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ABSTRACT

This document contains the annual reports for two federal educational programs: Title II of the Elementary and Secondary Education Act (ESEA Title II) for FY 1974 and Title III of the National Defense Education Act (NDEA Title III) for FY 1973 and 1974. Derived from annual reports which were submitted by state educational agencies and other jurisdictions to the U.S. Office of Education, each report consists of a financial status report, showing expenditures by category during the previous fiscal year, and a performance report, which provides a comparison of actual accomplishments to established goals, supplies some statistical information, gives reasons why established goals could not be met, and other pertinent information. A bibliography of publications on the ESEA Title II Program and the financial status and performance report forms used in both programs for FY 1974 are included. Seventeen tables supply statistics for the ESEA Title II program relating to funds, number of professionals assigned, number of teachers and children participating, expenditures for school library resources, textbooks, and other instructional materials; ten tables provide similar statistics for the NDEA Title III program, including equipment expenditures in its seven academic areas and loans granted during the fiscal year. (Author/ID)

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ANNUAL REPORTS

Title III, ESEA

School Library Resources, Textbooks
and Other Instructional Materials
Fiscal Year 1974

Title III, NDEA

Strengthening Instruction In
The Academic Subjects
Fiscal Year 1973 - 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education
Ernest L. Boyer, Commissioner

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HS [unclear] School Library
associated materials, and other
educational materials

C O N T E N T S

	PAGE
Section I. ESEA Title II; School Library Resources Textbooks, and Other Instructional Materials	
1. Introduction.....	1
2. State Administration of ESEA Title II.....	4
3. Participation of Children and Teachers and Utilization of Funds by Local Educational Agencies.....	6
4. Management Goals.....	9
5. Management Goals and Comprehensive Planning.....	14
6. Program Goals.....	20
7. How the Relative Need Formulas Reflected Program Goals.....	28
8. Achievement of Program Goals.....	34
9. Implementation of Goals in Title II Projects.....	41
10. Cumulative Impact of Title II of the Education of Public and Private School Children.....	51
Bibliography: Publications on the ESEA Title II Program.....	65
Appendix: ESEA Title II Financial Status and Performance Report Forms, Fiscal Year 1974.	69
Tables:	
Table 1. Funds available and funds expended for acquisition and State administration and percent of total expended for administration under ESEA Title II: Fiscal Year 1973.....	76
Table 2. Funds available and funds expended for acquisition and State administration and percent of total expended for administration under ESEA Title II: Fiscal Year 1974.....	77

Table 3.	Funds available and funds expended for State administration and for acquisition under ESEA Title II programs: Fiscal Years 1966-76.....	77
Table 4.	Number of State educational agency staff assigned to ESEA Title II programs in full-time equivalents: Fiscal Year 1974.....	78
Table 5.	Number of professional and nonprofessional staff assigned to ESEA Title II programs in State educational agencies in full-time equivalents: Fiscal Years 1966-74.....	79
Table 6.	Number of public and private school teachers participating in ESEA Title II programs: Fiscal Year 1974.....	80
Table 7.	Number of public and private school children participating in ESEA Title II programs: Fiscal Year 1974.....	81
Table 8.	Expenditures for instructional materials loaned to children and teachers in public and private elementary and secondary schools: costs of ordering, cataloging, processing and delivering materials; under ESEA Title II: Fiscal Year 1973.....	82
Table 9.	Costs of school library resources, textbooks, and other instructional materials loaned to children and teachers in public elementary and secondary schools under ESEA Title II: Fiscal Year 1973.....	83
Table 10.	Cost of school library resources, textbooks, and other instructional materials loaned to children and teachers in public elementary and secondary schools under ESEA Title II: Fiscal Year 1973.....	85
Table 11.	Cost of school library resources, textbooks, and other instructional materials loaned to children and teachers in private elementary and secondary schools under ESEA Title II: Fiscal Year 1974.....	86
Table 12.	Expenditures for instructional materials loaned to children and teachers in public and private elementary and secondary schools: costs of ordering, cataloging, processing and delivering materials under ESEA Title II: Fiscal Year 1974.....	87



Table 13.	Cost of school library resources, textbooks and other instructional materials loaned to children and teachers under ESEA Title III: Fiscal Year 1974.....	88
Table 14.	Cost of school library resources, textbooks and other instructional materials loaned to children and teachers under ESEA Title III programs: Fiscal Years 1966-74.....	89
Table 15.	Cost of school library resources, textbooks and other instructional materials loaned to children and teachers in public elementary and secondary schools under ESEA Title III: Fiscal Year 1974.....	90
Table 16.	Cost of school library resources, textbooks and other instructional materials loaned to children and teachers in private elementary and secondary schools under ESEA Title III: Fiscal Year 1974.....	91
Table 17.	Number of public elementary and secondary schools with and without school library media center: Fiscal Year 1974.....	92

Section III. NDEA Title III: Strengthening Instruction in the Academic Subjects

1.	Introduction.....	94
2.	State Administration of NDEA Title III.....	96
3.	NDEA Title III Management Goals.....	98
4.	Management Goals and Comprehensive Planning.....	102
5.	Program Goals and Priorities.....	105
6.	Achievement of Program.....	110
7.	Implementation of Goals in NDEA Title III Projects...	117
8.	Cumulative Impact of NDEA Title III on Education.....	128
9.	Loans to Private Nonprofit Elementary and Secondary Schools.....	132

Appendix:	NDEA Title III Financial Status and Performance Report Forms, Fiscal Year 1974.....	134
Tables:		
Table 1.	Federal and State funds expended for State administration of NDEA Title III: Fiscal Year 1973.....	140
Table 2.	Federal and State funds expended for State administration of NDEA Title III: Fiscal Year 1974.....	141
Table 3.	Number of State educational agency personnel assigned to NDEA Title III administration in fulltime equivalents: Fiscal Year 1973..	142
Table 4.	Number of State educational agency personnel assigned to NDEA Title III administration in fulltime equivalents: Fiscal Year 1974..	143
Table 5.	Source of funds and percent of total expenditures for acquisition of equipment and materials, audiovisual libraries, and minor remodeling under NDEA Title III: Fiscal Year 1973.....	144
Table 6.	Source of funds and percent of total expenditures for acquisition of equipment and materials, audiovisual libraries, and minor remodeling under NDEA Title III: Fiscal Year 1974.....	145
Table 7.	Federal and State funds expended for equipment and materials in seven academic subject areas and for audiovisual libraries and minor remodeling under NDEA Title III: Fiscal Year 1973.....	146
Table 8.	Federal and State funds expended for equipment and materials in seven academic subject areas and for audiovisual libraries and minor remodeling under NDEA Title III: Fiscal Year 1974.....	147
Table 9.	Loan to private nonprofit schools under NDEA Title III: Fiscal Year 1974.....	148
Table 10.	Use of loans under NDEA Title III: Fiscal Year 1974.....	149

I. Introduction

Title II of the Elementary and Secondary Education Act of 1965 (Public Law 89-10) as amended, provides direct Federal assistance for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. Its purpose is to improve learning and teaching by making available high quality instructional materials to pupils and their teachers.

Up to three percent of the appropriation was set aside for allotment among American Samoa, Guam, The Trust Territory of the Pacific Islands, V.I., the Department of the Interior for children and teachers in schools operated by the Bureau of Indian Affairs, and the Department of Defense for children and teachers in overseas dependents' schools.

The balance of the appropriations was apportioned among the States and D.C. on the basis of the number of children enrolled in public and private schools in each State in proportion to the national total of such children. States operate their programs under title II on the basis of State plans approved by the Commissioner of Education. State plans include assurances of: Administration of the program under relative need and selection criteria; equitable treatment of the private sector; maintenance of effort.

The authorizations and appropriations of the program up to and including fiscal year 1974 are as follows:

<u>Fiscal Year</u>	<u>Authorization</u>	<u>Appropriation</u>
1966	\$100,000,000	\$100,000,000
1967	125,000,000	102,000,000
1968	150,000,000	99,200,000
1969	162,000,000	50,000,000
1970	200,000,000	42,000,000
1971	200,000,000	30,000,000
1972	210,000,000	30,000,000
1973	210,000,000	100,000,000
1974	220,000,000	90,000,000

By fiscal year 1974, the ninth year of title II, certain patterns had emerged that would indicate the partial realization of the title's purpose: to improve teaching and learning through the provision of high quality school library resources, textbooks and other instructional materials. This improvement was evidenced in a variety of ways, among which were reports of an increasing use of the interdisciplinary approach in course planning. The Bicentennial Year provided special motivation, in that States in various parts of the country reported studies in American Civilization which combined elements of history, literature, the arts and music, and social studies. Environmental education was another subject lending itself to across-the-barriers approach, in which ecology, weather, geology, soils study, and wildlife conservation were melded into a successful interdisciplinary curriculum.

Metric education, early childhood education and a continuing interest in reading programs shared the spotlight with mathematics in areas of emphasis requiring abundant provision of materials. Special groups of children were targeted for needed resources, i.e., children in rural or isolated areas, children with bilingual and bicultural backgrounds, children in institutions and the gifted as well as the disadvantaged.

Overall, fiscal year 1974 would seem to indicate an increasing awareness on the part of the States for the need of long-range planning and a unification of funding programs to achieve better learning and teaching. Finally, the library/media center idea, a small dot on the horizon some 10 years ago, has grown in size and concept so that fiscal year 1974 saw it as an accepted goal to be strived for at all levels -- elementary and secondary -- and in public and private schools. With the establishment of improved media centers came an increasing demand for specialists to staff and organize them.

In the U.S. Office of Education, title II was administered during fiscal year 1974 in the Office of Libraries and Learning Resources. For program administration, States and other participating areas were divided into five regions of the United States as follows:

Northeast	Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.
Southeast	Alabama, District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Puerto Rico, Virgin Islands.
Upper-Midwest	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.
Mid-Continent	Arkansas, Colorado, Idaho, Louisiana, Montana, New Mexico, Oklahoma, Texas, Utah, Wyoming.
Western	Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington, American Samoa, Guam, Trust Territory of the Pacific Islands, Bureau of Indian Affairs.

Data in the report are derived from annual reports which are submitted by State educational agencies, and other jurisdictions to the U.S. Office of Education following the close of fiscal year 1974. The annual report consists of two parts:

The Financial Status Report shows expenditures in the various categories during previous fiscal year.

The Performance Report provides a comparison of actual accomplishments to established goals, provides some statistical information, gives reasons why established goals could not be met, and provides other pertinent information.

The forms are included in the appendix of this report. The examples from States cited to illustrate the various topics covered by the report are arranged in order by the geographic regions - Northeast, Southeast, Upper Midwest, Mid-Continent, Western. The report provides evidence that materials made available under Title II contributed to a great extent to innovations in instruction and to flexibility in meeting the needs of children and teachers in the process of education.

Department of Education

Division of State and Local Administration
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Title II in Local Educational Agencies - Fiscal Year 1974

In fiscal year 1974, there were 128 local educational agencies (LEAs) which were assigned to the administrative staff of the Department of Education (Table 4). The total number of staff assigned to the fiscal year 1973 (Table 4) was 1,000. The number of such staff assigned to title II declined in fiscal years 1969 and 1970 when the appropriation was sharply reduced and has never since regained the level of the first two years of the program (Table 5).

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Staff losses for supervisory personnel have been the most serious. Media and subject specialists or supervisors gave the program valuable support in such areas as project development, monitoring, technical assistance to local educational agency staff, inservice education activities, and revision of school media standards.

3. Participation of Children and Teachers and Utilization of Funds by Local Educational Agencies

Table 6 provides data on the number of children and teachers participating in the title II program in fiscal year 1974. Of the 45.6 million and 5.4 million children enrolled in public and private elementary and secondary schools respectively, 81.4 percent of all public school children and 71.1 percent of all private school children benefited from the program. The percentage of participation would be much higher if based on numbers of children enrolled in eligible schools. Eligible schools are those which provide elementary or secondary school education as provided under State law, not beyond grade 12, and which comply with the State compulsory attendance laws, or recognized by some other procedure customarily used in the State. Schools must also be in compliance with the Civil Rights Act. States reported that the participating children were enrolled in 74,480 public and 13,396 private elementary and secondary schools (Table 7). Over 1.7 million teachers participated in the program to the extent that their pupils had the use of instructional materials acquired under title II (Table 8). The figure does not represent the number of teachers who had the use of professional materials provided under the program.

Acquisitions - Fiscal Year 1973

In fiscal year 1973, 94.5 percent of the amount expended under title II was for the acquisition of instructional materials in the three eligible categories - school library resources, textbooks, and other instructional materials. Of this amount \$2.7 million went for ordering, processing, cataloging, and delivering materials, a decrease from fiscal year 1972 of about \$500,000 (Table 8). Nine States - Ariz., Ark., Illi., Minn., Neb., Ohio, Ore., Utah, and Va. - Guam, American Samoa, and V.I., reported no expenditures for these services. For these and other States, much of the costs for these services may be reported as part of the cost of materials; however, State title II coordinators also report that much of the cost of ordering, processing, and cataloging materials is absorbed by local educational agencies.

Categories of Materials - Fiscal Year 1973

Table 9 provides data on the cost of the instructional materials in each of the three categories provided for loan to both public and private school children and teachers in fiscal year 1973. The amount expended for school library resources was \$55.8 million, or 89 percent of the total expended for instructional materials. The proportion expended for textbooks is 2.05 percent, with the remaining 8.7 percent accounted for in the instructional materials category.

There was a significant increase in both the amounts and proportions of funds expended for textbooks, and other instructional materials over fiscal year 1973; however, 39 States or other areas expended no title II funds for textbooks and 26 spent no title II funds for other instructional materials.

The choices made by the States reflected priority needs for the three categories. P.R. and the Trust Territory of the Pacific Islands

have for several years utilized large amounts of title II funds for textbooks because of special linguistic problems and unusual need for textbooks.

The proportion of title II funds expended to provide instructional materials for the use of private school children (9.5 percent) is roughly the same proportion that private school children represent of the total elementary and secondary school population (Table 11). The proportion of funds expended to provide textbooks for the use of public school children (Table 10) is about the same proportion expended for the same purpose for private school children (Table 11); however, there are marked differences in the other two categories. Instructional materials purchased for the use of public school children are predominantly school library resources (Table 10) - books, audiovisual or other materials that are processed and organized - while those for the use of private school children (Table 11) are largely "other instructional materials" or materials that are not processed and organized.

Acquisitions - Fiscal Year 1974

The proportion of title II funds expended in fiscal year 1974 to provide instructional materials for the use of children and teachers in private elementary and secondary schools is almost 10 percent of the amount of title II funds spent for instructional materials (Table 12). Ten States and areas were unable to supply separate figures for expenditures for instructional materials for loan to private school children. Of the total expended for acquisitions (71.1 million), \$2 million went for ordering, processing, cataloging, and delivering materials. This figure has decreased slightly for several years at a time when actual costs for these services has increased, an indication that the costs for these services are probably being absorbed by local educational agencies or that such costs are reported as part of the cost of the materials.

Categories of Acquisitions - Fiscal Year 1974

Table 13 provides data on the cost of the instructional materials in each of the three categories provided for loan to both public and private elementary and secondary school children and their teachers in fiscal year 1974. Since the beginning of the title II program, the largest proportion of acquisitions funds has been spent each year for school library resources (Table 14). This trend continues in fiscal year 1974. The amounts and proportions of the acquisitions funds expended for textbooks and other instructional materials declined slightly from those expended in previous years (Table 12). Only 13 States and P.R. expended title II funds for textbooks, however, 27 States and areas expended funds for "other instructional materials".

Tables 15 and 16 show the proportions expended in each of the three categories for public and private school children. Of interest is the fact that private school children are loaned a larger proportion of materials in the "other instructional materials" category - books, audiovisual materials, and other materials that are not organized and processed - than public school children.

Public school children are loaned a larger proportion of "school library resources" are the same types of materials - books, audiovisual materials, etc. - the difference being that school library resources are processed and organized for use and "other instructional materials" are not.

4. Management Goals

To administer Title II of the Elementary and Secondary Education Act, State educational agencies and local educational agencies formulate goals for the provision of school library resources, textbooks and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. These goals, which provide a sense of broad direction for the program, take the form within each State of management goals for administration of the program.

Overall management goals identified by States for the Administration of ESEA Title II include all activities related to program management, from the development of a formula for the distribution of school library resources, textbooks and other instructional materials among eligible children and teachers according to relative need, to a final reporting on the activities, expenditures and accomplishments within the State. Specific management goals include:

1. Determination of allocations for local educational agencies
2. Dissemination of information and application forms and materials
3. Review and approval of project applications
4. Provision of technical assistance to local educational agencies requesting help in such areas as assessment of needs; in planning, implementing and evaluating projects; and in budgeting and accounting
5. Monitoring approved projects through on-site visits and through the review of annual program reports, annual inventory summaries, annual audit reports and requests for reimbursement

Among the Northeastern States, Vermont reported a continuing experiment with its Co-Gram (Consolidated Grants Management), which combines into one application form requests for funds from ESEA Title I, II, III, and NDEA Title III, thus encouraging better program planning on the part of individual schools and districts. New Jersey reported processing 1231 applications in Fiscal Year 1974. This represented an increase of nine applications (all of which were for vocational schools) from the public school sector, and a decrease in the private sector participation because of the closing of several schools. Two additional State schools applied for inclusion in the program.

Most States reported conducting regional conferences to assist school personnel with project development. The Title II staff in the New York Education Department followed up its 10 regional workshops by conducting two special planning sessions with school personnel in New York City. Schools were urged to determine their own needs and goals, involving teachers and pupils in the processes of planning and selection; in the development of in-depth materials collections in specific subject areas; and in the introduction of new media.

A problem reported in some States in the area of project administration is the monitoring of local projects. Mass. reported:

Monitoring the basic grant program continues to be a central problem, since over 3,000 schools participate in the program. Modifying the basic grant program so as to make it more easily monitored does not seem a feasible alternative at this time. Schools should not be restricted in terms of selection since their needs vary so widely. To concentrate funds in communities where the need for materials is most dire would mean eliminating or withdrawing support from many other communities whose needs are nearly as great. Very few, if any, Mass. cities and towns could do easily without the expected annual ESEA title II grant.

Many States reported dissemination of information about the title II program as a significant management goal in fiscal year 1974. N.J. prepared a booklet on its special-purpose grants for those who would like to visit schools to observe special features of the media and instructional program or see model collections of media. Special directions and program are outlined so that visitors can identify areas of particular interest. Several States referred to management goals related to the use of State advisory councils, established to assist with the development and revision of administrative policies for the title II program. For example, the N.J. Advisory Council continued its activities related to the special-purpose grants phase of the program and the N.Y. Advisory Council continued its study of the relative need formula.

In the Southeastern region, N.C. reported incorporating fiscal year 1974 goals for ESEA title II with the annual planning procedures of its Division of Education Media. D.C., which operates administratively as a State educational agency, adjusted title II management goals to conform the decentralization plan of the school system:

1. To include representatives from each of the six regions on the advisory committee for special-purpose grants
2. To achieve 100% representation from public and private schools -- preferably media specialists -- at all scheduled workshops where instructions are given on management procedures to be used in the program
3. To lend pragmatic assistance with proposal writing to schools having innovative instructional programs

Ky., in addition to the goals common to other States such as development of formulas for the allocation of funds to local educational agencies and provision of technical assistance for the improvement of project development and monitoring, listed coordination of the ESEA title II program with NDEA title III (equipment and minor remodeling) and the guidance, counseling, and testing portion of ESEA title III as a forerunner to the implementation of the proposed consolidation requirement.

