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ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, IN IOWA

AN ANALYTIC STUDY

by

Samuel Williams Bliss

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I. INTRODUCTION

This chapter contains the following: (1) a statement about the nature of the study, (2) a brief background description of the state educational agency's role relative to Title III, Elementary and Secondary Education Act of 1965 and the 1967 amendments, (3) definition of terms, (4) statement of the problem, (5) the need for the study, (6) the limitations of the study, and (7) a restatement of the problem.

This study was conducted to investigate the Title III projects of the Elementary and Secondary Education Act of 1965 in the State of Iowa and to make an analysis of selected portions of these projects.

The Elementary and Secondary Education Act of 1965 was represented to be the greatest single effort by the federal government to improve and strengthen education programs in the elementary and secondary schools of America. Title III, a major program in the Elementary and Secondary Education Act of 1965, sometimes referred to as Projects to Advance Creativity in Education (PACE), is specifically designed to encourage and stimulate local school agencies to seek and find solutions to their educational problems. As stated in PROFILE of ESEA:

Projects may be developed which (1) invent a creative solution to a problem, (2) demonstrate an exemplary program which might be suitable for widespread use, or (3) adapt an exemplary program to local requirements and organize its incorporation into the education program (26, p. 9).

The Title III program of the Elementary and Secondary Education Act of 1965 was unique because of its direct federal-local relationship. Provisions in Title III, of the law, gave the Commissioner of Education

authority to approve project proposals, and provided state educational agencies with a passive role of review and recommendations (34, p. 17).

Edgar Fuller as cited in Worthen said:

...We must insist that the chief state school officers and the state educational agencies for which they speak shall not be brushed aside by federal administrators operating within state school systems maintained under state laws and principally financed by state and local tax funds (37, p. 108).

A few state educational agencies assumed considerable responsibility for this title by establishing strong organizational structures for the purpose of administering their state's Title III program; however, many other state educational agencies showed very little interest in the title. Thus, state educational agencies, given responsibility for the administration of their states' educational programs and restricted by the provisions in the law, could but slowly feel their way along in the Title III program (23, p. 24). Hampered and restricted by lack of administrative control and lack of support funds, state educational agencies experienced much difficulty in establishing Title III programs in keeping with the educational needs of their states. This lack of both approval authority and administrative funds restricted the Iowa Department of Public Instruction's attempts to provide administrative leadership and to create an organizational structure to administer its Title III program.

Congress, in 1967, amended the Elementary and Secondary Education Act of 1965 in several ways. Only the amendments to Title III were of concern in this study.

A major amendment removed the Commissioner of Education's authority to approve Title III proposals and established this authority in the state educational agencies. In order to exercise this approval authority, state educational agencies were required to develop and submit a state plan for the administration of their Title III programs to the Commissioner of Education for approval. They also had to establish a state advisory council which met the provisions set forth in the amended Elementary and Secondary Education Act of 1965 (35, pp. 10-14). Another amendment provided seven and one-half percent of the state's allocation of funds for administration of the state's Title III program (35, p. 15).

Under provisions of the original law, the Iowa State Department of Public Instruction had no authority, no administrative funds, and very little responsibility. The 1967 amendments to Title III provided the Iowa State Department of Public Instruction with full responsibility for its program. Having received legal responsibility for Title III, the Iowa State Department of Public Instruction was required to formally establish statewide policies and procedures for administering its Title III program.

A. Definition of Terms

To convey clear and consistent meaning to terms used frequently throughout this study, the following definitions were offered.

Title III: Title III of the Elementary and Secondary Education Act of 1965.

State Plan: The state educational agency's plan for organizing and administering Title III programs within its state as approved by the

Commissioner.

State Advisory Council: An advisory council established within the state educational agency for the expressed purpose of administering the state's Title III program.

Exemplary Educational Programs: Those educational programs designed to serve as models for regular school programs.

Innovative: The use or application of new knowledge and ideas derived from research and from the observation of practice for the purposes of enriching and improving the quality of education.

Operational Grant: A grant of funds to provide financial support for a supplementary educational center, service, or an exemplary program not now provided which would offer educational enrichment opportunities to elementary and secondary school children.

Planning Grant: A grant of funds given to support efforts to identify the educational and cultural needs of the local area and to explore in detail the various programs which might be developed to help meet the needs.

B. Statement of the Problem

The problem of this study was to examine, evaluate, and provide information about the existing Title III projects in Iowa. The study was concerned with the organization and administrative structure of the Title III projects. In this study particular attention was focused on the following major areas of concern.

1. Approval procedures for Title III projects

a) What did the literature recommend as best practice for the approval of Title III projects?

b) What was the relationship between the proposed projects reviewed and recommended for approval or non-approval by the Iowa State Department of Public Instruction and the projects approved or not approved by the United States Office of Education?

2. Information about the existing Title III projects

a) What types of programs were Iowa's Title III projects engaged in?

b) What types of activities were the projects engaged in?

c) What was the geographic pattern of the Title III projects?

d) What was the participation of persons to be served by the projects?

e) What personnel was needed for administration and implementation of the projects?

f) What were the methods used for dissemination of information about the projects?

g) What were the types of cultural and educational agencies participating in the planning of the projects?

h) What kinds of cultural and educational groups have participated in the operation of the projects?

i) What evaluation types of instruments and procedures were utilized in measuring the performance of the projects?

3. Administration and organization

a) What problems were encountered by the Iowa State Department of Public Instruction relative to administration and coordination of the Title III program?

- b) What problems were encountered by project administrators in moving the project from the written contract to operation?
- c) What were the sources of additional funds - federal and non-federal, excepting Title III?
- d) Have Iowa's local school agencies established programs under Title III that are innovative and exemplary in nature rather than adaptive?
- e) What limitations were imposed upon the Iowa State Department of Public Instruction's leadership role in Title III, of the Elementary and Secondary Education Act of 1965?
- f) Did the Title III projects in Iowa have more involvement by cultural and educational agencies in the planning than in the operation of the programs?
- g) Have the approved Title III projects in Iowa stated measurable objectives in their original project documentation?

C. Need of the Study

Federal projects, such as Title III, have inherent administrative problems as follows: (1) an appropriate federal, state, and local administrative structure must be established to implement the intent of the law; (2) detailed guidelines, including application, approval, funding, and evaluation procedures must be developed; (3) state educational agencies must establish internal administrative organizations to provide necessary leadership to implement their state's Title III program.

Thus, considering the national picture to inaugurate a federal program, such as Title III, there was an imperative need for an adequate state educational agency administrative structure. Policy- and decision-making at the state educational agency level required an adequate body of information and an analysis of that information to insure optimum choice among alternatives. The lack of this information and analysis thereof has been a major problem nationwide. Roald E. Campbell and Gerald E. Sroufe have urged in their recommendations for strengthening state educational agencies that:

...SDE's design data gathering procedures to collect information necessary for adequate program planning and evaluation.... State departments of education need to know the nature and magnitude of the impact of their programs upon local school systems....(5, p. 94).

Iowa's state educational agency is representative of those states recognizing their critical lack of such information in the administration of their Title III programs. No satisfactory analysis of the Title III program existed in Iowa. Administrative policy- and decision-making were therefore impeded.

Consequently, the supply and analysis of educational information pertinent to the Iowa Title III program constituted a major problem facing state educational agency administrators.

Paul F. Johnston, Superintendent of Public Instruction for the State of Iowa, made the following remarks when addressing a recent national conference. He said:

If a state agency is to properly perform the functions of administration of the educational program of the state, it

needs a wealth of information to serve as a basis for planning and on which to base administrative decisions (19, p. 1).

The purpose of this study was to collect and analyze educational information relative to the Iowa Title III program. A comprehensive report covering selected aspects of various Title III projects in Iowa, during the time period covered by this study, was needed to furnish useful information to responsible state educational agency administrators for their policy- and decision-making functions. Iowa state educational agency personnel had an important responsibility to lead local school administrators and the public in the cooperative development of school-improvement projects that would meet the many crucial issues facing education.

Nolan Estes, Associate Commissioner, United States Office of Education, wrote about Title III as follows:

Although the sums authorized for this purpose are not as great as in some other federal programs, they are almost certain to pay off handsomely in terms of effecting changes in American education (10, p. 30).

Policy- and decision-making involves bringing to the policy question as much valid information as possible in order to develop the best decisions before programs are adopted and implemented into practice.

Lorne H. Woollatt has described the decision-making process as being cyclical over time. His "Cycle of Decision" consisted of: (1) An educational purpose, (2) the securing of pertinent information, (3) the processing of the information, (4) planning immediate and long range, (5) the decision, (6) the reporting, and (7) the evaluation process (36, pp. 9-11).

The Iowa state educational agency administrators did not have access to independent, behaviorally oriented research concerning Title III. The lack of adequate information relating to Title III hampered and limited the policy- and decision-making process at the state educational agency level. Thus, the Iowa Title III leadership role in assisting the local school authorities and the public to adopt educational innovations was restricted. Appropriately then, this study evolved from the need for information which was essential for the policy- and decision-making responsibilities of the Iowa State Department of Public Instruction, and its role in providing leadership for the local educational agencies relating to Title III.

Local school district personnel needed a reliable source of assistance and information to which they might turn with confidence in seeking guidance in administering Title III so that it would fulfill the job for which it was intended. Thus, the Iowa State Department of Public Instruction was being challenged to a new and more important role in its leadership responsibility. Creating a climate for progress and change on a statewide basis, conducting appropriate research, obtaining the resources, providing consultative services, and securing appropriate information for dissemination about educational programs in the state have become the responsibility of the state educational agency. If adequate information about Iowa's Title III projects was available, and if the information assisted in the development of statewide policies, then new Title III projects could be more adequately planned which would substantially improve educational practices in this state.

D. Delimitations of the Study

The information in this study was obtained from various sources: (1) recognized authors in the area of Title III, (2) the Title III files in the Iowa State Department of Public Instruction, and (3) interviews with selected directors of the existing Title III projects. Consideration should be given to the following limitations:

1. The investigation was limited to the approved Title III projects in Iowa for the time period from July 1, 1965, to January 15, 1967.

2. The Title III administrators in the Iowa State Department of Public Instruction were interviewed in arriving at the kind and type of information to be collected and analyzed in the study. While these administrators were knowledgeable about Title III projects in Iowa, their evaluation of what information to collect and to analyze was by necessity a subjective interpretation.

3. This study, like others which use interviews, was limited by the adequacy of the interview tool and the reliability of the interviewer's and interviewees' judgments.

II. REVIEW OF THE LITERATURE

This chapter presents a review of the literature related to Title III which was the subject of this study. The purpose of this review was to inform the reader of the following: (1) a brief history of federal aid to elementary and secondary education; (2) the Elementary and Secondary Education Act of 1965; (3) the Title III program nation-wide; and (4) Iowa's Title III program. Also, included in this chapter was a restatement of the problem of concern in this study.

American education, when considered in its larger societal context, might be depicted as a separate and unique force dedicated to the improvement of society through the deliberate fostering of mechanisms that produce change. Thus, education serves in some instances as a leader (8, pp. 1-56), and in other instances as a follower of society (6, pp. 46-47). The many national problems (expansion and mobility of the population, emergence of the space age, acceleration of automation, the ideological conflict, civil rights, etc.) when coupled with the high cost of providing "good" education and the increased recognition of the value and worth of education to the nation's welfare, contributed to the need for congress to act in support of education in far greater proportions than ever before.

A. History of Federal Aid to Public Elementary and Secondary Education

During the past decade federal programs affecting public elementary and secondary education have greatly expanded, both in number and in

scope. This recent trend reflected a definite change in the national posture toward education at the federal level.

Hollis P. Allen in his report to the Hoover Commission Task Force on Public Welfare stated the position of the federal government as follows:

Although we as a people decided early in our history that the several states were primarily responsible for education, the national government has always been interested in the promotion and improvement of education in the states. This has been evidenced primarily through grants of land, grants of money, the establishment of the United States Office of Education, and through a miscellaneous group of activities which have been developed largely during the emergency periods of recent wars and depression (1, p. 60).

The federal government acted in various ways to advance the cause of education and in each period of history congressional actions tended to reflect the problems and conditions of the times. In 1787 the Confederation Congress approved federal land grants to endow a common school system in the Northwest Territory. The constitution of each new state admitted to the Union set forth provisions for a common school system and for using the earnings derived from the federal land grants to promote the common schools of the state. The reluctance of most education-oriented congresses to assist in the fiscal problems of public schools could be attributed, in substantial measure, to the fundamental controversy relating to the division of responsibility between the federal government and the states.

Frank J. Munger and Richard F. Fenno, Jr. stated that the basic issue is federal aid itself. They have written:

Clearly, the starting point is the issue of federal aid itself. Although the controversies over religious schools and segregation may at times make more dramatic headlines, it is the pressure for

federal aid to education as such that has created the issue. Similarly, the bulk of the opposition to any specific federal aid bill has ordinarily come from those who are opposed to all federal aid bills, even though they may take tactical advantage of additional opposition generated by the treatment accorded parochial schools, segregated systems, and the like, in the bill at hand (21, p. 19).

Congress was empowered to levy and collect taxes for the common defense and general welfare of the United States but the enumerated powers of the federal government did not encompass education. The conflicting interpretations of the Tenth Amendment, which reserved to the state, powers not delegated to the federal government, and the general welfare clause have played a prominent role in shaping federal educational policy. In 1858 President Buchanan based his veto of the Morrill Bill on his belief that congress did not have the power to tax the people of the United States for the purpose of educating the people of the respective states. However, three years later the needs of the nation had changed and President Lincoln signed the Morrill Act into law. The passage of the Morrill Act enabled the federal government to contribute land to endow state college of agriculture and mechanical arts and for the first time in our nation's history, the federal government did not leave the choice of the curriculum entirely to the states. In the provisions of the Morrill Act the federal government deliberately sought to broaden the scope of instruction in state colleges and universities. Also, in 1890, the second Morrill Act imposed greater restriction upon the use of federal funds for education by not only specifically designating what subjects were to be taught but imposed prohibitions against racial discrimination. Thus, history recorded its first so called "categorical aids" to education.

Five years after the first Morrill Act became law, Congressman Garfield from Ohio sponsored a successful effort to establish a federal department of education. The frequent change in name and location in the federal structure for the federal educational agency was indicative of the problem of finding its proper role. The functions of the federal educational agency prior to 1957 was confined largely to compiling and analyzing information about schools and education. In addition to the statistical reporting functions, the United States Office of Education was assigned certain limited "operational" responsibilities, such as: responsibility for education in Alaska and Public Laws 874 and 815, which provided aid to federally impacted public school systems. The role of the United States Office of Education is still being questioned. Many have advocated that the United States Office of Education be established as a separate department headed by a secretary in the President's cabinet. Yet others have argued that it should be organized as an independent agency under a "board" similar to the board that directed the National Science Foundation. However, both factions shared a common objective which was to evaluate the agency's status and to more precisely define its role and placement in the federal structure.

During recent years, the broad interpretation of the general welfare clause permitted the federal government to effectively participate in the field of public education. Basically, the goal of the federal government was to broaden the scope of education and to improve the quality of education for the people of this nation through extensive use of categorical aids. In elementary and secondary education the federal government broadened

the curriculum in vocational education. The Smith-Hughes Act of 1917, the George-Deen Act of 1937, the George-Barden Act of 1945, the National Defense Education Act of 1958, and the Vocational Act of 1963 sought to broaden vocational education in local public schools. The School Lunch Act of 1946 provided a means to dispose of surplus foods as well as provide wholesome lunches for school children. In recent years congress was concerned with the "War on Poverty". Several acts have been aimed specifically at this national problem. They are: (1) the Area Redevelopment Act, (2) the Manpower Redevelopment Act, (3) the Economic Opportunity Act of 1964, and (4) the Elementary and Secondary Education Act of 1965. All of these acts were intended to broaden the scope and improve the quality of education in the states.

Chris DeYoung and Richard Wynn have written:

It is widely believed that the federal government should continue to exercise certain educational functions without controlling state or local systems of education; that these functions should include primarily financial support, leadership, and stimulation (9, p. 29).

Dramatic shifts have occurred in the direction of federal aid to education. In 1965, the federal government provided more dollars for the support of education than ever; funds were available for construction, research and curriculum improvement. This aid was largely a result of the major education bills of 1965 (15, p. 11). The law that had the greatest impact on local public education was the Elementary and Secondary Education Act of 1965.

