consultants from the department. A formal report is prepared on each visitation.

(4) Iowa Testing Program

The majority of the school districts in the State participate in the Iowa Testing Program. This involves the use of the Iowa Basic Skills Test at the elementary level and the Iowa Tests of Educational Development at the secondary level. The program has been developed over a period of years and significant longitudinal data is available. The information center (IEIC) collates test information with data collected from local schools.

(5) Federal program data

The information on file in the department of public instruction from various Federal programs provides data that has been used in the total program of needs assessment.

(6) Great Plains School District Organization Project

Iowa is one of four states that participated in the Great

Plains School District Organization Project. This was a special two-year project funded under section 505 of Title V of the Elementary-Secondary Education Act. The project, which terminated July 1, 1968, resulted in the development of fifty-four position papers covering all aspects of education. A specific report concerning the problems of school district organization in each state was developed.

(7) Biennial report

The State superintendent of public instruction is required by the Iowa Code, section 257.18 (18), to report to the governor "...the condition of the schools under his supervision, including the number and kinds of school districts, the number of schools of each kind, the number and value of school houses, the enrollment and attendance in each county for the previous year, any measures proposed or plans matured for the improvement of the public schools, such financial and statistical information as may be of public importance, and such general information relating to educational affairs and conditions within the State or elsewhere." Data from these reports were also included in the study.

(8) Interagency Case Information Service

Iowa has established an interagency data center as a means of providing a standardized classification system useable by agencies engaged in the collection and/or utilization of data on the mentally handicapped. This system has been created to provide structured coordinated systems for communication or the exchange of data on mentally retarded

clients among the agencies offering direct services to the retarded. The department of public instruction is one of the participating agencies involved in this case information service. The available information has been of significant assistance in projecting the educational needs of the retarded.

(9) Dropout and graduate follow-up studies

The department of public instruction, through its system of "CardPac" operating in conjunction with the Educational Information Center, does an annual Statewide High School Dropout Study and an annual Statewide High School Graduate Study. A follow-up study is also done each year on those students who complete or terminate their attendance in a program of vocational education. The results of these studies have a bearing on certain needs assessment activities.

(10) Department of Social Services

Information on juvenile delinquents was secured from the Department of Social Services. The data secured were for the 1967-68 school year and included juveniles committed to the State's training institution for boys during that academic year.

Research Findings

(1) Ability and achievement test results

Iowa schools participate in an extensive testing program. A major portion involves the Iowa Tests of Basic Skills. The ITBS provide for measurements of specific skills involved in reading, arithmetic, language, and work-study. The tests are

designed to provide an evaluation of student achievement in grades 3 through 9.

The tests provide an objective measure of the educational accomplishments and abilities of each pupil involved in the testing program, and enable teachers and other professional school staff members to provide proper guidance and instruction for each pupil. Among the four major areas included in the tests are a number of sub-classifications.

TABLE 1
AREAS INCLUDED IN THE
IOWA TESTS OF BASIC SKILLS

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

The last standardization of the ITBS was conducted in 1963 and was a cooperative effort involving publishers and authors of the Lorge-Thorndike Intelligence Tests, the Iowa Tests of Basic Skills, and the Tests of Academic Programs. The base sample included approximately 20,000 pupils per grade. On the basis of the test

results it is possible to obtain both grade equivalent and percentile scores on each subsection of the test as well as a composite grade equivalent and percentage for the major sections and for the total test. Test scores of various schools can then be compared on a system-wide, statewide, or on a nation-wide basis.

Test results will be useful in identifying "target schools" within a local district for future funding.

(2) Dropouts

Tables 2 - 3 reveal the number of dropouts in the State's twenty largest school districts. Data were collected from the 1967-68 annual supervision reports from schools in Iowa. As indicated in Table 2, the overall percentage of dropouts is 5.3 percent. At first glance, this may appear to be insignificant since it is well below the national dropout level. However, there are two considerations that must be taken into account. One is that a number of studies have shown that only about two out of every three dropouts are identified. Secondly, in a period of ten years, assuming that the dropout rate remains constant, which is not likely, (recent studies indicate rates are on the increase) the number of dropouts will be comparable to approximately half of all students presently enrolled in grades 9 through 12 in Iowa. In addition, no report is made to the department of public instruction on seventh and eighth grade pupils, and a pupil may drop from school after grade eight or at age sixteen, which would affect the State total.

From observation of Table 3, it is evident that the greatest number of dropouts occur during the eleventh year of school. This is consistent with previous national studies which show the largest percent drop out at age 16, which is the junior year for the majority of students.

A comprehensive study in one of the twenty largest districts in the State revealed 46 percent dropped because of dislike of school experiences. This was followed by behavioral and academic difficulties. The study also disclosed that over 50 percent of the dropouts during the year of the study had also been involved with some agency of the law.

The tables reveal somewhat higher dropout rates in the metropolitan areas. As the largest number and percent of dropouts are located in 10 cities, each of these schools should develop a program for early identification of dropouts. Attention should be given to modifying work study programs so that students may enroll before grade 12. In addition, some type of program needs to be designed for those who have terminated their formal schooling.

TABLE 2

DROPOUTS IN
IOWA'S 20 LARGEST
DISTRICTS BY PERCENTAGES

District	Total 4 Grades Enrollment	Total Dropouts	% Dropouts of Total Enrollment
Ames	1,560	17	1.08
Bettendorf	1,280	17	1.32
Burlington	2,138	132	6.17
Cedar Falls	2,028	52	2.56
Cedar Rapids	6,409	245	3.82
Clinton	1,966	74	3.76
Council Bluffs	4,224	307	7.26
Davenport	5,662	342	6.04
Des Moines	12,241	791	6.46
Dubuque	2,968	191	6.43
Fort Dodge	2,273	93	4.09
Fort Madison	1,105	45	4.07
Iowa City	1,805	71	3.93
Keokuk	1,090	72	6.60
Marshalltown	1,715	65	3.79
Mason City	2,283	87	3.81
Muscatine	1,634	145	8.87
Newton	1,485	56	3.77
Ottumwa	2,395	63	2.63
Sioux City	4,899	320	6.53
Waterloo	5,523	407	7.36
West Des Moines	1,420	23	1.61
Total	68,103	3,615	5.30

TABLE 3

DROPOUTS IN
IOWA'S 20 LARGEST
DISTRICTS BY GRADE LEVEL

	9th	10th	11th	12th	Total
Ames	3	6	2	6	17
Bettendorf	3	6	2	6	17
Burlington	9	38	53	32	132
Cedar Falls	1	11	23	17	52
Cedar Rapids	31	53	87	74	245
Clinton	0	14	31	29	74
Council Bluffs	52	73	98	84	307
Davenport	42	110	104	86	342
Des Moines	50	213	308	220	791
Dubuque	11	69	71	40	191
Fort Dodge	25	22	18	28	93
Fort Madison	4	18	14	9	45
* Iowa City	-	-	-	-	71
Keokuk	13	23	21	15	72
Marshalltown	9	26	17	13	65
Mason City	7	26	31	23	87
Muscatine	32	45	30	38	145
Newton	6	22	12	16	56
Ottumwa	0	22	21	20	63
Sioux City	60	90	112	58	320
Waterloo	64	109	147	87	407
West Des Moines	11	4	3	5	23
Totals	433	1000	1205	906	3615

* Breakdown of information by grade level not available.

(3) Teacher Assignment

It would appear from data collected during the 1967-68 school year, that a significant percentage of teachers in grades 9 through 12 are not teaching in their major areas. An analysis of this data is presented in Table 4.

TABLE 4

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

Area	Enrollment K-12							State
	200-499	500-749	750-999	1000-1499	1500-1999	2000-2999	3000 up	
Art	61.4	74.5	73.7	80.0	70.3	93.3	81.4	77.0
Business Education	75.8	71.4	72.1	75.6	69.1	72.6	76.0	73.8
Communications	56.5	60.1	66.4	64.7	70.9	74.0	73.6	67.8
Foreign Language	32.9	43.7	42.4	47.4	56.4	62.9	62.8	51.8
Homemaking	86.7	92.0	94.3	84.0	73.3	100	95.9	91.1
Health & P.E.	57.7	65.0	73.2	74.1	71.6	82.0	80.1	72.6
Industrial Arts	57.8	61.4	63.5	67.7	69.0	73.2	79.5	69.8
Mathematics	52.1	52.5	60.6	53.8	55.3	60.0	62.0	57.3
Music	90.1	92.7	94.7	93.7	91.8	94.4	93.2	92.9
Science	50.6	57.4	57.1	74.2	62.0	71.1	72.7	64.4
Social Science	54.5	56.2	59.1	65.5	65.8	59.5	76.9	64.7

An examination of Table 4 reveals that there is no area of the curriculum in which all teachers are teaching in their major fields. Furthermore, four curriculum areas are significantly lower than the others. These include foreign

languages, which has only 51.8 percent of the teachers teaching in their major field; mathematics, which has only 57.3 percent teaching in their major field; social studies with 64.7 percent; and science with 64.4 percent.

Further examination of Table 4 indicates that, in general, smaller schools have a lower percentage of teachers who are teaching in their major field.

It would also appear that as schools grow in size, they have larger percentages of teachers teaching in their major field. In addition, it might be noted that in the area of music, size of school does not appear to be a factor in terms of the percentage of teachers with music majors who are teaching music.

Low percentages of teachers with majors in areas they are assigned to teach seem to indicate a need for supervision and inservice programs. Larger school systems generally are able to provide supervisors in most areas, however, smaller schools may not be able to provide supervisory assistance.

If rankings were established on the basis of need for more preparation in areas taught, they would be as follows:

- | | |
|---------------------|-----------------------|
| 1. foreign language | 7. health & physical |
| 2. mathematics | education |
| 3. science | 8. business education |
| 4. social studies | 9. art |
| 5. communications | 10. homemaking |
| 6. industrial arts | 11. music |

Table 5 depicts teacher preparation in terms of the entire State. An analysis of the data reveals that 24.2 percent of

Iowa's elementary teachers do not have a Bachelor's degree, while only a small percentage of combination (Elementary-Senior) (Junior-Senior) and secondary teachers are without a Bachelor's degree. When all teachers are grouped as a single unit, only 12.9 percent of them do not hold a Bachelor's degree.

TABLE 5

TEACHER PREPARATION
(Total Statewide)

Teacher Classification	Number of Semester Hours				Total Sem. Hrs.
	0-59	60-119	120-149	150+	
(Elementary) 770	188	3464	9063	2489	15204
(Elem.-Senior) 775	3	24	736	473	1236
(Junior High) 814	6	92	2319	2075	4492
(Junior-Senior) 817	3	12	1133	734	1882
(Senior) 840	21	16	3195	3610	6842
Total No. of Teachers	221	3608	16446	7181	29656

In terms of semester hours earned, only 16.4 percent of the elementary teachers have a total of 150 or more semester hours, while 52.8 percent of the senior high teachers fall into this category, and 46.2 percent of the junior high teachers are also in this category. On a statewide basis, about one-fourth of all teachers have 150 or more semester hours of college credit.

When teacher preparation is considered in terms of school size, as is indicated by Table 6, it can be noted that 51.3

percent of the elementary teachers in schools with enrollments of 499 or less do not have degrees, while only eight percent of the elementary teachers in schools with an enrollment of 3000 or more do not have degrees.

TABLE 6
DEGREE AND NON-DEGREE
TEACHERS ACCORDING TO SCHOOL SIZE

Teacher Classification	Non Degree	Degree	Size Classification	Enrollment
(Elementary) 770	621	590	I	(200-499)
	850	1122	II	(500-749)
	479	919	III	(750-999)
	581	1203	IV	(1000-1499)
	229	652	V	(1500-1999)
	439	1821	VI	(2000-2999)
	453	5245	VII	(3000 +)
Total = 15204	3652	11552		
(Elementary-Senior) 775	9	349	I	(200-499)
	4	349	II	(500-749)
	1	103	III	(750-999)
	5	162	IV	(1000-1499)
	4	60	V	(1500-1999)
	4	78	VI	(2000-2999)
	0	108	VII	(3000 +)
Total = 1236	27	1209		
(Junior High) 814	18	63	I	(200-499)
	15	225	II	(500-749)
	15	168	III	(750-999)
	16	380	IV	(1000-1499)
	10	260	V	(1500-1999)
	12	717	VI	(2000-2999)
	12	1581	VII	(3000 +)
Total = 3492	98	3394		
(Junior-Senior) 817	5	383	I	(200-499)
	7	502	II	(500-749)
	-	243	III	(750-999)
	1	261	IV	(1000-1499)
	1	120	V	(1500-1999)
	1	200	VI	(2000-2999)
	-	158	VII	(3000 +)
Total = 1882	15	1867		
(Senior) 840	2	556	I	(200-499)
	7	976	II	(500-749)
	2	661	III	(750-999)
	4	934	IV	(1000-1499)
	1	410	V	(1500-1999)
	5	1035	VI	(2000-2999)
	16	2233	VII	(3000 +)
Total = 6842	37	6805		

A close examination of Table 6 also indicates that as school enrollments increase, the percentage of teachers without degrees decreases. This is generally true not only of elementary teachers, but also of junior and senior high teachers.