Management goals identified by the Va. title II staff were:

1. To revise the program calendar and extend the time for the submission of claims for reimbursement, allow wiser use of funds in the use of reorders, substitutions, and cancellations
2. To review and revise the evaluation criteria for special-purpose grants in order to assess the impact of these funds on the instructional program
3. To correlate the direction of the title II program with its revised Standards of Quality, the plan of the Department of Education for upgrading and equalizing all aspects of Va.'s educational program.

W.V. had as a management goal for the ESEA title II office the improvement of the quality and efficiency of the program at both the State and local level. To realize this goal, the following specific objectives were listed:

1. All relative need applications will describe the educational need for which the funds will be spent
2. State priorities will be revised to exclude the acquisition of textbooks
3. The relative need formula will be revised to reflect more closely the actual need of each school for materials eligible for purchase with title II funds
4. All ESEA title II forms will be reviewed and revised
5. All obligations will be liquidated within the fiscal year. State education agency personnel will make on-site visits to assist in accomplishing this objective.

States in the Mid-Continent region also reflected a desire to tighten up and improve title II administration through their goals statements. Mont., for instance, formulated goals to develop improved procedures for selection, acquisition and use of materials, and to disseminate information on a continuing basis of opportunities provided by title II to strengthen teaching and learning. N.M. cited as a management goal the development and revision of its standards and criteria, while Okla. goals included dissemination of information to its private schools on the utilization of innovative materials as an aid to improving the teaching-learning process.

Cited in management goals for Tex. were maintenance of a program control system to insure compliance with grant conditions, regulations and State Board policies, and provision for adequate accounting information from initial grant negotiations to final financial report; provisions of assistance to local educational agencies in program implementation; develop-

ment of an Instructional Resources System to coordinate acquisition and utilization of all instructional resources, and provision of leadership to the Regional Educational Service Centers for acquisition and circulation of resources.

Utah reported the following management goals:

1. To promote a systems approach to planning and implementing the overall objectives of the program
2. To promote the integration of funds of title II, ESEA with other Federal and State funding programs having related purposes
3. To assist local education agencies in assessing and evaluating the status of their media programs and in determining their needs
4. To provide standards and evaluative instruments to assist in assessing current status and determining needs as an important aspect of local planning
5. To provide funds allotment data to administrators and fiscal officers of each local education agency, including eligibility state
6. To evaluate reimbursement claims and issue funding to eligible districts

In the States of the Upper Midwest, local educational agencies reported development of specific sub-goals under the umbrella goals formulated by State education agencies. Ill. among other management goals, included a continuing commitment to provide a quality media program through a management-by-objectives system. Iowa moved to revise the application forms for distribution among its 10 regional education media centers and to provide the centers with guidelines for submitting an annual inventory; including reporting title II materials removed from inventory. Three statewide meetings were held for title II State Advisory Council members, Sub-agency chairmen and Regional Educational Media Center personnel to discuss administrative procedures and problems and provide general information regarding the program. A uniform catalog of title II 16mm films available in all 10 regional educational media centers was produced and distributed. Efforts were made to coordinate title II funds with other Federal as well as State programs.

Neb. seemed to be following an increasingly popular trend among the States -- use of an Advisory Council in implementing and planning program change. Mich. prepared an administrative handbook for dissemination of new directions to local administrators, program coordinators, media specialists, and teachers.

Management goals in Dak. were:

1. Assist local school districts to develop programs to provide maximum benefits for every child and teacher, with particular emphasis towards acquisition of materials that upgrade the ability to read with comprehension

2. Encourage selection processes to strengthen total collections on recently produced materials
3. Prepare guidelines and forms necessary to implement the program and reimburse social educational agencies
4. Encourage the employment of qualified librarians
5. Encourage maximum cooperation between public schools, private schools in the title II program
6. Assist local administrators in the completion of application forms and provide all necessary information relative to title II program requirements through visitations, telephone communication or mailings
7. Encourage all school districts to participate in the program

The view from the Western region, as regards management goals, is quite similar to the areas described in the preceding paragraphs. Among Ore.'s management goals were revision of application forms to simplify procedures; the provision of technical assistance to local educational agencies; and the monitoring and evaluation of local projects to assure proper use of funds and to assure approved methods of record keeping. The Bureau of Indian Affairs, under whose jurisdiction there are 10 area offices serving 200 local educational agencies, combine on-site monitoring of title II with that for other Federal programs. Several management goals, i.e., meeting deadline dates for dissemination of project application planning allowances and receipt of completed project applications, could not be met as scheduled because of a delay in funding. Guam listed as priority management goals the provision of technical assistance to participating school libraries in an attempt to meet proper project application and preparation procedures, and the establishment of qualitative and quantitative standards for educational materials. Hawaii's reported management goals included enrichment and support of the curriculum through providing school library resources and other instructional materials, including audiovisual media. Hawaii also reported, revision and up-date of its State program.

In an effort to aid in the materials selection process, the State of Wash. had as a goal the preparation and dissemination of its title II publication, Selecting Learning Resources. This useful publication contains bibliographies of materials for basic collections, for guidance and counseling, vocational and career education, and for other specific subject areas.

1. Management Goals and Comprehensive Planning

Management goals used in the administration of title II are to be closely allied with the overall planning and strategy development used by State education agencies when establishing their priorities and goals. ESEA title II staff in state educational agencies encouraged local educational staff to plan media programs with effective coordination of funding from Federal, State and local sources. State priorities were used to plan title II projects for the improvement of instruction in target areas through the acquisition of appropriate media.

Under the basic grant program, school districts in Mass. have discretion in using ESEA title II funds for local curriculum priorities and areas. The special grant program, however, is intended to support State priority areas as well as local needs and priorities. The State priority areas supported in fiscal year 1974 under title II included special education (seven projects) and career education (16 projects) as well as subjects relatively new to the curriculum, e.g., women's studies, consumer education, sex education, and introduction of the metric system.

One of the management goals -- to organize school visits to assist local school personnel in assessing local needs relating to acquisition and use of title II resources -- supports a State goal concerning school visits for the purpose of assisting in the improvement of instruction and encouraging local evaluation. Forty visits were coordinated with title II activities in fiscal year 1974. Needs were identified for program, staff, services, and facilities in the following curriculum areas: health, physical education, elementary safety education, reading, and environmental education. The environmental education projects, usually interdisciplinary in nature, featured ecology, weather, geology, soils, wildlife, and plants of various areas of the State. Title II staff in Mass. have cooperated in the development of two booklets providing information on environmental education programs, with emphasis on access to useful instructional media in the field. Career education has also offered States opportunities to develop management goals for title II with State planning and leadership activities. The introduction into preparation, entry and advancement, created a demand for media describing new and traditional careers, and providing nonrestrictive occupational models for girls. Career education projects funded under title II have offered teachers the opportunity to help pupils learn more through utilizing a variety of resources in addition to the usual textbook and curriculum guide.

All State education agencies in the Southeast region engaged in overall planning and strategy development, closely tied in with established State priorities and goals. In Ala., all State programs are coordinated by a plan developed in cooperation with the American Management Association. Efforts were made to have all programs, including title II, be supportive of priorities such as Right to Read, drug and career education, and accreditation of elementary schools.

The Fla. Department of Education established as a priority improved and better timed services to local education agencies. Flexible timetables, revised applications, and dissemination of information are among the

title II priorities which fit in with comprehensive State planning. The complete reorganization of the State educational agency along functional lines has relocated the title II program in the Library Centers and Learning Resources Section of the Bureau of Curriculum in an effort to group like programs together.

In the formulation of the Goals of the Kentucky Department of Education, the document which outlines the comprehensive plan of the Department to meet that State's developed priorities for education for the next five years, the title II program was given equal consideration with other Federal programs. This is specifically reflected in the goal which calls for the efficient distribution of resources that support the instructional process within the State. The ESEA title II program affects all of the goals since acquisition and utilization of library materials are essential to the success of all educational efforts.

In Md., the State education agency and local educational agencies were engaged in a management study which involves an appraisal of needs and the setting of measurable goals and objectives. The critical needs given highest priority were: improvement of reading, improved knowledge of and increased acceptance of people of different ethnic or racial backgrounds, programs in early childhood education, and programs for career education. These needs will be met in some measure through application for title II funds for the purchase of a variety of materials in form, content and level for specified teachers and learners.

In Tenn., comprehensive State education agency planning included providing services to local educational agencies to assist them in the improvement of the total education program. Services included assistance in planning, evaluation, and implementation of programs designed to meet the educational needs of students. The title II program provided learning resources needed to help meet those educational needs.

From the Mid-Continent area, Idaho reported that the organizational structure of the State Department of Education is designed to facilitate planning and coordination of all programs, including ESEA title II. Within the framework of the State agency, a Coordinating Council is assigned the development of long-range plans for the agency. The Program Administrator of Federal Programs and the Deputy State Superintendent in charge of Instructional Services serve on this Council. The title II coordinator is in the Division of Instructional Services, an arrangement allowing for close cooperation and planning with subject area consultants. This set-up proved ideal in planning programs and utilizing media materials to best advantage in all the disciplines.

No major changes have been made in the assignment of responsibilities within the title II program. The Educational Media Consultant has the primary responsibility of working with librarians and teachers on the selection and utilization of media and program development for title II. The subject area consultants advise teachers of the availability of materials through title II, and the supporting equipment available under NDEA title III, and urge them to consider all possibilities in planning a comprehensive educational program.

In Louisiana, where comprehensive State education planning included the generation of a career development program, several components of title II management goals would seem to mesh -- "to provide a variety of instructional materials for use in instructional programs where a source of study materials is limited", and to "provide adequate instructional materials for use of children and teachers by building school library resources to the level of the Southern Association Standards".

Comprehensive planning in the states stressed efforts to improve instruction at all levels. Oklahoma and New Mexico, as did many other States, pointed out that ESEA Title II management goals help make this improvement possible. Several States were explicit in describing how ESEA Title II management goals fit into comprehensive State Agency planning. Among these was Texas, where schools apply to participate in title II, together with other State and Federal programs, through the Consolidated Application for State and Federal Assistance Form. The Consolidated Application is designed to decrease local school duplication in application and reporting procedures, and to allow the school to plan for programs in the Consolidated Application in light of the total school program rather than as isolated units. Through use of the Consolidated Application, the educational program -- the curriculum, instruction, pupil services, and all activities that support these is reexamined and replanned as necessary, to meet the changing needs of the people served. The consolidated form enables the school district not only to apply these funds to the purposes and objectives for which they are by law intended, but also to coordinate them for most effective use.

A high priority in Texas is the development of an Instructional Resource System to facilitate evaluation, selection, acquisition, and utilization of all resources available to the local campus, or when appropriate from district region or State, to collect and provide support data, and to promote staff efficiency through a professional development program. This priority is managed by the Director, Division of Instructional Resources, who has title II management responsibilities. A committee, under the Director, Division of Instructional Resources, and representatives of the various program development divisions, assumes responsibility for determining content areas in which title II funds allocated to the Regional Education Service Centers are to be expanded. Subjects are selected on the basis of needs identified by the Texas Education Agency staff and are aligned with the State's educational goals.

The Wyoming State Department of Education acts as a service-oriented agency for local educational agencies. ESEA Title II in that State reported working closely with it in project planning and materials acquisition. Management goals for title II in the Upper Midwest have been developed as specific sub-goals of those developed by the State education agency.

In Mo., the goal to receive and approve special needs projects for reading improvement and developmental reading is a part of the State agency's goal to improve the reading ability of all school children through the Sequential Reading Program.

Projects in Neb. are directly related to its State educational goals, such as: (1) providing appropriate educational resources so that each student may develop his special intellectual and creative abilities and (2) assisting each institution to account systematically for the resources it uses and the results it achieves. The Kans. title II staff assisted the Planning, Evaluation and Research Section in planning and performing district-wide evaluation for accreditation purposes and cooperated with the Elementary and Secondary Accreditation Section in reviewing standards and in formulating alternative accreditation procedures for school media programs.

In Mich., the Department of Education developed statewide goals for the title II programs under which local districts must spell out their own objectives and plan for evaluation of projects. A statewide assessment of media center needs is planned as part of an overall education assessment in the State.

Illinois reported:

Because title II funds were impounded for fiscal year 1973, there were implications at the State level in providing media staff and administering funds. Impounded funds were not released until January 1974, causing undue delay in distributing funds to local school districts. The result was a reduction in staffing. Because of these staff reductions, many activities within the section were limited in providing services to local school districts. Fiscal proceedings were reviewed and responsibilities for processing applications were placed in the fiscal unit of the Department of Instruction. This change gave more time for the professional staff in the media/library area to provide consultative services to local school districts. Although the agency is committed to a system of management by objectives, it is quite clear that all objectives were not met during 1974 because of the aforementioned impoundment of funds and the concomitant reduction in staffing.

There was a very decided correlation of title II management goals with Ind.'s comprehensive planning, as witnessed in their special grants allocations for implementation of priority concerns in the areas of reading and career education; and in the dissemination of educational resources through its professional library which provided materials for department personnel, which in turn provided in-service training, research and technical assistance in the selection and utilization of media. A close working relationship the title II program and Iowa's State education agency was apparent in this report:

The State Department of Public Instruction has prepared and published a series of 3 handbooks...Plan for Progress in the Media Center. Plans are underway for another title in the series. All of the handbooks provide information and guidelines for planning school media programs. The development

of this latest handbook is another opportunity and/or example of how State Department planning and title II come together to work for what is best for children.

Three planned statewide conferences were held during fiscal year 1974. Arrangements and plans for the conferences were made by the staff in the State Department of Public Instruction in cooperation with recommendations made by the personnel in the regional media centers. One of the purposes of the conferences was to involve media personnel from all over the State in positions at all levels of education to help in the comprehensive planning of the State Department in Public Instruction for the title II program.

From the Western region, it was learned that American Samoa credited help from ESEA title II funds in providing supplementary and curriculum related materials as a step towards a State goal of helping each child achieve his/her maximum potential as an individual. In Hawaii the Office of Instructional Services and title II administrators reported a cooperative responsibility in the listing of materials selection:

Meetings were held with program specialists in the Office of Instructional Services to delineate types of materials to be listed by title II, and those that would be referred to specialists in various curriculum areas. It was agreed that the OIS would be responsible for listing approved materials for enrichment or extending opportunities for learning in the subject areas. During this fiscal year, a comprehensive revision of the ESEA title II materials list was accomplished. Subject headings were selected to conform with OIS curriculum guides, resulting in the increased usefulness to teachers and educators in selection of quality materials for their students.

In Nevada, planning is formulated through its management-by-objective system, a system that derives from its Ten Common Goals for Education. School library/media center programs and ESEA title II projects are unified within this system. State planning sets goals designed for implementation of school library and media centers in local school districts, including needs assessment, program planning, acquisition of materials, and monitoring and evaluation of programs.

All Federal programs administered in Oregon are required to support instruction-related priorities as set out by the State education agency. This assures that management goals for title II are an integral part of State planning.

These instruction-related priorities are in the areas of childhood and primary education, career education, culturally and economically disadvantaged -- all areas requiring the special kinds of materials that can be provided with title II funding.

In describing how management goals fitted into comprehensive State agency planning in the State of Washington, the report revealed that:

All ESEA Title II programs and activities have been incorporated into the overall comprehensive Goals for the Common Schools, which were developed by the staff of the Superintendent of Public Instruction and adopted by the Washington State Board of Education in January 1972.

Washington continued using its Consolop (consolidated application forms and uniform reporting procedures) for ESEA Title I, II, III and NDEA III, with over 25 districts in the State. A program priority survey was conducted by the Division of Curriculum and Instruction to identify areas of greatest need, Supervisors within the Division of Curriculum and Instruction work together to assist school districts improving programs that depend upon the effective use of learning materials. This year operating plans for the title II program were coordinated with both directors and supervisors within the State education agencies. Operating plan provided increased effectiveness in organizational budgeting and evaluation of management performances.

6. Program Goals

Program goals in the title II program relate to specific needs for instructional materials in various curriculum areas, in different formats to accomplish varied teaching and learning styles, and to meet the needs of target groups of children. Program goals are related to State needs such as those for media in early childhood education, reading, metric education, or for gifted or disadvantaged children. State goals include media for use in staff development activities for teachers, for instructional programs for children in private as well as public schools, and in such agencies as hospitals, correctional institutions, and special schools offering educational programs for children.

Several Northeastern States cited as a program goal increasing the availability of instructional media for the use of activities related to the celebration of the Bicentennial of the American Revolution. Bibliographies of media on this subject were prepared and disseminated to teachers, media specialists, and pupils. A number of special purpose projects to provide media for United States history courses were funded, e.g., Early New England studies for middle school pupils in Fall River, Mass.; a new interdisciplinary course in American Civilization at E.L. Vandermeulen High School, Port Jefferson, N.Y.

The resurgence of interest in traditional crafts has combined nicely with the Bicentennial theme. Schools have purchased media in this field for use in several curriculum areas, e.g., the arts and humanities, social studies, and English and journalism. A somewhat related topic which has been introduced into the teaching of literature, with the associated addition of media on the subject, is the folklore of American Culture.

States also report that meeting the cultural or linguistic needs of children is an important goal. Both regular and special purpose projects are funded under this objective. For example, Bristol is one of the R.I. communities with a large Portuguese population. English as a second language is offered to non-English-speaking children in the high school and Portuguese is offered as a language course. The funds from title II helped to enlarge and increase the collection of bilingual and cultural media. From the increased use of these media, local school personnel in Bristol judge that the media have had a positive effect on learners. In Brookline, Mass., a two-year elective course in Mandarin Chinese is being piloted as a language option. Title II funds are being used to acquire enrichment materials in art, music, literature and history.

A group of children who have been targeted in some States to receive special attention under title II are children living in sparsely populated areas. Vt., for example, still has 8 one-room schools where local resources are extremely limited. Title II has placed some new attractive books of high quality into the hands of children attending these schools. Maine's two regional media centers are providing a demonstration of cooperative media activities for several small schools. The center at Waterville provides weekly delivery of materials to a number of these

schools, with teachers in all schools participating in the preview and selection of media. The effect of the Waterville project has been to enrich basic learning media in the schools and to provide more flexible teaching styles with the varied media formats made available.

N.J. is one of the Northeastern States giving special attention to children in various types of institutions. The 23 State institutions and agencies were organized in fiscal year 1974 into the Garden State School District. These schools, enrolling 5,245 pupils in that year, were awarded almost \$9,000 in title II funds for the acquisition of books, periodicals, and other media. It should be noted that Federal expenditures for books for these schools comprised nearly 40% of the total expenditures for books and that books purchased under title II for the use of children in these institutions represent almost 15% of the total book collection. Federal expenditures for audio-visuals for these schools represent approximately 23% of the total expenditure for non-print media.

Del. has adjusted a program goal on the basis of information collected through monitoring activities. Visits to schools indicated that some schools had misinterpreted the acquisition of high-interest/low-vocabulary reading materials to mean only fiction and were missing an opportunity to purchase and encourage children to read in the content fields. Information has been disseminated to correct this interpretation and encourage the acquisition of easy-to-read media on a variety of subjects.

The acquisition of media to support metric education claimed a fair amount of attention in fiscal year 1974. Although some of the physical hands-on-items are not eligible for purchase under title II, pictures, charts, films, filmstrips, transparencies, slides and kits have been widely purchased and used. Materials are in use not only in mathematics and science classes but in language arts, social studies, industrial arts, home economics, and physical education classes.

Energy crisis teaching resources have also commanded attention in developing social studies and science projects under title II. Newspapers, magazines, and books have assisted classes to compare the sources of energies in various societies with contemporary uses. Since much of the visual material now available in schools is out-of-date and emphasizes heavy use of non-renewable sources of energy, teachers and media specialists are carefully reviewing their present collections and selecting new and more current audiovisual media as they become available.