B. The Elementary and Secondary Education Act of 1965

In the summer of 1964, President Johnson established a task force on education which was chaired by John Gardner, then president of Carnegie Corporation and later to become Secretary of Health, Education, and Welfare. Other members of the task force came from universities, government agencies, and private industry. The task force was directed not to solve basic problems or conflicts nor to draft legislation but to create a fresh new bold outlook. They met in nonpublicized meetings and the membership was stimulated to "blue sky" without constraint.

Although the task force report was not made public, the first writing of the Elementary and Secondary Education Act of 1965 reflected the concepts and direction developed by the task force group. The task force's recommendations were drafted into a bill but only after much political debate. The procedure of developing a bill acceptable to both the political and educational communities involved providing for three major factors deeply entrenched in the political landscape - the fear of federal intervention and control of education, religion, and race (23, p. 16).

The then Commissioner of Education, Francis Keppel, acting as the intermediary between the Department of Health, Education and Welfare and the White House Staff, The Bureau of the Budget, and other powerful outside interests (National Education Association, Council of Chief States School Officers, National Catholic Welfare Conference, key congressmen, etc.), developed the final form of the proposed bill. President Johnson outlined the basic contents of the educational bill when he delivered

his educational message to congress on January 15, 1965. The proposed bill was submitted to congress for legislative action, and both the House Committee on Education and Labor and the Senate Committee on Labor and Public Welfare began the task of conducting public hearings on the bill. Representatives of various groups made appearances before both congressional committees to register their approval or disapproval of the various provisions in the bill. Their demands brought about a revision of the bill before it was placed on the House Union Calendar where the Rules Committee could schedule it for floor debate. A change in the size of the Rules Committee gave the bill's supporters the majority that was needed to get the bill before the House of Representatives. The debate in the House of Representatives lasted three days and by a roll call vote the bill passed 263 to 153. Senate leaders decided to have the Senate pass the bill in the exact form it had passed in the House of Representatives. Senator Morse's Subcommittee on Education conducted hearings on the bill and reported the bill to the full committee, which, in turn, kept the bill intact and offered the bill to the Senate floor. Many amendments were offered but were rejected, and the Senate passed the bill 73 to 18 without any changes. Since the Senate had consented to the same bill that the House of Representatives had passed, it was ready for President Johnson's signature.

The President of the United States signed into law on April 11, 1965, the Elementary and Secondary Education Act of 1965, at the old "Junction" school near Johnson City, Texas. After signing the bill, he made the following remarks to the people of the nation via national television:

From the very beginning as a Nation, we have felt a fierce commitment to the ideal of education for everyone. It fixed itself into our democratic creed....Yet, for too long children suffered while jarring interests caused a stalemate in the efforts to improve our schools....Now, within the past three weeks, the House of Representatives, by a vote of 263 to 153, and the Senate, by a vote of 73 to 18, have passed the most sweeping educational bill ever to come before Congress. It represents a major new commitment of the federal government to quality and equality in the schooling that we offer our young people....As President of the United States, I believe deeply no law I have signed or will ever sign means more to the future of America (27, p. 3).

The Elementary and Secondary Education Act represented the largest single commitment of the federal government to strengthen and improve educational quality and opportunities in elementary and secondary schools across the nation (26, p. 1). In America, education had always been recognized as a public necessity. Much had been said and written about what kind of education to provide, who shall be educated, and by whom shall education be provided. However, throughout the long history of this educational debate, few, if any persons, had challenged the concept that the welfare of the nation and its people rested on education. Van Miller expressed his belief concerning public schools and America in the following statement:

The public schools of America have been developed as a major device to hold the American system together. They were already in the making when our beliefs were phrased in a Declaration of Independence and in a Federal Constitution. Our schools take us beyond verbal expressions of belief in the real importance of each individual. They are an organized way of doing something about that belief (21, p. 11).

In the Elementary and Secondary Education Act of 1965, the national government initiated steps to serve the national interest through helping states and the people to strengthen and improve the quality and opportunity in their educational programs. Thus, educational history was made in April 1965, when President Johnson signed into law the Elementary

and Secondary Education Act of 1965, which authorized more than one and one third billion dollars in federal funds to be channeled into America's classrooms (2, p. 2). A brief description of the Elementary and Secondary Education Act follows to provide appropriate background material. The Elementary and Secondary Education Act consisted of five major purposes which were designed to:

1. Strengthen public education for the educationally deprived children in low-income areas of local school districts.
2. Expand and improve library resources for the expressed purpose of up-grading the instructional program.
3. Stimulate and encourage cooperative efforts among local educational agencies to relate research to practice through the support of supplementary centers and services.
4. Expand and broaden cooperative educational research.
5. Strengthen and improve state educational agencies.

The major purposes of the Elementary and Secondary Education Act were expressed in five sections called titles. A brief analysis of the five titles in the Elementary and Secondary Education Act follows.

1. Title I

This title provided financial assistance to local educational agencies for establishing and operating educational programs in school attendance areas having high concentrations of children of low-income families.

It has long been recognized that there is a close relationship between poverty and the lack of educational achievement and poor academic development. The states with the lowest per capita personal incomes have

selective service rejection rates for mental tests well above the average for the 50 states. There is a high negative correlation between dropout rates and income levels. Also, economic deprivation precludes school children from taking full advantage of the educational opportunities that are provided by the school. American School and University editors have indicated that the target of Title I is the disadvantaged child:

The child whose background of poverty imposes obstacles to learning, who finds frustration and defeat in the classroom, and who needs the most that his school has to offer, usually receives the least (11, p. 28).

The techniques, equipment, and materials are not lacking which can be developed or used to meet the problem of educating the economically and culturally deprived children. However, those schools which need to develop the programs and supply the materials most were least able to expend the funds to pay for them. The American Association of School Administrators' Commission on Imperatives in Education stated that - the schools of the United States, although often themselves suffering from poverty of resources, have always been in the forefront of a "war on poverty" (17, p. 7).

Title I initially provided more than one billion dollars to help local school districts improve and strengthen educational programs where there were high concentrations of economic and culturally deprived children. The funds could be used to employ additional staff, construct or rent facilities, acquire equipment and materials, etc. The amount each local school district was entitled to receive was dependent on two factors: (1) The average, current annual expenditure per-school-child

in the entire state; and (2) the number of school age children in the district from families receiving less than \$2,000 annually. One-half of the first, multiplied by the second, provides the amount which the local school district was eligible to receive. The local school district could use the funds to develop its own educational program to meet the needs of the deprived students in both public and non-public schools.

A National Advisory Council, appointed by the President, must review and evaluate the effectiveness of the administration and operation of the Title I program each year. The United States Office of Education allocated funds to state educational agencies which had full responsibility to see that the purposes of Title I were carried out. Applications for Title I funds to support local school district programs were submitted to the state educational agency for approval. The kind of programs which would best meet the needs of the deprived children were left to the discretion and judgment of the state and local public educational agencies. Title I, Elementary and Secondary Education Act, encouraged state and local public educational agencies to use creative thinking and new approaches to meet the educational needs of deprived children.

2. Title II

This title provided financial aid to expand and improve school library resources, textbooks, and reference materials for instructional services.

Many educational experts from the library science and instructional fields have repeatedly cited the growing importance of an adequate and well-stocked library in an effective program of instruction.

The Task Force on Education in Illinois wrote:

The library deserves special attention because of its potential function in the school. It is so unique that school districts should be giving attention to the establishment of special materials centers to supplement the library within each school. The concept of the library must be enlarged to include more than a collection of books; it should include all instructional materials such as films, recordings, and audio-visual aids of every type (20, p. 36).

Excellence in school library programs was related to a child's academic achievement, to staying in school, and to obtaining a job or going on to college. Yet, despite this and other evidence of the value of elementary school libraries, nearly 47 percent of the public and over 50 percent of the nonpublic elementary school children had no library. The secondary students situation is somewhat better, but the number of libraries was still inadequate. Nearly a third of the public and nonpublic elementary and secondary school children attend schools without a library. Other studies indicate that the need is not confined to geographic regions or just to the small school districts which themselves had less than adequate libraries in 1963 (2, p. 4).

Title II provided an initial authorization of \$100 million to states for school library resources and other reference materials for instructional purposes. Allotments were made on the basis of the number of students enrolled in public and nonpublic elementary and secondary schools within each state.

American School and University editors estimated that books, periodicals, musical scores, maps, charts, recordings, films and other similar library materials were going to be made available to approximately 49 million students and 1.9 million teachers in public and private elementary

and secondary schools (11, p. 29).

The state had the responsibility for the program and could designate one agency to administer the state plan. The state was required to submit a plan to the United States Office of Education, prepared within the framework of its law, which documented in detail its plan and the criteria to be used for allocating the available funds. Assurance must be provided that all such materials would be available to all elementary and secondary school children and teachers in the state.

3. Title III

This title was designed to aid local public and private schools to enrich and improve the quality of their educational materials centers and services.

Since Title III was the subject of this study, no further analysis will be attempted in this section, but will be provided later in this chapter.

4. Title IV

This title strengthened and expanded the Cooperative Research Act. The research competence of a wide variety of groups and individuals not included in the original Cooperative Research Act were able to participate by receiving grants for research purposes.

New programs of training for educational research, construction funds, and an expansion of current programs of research and development were areas of coverage in Title IV, Elementary and Secondary Education Act.

In a report to the Senate, the Committee on Labor and Public Welfare submitted the following in reference to Title IV.

The expanded research and development program which would be established under Title IV would help schools and colleges carry out educational programs more efficiently, more effectively, and with greater economy of resources (33, pp. 30-31).

Funds were available for programs of national and regional laboratories. Programs were centered in areas of population concentration where adequate staffing was available; however, regional laboratories activities were extended throughout the entire region. The organization and program of activities for each regional laboratory were related to the needs and resources of each region. It was expected that universities would play a major role in shaping the development and operation of regional laboratories.

Proposals for grants were reviewed by a research advisory council with the final review being made by the Commissioner.

5. Title V

This title made provisions for strengthening state educational agencies. The federal constitution was written without reference to education. Thus, states were left with the authority to create the American educational system. State governments delegated the control of education to local educational agencies and organized state educational agencies which were given supervisory, operational, and leadership responsibilities for education within the state.

Roald F. Campbell and others have described the states' authority and responsibility for education as follows:

Although the Constitution of the United States makes no direct reference to education, most state constitutions have specific provisions which make education a legal responsibility of the state. Moreover, the statutes of most states stipulate in considerable detail how schools are to be governed. (4, p. 47).

Weak state educational agencies endanger free and effective education at the local level. Strong and effective state educational leadership was absolutely essential if the challenges of today and the responsibilities of the future facing American education were to properly be met.

James B. Conant believed that what was needed were strong state boards of education, a first-class chief state school officer, a well-organized state staff, and good support from the legislature (7, p. 31).

This title provided federal funds for the expansion, development, or improvement of a wide variety of state educational agency programs. There were two types of grants authorized in Title V. Basic grants were available for educational planning, identification of educational problems, evaluation of current educational programs, information systems, distribution of curriculum materials and many other areas which state educational agencies deemed necessary for strengthening and improving state educational leadership and services. Also, special project grants were available to support interstate experimental projects or the creation of special services which held promise of contributing to the solution of educational problems common to all or several of the states.

Another provision was made in Title V for the interchange of personnel between the United States Office of Education and state educational agencies.

6. Summary of the Elementary and Secondary Education Act

The Elementary and Secondary Education Act was signed into law by President Johnson on April 11, 1965. The total authorized expenditure for the first year of operation was \$1.33 billion, and represented the greatest legislative commitment to improve elementary and secondary education ever made by the federal government. The Elementary and Secondary Education Act contains five sections known as titles:

Title I was a program of federal grants to states for allocating funds to local school districts to improve the educational programs of children in families with incomes below \$2,000 and to other children in families receiving Aid to Families of Dependent Children.

Title II provided federal grants to improve school library resources and other instructional materials, including textbooks. All school children of the state were assured of the availability of these materials through each state plan.

Title III allocated federal grants for a new program of supplementary educational centers and services, and will be explained in detail in the following section of this chapter.

Title IV expanded the Cooperative Research Act to broaden support of research and development programs aimed at improving education. Research funds were available to individuals, groups, universities, and professional organizations.

Title V was a five-year grant program designed to strengthen and improve state educational leadership activities. Basic grants were provided to improve individual state educational agencies programs, and

interstate special project grants were available for groups of state educational agencies who wished to work cooperatively toward the solution of common educational problems.

C. Title III

Title III, as previously stated, was one of the major titles of the Elementary and Secondary Education Act. School Management editors wrote: That of the five titles of the Elementary and Secondary Education Act, Title III would create the most interest, and, ultimately have the most profound effect on American education (32, p. 122). Through Title III which was to provide supplementary educational centers and services, the United States Office of Education assumed the financial responsibility for funding innovative and exemplary projects at the local educational level. The Title III program was designed to serve three basic functions: (1) to stimulate and aid in the establishment and development of exemplary elementary and secondary educational programs to serve as models for regular school programs; (2) to upgrade the quality of educational services already being offered by the local educational agency, and (3) to improve educational opportunity by assisting communities to provide services not now available to the children who reside in the area. The core of Title III was in these functions which were to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that could be incorporated into school programs (24, p. 1).

The Commissioner of Education was originally given authority to administer the Title III program for five fiscal years (1966 through 1970).

However, congressional amendments to the Elementary and Secondary Education Act in December 1967, limited the Commissioner's authority to June 30, 1968. States were granted seventy-five percent authority in fiscal year 1969, and one hundred percent authority in fiscal year 1970 for the Title III program. Congress authorized the sum of \$100 million for the fiscal year ending June 30, 1966. The amount to be appropriated for the four remaining fiscal years was to be determined by future congressional action.

The allotment of funds for each state was dependent upon the following:

1. The territories received an amount, not to exceed two percent of the amount appropriated.
2. Two hundred thousand was apportioned to each state as a basic flat grant with the remainder apportioned to the states on the basis of a formula which took into consideration both the school age population and the population of the entire state.

The Commissioner was given full authority to make grants directly to the local educational agencies. However, a provision in Title III required the local educational agencies' proposals be reviewed and recommended for approval or disapproval by the respective state educational agency (30, p. 2763).

The law required that an Advisory Committee on Supplementary Educational Centers and Services be established. The Committee was to consist of the United States Commissioner as chairman, and eight appointed members. The Committee was to advise the Commissioner on action to be taken

regarding applications for grants, on policy matters, and on the development of evaluative criteria.

The Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, United States Office of Education was given the responsibility by the Commissioner for administering the Title III program. The major responsibilities of the division included: (1) administering the approval process, (2) making program decisions, (3) writing guidelines, and (4) developing major policy for the implementation and operation of the program (13, p. 1).

Two other units in the United States Office of Education were assigned important program functions. The Finance Branch administered the financial policies established by the program, and the Contracts and Services Unit assisted in the grant award procedures and administered the conditions of the grant document.

Although \$100 million was authorized in the Elementary and Secondary Education Act for Title III, Congress actually appropriated \$75 million for fiscal year 1966. The Division of Plans and Supplementary Centers adopted the policy that the first year's appropriation should be used to initiate as many quality projects as possible so that a maximum number of programs could be implemented into practice. Title III funds were available for innovative and supplementary centers and services on the basis of planning and operational grants.

Almost any project created to facilitate the functions of Title III in the innovative and exemplary process was accepted, provided that it supplements rather than supplants local, area, or state financial and

program efforts. Projects were developed and submitted as proposals by a local educational agency which were defined in the legislation as:

A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivisions of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary and secondary schools (14, p. 1).

Planners of Title III programs were required to incorporate into their proposals the following: (1) the requirement that persons broadly representative of the cultural and educational resources of the area participate in all appropriate aspects of planning and operation of the project; (2) a plan providing for the phasing of planning grants into pilot programs and/or operational activities; (3) evidence of cooperative funding from state and other local public and private agencies; and (4) a procedure for the phasing out of federal support after three years, if the project was of a long-term nature. Since, specific rules and regulations were set forth in considerable detail in the "Manual for Project Applicants."

Title III, in many ways, was perhaps the most exciting section of the Elementary and Secondary Education Act. The great potential for expanding the scope and improving the quality of local educational programs through financial support for new programs and through the stimulation of exemplary programs that might become models for regular school programs was the promise of Title III.