TABLE 7
AGE CLASSIFICATION
OF IOWA TEACHERS

	20-29	30-39	40-49	50-59	60-69	69+	Total
Elementary	3750	2907	3147	3439	2014	50	15,307
Elem.-Sr. High	531	312	173	138	61	5	1,220
Junior High	1737	972	809	623	362	5	4,508
Jr.-Sr. High	1026	430	231	140	74	3	1,904
Senior High	3066	1649	1034	680	441	21	6,891
Totals	10,110	6,270	5,394	5,020	2,952	84	29,830

An analysis of the age classification above, reveals that more than one of every three teachers is instructing with minimal classroom experience.

It is interesting to note that the number of elementary teachers in each age classification remains somewhat constant, while the number of senior high teachers decline at a rapid rate as the age classification increases. Due to the relatively large percentage of inexperienced teachers, elementary through senior high, inservice programs designed to meet the needs of teachers with limited teaching experience should be developed.

(4) Delinquency

From data gathered on Iowa juveniles committed to Eldora Training School during 1967-68, it is evident from Table 8 below, that 46 percent are from population centers of 50,000 or more. Since there are only approximately one-half dozen cities of 50,000 in the State, delinquency would appear to be a serious problem in these metropolitan areas.

TABLE 8

DELINQUENCY RATES BASED ON
TYPE OF COMMUNITY

Metropolitan (pop. 50,000+)		Urban (pop. 2,500-50,000)		Rural Non Farm (pop. 2,500)		Rural Farm	
No.	%	No.	%	No.	%	No.	%
278	46.8	291	48.98	15	2.52	9	1.51

In addition, more than half, or 53 percent of those committed were not living with their parents (natural or foster) at the time they were committed to the institution. Many of those committed were from homes where parents were divorced, widowed or were raised by adults other than their mother and father.

TABLE 9

PERCENT OF DELINQUENCY BASED
ON HOME ENVIRONMENT

Natural or foster parents		Other	
No.	%	No.	%
307	52.29	280	47.71

The data also indicates that approximately one half, or 48 percent of those committed in 1967-68 had I.Q.'s ranging from 60-99. These figures would tend to relate the need for some type of special program at the training school.

TABLE 10

INTELLIGENCE LEVEL OF JUVENILES
COMMITTED DURING 1967-68

I.Q. Range	Number	Percent	Cumulative Percent
60-69	9	1.66	1.66
70-79	20	3.72	5.38
80-89	71	13.14	18.52
90-99	186	34.44	52.96
100-109	174	32.22	85.18
110-119	60	11.12	96.30
120-129	17	3.15	99.45
130 +	3	.55	100

In regard to academic achievement of delinquents studied, three academic areas were taken into consideration. These included math, reading, and language. It is important to note that in terms of achievement, 44.9 percent of those in the training school scored below the sixth grade level in language, while 25.7 percent scored below in reading and 27.3 percent scored below in math. The sizeable percentage of boys achieving below sixth grade level in language arts, math, and reading would seem to indicate a need for examining these curriculum areas in the public school system. (See Table 11)

TABLE 11
ACHIEVEMENT LEVEL OF
INSTITUTION POPULATION

	Math			Reading			Language		
Grade Level	No.	%	Cum. Total	No.	%	Cum. Total	No.	%	Cum. Total
Below 3	4	.86	.86	4	.87	.87	55	11.87	11.87
3-3.9	14	3.01	3.87	12	2.62	3.49	37	7.99	19.86
4-4.9	43	9.24	13.11	45	9.84	13.33	71	15.33	35.19
5-5.9	66	14.19	27.30	55	12.03	25.36	45	9.71	44.90
6-6.9	98	21.07	48.37	76	16.63	41.99	58	12.52	57.42
7-7.9	71	15.26	63.63	70	15.31	57.30	59	12.74	70.16
8-8.9	61	13.11	76.74	58	12.69	69.99	41	8.85	79.01
9-9.9	48	10.32	87.06	47	10.28	80.27	23	4.99	84.00
10-10.9	39	8.38	95.44	49	10.77	91.04	33	7.12	91.12
11-11.9	17	3.70	99.14	32	7.0	98.04	33	7.12	98.24
12 +	4	.086	100	9	1.96	100	8	1.76	100
Totals	465	----	----	457	----	-----	463	----	-----

The population studied represents only a small aspect of the statewide delinquency problem. However, it does provide a portion of the statewide picture.

Approximately one of three juvenile offenders are committed to corrective institutions and the average duration of their committment is approximately three months.

Delinquency rates are higher in urban areas than in rural areas, with the highest rates occurring in cities with

populations of 50,000 or more; however, Iowa is still below the national average in juvenile crimes.

It should also be noted that the major portion of those committed, or 90 percent, are of high school age. This indicated a need for a program providing for early identification of potential offenders. (See Table 12)

TABLE 12
AGE CLASSIFICATION
OF JUVENILES COMMITTED TO ELDORA
DURING 1967-68

Age	Number	Percent
12	2	.33
13	24	3.96
14	65	10.74
15	142	23.47
16	185	30.57
17	155	25.61
18	21	3.47
19	5	.82
20	5	.82
21	1	.16

(5) Enrollment

1968 census data collected by local school districts throughout the State reveal a declining number of children to be educated in Iowa during the next decade. The enrollment figures show 57,686 pupils enrolled in public and private schools in the State, while the number of children under one is 37,744. The enrollment figures indicate that the peak enrollments have been reached in the State and a slight decline will be noted in the next few years. (See Table 13)

Private school enrollments exceeded 100,000 pupils during the 1966-67 school year, but 1968-69 enrollment totals are less than 89,000. This has added to public school enrollments in certain areas of the State.

The decline in potential students may help to alleviate the need for new construction in several districts. However, suburban school enrollments are continuing to increase around the major population centers in the State.

Since 1962, a significant reduction has been recorded in the population under age 5. Table 13 indicates a reduction of approximately 20% in the under 5 age group since 1962.

TABLE 13

SCHOOL CENSUS
(As reported on Secretary's
Annual Reports, July 1968)

Year	Pre-school children, age as of June 1						Total
	Under 1 yr.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	
1962	50,784	54,332	57,831	58,386	58,376	59,692	339,401
1963	50,652	55,244	61,765	58,438	58,304	59,659	344,062
1964	47,440	49,858	56,337	58,810	58,675	59,062	330,182
1965	47,267	49,859	56,142	58,607	58,518	58,670	329,153
1966	41,458	45,306	52,042	54,687	57,168	60,429	311,090
1967	40,983	44,903	51,431	54,175	56,757	59,474	307,723
1968	37,744	40,188	45,422	48,370	52,995	56,028	280,747

In 1962 there were 50,784 children under one year of age. In 1968 only 37,744 were reported in this same age category. A

similar percentage decline was reported for one year olds. Reductions, though not as great, were recorded in all other age categories.

The table indicates a gain of 1.0 percent in the population between 5-21 from 1967 to 1968. Although there was a temporary gain in population, the projection is for a decline in population for the 5-21 age group.

TABLE 14

CHILDREN BETWEEN 5 AND 21
(Including age 5, but not 21)

Year	Boys	Girls	Total	Percent of Change
1962	438,320	412,441	850,761	-----
1963	418,392	394,278	812,670	-4.5%
1964	434,651	410,185	844,836	+4.0
1965	433,844	409,423	843,267	- .2
1966	453,986	427,145	881,131	+4.5
1967	450,960	424,314	875,274	- .7
1968	455,927	430,462	886,389	+1.0

TABLE 15

IOWA 1968 CENSUS DATA

Number of Children 5 Years of Age or Less

Under 1	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.
37,744	40,188	45,422	48,370	52,995	56,028

TABLE 16
PUBLIC SCHOOL ENROLLMENT
September 1968

PKDN	475
Kindergarten	56,589
1st	50,837
2nd	49,989
3rd	48,893
4th	49,429
5th	46,564
6th	47,473
Ungraded	9,913
7th	48,687
8th	48,556
9th	49,664
10th	48,078
11th	47,213
12th	45,348
Ungraded	36
Ungraded K-9	10,653
Ungraded 9-12	36
Special Educ. not included above	9,953
Grand Total	658,427

TABLE 17

PRIVATE SCHOOL ENROLLMENT

PKDN	750
Kindergarten	1,097
1st	7,984
2nd	8,450
3rd	8,671
4th	8,573
5th	8,041
6th	8,155
7th	7,533
8th	7,307
9th	5,663
10th	5,510
11th	5,448
12th	5,481
Special Education	184
Grand Total	88,847

TABLE 18

ENROLLMENT BY SCHOOL DISTRICT SIZE K-12
1968-69

K-12 Enrollment	# of Districts	Percent of Total Dist.	Total Pupil Enrollment	Percent of State
200-499	117	25.49	43,021	6.66
500-749	123	27.03	75,985	11.77
750-999	61	13.40	52,100	8.07
1000-1499	64	14.06	74,435	11.53
1500-1999	22	4.84	37,678	5.83
2000-2999	41	9.01	96,258	14.91
3000 +	27	5.93	266,261	41.23
Total	455		645,738	

This table does not include special education pupils.

(6) Live Births

In Iowa, as in most states, live birth rates have declined to all time lows. The table indicates the changes which have taken place in Iowa since 1940.

TABLE 19

LIVE BIRTH RATES
Iowa, 1940-1968

Year	Number	Rate Per 100
1940	47,337	18.6
1950	63,074	24.1
1960	64,162	23.3
1961	63,408	22.8
1962	61,003	21.9
1963	57,840	20.8
1964	56,226	20.4
1965	50,970	18.4
1966	48,641	17.7
1967	47,218	17.2
1968	47,322	17.2 (Est.)

From a high of 24.1 per thousand, the rates have declined to an estimated 17.2 per thousand. Though some sociologists have suggested a stabilization may soon be approached, the U. S. Bureau of Census, as well as the Bureau of Vital Statistics, Iowa Department of Health indicate this point of stabilization is not presently identifiable.

TABLE 20

SPECIAL EDUCATION SERVICES
1967-68 School Year

	Total Served
<u>Special Classes</u>	
Educable Mentally Retarded	6,956
Trainable Mentally Retarded	2,249
Emotionally Maladjusted	152
Physically Handicapped	187
Neurologically Impaired	25
Hearing Handicapped	50
Total	9,619
<u>Hearing Conservation Services</u>	
Pupils Served	296,141
Pupils Receiving Rechecks	34,145
Threshold Tests	16,831
Pupils Receiving Therapy	779
Pupils Receiving Indirect or Periodic Therapy	10,348
<u>School Psychological Services</u>	
Pupils Evaluated by Psychologists	19,949
<u>Clinical Speech Services</u>	
Pupils Screened for Communication Adequacy	80,440
Pupils Receiving Services of Speech Clinician in Speech/language Development/ Improvement Programs	6,066
Pupils Receiving Regularly Scheduled Remediation	17,719
Pupils Evaluated but not Enrolled in Remediation	15,747

In reviewing the number of handicapped pupils served by special classes in Iowa during 1965-66 and during 1967-68, 250 more educable mentally retarded pupils were served in 1967-68 than in 1965-66. The number of trainable mentally retarded pupils served, more than doubled in the same two year period from 1,049 in 1965-66 to 2,249 in 1967-68.

A 1966 projection of additional services needed for handicapped children by the special education division showed the need for classes to serve an additional 11,000 mentally retarded, 15,535 seriously emotionally disturbed, 19,140 with specific learning disabilities, 625 physically handicapped, 19,844 with speech impairment, and 8,276 hearing impaired in addition to those already served.

(7) Post High School Education

A graduate follow up study of 1965 Iowa high school graduates by the Department revealed that 58 percent enrolled in some type post high school education. Approximately 24,000 students continued their formal education, with 13,462 enrolled in a four year college. The remaining 10,000 plus attended junior colleges, business, trade or technical schools. The percent of high school graduates enrolling in four year colleges has been at a rate of one out of three over the past several years.

A 1967 study of 25,460 Iowa high school seniors from a total population of 41,935 showed that 70 percent had plans to continue beyond high school in some type post high school education. A follow up study one year later by the Department revealed more than 57 percent actually continued with some type of advanced education.