Program goals for the States in the Southeastern region followed in general the pattern of Fla. There the primary goal was to administer the ESEA title II program in such a manner that the same library opportunities would be available to all children in public and private schools alike. In practice, this meant that schools with the greatest needs would receive the greatest share of available resources. The measure of the accomplishment of this objective is to be determined through an analysis of responses to the Fla. Statutes Accreditation Standards. Among other of its management goals, D.C. called attention to a growing trend throughout the country of calling on communities for support, thus broadening the

base of cooperation. From Ga., the goals stressed the importance of materials and their acquisition:

1. To provide a variety of quality resources for the use of pupils and teachers in elementary and secondary instructional programs that will meet the individual needs of pupils
2. To make available adequate quantities of high quality school library resources relevant to the units of study in elementary and secondary school instructional programs, resources that will stimulate learning in individualized study situations as well as in group activities
3. To provide sufficient quantities of quality audiovisual and printed materials for use by children and teachers in elementary and secondary schools in support of the curriculum
4. To stimulate local school systems to replace obsolete school library resources and textbooks with up-to-date materials
5. To provide professional materials that will enable teachers to be resourceful and effective
6. To stimulate through Federal assistance an awareness at the local education agency level of a need to increase funds for instructional media
7. To provide materials that will stimulate a desire in each pupil to develop skills in reading which will enable him to read to the full limit of his ability
8. To provide materials that give each pupil an opportunity for occupational exploration that will lead to wise choice of career

In 1971, the Md. State Department of Education published Criteria for Modern School Media Programs "to provide guidelines for schools which are incorporating new educational approaches into their curriculum programs". Unified media programs are recommended for the State, the school system, and the individual building programs. Unified programs of service are provided by the State: 20 of the 24 school systems have system-level centralized integrated media services, and 97% of the individual public schools have unified programs. When, however, the individual categories of staff, services, facilities and funds are examined, no school system fully meets all requirements. The title II program, relating as it does to media services, has helped pave the way to public acceptance of the concept that students learn various ways through exposure to many kinds of resources. Programs now require and will continue to demand more accessibility to and availability of good media programs. The goal of the ESEA title II program in Md. is to provide assistance for the development of media programs which will bring the 24 educational agencies

into compliance with the categories of resources and funds expended as set forth in the Criteria. Funds will be used to:

1. Provide materials so that all elementary and secondary students of the State will have media available to support their instructional and recreational needs
2. Provide title II assistance to local educational agencies with the development of system media programs
3. Assist local school personnel in the evaluation and redesigning of existing and/or new media programs
4. Provide inservice opportunities for local personnel to make more effective utilization of media resources
5. Provide statewide ethnic and cultural workshops and reading/media workshops designed to make local representatives aware of trends and development in utilization of ethnic, cultural and reading materials
6. Establish cooperative program activities which will be of mutual benefit to information seekers

Again and again, the States listed among their goals a sharing of responsibility for materials selection and use -- some through Advisory Councils and others through faculty and student recommendations. Ky.'s goal "to involve the school guidance staff in the selection of materials for their own and pupil use" was a logical step to its next two goals "to conduct needs assessment in these areas (guidance materials) and to prepare bibliographies of materials used in vocational education". Miss. had a similar goal of providing "up-to-date material on educational and occupational guidance" and also in seeking out "materials for special education programs and resources in the area of social problems, such as drug abuse and environmental/ecological education".

In the Mid-Continent region, program goals were frequently curriculum-oriented, as in Wyo. where stress was laid on materials availability for students through systematic procedures of handling and greater accessibility of materials through a centralized collection. As for special project grants, each application was required to contain documentation showing critical district need, to list several objectives relating to that need, and to indicate in-service training to facilitate better utilization of materials. The title II staff in Ark. held seven workshops for librarians/media specialists, principals and superintendents, to review priorities and clarify procedures in line with program goals. Title II projects were monitored and the title II coordinator reviewed the programs in line with title II objectives. All title II applications were carefully screened and many districts were directed to make certain changes which would result in improvement of the programs. Memoranda concerning

interpretation, direction and general information on the function and progress of the programs were distributed at frequent intervals to all districts -- aid in planning and selection was given to private as well as to public schools. Staff also screened purchase orders for those schools not having librarians/media specialists.

Program goals in Colo., on the local level were set by ESEA title II advisory committees. Special goals for their demonstration centers founded with special purpose grants were:

1. To facilitate the learner's realization and attainment of a quality education
2. To provide an educationally functional school library program which will serve the personal needs, interests, abilities, and creative potential of the learner and the developmental demands of the curriculum
3. To improve existing school library media programs and serve as a model for further progress in the development of school library media centers
4. To integrate comprehensive learning resources with the teaching and learning process.

Idaho's program goals leaned heavily towards fulfilling the need for high quality/adequate quantity of library resources and instructional materials. Included was the provision of professional materials for teachers.

A need to increase non-book materials was cited in both N.M. and La., as well as the need to upgrade reference materials and supplemental reading books. La. mentioned support for special and specific education programs, i.e., reading, career education, Right-to-Read, and teacher training. Mont. listed seven program goals. Those of special significance were:

1. The State education agency will conduct on-site visitations to assist the local school district in developing and implementing a plan for the use of title II funds as well as providing assistance in the selection of materials
2. The State education agency will conduct regional workshops to encourage local education agencies to participate to maximum advantage in this program
3. The State education agency will disseminate information on a continuing basis to all eligible LEAs, describing the opportunities afforded by this program to strengthen their learning and library resources in the schools
4. To secure the effective and efficient use of Federal funds and to avoid duplication of effort, the Superintendent of Public Instruction will establish such requirements as may

be necessary to assure the effective and efficient coordination of the ESEA title II program with any program conducted under the Library Services and Construction Act. The State educational agency and the Mont. State Library Commission will hold periodic meetings to coordinate programs at the State and local levels.

Okla. was not alone in having as a primary goal the provision of assistance in the developing and/or strengthening of library/media centers. It attempted to reach this goal by on-site visits to local educational agencies by the title II coordinator, by conducting six regional library/media workshops, and by maintaining a professional collection of materials for loan to local educational agencies.

Program goals in Tex. included program review and technical assistance activities, an effort to implement the State program of Learning Resources Centers through performance of office routines, development and dissemination of guidelines for Campus Learning Resources, program support for the Right-to-Read schools, and an emphasis on in-service education beamed towards the planning process for Campus Learning Resources Centers. Moving towards systems-oriented planning seemed implicit in Utah's resolve to have on record the data concerning current status, one-year goals and five-year media goals for every school in the State. Among other significant goals were:

1. To establish and maintain model demonstration centers in various areas of the State
2. To provide the leadership and motivation to promote the integrated media program in every school in every district in the State

As in other regions of the country, so in the Upper Midwest -- program goals varied from State to State, determined by the specific needs for instructional materials in the various subject areas, and by different formats to support a variety of teaching and learning styles. Goals set by these States fall into 2 broad categories - (1) Changes in curricula and media services and (2) Consultative assistance and in-service training. In the first category, Ill. reported a proposed revision of State standards for media services; Mo., an evaluation of all school libraries, relating its findings to improved learning resources services, materials collections and physical facilities. N. Dak. likewise is coordinating standards for library/AV programs while Ohio is encouraging local schools to move from classroom collections to central collections, or to move from traditional libraries to integrated media centers. S. Dak. offered the assistance of its Statistics and Planning Section to local educational agencies, and Wis. continued to encourage and support the development of centralized library/media facilities in schools throughout the State. Ind. introduced materials on metric education and provided assistance to programs concerned with alternative education.

In the second category, dealing with consultative assistance and in-service training, both Mich. and N. Dak. supported workshops -- the former for volunteers, the latter for librarians and administrators. Wis., too, provided in-service support through regional, district and individual meetings and visits.

Ind. used a one-week Instructional Development Institute as a springboard to introduce functional media as support for instructional strategies, while Neb. had among its program goals the development of guidelines for establishing and operating a media program in elementary and secondary schools. Iowa worked towards providing current and innovative professional print and non-print materials for teachers and administrators through the 16 area media centers and the Cooperative Network of In-Service Resources located in the Marshalltown Center. Mich. had as a program goal the sponsorship of Freedom to Read Conferences, designed to meet the need of wise, but wide, selection of materials and to offset efforts to limit the range of materials available to students. Mich. also supported the goal of providing occupational and career information materials in-depth.

Guam listed among its program goals the preparation of basic minimal collections of library resource materials for the opening of newly constructed schools; the acquisition of materials essential for professional growth of the staff; the assistance of teachers in the selection and effective use of instructional materials and equipment; and the instruction of staff in production of instructional materials. Hawaii's goals coincided with those of so many of the States in attempts to provide greater in-service education to school librarians, teachers, administrators, and counselors and also to provide support to those curriculum areas where needs for additional resources are greatest.

In the Trust Territory, it was reported:

Program goals are determined by the 6 districts after meeting with Selection Committees. These are more in the nature of priorities than goals. For example, a given district may set as a high priority the acquisition of films that can be used by all schools in support of one or more subject areas. Although we do not require districts to list their goals, they can be summarized in an overall statement; To obtain improved materials that will support and develop programs in science (including health), mathematics, social studies, bilingual programs and occupational education.

Wash., as did other States, stressed the goal of increasing the varieties and numbers of materials available to small school districts. Another of its program goals was to provide funding for learning resources demonstration centers throughout the State.

Because the testimony to Congress which prompted the writing and passing of title II in 1965 gave great attention to the fact that so many public schools were without school libraries, a major program goal in all States has been establishment of centralized school media centers. Information was collected in 1974 on the number of public elementary and secondary schools with libraries or media centers (Table 16). This information was

available from 43 States or other areas participating in title II. Twenty-one States, American Samoa, Guam, the Trust Territory of the Pacific Islands, and the Bureau of Indian Affairs reported that all public secondary schools had libraries or media centers; six States and Guam reported having libraries or media centers in all public elementary schools.

The proportion of public elementary schools with libraries or media centers ~~increased~~ significantly during the fourteen year period from 1960-61 to 1974 - from 31.2 percent to almost 79 percent. This remarkable development can be attributed to the impetus of the ESEA Title II program, development of State, regional and national school media standards which included elementary schools, State and local support, and Federal support of reading improvement through such programs as NEA Title III, ESEA Title I, and the Right to Read program.

During this same period, the proportion of secondary schools with libraries or media centers increased only slightly; however, it should be noted that the proportion of public secondary schools with libraries or media centers was already high, their provision having been encouraged for many years by secondary school accreditation procedures. The difference in provision of libraries or media centers in public elementary and secondary schools by regions of the United States is shown in Table 18. The New England region made the greatest progress in developing both elementary and secondary school libraries over the 14 year period from 1960 to 1974; however, two other regions - the Southeast and the Great Lakes regions - increased the proportion of public elementary school libraries or media centers by more than 50 percent.

The increase in public secondary schools with libraries or media centers has been very slight except in New England and the Far West regions, with four regions actually showing a small decrease in the proportion of public secondary schools with libraries or media centers.

7. How the Relative Need Formulas Reflected Program Goals

Section 117.3(b) of title II of the Elementary and Secondary Education Act requires the distribution of school library resources, textbooks, and other instructional materials among eligible public and private elementary and secondary school children and teachers according to their relative need for these materials. Criteria for relative need are established by each State on the basis of a number of factors, e.g., quantity, quality, and recency of materials currently available to children and teachers, requirements of regular or special instructional programs, cultural or linguistic needs of children and teachers, degree of economic need, and degree of past and present financial efforts to provide materials in relation to financial ability.

In Del., results of the State testing program showed a high correlation between financial status of families and reading achievement of children. The title II relative need formula has therefore directed a significant amount of funds to school districts enrolling children from families of low income. The greatest financial support for media goes to school districts that are economically disadvantaged, those that have the poorest or most inappropriate collections of media, and those with the largest number of children. Over \$160,000 was spent in fiscal year 1974 on Del. title II projects related to reading.

Concern for minority groups was expressed in one of Mich.'s program goals:

To support the goal of providing materials at all levels and in all formats for Spanish-speaking and American Indian students, the title II office, aided by a committee, will distribute to every school building a bibliography of such materials to aid schools in their selection,

and from Minn.:

Funds were spent to expand an outstanding depository of Indian and Mexican-American media materials at Brainerd. Materials housed in this cultural center may be used by all schools in the State.

Minn. also numbered among its goals the establishment of a model Right-to-Read program and assistance to a program for the gifted child by providing materials.

In the Western region, Alaska reported that for a variety of reasons, in-service programs for title II were limited. However, technical assistance was provided by the Federal Programs staff in helping local educational agencies with their proposals for special purpose grants. American Samoa, whose school library program was a late starter (in 1970) continues to work on building its basic collections and reaching a standard of ten books per student.

Among Ariz.'s program goals were:

1. Special purpose grants will be available to new schools opening libraries to assist them in establishing basic collections of materials and to schools establishing libraries for the first time
2. Professional materials for use by library media personnel throughout the State will be available for loan from the Department of Education
3. State Agency will assist private schools as much as possible
4. Minimum basic grants of \$475 will be established for schools with at least 50 students but no central collection of materials
5. Maximum grants of \$3,575 will be established for schools, regardless of the size of enrollment.

From the Bureau of Indian Affairs, program goals were basic: to increase services to the smaller isolated schools where no library and media activities are available other than through their own resources. Emphasis was also placed on working with other titles-funded projects to increase materials on career choices.

The Mass. relative need formula, revised in fiscal year 1973 began to make its impact felt in fiscal year 1974. The former simple count of library items per pupil as an index of need was replaced by a compilation of local expenditures per pupil for media. An incentive category measuring local effort against national media standards was introduced. School districts welcomed the revised formula grant program in that it linked print and nonprint programs separated by the State budget code, allowing combinations of budget in some districts and more coordinated planning in others.

The N.J. relative need formula was developed to assure that children and teachers in elementary schools and children and teachers in urban schools receive the largest share of title II benefits. Essex County, for example, which contains Newark, N.J.'s largest city, received nearly 11% of the State's title II program funds. The basic grant formula in Maine results in 42% of the schools receiving very small allocations. State title II staff and the State Advisory Council question seriously the impact of these small amounts of funds spread so widely; however, concentrating funds appears inadvisable because of the universal need for media in nearly all of Maine's schools. The incentive grants awarded to those Maine elementary schools that make a local commitment for media staff and facilities, does concentrate larger amounts of title II funds in a few schools for greater effectiveness.

Conn.'s relative need formula takes into account two factors, (1) the number of disadvantaged children in a school system and (2) the local educational agency's financial ability to support education. By applying

these relative need factors in determining allocations for public and private schools and through special projects, the funds made available support program goals designed to encourage discrimination in selection of media, professional involvement, and long range planning. Pa. reported the need to restudy its relative need formula to determine its effectiveness. After nine years, it was felt that Pa. schools should have sufficient State and local support to minimize continued Federal support. Concentration of funds in fewer schools was recommended for consideration in future planning.

Schools in the Southeastern region likewise followed a pattern of economic factors, availability of materials (or lack thereof) and achievement of basic skills in determining their relative need formulas. Tenn. provided a direct insight into the relationship between a relative need formula and program goals:

The relative need formula is based on economic factors which determine the ability of a local education agency to support its educational program. The ESEA title II goal of providing financial assistance for acquiring learning resource materials uses the relative need formula in determining the proportionate amount of financial assistance to be provided each LEA for this specific purpose.

In its Educational Policy for the State of Florida, the first and most important goal listed is competency in basic skills. Because of the relationship between economic deprivation and lack of achievement, 75% of its funds are distributed on this basis. Through a comprehensive assessment of collections of school library resources and instructional materials supportive of the curriculum, Ky. was able to arrive at its relative need formula. The assessment covered all local educational agencies and private schools. In establishing need, these various factors were considered: quantity, quality, appropriateness and accessibility of resources, the nature of the instructional program, and the adequacy of facilities and personnel.

The N.C. title II State Plan provides that local education agencies can use program funds to purchase materials related to educational priorities. State priorities included career education, reading, early childhood education, improved opportunities for the disadvantaged, and programs for the handicapped. Local educational agencies selected those priorities which reflected the needs of students and included history of African, Eastern and Western cultures, drug awareness, ecology, and N.C. history. The relative need formula is designed to be applied to the individual school based on instructional program and priorities, and the amounts of instructional materials available to support these programs and priorities. While the need for library resources and other printed and published instructional materials continues to exist in all school districts in S.C., the need is more critical in school districts having high concentrations of children from low-income families. The relative formula reflects this need in that 50% of the funds are directed to those districts enrolling large numbers of low-income children.

States of the Mid-Continent region were unanimous in declaring that the relative need factor strongly influenced program goals, although some States were more specific than others in documenting their cases. Okla., conceding that the title II program is not reflected directly in fiscal year 1974 program goals went on to conclude that the "relative need formula is fundamental to the program". Ark., using the standard of 20 books per student, continued to use quantity as a factor in its formula and required each district to determine its deficiencies, and allocated funds on the basis of the verified deficiencies.

Wyo. felt that its relative need formula needed some kind of revision, largely because it is outdated (formulated in 1965). Its two parts are based on (1) numbers of library books in a given LEA and (2) school population. Unhappy as this State is with its formula, it has some merit in that the report concluded that "the greater number of books per student in a district, the less money is allocated per pupil enrollment. This tends to place title II funds in the areas of greatest need".

Program goals in Idaho still remain just that. Emphasizing that its schools do not meet national media standards and that only a minimum number of elementary schools meet State guidelines, the title II report stated that no changes were made in its relative need formula for fiscal year 1974.

Mont., in contrast, seemed relatively pleased with its relative need formula and its effect on program goals, stating that it "provided allocations for disadvantaged children, and proved effective in providing equitable funding for all those schools that applied". Relative need in Colo. is measured through the relationship of a given school district's assessed valuation and its resources holdings. Entitlements are then based 90% on economic need and 10% on current resources need. This formula provides that "the greatest amount of money goes to those districts least able to provide school library resources and instructional materials to students and teachers".

The majority of State plans for States in the Upper Midwest used factors such as economic need, quality and quantity of materials currently available, degree of local financial effort in relation to a district's financial ability, and establishment of centralized building media services, in promulgating their relative need formulas. An example of direct relationship between program goal and relative need formula is provided by Mich. A program goal to provide a wide variety of materials for student and teacher use in areas of high concentration of deprivation fitted in well with a factor in its relative need formula, which provides that 35% of title II funds go to districts where 20% of the enrolled students come from homes where parents made less than \$2,000 per year, or whose mothers receive Aid to Dependent Children, or who live in foster homes. Sharing in extra benefits provided by this factor were 232,814 students in 89 districts in fiscal year 1974.

A number of program goals set by States were indirectly related to relative need, of which Mo. provided an example. The relative need formula by which district allocations are calculated included these factors: number of

pupils and teachers, degree of economic need, previous financial effort, and quantity and quality of library resources currently available. The use of this formula provides per pupil amounts varying from district to district in support of acquisitions for the improvement of library collections. The use of this formula proved of help in the achievement of Mo.'s first program goal: "Conduct an evaluation of all school libraries to assist...in planning improved library programs".

Proof that the relative need formula is no static thing, but can evolve to serve as an effective instrument in the achieving of new program goals was illustrated by Neb.:

The relative need formula was designed originally to consider economic need, local effort, the collection in its relation to State approval and accreditation standards, the utilization as reflected through staff, facility, and the organization for services. Over the years, since its inception in 1968, these factors have been amended so as to consider changes prompted through the application of the relative need formula.

For example, as the valuation per resident pupil increased each year, the weighted point value designated for economic need was extended to encompass a broader range of dollar values in an effort to lend greater assistance to areas of minimal value. Similarly, as collections reached maximum point value in relation to accreditation standards, changes were effected in the weighted point value so as to adjust for such improvement. Such diverse factors as central processing and participation through a regional media center were worked into the formula to reflect increased local effort.