D. Title III Nationwide

School administrators across the nation were quick to recognize the potential for improving and expanding their education programs that existed in Title III. By November 10, 1965, the first approval period deadline, 746 proposals were submitted requesting over \$75 million. However, only 217 were recommended for funding by the Advisory Committee on Supplementary Educational Centers and Services and approved by the Commissioner (23, p. 27). The approved projects required an allocation of approximately \$15,000,000 in funds to local educational agencies (25, p. 3). By the end of the first fiscal year (1966), local school districts had submitted 2,706 proposals requesting funds in excess of \$250 million - more than three times the amount of appropriated funds (\$75 million). Eventually, the United States Office of Education approved 1,085 Title III projects totaling \$75 million for fiscal year 1966 (37, p. 158). The research division of Title III estimated that in the 6,000 school districts affected by these programs more than 10 million school children were involved in some way or another by these new programs in fiscal year 1966 (23, p. 27).

During fiscal year 1967, the second year of the Title III program, 1,766 proposals were submitted requesting \$261 million. Although there were fewer proposals the second year (2,706 for fiscal year 1966), the average cost per proposal was much greater (\$92,000 for fiscal year 1966 and \$143,000 for fiscal year 1967). A lesser number of proposals were approved in fiscal year 1967 (918) than in fiscal year 1966 (1,085); however, the average cost of approved projects for fiscal year 1967

(\$124,000) was higher than the average cost of approved projects for fiscal year 1966 (\$69,000). In fiscal year 1967, the 918 approved projects cost \$114 million. In fiscal year 1966, only two-fifths of the number of proposals were approved, while in fiscal year 1967 more than half of the total number of proposals were approved (37, p. 158).

Many Title III programs were directed toward adopting new methods through in-service education, and others were concerned with cultural enrichment. When classified on the basis of types of activities, Title III projects were found in every educational dimension: (1) preschool, (2) subjects, (3) instructional materials, (4) curricular, (5) pupil services, (6) school administration, (7) organization, (8) special education, (9) teacher education, (10) and several miscellaneous types such as test development, desegregation, evaluation, etc.

The amount of funds actually appropriated for Title III increased from \$75 million for fiscal year 1966 to \$145 million for fiscal year 1967. Congress authorized appropriations of \$500 million for fiscal year 1968, \$512.5 million for fiscal year 1969, and \$550 million for fiscal year 1970 (35, p. 6).

However, one should heed the point that Herbert Thelen made in 1960 when he wrote:

But most of this knowledge has so far made almost no dent at all on educational practices, and, with the present tendency to think that educational problems can be solved with money and organizational changes, the likelihood of any significant improvement is discouragingly slight (31, p. 1).

Large sums of money will be devoted to education in America in the next decade, and the planners and the implementors must avoid seeking easy solutions to difficult, complex, and persistent problems.

Title III challenged public and private school administrators, teachers, and laymen across the nation to seek creative and imaginative ways of making education responsive to the complexities of our modern world. Nolan Estes expressed his thoughts concerning this challenge as follows:

The response to this challenge has been enthusiastic. School systems throughout the country, some in near isolation and others bursting with students, are relating the findings of research to their varied situations. They are inventing new solutions to educational problems. They are designing exemplary programs which others may observe and adapt to their particular needs. Most of all, they are extending the school into the community and making the community a more vital learning environment (28, p. iii).

E. Title III in Iowa

The development of Title III in Iowa was related to the educational reorganization occurring in the state during fiscal year 1965-1966. Three basic areas of educational need were being explored by the Iowa State Department of Public Instruction: (1) the development of a statewide system for community college education; (2) the existing programs of vocational-technical education were being evaluated and recommendations were being prepared for ways of improving these programs; and (3) a restructuring of Iowa's intermediate districts was being explored (18, pp. 59-60; 102-107). The passage of two bills (Senate File 550 and House File 553) by the Iowa 61st General Assembly created statewide area vocation school-area community college districts, and provided for the permissive merger of county school systems into 16 intermediate area districts. The area organization of superintendents served as a reaction group for the development of

Iowa's Title III program.* By October 18, 1966, five of Iowa's nine approved Title III projects were being administered by county boards of education in the administrative center of the projected merged area intermediate units.

Iowa's fiscal year 1966 allotment of Title III funds was \$1,128,420, and by October 19, 1966, grant awards had been processed totaling \$1,076,525 (29, p. 7). The Iowa Title III projects consisted of six operational grants and one planning grant in fiscal year 1966. By January 15, 1967, the deadline for the submission of fiscal year 1967 Title III proposals, Iowa had ten planning and/or operational programs approved with another ten proposals awaiting action by the United States Office of Education.

F. Problem of This Study

The problem of this study was to examine, evaluate, and provide information about the existing Title III projects in Iowa. The study was concerned with the organization and administrative structure of the Title III projects. Particular attention was focused on the following major areas of concern: (1) approval procedures of Title III projects; (2) information about the existing Title III projects; and (3) administration and organization.

*Paul F. Johnston, State Superintendent of Public Instruction, Iowa State Department of Public Instruction, Des Moines, Iowa. Statement relating to Iowa's proposed state plan for implementing their Title III program; letter to Nolan Estes, Director, Division of Plans and Supplementary Education, U.S. Office of Education, Washington, D.C. Private Communication. 1966.

III. METHODS AND PROCEDURES

This chapter includes information about the methodology related to the acquisition and analysis of data pertinent to this study. Specifically, it contains an explanation of: (1) the sources of data, (2) selection of the Title III projects, (3) the methods of collecting the data, and (4) the treatment of the data.

A. Sources of Data

There were four main sources of data: (1) recognized writers in the field, (2) the Title III project administrators and the project directors, (3) publications and records in the Iowa State Department of Public Instruction, and (4) the Iowa Title III state coordinator.

To answer the questions relating to the approval procedures for Title III projects, literature concerning the subject was carefully studied and the review and recommendation procedures of the state educational agency were evaluated. The Iowa State Department of Public Instruction's review and recommendation ratings of proposed projects were grouped into categories and summarized for the purposes of comparing the ratings of the approved projects and the ratings of the projects not recommended for approval.

To provide information about the existing Title III projects and the administration and organization questions, two general methods were followed:

1. A field survey was conducted which incorporated three questionnaires. The Title III project administrator of each operating project

responded to questionnaire one (see Appendix). Title III project directors provided information in the form of answers on questionnaire two (see Appendix). The third questionnaire was utilized to obtain information from the Title III state coordinator in the Iowa State Department of Public Instruction (see Appendix).

2. Additional information directly related to each of the Title III projects was obtained from the records on file in the Iowa State Department of Public Instruction. The forms analyzed were: (1) ESEA Title III Statistical Data (see Appendix) and (2) Review and Recommendation by State Educational Agency of Proposed Project (see Appendix).

The three questionnaires were evaluated in a pilot study by three selected Title III project interviewees before being used in the field study.

1. The pilot study

Prior to the final preparation and use of the field survey questionnaires, pilot studies were conducted in two Title III projects and in the Iowa State Department of Public Instruction. One of the projects was an area computer educational service operation in Polk County, and the other project was a low achiever mathematics project being conducted by the Des Moines Community School Board. Also, the Iowa State Department of Public Instruction Title III state coordinator reviewed the Field Survey Questionnaire III prior to its use. The results of the pilot study were reviewed, and a few changes in the field survey questionnaires were made. The respondents offered several suggestions for improving the format of the questionnaires and clarifying the questions contained in the field survey documents.

B. Selection of Title III Projects

Since the Iowa State Department of Public Instruction was concerned with the development of a state plan for the administration of its Title III, it was deemed necessary and practical to investigate all of the existing Title III projects in Iowa. Therefore, the information contained in this study was obtained from the 15 Title III projects in Iowa and represented the total population.

Selection of the Title III projects automatically selected the project administrators and project directors who were interviewed in the field investigation. These Title III projects were approved for funding by the United States Commissioner of Education during the time period from July 1, 1966 to January 15, 1967 (see Table 1).

Table 1. Operating Title III projects in Iowa by project title

Project grantee	Project title
Bettendorf Community Board of Education	Project Outward Bound
Clarinda Community School Board	Bi-state Project for Improvement of In-Service Teacher Education through Science
College Community Board of Education	Summer Outdoor Education Project
Des Moines Community School Board	Central Iowa Low Achiever Math Project
Des Moines Community School Board	After-School Television Broadcasting Correlated with Elementary School Curriculum

Table 1. (Continued)

Project grantee	Project title
Linn County Board of Education	An Area Pilot Program for In-Service Education
Polk County Board of Education	Area XI Project ACCESS, Area Cooperative Computer Educational System Services
Polk County Board of Education	"IMPACT"
Red Oak Community Board of Education	Innovative and Exemplary Learning Resources Center in Southwest Iowa
Sac Community Board of Education	Sac Community Performing Arts Project
Scott County Board of Education	Area IX Total Information System
Van Buren Community Board of Education	A Comparative Study of Techniques for Providing Services to Children in Areas of Health, Physical Education, and Recreation by Establishing Pilot Demonstration Centers in all Elementary Schools in the Van Buren Community School District
Wapello County Board of Education	Computer-Controlled Media Resources and Data Center for Area XV, Iowa
Woodbury County Board of Education	A Coordinated Cultural-Community Resource Program for the Schools of Northwestern Iowa--Woodbury, Cherokee, Crawford, Ida, Monona, Plymouth Counties
Woodbury County Board of Education	Elementary School Developmental Mathematics Programs

C. Methods of Collecting the Data

Two methods of collecting the data were utilized in this study:

1. The records on file in the Iowa State Department of Public Instruction relating to each Title III project included in this study were analyzed and summarized into a series of tables. Of special interest was the data entered by each Title III project on forms ESEA Title III Statistical Data and Review and Recommendation by State Educational Agency of Proposed Project (see Appendix).

2. The second method of collecting data was a field survey. Two types of Title III personnel were interviewed: (1) the personnel (project administrator and director) administering each Title III project operating in the State of Iowa and (2) the Iowa State Department of Public Instruction Title III state coordinator.

1. The field survey

Permission for the survey visits were obtained from each Title III project administrator and the Iowa Title III state coordinator by letter (see Appendix). A telephone call was made to each Title III project administrator establishing the date, time, and place for the interview. The Iowa Title III state coordinator was consulted in order to establish the date, time, and place for his interview.

A second letter, including related materials, was sent to each interviewee explaining and outlining the procedure to be followed in the field interview (see Appendix). A third letter was sent to the interviewees thanking them for the visitation (see Appendix).

The purpose of the field investigation was to obtain information related to the following:

1. Participation of community groups and other agencies in the operation of the projects.
2. Dissemination practices of the project.
3. Techniques used in evaluating the achievement of objectives.
4. Problems encountered in moving a project from the written document to actual operation.
5. Methods and procedures to carry the project forward without federal support.
6. The organization and staffing arrangements at the state level including programs encountered in administration and coordination.
7. The methods and procedures utilized in providing leadership and service for the Title III program at the state level.

To provide information for answering the questions concerning the measurability of each Title III project's objectives, the writings of Benjamin S. Bloom (3, pp. 44-59) and Edward J. Furst (12, pp. 1-79) were reviewed. The stated objectives of each Title III project were carefully analyzed in terms of its measurable behavioral characteristics.

For purposes of this study, an educational objective was defined as a desired change in behavior (12, p. 30). Thus, an educational objective represents change in the person or persons that is brought about through the particular educational program. Therefore, this definition excludes changes that are not associated with the educational program. The follow-

ing criteria was used to determine measurable behavioral characteristics of the Title III projects educational objectives.

1. Behavioral clarity: Each stated objective should clearly imply a certain kind of behavior on the part of the person or persons. It should specify important aspects of behavior related to the situation and kinds of responses that are accepted as evidence of these aspects of behavior.
2. Level of generality: The objectives should not be so general and vague that they are not measurable. Too much specificity leads to fragmentation. General objectives may be sub-divided for purposes of defining more specifically what behavior is sought.
3. Independence: The objectives should not overlap and should be kept relatively independent.

D. Treatment of the Data

Two general types of data were collected in this study: (1) data produced in the analysis of the forms ESEA Title III Statistical Data and Review and Recommendation by State Educational Agency of Proposed Project; and (2) data compiled as the result of the field survey. A portion of the data gathered was in the form of narrative description. The descriptive information relating to the Title III projects was analyzed in order to present a composite picture of the projects. In some instances, the descriptive information was quantified for explanatory purposes. In the forms analysis, it was determined that the data

could be handled efficiently and effectively by manual tabulation. Also, data acquired on portions of the field survey questionnaire was tabulated manually. Therefore, the information gathered from the field survey and forms analysis was placed on tabulation sheets according to the appropriate classification and grouping. Distributions were produced for data items and statistics of central tendency were presented. Also, if appropriate, percentages were provided for certain types of summary information.

The measurability of the stated objectives for each Title III project were evaluated according to the following questions.

1. Does the objective indicate that a change in behavior is expected?
2. Is the objective stated so that the change in behavior is observable?

The two questions relate to the single question of: Do the objectives state a desirable behavioral change?

E. Summary

This chapter provided the explanation of the methods and procedures for acquiring and analyzing the data related to this study. They are: (1) the sources of data, (2) the selection of the Title III projects, (3) the methods of collecting the data, and (4) the treatment of the data.

IV. FINDINGS

This chapter contains a brief restatement of the problem of this study, a display and discussion of tabulated data obtained from the Title III records on file in the Iowa State Department of Public Instruction, and the field survey.

The problem of this study was to examine, evaluate, and provide information about the existing Title III projects in Iowa. The investigation of Title III projects focused on the following major areas of concern: (1) approval procedures; (2) information describing the existing projects; and (3) the administration and organization of the Title III program.

The report of the findings has been arranged into four groupings. The first section presents the data derived from the form ESEA Title III Statistical Data (see Appendix). The form ESEA Title III Statistical Data contained the following parts: (1) general project information, (2) school enrollment, project participation and staff members engaged, and (3) personnel for administration and implementation project.

The second section presents the findings obtained from the form Review and Recommendation by State Educational Agency of Proposed Project (see Appendix). This form consisted of 15 review items which were rated by the Iowa State Department of Public Instruction for the purpose of recommending the proposed project for approval or non-approval by the United States Office of Education. The mean rating of the 15 approved Title III projects was compared with the mean rating of 15 proposed

Title III projects which were not recommended for approval and subsequently not approved by the United States Office of Education.

The third section includes the findings of the field survey. The field survey consisted of three separate questionnaires. Field Survey Questionnaire I (see Appendix) was completed by the Title III project administrators. Field Survey Questionnaire II (see Appendix) was given to the Title III project directors and Field Survey Questionnaire III (see Appendix) was answered by the Iowa State Department of Public Instruction Title III state coordinator.

The final section of the findings provides information relating to the Title III project objectives. Three criteria were followed in establishing the measurability of the stated objectives. They were: (1) behavioral clarity; (2) level of generality; and (3) independence. The analysis of the Title III project objectives sought to answer the question of: Do the objectives state a desirable behavioral change?

A. Information Derived from Form ESEA Title III Statistical Data

1. Geographic location

Geographic concentration existed in the location of Title III projects in Iowa. Table 2 illustrates data regarding the location of Title III projects in Iowa.

The 15 Title III projects were located mainly in the lower two-thirds of the state. Thus, the upper one-third of Iowa had very little or no participation in the state's Title III program.

Table 2. Geographic location of Title III projects in Iowa^a

Project grantee	County	City
Bettendorf Community Board of Education	Scott	Bettendorf
Clarinda Community School Board	Page	Clarinda
College Community Board of Education	Linn	Cedar Rapids
Des Moines Community School Board (Mathematics)	Polk	Des Moines
Des Moines Community School Board (Television)	Polk	Des Moines
Linn County Board of Education	Linn	Cedar Rapids
Polk County Board of Education (ACCESS)	Polk	Des Moines
Polk County Board of Education (IMPACT)	Polk	Des Moines
Red Oak Community Board of Education	Montgomery	Red Oak
Sac Community Board of Education	Sac	Sac City
Scott County Board of Education	Scott	Davenport
Van Buren Community Board of Education	Van Buren	Keosauqua
Wapello County Board of Education	Wapello	Ottumwa
Woodbury County Board of Education (Cultural)	Woodbury	Sioux City
Woodbury County Board of Education (Mathematics)	Woodbury	Sioux City

^a The geographic location of each Title III project has been plotted on Map 1 (see Appendix).