The tables on the following page indicate the type of post high school institution attended or the type of employment entered by the graduates.

TABLE 21
POST HIGH SCHOOL PROGRAMS PURSUED
BY 1967 SENIORS

	Boys	Girls	Percent of all Grad:
Four Year College	4512	3778	35.99
Community Jr. College	1458	848	10.01
Apprentice Training	618	1218	7.97
Nursing	15	79	.41
Practical Nursing	15	248	1.15

TABLE 22
VOCATIONAL PURSUITS OF
1967 SENIORS

	Boys	Girls	Percent of all Grad.
Unskilled	1310	600	8.29
Semi-Skilled/Skilled	685	268	4.13
Farm	561	5	2.46
Clerk	184	2017	9.56
Management	52	61	.49
Service Occ.	425	537	4.18
Homemaker	3	1276	5.55
Military	1762	82	8.01

(8) Course Offerings

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

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

6....

- a. Four units of science including physics and chemistry. However, the units of physics and chemistry may be taught in alternate years.
 - b. Four units of the social sciences including American history, American government, and economics.
 - c. Four units of English including language arts.
 - d. Four units of a sequential program in mathematics.
 - e. One unit of general mathematics.
 - f. Two units of one foreign language.
 - g. One unit of physical education with one-eighth unit each semester required of each pupil.
 - h. Five units of practical arts. Subjects in this area may include business education (including commercial typewriting), industrial arts, homemaking, agriculture, distributive education, and health occupations...
7. Courses in the fine arts shall be taught which may include:
- a. Art,
 - b. Music.
 - c. Dramatics.

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

TABLE 23

AGRICULTURE & HOMEMAKING COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Agricultural Production	32	7.03
Agricultural Supplies	14	3.08
Agricultural Mechanics	23	5.05
Agricultural Products	17	3.74
Ornamental Horticulture	1	.22
Agricultural Resources	10	2.20
Forestry	1	.22
Vocational Agriculture I	155	34.06
Vocational Agriculture II	150	32.97
Vocational Agriculture III	133	29.23
Vocational Agriculture IV	113	24.84
General Agriculture I	21	4.62
General Agriculture II	13	2.86
General Agriculture III	10	2.20
General Agriculture IV	9	1.98
Other Agriculture	58	12.75
Comprehensive Homemaking	52	11.43
Child Development	5	1.10
Clothing & Textiles	21	4.62
Consumer Education	4	.88
Family Health	3	.66
Family Relations	15	3.30
Food & Nutrition	12	2.64
Home Management	5	1.10
Home Furnishings	3	.66
Other Homemaking	11	2.42
Care of Children	3	.66
Clothing Management	4	.88
Food Management	3	.66
Home Furnishings (etc.)	2	.44
Other Occupational Preparation	1	.22
Useful Homemaking I	92	20.22
Useful Homemaking II	104	22.86
Useful Homemaking III	84	18.46
Useful Homemaking IV	22	4.84
General Homemaking I	287	63.08
General Homemaking II	238	52.31
General Homemaking III	181	39.78
General Homemaking IV	59	12.97
Special Subject Matter	22	4.84
Boys Homemaking	7	1.54
FHA	2	.44
Other Home Economics	19	4.18

Although the economy of Iowa is basically agriculture, slightly more than half of the districts offer vocational agriculture. Enrollment in the program exceeds 10,000 pupils statewide.

Vocational homemaking is offered in 206 school districts with enrollments exceeding 19,000. In addition, general homemaking is available to students in the other 249 school districts.

TABLE 24

BUSINESS COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Bookkeeping I	443	97.36
Bookkeeping II	17	3.74
Accounting I	9	1.98
Accounting II	2	.44
On-Job Bookkeeping & Accounting	1	.22
Other Bookkeeping & Accounting	20	4.40
Business Machines	33	7.25
Duplicating Machines	1	.22
Dictaphone	2	.44
Other Business Machines	3	.66
Typing I	433	95.16
Typing II	194	42.64
Personal Typing	129	28.35
On-Job Typing	3	.66
Business Data System	2	.44
General Office/Clerical	13	2.86
Personnel Training	1	.22
Stenography & Secretarial	12	2.64
Typing & Related	3	.66
Miscellaneous Office	5	1.10
Related Instruction Office	9	1.98
Field Training Office	18	3.96
Other Office	2	.44
Key Punch Verification	2	.44
Tab Operator	1	.22
Other Data Processing	3	.66
Shorthand I	406	89.23
Shorthand II	107	23.52
Secretarial Practice	112	24.62
Speedwriting Method	11	2.42
Stenographic Machines	3	.66
On-Job Secretarial	5	1.10
Merchandising	6	1.32
Marketing	2	.44
Filing	2	.44
Office Practice	280	61.54
General Business	140	30.77
Business Law	174	38.24
Salesmanship	36	7.91
Clerical Practice	26	5.71
Retailing	6	1.32
On-Job Clerical	11	2.42
Other General Business	42	9.23

Courses in bookkeeping, typing, and shorthand are offered by 90 percent of all districts in the state. Other than course offerings in office practice, general business, and business law, the percentage of districts offering additional courses is less than ten percent. For example, courses in retailing, marketing, filing, stenographic machines, tab operating, key punch verification, personnel training, office machines, and accounting are offered by less than two percent of all districts.

TABLE 25

TRADE & INDUSTRIAL COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Machine Shop	6	1.32
Metal Trades	2	.44
Sheet Metal	1	.22
Welding	5	1.10
Law Enforcement Training	1	.22
Refrigeration	1	.22
Small Engine	1	.22
Tailoring	1	.22
Cabinet Making	1	.22
Other Trade & Industrial	15	3.30
Agriculture Technical	1	.22
Food Services	1	.22
General Merchandising	2	.44
Management/General/Miscellaneous	2	.44
Marketing General	3	.66
Retailing	18	3.96
Related Instruction	9	1.98
Field Training	23	5.05
Other Instruction Programs	9	1.98
Medical Lab Technical	1	.22
Practical Nursing	2	.44
Nurses Aide	3	.66
Body & Fender	2	.44
Mechanics	4	.88
Specialization	1	.22
Other Auto Industry	3	.66
Aircraft Maintenance	2	.44
Ground Operation	1	.22
Commercial Art Occupation	1	.22
T & I Field Training	11	2.42
Related Instruction	6	1.32
Communications Electronics	1	.22
Radio & Television	1	.22
Other Electronics	1	.22
Carpentry	2	.44
Electricity	2	.44
Painting & Decorating	1	.22
Other Construction	1	.22
Custodial Service	1	.22
Diesel Mechanics	1	.22
Drafting Occupation	4	.88
Industrial Electronics	1	.22
Other Electrical Occupations	1	.22
Laundrying	1	.22
Graphic Arts	3	.66
Culturally Handicapped	1	.22
Emotionally Handicapped	1	.22
Mentally Retarded	3	.66
Mentally Retarded Education	29	6.37
Culturally Disadvantaged	1	.22
Mentally Retarded Trainable	2	.44
Mentally Retarded Educable	10	2.20

TRADE & INDUSTRIAL COURSE OFFERINGS (Cont'd)

Course offerings in trade and industrial education are limited primarily to urban centers. The statewide reports show that most courses are limited to approximately five percent of the school districts.

TABLE 26

INDUSTRIAL ARTS COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Architectural Drafting	50	10.99
Machine Drafting	16	3.52
Mechanical Drafting	148	32.53
Engineering Drawing	24	5.27
Technical Drawing	11	2.42
Other Drafting-Drawing	46	10.11
Art Metals	1	.22
Crafts Industrial	5	1.10
Leather	2	.44
Plastic	2	.44
Other Crafts	7	1.54
Cabinet Making	8	1.76
Construction	8	1.76
Welding	9	1.98
General Shop I	234	51.43
General Shop II	147	32.31
General Shop III	97	21.32
General Shop IV	54	11.87
Girls' Home Mechanics	4	.88
Industrial Arts I	130	28.57
Industrial Arts II	97	21.32
Industrial Arts III	69	15.16
Industrial Arts IV	31	6.81
Electricity	38	8.35
Electricity/Electronics	36	7.91
Electronics	30	6.59
Radio	1	.22
Other Electricity/Electronics	3	.66
Photography	1	.22
Printing	9	1.98
Other Graphic Arts	3	.66
Home Mechanics	2	.44
Industrial/Materials & Processing	2	.44
Metals General	117	25.71
Metals Machine	32	7.03
Sheet Metal	15	3.30
Welding Combination	31	6.81
Other Metals	12	2.64
Auto Mechanics	101	22.20
Power Auto Mechanics	24	5.27
Power Mechanics	34	7.47
Auto Power Mechanics	14	3.08
Services Industrial	3	.66
Woodworking	117	25.71
Woodworking Technical	17	3.74
Other Woodworking	32	7.03
Other Industrial Arts	40	8.79

Due to a variety of course offerings in industrial arts, it is difficult to classify offerings in categories for each grade level. It can be observed that basic courses in woodworking, metals, drafting, and auto mechanics were available in 25 to 30 percent of the schools in addition to industrial arts I and general shop I. Advanced courses at the junior and senior level were offered in far fewer school districts.

TABLE 27
LANGUAGE ARTS COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Creative Writing	35	7.69
Advanced Grammar	19	4.18
Advanced Composition	37	8.13
Journalism I	67	14.73
Journalism II	10	2.20
Drama I	83	18.24
Drama II	3	6.59
Advanced Drama	2	4.40
English 9	453	99.56
English 10	454	99.78
English 11	366	80.44
English 12	373	81.98
Business English	31	6.81
Humanities	9	1.98
Remedial English	58	12.75
Radio Production	1	.22
American Literature	96	21.10
English Literature	101	22.20
World Literature	26	5.71
Reading	7	1.54
Library Arts	9	1.98
Remedial Reading	82	18.02
Reading Development	18	3.96
Speech I	303	66.59
Speech II	40	8.79
Speech III	1	.22
Speech IV	2	.44
Debate	21	4.62
Forensics	13	2.86
Word Study	2	.44
Other Communication	58	12.75

Aside from the four years of English required by law (this includes American and English literature), speech is the only other course offered by more than 50 percent of the school districts in the State.

TABLE 28

SOCIAL STUDIES COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Economics	407	89.45
Geography	63	13.85
World Geography I	127	27.91
World Geography II	3	.659
American History	447	98.24
Western Civilization	3	.659
World History	427	93.85
Ancient History	2	.44
Philosophy	1	.22
Religion	1	.22
Humanities	4	.88
American Government	388	85.27
Civics	50	10.99
Government Social Problems	76	16.70
Psychology I	105	23.08
Psychology II	1	.22
Social Studies	37	8.13
American Social Problems	32	7.03
Sociology	173	38.02
Other Social Studies	77	16.92
Driver Education	311	68.35
Family Living	12	2.64
Personal Development	2	.44
Personal Guidance	1	.22
Vocational	3	.66
Orientation	5	1.10
Social Adjustment	3	.66

Economics, American history, world history, and American government are offered by at least 85 percent of the districts (all but world history are required). However, the course offerings beyond minimum required courses are extremely limited. For example, there are only three other courses offered by more than 20 percent of the districts.

TABLE 29
MATHEMATICS COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Algebra I	449	98.68
Algebra II	434	95.38
Algebra III	35	7.69
Matrix Algebra	7	1.54
Calculus I	12	2.64
Computer Math	7	1.54
General Math I	404	88.79
General Math II	105	23.08
General Math III	5	1.10
General Math IV	16	3.52
Consumer Math	123	27.03
Vocational Math	13	2.86
Calculator Math	7	1.54
Modern Math I	20	4.40
Modern Math II	3	.66
Remedial Math	30	6.60
Plane Geometry	348	76.48
Solid Geometry	5	1.10
Fused Geometry	104	22.86
Analytic Geometry	68	14.94
Probability & Statistics	8	1.76
Senior Top Math	220	48.35
Trigonometry	170	37.36
Other Math	115	25.27

More than 75 percent of all districts offer courses in Algebra I & II, general math I, and plane geometry. Additional courses such as consumer math and fused geometry are offered by 25 percent of the districts.