All program goals were drawn to promote improved media programs. All aspects of improved media programs were touched by the original relative need formula, and in turn changes were made necessary to reflect growth. To separate relative need formula and its application from the program goals of title II would be difficult indeed.

States in the West reported a variety of relative need/program goals correlation from the Trust Territory of the Pacific Islands where it seemed to be arrived at on a subjective basis, to Hawaii, which reported revising the formula so as to emphasize aspects of its State's program needs. The Trust Territory of the Pacific Islands reported:

Selection committees and headquarters personnel continue to determine relative need primarily on the basis of their on-the-scene professional judgment as to the quality and quantity of materials available at the time selections are made, as compared to the need for additional material necessitated by increased enrollments and the ability of teachers and students to utilize increasingly sophisticated reading and instructional materials.

Nev. interpreted its overall program goal of assisting local educational agencies in implementing title II projects, as a tie-in with its relative need formula, components of which are:

1. The quantity and quality of resources, books, and materials already available for use of children and teachers
2. The degree of economic need in the district
3. The degree of previous and current financial efforts for providing such materials in relation to financial ability
4. The value judgment of professionally qualified school library supervisory personnel who are familiar with the needs of children and teachers in relation to resources, books and materials
5. Critical educational needs established by a systematic assessment.

Many States have problems compounded, with many schools located in isolated areas and having small enrollments. Ariz. attempts to alleviate the situation by granting such schools a basic \$475. As for its relative need formula, it is a composite of several things:

...the quantity of school library resources, the trained personnel to promote the use of materials and to insure the acquisition of quality materials, pupil enrollment, and the maintenance of effort expenditures for library resources at the school district level.

8. Achievement of Program Goals

State departments of education reported some success in attaining the program goals developed for the title II program in fiscal year 1974. The degree of success attained was based on both quantitative and qualitative evidence.

Nearly every Northeastern State reported a reasonable level of achievement in the objective of providing a variety of materials in form, content and level of difficulty of media for use of children and teachers in schools where formerly a single textbook was the chief source of study. Conn., for example, mentioned a school where, with the exception of textbooks there were only two dozen books in one kindergarten class to keep the children's interest for the entire year. Only a few children were reported to use them. After a grant from title II of \$1,500 for new books for 54 children, an average of 20 children in each of the two daily sessions used the books.

Another objective -- to provide audiovisual media for schools where libraries are in a transitional stage of development from a collection consisting largely of printed materials into a broadly based media program -- has been essentially achieved in some schools; however, needs for up-to-date materials in all forms and on all subjects continue to be noted.

Several Northeastern States commented on the impetus that title II has continued to give to the employment of media personnel to organize materials and assist with their use. The following comments from the N.J. and Pa. reports are illustrative of this point:

N.J.:

The relative need formula has increased the number of libraries and librarians in elementary schools. Districts are willing to employ staff when materials and collections are built up. In September, 1974, there were 1,074 elementary school librarians, an increase from 930 in 1971.

Pa.:

ESEA title II is specifically responsible for the increase of the materials available in the public and private schools of the Commonwealth. This year, every public school building in Philadelphia is served by an aide or a professional because a real library exists. This is a major step forward.

A Conn. program goal -- to improve the selection of media -- was assisted by the release in 1974 of a small share of funds allotted for 1973. Schools were encouraged to use these funds to obtain appropriate selection guides. Most did so and a definite improvement in the quality of media selected for purchase is noticeable.

In Del., where local school districts chose their own program goals for title II, the majority opted for a strengthened reading program, with career education next in line. As for attainment of providing career resources materials, success has been limited, "because the career education program in many schools is still in the development stages and the purchase and utilization of resources is still low". Conclusions for an improved rate of success -- "There must be a well-developed instructional program for ESEA title II goals to be effective in terms of improvement of learning".

Serious consideration is being given in Maine to changing its policy whereby regular grants are distributed to 99% of its public schools and to 65% of its private schools. The effect of small amounts of money so thinly spread left little impact on the program or its goals. However, an upbeat note was sounded in the report of the establishment of two regional media center projects, one at Waterville and one at Farmington.

Mass. reported a continuing degree of success with program goals of upgrading curricula through use of title II monies. Minigrants were awarded to provide materials in the fields of special education, occupational and career education, and in the newer areas of women's studies, consumerism, sex education and metrication. By working with staff at local levels to improve curricula, provide materials and integrate services, N.H. achieved several of its program goals.

Cooperation with subject matter specialists resulted in publication of curriculum materials relating to venereal disease, reading, and environmental education. Title II funds were then made available for the purchase of these curriculum materials. One of N.H.'s goals, "To develop an effective program of dissemination of model educational projects relating to all State and Federal programs operating within the Division", resulted in a special purpose grant to Hampton (Supervisory Union #21):

...to break out of the traditional library format of a collection of strictly print materials. The value of motion to elementary school children is evident and the Marston Elementary School in Hampton would capitalize on available alternatives which can successfully compete with commercial television.

Marston Elementary School then proceeded to establish an exemplary multi-media library which offered modern materials via films and tapes to move students beyond study with the print collection to become more visually literate. Among the many States reporting the goal of providing materials of high quality was Vermont. It reported attaining success through its book-selection workshops, four in number, with five sessions in each conducted throughout the school year.

Reports of achievement of program goals were very positive throughout the Southeastern States. All States reported the continued acquisition of numbers of books that would enable individual schools to meet standard numbers of books per child as set by State, regional, and national professional associations and accrediting boards. Specifically, Alabama provided leadership in the use of selection aids and reviewing media, in the assessment of local needs, in conducting in-service training, and in making a variety of media available for "hands on" examination. Results of these efforts were reflected in the projects which showed that materials such as art prints, paperback books, slides, transparencies, cassette tapes and multi-media kits are being widely purchased in large quantities. Georgia, in assessing achievement of program goals, made the following statement:

"It is difficult to assess separately the attainment of each program goal, since each is an essential element in providing high quality resources to meet the unique needs of individual students who are the consumers in the instructional program. The project applications reflect a greater variety of media resources and an improved quality of projects from year to year. In many schools the media specialist is an active participant in the instructional team, assisting teachers in the selection, preparation and utilization of instructional materials. Selections are made that support research type teaching at varied interest and reading ability levels."

Both Georgia and South Carolina were among the many States reporting an increase in library holdings. In South Carolina, only six secondary schools reported collections having fewer books per child than the requirement set forth in State standards; four of these were new schools with new media centers. The average number of books per student in secondary media centers was 10.2. Once school districts achieved South Carolina's State standard in holdings, they were encouraged to use title II funds to implement instructional activities designed to meet critical needs. In fiscal year 1974, \$368,171 was expended towards this effort. Georgia also used title II funds to effect changes in the instructional program, designed to provide learning experience for each individual student. These changes included implementation of the quarter system, flexible scheduling and open classrooms, which in turn have created a demand for more media.

In an effort to measure the degree of achievement of its program goals, Mississippi submitted a questionnaire to local education agencies. The results indicated 98% of the local educational agencies felt that they would not be able to maintain materials in library/media centers at desired levels without the help of ESEA Title II; 83% reported that individualized instruction had been implemented because of increased amounts of instructional materials provided by the program.

Virginia reported that its goal for quality selection of materials has met with a fair degree of success. State media personnel took advantage of every opportunity to focus on this need. Schools were encouraged to develop local selection policies, and local visitations were made to talk with media specialists and other school personnel. Workshops were conducted and displays provided for various groups, including State agency sponsored subject area conferences and principals' conferences. The conference space available at the Media Examination Center. School Libraries and Textbook office proved to be a drawing card for small groups wishing to examine the many examples of newer media. Virginia also reported success with expanding collections -- by June 1974, only three divisions had fewer than ten books per child, and fewer than 10 elementary schools were without centralized media services. Reports also indicated growing collections of audiovisuals, with many of the Special Project applications designed for emphasis of nonbook materials.

Reports from the Mid-Continent were also generally sanguine about achievement of program goals. Idaho reported its goals as "partially achieved", stating what in essence was said in varying manner by other States:

There is a constant feedback from the educational community that title II has been one of the best programs for providing tangible assistance for students and teachers. Their comments are not based on evaluative data, but on their experiences with students and teachers in the classrooms since more library and other instructional materials have become available for use.

Not surprisingly, many States continued to have goals relating to "Right to Read" or reading improving through provision of media. Louisiana provided funding for 18 parishes to establish model libraries in "newly-created Right to Read Parishes". (These were in addition to 18 perviously funded).

Oklahoma's umbrella program goal: "To provide assistance in developing and strengthening library/media centers", was achieved through (1) visits to local education agencies by a new title II coordinator, (2) regional workshops involving teacher-librarians, librarian/media specialists, supervisory media personnel, and school administrators, (3) professional collections of materials for loan to local education agencies and (4) tightening--up of standards for quality materials purchased with title II funds.

Utah was one of many States reporting the establishment of model media centers -- the four in elementary schools, one in junior high, four in high schools and one in a combined junior-senior high represented a goal achievement that provides facilities for observation of outstanding media programs. From Wyoming it was noted that local budgets in 90% of its schools have maintained or increased their level of spending over the past ten years. The report went on to state, "A large portion of the credit can be directed to the incentive of title II. The real incentive for local education budgets came from attention provided by required planning, implementing and evaluation of ESEA Title II projects."

Achievement of program goals in the Upper Midwest was mixed, with some States reporting a degree of achievement in the area of supporting changes in curricula and media services, and others claiming success in providing consultative assistance and in-service training. From Mich. came reports of several workshops:

Three Freedom to Read workshops were held during fiscal year 1974. All were oversubscribed and enthusiasm was high. Title II, ESEA shared the costs with LSCA...These workshops alerted people to the problems [of censorship], often made them tighten their selection procedures, and prompted many media people and their school boards to adopt written selection policies or to evaluate those already in existence.

Another workshop which benefited school and public librarians (again with funds from LSCA and ESEA title II) was "The Library's Role In American Indian Education"...It could not reach everyone who should have benefited, but it made an impact and is part of a total continuing effort.

Iowa established a Cooperative Network of In-Service Resources (CNIR), whose stated purpose is to help teachers discover new ideas about education, and another organization, Iowa Network for Obtaining Resource Materials for Schools (INFORMS), with the aid of increasing the educators' level of knowledge regarding curriculum and instructional methods, educational innovation and current educational research. CNIR reached 310 (69%) of Iowa's 451 local school districts in fiscal year 1974 by providing materials at least once.

One of the major benefits deriving from the title II program has been a trend towards the centralized collection. Ohio and Wis. were representative in citing progress in this direction. From Ohio came this comment:

Thirty-five school districts moved from or are starting to move from elementary school classroom collections to central library facilities. Since this is a long term project, no attempt has been made to tabulate the number of buildings involved...however, consultants estimate that approximately 46% of schools visited have moved or are moving to the integrated media center concept, which necessitates the remodeling of facilities.

and from Wis.:

Attainment of this goal [centralized libraries] is measureable through a statistical study, showing that at the elementary level such facilities increased for approximately 50% to near 70%. Secondary level centers have remained constant near the 95% level.

Publications have frequently proved a useful tool in upgrading school library standards. In Neb. it was reported that combined efforts of the title II staff and the Neb. Educational Media Association, with help from the State Department of Education, produced a published guide originally

aimed at evaluating existing media programs. Their Guide for Evaluating, Developing and Establishing School Media Programs eventually evolved into an instrument capable of lending direct assistance as well as to the establishment and development of new school media programs. At the time this report was made, a new edition of the Guide was in the process of being printed. "Copies of the updated version are to be sent to State departments of education, universities and colleges, and public and private schools. This achievement, prompted by the title II administration, must be viewed as the outstanding accomplishment of Neb.'s title II efforts".

States in the West, as in other areas, achieved varying degrees of success in meeting their program goals. Alaska reported that some district had strengthened their mathematics, reading, and social studies programs by coordinating title II with other Federal funding. Another State, Wash., also credited successful integration of its Federal funding resources with the attainment of program goals. Unfortunately, its goal to increase numbers and varieties of materials available to small school districts through increased participation of such districts in the title II program could not be fulfilled:

Loss of levies in a high percentage of school districts in fiscal year 1973 resulted in the inability of many small districts to maintain local effort. As a result, there was no increase in the number of participating small schools. (Approximately 80% of the school districts participated in the fiscal year 1974 program as compared to 86% in fiscal year 1973).

The Bureau of Indian Affairs was also concerned with its small (and also isolated) schools, concentrating efforts on grades K-3 where no libraries were available, or existed only on a minimal level. It reported that it had satisfactorily reached 43 out of 110 schools, affecting 6,586 out of 12,123 children enrolled. These small schools range in size from 11 pupils at the Enemy Swain School on the Sisseton Reservation in South Dakota to 735 at Barrow Alaska.

Among Calif.'s program goals attained was one "to develop, install and operate ideological and/or technological liaison between educational agencies and related groups". To meet this goal, the ESEA title II staff initiated 37 new and exemplary multimedia centers in school systems located in various regions of the State.

Guam's problems were unique, frequently compounded by the geography of long distance:

Most proposals accepted emphasized the need for high interest, low vocabulary books, vocational/occupational/career materials and non-print materials.

Still, the great gaps in instructional materials in all subject areas and at all levels attempting to reach pre-determined standards are still there. The increased number of K-12 students is causing difficulty in providing adequate book collections. Guam experienced definite cutbacks in the total number of books and media materials due to increased shipping and freight costs.

American Samoa likewise had its own brand of problems, and in describing them, revealed some sociology:

Attaining ten books per student is proving difficult. Currently we average 5.1 in the elementary schools, and 7.1 in secondary. Several thousand years of communal living make it difficult to instill concepts of personal ownership and responsibility so our inventory losses often equal purchases. The fact that library books are often found in villages, tattered and worn from use keeps us hopeful since it indicates that most books lost for our inventory purposes are in fact being well used.

All seven high schools have well-trained Samoan library managers, four public elementary schools have library clerks and card catalogs. Five private elementary schools and 15 public schools now have a responsible person in charge of book collections.

About half our basic collection list is now in schools. This varies greatly from most mainland standards due to cultural differences and also to the fact that 90% of our students use English as a second language.

To meet its goal of support of those special curriculum areas where needs exist, Hawaii's title II program supplied funds for, among others, projects in individualized instruction, in reading, in Hawaiian and other ethnic studies related to Island cultures, and in guidance programs. It should also be noted that the private schools in Hawaii especially commended the fairness with which the ESEA title II program was administered.

The goal of providing media that met criteria of discriminating judgment was a primary one evidenced in many of the reports. Ariz.'s ten goals weighed heavily in this particular area. Schools participating in the title II program there were asked to file materials selection policy with the Board of Education (100% results not yet achieved, but coming close). Professional collections enjoyed wide distribution, seven new schools were awarded special purpose grants, and lists on diverse subjects -- sources of materials related to the Spanish-American, bilingual editions, Ariz. non-print materials, award winning books, books with Ariz. settings, books for kindergarten -- were prepared and distributed. Aware of the acute shortage of personnel and professional staffing in the private schools, Ariz.'s title II office processed materials on loan to that sector.

9. Implementation of Goals in Title II Projects

Perhaps the most interesting section of the narrative reports furnished by the States was that of "Implementation of Goals", where the title II program was described in human terms. Each participating State was asked in its fiscal year 1974 report to detail a number of projects illustrative of the effects of the implementation of program and management goals and the State plan. These projects are excellent examples of State and local efforts to provide sufficient quantities of high quality media, introduce newer types of media, and utilize those media in innovative instructional programs and curricula.

Several projects in the Northeastern States were representative of those furnishing media support to the curriculum, as in the Ralph Bunche School in N.Y. City. Specially prepared bibliographies were integrated with the curriculum through explicit references to curriculum guides. Distribution of media to classrooms is a daily feature of the program, as is flexible media center scheduling to promote opportunity for class work, small groups, and independent study. A project serving elementary school pupils in schools of the Merrimack Valley School District of N.H. was set up to support career education. Books, filmstrips, pamphlets were furnished to broaden perceptions of children whose personal observations in the career field tend to be limited. For the past several years, studies in ecology have become very popular. To answer that need Dryden Elementary School, Dryden, N.Y., used title II funds to support practical projects in the field of environmental abuse. Media are used to assist in testing hypotheses on ecology-related problems of recycling, on prevention of stream and soil erosion, and on animal feeding stations. Some projects were initiated with the special needs of children in mind, or the needs of special groups, or the opportunities and demands of independent study.

At Holy Trinity School, Wallington, Conn., children have been helped to develop new interests in curricular and recreational activities through the addition of easy-to-read books on contemporary topics. Rancocas Valley Regional High School in N.J. used title II funding to increase holdings in minority group media, women's studies, microfilm holdings of periodicals for research purposes, the American Indian, and New Jerseyana. The excellent collections in these fields offer pupils rich opportunities for independent study in languages, literature, and social studies.

An example of a school serving needs of special pupils is St. Mark's High School, Wilmington, Del. Although the school had an adequate media collection, it was used primarily by students of average ability. With title II funds, newer media were selected to provide for both gifted and talented pupils in advance courses and for those children whose working level was considered below average.

A story of gains in test scores comes from Stony Lane School, North Kingston, N.H., where students had been identified through a State testing program as having lower test scores than those in other schools of the district. Title II funds were expended for materials in the areas of reading comprehension, vocabulary development, and improvement of self-concept. Teachers, pupils and media staff indicated that these media played a major role in improving test scores over the period of a year.

The funding of a three-year project through an incentive grant resulted in the installation of a new elementary school library/media center at Sherwood Heights School, Auburn, Maine. Local funds provided both the facility and staff, which includes a full-time media specialist.

To answer the need for prior examination, or a "hands on" approach to materials selection, some States have used title II funds to develop examination centers. One such is the recently opened Kingston Center in northeastern Pa., which offers educators the opportunity to review and evaluate media prior to selection. Intermediate unit funds provided staff and facilities; title II, the media. A special collection of materials on career education is being developed.

Projects described by the States comprising the Southeastern region as exemplary and illustrative of the effects of the implementation of the ESEA title II program included all areas of the curriculum -- basic and special -- and ranged from kindergarten through grade 12. They were universally supportive of the unified media concept, and were illustrative of the fact that school administrators are convinced of the importance of a successful instructional program of a substantial collection of school library resources.

Since 1966, Ala. has consistently emphasized the strong influence that title II was exerting on the beginning and development of a statewide elementary school media program. Typical of the progress made is the program as described by the Main Avenue Elementary School in Sylacauga (grades 1-5) where 472 students are enrolled. Book circulation where averages 200 per day, in addition to which teachers check out room collections and books for unit study. Independent study time is provided each day for students, and a 30-minute planned library period is scheduled weekly for each of the 20 classes, at which time the library/media specialist works with children and teachers. To keep teachers informed of the library program and its offerings, an inservice workshop is conducted to discuss media center policies and services, and to acquaint them with the operation and use of new equipment and materials. Sylacauga is proud of its collection of books (averaging 12 per child), multimedia kits, study prints, filmstrips, globes, recordings, tapes and transparencies, much of which was made available by title II.

Inner city schools have problems uniquely their own. When they succeed in coping with some of these difficulties, it is especially gratifying to learn how they did it. One such is the Most Pure Heart of Mary School, Mobile, Ala. Many of their children come from homes that have no books, and where reading is not an activity to be enjoyed or shared. Beginning in the early grades, students are taught to read independently, and to check out books for use at home. The title II staff and teachers attribute early success in

independent reading to an increased achievement in other areas of the curriculum. Langley Junior High in D.C. has also concentrated on an independent reading program. Since 1972, ESEA title II money has been used to saturate the school with both paperback and hard cover books, and with films and filmstrips taken from books. The program emphasizes silent reading, and is based on the rationale that when students are allowed to choose their own subjects and titles, and are able to read in a pleasant atmosphere conducive to learning, they develop an appreciation for reading and a curiosity to read in ever-widening areas of interest.