2. Activities of Title III projects

Title III projects in Iowa are engaged in two types of programs as classified on the form ESEA Title III Statistical Data. However, five Title III projects are involved in two concurrent overlapping programs. Table 3 provided information concerning the specific types of programs for Iowa's Title III projects.

Table 3. Number of Iowa's Title III projects by types of programs

Types of program	Number of responses	Percentage of responses
Planning of program		
Planning of construction		
Conducting pilot activities	5	25
Operation of program	15	75
Constructing		
Remodeling		
Total	20	100

3. Creative characteristics of Iowa's Title III projects

The Title III program is designed to encourage local school districts to develop imaginative solutions to educational problems. Thus, Title III seeks to: (1) encourage the development of innovations, (2) demonstrate worthwhile innovations in educational practice through exemplary programs, and (3) adaption of these programs in the existing school environment.

Iowa's Title III projects may be described in one of the three major areas which suggest the creative character of the projects. These areas of creativity are: (1) innovative, (2) exemplary, and (3) adaptive. The creative characteristic was first designated by the agency seeking approval of the proposed project. The chosen creative characteristics were reviewed and evaluated by the Iowa State Department of Public Instruction and the United States Office of Education. Table 4 presented the approved areas of creativity for Iowa's Title III projects.

Table 4. Areas of creativity for Iowa's Title III projects

Area of creativity	Number of projects in each area	Percentage of projects in each area
Innovative	10	66.66
Exemplary	4	26.66
Adaptive	1	6.66
Total	15	99.98

4. Governmental units served by Iowa's Title III projects

Iowa's Title III projects served many governmental units which included congressional districts, counties, and local educational agencies. However, the geographic concentration of Iowa's Title III projects resulted in many projects serving the same governmental units. Three projects served a single congressional district and two projects served as many as seven congressional districts. Four projects served a single county and one served 65 counties. Three projects served individual local educational agencies and one project served 110 local educational agencies. The number congressional districts, counties, and local educational agencies served by Iowa's Title III projects was indicated in Table 5.

Table 5. Number of governmental units in Iowa served by Title III projects

Project grantee	Governmental units		
	Congressional districts	Counties	Local school districts
Bettendorf Com. Bd. of Educ.	1	1	1
Clarinda Com. Sch. Bd.	2	8	18
College Com. Bd. of Educ.	2	1	1
Des Moines Com. Sch. Bd. (Mathematics)	3	10	40
Des Moines Com. Sch. Bd. (Television)	3	14	71
Linn County Bd. of Educ.	3	7	41
Polk Cty. Bd. of Educ. (ACCESS)	1	9	63
Polk Cty. Bd. of Educ. (IMPACT)	1	1	9

Table 5. (Continued)

Project grantee	Governmental units		
	Congressional districts	Counties	Local school districts
Red Oak Com. Bd. of Educ.	2	9	31
Sac Com. Bd. of Educ.	7	65	110
Scott Cty. Bd. of Educ.	2	5	8
Van Buren Com. Bd. of Educ.	1	1	1
Wapello Cty. Bd. of Educ.	3	10	40
Woodbury Cty. Bd. of Educ. (Cultural)	2	6	34
Woodbury Cty. Bd. of Educ. (Mathematics)	6	6	33

5. Provision for facilities to house Title III projects

Title III program support for the purchase or construction of facilities to house Title III projects received low priority because of limited funding capabilities. Iowa's Title III projects were housed in leased facilities and/or facilities provided by the local educational agency administering the project. The methods for housing Iowa's Title III projects were summarized in Table 6.

Table 6. Methods for providing facilities to house Iowa's Title III projects

Types of housing methods	Number of projects by method	Percentage of projects by method
Provided by local agency	5	33.33
Leasing of facilities	9	60.00
Acquisition of facilities	1	6.66
Total	15	99.99

6. Public school enrollment in geographic area served

The public school enrollment ranged from pre-kindergarten to adults in the geographic area served by Iowa's Title III projects. The public school population in the geographic area to be served for each Title III project were shown in Table 7.

7. Non-public school enrollment in geographic area served

Title III projects in Iowa were available to non-public school children. All grade levels, pre-kindergarten through grade 12 and adults were included in the geographic area served. Table 8 depicted the non-public school enrollment in the geographic area being served by each project.

8. Persons served by Iowa's Title III program

Iowa's Title III projects served both public and non-public persons. Table 9 summarized the public school persons served and Table 10 illustrated the non-public school persons served by the Title III projects in Iowa. A comparison of the public enrollment in the geographic area served and the public school persons being served by Iowa's Title III projects were specified in Table 11. Table 12 presented a comparison of the non-public enrollment in the geographic area served and the non-public school persons served by the Title III projects in Iowa.

9. Participation in Iowa's Title III projects by race

Considering all of the current problems which beset American public education, there was little wonder that the innovation aspect of Title III has been widely accepted. The elementary and secondary public

Table 7. Public school enrollment in geographic area served by project

Project grantee	Pre-kin- dergarten	Kinder- garten	Grades 1-6	Grades 7-12	Adult	Total
Bettendorf Com. Bd. of Educ.		547	2,343	1,786		4,676
Clarinda Com. Sch. Bd.		989	9,495	6,147		16,631
College Com. Bd. of Educ.	200	204	1,187	1,010		2,601
Des Moines Com. Sch. Bd. (Math)				46,651		46,651
Des Moines Com. Sch. Bd. (Television)	21,000	9,500	58,305			88,805
Linn Cty. Bd. of Educ.		6,971	33,608	29,235	4,441	74,255
Polk Cty. Bd. of Educ. (ACCESS)			65,309	48,497	2,103	115,909
Polk Cty. Bd. of Educ. (IMPACT)						
Red Oak Com. Bd. of Educ.		1,478	11,948	8,974		22,400
Sac Com. Bd. of Educ.			168,593	68,375		236,968
Scott Cty. Bd. of Educ.		5,621	27,074	22,713		55,408
Van Buren Com. Bd. of Educ.		96	548	489		1,133
Wapello Cty. Bd. of Educ.		3,329	19,974	15,629		38,932
Woodbury Cty. Bd. of Educ. (Cultural)		4,250	30,750	23,500	1,200	59,700
Woodbury Cty. Bd. of Educ. (Math)		3,209	23,216	17,628		44,053
Total	21,200	36,194	452,350	290,634	7,744	808,122

Table 8. Non-public school enrollment in geographic area served by project

Project grantee	Pre-Kin- dergarten	Kinder- garten	Grades 1-6	Grades 7-12	Adult	Total
Bettendorf Com. Bd. of Educ.			452	308		706
Clarinda Com. Sch. Bd.			306	98		404
College Com. Bd. of Educ.	20	18	79	18		135
Des Moines Com. Sch. Bd. (Math)				6,997		6,997
Des Moines Com. Sch. Bd. (Television)	800	750	4,350			5,900
Linn Cty. Bd. of Education		236	4,954	3,639	114	8,943
Polk Cty. Bd. of Educ. (ACCESS)			7,495	2,609		10,104
Polk Cty. Bd. of Educ. (IMPACT)			5,454	2,051		7,505
Red Oak Com. Bd. of Educ.		15	125			140
Sac Com. Bd. of Educ.			32,221	16,551		48,772
Scott Cty. Bd. of Educ.		130	4,339	3,500		7,969
Van Buren Com. Bd. of Educ.						
Wapello Cty. Bd. of Educ.		51	1,599	175	197	2,022
Woodbury Cty. Bd. of Educ. (Cultural)			6,250	2,275		8,525
Woodbury Cty. Bd. of Educ. (Math)			6,357	2,095		8,452
Total	820	1,200	73,981	40,316	311	116,628

Table 9. Number of public persons served by Iowa's Title III projects

Project grantee	Pre-Kin- dergarten	Kinder- garden	Grades 1-6	Grades 7-12	Adult	Total
Bettendorf Com. Bd. of Educ.		547	2,795	2,094		5,436
Clarinda Com. Sch. Bd.		48	2,112			2,160
College Com. Bd. of Educ.			106	62		168
Des Moines Com. Sch. Bd. (Math)				1,360		1,360
Des Moines Com. Sch. Bd. (Television)	21,000	9,500	58,305			88,805
Linn Cty. Bd. of Education		6,971	33,608	29,235	1,441	71,055
Polk Cty. Bd. of Educ. (ACCESS)				48,497		48,497
Polk Cty. Bd. of Educ. (IMPACT)			1,381	687		2,068
Red Oak Com. Bd. of Educ.		1,478	11,948	8,974		22,400
Sac Com. Bd. of Educ.			168,593	68,375		236,968
Scott Cty. Bd. of Educ.		3,784	21,305	17,251		42,340
Van Buren Com. Bd. of Educ.		96	548			644
Wapello Cty. Bd. of Educ.					1,928	1,928
Woodbury Cty. Bd. of Educ. (Cultural)		175	4,577	865		5,617
Woodbury Cty. Bd. of Educ. (Math)			810			810
Total	21,000	22,599	306,088	177,400	3,369	530,456

Table 10. Number of non-public persons served by Title III projects

Project grantee	Pre-Kin- dergarten	Kinder- garden	Grades 1-6	Grades 7-12	Adult	Total
Bettendorf Com. Bd. of Educ.						
Clarinda Com. Sch. Bd.			48			48
College Com. Bd. of Educ.			10	6		16
Des Moines Com. Sch. Bd. (Math)				240		240
Des Moines Com. Sch. Bd. (Television)	800	750	4,350			5,900
Linn Cty. Bd. of Education		236	4,954	3,639	114	8,943
Polk Cty. Bd. of Educ. (ACCESS)				2,609		2,609
Polk Cty. Bd. of Educ. (IMPACT)			154	78		232
Red Oak Com. Bd. of Educ.		15	125			140
Sac Com. Bd. of Educ.			3,006	11,705		14,711
Scott Cty. Bd. of Educ.				1,450		1,450
Van Buren Com. Bd. of Educ.						
Wapello Cty. Bd. of Educ.					197	197
Woodbury Cty. Bd. of Educ. (Cultural)			350	135		485
Woodbury Cty. Bd. of Educ. (Math)			90			90
Total	800	1,001	13,087	19,862	311	35,061

Table 11. Comparison of public enrollment in geographic area served and public persons served by Iowa's Title III projects

Grade level	Public enrollment in geographic area served	Public persons being served	Percentage of public persons being served to public enrollment in geographic area
Pre-Kindergarten	21,200	21,000	99.05
Kindergarten	36,194	22,599	62.43
Grades 1-6	452,350	306,088	67.66
Grades 7-12	290,634	177,400	61.03
Adult	7,744	3,369	43.50
Total	808,122	530,456	65.64

Table 12. Comparison of non-public enrollment in geographic area served and non-public persons served by Iowa's Title III projects

Grade level	Non-public enrollment in geographic area served	Non-public persons being served	Percentage of non-public persons being served to non-public en- rollment in geographic area
Pre-Kindergarten	820	800	97.56
Kindergarten	1,200	1,001	83.43
Grades 1-6	73,981	13,087	17.69
Grades 7-12	40,316	19,862	49.27
Adult	311	311	100.00
Total	116,628	35,061	30.06

schools need to develop new approaches to education if they were to meet the challenges that confront them. The need for racial change is one of the more serious issues confronting the public schools. Title III because of its innovative emphasis offered the opportunity to effect racial change in the public schools of this nation. The participation in Iowa's Title III program by race was detailed in Table 13.

10. Personnel for the administration and implementation of Iowa's Title III projects

Iowa's Title III projects followed varying staffing patterns. Salaries for most Title III projects in Iowa were paid out of federal funds. However, some few local educational agencies supported a limited number of Title III project positions from sources other than Title III funds. Table 14 exhibited personnel positions in Iowa's Title III projects which were supported by Title III funds. Table 15 displays the personnel positions that were not supported by Title III funds.

The total number of personnel for administration and implementation of Iowa's Title III projects, regardless of sources of funds was delineated in Table 16.

11. Total federal funds allocated to Iowa's Title III projects for fiscal year 1966-1967

The 15 Title III projects in Iowa received federal grants of funds totaling \$2,730,777 for fiscal year 1966-1967. The smallest federal grant of funds was \$18,580 and the largest federal grant of funds was \$296,517. The mean federal grant of funds for all Title III projects in Iowa amounted

Table 13. Total number of participants by race in Iowa's Title III projects

Project grantee	White	Negro	American indian	Other Non-white	Total
Bettendorf Com. Bd. of Educ.	5,436				5,436
Clarinda Com. Sch. Bd.	2,244	2	7	3	2,256
College Com. Bd. of Educ.	184				184
Des Moines Com. Sch. Bd. (Math)	1,607	23	3	7	1,640
Des Moines Com. Sch. Bd. (Television)	91,505	3,000		200	94,705
Linn Cty. Bd. of Education	79,655	232	26	85	79,998
Polk Cty. Bd. of Educ. (ACCESS)	49,235	1,871			51,106
Polk Cty. Bd. of Educ. (IMPACT)	2,185	115			2,300
Red Oak Com. Bd. of Educ.	111,009	576	5	45	111,635
Sac Com. Bd. of Educ.	561,523	21,591	151	291	583,556
Scott Cty. Bd. of Educ.	45,115	757			45,872
Van Buren Com. Bd. of Educ.	644				644
Wapello Cty. Bd. of Educ.	42,083	243	12	4	42,342
Woodbury Cty. Bd. of Educ. (Cultural)	5,750	254	73	25	6,102
Woodbury Cty. Bd. of Educ. (Math)	880	12	2	6	900
Total	999,055	28,676	279	666	1,028,676

Table 14. Personnel for administration and implementation of Iowa's Title III projects paid by Title III funds in full time equivalents

Project grantee	Adminis- tration	Teachers	Pupil personnel	Other professional	Non-pro- fessional	Total
Bettendorf Com. Bd. of Educ.	2.50	30.00			6.00	38.50
Clarinda Com. Sch. Bd.	1.75			4.00	2.00	7.75
College Com. Bd. of Educ.	1.00	7.00			9.40	17.40
Des Moines Com. Sch. Bd. (Math)	4.20	.50		2.30	3.80	10.80
Des Moines Com. Sch. Bd. (Television)	1.00	3.00		19.00	10.00	33.00
Linn Cty. Bd. of Education				18.00	8.00	26.00
Polk Cty. Bd. of Educ. (ACCESS)				3.00	7.00	10.00
Polk Cty. Bd. of Educ. (IMPACT)	4.00	24.00		2.00	30.00	60.00
Red Oak Com. Bd. of Educ.	1.75			5.50	11.00	18.25
Sac Com. Bd. of Educ.	1.00	3.00		26.00		30.00
Scott Cty. Bd. of Educ.	1.00			3.00	17.25	21.25
Van Buren Com. Bd. of Educ.		2.00			.50	2.50
Wapello Cty. Bd. of Educ.	5.60			4.00	13.20	22.80
Woodbury Cty. Bd. of Educ. (Cultural)	1.00	2.00				3.00
Woodbury Cty. Bd. of Educ. (Math)	3.00	36.00	1.00		2.00	42.00
Total	27.80	107.50	1.00	86.80	120.15	343.25

Table 15. Personnel for administration and implementation of Iowa's Title III projects not paid by Title III funds in full time equivalents

Project grantee	Adminis- tration	Teachers	Pupil personnel	Other professional	Non-pro- fessional	Total
Bettendorf Com. Bd. of Educ.	2.00	4.00	.50		5.00	11.50
Clarinda Com. Sch. Bd.						
College Com. Bd. of Educ.						
Des Moines Com. Sch. Bd. (Math)	.50	13.30				13.80
Des Moines Com. Sch. Bd. (Television)	.75					.75
Linn Cty. Bd. of Education						
Polk Cty. Bd. of Educ. (ACCESS)	.50			2.00	1.00	3.50
Polk Cty. Bd. of Educ. (IMPACT)	.50			.25	1.00	1.75
Red Oak Com. Bd. of Educ.						
Sac Com. Bd. of Educ.	1.00					1.00
Scott Cty. Bd. of Educ.	.33					.33
Van Buren Com. Bd. of Educ.	.40	2.70				3.10
Wapello Cty. Bd. of Educ.						
Woodbury Cty. Bd. of Educ. (Cultural)						
Woodbury Cty. Bd. of Educ. (Math)	1.00			1.00	1.00	3.00
Total	6.98	20.00	.50	3.25	8.00	38.73

Table 16. Total personnel for administration and implementation of Iowa's Title III projects in full time equivalents

Project grantee	Adminis-	Teachers	Pupil personnel	Other professional	Non-pro- fessional	Total
Bettendorf Com. Bd. of Educ.	4.50	34.00	.50		11.00	50.00
Clarinda Com. Sch. Bd.	1.75			4.00	2.00	7.75
College Com. Bd. of Educ.	1.00	7.00			9.40	17.40
Des Moines Com. Sch. Bd. (Math)	4.70	13.80		2.30	3.80	24.60
Des Moines Com. Sch. Bd. (Television)	1.75	3.00		19.00	10.00	33.75
Linn Cty. Bd. of Education				18.00	8.00	26.00
Polk Cty. Bd. of Educ. (ACCESS)	.50			5.00	8.00	13.50
Polk Cty. Bd. of Educ. (IMPACT)	4.50	24.00		2.25	31.00	61.75
Red Oak Com. Bd. of Educ.	1.75			5.50	11.00	18.25
Sac Com. Bd. of Educ.	2.00	3.00		26.00		31.00
Scott Cty. Bd. of Educ.	1.33			3.00	17.25	21.58
Van Buren Com. Bd. of Educ.	.40	4.70			.50	5.60
Wapello Cty. Bd. of Educ.	5.60			4.00	13.20	22.80
Woodbury Cty. Bd. of Educ. (Cultural)	1.00	2.00				3.00
Woodbury Cty. Bd. of Educ. (Math)	4.00	36.00	1.00	1.00	3.00	45.00
Total	34.78	127.50	1.50	90.05	128.15	381.98

to \$182,051.80 during fiscal year 1966-1967. Table 17 described the federal grants of funds to each Title III project in operation during fiscal year 1966-1967.