TABLE 30

FINE ARTS & FOREIGN LANGUAGE COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Art I	317	69.67
Art II	226	49.67
Art III	66	14.50
Art IV	24	5.27
Art Appreciation	3	.66
Art Crafts	22	4.83
Art - Other	21	4.61
Mixed Chorus	414	90.99
Glee Club	283	62.20
Band	432	94.94
Orchestra	26	5.71
Music Appreciation	34	7.47
Music Theory	24	5.27
Private Lessons	48	10.55
Music - Other	65	14.28
French I	197	43.30
French II	185	40.66
French III	73	16.04
French IV	28	6.15
French - Other	1	.22
German I	85	18.68
German II	78	17.14
German III	23	5.05
German IV	4	.88
Latin I	63	13.85
Latin II	64	14.06
Latin III	10	2.20
Latin IV	8	1.76
Russian I	7	1.54
Russian II	5	1.10
Russian III	2	.44
Spanish I	225	49.45
Spanish II	199	43.74
Spanish III	88	19.34
Spanish IV	44	9.67
Spanish - Other	4	.88
Other Foreign Language	3	.66

Curriculum offerings in fine arts are most adequately provided in the area of music. More than 90 percent of all districts offer band and mixed chorus, and 62 percent offer glee club. The percentage of districts offering additional courses in music is ten percent or less. Seventy percent of the districts in the State offer Art I, and 50 percent offer Art II. Advanced courses in art are limited. Iowa law states that at least two units of foreign language must be offered each year. It appears that about 50 percent of the districts fulfill this requirement by offering Spanish, 43 percent offer French, 18 percent offer German and Latin, and only one percent offer Russian.

TABLE 31

SCIENCE & P.E. COURSE OFFERINGS

Course Offering	# Districts Offering	% Districts Offering
Physiology	47	10.33
Boys P.E.	446	98.02
Girls P.E.	447	98.24
Boys & Girls P.E. (combined)	3	.66
Other Health & P.E.	55	12.09
Biology I	415	91.21
Biology II	42	9.23
BSCS Biology	75	16.48
Life Science	30	6.59
Botany	1	.22
Zoology	2	.44
Chemistry I	416	91.43
Chemistry II	17	3.74
CBA Chemistry	2	.44
Chemistry Study	42	9.23
General Science I	253	55.60
General Science II	12	21.82
Physics I	380	83.52
Physics II	4	.88
PSSC Physics	54	11.87
Physical Science	187	41.10
Geology	1	.22
Earth Science	111	24.40
Advanced Science	23	5.05
Science Seminars	11	2.42
Electricity/Electronics	1	.22
Other Science	50	10.99

Almost all districts are providing four units of science annually as required by law. However, courses representing areas other than physics, chemistry, general science, and biology are limited. For example, less than ten percent of Iowa's 455 districts offer courses in geology, zoology, or botany. Course offerings in physical education are required by statute in all schools.

The foregoing analysis points out the need for an expanded curriculum in the majority of secondary schools. In summary, the number of course offerings beyond those required by law is extremely limited in 80-90 percent of Iowa schools. This indicates that a greater effort is essential if we are to provide equal educational opportunity throughout the State. It can be noted, generally, that as the size of the district increases, the extent of offerings also increases.

(9) Guidance Services

Departmental rules state that effective September 1, 1970, the board of education in each school district shall institute a program of guidance services for its elementary schools. Each pupil shall have access to the minimum amount of guidance service specified by the board and recorded in its minutes.

If the counselor pupil ratio for elementary schools was set at 750-1, approximately 650 additional elementary counselors would be needed in the schools of the State. Currently 25 are approved with an additional 200 enrolled in college programs within the State. Of these 200, approximately 50 will graduate or be available for service during the 1969-70 school year.

Guidance programs in secondary schools are specified in the approval standards. Every board that operates a junior high school, (a combined junior-senior high school, or a senior high school) shall provide therein an organized and functioning guidance program to aid pupils with

their personal, educational, and vocational planning and problems. The guidance program shall be staffed with guidance counselors who have met the professional standards established by the State board of public instruction for such personnel.

During the 1968-69 school year, 413 school districts employed approved guidance personnel. A total of 868 individuals were employed and assigned as counselors or teacher counselors. In order to maintain a desirable counselor pupil ratio of 300-1 as recommended by the guidance department, a total of 850 to 1,000 counselors are needed.

(10) Auxiliary Personnel in Iowa Schools

Departmental rules define a teacher aide as:

"A person who is authorized by a board to perform non-teaching assistance in supportive tasks which facilitate teaching, but who never teaches or supervises pupils, shall be classified as a member of the non-certificated personnel. Persons employed as teacher aides shall be at least sixteen years of age."

Data received by the Title I staff from 123 school districts indicated that 347 clerical and teacher aides were employed full time while an additional 225 were working part time.

Districts failing to respond generally did not employ aides. The role of aides in education and their relation to teachers varies from school to school and is

not well defined. The need for aides, in terms of numbers and provisions for training, needs further study in the State.

Departmental rules also define a teacher associate as:

"A person employed by a board not to teach but to supervise pupils on a monitorial or service basis when not in the presence of a properly certificated teacher." Teacher associates shall hold a certificate that authorizes such service.

During the 1968-69 school year the Department has issued 162 teacher associate certificates to personnel employed in local districts. A study should be conducted in the State to ascertain future needs for teacher associates.

(11) Related Instructional Services

Libraries and Librarian Services

Iowa Departmental rules state the following requirements for elementary library materials:

"Centralized library materials shall be provided in each elementary school system, even though at any given time the bulk of the collection of books and other types of learning materials is actually housed in classrooms.

Items such as books; pictures; maps; charts; audiovisual equipment with appropriate slides, films, filmstrips and sound recordings; and museum items shall be included as parts of said materials. The entire collection shall be cataloged and classified according to the Dewey decimal or comparable system and made accessible to

teachers and pupils alike. An area shall be provided in each elementary school attendance center for the preparation of learning and instructional materials."

Librarians (Elementary)

A study conducted by the Department in 1965 indicated only 39 fully approved elementary librarians (Master's degree in library science and other graduate library degree). An additional 106 had Departmental approval to serve at least part time as an elementary librarian but did not hold an advanced degree.

The Code of Iowa (Chapter 257.25) requires that each secondary school have:

"A minimum collection of 1,200 books exclusive of high school textbooks and appropriate for the instructional needs of pupils, or at least seven books per pupil enrolled, whichever is the larger, shall be provided in the library until a school's enrollment reaches 500, at least four additional books shall be provided for each pupil from 500 to 2,000 enrolled, and at least three additional books per pupil shall be provided for each pupil above 2,000 enrolled. An adequate collection of periodical and file material shall be provided."

Librarians (Secondary)

A 1965 study of secondary librarians showed only 70 individuals in the State held a Master's degree in library science or some other type of graduate library

degree. An additional 325 individuals without advanced degrees in library science were serving at least part-time as librarians in Iowa schools.

A study of library collections in 100 school districts during the 1968-69 school year revealed the average size book collection had increased considerably from the 1965-66 survey. Average collections had increased during the three year period from;

Elementary	1833	2866
Jr. High	2737	4170
Sr. High	3479	5111

2.3.1 Critical Educational Needs

Due to the limited amount of data available to the Title III staff regarding learner needs in the State, only a partial listing of critical needs are stated in this study. The following needs, recommended to the State advisory council by the Title III staff, were considered critical on the basis of: 1) the length of time it has existed as a recognized need, 2) the severity in terms of percentage of pupils and personnel affected, and 3) the consequences resulting from not satisfying the identified need.

Teacher Preparation

In the four basic academic areas, English, math, science and social studies, less than 70% of the teachers teaching in those areas had majors in that particular area. In addition, more than 42 percent of the elementary teachers in schools enrolling less than 1,000 pupils have not completed a four year State approved teacher education program. This compares with 23 percent on a statewide basis when all districts in the State are included.

*Every pupil in an approved school within the State will receive instruction from professional staff: 1) teaching in their major area, 2) completing a minimum of a four year State approved teacher education program.

Vocational Education

The curriculum study shows that vocational course offerings other than homemaking, agriculture, and business education are limited to less than five percent of the districts in the State.

* Indicates learner needs

*Every pupil, upon graduation from an approved high school will be equipped to: 1) find employment commensurate with his abilities; or 2) enroll in and complete a post high school program which will allow him to find employment commensurate with his abilities.

Special Education

Using the National Incidence Ratio, a statewide projection study showed the need for additional services for the handicapped in the areas of (1) mentally retarded, (2) severe emotionally retarded, (3) specific learning disabilities, (4) physically handicapped, (5) speech impaired, (6) hearing impaired.

*Every child identified by the State as handicapped will be provided with those services necessary to meet his specific needs.

Culturally and Economically Deprived

A study conducted by a major city in Iowa revealed a large percent of non-white pupils with low scores on an intelligence test. More than 70 percent of these students scored below 100 on the California Test of Mental Maturity. It is assumed from this study that similar conditions exist in other major cities with like populations.

*Every non-white pupil receiving a low intelligence test score should be provided an educational program which will enable him to succeed in school and life.

Areas Designated for Future Study

- (1) Statewide needs assessment
- (2) Elementary guidance and library services

*Indicates learner needs

- (3) Economically and culturally deprived
- (4) Achievement test results - school by school within a district
- (5) Auxiliary personnel
- (6) Preschool educational experience
- (7) Individualized instruction
- (8) Evaluation of education programs
- (9) Curriculum
- (10) Dropouts

A critical need in the State is in information system that will reveal the current status of learners and programs. Pupil information is needed that can be used to identify the differences between the skills, experiences, and understandings which the learner has been expected to acquire and those actually acquired.

Strategy for utilizing Title III to demonstrate innovative programs
to meet critical needs

To make maximum use of Title III resources, the state agency will coordinate the project activities with the total efforts of the state agency for improvement of education.

Local education agencies will be informed of the identified critical needs and encouraged by the state agency to develop projects to meet these needs. Schools having educational problems unique to their district will be asked to submit proposals. Programs which have proven to be effective during the first, second, and third year of operation will serve as models for developing satellite projects of similar nature in other areas of the state.

Procedure for Coordination of Federal Programs

Joint conferences involving state agency personnel from all federal and state programs will be conducted on a regular basis to insure that cooperation between the various programs is achieved. Conferences will also seek out ways in which joint planning can be achieved in order to realize the maximum potential of local projects.

Effective coordination of federal programs will be encouraged through statewide meetings held for local project directors by the Title III staff and other state agency personnel. In addition, attempts will be made to coordinate Title III Advisory Council activities with those activities of other Advisory Councils. The methods outlined in the section on dissemination will also be applied to insure close working cooperation between state and local personnel.

2.3.2 Criteria for approving projects

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

- (1) Extent to which proposed project is designed to meet the critical educational needs in the various areas of the State to be served by the project.
- (2) Adequacy of evidence that the proposed project will supplement the regular school program.
- (3) Extent to which the project would contribute to the solution of important educational problems.
- (4) Extent to which procedures to be used in achieving objectives are appropriate, adequate and efficient.
- (5) Extent to which proposed program is:
 - (a) Innovative (a new or improved educational idea, practice or technique) or
 - (b) Exemplary (an activity designed to serve as a model for regular school programs).
- (6) Adequacy of documentation showing the extent of the involvement in planning and implementing project activities of teachers, students or other school personnel and others, including those with low income, broadly representative of the cultural and educational resources and of the public in the area to be served.
- (7) Adequacy of planning for the proposed project.

- (8) Degree of awareness of similar programs, research findings, or the knowledge of recognized experts.
- (9) Economic feasibility and efficiency of the proposed project.
- (10) Whether the proposed project makes provision for the participation of children to the extent consistent with the number of children enrolled in nonprofit private schools in the area to be served whose educational needs are of the type provided by the program or project.
- (11) Extent to which provisions for evaluating the proposed project are appropriate and adequate and provide for a reasonable degree of objectivity.
- (12) Extent to which provisions for dissemination of information about the proposed program are appropriate and adequate for the area to be served.
- (13) Suitability of the size of the staff.
- (14) Suitability of the qualifications of the staff.
- (15) Adequacy and appropriateness of the facilities, equipment, and materials to be used for the proposed project.
- (16) Extent to which the best available talent and resources will be utilized to increase substantially the educational opportunities of children to be served by the project.
- (17) Adequacy of provision for the assimilation of the program by the LEA at the conclusion of Federal financial participation.

- (18) Extent to which the proposed project involves teachers in inservice training activities.
- (19) Extent to which the proposed project can be used to promote curriculum expansion.
- (20) Extent to which the project involves guidance activities at the elementary level.
- (21) Extent to which the project is designed to include provisions for serving the needs of special education.
- (22) Extent to which the proposed project makes provisions for promoting teacher's educational and professional growth.
- (23) Extent to which the proposed project will influence the improvement of elementary libraries and library services.