An individualized reading program has also been developed in Hampshire County, W. Va., for which title II funds were allotted. Three high schools and four elementary schools which had the "neediest scores" received instructional materials according to their special areas of need as indicated by the survey. Both print and nonprint resources were purchased, with the science and social studies areas of the curriculum benefitted most. With additional appropriate study skill kits and high interest/low ability materials the instructional personnel were able to effectively integrate the reading effort into the total curriculum.

In the Midcontinent, States described a variety of projects, ranging from bilingual and bicultural to the open concept school. In between were programs to enliven industrial arts, to introduce the metric system, and to provide demonstration media centers. From Cheltenham Elementary School, Denver, Colo., came the report of a program described as, "Two cultures, two languages, one people". Of the students enrolled here, 65% are Spanish surnamed which necessitates a strong bilingual and bicultural emphasis. Title II funds have made possible the purchase of books, tapes, filmstrips, transparencies, maps, charts globes, and other resources that reflect this emphasis.

A project embracing its industrial arts curriculum was described by Littleton High School, Arapahoe County, Colo.:

Residents of our area are highly mobile and the median family income is above the State average. Since 53% of the school's 1974 graduates did not enter a 4-year college, the need to place greater emphasis on the industrial arts curriculum became apparent. Our project attempted to provide library experiences for students who were not majoring in academic subjects, and to provide them opportunities for independent study in such courses as electronics, wood shop, metals, auto mechanics, driver education, mechanical drawing, welding, and foundry. Materials purchased with title II funds leaned heavily towards the audiovisual format to provide appeal to students who were not book-oriented.

Missoula, Mont. embarked on a project to build quality collections of multi-media materials designed to individualize instruction and improve teaching methods, while Fergus High School at Lewistown, described itself as "an example of a rural county high school that has used title II funds for updating and enriching an otherwise mediocre collection. The areas that the school concentrated on this year were creative writing and world history".

From Okla. came an example of a creative media program which aids and abets the open concept school in which it is housed, and the description of a project funded by title II which resulted in full-scale cooperation of the local administration:

Eisenhower Elementary School in Norman has a creative media program that is very much a part of the total instructional program of the school. Since this is an open concept school it is difficult to determine where the Media Center begins and ends -- which is excellent! Students may be seen in the "Numbers Nook", "Communication Center", "Answer Avenue", "People Place", or "Curiosity Corner", reading or listening to a record or tape, viewing a filmstrip, or perhaps researching in reference books. All of these resources were made available by title II and receive extensive use by teachers and students.

and

Skyline Elementary School in Stillwater was a recipient of one of the Special Projects Grants to serve as a demonstration media center for two years. Thanks to the grant, the basic book collection was strengthened, but primarily the money was used to develop the software collection. Perhaps most important of all, the local administration exhibited its support for the media program by remodeling, building shelves, painting, and expanding the facility to three times its original size. Students and teachers are served by a full-time certified library/media specialist and a full-time aide. This is now one of the more successful media programs in the State.

Many of the States used this part of their report to provide a summary regarding their projects. Utah, after describing its model media projects located in 11 schools throughout the State as centers of exemplary resource programs, had this to say about their value, 'More important than the mere acquisition of equipment and materials has been the change in attitude and practice on the part of faculty and students. The media center has become the hub of activity and a true center of learning. Support from the district administration and from the public has been extremely strong. In some centers this has resulted in construction of new large facilities to accommodate the program. In others there has been extensive remodeling and enlargement. These have become truly model centers and provide show places where educators and the public can see excellent instructional programs in action'.

Notice has been made elsewhere in this report that as the nation moves to adopt the metric system of measurement, schools are already preparing the coming generation to accept and understand it. One such school is the Dean Morgan Junior High School, Caspar, Wyo., where the media specialist and two 8th grade science teachers, with the help of an ESEA title II grant, built up an exemplary collection on the metric system. This collection, through interlibrary loans, is made available to other school media centers in the district, until such time as their own collections become adequate.

State education agencies in the Upper Midwest cited a variety of projects that provide indications of success in accomplishing goals, both program and management, set for title II during fiscal year 1974. From Joliet Elementary School District, Will County, Ill., came word of a project built around the needs of special groups -- in this case, the deaf and the bilingual:

Pershing School has developed both a library and a learning resources center with the use of title II and local funds. This center serves 300 students, K-8, but its uniqueness centers around both the bilingual population and deaf and hard of hearing students it serves. As well as meeting the needs of typical students, a variety of materials have been purchased to implement programs initiated by teachers to meet the varied educational needs of the deaf and hard of hearing, and the bilingual student.

Another school with another kind of specialized collection, developed with title II funds, is Lawrence Central Junior High in Kans. It has continued to build a fine ethnic section, with cooperation from Kans. State College staff in Emporia. This project is now in the final stages of evaluation.

Also in Kans., El Dorado has had for many years viable library programs on the senior and junior high school levels. However, "because elementary school library media centers had not been developed, title II funds were withheld from these. With the assistance of the title II coordinator, parent pressure, and the School Library Media Directors Association, administrators were persuaded to hire an elementary school librarian. Each of the five elementary schools now has its organized library/media center".

A project in Indiana - "Books for Boys" designed to assist in alternate approaches:

Ordinarily a media specialist would be aghast at finding writing in the inside cover of a book which was the property of the library, but when our circulation clerk pointed out the graffiti in "The True Book of Dogs", we were delighted. A line circled the school stamp and the words written in underneath, "IS THE BEST SCHOOL IN THE WORLD". The book in which this graffiti appeared was one of those purchased with funds provided by a special grant from title II. Our program was titled "Books for Boys" and its thesis was that some boys do not succeed at reading because leisure reading materials provided are not sufficient in quantity nor of interest to them. It was our hope that if we provided the right kinds of materials at the reading level of our students, we could help them develop a positive attitude towards reading.

Another facet of our program was to provide books on records or tapes for students who were frustrated by having no materials which they could read at their interest level. ...

Materials purchased through this program have enjoyed a high rate of circulation, but even more important, we believe that the informal, spontaneous inscription in this book about dogs was an indication of the relationship between interest in a book and a good feeling about the school.

Kirksville, Missouri reported implementation of the goal, "To assist local education agencies in strengthening their nonprint holdings". Out of the total allocation of \$3,770, this district chose to spend 82% (\$3,007) for audiovisuals, thus reflecting administration desires to provide students and teachers with a wide variety of learning resources for improved instruction and learning opportunities.

Scattered throughout this report have been instances of title II funds granted for special projects in ethnic studies. In South Dakota, where there was a dearth of materials dealing with the cultural background of American Indian, title II funds help to alleviate this shortage. To this end, a project handling demonstration material was designed and eventually awarded to Rapid City for housing and care. This unit does not provide for use outside the center, but is always available for review by any school in the State for possible acquisition.

Two other projects reported from South Dakota, designed to serve reservation children in public schools, should be noted. One at McLaughlin, provides a sharing on Indian cultural materials. Both of these facilities provide service to all children and teachers of the area. At McLaughlin reference and reading materials about the American Indian includes legends, biographies, prose and poetry, art, music, history, food, clothing and shelter, customs and traditions. Formats include books, periodicals, records, filmstrips, cassettes, pictures. A quote from the librarian and classroom teachers assures one that, "The materials ordered have been a tremendous addition to our school, providing experiences that cannot help but enrich our program".

And from McIntosh comes testimony that, "Elementary teachers have used the materials throughout the entire teaching program. Because we now have so great a variety of materials, books, filmstrips, transparencies, pictures, slides and replicas, teachers are able to use the material throughout the year as it relates to the various subjects in hand.

A recurring theme of need for materials on careers, a burgeoning field in all schools and at all levels of instruction, has been a thread running through reports from all areas of the nation. From Wisconsin comes description of a successful project in career education:

A small school district in out-state Wisconsin (3600 student K-12) initiated a special project to focus on career education materials. The program's intent is to help each and every student to obtain and hold a meaningful job. To accomplish this end, all teachers in the school system have been involved in the selection of materials contributing to this positive career education program. The title II office, through its

consultants, has been in touch with the project, funded at \$14,400, with a planned evaluation slated for completion in 1975-76. The entire project is in compliance with a State goal for career education, and a title II goal to "provide each child an opportunity of access to adequate collections of instructional materials.

States in the Western region realized program and management goals through a variety of projects, stressing curriculum-building materials, innovative approaches to learning, specialized collections and in-service training. In American Samoa, a reading center using village school facilities and library materials, is open two nights a week, providing a quiet, well-lighted place for study. Teachers or principals who staff it are paid from LSCA funds, while books and materials are provided by ESEA title II.

The Ariz. Children's Home in Tucson is a private school established for the treatment of emotionally disturbed children. Its library inventory was extremely small and its budget for instructional materials was derived primarily from proceeds of bake sales and other Parent Teachers Association activities. Materials acquired under title III and placed on loan in the school were books selected from annotated bibliographies whose subject matter provided insight into the emotional problems of the children.

Not many of ESEA title II projects got off the ground as realistically as that (along with several others) provided by the Bureau of Indian Affairs:

The Bethel, Alaska bookmobile project continues to stand out as an exemplary project, a project that serves 34 outlying day schools via air from a regional library and media center at Bethel.

The Standing Rock reservation in N/S Dakota established a central library and media collection at Fort Yates from which it serves outlying day schools via a bookmobile van. Materials for the central service were purchased from title II funds.

The Bureau of Indian Affairs operates 19 dormitories where students attend public school. This past year two projects were approved to provide library and media in dormitories so that the youngsters may have continued access to print and nonprint materials. This is similar to a home library where children may use these resources during their free time in after-school hours.

To turn from isolated areas to reports to title II projects in urban schools with large minority enrollments, Calif. has furnished a program example:

The Delevan Drive School, one of 450 elementary schools in the Los Angeles Unified School District, is located in

Administrative Area H which includes the communities of Lincoln Heights, Highland Park, Eagle Rock, Silver Lake, and Los Feliz. The present facility is new and houses 500 children of whom approximately 36% were minority at the beginning of the 1973-74 school year. The ESEA title II, Phase II project funded in 1974 for this school is designed to assist in the implementation of a highly individualized program to meet the needs of a very diversified group of children in grades K - 6.

Contributing to the diversity of needs in this school are a high transiency rate (37% in 1972); a number of children from low-income homes; and a median IQ score of 96, although 11% of the students are State Identified Gifted Children and an additional 8% are identified as high achievers. Among the objectives which are included in the project are improved reading test scores and establishment of positive attitudes towards reading. Other objectives relate to learning experiences in ethnic and cultural studies and career exploration.

Hawaii reported two especially interesting projects, one from a private school demonstrating creativity, the other from a public school attempting to promote racial harmony by fostering a pride and understanding of heritage. In their own words:

At the Mid-Pacific Institute, a private school on Oahu, "Foundation for the Future" is the title of a project providing \$1,538 in title II funds for printed and audiovisual materials for use by 11th and 12th grade children in a pilot project to explore casual relationships between present and future. The project is planned on an annual basis, but the emphasis will rotate in a two-year cycle, establishing cause and effect relationships in the first year, and examining means and effects manipulating the values of social structures in the second year. It is an interdisciplinary unit incorporating the curricular areas of art, mathematics, social studies science, and the language arts, with planning done by combined staffs of all departments.

Major curricular purposes to be served through this ambitious project are to provide:

(1) a well-planned, well-organized nintial step in curriculum revision leading towards interdisciplinary studies (2) an opportunity for each department to forge beyond the traditional historical-to-present approach... and include instruction in the area most pertinent to students' lives - the future (3) for the exploration of cause and effect -- how will our activities in the 1970s affect our lives in the year 2000.

At Waimanaolo Elementary and Intermediate School, serving children in grades K - 9, a project titled 'Hawaiiana', was funded by title II for \$2,000.

A description of the project follows:

Over 85% of the students in this school are native Hawaiians. The school is located in a pocket where housing has been provided at very low cost to those of Hawaiian heritage. Others in the school are Filipino, Portuguese, Oriental, and Samoan. The majority of the students are educationally deprived. Racial problems have developed in the community, and students from this school have encountered difficulties when they enter high school in nearby Kailua (which is predominantly middle-class Caucasian with many children from service families stationed in the Islands).

Objectives of the program can be summarized thus: (1) To compare and contrast Hawaiian and American mainland cultures; and develop an understanding of the contributions of various ethnic groups that have made Hawaii a 'melting pot of races' (2) To foster pride in themselves and in other ethnic groups in their community by studying past achievements and contributions (3) To give students a deeper appreciation of their own potential and an appreciation of the future development of Hawaii.

Many States reported projects involving students whose reading skills needed sharpening. From Carson City, Nev., came a program typifying how title II funds have used for this purpose. A program objective was designed and implemented to provide high interest/low vocabulary books and for grades 7-8 and fitted in very well with the 'Basic Skills Lab' whose thrust is also directed at remedial reading and language arts deficiencies among high school students.

To close this chapter on the Implementation of Goals, two special purpose grants having Statewide impact were reported from the State of Wash.:

Television Turns the Pages (\$11,704). A Statewide Education Cooperative which provides 'stimulating material to show the benefits of reading as a never ending endeavor'. This program ties in with the State Right to Read effort. The monies were used to purchase 6 thirty-minute television programs bearing the title Cover to Cover. These were put on two-inch video tape and distributed to participating educational television stations.

Professional Materials Library (\$30,000). A central collection of 16mm films and other "expensive" media for specific use for teacher in-service programs by any district, school or educational group in the State. The media included are of two basic types: (1) materials that instruct teachers in some specific technique or strategy such as reading techniques or elements of individualized instruction and (2) Exemplary samples of the latest trends in materials for teaching such as simulation and games or involvement films. This project has been specifically designed for staff development and has

had far greater impact than originally anticipated. For the first time the State has a central source for staff development materials. The 12 intermediate school districts have cooperated in bearing the costs of circulation and developing a system for selection and evaluation, and have cooperatively developed a catalog of the materials in the collection.

10. Cumulative Impact of Title II on the Education of Public and Private School Children

Evidence of the cumulative impact of title II on the education of public and private school children and the extent to which the effectiveness or weaknesses of the program could be attributed to various provisions in the State plan of management and program goals was obtained by State department of education staff members through the monitoring of projects, project applications and reports, and in a few instances, formal evaluation based on project objectives.

Subjective assessment of the impact of the program by State department education administrators and supervisors continues to be favorable. Typical of many such assessments is the following, provided by the R.I. title II coordinator:

All children and teachers have had the use of title II materials. There are strong indications that since all could participate, the program receives strong support from teachers and administrators. The program has been effective because of the following requirements:

- . Allocation to children and teachers in all public and private schools
- . Maintenance of effort
- . Involvement of teachers in the selection process
- . Reflection of State needs in the relative need formula
- . Possibility of purchasing both print and nonprint media

One of the weaknesses of the program is the lack of a strong program evaluation.

In Conn., an assessment of the cumulative impact of title II was made by sampling the educational objectives of 13 project applications, three from urban communities, six from suburban, and one from a rural community. The wide-ranging objectives served by these projects are indicative of the pervasive nature of the impact of title II and the contribution that instructional media can make on educational programs:

To implement a career education program

To provide cultural materials for children from minority groups

To provide new media for children with auditory/perceptual problems

To encourage individualized study projects in the various disciplines

To involve children in the habit of reading independently for pleasure and information

To enrich opportunities in reading, social studies, and the sciences

In summing it all up, Conn, reported, "Title II is one of the most valuable and effective of the Federal programs because it supports local efforts, is flexible, and most importantly, reaches the children for whom the support is intended".

N.J. reported that the wide participation in title II and its success could be attributed to the ease of understanding the relative need formula, the ability of the State to monitor local effort, the responsibility of the local district for determining its own needs, the freedom to select varying types of media. Del. had this to say in assessing the effects of title II:

The title II program has provided children in the private schools of the State with new opportunities through the provision of a variety of library resources. In most private schools title II funds have provided support to a very underdeveloped segment of the school program. This is not to suggest that the private schools are unwilling to support their school library/media programs or that they have reduced financial effort, but in general their ability to spend large amounts of money for library resources is less than that of the public schools.

...

The program has many positive aspects, but also some areas where change should occur. Many of the positive aspects in terms of support for the Right to Read Program through the special purpose grants, and support of the Career Education Program through the basic allocations have been mentioned. The continuous monitoring of projects and the input of the curriculum staff of the State agency have helped improve the projects in operation and have given guidance to the development of future proposals.

Del.'s State Plan indicates that at least 20% of the school district's title II funds must be spent for print resources. The financial reports of the last several years indicate that districts are spending equal amounts, about half and half, for print and nonprint materials. This is a positive sign and a desirable practice in providing a balanced media program.

Maine credited title II with having a significant impact on the hiring of fully qualified, certified school library staff, and with making librarians at the local level more 'media oriented'. Weaknesses cited included "technical restrictions of the program (whereby manipulative, expendable tactile and raw materials needed in contemporary media programs are excluded), and the difficulty of truly monitoring basic grant programs in Mass.'s 3,000 participating schools". N.H. saw a "slow steady growth pattern for media resources through local support", and credited title II with its maintenance of effort clause as a contributing factor.

Both N.Y. and Pa. stressed the positive as resulting from title II:

Title II has contributed substantially to the education of public and private school children throughout the State. Provisions in the State Plan which require that all materials acquired must be school library resources (catalogued and processed as part of a school library or media center) are largely responsible for the establishment of a school library media center in almost every school in the State. Program goals and management have been effective in facilitating the transition from a traditional library to a library media center where resources in all formats are available to children and teachers. The fact that title II expenditures in N.Y. State have been approximately equally divided between traditional print resources and audiovisual school library materials attests to this transition.

The relative need formula for allocation to local education agencies has been successful in ameliorating the inequality of access to learning resources as well as in providing additional materials to support reading programs in those districts where reading achievement is lowest. Local districts have been able to employ new instructional techniques include reading treatment centers in libraries, inservice programs for teachers for reading in the content areas, summer library programs, individualization of instruction, reading motivation through audiovisual resources (particularly for the disadvantaged or handicapped pupil), regional examination centers, continuous achievement monitoring, and bilingual reading programs.

Title II resources have also contributed effectively to the implementation of new and revised curricula developed in the various curriculum areas at the State level. These new programs emphasize a conceptual approach to learning, based on inquiry and requiring the availability of a multiplicity of resources.

Pa. credited title II with the growth of materials collections in both public and non-public schools of the State. The program has also made possible -- even necessitated -- the completion of a draft plan of revision of State standards for school library development. Weaknesses and/or recommendations include a restudy of the relative need formula, a

concentration on programs, strengthening of standards, and review of materials selection policies.

All of the States in the Southeastern region report that the cumulative impact of the ESEA title II program on the education of public and private school children has been tremendous. However, the reasons identified are quite varied. One State feels that a 'strong' State plan which casts the State in a definite leadership role has been largely responsible while another State feels that amending the State plan to allow more flexibility and to place more responsibility at the local education agency level has been the strongest factor.

Ala. listed a number of ways in which title II has had an impact on the education program in the State:

1. Many elementary schools have been able to reach State and regional accreditation and many others are consciously striving to attain it. New media programs are encouraged to use the unified approach; this is accomplished by requiring that 25% of the funds be spent for audiovisual materials.
2. Title II allocations have been used in establishing Right to Read centers. These centers have served as an impetus for in-service meetings at the local level. In many instances, local education agencies have subsidized additional college training for personnel.
3. Title II materials have been used by home bound students, students in hospitals, out patients at mental health centers, and by teachers and students in special education programs. Bibliographies have been compiled to be used by such organizations as the League of Women Voters and by teachers attending college who are promoting and supporting efforts toward early childhood education programs.
4. Revisions have been made for upgrading State Standards for Media Specialists and Media Centers with the hope of implementation in the near future. Since 1965 more progress has been made than had been accomplished in the past fifty years. ESEA Title II has definitely spearheaded this progress.
5. Media provided under title II have served as motivation to students in subject areas, providing learning experiences other than those which are textbook oriented.
6. With the increased availability of a variety of materials, school systems are continually revising curriculum guides which broaden and vary learning experiences. Improved methods of organizing and circulating materials to develop

units of study are evident throughout Ala. There is increased concern about an interest in individualizing instruction in all curriculum areas. Learning centers are being established to improve work-study skills in independent learning experiences. Title II continues to have great impact on the changing and improvement of methods of instruction.