Table 17. Total federal grant of funds for Iowa's Title III projects for fiscal year 1966-1967

Project grantee	Federal grant of funds
Bettendorf Community Board of Education	\$200,000
Clarinda Community School Board	83,390
College Community Board of Education	29,124
Des Moines Community School Board (Math)	75,000
Des Moines Community School Board (Television)	280,000
Linn County Board of Education	219,920
Polk County Board of Education (ACCESS)	245,261
Polk County Board of Education (IMPACT)	234,981
Red Oak Community Board of Education	258,359
Sac Community Board of Education	266,324
Scott County Board of Education	263,998
Van Buren Community Board of Education	18,580
Wapello County Board of Education	296,517
Woodbury County Board of Education (Cultural)	144,318
Woodbury County Board of Education (Math)	115,005
Total	\$2,730,777

B. Findings Obtained from Form Review
and Recommendation by State
Educational Agency of Proposed Project

The 13 review items related to operational type projects were grouped into five major related classifications. Review items one, four, and seven were combined to form the need classification. The creativity classification was composed of review items five and six. Review items eight, nine, and 13 were grouped to form the planning classification. The operation classification was formed by grouping review items 10, 11, and 12. The last classification which has been defined as evaluation and dissemination was formed by combining review items 14 and 15. Each review item was rated on the basis of five levels. The highest rating was assigned a weight of five, the next highest a weight of four, the next highest a weight of three, the next highest a weight of two, and the lowest a weight of one. The rating for the review items in each of the five major classifications were summed to form the composite rating for each major classification.

The ratings for the 15 approved Title III projects and the ratings for a random sample of 15 non-approved Title III proposed projects were tabulated. Table 18 indicated the tabulated ratings for the 15 approved projects and Table 19 provided the tabulated ratings for the 15 non-approved Title III proposed projects.

An individual project could have received a maximum mean rating of 15 for all five major classifications. Also, each individual project could have received a maximum mean rating of 13 for each major classification. The mean ratings for the approved projects by the five major

Table 18. Review and recommendation ratings for Iowa's approved Title III projects by major classification

Project grantee	Need	Creativity	Plan- ning	Opera- tional	Evaluation Dissemination	Totals	Mean
Bettendorf Com. Bd. of Educ.	13	9	13	13	8	56	11.20
Clarinda Com. Sch. Bd.	15	8	15	13	10	61	12.20
College Com. Bd. of Educ.	13	6	9	12	5	45	9.00
Des Moines Com. Sch. Bd. (Math)	14	11	15	13	9	62	12.40
Des Moines Com. Sch. Bd. (Television)	14	10	15	14	9	62	12.40
Linn Cty. Bd. of Education	9	7	12	13	9	50	10.00
Polk Cty. Bd. of Educ. (ACCESS)	11	8	13	12	7	51	10.20
Polk Cty. Bd. of Educ. (IMPACT)	11	10	13	12	5	51	10.20
Red Oak Com. Bd. of Educ.	12	9	13	12	8	54	10.80
Sac Com. Bd. of Educ.	15	8	14	12	8	57	11.40
Scott Cty. Bd. of Educ.	9	8	12	13	8	50	10.00
Van Buren Com. Bd. of Educ.	10	8	9	13	5	45	9.00
Wapello Cty. Bd. of Educ.	11	8	9	11	6	45	9.00
Woodbury Cty. Bd. of Educ. (Cultural)	13	9	14	13	9	58	11.60
Woodbury Cty. Bd. of Educ. (Math)	14	10	14	14	13	65	13.00
Total	184	129	190	190	119	812	
Mean	12.26	8.60	12.66	12.66	7.93		10.83

Table 19. Review and recommendation ratings for Iowa's non-approved Title III project by major classification

Project number ^a	Need	Creativity	Plan- ning	Opera- tional	Evaluation Dissemination	Totals	Mean
05162	12	9	10	13	5	49	9.80
05401	12	6	10	12	8	48	9.60
05087	11	6	12	13	7	49	9.80
05574	10	6	11	9	5	41	8.20
05708	11	8	10	11	7	47	9.40
05202	11	7	10	11	5	44	8.80
2908	13	6	12	8	7	46	9.20
4314	9	4	2	8	1	24	4.80
2890	14	9	15	15	8	61	12.20
1780	8	4	9	12	5	38	7.60
2532	7	4	7	7	4	29	5.80
2023	9	4	10	9	6	38	7.60
03903	2	8	4	8	2	24	4.80
03320	11	6	9	8	5	39	7.80
03592	7	4	9	10	5	35	7.00
Total	147	91	140	154	80	612	
Mean	9.80	6.06	9.33	10.27	5.33		8.16

^aProject proposal numbers were used to maintain confidentiality of submitting agency

classifications ranged from nine to 12.4 as contrasted with the non-approved projects which ranged from 4.8 to 12.2. The mean ratings for all approved projects in each individual classification ranged from 7.93 to 12.66 as contrasted with the non-approved projects which ranged from 5.33 to 10.27. The overall mean rating for the approved projects was 2.67 points above the non-approved projects. In both the approved and non-approved projects the evaluation and dissemination classification had the lowest mean rating.

Nine of the non-approved project proposals had mean ratings of less than nine points which indicated serious weaknesses in major sections of the proposals. Thus, they received low recommendations for approval by the Iowa State Department of Public Instruction. In addition, four of the non-approved project proposals were submitted by local educational agencies that had a Title III project operating in the agency or in the immediate agency's area.

C. Field Survey Findings

1. Field survey questionnaire number one

The project administrators of the Title III projects in Iowa responded to a questionnaire designed to furnish additional information concerning the administration of the projects.

Each project administrator of the 15 Title III projects in Iowa classified his project on the basis of its major type of activity. Any classification system of Title III projects is difficult because of the diverse nature of most projects. However, this classification system

does provide a general picture of Iowa's Title III program. Curricular dimension, instructional materials, and resources, school subjects, and teacher education account for almost 79 per cent of the major activities. Table 20 presented information relating to the major activities of Iowa's Title III projects. Nine projects were involved in more than one major activity which indicates some diversity in their Title III project programs.

Table 20. Major type of activity as classified by project administrators of the fifteen operating Title III projects in Iowa

Type of activity	Number of projects performing each type of activity	Percentage of projects in each type of activity
Preschool	1	3.03
Curricular dimension	5	15.15
Instructional materials and resources	7	21.21
School subjects	8	24.24
Pupil services		
School administration	3	9.09
School organization	1	3.03
Special education	1	3.03
Teacher education	6	18.18
Test development	1	3.03
Other		
Total	33	99.99

The 15 projects may be categorized according to purpose areas. Three major purpose areas were noted, namely, administrative services, pupil activities, and teacher in-service education. Under administrative services three projects stated their respective major purposes as:

a) to use technology as an instructional tool, for administrative information, and for accounting services.

b) to establish information retrieval and accounting services.

c) to establish a computer controlled media resource center and administrative accounting services.

Five projects defined pupil activity purposes as:

a) to improve the social development of students through participation in non-academic experiences.

b) to provide student enrichment through after school hours television programs correlated with school curricula.

c) to encourage pupils to appreciate and write in the fine arts area of music.

d) to establish an enrichment program of cultural and supplementary services utilizing the services of local community museums and planetariums.

e) to improve pupil activities in the areas of physical education and recreation.

The remaining seven projects stated purposes of providing teacher in-service education in areas of:

a) science

b) development of supplementary teaching materials.

c) use of supplementary teaching equipment (audiovisual materials production and learning laboratories).

d) new teacher attitudes toward study and preparation for teaching.

e) mathematics for low achievers at the junior and senior high school levels.

f) use of innovative practices in the classroom.

g) elementary mathematics instructional procedures related to pupil interest, aptitudes, and abilities.

The project administrators had views on future developments of the Title III program which was helpful to the Iowa State Department of Public Instruction administrators. Table 21 depicted their responses to the question: What ideas and suggestions would you offer for the future developments of Title III in Iowa? No one specific area received a predominately large response. However, the responses which related to funding suggestions did indicate considerable concern over the amount of funds, receipt of funds, and the funding period.

Three premises were inherent in the use of Title III funds that had critical bearing upon local acceptance and the continuing of the project beyond the original funding period of three years.

First, the grant was federal (outside) funds and must supplement not supplant local funds. Second, the federal funds were temporary and for a specified project or objective. The projects definitely needed to provide for implementation into the local mainstream of education and replacement of federal funds with local funds. It is noteworthy that project administrators indicated a desire to continue all projects beyond the time period associated with federal support. Yet, ten project administrators indicated that they would seek a continuation grant of funds from Title III and eight project administrators would seek funds from other federal

Table 21. Iowa's project administrator's ideas and suggestions offered for future development of Title III in Iowa

Type of idea and suggestions	Number of responses	Percentage of responses
Money should be allocated to state educational agencies for administration of Title III at state level	6	5.04
Allocate more funds to Title III projects	11	9.24
Provide for construction funds	9	7.56
Provide for a longer funding period than one year	11	9.24
Faster notification of approval and earlier receipt of funds	11	9.24
Open calendar for filing proposals	5	4.20
Greater freedom within the budget	4	3.36
Simplier and clearer guidelines and proposal forms	6	5.04
More consultant help and field representations from state educational agency	6	5.04
Better dissemination concerning state and national Title III projects	7	5.88
More stress on evaluation	4	3.36
Reduce the redtape and paperwork	4	3.36
Funding emphasis on:		
merit only	4	3.36
innovations for area in project	9	7.56
less emphasis on innovation		
stress exemplary character	4	3.36
avoid duplication of projects	6	5.04
regional approaches	7	5.88
help to minority groups	2	1.68
Establish permanent service centers	3	2.52
Other		
Total	119	99.96

sources. All project's administrators listed at least two or more sources of funds that would be sought when Title III funds were discontinued. Table 22 exhibited information relating to the anticipated sources of funds for continuing Iowa's Title III projects beyond the original grant period when federal funds were phased out.

Table 22. Anticipated sources of funds to provide financial support for continuing the operation of Iowa's Title III projects beyond the original grant period

Anticipated sources of funds	Number of anticipated sources of funds	Percentage of anticipated sources of funds
Project will not be continued		
A continuation grant of Title III funds will be requested	10	21.73
Local school systems	8	17.39
Other federal sources	9	19.56
State and local government organizations	8	17.39
Foundations	4	8.70
Community agencies	4	8.70
Private industry	3	6.52
Other		
Total	46	99.99

The relationships of Title III projects to other federal programs will become of greater concern as time passes. Lack of liaison and coordination could lead to overlapping services, wasteful expenditures, and duplication of effort. The leadership capabilities inherent in the Iowa State Department of Public Instruction make it possible to coordinate the various federal programs. Table 23 described additional sources of federal funds for Iowa's Title III projects other than Title III. It appeared that a very nominal liaison is taking place. Nine projects did not obtain funds from any other federal source. One project listed two federal titles as providing additional funds for current activities. However, Iowa's Title III projects did receive additional funds to supplement current receipts from several non-federal sources. Six projects

received additional funds from local sources and six did not receive additional funds from any local source. One project received additional funds from two local sources. Also, six projects did not receive funds from federal and/or non-federal sources. Table 24 displayed information relating to the non-federal sources of funds for Iowa's Title III projects.

Table 23. Current sources of federal funds for Iowa's Title III projects other than Title III

Federal source	Number of responses	Percentage of responses
ESEA Title I	1	6.25
ESEA Title II	4	25.00
ESEA Title IV		
Office of Economic Opportunity (OEO)		
NDEA (General)	1	6.25
Civil Rights Act 1964		
Vocational Education Act 1963		
Educational Television Facilities Program	1	6.25
ESEA Regional Educational Laboratory		
Higher Education Facilities Act of 1963		
School assistance to federally under privileged areas		
Other		
None	9	56.25
Total	16	100.00

Table 24. Current sources of non-federal funds for Iowa's Title III projects

Non-federal sources	Number of Iowa's Title III projects utilizing non-federal sources	Percentage utilizing non-federal sources
Local school funds	6	37.50
Public colleges and universities		
State and local government	3	18.75
Private industry		
Private and non-public schools		
Cultural agencies		
Donations from individuals		
Private non-profit agencies		
Tuition fees		
Other	1	6.25
None	6	37.50
Total	16	100.00

2. Field survey questionnaire number two

The project directors of Iowa's Title III projects responded to a questionnaire designed to provide information concerning specific operational activities.

Community participation and involvement in both the planning for and operation of a Title III project was given emphasis by those who wrote the guidelines for submitting Title III proposals. The Manual for Project Applicants requested the identification of cultural and educational agencies that participated in the planning for a Title III project. The

Manual for Project Applicants also stated that community participation should be planned with long-term implications in mind. It was important to involve each agency or group in areas of its strength and to maintain involvement so that its assistance could be called upon to boost and provide direction for the project. Table 25 delineated information concerning the type of agencies that participated in the planning of the project and Table 26 furnished information related to the type of agencies continuing to participate in the operation of the Iowa's Title III projects. There was a decrease in the number of types of agencies continuing to participate in the operation as compared with the number that participated in the planning of the projects. Table 27 illustrated information concerning the total number of agencies that participated in the planning of the project and Table 28 provided information relating to the total number of agencies continuing to participate in the operation of the project. There was a substantial decrease in the number of agencies continuing to participate in the operation as compared with the number of agencies that participated in the planning of the project.

Table 25. Number of cultural and educational agencies participating in the planning for Iowa's Title III projects by type of agency.