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

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

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

2.3.3.2 Submitting applications for projects which were planned
under Title III

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

2.3.4 Provisions for assuring that Title III funds will supplement and not supplant State and local funds

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

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

2.3.5 Evidence of maintenance of fiscal effort at the State level

The State education agency, as part of its reporting procedures and in keeping with the assurance statements appearing as part of this State plan, will annually indicate that State aid for free public instruction in any preceding fiscal year was not less than such State aid for the second preceding fiscal year to insure continued participation in this Title. If such a reduction should occur due to an unusual event or circumstance, the State agency shall verify the reasons for such a reduction to the U. S. Commissioner for his determination as to the eligibility of the State for further participation.

State aid to local educational agencies in:

Fiscal year 1968	\$103,382,442.00
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Fiscal year 1969	\$149,637,625.00
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2.3.6 Provisions for assuring that at least fifteen percent of the funds will be used for programs or projects designed to meet the special needs of handicapped children

The State agency will annually review Title III projects to assure that at least fifteen percent of the funds allocated to the State in any fiscal year are currently being expended for approved projects or are obligated for expenditure in new projects designed to meet the special needs of handicapped children. "Handicapped children" include mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services. Title III projects to serve these children will be planned in the following areas:

- (1) Planning innovative or exemplary programs including pilot projects to meet the special educational needs of handicapped children; or
- (2) Establishing or expanding innovative and exemplary educational programs for the purpose of stimulating the adoption of new educational needs of handicapped children; or
- (3) Establishing services or activities which utilize new and improved approaches to meet the special educational needs of handicapped children.

The State of Iowa is divided into sixteen regional planning areas under the State plan for Title VI-A of the Elementary and Secondary Education Act. Each of these planning areas

has an area advisory committee to initiate program requests under the provisions of Title VI-A. There also has been established a State advisory committee for this Title. These planning areas are geographically the same as those areas described for the organization indicated in section 2.3.8. They also are the same as the regional subagency areas created in the Iowa State plan for Title II of the Elementary and Secondary Education Act.

Any local educational agency initiating a Title III project that is either totally or has a specific component related to meeting the special needs of handicapped children, shall consult with the respective area planning committee created for Title VI-A concerning such project. Such a project shall also be referred to the State Title VI-A advisory committee for its general recommendation prior to its consideration for recommendation by the State Title III advisory council. Specific emphasis will be placed on the coordination of funds available under Title III and Title VI-A of ESEA; attention will also be given to coordination of funds from other Federal, State and local sources allocated for assistance to the handicapped child. Multiple or joint funding will be encouraged so long as each source of finance is identifiable in a specific portion of the total program. No commingling of funds will be allowed. The Title III staff, as well as all professional staff of the State agency concerned with the handicapped child, will provide consultant assistance to local education agencies concerning joint funding possibilities.

2.3.7 Criteria for achieving equitable distribution of assistance

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

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

Iowa is divided into sixteen regional areas for the purpose of the State education agency's communication with the school administrators. The name used to identify this structure is the Area Organization for the Improvement of Education in Iowa. It is composed of two basic groups. Each area elects a chairman from the school administrators of the area and holds meetings throughout the year, many on a monthly basis. Staff of the State education agency are present for these meetings. The chairmen of these sixteen areas, as a total group, are identified as the advisory council. A map indicating the present geographic distribution of these areas is shown in Appendix C.

A second group of this total organization is identified as the coordinating committee. It is composed of the members of the Executive Board of the Iowa Association for School Administrators, members of the State agency and representatives of the four universities that offer graduate programs in education; these are Drake University, Iowa State University, University of Iowa, and University of Northern Iowa. These two groups jointly hold monthly meetings with the representatives of the State education agency during the regular school year. This organization provides the opportunity to constructively pool the thinking of all school personnel--State, university and local--in identifying problems and considering new innovations. It also facilitates unified action of the efforts to solve educational problems.

2.3.9 Dates for submission of Title III applications

The dates for submission of Title III projects will be
July 1 and January 1.

2.3.10 Disposition of proposals received from local educational agencies

The following procedures will be followed in reviewing and evaluating proposed Title III project applications:

(1) State agency staff

(a) Title III staff

Two members of the Title III staff will review and evaluate each Title III application according to the criteria and procedures set forth in sections 2.3.2 and 2.3.4.

(b) Other State agency staff

Consultant personnel of the State education agency having specific competencies relating to the general program or service area represented in the various Title III applications shall be utilized to review and evaluate proposals.

(2) Panel of experts

At least three members of the panel of experts, provided for in section 2.2.3, will review and evaluate each Title III application filed with the State education agency. Such reviews will indicate evaluation and/or comments on the major criteria indicated in section 2.3.2.

(3) State advisory council

All members of the advisory council will be involved in the review of each project application. (See section 2.1.2 (2))

(4) All recommendations made by Title III staff and the State advisory council will be presented to the State Board, which has final authority. The chief state school officer shall be responsible for the execution of the Board's decision.

2.3.11 Developing evaluation strategies

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

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

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

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

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

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

(3) Role of SEA in evaluation

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

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

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

(4) Role of State advisory council in evaluation

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

2.3.12 Assuring adequate on-site evaluation of projects

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

2.3.13 Provisions for disseminating information concerning outstanding Title III projects

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

- (1) Write and publish at least one article per year in the Educational Bulletin for each innovative or exemplary project considered by the Title III staff to be of high quality.
- (2) Write and publish in Midland Schools, a minimum of two articles yearly on high quality innovative or exemplary projects.
- (3) Conduct two yearly programs in which directors of high quality innovative or exemplary projects make presentations of their projects.
- (4) Distribute quarterly, to all school districts in the State, a Title III newsletter containing write-ups of high quality innovative or exemplary projects.
- (5) Issue invitations to local educational personnel inviting them to visit high quality innovative or exemplary projects.
- (6) Develop and distribute a color slide presentation, with sound, including innovative or exemplary projects considered to be of high quality.

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

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

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

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

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

2.3.15 Provisions for establishing or continuing educational centers

The State originally had 99 county school systems. Legislative changes in the county school system law in 1948 made it possible for "...any two or more adjacent counties, by mutual agreement, to act as a joint board to appoint one county superintendent for all such counties..." (Section 273.14, Code of Iowa.)

In 1963, the Iowa Code was further modified in regard to the county boards of education allowing two or more adjacent counties by concurrent action of the respective boards to "...merge the respective county school systems into one school system..."

(Section 273.22, Code of Iowa.) There are currently four merged county areas in operation with further plans calling for no more than 16 such units. (See Appendix D) The types of services to be offered by the centers include:

- (1) In-service education for teachers
- (2) Programs for the handicapped
- (3) Data Processing services
- (4) Curriculum consultative services
- (5) Library and audiovisual services
- (6) Guidance services

Criteria for establishing merged county areas were developed in a Title III planning grant project funded in this State dealing with the establishment of The Multi-County Regional Education Service Agency in Iowa--Grant No. OEG-3-6-000980-1701.

The State board of public instruction has, by the adoption of policy, attempted to gain further implementation of Iowa's

existing legislation and to propose mandating legislation for the establishment of regional education service agencies. A copy of this statement of board policy appears in the Supplement to this State plan.

In the administration of the various Titles of the Elementary and Secondary Education Act, the Iowa State Education Agency has attempted to encourage the development of an area or regional, rather than a single district approach, to the utilization of these funds. In regard to this position, the following statements may be made:

- (1) There exists an area pattern for area vocational and community colleges in the State. This pattern is not completely developed but encompasses all but seven counties. (See Appendix E)
- (2) By the assignment of certain counties, the State agency has the local and county school administrators of the State organized in the same basic areas as described in (1) above. Section 2.3.15 of this plan describes this organization.
- (3) The same area pattern, indicated in (2) above, constitutes the regional subagencies for the administration of Title II of P.L. 89-10, as amended, and as the planning areas for Title VI-A of P.L. 89-10, as amended.
- (4) Personnel working in the intermediate units, shall in co-operation with State staff members, assist in the evaluation of ongoing projects.

It is anticipated that Iowa will restructure its present county school systems into Regional Education Service Agencies that will be geographically similar to the various area patterns described. In the administration of the State plan for Title III, such Regional Education Service Agencies would meet the requirements for educational centers as authorized by Section 301 (a) of P.L. 89-10, as amended. Joint county school systems, either existing or in the future established under the provisions of Section 273.22, Code of Iowa, would also meet the requirements for educational centers.

The provisions of this State plan in regard to educational centers, will be as follows:

- (1) Those agencies meeting the requirements for educational centers will require State board of public instruction approval prior to their being designated as an educational center.
- (2) It is anticipated that between ten and sixteen Regional Education Service Agencies will be established in Iowa. The number of these agencies designated as educational centers would be dependent upon the federal level of funding for Title III. No centers shall be designated if the program funding allocated to the State in any fiscal year is below the level of program funds allocated to the State in fiscal 1968.
- (3) In addition to operating as a Regional Education Service Agency the designated educational center would have

the following specific functions in relation to Title III:

- (a) Serve as an extension of the State agency as a supplement to its activities in the development of Title III projects designed to meet the critical education needs of the State with specific emphasis on those unique needs of the area they represent.
- (b) Serve as the coordinator of the various Title III projects operated by local school districts in their geographic area or as the administering LEA for those projects best implemented on an area basis.
- (c) Serve in conjunction with other designated educational centers as a statewide network for the dissemination of information concerning outstanding Title III project activities. This function is to be coordinated by the State agency Title III staff.
- (d) Assist the State agency Title III staff in encouraging the adoption of promising educational practices by the various local school districts of the State resulting from Title III program grants.

2.3.16 Length of project period

The basic project period will be three years. Each project will be evaluated annually. Where advisable the project may be funded for less than three years. The decision shall require a recommendation from the advisory council and a majority vote of the State board of public instruction. In certain instances a project may be continued beyond the three-year basic project period. Such a situation would exist where additional time was a factor in meeting the initial objectives of the project. This decision would also require a recommendation of the advisory council and a majority vote of the State board of public instruction. If a project is extended beyond a three year period, the LEA must submit a new application.

No project may be considered for extension beyond three years unless it can be demonstrated that federal assistance in the program will be fifty percent or less of the total project cost.

2.3.17 Provisions for continuing promising projects

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

2.3.18 Provisions for terminating unsuccessful Title III projects

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

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

Project Number	Project Location (Grantee)	Project Period		FY 1969 Funding Level	FY 1970				FY '71 Anti-cipated Level of Funding
		Beginning Date Utilizing Title III funds	Actual or Projected Ending Date Title III funds		Budget Beginning	Period Ending	Anti-cipated Level of Funding	Handicapped Component % \$	
25-67-1880-2	Ottumwa	10/1/66	12/31/69	187,609	11-30-69	12-31-69			
25-67-2000-2	Des Moines	10/1/66	9/30/69	153,000	10-1-69	12-31-69	35,000		
25-67-2592-2	Keosauqua	8/15/66	8/31/69	18,844					
25-67-2596-2	Bettendorf	1/1/67	12/31/69	180,136					
25-67-2597-2	Sioux City	10/24/66	10/23/69	84,000					
25-67-3063-2	Cedar Rapids	6/1/67	5/31/70	18,200					
25-68-3316-1	Cedar Rapids	8/1/67	7/31/70	200,000	7-1-69	6-30-70	148,000		
25-68-3575-1	Des Moines	6/28/67	6/30/70	164,500	7-1-69	6-30-70	90,000		
25-68-3920-1	Sac City	7/1/67	6/30/70	182,000					
25-68-3934-1	Clarinda	5/1/67	4/30/70	37,100	5-1-69	4-30-70			
25-68-3965-1	Des Moines	6/26/67	6/30/70	103,251	7-1-69	6-30-70	73,000		
25-68-4076-1	Des Moines	6/28/67	6/30/70	270,000	7-1-69	6-30-70	150,000		
25-68-4165-1	Sioux City	6/9/67	6/30/70	35,000	7-1-69	6-30-70	100,000		
25-69-5095-0	Keokuk	4/1/68	3/31/71	17,666	4-1-69	3-31-70	17,000		
25-69-5109-0	Sibley	2/1/68	7/31/70	77,000	8-1-69	7-31-70	160,000		
25-69-5252-0	Mt. Pleasant	6/1/68	5/31/71	50,065	6-1-69	3-1-70	30,000		
25-69-5441-0	Ottumwa	3/1/68	2/28/71	189,000	4-20-69	4-19-70	150,000	70 105,000	
25-69-5551-0	Fort Dodge	2/15/68	2/14/71	37,436	2-15-69	2-14-70	28,000	25 7,000	
25-69-5578-0	Waterloo	6/1/68	5/31/71	39,200	6-1-69	10-31-69	61,000	75 46,000	
25-69-6450-0	Waterloo	7/1/68	6/30/71	212,247	7-1-69	6-30-70	118,000	20 23,600	177,526
25-69-6576-0	Council Bluffs	7/1/68	6/30/71	275,000	7-1-69	6-30-70	110,000		90,750
25-70-	Muscatine-Scott	7/1/69	6/30/72				43,398	100 43,398	25,634
TOTALS				2,531,254			1,313,398	224,998	293,910

2.3.20 Procedures for amending approved projects

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

2.3.21 Construction of necessary facilities

No approval shall be granted by the State education agency for the construction of facilities with Title III monies for fiscal 1970. This section is reserved for future plan amendments regarding the authorization of construction should the level of federal funding for Title III be significantly increased.