7. The effectiveness of the title II program is reflected in the needs assessment each fall. The most recent survey indicated that fewer than 91 schools are without media programs.
8. It is believed by some that the school library resources provided by title II have had a greater impact in certain areas in improving instructional programs for educationally and economically disadvantaged children than even ESEA Title I has had. Title II materials are used in centers that serve all children without separating them from other users or labeling them in any way. They are the only materials provided with Federal funds which serve all children and teachers in the school system. Comments from teachers and administrators on this aspect of the program are always positive.

The title II program in Fla. has had a very obvious and positive effect on the education of the public and private school children of the State. While 78% of the public schools already had established media programs prior to the enactment of title II, these programs have definitely been improved. Title II funds have made up approximately one-fourth of the total funds being spent for library materials, with the remainder coming from both State and local sources. The supplanting prohibitions and the maintenance of effort provision of the program have ensured the continuation of the three-fourths effort. The impact here has been great, especially in this day of competition for the education dollar.

Georgia describes the cumulative impact of title II as follows:

1. Provided media for use by children and teachers in quantities that would not have been available otherwise. One local education agency that eight years ago averaged only three books per pupil now has an average of more than ten books per pupil in every school.
2. Improved the quality of materials. Projects reflect a wider variety of materials crossing a broad spectrum of subject areas at various reading and interest levels.
3. Assisted in developing individualization, inquiry, and independent study programs in both elementary and secondary schools. Local school divisions are moving to the quarter system, greater individualization of instruction, and "research type" teaching, all of which require expanded resources. In many cases the entire staff of a school has become involved in the selection

of media to insure that it will support the instructional program, making the media specialist a viable part of the instructional team.

4. Provided supportive and enrichment materials at various reading and interest levels in all disciplines within the school.
5. Assisted in making available career information for use in grades 1-12.

The cumulative impact of title II on the education of public school children in Ky. has been dramatic. The requirements of the State plan have been instrumental in maintaining a high quality of materials selected and have been supportive of the implications in standards that have resulted in improved staffing, facilities, and programs. In a State with 1,416 public schools there are at present only 40 public elementary schools which do not have the services of a professional librarian at least part-time. Many elementary media centers have been enlarged and remodeled, with the transition from "library" to media center is becoming a reality. At the secondary level, all schools have professional media specialists. Facilities have been changed to permit the use of audiovisual materials in the media center. Title II has provided enough funds to allow for extensive weeding of existing collections and to permit the expansion of media in the newer curriculum areas.

It is harder to determine the impact of title II on the private school sector. The parochial schools have always attempted to maintain libraries. In many cases they have requested the use of audiovisual materials as their equitable share. A very positive aspect of the program has been the close working relationship which has evolved between the public and private schools in planning and sharing the resources provided by title II.

Collections of materials continue to improve in all media centers in S.C., especially in the area of nonprint materials. The number of secondary students involved in independent studies or short-term courses has required that collections be improved in quantity as well as quality. Reference collections are becoming more plentiful, as are subject "centers" and bibliographies. The total expenditure for materials, print and nonprint, in the secondary media centers was \$777,250 or \$3.39 per student.

In the elementary and middle schools all types and levels of materials continue to be acquired for use of children and teachers in the media centers and the classrooms. The average number of volumes per pupil in elementary media centers is 13.45, while only three elementary and two middle schools do not yet meet the State standard of ten and eight volumes per pupil, respectively. The total amount expended for elementary and middle school media was \$919,155, or an average of \$2.47 per pupil. Library expenditures in only three schools was less than \$2.00 per pupil.

The methods and terms used in providing materials to children and teachers in the State's eligible private schools were the same as those used in

providing materials to children and teachers in the public schools. Reports from participating private schools reflected a greater emphasis on increased availability and accessibility of quantities of audiovisual materials.

Local educational agencies in Tenn. have become much more aware of the value and need for a well rounded learning resource materials program as evidenced by increasing local expenditures for this purpose. Title II has supported this through financial assistance and the technical and professional services which have been a part of the program since its inception. Also, during this period a notable change has taken place in school design in order to accommodate the growing media program within the schools. The effectiveness of the title II program is due largely to the provisions of the State plan requiring that allocations of funds be made on a relative need basis and calls attention to the need for expenditures in the various categories of materials. Technical and professional assistance provided local education agencies has helped to make administrators more aware of the needs of and for this program.

Schools in the Mid-Continent region have by-and-large found title II of great value in strengthening school library programs. Idaho, after mentioning several caveats -- "The program is hindered by lack of knowledge on the part of teaching staff about successful utilization of available media", and "the lateness of appropriations necessitates lateness in implementation" -- summed up endeavors by stating that the total media program in Idaho schools has received great impetus and continues to grow. It concluded its report with these words; "With financial help from title II since 1965, all schools have moved towards meeting the quantity guidelines. Some have succeeded but at the expense of retaining obsolete materials".

A State that is basically rural and thinly populated, Mont. has had to cope with small schools operating with limited funds:

Title II funds have made it possible for many of these small schools, both private and public, to develop new and improved library programs. With the flourishing of multi-media instructional materials, school librarians have had to stretch limited budgets to cover a wide variety of materials. Title II funds have proved very helpful in making possible this wider range of acquisition. Schools have been assisted in their efforts to individualize and humanize instruction because of the availability of supplemental materials through title II.

The relative need formula has been effective in insuring that disadvantaged children as well as those in insolated and thinly populated areas could receive all the necessary library materials to assist them in their development.

In N. Mex.: "Title II has helped improve quality of instruction in both private and public schools, through the additional materials provided by its funding. It also has facilitated the incorporation of small group, individualized and multimedia instruction into school programs of many of our school districts.

From Okla. it was reported:

"Prior to 1966 practically all of the private schools were without library/media centers. Vary few, in fact, had a centralized collection of books and those that existed were inadequate in meeting the myriad needs of students and teachers. Today, a recent survey shows great improvement -- there are only 35% of schools having 10 or fewer books per student, while 41% have 11-19 books, and 24% have over 20 books per student. Weakness still exists in the audiovisual collections, where 31% rate them as moderate, and only 8% as truly good. The schools have clearly made great strides, but it can be seen that there is extensive room for improvement.

In Oklahoma's public schools the report noted the instructional materials made available through title II -- in the earlier years, the print collections were strengthened and now that basic needs have been met in that area, funds are being expended for the non-print media. "More schools are turning to microform to solve the issue of periodicals storage and retrieval. Many non-print materials are being purchased for use by individual students since great emphasis is being placed on individualized library/media programs. There is also evidence that the quality of materials purchased improves each year, with fewer and fewer schools purchasing package deals. Guideline require that 80% of materials must be purchased from approved sources, encouraging schools to make more careful and appropriate selections".

Citing a dramatic increase in the number of librarians and library aides employed since the advent of title II, Tex. credited that happy circumstance to the availability of title II and other Federal funding for the provision of instructional materials, and on insistence of maintenance of local effort. Since librarians' salaries are not funded under title II, it soon became evident that increased materials demanded that State efforts be bent towards providing professional staffing for their effective organization and use.

Utah reported that a significant weakness of the program for their schools, especially in the small districts operating with limited financial resources, is the maintenance of effort requirement. These small districts have greater deficiencies and needs and at the same time less potential for meeting them. In many instances it has been impossible for them to maintain their expenditures, and consequently have lost their eligibility to receive title II funds. Wyoming, on the other hand, has felt a tremendous impact in terms of financial incentives to more than 95% of its public and private schools, and credits the trend towards the unified media program to title II funding.

States in the Upper Midwest agreed that the cumulative impact of title II has been a general improvement of library media services and materials. From several States came approval for the effect of the maintenance of effort clause on the overall school library program. Minn. stated that

"Title II has made a terrific impact on both public and private schools, not so much "funding-wide", but in forcing schools to assess their needs, and then to appropriate funds to meet these needs". Results in that State show an increase in local funds expenditure from \$3.50 per child in 1965 to \$7.50 in FY 1974 for the purchase of instructional materials (exclusive of textbooks and encyclopedias).

Wisc. reported:

Since the start of the title II program in 1965 the number of certified librarians in the State has steadily increased from 942 to 1,220 in FY 1974. Many of the personnel increases have been the direct result of title II and the requirement of many special projects that the school employ a professional librarian or media specialist.

Stating that "The title II effort has helped alert many schools to the importance of a good library program in the total instructional program", Mo. reported that since the inception of the program, the number of employed certified school librarians in the State have increased from 369 to 780.

Several States commented on title II's effect of bringing together various education and professional groups in an effort to develop and strengthen library programs. Kans. addressed itself along these lines:

The impact of title II in developing unified media programs... has been difficult to separate from media development promoted by the State library Kans. Library Systems, Kans. Association of School Librarians, Kans. Catholic Library Association, and Kans. Library Association, since all of these groups work cooperatively to improve collections, staff, facilities, budgets, and programs. To say that title II funds have been the major factor in this development is easy to substantiate.

Iowa reported on the participation of nonpublic schools and the impact on the private sector in that State:

Since all print and nonprint materials purchased with title II funds are readily available on an equitable basis from the regional educational media center for use of children and teachers in all schools, public and private, the impact of the program on private students, teachers and schools is similar to that of public schools. All of the regional educational media centers report that teachers and students in private schools participate actively on committees, in in-service education meetings and as users of all available instructional materials.

Responding to requests from local school districts for guidelines in long-range planning, Illi, prepared and distributed Standards for Educational Media Programs in Illinois, in which is set out a three-phase

program of comprehensive media development. Funding under title II was partially based upon the particular phase level of a given district. Since these Standards proved to be primarily quantitative in nature, they are now being revised in the light of qualitative considerations.

From Mich. came a report of an apparently 'skewed' cumulative impact, caused in part by some features built into its relative need formula. According to its formula, 35% of program funds are to be distributed among schools with high concentrations of disadvantaged pupils. Supervisors report that schools attended by these pupils have such extensive collections of instructional materials that the staff are "hard put to spend the money wisely". On the other hand some districts which do not meet these particular criteria, indicate real needs for additional materials. The existing formula does not have a 'floor' allocation which would provide adequate benefits for small districts and small nonpublic schools. The General Accounting Office auditors have suggested that funds be allocated to those schools not meeting school media standards, and for materials in only those areas where deficiencies exist.

The following excerpt from the Mich. report describes the impact of title II on the Macomb County Youth Home, and shows in very revealing terms what the program can and does mean to many children:

This past year was our second year of receiving title II books, and I feel it has been more successful than the preceding year. The books received were used extensively in our English classes for individual reading, group projects, and reports. Some books were utilized by the music classes in their study of contemporary musicals. A few of the books were so relevant to the lives of our students (who are in detention) that they were read over and over again until finally they fell apart.

States in the Western region provide a broad range of contrasts -- from Calif. which received the largest title II grant in the country to American Samoa with one of the lowest. American Samoa participated in title II for the first time in 1970. For several years prior to that time, major dependence had been placed on instruction by television, there were almost no printed materials available for children to read. In 1972 the reading level of high school graduates averaged at grades 4-6 level in public schools and at grades 8-10 level in private schools. The variety and quantity of books and other print now available, in addition to trained personnel who are able to guide pupils to appropriate resources, have raised reading scores to grade 6-8 level for public high school graduates, and grades 10-12 level for private high school graduates.

Weaknesses in the program as reported from Ariz. included insufficient personnel to make the required on-site visits, mountains of paperwork that cannot seem to be reduced, inability to purchase equipment and realia with title II monies, and the lateness in the school year of funding. Mitigating all these, however, is Ariz.'s overall assessment:

The ESEA title II program has been the largest contributing factor to the development of school libraries in the State of Ariz. The pupil achievement resulting from the materials acquisition under title II is difficult to measure from the State level of observation. Results can be seen at the local level where librarians and teachers are working with the students and these materials. Under the Ariz. State Plan, 16mm films and textbooks are excluded from eligibility; thereby releasing more funds for books and other nonprint media and media in other formats.

As a direct result of the program many schools have opened library centers for the first time. These Federal monies have played a large role in enabling schools to build up nonprint collections and convert their libraries to media centers. Paperbacks, art prints, microfilm and microfiche are finding their way into school libraries where formerly librarians had been reluctant to introduce them because of insufficient funds.

The situation with the Bureau of Indian Affairs resembles that of American Samoa, in that funds seem extremely limited. Once again, the Bureau of Indian Affairs reports how helpful the program has been:

We feel that funds received under title II have brought to many schools supplementary materials that would otherwise have been purchased otherwise. More than this, title II has motivated school administrators, teachers, librarians, media specialists and guidance staff to work cooperatively in assessing needs and developing project applications based on those needs. It is our thinking that title II has generated genuine comprehensive planning. Too often in the past library and media services were limited to secondary schools and the larger elementary schools, with little thought given to the small isolated schools. The title II State Plan requires that priority be given to such schools in the project development process.

Calif., using its title II allocation (the nation's largest) as a leverage, reported that it had effected great strides in its total library program:

The cumulative impact has raised the average books per student from 4.8 in 1965 to 8.18 in 1974 at the elementary level. At the secondary level the increase has been from 5.3 per student in 1965 to 9.11 in 1974. Corresponding increases have occurred in the quantity of 8mm film loops, filmstrips, records, study prints, etc.

From 1971 through 1974, one hundred twenty-seven model libraries were funded (all told, Calif. now has 290 model libraries) and of these, components specially designed to

meet the needs of gifted children appeared in 23 projects; the needs of low-income areas were considered in 44 projects; the needs of children in certain geographical-cultural areas were specified in 39 projects; the needs of children participating in highly individualized study programs were recognized in 1974 projects; and bilingual-bicultural components appeared in 50 projects. Other components included year-round schools (5), Early Childhood Education (46) and Career Education (27).

Establishing model libraries that were easily visited by administrators, school board members, media personnel, teachers and interested parents provided a real demonstration of the importance of a well-staffed, adequately stocked media center to the total educational program.

Guam's problems and successes were not typical -- approximately 10,000 books were purchased with FY 1974 title II funds, but because of ordering delays and late releasing of funds, books were still in the process of arriving when its report was filed. Its overall library program did see an increase in number from a total of 14 school libraries with librarians to 35 school libraries, each with a librarian in this fiscal year -- a truly giant step.

The Hawaiian experience, as reported for fiscal year 1974, provided a good case history of a total title II program -- the frustrations and weaknesses, but above all, the values to be reaped from the harvest:

The cumulative impact of title II on the education of children in the State of Hawaii has been the same for both public and private schools - GREAT.

The revival began in 1967 when the State Standards for school libraries were revised. In the latest revision, that of 1972, greater emphasis was placed on the total media concept. Before title II provided Federal aid to school library programs, the public schools in Hawaii had limited media resources, primarily restricted to filmstrips, phonorecords and transparencies. Many of the private schools had no library program at all.

In the State Plan for Hawaii the proportion of funds was allotted to library books and other instructional materials (excluding textbooks). There was no set formula for the division of library books or audiovisual. Schools were free to select those types of media that best met their needs. It soon became apparent that the greatest need was for audiovisual resources in libraries of the public schools. Private schools that did not previously have libraries began working towards providing library services for their children. Many public school librarians went back to the University to take courses in Media Communication, and others included media courses in their work to complete requirements for certification. Many of the private schools not only arranged facilities for library/media centers, but also provided for paid staff to man the centers.

The relative need criteria were revised, as surveys indicated new trends. It was discovered that the needs were great in all areas of the curriculum and at all grade levels, but there were new units of study written into the curriculum that demanded specific consideration. The title II program attempted to evaluate materials to meet those individual needs...We began to hold regularly scheduled sessions for the preview and evaluation of non-book materials, and publish lists of approved materials for distribution to the schools.

The weaknesses in the program stem from lack of sufficient staff and from procedures that were written into the original State Plan and never changed. In spite of the weaknesses of the program, the uncertainties of Federal funding, the lateness in implementing some of the annual program, it is apparent that title II has had a tremendous impact on the educational program. Commendation from public and private school personnel has been received. Advantages have been extended to all children. Teachers have a wide variety of media to use in their classrooms. Title II resources have enabled librarians to extend their services and contribute a great deal more to the instructional program.

The State of Wash. provided a summing up of the impact of title II on the education of public and private school children that encompasses the pluses and minuses (but mostly the pluses) that ran as a common thread through reports from most of their countrymen:

Because of the lack of local administrative time, professional library staff and the relatively small amount of money, students and teachers in small and rural schools have not fully participated in the title II program, even though a minimum of \$300 is allocated to each eligible LEA. 56 districts, mostly with the the \$300 minimum, did not apply during fiscal year 1974. [Nevertheless] ESEA title II has had a dramatic impact on the education of public and private school children in the State of Washington. All K-12 students and teachers in public and private schools were eligible to participate. During fiscal year 1974 257 (of 313) school districts received materials purchased entirely with regular title II funds. In addition 49 school districts and 5 intermediate school districts participated in title II Special Needs Programs (awarded on a competitive basis) which were designed to meet specific needs. These included large and small districts, urban, suburban, rural and culturally and racially disadvantaged areas. The flexibility of title II enabled local and intermediate school districts to develop programs geared to local needs and problems. Boys and girls and teachers in the 'institutional' educational programs throughout the State were also served.

Title II helped provide materials to meet specific and general needs as expressed in the specific needs of the Division of Curriculum and Instruction, the goals and objectives expressed by the State Board of Education, the Title III ESEA Assessment of Educational

Needs in the State of Washington, and the Program Priority Survey of local school districts. These included materials for:

1. Individualizing instruction in all areas of the curriculum
2. Implementing vocational education programs
3. Remedial education at all levels
4. "Right to Read" programs
5. Intergroup/intercultural programs
6. Ecology/environmental programs
7. Drug education programs
8. Innovative curriculum programs

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APPENDIX

**PERFORMANCE REPORT FOR TITLE II,
ELEMENTARY AND SECONDARY EDUCATION ACT, FY 197**

FORM APPROVED
O.M.B. NO. 51-R1071

(Complete questions 1-7 on a separate sheet or sheets and attach)

1. List the ESEA Title II management goals for the fiscal year in which the funds were spent.
2. Describe briefly how these goals fit into comprehensive State education agency planning.
3. List the ESEA Title II program goals for the fiscal year in which the funds were spent.
4. Describe how the relative need formula reflected program goals.
5. Describe the achievement of each program goal and the degree of attainment of each.
6. Describe briefly 3-5 projects illustrative of the effects of the implementation of your program and management goals and your State plan.
7. Describe the cumulative impact of ESEA Title II on the education of (a) public and (b) private school children of the State. Cite examples, if you wish, from various school levels and types of pupils. To what extent do you attribute the effectiveness or the weaknesses of the program to provisions of the State plan (such as relative need, proportions of funds spent on each category of materials, plan for making the materials available, standards), to management and program goals?
- 8-10. Complete the table below.