Type of agency	Number of agencies	Percentage of agencies participation
Public college or university	10	16.39
State department of education	11	18.03
Private college or university	2	3.28
Private parochial schools	5	8.20
Public library	2	3.28
Regional-educational laboratory	1	1.64
Educational radio/television	5	8.20

Table 25. (Continued)

Type of agency	Number of agencies	Percentage of agencies participation
Musical organization	2	3.28
Artistic organization	2	3.28
Park/recreation organization	1	1.64
Animal rescue league		
Museum	2	3.28
City council	2	3.28
Local public educational agency	10	16.39
Young Men's Christian Association	1	1.64
Iowa Development Commission	1	1.64
Business and industry	4	6.55
Total	61	100.00

Table 26. Number of cultural and educational agencies continuing participation in the operation of Iowa's Title III projects by type of agency

Type of agency	Number of agencies	Percentage of agencies participation
Public college or university	7	14.89
State department of education	9	19.15
Private college or university	7	14.89
Private parochial schools	7	14.89
Library	3	6.38
Regional educational laboratory		
Educational radio/television	3	6.38
Musical organization	3	6.38
Artistic organization	3	6.38
Park/recreation organization	2	4.26
Animal rescue league	1	2.13
Museum	1	2.13
City council	1	2.13
Total	47	99.99

Table 27. Number of cultural and educational agencies participating in the planning for Iowa's Title III projects

Project grantee	Number participating	Percentage participating
Bettendorf Com. Bd. of Educ.	1	.42
Clarinda Com. Sch. Bd.	9	3.81
College Com. Bd. of Educ.	6	2.55
Des Moines Com. Sch. Bd. (Math)	8	3.39
Des Moines Com. Sch. Bd. (Television)	18	7.63
Linn Cty. Bd. of Education	49	20.76
Folk Cty. Bd. of Educ. (ACCESS)	7	2.97
Polk Cty. Bd. of Educ. (IMPACT)	12	5.08
Red Oak Com. Bd. of Educ.	39	16.53
Sac Com. Bd. of Educ.	25	10.59
Scott Cty. Bd. of Educ.	7	2.97
Van Buren Com. Bd. of Educ.	1	.42
Wapello Cty. Bd. of Educ.	8	3.39
Woodbury Cty. Bd. of Educ. (Cultural)	2	.84
Woodbury Cty. Bd. of Educ. (Math)	44	18.64
Total	236	99.98

Table 28. Number of cultural and educational agencies participating in the operation of Iowa's Title III projects

Project grantee	Number participating	Percentage participating
Bettendorf Com. Bd. of Educ.	6	4.80
Clarinda Com. Sch. Bd.	10	8.00
College Com. Bd. of Educ.	2	1.60
Des Moines Com. Sch. Bd. (Math)	2	1.60
Des Moines Com. Sch. Bd. (Television)	12	9.60
Linn Cty. Bd. of Education	49	39.20
Polk Cty. Bd. of Educ. (ACCESS)	9	7.20
Polk Cty. Bd. of Educ. (IMPACT)	14	11.20
Red Oak Com. Bd. of Educ.	2	1.60
Sac Com. Bd. of Educ.	4	3.20
Scott Cty. Bd. of Educ.	10	8.00
Van Buren Com. Bd. of Educ.	1	.80
Wapello Cty. Bd. of Educ.	1	.80
Woodbury Cty. Bd. of Educ. (Cultural)	1	.80
Woodbury Cty. Bd. of Educ. (Math)	2	1.60
Total	125	100.00

Many problems confronted project administrators as soon as the proposal was approved and funded by the United States Office of Education. These problems were related to the task of implementing the project.

The identification of these problems was of importance to the Iowa State Department of Public Instruction and local project officials. Early recognition of crucial problems could provide project administrators with sufficient time to develop solutions which should minimize the bad effects inherent in each area of difficulty. Table 29 exhibited information relating to the type of problems, number of project responses to each problem, and a weighted response to the four most difficult problems. Delay in funding and delay in approval of projects and the personnel problem stand out as being difficult problems for project administrators.

Table 29. Implementation problem areas encountered by Iowa's Title III projects

Types of problems	Number of responses to each problem area	Total of weighted ^a responses to each problem area	Percentage of weighted responses
Personnel problem: finding qualified personnel	8	25	18.25
Delay in funding and delay in approving	9	34	24.82
Equipment and materials: delivery problems, etc.	6	13	9.49
Adequate time for planning: training personnel, etc.	4	9	6.56

^aThe responses relating to the problem areas were weighted four, three, two, and one. The most difficult area of response was assigned a weight of four, the second response in order of difficulty was assigned a weight of three, the third response in order of difficulty assigned a weight of two, and the least difficult problem area responses was assigned a weight of one.

Table 29. (Continued)

Types of problems	Number of responses to each problem area	Total of weighted ^a responses to each problem area	Percentage of weighted responses
Communication problems	2	4	2.92
Facilities problem: adequate space, etc.	4	8	5.84
Budget problems: unseen needs, etc.	4	10	7.29
Acceptance and cooperation	5	5	3.65
Red tape and paperwork to satisfy USOE	2	5	3.65
Establishing priority, scope and a plan of action	2	5	3.65
"Selling and explaining Title III"	1	1	.73
Ambiguous and changing guidelines	2	4	2.92
Preparing or adjusting proposal			
Lack of state educational agency leadership	2	5	3.65
Lack of appropriate consultative help	1	1	.73
Evaluation problems	4	8	5.84
Other			
Total	56	137	99.99

President Johnson in his 1967 State of the Union address said that every federal program will be thoroughly evaluated. Dictionaries generally define evaluation as the determination of the value or amount of or to appraise. Typically, evaluation has been concerned with the testing of results or the measuring of outcomes. Iowa's Title III project administrators were concerned with the problems of evaluating their projects. The types of instruments and the number of project responses to each instrument were identified in Table 30.

Table 30. Types of evaluation instruments and procedures utilized by Iowa's Title III projects

Types of instrument and procedures	Number of responses	Percentage of responses
Standardized tests	4	3.70
Teacher (other personnel) evaluation	14	12.96
Outside special evaluation	8	7.41
Conferences, interviews, questionnaires	13	12.04
Director's evaluation	14	12.96
Subjective tests	1	.93
Student reactions	8	7.41
Parent attitudes and community responses	7	6.48
By consultants	9	8.33
Annual and other reports	10	9.26
Number using materials or services	10	9.26
Attendance increases	7	6.48
Check lists, inventories, polls	2	1.85
Fewer dropouts	1	.93
Other		
Total	108	100.00

The number of responses to each type of evaluation instrument indicated that Iowa's Title III projects had selected varying methods of evaluation. Subjective evaluation by project related personnel received the largest number of responses.

All of Iowa's Title III projects suggested plans for the dissemination of information about the project. The plans were varied and included most of the methods that were in current practice. Table 31 presented the methods of dissemination and number of project responses to each method. However, four methods stood out among the rest. They were: (1) workshops and conferences, (2) periodic news releases, (3) general brochures, and (4) films and slide presentations.

Table 31. Dissemination of information by methods for Iowa's Title III projects

Methods of Dissemination	Number of responses to each method of dissemination	Percentage of responses to each method of dissemination
A model materials center	2	2.57
A model school	2	2.57
Fixed demonstrations	6	7.69
Mobile demonstration units	4	5.13
Workshops, conferences, etc.	13	16.66
Periodic news releases	14	17.94
General brochures	14	17.94
Exchange of personnel	4	5.14
Films and slide presentations	12	15.38
Involvement of other personnel in program	7	8.97
Other		
Total	78	99.99

3. Field survey questionnaire number three

The federal-state-local relationship relating to Title III was unique. Title III and a very few other federal programs required direct federal-local relations with the state educational agency having little or no involvement. A provision in Title III prohibited the United States Commissioner of Education from acting on a proposal until it had been reviewed and recommended by the state educational agency. This provision gave state educational agencies a limited but rather important role. The state educational agency's indirect role related to Title III led to a wide range in the extent of state educational agency participation. The range included state educational agencies with four full-time Title III state coordinators and an occasional involvement of other staff to

state educational agencies where Title III was only one among a number of responsibilities assigned to a single staff member.

The Iowa State Department of Public Instruction did not present a formal written state plan providing for administration of Title III but had a method of operation on file with the United States Office of Education.

Title III responsibility was assigned to a staff member who allocated approximately 30 per cent of his time to Title III duties. The remaining 70 per cent of his time was spent as a consultant in the planning and development division. The 30 per cent salary expenditure for the Title III state coordinator was supported by Title V funds of the Elementary and Secondary Education Act of 1965.

Iowa's Title III state coordinator's activities consisted mainly of reviewing and recommending proposals and assistance to project planning in writing proposals, negotiating proposals with the United States Office of Education, and obtaining continuance and/or renewal of projects. Dissemination of information about projects was provided through a few newsletters and two documents printed annually. No state-wide workshops, seminars, and/or conferences were conducted for Title III in Iowa. Other staff personnel in specific service areas provided consultative assistance to a limited number of projects. All of the proposed projects reviewed and recommended for approval by the Iowa State Department of Public Instruction were approved by the United States Office of Education. The Iowa State Department of Public Instruction did not establish procedures for facilitating communication among the Title III projects and other educational agencies.

4. Measurability of the project objectives

The objectives of the 15 approved projects were carefully analyzed and evaluated on the basis of the established criteria (see Chapter three, page 41).

Although the objectives were stated fairly well there was some difficulty in distinguishing between the immediate and ultimate objectives. Many objectives were over ambitious in that they proposed to solve problems such as; improving the school program in academic and services areas by helping to define the needs at various grade levels related to these academic and service areas and by assisting in the developing of appropriate means of meeting the defined needs. Also, it was difficult to establish a consistent relationship between the nature of the objectives and the quality of the proposed procedures. The purpose of a program objective is to make clear what it is that needs to be done - or what it is that has been done, if it is to meet the criteria of clarity. A well-written program objective should say three things: (1) what it is that the program will achieve; (2) under what conditions the program will operate to do this; and (3) to what extent the program will accomplish this. Thus, a well constructed program objective should specify under what conditions and to what extent a certain kind of performance can be expected to take place. Finally, a well-written program objective will suggest how its achievement can be measured.

The objectives with lower percentages of measurability are associated with the projects that were written very early in the Title III program. Projects submitted later in the Title III program showed a much clearer

and consistent relationship between what they were aimed at and what they proposed to do. Generally, there was a much greater clarity of objectives in the projects that were concerned with implementing a particular service or practice. The level of generality inherent in the project objectives was evidenced by the limited number of objectives stated. Two projects stated objectives in more detail and greater specificity than did the other 13 projects. One project stated its major objectives in two very broad general objectives and four other projects stated its objectives in three general objectives. However, the projects that stated a few broad objectives did subdivide the general objectives in other sections of the written documentation.

Lastly, the project objectives were relatively free from duplication. Thus, the project objectives rated rather well in reference to the level of generality and independence but low in relationship to the measurability of behavior. The number of project program objectives and the number that were determined to be measurable in behavioral terms, according to the established criteria were presented in Table 32.

Table 32. Number of program objectives related to their measurability by project

Project grantee	Number of objectives	Number of measurable objectives	Percent of measurable objective to number stated
Bettendorf Com. Bd. of Educ.	4	1	25.00
Clarinda Com. Sch. Bd.	3	2	66.66
College Com. Bd. of Educ.	6	2	33.33
Des Moines Com. Sch. Bd. (Math)	13	8	61.50
Des Moines Com. Sch. Bd. (Television)	3	2	66.66
Linn Cty. Bd. of Education	2	1	50.00
Polk Cty. Bd. of Educ. (ACCESS)	4	2	50.00
Polk Cty. Bd. of Educ. (IMPACT)	6	3	50.00
Red Oak Com. Bd. of Educ.	5	2	25.00
Sac Com. Bd. of Educ.	3	1	33.33
Scott Cty. Bd. of Educ.	12	10	83.00
Van Buren Com. Bd. of Educ.	2	1	50.00
Wapello Cty. Bd. of Educ.	5	3	60.00
Woodbury Cty. Bd. of Educ. (Cultural)	3	2	66.66
Woodbury Cty. Bd. of Educ. (Math)	5	3	60.00
Total	76	43	56.60

V. SUMMARY, CONCLUSIONS, DELIMITATIONS, AND RECOMMENDATIONS

The general problem of this study was to examine, evaluate, and provide information about the existing Title III projects in Iowa. To accomplish this assessment, Title III records on file in the Iowa State Department of Public Instruction were analyzed and a field survey was conducted which involved three questionnaires and personal visitations to all operating Title III projects in Iowa.

Specifically the investigator sought to answer questions which were grouped into three major areas of concern. Questions relating to approval procedures for Title III projects were:

a) What did the literature recommend as best practice for the approval of Title III projects?

b) What was the relationship between the proposed projects reviewed and recommended for approval or non-approval by the Iowa State Department of Public Instruction and the projects approved or not approved by the United States Office of Education?

Questions concerned with information about the existing Title III projects were:

a) What types of programs were Iowa's Title III projects engaged in?

b) What types of activities were the projects engaged in?

c) What was the geographic pattern of the Title III projects?

d) What was the participation of persons to be served by the projects?

e) What personnel was needed for administration and implementation of the projects?

f) What were the methods used for dissemination of information about the projects?

g) What were the types of cultural and educational agencies participating in the planning of the projects?

h) What kinds of cultural and educational agencies have participated in the operation of the projects?

i) What types of evaluation instruments were utilized in measuring the performance of the projects?

The third major area contained questions related to administration and organization. They were:

a) What problems were encountered by the Iowa State Department of Public Instruction relative to administration and coordination of the Title III program?

b) What problems were encountered by project administrators in moving the project from the written contract to operation?

c) What were the sources of additional funds - federal and non-federal, excepting Title III?

d) Have Iowa's local school agencies established programs under Title III that are innovative and exemplary in nature rather than adaptive?

e) What limitations were imposed upon the Iowa State Department of Public Instruction's leadership role in Title III, of the Elementary and Secondary Education Act of 1965?

f) Did the Title III projects in Iowa have more involvement by cultural and educational agencies in the planning than in the operation of the programs?

g) Have the approved Title III projects in Iowa stated measurable objectives in their original project documentation?

A. Summary

Although, all operational Title III projects in Iowa were included in this study, the nature of the population was such as not to warrant generalizations beyond the scope of this study.

1. Approval procedures for Title III projects

Proposals for Title III projects were submitted to the United States Office of Education twice a year, in compliance with pre-established deadline dates. The project applicant sent another copy directly to the state educational agency.

The United States Office of Education then sent each proposal to two field readers, sometimes a copy was sent to a program specialist in the "office", and the Title III desk personnel evaluated the proposal. Approximately 200 field readers were relied upon to evaluate the many proposals submitted by project applicants. A final composite rating was established which consisted of: (1) the evaluation provided by the field readers, (2) the recommendation of the state educational agency, and (3) the evaluation of the Title III desk personnel in the United States Office of Education, which had the greatest weight.

Educational authorities in research and development have generally described evaluative criteria that need to be given consideration in the approving of proposed projects. These various criteria can be grouped into five major areas. The five major areas and related questions of importance are as follows:

a) The project design - Does the project meet the definition of creativity, as set forth in the Manual For Project Applicants? Are the priorities and needs clearly established? Are the component parts of the project logically arranged? Is the subject of the project related to something of importance? Does the proposal show familiarity with related research and associated literature? Does the project systematically relate the objectives to processes and program operation?

b) Organizational procedures - Is the scope and size of the project appropriately related to the procedures? Are the evaluation procedures realistically stated in terms of how and to what extent? Does the proposal contain adequate provision for the utilization of outside resources?

c) Implementation of the project - How adequate is the budget in relation to the program of activities? Is the staffing pattern consistent with the program requirements? Does the proposal provide for adequate facilities, supporting equipment and materials?

d) Outcomes - Does the proposal show evidence of the anticipated results? Is there adequate provision for measuring and comparing the actual results with the anticipated results?

d) Dissemination - Is there a plan, with appropriate budget, for publicizing the project's activities? Does the proposal indicate plans

for a continuation of dissemination of information as the project progresses? Are the plans for dissemination appropriate for the various activities and respective target groups?

Generally, the authorities agreed that evaluation procedures should include an appropriate number of processes as well as quantitative criterion.

In its role of review and recommendation relating to approval or non-approval of proposed projects, the Iowa State Department of Public Instruction was in complete agreement with the United States Office of Education's final action. All proposed projects reviewed and recommended for approval were approved and those not recommended for approval were not approved by the United States Office of Education.

2. Information about the existing Title III projects

There were 15 Title III projects operating in Iowa. All were engaged in operational types of programs with five of the 15 committed to the conducting of pilot activities as a concurrent program. Specific project purposes concentrated in three basic areas - administrative services, pupil activities, and teacher in-service education. Geographic concentration existed in the location of Iowa's Title III projects. Four projects were located in Polk County, two projects were centered in each of the following locations: Linn County, Scott County, and Woodbury County. The distribution of the remaining five projects were located in the southwest section and southeast sections of Iowa.