2.3.22 Provisions for hearings

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

2.3.23 Provisions for not commingling Federal funds with State funds

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

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

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

3.0 Fiscal Management, Accounting and Auditing Procedures

3.1 Determination of obligations and expenditures

3.1.1 Expenditures by State educational agency for State administration

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

3.1.2 Obligations of funds to local educational agencies

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

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

3.1.3 Expenditures by local educational agency

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

3.2 Funding policy

The State education agency shall follow a project year concept of funding for approved Title III programs. While the project period, as defined in section 2.3.16, shall normally be for three years, the State agency shall grant funds only to support a project for a specific budget period.

While Title III monies may be allocated for 100 percent support of a project, cooperative funding is an important consideration.

Other Federal funds and funds from other public, private, State and local sources should be utilized wherever possible.

Proposals should indicate the methods to be utilized for phasing out Federal program support through gradual cost absorption by local or other funding. Since the intent of Title III is to stimulate and assist in the support of, not to completely underwrite, innovative and exemplary programs, the phasing out process is essential in order to make maximum utilization of Title III funds. In the continued funding of a program through its project period, the State agency will use the following as a general guide in regard to the involvement of federal funds in the total project year costs of the program:

First year--Up to 100% Federal Support

Second year--From 66% to 100% Federal Support

Third year--Approximately 33% Federal Support

The following definitions will be utilized by the State agency in regard to funding policies:

- (1) Project--An identified program of activity which has been approved by the State agency under Title III of the

Elementary and Secondary Education Act of 1965, as amended.

- (2) Project period--the total period of time, generally not to exceed three years, for which a project may be supported with Federal funds.
- (3) Budget period--the period of time (within the project period) which a specified budget covers. This period is normally 12 months but may be more or less if appropriate to the project.
- (4) General level of Title III financial participation--the projected total of Title III funds required to support a project period. It serves as a guide for the grantee in requesting funds for budget periods subsequent to the initial period and for the State education agency in determining the amount of a continuation grant.
- (5) Grant--that portion of the general level of Federal financial participation awarded to support a project for a specific budget period.
- (6) Continuation grant--the amount awarded for any budget period following the initial period. The continuation grant is determined by anticipated needs, funds remaining from the previous grant and availability of Federal appropriations.

The applicant will provide an estimate of financial requirements for the support of the project by budget periods, for the entire project period. The total estimate will be the general level of financial participation. The amount of the initial grant will cover the negotiated cost of all activities projected for the first

budget period. Subject to satisfactory progress toward the achievement of the project goals, continuation grants will be negotiated prior to the expiration of each budget period to provide what ever additional funds are needed (i.e., the difference between unexpended funds from the previous budget period and estimated costs of the succeeding period) for projected activities of subsequent budget periods. Whenever funds granted for one budget period are made available to support activities of a succeeding period, grantees will be required to expend these funds before expending new funds.

3.3 Funding procedures

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

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

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

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

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

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

3.4 Processing of grant

A grant arrangement will be negotiated between the State education agency and the applicant. This process will involve an examination of the estimated costs. The Title III chief, with assistance from his staff, will collaborate with the applicant to reach agreement concerning proposed project activities and the actual level of Title III support. The resulting grant instrument will indicate the conditions under which the grant is made by the State education agency. The grantee will be cautioned not to expend funds prior to the effective date of an approved project. This date will be the date specified in the grant instrument (Notification of Grant Award, such notice sent by letter) executed by the State Title III chief on behalf of the State education agency. The project period will be extended only when it is determined by the State educational agency that such extension is required to assure adequate completion of the project. Extensions of time will require the written approval of the Title III staff. Requests for extensions should be directed to the Title III staff.

3.5 Auditing of State educational agency fiscal records

The official accounts and documents showing receipts and expenditures of State administrative funds by the State educational agency under the approved State plan will be maintained by: Accounting Division
of the Department of Public Instruction

The accounts of the Department of Public Instruction
are audited by State Auditor

Reports of such audits will be available in The Office
of the Department of Public Instruction

3.6 Auditing local agency fiscal records

3.6.1 The official accounts and documents showing receipts and expenditures of funds by the local educational agency under the approved State plan will be maintained by:

Each local educational agency

The State Auditor or Registered Public Accountant

will audit the fiscal records of the local public agencies pertaining to all expenditures claimed for Federal financial participation under the provisions of Title III of the Act.

Their audits will be made annually and copies of such audits will be available in the office of

The Department of Public Instruction

3.6.2 Audit standards

Audit standards will be developed and executed in accordance with Federal policies governing the use of grant funds.

3.7 Identifying and prorating expenditures

The allocated portions of salaries, travel, and other expenses of regular or additional staff members and clerical personnel, who will be giving some share of their time to the implementation and operation of this program, shall constitute approved expenditures in the computation of total costs for which Federal funds are granted. Such allocations will be prorated in accordance with certified statements signed by the State superintendent of public instruction on a "before and after-the-fact" basis. Where the same individual is performing other functions, these will appear in the position descriptions reported by the State education agency together with the proration of the individual's time which will normally be devoted to each activity.

4.0 Certification of Plan4.1 Certificate of Officer Authorized by the State Educational Agency
to Submit the State PlanState of IowaI hereby certify that the State plan was adoptedby the Iowa State Board of Public Instructionon May 8, 1969I further certify that the Iowa State Title III Planattached to this certification is the amended planapproved by the Iowa State Department of Public InstructionThe plan as amended constitutes the basis

for the operation and administration of the State's program

established pursuant to Section 304 of Public Law 89-10 as

amended by Public Law 90-247. All information statements,

and representations contained in the plan as of this date are

accurate, to the best of my knowledge and belief.

May 8, 1969
(date)

Signed

State Superintendent of Public Instruction

4.2 Certification of State Attorney General or Other Appropriate State
Legal Officer

State of Iowa

I hereby certify:

1. That The Iowa State Board of Public Instruction
is qualified as a State agency in accordance with
Section 304 of Public Law 89-10 as amended by
Public Law 90-247;
2. That said agency has the authority under State law to
submit a State plan pursuant to Section 304 of Public
Law 89-10 as amended by Public Law 90-247;
3. That all the provisions with respect to the use of Federal
funds can be carried out in the State.
4. That The State Superintendent of Public Instruction
has been duly authorized by Iowa State Board of
Public Instruction in all matters pertaining thereto.

(date) Signed _____

4.3 Certificate of State Attorney General or Other Appropriate State
Legal Officer

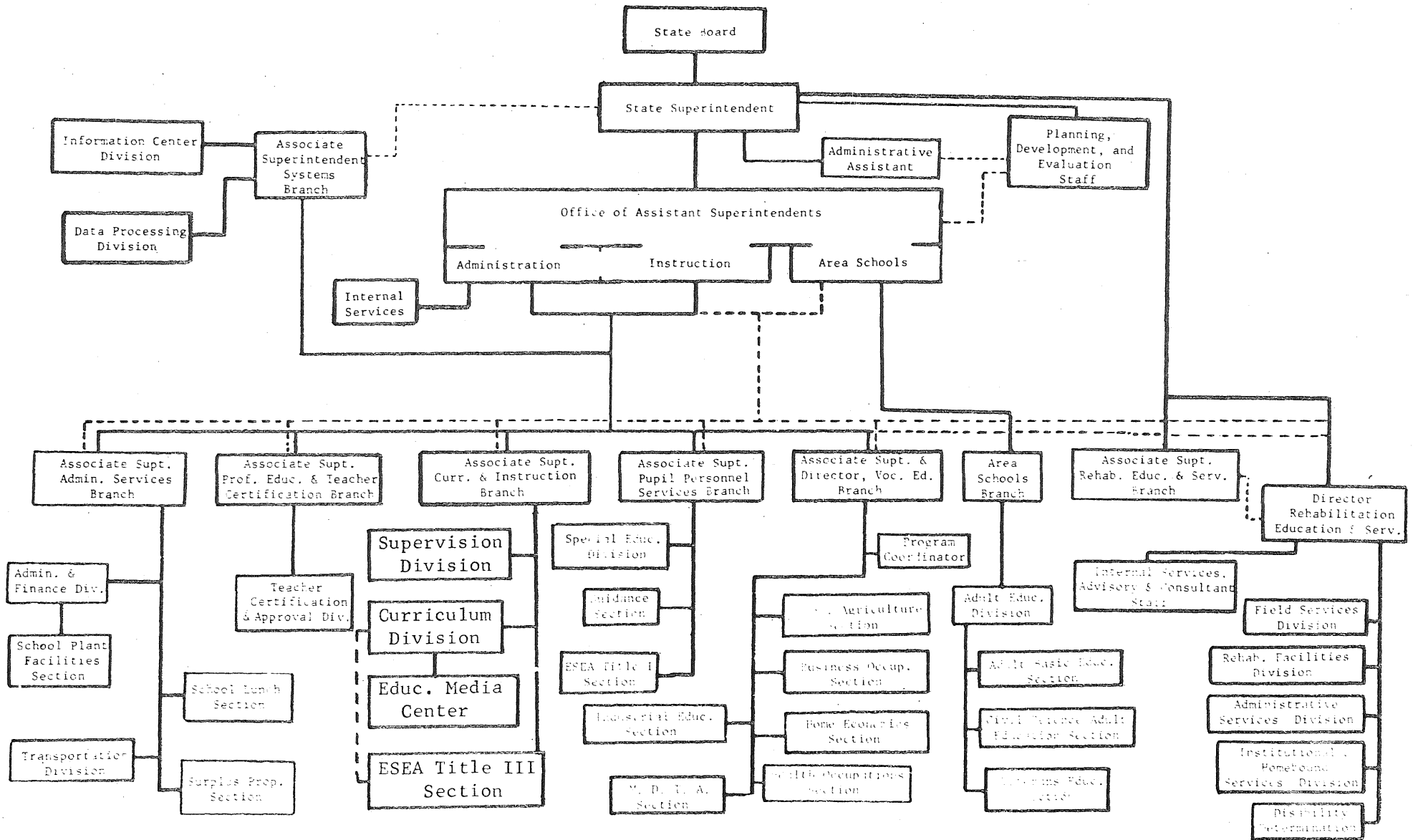
State of Iowa

1. That the foregoing amendment of the State plan submitted pursuant to Section 304 of Public Law 89-10 as amended by Public Law 90-247 can with respect to the use of Federal funds be carried out in the State.
2. That, as amended, the said State plan can, with respect to the use of Federal funds, be carried out in the State.