8. ESEA TITLE II PROGRAM PARTICIPATION

ITEM (a)	PUBLIC (b)	PRIVATE (c)	TOTAL (b) + (c) (d)
1. Number of schools enrolling participating children and teachers			
2. Number of participants			
a. Children			
b. Teachers			

9. NUMBER OF PUBLIC SCHOOL LIBRARIES (Media centers)

ITEM (a)	ELEMENTARY (b)	SECONDARY (c)	TOTAL (b) + (c) (d)
1. Number of public schools with libraries			
2. Number of public schools without libraries			

10. NUMBER OF STATE ESEA TITLE II ADMINISTRATIVE PERSONNEL

CATEGORIES OF PERSONNEL (a)	NUMBER OF PERSONNEL		TOTAL FTE POSITIONS (d)
	FULL-TIME (b)	PART-TIME (c)	
1. Administrators			
2. Supervisors			
3. Secretaries and clerks			
4. Others			
5. TOTAL			

TITLE AND SIGNATURE OF CHIEF STATE SCHOOL OFFICER

NAME OF STATE

INSTRUCTIONS

The purpose of this form is to report program performance under ESEA Title II during fiscal year 1976. Please submit an original and two copies of this report to the Director, Office of Libraries and Learning Resources, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Definitions

1. "Goals" as used in this form are targets for action or change. The requirements for their achievements can be specified with some certainty.
2. "Management goals" pertain to such facets of administration as staff assignments, disseminating program information, determining allocations, approving project applications.
3. "Program goals" are concerned with such elements as in-service education, strengthening instruction in subject areas, contributing to pupil achievement, supporting curricular change.
4. "Relative need" is described and explained in §117.3 of the ESEA Title II Regulations.
5. "Standards" is defined in §117.1(k) of the ESEA Title II Regulations.
6. The three categories of materials ("school library resources," "textbooks," and "other published and printed instructional materials") are defined in §117.1(i) of the ESEA Title II Regulations.

Instructions

8. Line 1, Column (b) -- Enter the number of public schools enrolling participating children and teachers. Include special State schools and institutions with elementary and secondary programs. When elementary and secondary grades are combined in one school plant,

count as two schools. Line 1, Column (c) -- Enter the number of private schools enrolling participating children and teachers. Include special private schools with elementary and secondary programs.

Line 2, Column (b) -- Enter (A) the enrollment of children in the participating public schools, and (B) the number of the teachers in those schools. For Title II purposes, "teacher" includes principals, guidance counselors, school librarians, and other members of the instructional or supervisory staff. Line 2, Column (c) -- Enter (A) the enrollment of participating children in private schools, and (B) the number of teachers in those schools.

9. Line 1 -- Enter the number of public (b) elementary schools and (c) secondary schools with a school library (media center).

Line 2 -- Enter the number of public (b) elementary schools and (c) secondary schools without a school library (media center).

10. Column (b) -- Enter the number of full-time staff assigned to State administration of the ESEA Title II program for each personnel category, whether or not salaries were paid from Title II funds.

Column (c) -- Enter the number of part-time staff.

Column (d) -- Enter the full-time equivalent (FTE) of the total of full- and part-time personnel.

Example: one full-time secretary (enter "1" in Column (b));

two part-time secretaries [one at 1/4 time, one at 1/3 time] (enter "2" in Column (c));

$1.00 + 0.25 + 0.33 = 1.58$ FTE (enter "1.58" in Column (d)).

TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT
(FY 1977 and FY 1978)

INSTRUCTIONS FOR PREPARING
THE FINANCIAL STATUS REPORT

The purpose of these forms is to report the status of ESEA Title II funds for FY 1977 and FY 1978. Submit in original and two copies to U.S. Office of Education, Director, Office of Libraries and Learning Resources, 400 Maryland Avenue, SW., Washington, D.C. 20202.

ITEM 1 Preprinted by the U.S. Office of Education (OE)

ITEM 2 Enter the grant number or other identifying number assigned by the Federal grantor organization.

ITEM 3 Enter the name and complete mailing address, including the ZIP code, for the grantee organization.

ITEM 4 Enter the employer identification number assigned by the U.S. Internal Revenue Service if the grantee organization has been assigned a DHHW entity number consisting of the IRS employer identification number prefixed by "1" and suffixed by a two digit number enter the full DHHW entity number.

ITEM 5 This space is reserved for an additional grant or other identifying numbers which may be assigned by the grantee.

ITEMS 6 and 7 Mark the appropriate boxes.

ITEMS 8 and 9 Preprinted by OE.

Please read before completing Item 10
Programs Functions Activities

COLUMNS (1)-(3) Definitions of school library resources, textbooks and other instructional materials are in § 1.1 of the ESEA Title II Regulations. Enter the total cost of new orders of materials. If actual costs are not available, report estimated amounts from approved applications.

COLUMN (4) Enter the total of estimated costs approved in project applications for ordering, processing, cataloging and delivery.

COLUMN (5) Enter the total administrative costs charged. Include the amount reported in Column (6) and any indirect expense reported in Item 11. The amount reported should not exceed 5 percent of the amount paid to the State during that year or \$50,000 whichever is greater.

COLUMN (6) Enter the total State administrative funds transferred to local educational agencies for administrative functions assigned. Do NOT include funds transferred for acquisition of materials.

TOTAL COLUMN. Enter sum of Columns (1)-(6).

ITEM 10. STATUS OF FUNDS. Round all figures to the nearest dollar.

All figures entered on this page include expenditures for materials for children and teachers reported on the continuation sheet.

LINE a. Enter the total outlays reported on Line 10c of the last report. Show zero if this is the initial report.

LINE b. Enter the total gross program outlays for this report period, including disbursements of cash realized as program income. For reports which are prepared on a cash basis, outlays are the sum of actual cash disbursements for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to contractors and subgrantees. For reports prepared on an accrued expenditure basis, outlays are the sum of actual cash disbursements, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase (or decrease) in the amounts owed by the

grantee for goods and other property received and for services performed by employees, contractors, subgrantees, and other payees.

LINE c. Enter "NA"

LINE d. Same as Line b.

LINE e. Enter "NA"

LINE f. Enter "NA"

LINE g. Same as Line d.

LINE h. When the report is prepared on a cash basis, enter the total amount of unpaid obligations for this project or program including unpaid obligations to subgrantees. If the report is prepared on an accrued expenditure basis, enter the amount of undelivered orders and other outstanding obligations. Do NOT include any amounts that have been included on Lines a through g. On the final report, Line h should have a zero balance.

LINE i. Enter "NA"

LINE j. Same as Line h.

LINE k. Enter the sum of the amounts shown on Lines g and j. If the report is final, the report should not contain any unpaid obligations.

LINE l. Enter the total cumulative amount of Federal funds authorized (the allotment). Enter under the Total Column only.

LINE m. Enter the unobligated balance of Federal funds. This amount should be the difference between Lines k and l. Make entries in the Total Column only.

ITEM 11. INDIRECT EXPENSE

a. Type of rate - Mark the appropriate box.

b. Rate - Enter the rate in effect during the reporting period.

c. Base - Enter the amount of the base to which the rate was applied.

d. Total Amount - Enter the total amount of indirect cost charged during the report period.

e. Federal Share - Enter the amount of the Federal share charged during the report period.

If more than one rate was applied during the project period, include a separate schedule which shows the bases against which the indirect cost rates were applied, the respective indirect rates, the month, day, and year the indirect rates were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date. (See Office of Management and Budget Circular No. A-87 which contains principles for determining allowable costs of grants and contracts with State and local governments.)

ITEM 12. Enter in Column (b) the total Statewide outlays and expenditures for school library resources the year prior to the reporting year.

Line 1. From State and local school funds (participating districts and schools only).

Line 2. From private school funds (private schools with participants only).

ITEM 13. Complete the certification before submitting this report. (The authorized official as designated in the State plan is the one to submit official materials.)

INSTRUCTIONS FOR PREPARING THE CONTINUATION SHEET FOR ESEA TITLE II

ITEM 1. Preprinted by Office of Education.

ITEMS 2 THROUGH 9. Enter the same information as on the first page.

ITEM 10. STATUS OF FUNDS. Round all figures to the nearest dollar.

All entries on this sheet should be for materials acquired for the use of children and teachers in private elementary and secondary schools, and should be included in the totals entered on the first page. If it

is not possible to report separately for public and private, indicate the reasons. For definitions of the categories of materials and for outlays and unpaid obligations, refer to the instructions for the first page.

If these figures are not available, enter amounts from approved applications. Complete Line 4 only.

LINE 4. Enter the total outlays and unpaid obligations for the reporting period for materials to be used by private school participants.

Enter the cost of materials for private school participants as school library resources (Column (2)), and as other instructional materials (Column (3)).

Enter in Column (4) the amount for ordering, delivery, processing, and cataloging materials for use by private school participants from approved project applications.

TOTAL COLUMN. Enter the total of Columns (1) through (4).

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT
 2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.
 ESEA II (Public & Private) FY: CAN 120000

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION
 4. EMPLOYER IDENTIFICATION NO.
 5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.
 6. FINAL REPORT
 YES
 NO
 7. BASIS OF REPORT
 CASH
 ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year)
 FROM 1 1 75 TO 9 30 76
 9. REPORT PERIOD (Month, Day, Year)
 FROM 1 1 75 TO 9 30 76

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES						
	(1) School Library Resources	(2) Textbooks	(3) Other Instructional Materials	(4) Processing and Cataloging	(5) Administration	(6) Administrative funds transferred to LEA's	TOTAL
a. Total outlays previously reported							
b. Total program outlays this period							
c. LESS: Program income credits							
d. Net program outlays this period							
e. Total program outlays to date							
f. LESS: Non-Federal share of program outlays							
g. Total Federal share of program outlays							
h. Total unpaid obligations							
i. LESS: Non-Federal share of unpaid obligations							
j. Federal share of unpaid obligations							
k. Total Federal share of outlays and unpaid obligations							
l. Total Federal funds authorized							
m. Unobligated balance of Federal funds							

73

11. INDIRECT EXPENSE a. TYPE OF RATE (Mark box)
 PROVISIONAL FINAL
 PREDETERMINED FIXED

b. RATE

c. BASE

d. TOTAL AMOUNT

e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

EXPENDITURES FOR SCHOOL LIBRARY RESOURCES	
FUND SOURCE (a)	AMOUNT (b)
1. STATE AND LOCAL	\$
2. PRIVATE SCHOOL FUNDS	\$
TOTAL	\$

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME	TITLE	TELEPHONE
		AREA CODE NUMBER EXT.
SIGNATURE OF AUTHORIZED OFFICIAL		DATE REPORT IS SUBMITTED

HEW-6811

81

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT
 U.S. Office of Education, Office of Libraries and Learning Resources

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.
 ESEA II FINANCIAL CAN 10201

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION

4. EMPLOYER IDENTIFICATION NO.

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.

6. FINAL REPORT
 YES
 NO

7. BASIS OF REPORT
 CASH
 ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year)
 FROM 7 | 1 | 75 TO 9 | 3 | 76

9. REPORT PERIOD (Month, Day, Year)
 FROM 7 | 1 | 75 TO 9 | 3 | 76

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES						TOTAL
	(1) Depository Resources	(2) Textbooks	(3) Other Instructional Materials	(4) Processing and Cataloging	(5)	(6)	
a. Total outlays previously reported							
b. Total program outlays this period							
c. LESS: Program income credits							
d. Net program outlays this period							
e. Total program outlays to date							
f. LESS: Non-Federal share of program outlays							
g. Total Federal share of program outlays							
h. Total unpaid obligations							
i. LESS: Non-Federal share of unpaid obligations							
j. Federal share of unpaid obligations							
k. Total Federal share of outlays and unpaid obligations							
l. Total Federal funds authorized							
m. Unobligated balance of Federal funds							

11. INDIRECT EXPENSE - a. TYPE OF RATE (Mark box)

PROVISIONAL FINAL

PREDETERMINED FIXED

b. RATE c. BASE

d. TOTAL AMOUNT e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME	TITLE	TELEPHONE		
		AREA CODE	NUMBER	EXT.
SIGNATURE OF AUTHORIZED OFFICIAL				DATE REPORT IS SUBMITTED

HEW-601T



TABLES

TABLE 1. Funds available and funds expended for acquisition and State administration and percent of total expended for administration under ESEA title II: Fiscal Year 1971

State or other area	Allotment	Acquisitions	State Administration	Total Expenditures	Percent of Allotment Expended for State Administration	Percent of Allotment Expended	Carryover
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	\$100,000,000	\$65,401,955	\$3,756,723	\$69,158,728	3.76	69.14	\$30,841,272
Alabama	1,576,466	1,182,468	63,333	1,246,011	4.03	79.03	330,435
Alaska	154,768	119,527	13,972	132,529	9.03	85.63	22,239
Arizona	880,504	511,687	4,295	519,982	0.94	59.16	360,522
Arkansas	899,666	646,577	33,890	680,467	5.24	75.63	219,199
California	9,555,979	7,166,796	259,309	7,426,299	2.72	77.71	2,129,680
Colorado	1,114,779	943,260	35,599	989,159	4.12	88.73	125,620
*Connecticut	1,474,526	1,341,619	74,026	1,415,645	5.02	96.00	58,881
Delaware	284,778	205,402	25,261	231,167	8.87	81.17	53,610
*District of Columbia	316,966	241,966	50,000	291,966	15.77	92.11	25,000
Florida	2,913,723	93,249	76,954	170,203	2.64	5.84	2,743,520
Georgia	2,118,801	1,416,857	0	1,416,857	0.00	65.41	311,944
Hawaii	395,231	225,621	23,610	249,211	5.97	63.05	146,020
*Idaho	359,913	304,523	30,000	334,913	11.22	95.83	15,000
Illinois	5,372,023	0	241,722	241,722	100.00	4.50	5,130,299
Indiana	2,567,276	2,456,220	8,466	2,465,886	0.35	96.02	101,690
Iowa	1,409,424	1,208,076	60,406	1,268,482	4.29	90.00	140,942
Kansas	1,052,428	1,022,647	25,171	1,047,818	2.39	99.56	4,610
Kentucky	1,502,616	1,292,406	59,648	1,352,354	3.97	89.99	150,262
*Louisiana	1,839,047	1,564,342	91,000	1,655,142	4.95	89.99	183,905
*Maine	511,820	411,347	35,000	446,347	6.84	87.20	60,473
*Maryland	1,976,418	1,832,000	94,421	1,936,418	5.00	97.97	40,000
Massachusetts	2,653,547	2,524,118	92,594	2,616,732	3.49	98.61	36,815
Michigan	4,607,269	222,116	133,407	406,113	2.90	8.81	4,201,156
Minnesota	1,989,124	1,699,117	52,101	1,751,818	2.62	88.07	237,246
Mississippi	1,051,644	7,184	48,602	55,785	4.26	5.30	985,859
Missouri	2,276,926	2,163,040	113,446	2,276,926	5.00	100.00	0
Montana	361,392	0	31,293	31,293	100.00	8.65	330,099
Nebraska	709,342	248,162	50,302	298,464	7.09	42.07	410,815
Nevada	251,573	199,944	26,432	226,416	10.51	90.00	25,157
New Hampshire	362,994	281,470	31,890	315,360	8.79	86.87	47,634
New Jersey	3,396,759	2,794,356	54,762	2,188,818	2.79	64.43	1,207,941
*New Mexico	567,913	452,813	30,000	512,813	5.28	90.31	55,000
New York	8,159,503	6,229,476	356,472	6,586,348	4.31	80.71	1,573,155
North Carolina	2,299,340	1,912,000	46,925	1,949,491	2.04	84.60	349,849
North Dakota	305,974	275,000	11,590	278,550	3.79	91.03	27,424
Ohio	5,242,833	3,820,200	10,650	5,642,850	1.47	96.21	144,983
Oklahoma	1,212,516	984,112	72,312	1,061,804	6.46	87.55	149,712
*Oregon	972,750	720,000	50,000	822,466	5.14	89.73	99,884
Pennsylvania	5,527,967	4,240,000	13,642	4,483,107	4.30	81.09	1,044,860
Rhode Island	441,064	187,000	27,236	212,788	6.18	48.24	228,276
South Carolina	1,250,369	1,184,000	60,000	1,247,416	5.00	99.76	2,953
South Dakota	339,742	221,543	4,129	264,760	12.72	77.92	74,982
Tennessee	1,772,102	1,407,000	27,198	1,412,990	1.42	80.86	359,112
Texas	5,596,461	4,100,000	200,000	1,310,000	4.37	21.78	4,286,461
Utah	584,952	420,000	25,000	525,000	8.06	89.71	60,452
Vermont	224,964	180,000	20,000	120,999	11.67	53.80	94,965
Virginia	2,154,844	0	0	0	0.00	0.00	2,154,844
Washington	1,650,100	1,510,000	10,000	1,636,721	4.71	29.18	13,379
West Virginia	783,532	0	0	783,532	6.38	100.00	0
Wisconsin	2,305,000	2,110,000	110,000	2,298,043	5.00	99.67	7,957
Wyoming	170,549	140,000	20,000	45,954	13.47	26.93	124,645
American Samoa	30,000	0	0	30,000	0.00	100.00	0
Guam	81,342	0	0	81,342	0.00	100.00	0
Puerto Rico	2,045,600	1,945,000	0	2,045,600	4.77	100.00	0
*Trust Territories of the Pacific Islands	46,064	0	0	46,064	5.20	89.59	10,000
*Virgin Islands	3,691	0	0	3,691	11.34	100.00	0
Bureau of Indian Affairs	142,325	0	0	142,325	4.93	100.00	0

* Estimated

Table 2: Funds available and funds expended for acquisition and State administration and percent allotment expended for administration under ESEA title III: Fiscal Year 1972.