Ten projects (66.66 per cent) were organized to serve geographic territories which was essentially the same as the territory defined in

Iowa's community college and vocational-technical merged areas. Three projects (20 per cent) were organized to serve only local educational agencies, one project (6.66 per cent) served a single county, and one project (6.66 per cent) served the entire state. The public enrollment of the area to be served by the 15 projects was 808,122 and the non-public enrollment was 116,628. The public school persons served was 530,456 and the non-public school persons served was 35,061. Approximately 66 per cent of the public school persons were served and approximately 30 per cent of the non-public school persons were served in the geographic area to be served by the projects. The non-white (negro, American Indian, and other non-white) participation in Iowa's Title III projects amounted to about three per cent of the white participation. Personnel for administration of Title III projects in Iowa amounted to 34.78 full-time equivalents or approximately nine per cent of total staff working in the projects. There were 127.5 full-time teaching personnel employed in the projects. The ratio of administrators to teaching personnel was 1 administrator to 3.6 teachers. There were 90.05 other professionals (full-time equivalents) and 128.5 non-professionals (full-time equivalents) assigned to the projects.

The dissemination plans for the projects included the use of many different types of instruments and procedures. Workshops, conferences, periodic news releases, general brochures, films and slide presentations accounted for approximately 68 per cent of the methods utilized for dissemination by the projects.

The cultural and educational agencies participating in the planning of the project spanned a wide variety of organizations. Predominate in the planning were public colleges or universities, the Iowa State Department of Public Instruction, and local educational agencies. All projects involved 61 different types of cultural and educational agencies in its planning activities. The participation of cultural and educational agencies by type decreased in number during the operation of the projects.

Iowa's Title III projects planned to use a wide variety of types of evaluative instruments and procedures to measure the results of the program activities. Teacher evaluation procedures, conferences, interviews, questionnaires, consultants, director's evaluation, annual reports, and number using materials or services represented approximately 65 per cent of the methods for evaluating the projects.

3. Administration and organization

The Iowa State Department of Public Instruction lacked funds with which to obtain resources to administer the Title III program. Title III responsibilities was assigned to one regular staff member. Communication and dissemination procedures were lacking and consultative services were limited.

Project administrators, following the national picture, reported two major problem areas. The personnel problem and the delay in funding and approval of proposed projects represented about 43 per cent of the total responses related to implementing the project. Obtaining equipment and materials was considered to be a problem by some project officials. Evaluation problems and facilities difficulties was of concern to several project administrators.

B. Conclusions

1. Approval procedures for Title III projects

The procedure for evaluating proposed projects relating to approval or non-approval worked well. The relationship between the Iowa State Department of Public Instruction, concerning the approval or non-approval of proposed projects, was very good and extremely consistent. The two agencies agreed on the disposition of all proposed projects.

2. Information about the existing Title III projects

All of Iowa's projects were operational in nature. The lack of project activity in the planning grant area indicated that a weakness existed in the developmental aspects of Iowa's Title III program. The program activities suggested an unusual amount of interest in providing administrative services for the support of the teacher-pupil learning environment.

The concentration of Iowa's Title III projects resulted in certain areas of the state receiving considerable financial help while other areas received little or no aid. Roughly the upper one-third of the state had no Title III project located in its area.

The proportionate number of the public school persons receiving Title III services in respective geographic areas seemed adequate. However, the proportionate number of non-public school persons served seemed relatively low. The total number of non-white school persons (negro, American Indian, and other non-white) served in the projects amounted to three per cent of the total number of white school persons served.

3. Administration and organization

The Iowa State Department of Public Instruction encountered several problems relative to the administration and coordination of the Title III program. The lack of federal funds for administering Title III in the state was the major problem. This funding problem resulted in: (1) no formal written state plan, (2) the assignment of Title III responsibilities to a regular staff member, (3) the inability to obtain outside consultative help at the state level, (4) limited on-site visitations, (5) insufficient dissemination procedures at the state level, (6) limited consultative guidance and assistance to local project personnel, (7) the incapability of providing for state-wide workshops or seminars, and (8) reduced communication with the United States Office of Education.

Project administrators encountered problems associated with federal funding and personnel. The difficulty of obtaining high quality personnel was accentuated by the need to attract persons from the research and development field, an area experiencing critical shortages of qualified personnel. Also, the able career-minded educators hesitated to become affiliated with projects that had a high probability of limited duration and were narrow in scope of activity.

Iowa's Title III project administrators anticipated continuing their projects beyond the original grant period of three years. They expected to obtain financial support from: (1) a continuation grant of Title III, (2) local school systems, (3) local educational agencies, and (4) miscellaneous other sources. This expectation of obtaining funds to continue the projects indicated strong commitment to integrating the project

program with the regular school program. However, the vast majority of projects relied mainly on Title III funds to maintain their project during its operation. Thus, the phasing out of federal funds and phasing in of funds from other sources was abrupt rather than gradual for most projects. Also, only a minimal amount of liaison and coordination with other federal and local school programs existed, if viewed in terms of additional sources of funds used to support the projects.

In the classified areas of creativity Iowa's 15 Title III projects included ten innovative, four exemplary, and one adaptive. Thus, it was reasonable to conclude that the majority of Iowa's Title III projects were innovative and exemplary rather than adaptive.

The Iowa State Department of Public Instruction's leadership role seemed rather restricted because in the final analysis all funding and program approval for Title III projects resided with the United States Office of Education. Also, no federal funds in Title III were allocated to the Iowa State Department of Public Instruction for the administration of the state's Title III program which further limited its leadership role. The lack of a formal written state plan and the assignment of Title III responsibilities to a part-time state coordinator impeded the Iowa State Department of Public Instruction's leadership activities.

There was greater involvement by cultural and educational agencies in the planning for the projects than in the continued operation of the projects. However, the cultural and educational agencies that continued to participate in the operation of the projects were generally those that had specific interests in the project's program.

As judged by the evaluative criteria, only 56.6 per cent of the project's objectives were determined to be measurable in terms of behavioral characteristics. Therefore, it appears reasonable to assume that considerable difficulty will be encountered in evaluating the attainment of many project objectives.

C. Discussion

Several observations in the conduct of this study seem worthy of comment.

First of all, inquiry concerning why the United States Office of Education and the Iowa State Department of Public Instruction agreed on the disposition of all project proposals indicated that the excessive number of proposals submitted prohibited close attention at the federal level.

Considering the geographic location of the approved projects and their concentration in urban areas, serious doubts exist relative to Title III serving the state of Iowa with geographic uniformity.

The impact of Title III services, as measured by proportionate numbers of public school persons served as related to non-public persons proved somewhat discriminatory toward the non-public school sector. A similar measurement indicated a disproportionate amount of services for white school persons as compared to non-white.

An obvious and widely recognized administrative error in originating and implementing Title III in Iowa and nationally was the lack of specific procedures and funding for state administrative control. A concomitant lack of communication throughout the federal-state-local network resulted in project administrators mistakenly anticipating project continuance beyond the proposed grant period. In reality these projects will terminate

through lack of federal, state, and local funds while at or approaching peak periods of production. Subject Title III personnel hope that the congressional amendments of 1967 will negate such administrative inefficiency in the future.

Dissemination of project activities is essentially non-existent beyond the immediate project activity area. No state-wide plan for dissemination of selected Title III project accomplishments was implemented. In fact, evaluation of project goals per se were so lacking that sound procedures as developed by projects were not effectively noted for subsequent dissemination.

Evaluation of project objectives was severely restricted by the prevalent lack of stated measurable objectives in the original approved proposals. Rigid criteria for stated measurable objectives did not exist at either the state or federal level. This lack of administrative control negated subsequent evaluation at all governmental levels, especially the local project level.

D. Delimitations

The information in this study was obtained from various sources: (1) recognized authors in the area of Title III, (2) the Title III files in the Iowa State Department of Public Instruction, and (3) interviews with selected directors of the existing Title III projects. Consideration should be given to the following limitations:

1. The investigation was limited to the approved Title III projects in Iowa for the time period from July 1, 1965, to January 15, 1967.

2. The Title III administrators in the Iowa State Department of Public Instruction were interviewed in arriving at the kind and type of information to be collected and analyzed in the study. While these administrators were knowledgeable about Title III projects in Iowa, their evaluation of what information to collect and to analyze was by necessity a subjective interpretation.

3. This study, like others which use interviews, was limited by the adequacy of the interview tool and the reliability of the interviewer's and interviewees' judgments.

E. Recommendations

Emphasis in this study was focused on the approval procedures for Title III projects, information about the existing Title III projects, information about the existing Title III projects, and the administration and operation of the projects. Observation of the data in each of the areas indicates that much potential exists for improvement in the approval procedures and the administration of Iowa's Title III program.

1. Improvement in the approval procedures of Title III projects

Evaluation relating to the approval or non-approval of proposed Title III projects should be done earlier. This means that the Iowa State Department of Public Instruction officials need to take a more active role in soliciting proposals and either encouraging or discouraging proposal efforts in the very early stages of development. Also state officials should be available to advise local educational agencies about priority

areas of need for Title III. Early state educational agency consultation can provide proposal writers with information about other Title III programs in the state and estimates of the desirability of developing any program area. A small but manageable outside group of readers should be formed to evaluate the state's Title III proposed projects. This group of readers should be representative of all aspects of the local school system including the administrative, academic, and student activity area. Also, the state plan and/or guidelines should spell out very clearly the evaluative criteria which is used to determine the acceptability or non-acceptability of proposed projects.

2. Administration of Iowa's Title III program

The Iowa State Department of Public Instruction should allocate sufficient funds for the administration and organization of its Title III program. An appropriate number of full-time staff personnel should be assigned the responsibility of administering the state plan. The Iowa Title III personnel should maintain close communication with the United States Office of Education and should strive to coordinate Iowa's Title III program with other federal and local programs.

The Iowa state plan should recognize the needs of the entire state and should be properly communicated to all levels of school administrators in the state. The Title III staff personnel should stimulate and encourage proposals that: (1) place special emphasis upon the process dimensions of change in education, (2) take into consideration the needs of minority groups, (3) concentrate on the areas of research and development, project design, and evaluation, (4) recognize the need for inservice

education, (5) provide for adequate dissemination of practices and results, and (6) adapt educational technology to the project's program rather as an end in itself. Finally, special workshops and/or seminars should be conducted at the state level for Iowa's Title III related personnel.

F. Recommendations for Further Research

The design of this study required some assumptions that prohibit extensive inferences from the data. The bulk of data accumulated for this study was analyzed in an effort to seek answers to specific problems identified for this study. However, there are indications that the data could profitably be subjected to other types of evaluations which would make other inferences possible.

The Title III program is in the midst of a change of administration. The former direct federal-local relationship is being abolished with the state educational agency assuming greater responsibility for the administration of the Title III program. Data will need to be collected and analyzed relating to the administration of the state plan and its operation. Since none of the Title III projects have reached the end of their original grant period (three years), additional research is needed to evaluate the effectiveness of the programs in bringing about change in the local educational environment. More attention should be given to the population to be served and the actual number served by the Title III projects in terms of their social, economic, and demographic characteristics.

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VII. APPENDIX

FIELD SURVEY QUESTIONNAIRE I, TITLE III
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
April 1968

PROJECT IDENTIFICATION:

State _____ Location _____

Title _____

Planning _____ Operational _____ USOE Code No. _____

Position of person interviewed - Project Administrator

1. Project classification. What major type of activity would you classify your project as: Place an X in the appropriate space.

- a. Preschool _____
- b. Curricular dimension _____
- c. Instructional materials and resources _____
- d. School subjects _____
- e. Pupil services _____
- f. School administration _____
- g. School organization _____
- h. Special education _____
- i. Teacher education _____
- j. Test development _____
- k. Other (list) _____

Field Survey Questionnaire I (Continued)

2. State educational agency leadership in the stimulation of proposals and working with ongoing projects takes time, which requires personnel. What ideas and suggestion would you offer for the future developments of Title III in Iowa. Indicate your Answer(s) by placing an X in the appropriate space(s).

- a. Money should be allocated to state educational agencies for administration of Title III at state level _____
- b. Allocate more funds to Title III projects _____
- c. Provide for construction funds _____
- d. Provide for a longer funding period than one year _____
- e. Faster notification of approval and earlier receipt of funds _____
- f. Open calendar for filing proposals _____
- g. Greater freedom within the budget _____
- h. Simplier and clearer guidelines and proposal forms _____
- i. More consultant help and field representations from state educational agency _____
- j. Better dissemination concerning state and national Title III projects _____
- k. More stress on evaluation _____
- l. Reduce the redtape and paperwork _____
- m. Funding emphasis on:
 - 1) merit only _____
 - 2) innovations for area in project _____
 - 3) less emphasis on innovation _____
 - 4) stress exemplary character _____
 - 5) avoid duplication of projects _____
 - 6) regional approaches _____
 - 7) help to minority groups _____
 - 8) other (list) _____

- n. Establish permanent service centers _____
- o. Other (list) _____
- _____
- _____
- _____
- _____
- _____

Field Survey Questionnaire I (Continued)

3. What sources of funding are anticipated to provide financial support for continuing the project beyond the original grant period after which federal funding is phased out? (Place check in the appropriate spaces.)

- a. Project will not be continued _____
- b. A continuation grant of Title III funds will be requested _____
- c. Local school systems _____
- d. Other federal sources _____
(list federal sources)

- e. State and local government organizations _____
(list organizations)

- f. Foundations _____
- g. Community agencies _____
- h. Private industry _____
- i. Other _____
(list sources)

Field Survey Questionnaire I (Continued)

4. What sources of funds other than Title III funds are helping to support your current project? Place an X in the appropriate space(s).

Federal Sources:

- | | | | |
|--------------------------|-------|--------------------------------|-------|
| a. ESEA Title I | _____ | h. Educational Television | |
| b. ESEA Title II | _____ | Facilities Program | _____ |
| c. ESEA Title IV | _____ | i. ESEA Regional Educational | |
| d. Office of Economic | | Laboratory | _____ |
| Opportunity (OEO) | _____ | j. Higher Education Facilities | |
| e. NDEA (General) | _____ | Act of 1963 | _____ |
| f. Civil Rights Act 1964 | _____ | k. School assistance to | |
| g. Vocational Education | | federally under privi- | |
| Act 1963 | _____ | leged areas | _____ |
| | | l. Other (name) _____ | |

Non-federal Sources:

- | | | | |
|----------------------------|-------|----------------------------|-------|
| a. Local school funds | _____ | f. Cultural agencies | _____ |
| b. Public colleges and | | g. Donations from individ- | |
| universities | _____ | uals | _____ |
| c. State and local govern- | | h. Private non-profit | |
| ment | _____ | agencies | _____ |
| d. Private industry | _____ | i. Tuition fees | _____ |
| e. Private and non-public | | j. Other (name) _____ | |
| schools | _____ | | |

5. Comments: This final part may be used to describe any other concern or problem that you may wish to mention about your Title III project.

FIELD SURVEY QUESTIONNAIRE II, TITLE III
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
 April 1968

PROJECT IDENTIFICATION:

State _____ Location _____

Title _____

Planning _____ Operational _____ USOE Code No. _____

Position of person interviewed - Project Director

1. Participation of cultural and educational agencies. Please check type and list name(s) of cultural and educational agencies that are participating, on a continuous basis, in the conduct of your Title III program.

Check type (X)	Organization Name
_____ Public College or University	_____
_____ State Department of Education	_____
_____ Private College or University	_____
_____ Private/Parochial Schools	_____
_____ Public Library	_____

Field Survey Questionnaire II (Continued)

_____ Regional Educational Laboratory _____

 _____ Educational Radio/Television _____

 _____ Musical Organization _____

 _____ Artistic Organization _____

 _____ Park/Recreation Organization _____

 Others (name) _____

2. What were (are) the four most difficult problems that you encountered in moving your project from paper to action--getting underway? Place the numbers one, two, three, or four in the appropriate spaces: Number 1--most difficult, Number 2--second in order of difficulty, Number 3--third in order of difficulty, and Number 4--least difficult.
- | | |
|--|--|
| a. Personnel problem:
Finding qualified personnel _____ | g. Budget problems:
Unseen needs, etc. _____ |
| b. Delay in funding and delay
in approving _____ | h. Acceptance and cooperation:
Administrators _____ |
| c. Equipment and materials:
Delivery problems, etc. _____ | Teachers _____ |
| d. Adequate time for planning:
Training personnel, etc. _____ | Community _____ |
| e. Communication problems _____ | School boards _____ |
| f. Facilities problem:
Adequate space, etc. _____ | i. Red tape and paperwork
to satisfy USOE _____ |
| | j. Establishing priority,
scope and a plan of
action _____ |

Field Survey Questionnaire II (Continued)

- | | |
|--|--|
| k. "Selling and explaining Title III" _____ | o. Lack of appropriate consultative help _____ |
| l. Ambiguous and changing guidelines _____ | p. Evaluation problems _____ |
| m. Preparing or adjusting proposal _____ | q. Other (describe) _____ |
| n. Lack of state educational agency leadership _____ | _____ |
| | _____ |
| | _____ |

3. What evaluation method(s) have been and will be utilized by your project? Place an X in the appropriate space or spaces.