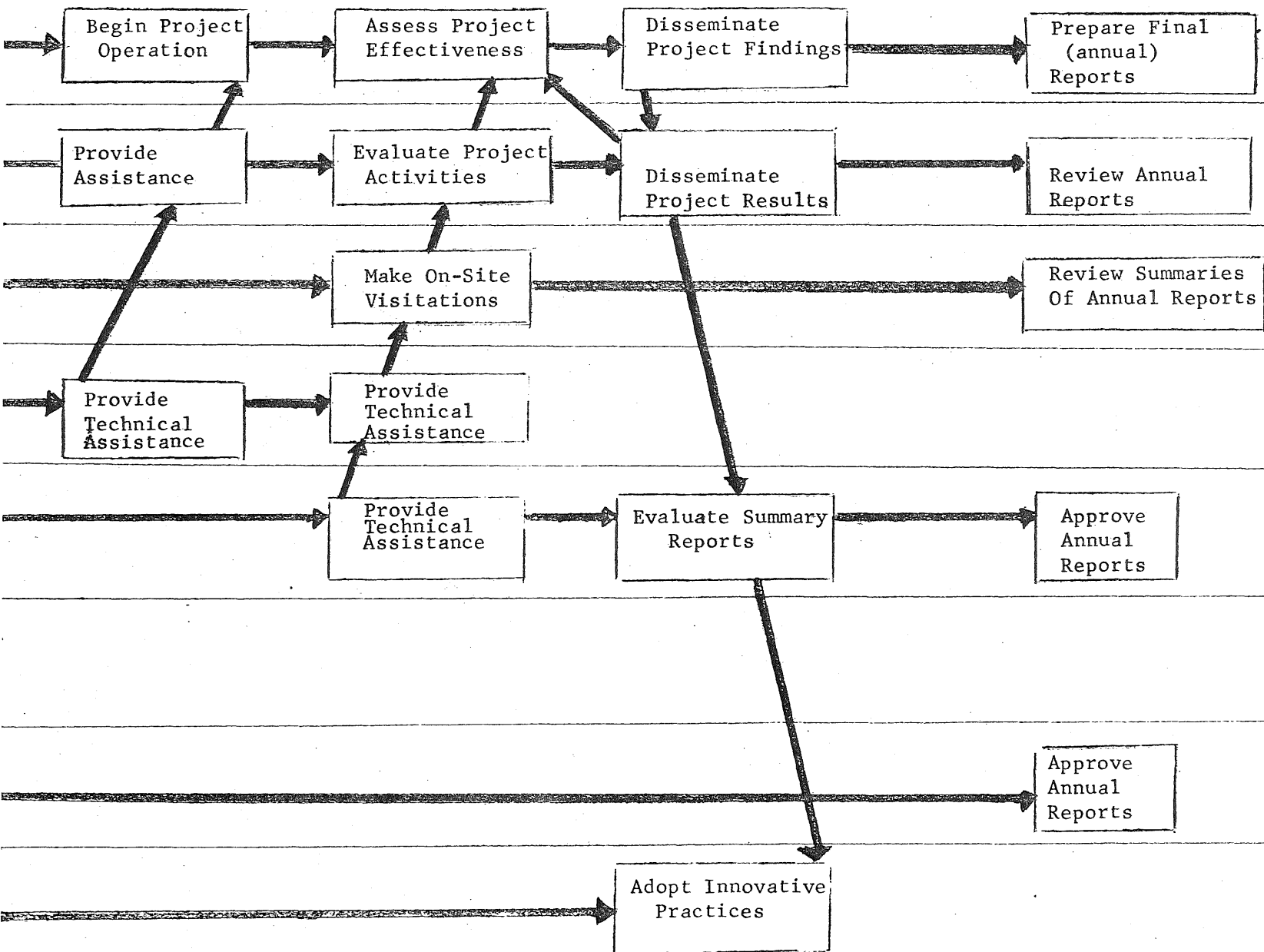
(date) Signed _____

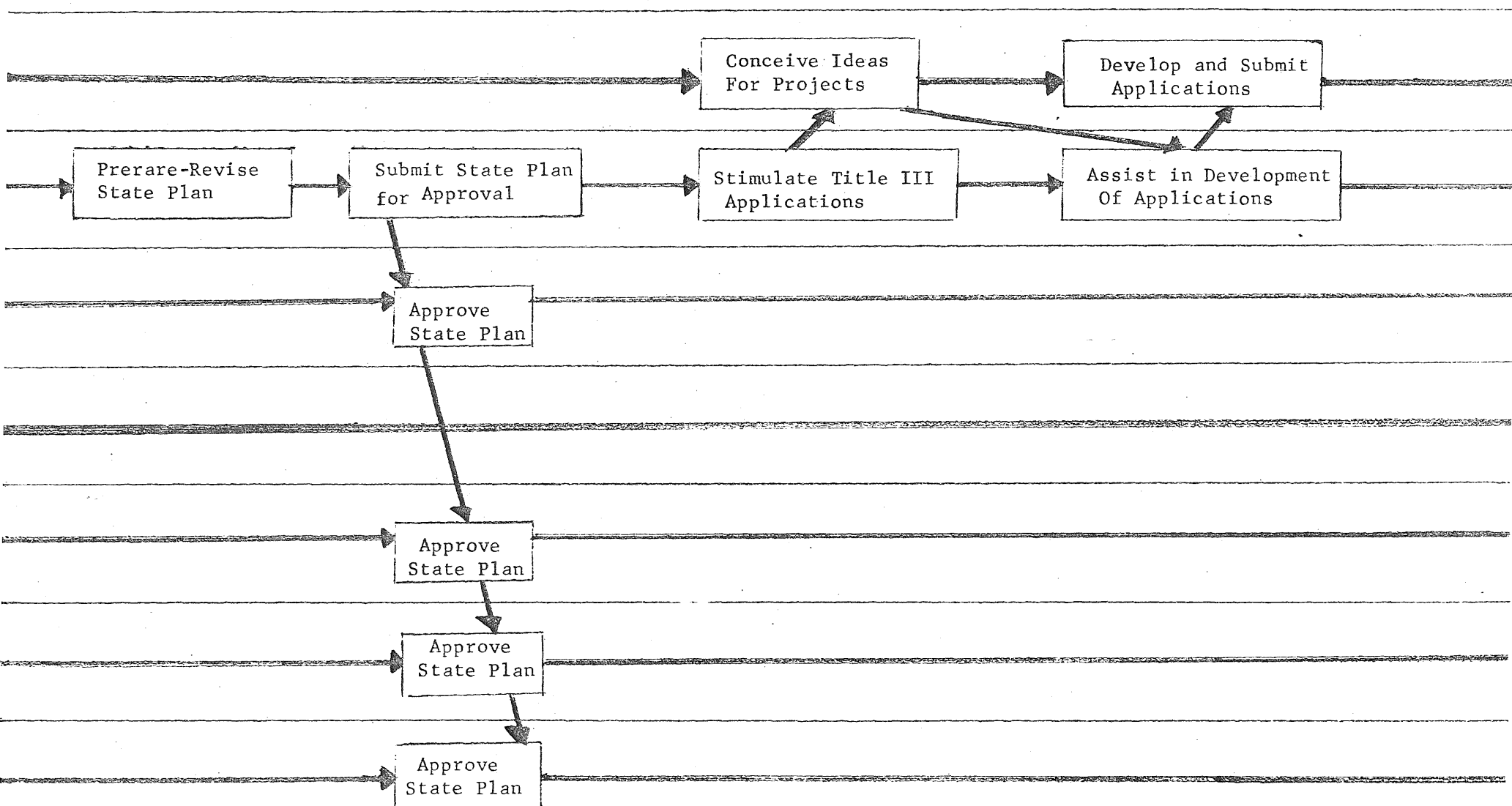
APPENDIX A

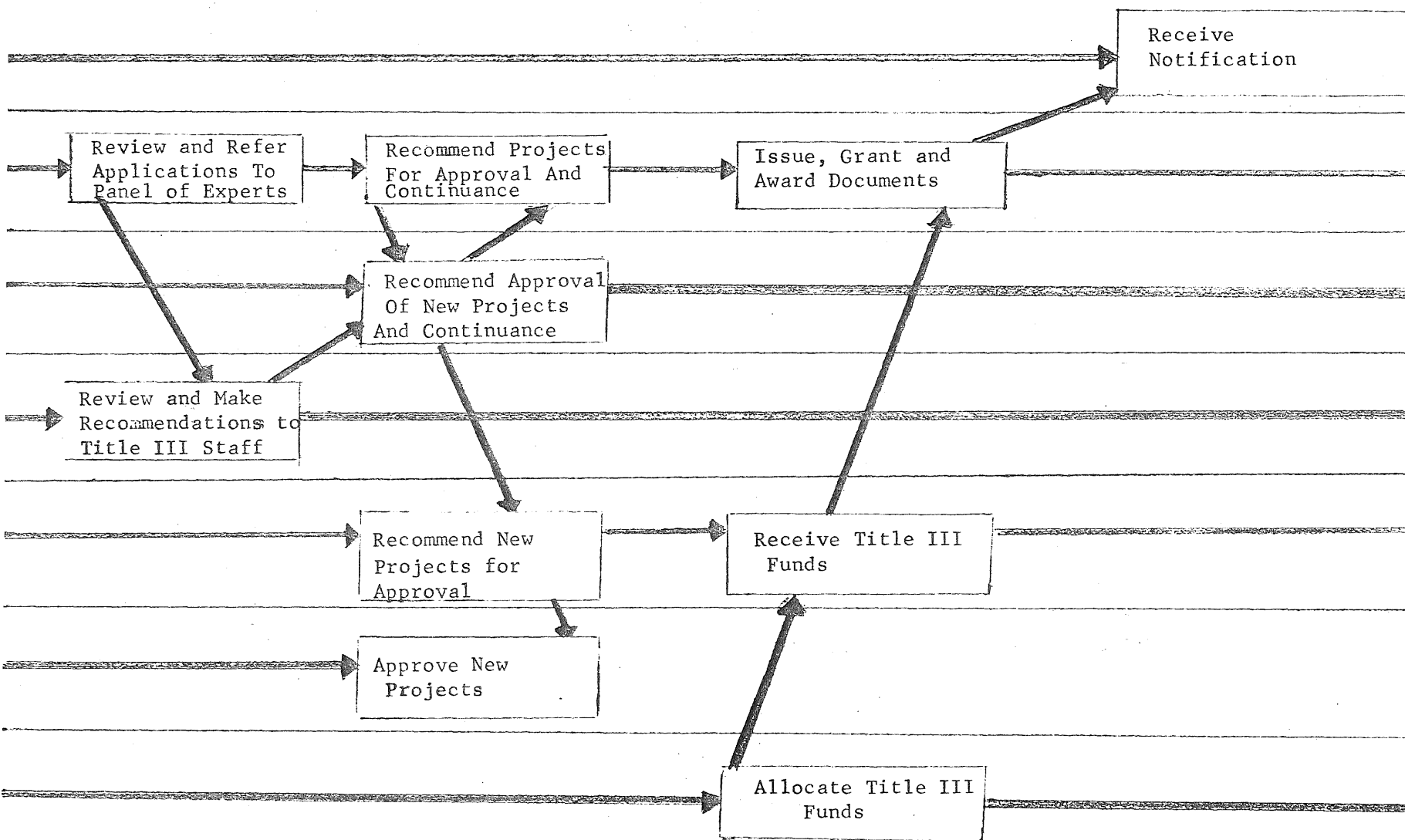
State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
ORGANIZATION CHART