- | | |
|---|-------|
| a. Standardized tests | _____ |
| b. Teacher (other personnel) evaluation | _____ |
| c. Outside special evaluation | _____ |
| d. Conferences, interviews, questionnaires | _____ |
| e. Director's evaluation | _____ |
| f. Subjective tests | _____ |
| g. Student reactions | _____ |
| h. Parent attitudes and community responses | _____ |
| i. By consultants | _____ |
| j. Annual and other reports | _____ |
| k. Number using materials or services | _____ |
| l. Attendance increases | _____ |
| m. Check lists, inventories, polls | _____ |
| n. Fewer dropouts | _____ |
| o. Other (list) _____ | _____ |
| | _____ |
| | _____ |

4. What are your current or future plans for dissemination of information about your project? Place an X in the appropriate space or spaces.

- | | |
|---------------------------------------|--|
| a. A model materials center _____ | h. Exchange of personnel _____ |
| b. A model school _____ | i. Films and slide presentations _____ |
| c. Fixed demonstrations _____ | j. Involvement of other personnel in program _____ |
| d. Mobile demonstration units _____ | k. Other (describe) _____ |
| e. Workshops, conferences, etc. _____ | _____ |
| f. Periodic news releases _____ | _____ |
| g. General brochures _____ | _____ |
| | _____ |

Field Survey Questionnaire II (Continued)

5. Comments: This final part may be used to describe any other concerns or problems that you may wish to mention about your Title III project.

FIELD SURVEY QUESTIONNAIRE III, TITLE III
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
 April 1968

PROJECT IDENTIFICATION:

State Iowa State Department of Public InstructionLocation State Office Building, Des Moines, Iowa

Position of person interviewed

Directions:

Please indicate your response by placing an X in the appropriate spaces.
 All responses are to reflect the situation for the time period of
 June 30, 1965 to January 15, 1967.

1. Was the Iowa Title III state coordinator's position a full-time assignment?

_____ yes _____ no

2. If the assignment was not full-time, what percentage of time was allocated to the Title III state coordinator's position?

_____ 10; _____ 20; _____ 30; _____ 40; _____ 50;
 _____ 60; _____ 70; _____ 80; _____ 90.

3. If part-time, what other position(s) (give title only) did you allocate the remaining time?

_____ Position Title(s)

4. What was the source of funding for your position? (Please indicate a percentage if more than one source is applicable.)

a. Elementary and Secondary Education Act of 1965

_____ Title I; _____ Title V; _____ Title Va;

_____ Regular state department of education;

_____ Other (list) _____

Field Survey Questionnaire III (Continued)

5. Did the Iowa State Department of Public Instruction have a formal written state plan for the Title III program?

_____ yes _____ no

6. Did the Iowa State Department of Public Instruction sponsor, conduct, and/or co-host Title III workshops, seminars, conferences, etc., for state school personnel? (Please indicate the number of workshops if answer is yes in the appropriate space.)

_____ yes _____ no

7. How many on site visitations have been made by the Iowa Title III state coordinator to the 15 operating Title III projects? (Please enter number in space provided below.)

_____ Number of on site visitations

8. Were other staff personnel assigned to assist the Title III state coordinator in the administration of the Title III program?

_____ yes _____ no

(If yes, please indicate the position, title, and responsibilities in the space below.)

_____ Position Title

_____ Job Responsibilities

_____ Position Title

_____ Job Responsibilities

9. Did the Iowa State Department of Public Instruction print and distribute information concerning Title III programs in the state?

_____ yes _____ no

Field Survey Questionnaire III (Continued)

(If yes, please indicate the title of the document(s) used and how often the document was distributed.)

Title of Document	Time Distribution Pattern
_____	_____
_____	_____

10. What kind of guidance or consultant help was provided for project personnel in Iowa's Title III program?

- Writing proposals
- Assistance to project personnel in negotiating proposal with United States Office
- Project contract negotiation concerning funding amounts
- Assistance in obtaining continuance and/or renewal of projects
- Other (Please describe) _____
- _____
- _____

11. Did the Iowa State Department of Public Instruction use any outside consultants ("outside" meaning from any source except within the agency) in providing assistance, appraisals, and/or evaluations of the Title III projects?

yes no

If yes, please indicate services or functions performed in the space below.

Field Survey Questionnaire III (Continued)

12. How many Title III proposals recommended for approval by the Iowa State Department of Public Instruction were not approved by the United States Office of Education?

Number recommended for approval

Number not approved

13. Did the Iowa State Department of Public Instruction establish a center clearinghouse (library) for the collection and dissemination of Title III information?

_____ yes _____ no

14. Did the Iowa State Department of Public Instruction establish or develop procedures for facilitating communication among the Title III projects and other agencies such as the regional educational laboratories and the United States Office of Education?

_____ yes _____ no

15. Comments: This final part may be used to describe any other concerns or problems that you may wish to mention about your Title III project.

LETTER REQUESTING PERMISSION TO INTERVIEW TITLE III PROJECT ADMINISTRATOR

(Personalized heading)

Mr. Sam W. Bliss, a Department of Public Instruction staff member, under the direction of Dr. Richard Manatt, Associate Professor of Education, Iowa State University, is planning to conduct a study of Iowa's Title III Projects. The study will include the approved Title III Projects during the time period of July 1, 1965 to January 15, 1967.

Mr. Bliss' study will require that he collect and analyze information about Title III Projects that is not available except through personal interview with you and your project director. The purpose of this letter is to request your cooperation. I believe that the results of the study will be valuable to the Department in preparing Iowa's Title III state plan and in the future administration of the Title III program.

It is expected that one interview, not exceeding two hours, will be sufficient to obtain the information needed. To conserve time Mr. Bliss will telephone you shortly after receipt of this letter to arrange for the interview at a time convenient for you and your director.

The identity of you and your project will be lost in the analysis of the accumulated data, and all information obtained from you will be held strictly confidential.

I appreciate and thank you for your cooperation.

Sincerely,

PAUL F. JOHNSTON,
State Superintendent
Department of Public Instruction

LETTER CONFIRMING INTERVIEW WITH TITLE III PROJECT ADMINISTRATOR

(Personalized heading)

I appreciate your willingness to allow me to visit with you on May 21, 1968, at 2:00 p.m., in your office for the purpose of obtaining information about your Title III project.

You will find enclosed in this envelope the following materials:

1. Information Questionnaire I for completion by the Project Administrator.
2. Envelope with a copy of this letter and Information Questionnaire II for completion by the Project Director.

Please distribute to your Project Director the envelope labeled Project Director. The information requested on each questionnaire may be filled in by both you and your Project Director before our appointment, or it may be completed during the interview.

Thank you for your help and cooperation.

Sincerely yours,

Sam W. Bliss, Director
Midwestern States Educational
Information Project

LETTER THANKING TITLE III PROJECT ADMINISTRATOR FOR INTERVIEW

(Personalized heading)

I wish to thank you and express my appreciation for the cooperation of you and your Project Director extended to me during my recent visit to your project.

Your participation in the state-wide Title III survey will aid the research being done in this area.

Sincerely,

Sam W. Bliss, Director
Midwestern States Educational
Information Project

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without page(s) 119.

UNIVERSITY MICROFILMS.

SECTION A - Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED _____ _____ _____	17A. TOTAL NUMBER OF COUNTIES SERVED _____ B. TOTAL NUMBER OF LEA'S SERVED _____ C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED _____	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED \$ _____
--	--	---

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission				\$ _____
B.	Application for First Continuation Grant				\$ _____
C.	Application for Second Continuation Grant				\$ _____
D.	Total Title III Funds				\$ _____
E.	End of Budget Period Report				

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes) 1 <input type="checkbox"/> REMODELING OF FACILITIES 2 <input type="checkbox"/> LEASING OF FACILITIES 3 <input type="checkbox"/> ACQUISITION OF FACILITIES 4 <input type="checkbox"/> CONSTRUCTION OF FACILITIES 5 <input type="checkbox"/> ACQUISITION OF BUILT-IN EQUIPMENT		
B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY _____	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS _____	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY \$ _____

SECTION C - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.		PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served:	(1) Public							
		(2) Non-public							
	Persons Served by Project	(1) Public							
(2) Non-public									
(3) Not Enrolled									
C	Additional Persons Needing Service	(1) Public							
		(2) Non-public							
		(3) Not Enrolled							
2.	TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL			

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT					
PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED					

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED _____			(2.) TOTAL CALENDAR DAYS RETAINED _____		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED _____			(2.) TOTAL CALENDAR DAYS RETAINED _____		

SECTION E NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NON PUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATE COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
	A Deficiency Survey (Area Needs)								
	B Curriculum Requirements Study (Including Planning for Future Need)								
	C Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
	A Arts (Music, Theater, Graphics, Etc.)								
	B Foreign Languages								
	C Language Arts (English Improvement)								
	D Remedial Reading								
	E Mathematics								
	F Science								
	G Social Studies/Humanities								
	H Physical Fitness/Recreation								
	I Vocational/Industrial Arts								
	J Special-Physically Handicapped								
	K Special-Mentally Retarded								
	L Special-Disturbed (Incl. Delinquent)								
	M Special-Dropout								
	N Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
	A Educational TV/Radio								
	B Audio-Visual Aids								
	C Demonstration/Learning Centers								
	D Library Facilities								
	E Material and/or Service Centers								
	F Data Processing								
4.	PERSONAL SERVICES								
	A Medical/Dental								
	B Social/Psychological								
5.	OTHER								

REVIEW AND RECOMMENDATION BY STATE EDUCATIONAL AGENCY OF PROPOSED PROJECT
Title III, P.L. 81-874, as amended by P.L. 89-10

INSTRUCTIONS: Please review and make the applicable recommendations for each project, as specified in this questionnaire. Attach a brief summary statement, to support your recommendations.

TYPE OF PROJECT
"X"
 PLANNING
 OPERATIONAL

PART I - GENERAL INFORMATION

NAME OF STATE AGENCY	PERSON OF MAY CONTACT (Name, address, title)	TELEPHONE (Area code, local no.)
NAME OF LOCAL EDUCATIONAL AGENCY	TITLE OF PROJECT	DATE SUBMITTED TO STATE AGENCY

PART II - REVIEW

ITEM	(The letters O for operational, P for planning, and OP for both operational and planning, indicate the type of project to which each item applies)	"X" APPLICABLE RATING				
		1	2	3	4	5
1	O	Extent to which this project meets the educational and cultural needs of the highest priority in the area served				
2	P	Adequacy of the plans to identify and document the need for a proposed center or service				
3	P	Quality of the pilot projects to test the proposed service				
4	O	Adequacy of description and documentation of the need for the proposed center or service				
5	OP	Extent to which the project is innovative				
6	OP	Extent to which the project is exemplary				
7	O	Evidence of supplementation of the regular school program by the proposed project				
8	OP	Representation of other educational and cultural agencies in the planning and operation of the project				
9	O	Degree of awareness of similar programs, research findings, or the knowledge of recognized experts				
10	OP	Adequacy of the size and qualifications of the staff				
11	OP	Adequacy of the facilities, both existing and proposed, for the conduct of the project				
12	OP	Economic efficiency of the proposed project				
13	O	Provision for participation of those to benefit from the project				
14	OP	Provision for evaluation of the project				
15	O	Provision for communication of results of the project, through demonstrations, publications, and other methods				

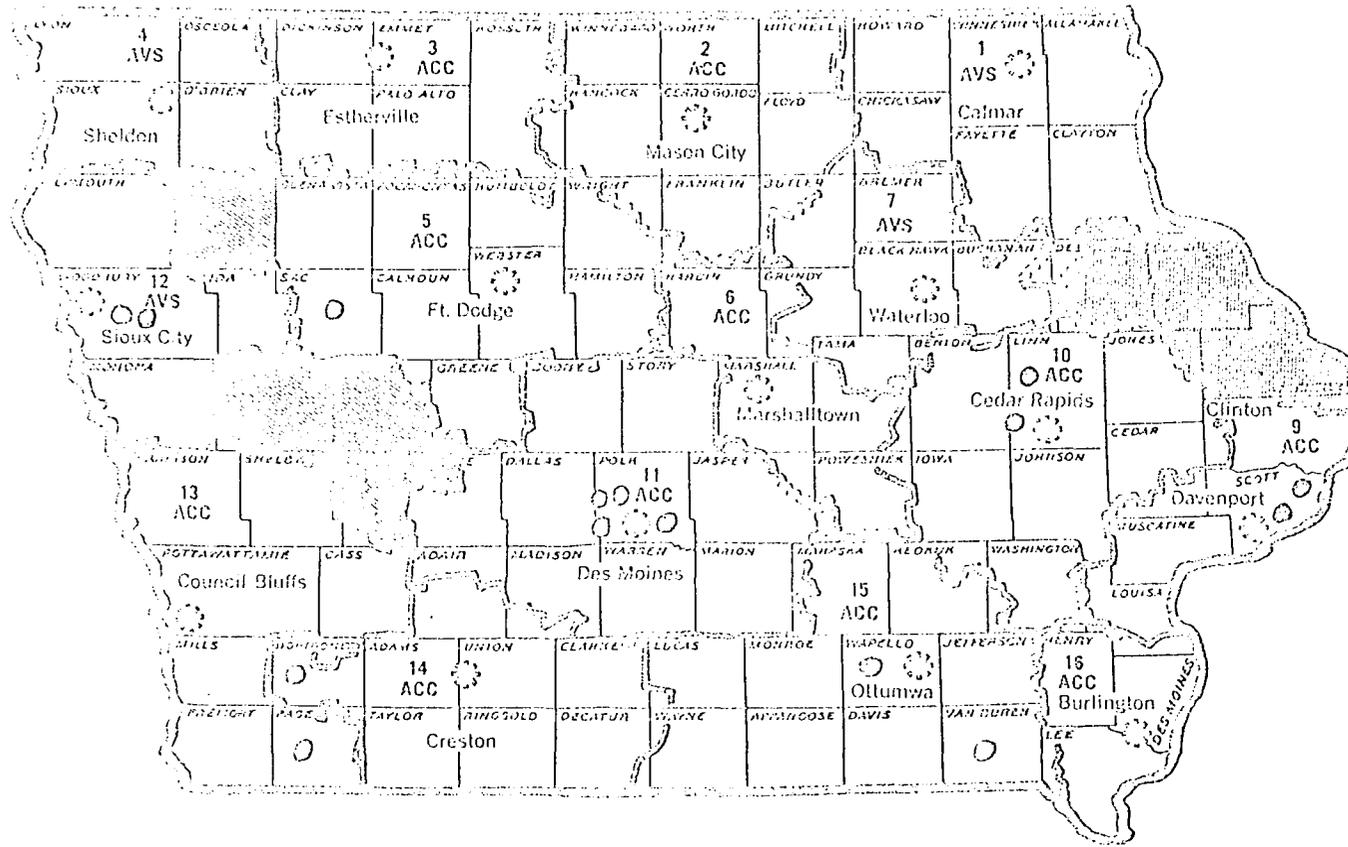
PART III - RECOMMENDED ACTION ("X" 1, 2 or 3)

1 RECOMMENDED FOR FUNDING ("X" priority)
a. PREFERRED b. MEDIUM c. LOW

2 NEGOTIABLE CHANGES (Attach a brief statement emphasizing recommendations for changes)

3 NOT RECOMMENDED

NAME AND TITLE OF CHIEF STATE SCHOOL OFFICER (Type)	SIGNATURE	DATE
---	-----------	------



Map 1. Geographic location of Iowa's Title III projects in relationship to counties and Area Community Colleges and Area Vocational Schools

- Iowa's Title III projects
- ⊗ Administrative Centers Area Community Colleges (ACC) and Vocational Schools (AVS)
- ⋯ Counties not currently approved
- ▨ Counties not currently attached to areas