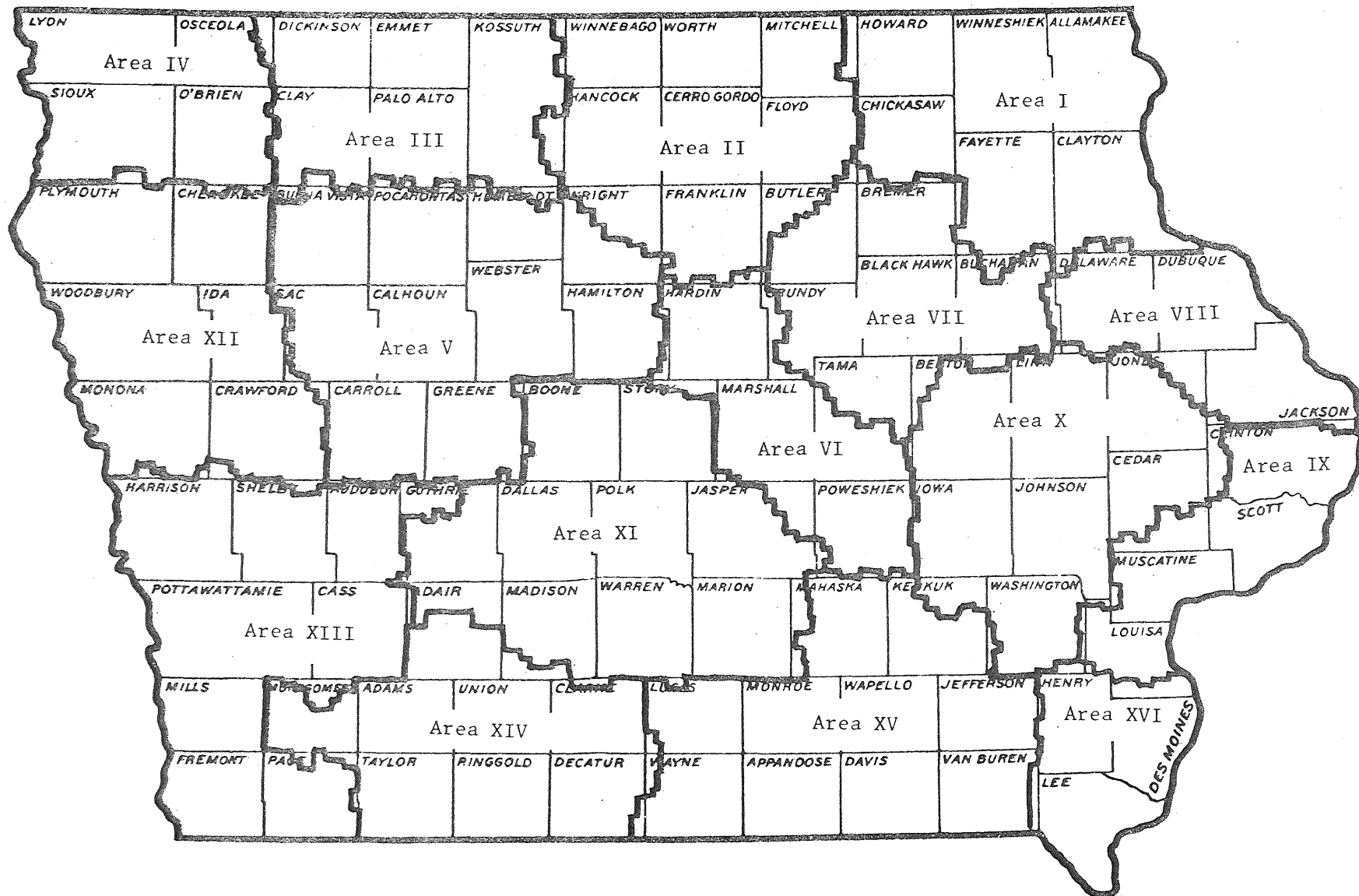
APPENDIX B







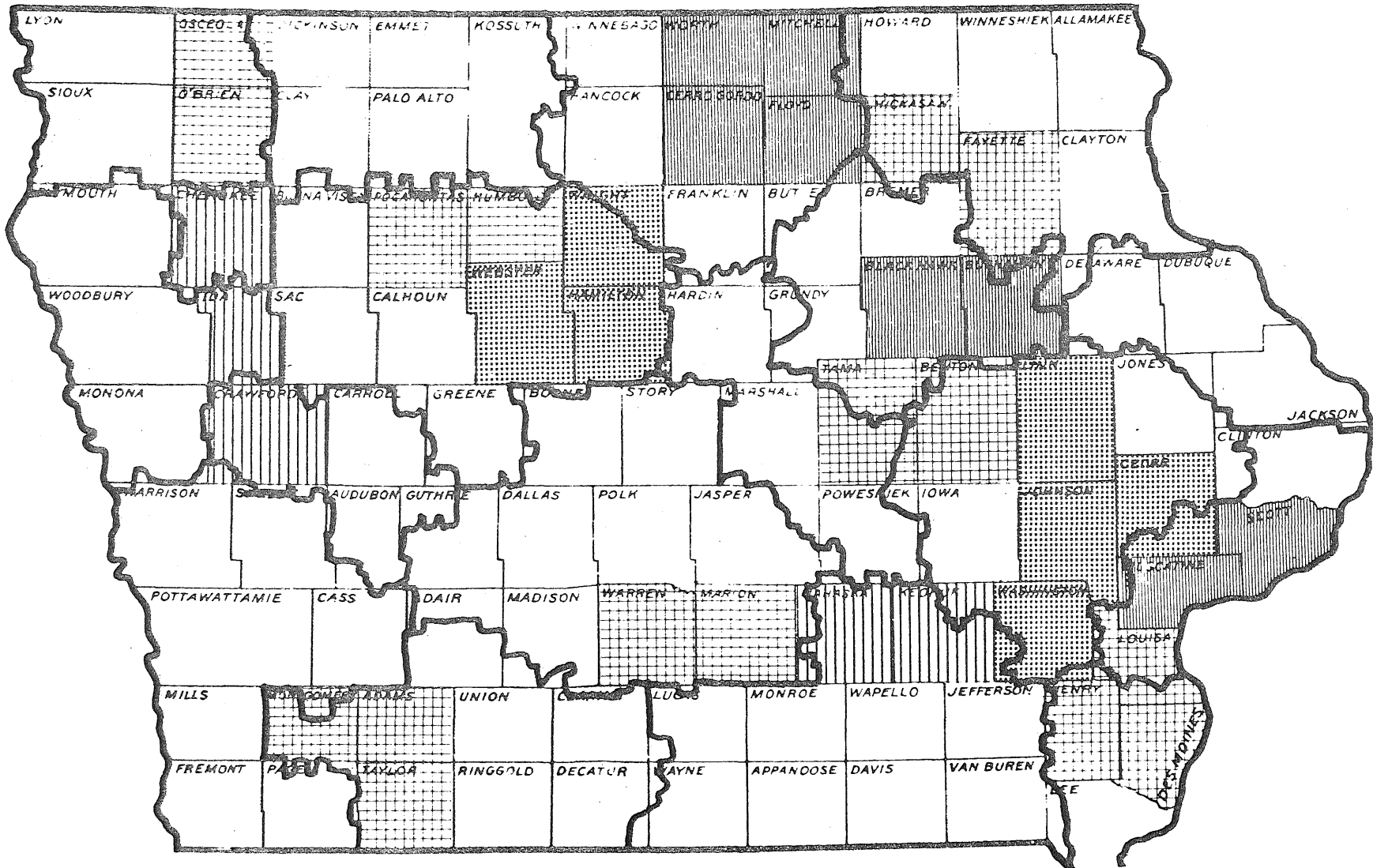
APPENDIX C



Sixteen Regional Areas
Organization for the Improvement of Education in Iowa

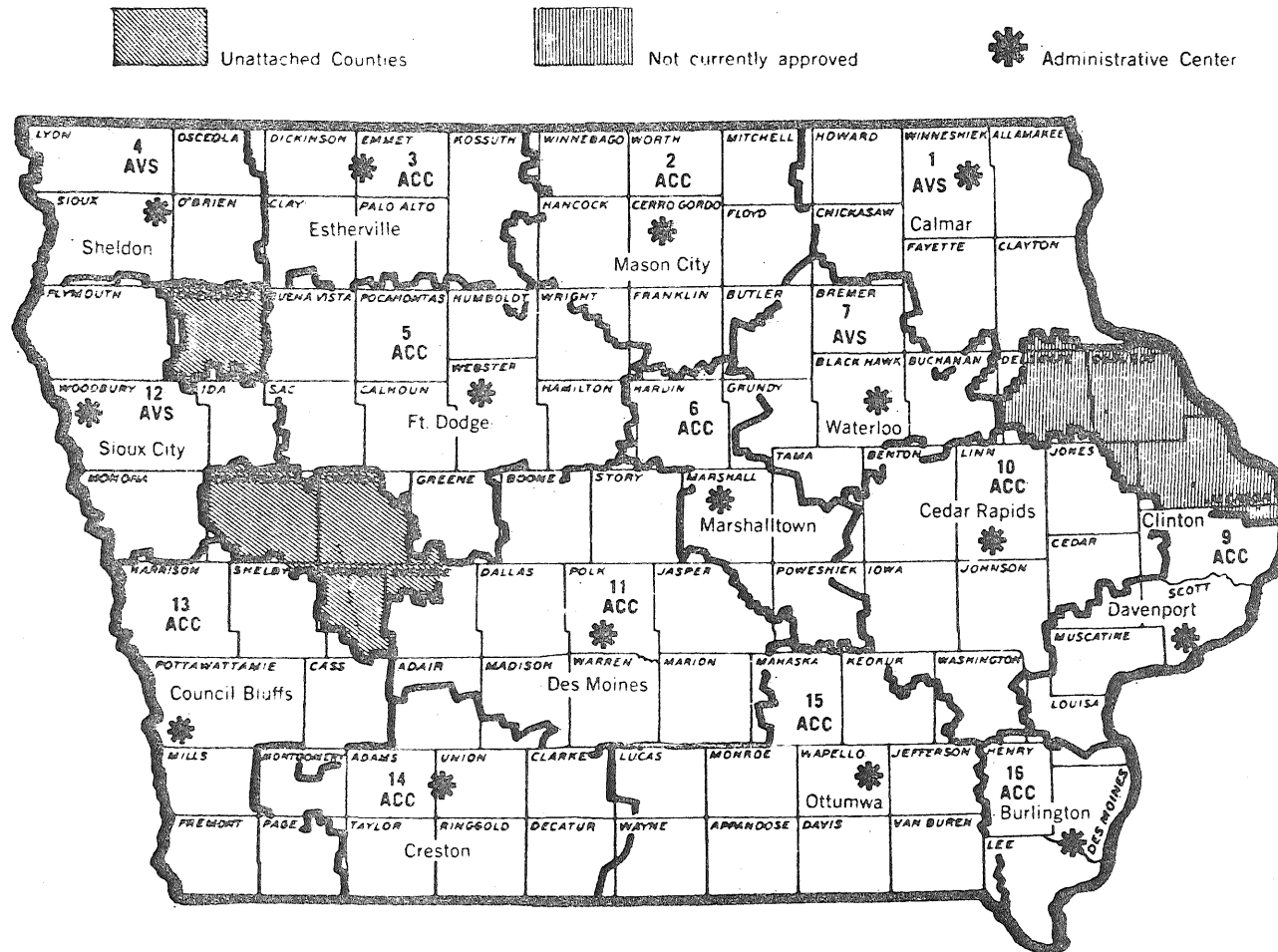
APPENDIX D

COUNTY SCHOOL ORGANIZATION, MARCH 1, 1968



	SINGLE COUNTY SYSTEMS		JOINT COUNTY SYSTEMS AS OF <u>7/1/68</u>
	COUNTIES WITH COOPERATIVE AGREEMENTS		OPERATING JOINT COUNTY SYSTEMS

APPENDIX E



AREA COMMUNITY COLLEGES (ACC) AND AREA VOCATIONAL SCHOOLS (AVS) SHOWING ADMINISTRATIVE CENTERS

SUPPLEMENT

A POLICY STATEMENT OF THE STATE BOARD OF PUBLIC INSTRUCTION
ON
JOINT COUNTY SYSTEMS
OR
REGIONAL EDUCATION SERVICE AGENCIES

All youth and adults of Iowa should have available to them comprehensive high quality educational opportunities at realistic levels of efficiency and economy.

Two basic structural components of our state system of education need major adjustment. First, local school districts must be restructured into units that are capable of providing a selected range of educational programs and services. Secondly, the middle eschelon of school government, the county school system, should be enlarged and strengthened to furnish educational programs and services that school districts now and in the future will be unable to provide economically or effectively.

The State Board of Public Instruction believes that all multi-county regional educational service agencies in Iowa should be developed in agreement with the following Policy Statement and Guidelines so as to encourage a logical, systematic and operational network of "Joint County Systems" or "Regional Educational Service Agencies" capable of providing comprehensive high quality specialized educational programs and services with efficiency and economy.

POLICY STATEMENT

1. Since the state pattern for Area Vocational Schools or Community Colleges is almost complete, one or more of the same basic areas including county school systems or parts thereof which were divided along local school district boundary lines, as well as those contiguous county school systems or local school districts unattached to any vocational school or community college area should provide the framework for the development of "Joint County Systems" under provisions of 273.22, Code of Iowa.
2. Cooperative agreements between county boards of education for programs and services authorized under provisions of 273.14, Code of Iowa, shall not be approved to extend for a period of operation beyond July 1, 1970. Should mandating legislation implementing the balance of this policy statement not become effective on that date, the previous existing policy of the State Board on cooperative agreements between county boards of education shall continue in effect.
3. All the area of the state should become a part of a legally constituted "Joint County System" by July 1, 1970. Since it appears that this will not be realized under provisions of current permissive legislation, the State Board of Public Instruction recommends that mandatory legislation be enacted by the 63rd General Assembly, to insure this development by July 1, 1970.
4. The administering board for the "Joint County System" should be a separate board from the administering board of the area vocational or community college areas.

GUIDELINES

The following criteria will be used as guidelines in evaluating proposals for the creation of "Joint County Systems" or "Regional Education Service Agencies" that come before the State Board of Public Instruction for approval consideration. Approval will be granted to only those proposals which meet all guidelines which are applicable.

1. All "Joint County Systems", as provided for in Section 273.22, Code of Iowa, shall be created within the boundary of one or more existing Area Vocational Schools or Community Colleges.
2. Not more than one "Regional Education Service Agency" unit will be approved within the boundary of any existing Area Vocational School or Community College.
3. A "Regional Education Service Agency" may be formed by a combination of contiguous county school systems and local districts not presently assigned to an Area Vocational School or Community College providing all guidelines can be met.
4. In instances where a combination of unassigned county school systems or school districts fail to meet all guidelines herein specified they should be attached to a presently organized contiguous Area Vocational School or Community College area.
5. An optimum of 30,000 students, pre-school through grade 12, shall be enrolled in the public schools of the area.
6. An optimum assessed valuation of \$300,000,000 shall be available in the area.