(1)	Allotment (2)	Acquisitions (3)	State Administration (4)	Allotment Expended for State Administration (5)	Total Expenditures (6)	Percent Allotment Expended (7)	Percent Allotment Expended (8)
	\$90,250,000	\$ 71,199,228	\$ 2,976,000	100.00	74,175,228	82.19	82.19
Alabama	1,517,952	1,136,228	4,457	100.00	1,140,685	75.14	75.14
Alaska	146,657	17,536	15,000	100.00	32,536	22.18	22.18
Arizona	833,587	817,092	16,495	100.00	833,587	100.00	100.00
Arkansas	864,423	-	24,465	100.00	24,465	2.83	2.83
California	8,536,517	1,578,792	264,597	100.00	1,843,389	21.59	21.59
Colorado	1,028,488	997,466	29,022	100.00	1,026,488	100.00	100.00
Connecticut	1,335,140	993,816	13,117	100.00	1,006,933	75.42	75.42
Delaware	260,008	206,195	16,887	100.00	223,082	85.79	85.79
District of Columbia	279,769	235,425	44,344	100.00	279,769	100.00	100.00
Florida	2,502,985	2,555,228	149,000	100.00	2,704,228	108.05	108.05
Georgia	1,411,403	1,415,433	7,030	100.00	1,422,463	100.79	100.79
Hawaii	167,767	11,447	1,000	100.00	12,447	7.42	7.42
Idaho	327,488	293,787	33,701	100.00	327,488	100.00	100.00
Illinois	1,474,891	1,474,891	1,474,891	100.00	1,474,891	100.00	100.00
Indiana	1,307,156	1,307,156	1,307,156	100.00	1,307,156	100.00	100.00
Iowa	1,255,582	1,255,582	1,255,582	100.00	1,255,582	100.00	100.00
Kansas	117,522	117,522	117,522	100.00	117,522	100.00	100.00
Kentucky	1,357,517	1,357,517	1,357,517	100.00	1,357,517	100.00	100.00
Louisiana	1,677,666	1,677,666	1,677,666	100.00	1,677,666	100.00	100.00
Maine	463,222	463,222	463,222	100.00	463,222	100.00	100.00
Maryland	1,747,959	1,747,959	60,000	100.00	1,747,959	100.00	100.00
Massachusetts	1,400,133	1,400,133	1,400,133	100.00	1,400,133	100.00	100.00
Michigan	1,100,000	1,100,000	1,100,000	100.00	1,100,000	100.00	100.00
Minnesota	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Mississippi	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Missouri	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Montana	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Nebraska	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Nevada	100,000	100,000	100,000	100.00	100,000	100.00	100.00
New Hampshire	135,000	135,000	135,000	100.00	135,000	100.00	100.00
New Jersey	3,000,000	3,000,000	3,000,000	100.00	3,000,000	100.00	100.00
New Mexico	100,000	100,000	100,000	100.00	100,000	100.00	100.00
New York	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
North Carolina	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
North Dakota	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Ohio	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Oklahoma	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Oregon	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Pennsylvania	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Rhode Island	100,000	100,000	100,000	100.00	100,000	100.00	100.00
South Carolina	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
South Dakota	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Tennessee	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Texas	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Vermont	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Virginia	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Washington	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
West Virginia	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Wisconsin	1,000,000	1,000,000	1,000,000	100.00	1,000,000	100.00	100.00
Wyoming	100,000	100,000	100,000	100.00	100,000	100.00	100.00
American Samoa	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Guam	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Puerto Rico	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Trust Territory of the Pacific Islands	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Virgin Islands	100,000	100,000	100,000	100.00	100,000	100.00	100.00
Bureau of Indian Affairs	100,000	100,000	100,000	100.00	100,000	100.00	100.00



Table 3. Funds available and funds expended for State Administration and for acquisitions under ESEA Title II Programs: Fiscal Year 1966 -1976

Fiscal Year	Allotment	Administration Amount	Administration Percent	Acquisitions Amount <u>1/</u>	Acquisitions Percent	Total Expenditure	Percent of Allotment Expended
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1966	\$100,000,000	\$2,049,362	2.1	\$95,298,079	98.0	\$97,347,441	97.3
1967	102,000,000	3,885 18	3.8	95,745,032	96.2	99, 30,150	97.6
1968	99,234,000	4,427,912	4.4	94,024,821	95.5	98,452,733	99.2
1969	50,000,000	3,047,522	6.1	46,153,184	93.8	49,200,706	98.4
1970 <u>2/</u>	42,500,000	2,431,133	6.5	34,913,640	93.6	37,344,773	87.8
1971	80,000,000	3,281,932	4.1	67,343,321	95.9	70,625,253	95.9
1972	90,000,000	3,217,274	3.9	78,286,154	96.1	81,503,428	90.5
1973	100,000,000	3,756,773	5.4	65,401,958	94.6	69,158,731	67.1
1974	90,250,000	2,976,003	4.0	71,199,228	96.0	74,175,321	82.1
1975 <u>3/</u>	95,250,000	4,000,000	4.3	89,000,000	95.7	93,000,000	97.6
1976 <u>3/</u>	45,951,951	4,000,000	9.4	38,735,314	90.6	42,735,314	93.0
<u>Total</u>	\$895,185,951	\$37,073,029	4.6	\$776,100,731	95.4	\$813,173,760	90.8

1/ Includes expenditures for ordering, processing, cataloging, and delivering

2/ In Fiscal Years 1970-1976, a statutory amendment permitted carryover to the next year of unexpended funds

3/ Expenditures estimated

TABLE 4. Number of State educational agency staff
 assigned to ESEA title II programs
 in full-time equivalents: Fiscal Year 1974

States and other areas (1)	Administration (2)	Supervisor (3)	Clerical Personnel (4)	Other Personnel (5)	Total (6)
	52.8	67.3	134.6	21.2	276.0
TOTAL STATES AND TERRITORIES					
1 ALABAMA	0.0	0.0	0.1	0.0	0.1
2 ALASKA	0.2	0.0	1.0	0.0	1.2
3 ARIZONA	1.0	0.0	3.0	0.0	4.0
4 ARKANSAS	1.0	0.0	2.0	0.0	3.0
5 CALIFORNIA	1.0	6.6	8.0	1.0	16.9
6 COLORADO	-	-	-	-	-
7 CONNECTICUT	1.0	2.0	2.0	0.0	3.0
8 DELAWARE	1.0	0.1	0.5	0.0	1.6
9 DISTRICT OF COLUMBIA	-	-	-	-	-
10 FLORIDA	2.0	1.5	1.0	0.0	4.5
11 GEORGIA	1.0	3.0	3.0	0.0	4.0
12 HAWAII	1.0	3.8	3.0	1.0	5.8
13 ILLINOIS	1.0	2.0	1.0	0.0	4.0
14 INDIANA	2.0	3.0	5.0	0.0	10.0
15 IOWA	1.0	2.0	1.0	0.0	4.0
16 KANSAS	0.5	1.1	1.0	0.1	2.8
17 KENTUCKY	0.5	1.0	2.0	0.3	3.8
18 LOUISIANA	1.0	1.0	5.0	0.0	6.0
19 MAINE	1.0	2.0	2.0	0.0	4.0
20 MARYLAND	0.5	1.5	1.0	0.5	2.5
21 MASSACHUSETTS	1.0	0.0	0.5	0.0	1.5
22 MICHIGAN	1.0	5.0	5.8	1.0	12.8
23 MINNESOTA	0.5	1.0	1.0	0.0	2.5
24 MISSISSIPPI	0.5	1.0	3.5	0.5	5.5
25 MISSOURI	0.0	0.0	2.0	0.0	2.0
26 MONTANA	1.0	1.0	2.0	0.0	4.0
27 NEBRASKA	0.1	0.2	1.0	0.0	1.3
28 NEVADA	3.7	0.0	2.4	0.0	6.1
29 NEW HAMPSHIRE	0.2	0.0	0.3	0.2	0.7
30 NEW JERSEY	0.2	2.0	1.3	0.0	3.5
31 NEW MEXICO	1.0	4.0	1.0	0.0	6.0
32 NEW YORK	0.3	1.0	1.0	0.0	2.3
33 NORTH CAROLINA	7.0	2.0	10.0	2.0	21.0
34 NORTH DAKOTA	1.8	0.0	6.0	0.0	7.8
35 OHIO	1.0	0.0	1.0	2.0	4.0
36 OKLAHOMA	0.7	4.1	4.0	0.0	8.8
37 OREGON	1.0	1.5	2.2	0.0	4.7
38 PENNSYLVANIA	0.5	1.0	1.2	0.0	2.7
39 RHODE ISLAND	1.0	4.0	7.5	8.0	20.5
40 SOUTH CAROLINA	1.0	0.1	1.3	0.0	2.4
41 SOUTH DAKOTA	0.0	2.5	1.7	0.0	4.2
42 TENNESSEE	0.1	0.1	0.5	0.0	0.7
43 TEXAS	1.0	3.0	0.0	0.0	4.0
44 UTAH	6.6	0.0	9.9	0.0	16.5
45 VERMONT	1.0	1.0	4.0	0.0	6.0
46 VIRGINIA	0.0	1.0	0.5	0.0	1.5
47 WASHINGTON	0.0	2.0	3.7	0.8	6.5
48 WEST VIRGINIA	0.6	1.1	1.1	0.5	3.3
49 WISCONSIN	1.0	0.0	2.0	2.0	5.0
50 WYOMING	0.3	0.1	0.5	0.0	0.9
TOTAL STATES AND TERRITORIES					
52 DISTRICT OF COLUMBIA	1.0	8.0	2.0	0.0	11.0
53 GUAM	0.2	1.0	2.0	0.0	3.2
54 HAWAII	-	-	-	-	-
55 TRUST TERRITORIES OF THE PACIFIC ISLANDS	0.4	0.5	1.0	1.0	2.9
56 VIRGIN ISLANDS	-	-	-	-	-
57 WASHINGTON	0.3	0.0	0.2	0.3	0.8

TABLE 5. Number of Professional and Nonprofessional Positions Assigned to ESEA Title II Programs in State Educational Agencies in Full-Time Equivalents: Fiscal Year 1966 - 1974

FISCAL YEAR	NUMBER OF POSITIONS		
	PROFESSIONAL	NONPROFESSIONAL	TOTAL
1966	119.1	123.3	242.4
1967	157.5	208.0	365.5
1968	165.6	215.5	381.1
1969	-	-	-
1970	91.6	139.9	231.5
1971	107.2	183.4	290.6
1972	128.8	173.1	301.9
1973	118.9	161.9	280.8
1974	120.1	155.9	276.0
TOTAL	1008.8	1361.0	2369.8

1/ Information not available

2/ Estimated

TABLE 6. NUMBER OF PUBLIC AND PRIVATE SCHOOL CHILDREN AND TEACHERS PARTICIPATING IN ESEA TITLE II: FISCAL YEAR 1974

State or Other Area	NUMBER OF CHILDREN			NUMBER OF TEACHERS		
	Public	Private	Total	Public	Private	Total
TOTALS	37,303,038	1,441,771	38,744,809	1,347,769	160,799	1,508,568
Alabama	761,070	22,522	783,592	33,981	1,342	35,323
Alaska	6,245	-	6,245	296	0	296
Arizona	416,272	22,273	438,545	17,426	1,250	18,676
Arkansas	431,261	2,222	433,483	21,377	370	21,747
California	4,314,402	12,242	4,326,644	177,777	13,504	191,281
Colorado	-	-	-	-	-	-
Connecticut	622,272	12,242	634,514	22,452	5,140	27,592
Delaware	125,424	12,242	137,666	5,467	665	6,132
District of Columbia	-	-	-	-	-	-
Florida	2,315,222	12,242	2,327,464	65,633	5,207	70,840
Georgia	725,471	22,242	747,713	32,337	1,173	33,510
Hawaii	173,194	22,242	195,436	7,544	1,298	8,842
Idaho	186,525	22,242	208,767	9,995	232	10,227
Illinois	2,164,265	12,242	2,176,507	100,957	16,365	117,322
Indiana	1,225,716	22,242	1,247,958	42,224	1,721	43,945
Iowa	631,132	22,242	653,374	30,137	3,317	33,454
Kansas	422,272	22,242	444,514	25,500	1,493	26,993
Kentucky	704,397	22,242	726,639	32,795	921	33,716
Louisiana	470,468	12,242	482,710	42,796	3,161	45,957
Maine	-	-	-	-	-	-
Maryland	912,640	22,242	934,882	37,340	4,006	41,346
Massachusetts	942,265	22,242	964,507	36,647	3,709	40,356
Michigan	2,124,941	12,242	2,137,183	61,329	-	61,329
Minnesota	949,600	12,242	961,842	51,553	6,442	58,005
Mississippi	519,746	22,242	541,988	8,318	920	9,238
Missouri	994,438	12,242	1,006,680	49,380	5,818	55,198
Montana	173,938	22,242	196,180	8,297	440	8,737
Nebraska	307,597	12,242	319,839	12,994	2,097	15,091
Nevada	62,614	22,242	84,856	1,970	89	2,059
New Hampshire	165,267	12,242	177,509	8,440	927	9,367
New Jersey	1,555,793	22,242	1,578,035	48,468	12,413	60,881
New Mexico	273,305	12,242	285,547	16,701	1,264	17,965
New York	2,070,124	52,242	2,122,366	106,653	25,976	132,629
North Carolina	913,397	12,242	925,639	43,584	1,016	44,600
North Dakota	139,514	12,242	151,756	7,548	545	8,093
Ohio	1,517,456	12,242	1,529,698	52,478	13,713	66,191
Oklahoma	248,265	12,242	260,507	28,630	896	29,526
Oregon	471,261	12,242	483,503	34,232	520	34,752
Pennsylvania	1,183,777	42,242	1,226,019	47,772	-	47,772
Rhode Island	31,768	1,242	33,010	1,655	34	1,689
South Carolina	463,913	6,242	470,155	21,416	312	21,728
South Dakota	157,522	12,242	169,764	9,300	1,088	10,388
Tennessee	765,979	22,242	788,221	34,935	909	35,844
Texas	1,199,144	12,242	1,211,386	47,772	-	47,772
Utah	305,800	22,242	328,042	13,445	127	13,572
Vermont	45,257	2,242	47,509	2,478	197	2,675
Virginia	1,080,591	12,242	1,092,833	56,378	-	56,378
Washington	772,811	12,242	785,053	32,477	2,200	34,677
West Virginia	-	-	-	-	-	-
Wisconsin	964,154	12,242	976,396	47,230	5,675	52,905
Wyoming	77,950	2,242	80,192	4,656	109	4,765
American Samoa	8,123	1,605	9,728	383	51	434
Guam	27,025	4,152	31,177	1,275	-	1,275
Puerto Rico	-	-	-	-	-	-
Trust Territories	33,365	4,719	38,084	1,604	286	1,890
Virgin Islands	-	-	-	-	-	-
Bureau of Indian Affairs	13,622	-	13,622	755	-	755



Table 7. Number of Public and Private Schools for Blind Children Participating in BSEA Title III Fiscal Year 1974

State or other Area	Public	Private	Total
Totals	22,127	21,126	43,253
Alabama	1,001	51	1,051
Alaska	1	-	1
Arizona	2	-	2
Arkansas	1,144	41	1,185
California	2,175	1,124	3,299
Colorado	-	-	-
Connecticut	1,651	-	1,651
Delaware	156	-	156
District of Columbia	-	-	-
Florida	2,048	103	2,151
Georgia	1,147	61	1,208
Hawaii	307	-	307
Idaho	594	-	594
Illinois	6,224	493	6,717
Indiana	2,459	291	2,750
Iowa	2,262	119	2,381
Kansas	1,578	157	1,735
Kentucky	1,968	-	1,968
Louisiana	1,902	-	1,902
Maine	-	-	-
Maryland	1,441	107	1,548
Massachusetts	2,224	298	2,522
Michigan	4,502	644	5,146
Minnesota	2,300	471	2,771
Mississippi	1,153	70	1,223
Missouri	2,533	424	2,957
Montana	549	62	611
Nebraska	977	201	1,178
Nebraska	175	13	188
New Hampshire	482	60	542
New Jersey	2,934	615	3,549
New Mexico	650	68	718
New York	3,901	1,375	5,276
North Carolina	1,706	92	1,798
North Dakota	735	53	788
Oahu	4,056	533	4,589
Oklahoma	1,525	77	1,602
Oregon	1,199	66	1,265
Pennsylvania	5,912	1,592	7,504
Rhode Island	63	-	63
South Carolina	810	26	836
South Dakota	1,028	136	1,164
Tennessee	1,768	67	1,835
Texas	3,860	273	4,133
Utah	559	10	569
Vermont	163	15	178
Virginia	1,897	128	2,025
Washington	1,826	204	2,030
West Virginia	-	-	-
Wisconsin	2,822	567	3,389
Wyoming	201	9	210
American Samoa	37	6	43
Guam	46	11	57
Puerto Rico	-	-	-
Trust Territories	271	26	297
Virgin Islands	-	-	-
Bureau of Indian Affairs	64	-	64

	1954	1955	1956	1957	1958	1959	1960
American Samoa	11,857	10,000	10,000	10,000	10,000	10,000	10,000
Puerto Rico	257,451	242,447	227,443	212,439	197,435	182,431	167,427
Trust Territories of Pacific Islands	52,377	47,373	42,369	37,365	32,361	27,357	22,353
Virgin Islands	26,898	26,898	26,898	26,898	26,898	26,898	26,898
Bureau of Indian Affairs	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000

See table expenditures for private schools

200,000



Table 9. Costs of school library resources, textbooks, and other instructional material loaned to children and teachers under ESEA title II Fiscal Year 1973

State or Other Area	School Library Resources		Textbooks		Other Instructional Materials		Total
	Cost	Percent	Cost	Percent	Cost	Percent	
All States	\$55,888,589	44.1	99,273,277	78.8	99,591,248	78.7	554,661,394
Alabama	1,035,342	1.9	1,035,342	1.0	-	0.0	1,035,342
Alaska	107,906	0.2	-	0.0	129,443	13.0	136,100
Arizona	498,883	0.9	498,883	0.5	-	0.0	498,883
Arkansas	571,696	1.0	-	0.0	12,504	0.01	584,200
California	6,292,441	11.3	-	0.0	-	0.0	6,292,441
Colorado	665,726	1.2	-	0.0	-	0.0	665,726
Connecticut	1,236,621	2.2	-	0.0	21,181	0.02	1,257,802
Delaware	193,181	0.3	-	0.0	-	0.0	193,181
Dist. of Columbia	242,861	0.4	-	0.0	-	0.0	242,861
Florida	22,564	0.04	-	0.0	-	0.0	22,564
Georgia	1,671,221	3.0	-	0.0	407	0.00	1,671,628
Hawaii	20,464	0.04	-	0.0	1,108	0.00	21,572
Idaho	221,221	0.4	-	0.0	-	0.0	221,221
Illinois	221,221	0.4	-	0.0	1,108	0.00	222,329
Indiana	2,313,221	4.1	-	0.0	-	0.0	2,313,221
Iowa	1,336,221	2.4	-	0.0	1,108	0.00	1,337,329
Kansas	497,221	0.9	-	0.0	-	0.0	497,221
Kentucky	1,255,221	2.2	-	0.0	-	0.0	1,255,221
Louisiana	1,492,221	2.7	-	0.0	23,560	0.02	1,515,781
Maine	371,221	0.7	-	0.0	-	0.0	371,221
Maryland	1,401,221	2.5	-	0.0	-	0.0	1,401,221
Massachusetts	2,431,221	4.3	-	0.0	356,514	0.3	2,787,735
Michigan	2,221,221	4.0	-	0.0	-	0.0	2,221,221
Minnesota	1,221,221	2.2	-	0.0	-	0.0	1,221,221
Mississippi	221,221	0.4	-	0.0	22,104	0.02	243,325
Missouri	2,221,221	4.0	-	0.0	-	0.0	2,221,221
Montana	-	0.0	-	0.0	-	0.0	-
Nebraska	221,221	0.4	-	0.0	-	0.0	221,221
Nevada	221,221	0.4	-	0.0	-	0.0	221,221
New Hampshire	1,221,221	2.2	-	0.0	1,108	0.00	1,222,329
New Jersey	1,221,221	2.2	-	0.0	1,108	0.00	1,222,329
New Mexico	31,221	0.1	-	0.0	1,323,444	1.3	1,354,665
New York	5,734,221	10.3	-	0.0	65,354	0.06	5,800,575
North Carolina	1,492,221	2.7	-	0.0	-	0.0	1,492,221
North Dakota	265,221	0.5	-	0.0	1,389	0.00	266,610
Ohio	1,221,221	2.2	-	0.0	-	0.0	1,221,221
Oklahoma	221,221	0.4	-	0.0	-	0.0	221,221
Oregon	221,221	0.4	-	0.0	1,108	0.00	222,329
Pennsylvania	3,756,221	6.7	-	0.0	1,108	0.00	3,757,329
Rhode Island	1,221,221	2.2	-	0.0	-	0.0	1,221,221
South Carolina	221,221	0.4	-	0.0	-	0.0	221,221
South Dakota	221,221	0.4	-	0.0	-	0.0	221,221
Tennessee	221,221	0.4	-	0.0	-	0.0	221,221
Texas	1,221,221	2.2	-	0.0	1,108	0.00	1,222,329
Utah	221,221	0.4	-	0.0	1,108	0.00	222,329
Vermont	31,221	0.1	-	0.0	-	0.0	31,221
Virginia	-	0.0	-	0.0	-	0.0	-
Washington	1,221,221	2.2	-	0.0	-	0.0	1,221,221
West Virginia	221,221	0.4	-	0.0	185,563	0.18	406,784
Wisconsin	1,221,221	2.2	-	0.0	-	0.0	1,221,221
Wyoming	221,221	0.4	-	0.0	189,811	0.19	411,032
American Samoa	-	0.0	-	0.0	-	0.0	-
Guam	-	0.0	-	0.0	-	0.0	-
Philippines	-	0.0	-	0.0	24,403	0.02	24,403
U.S. Territories of the Pacific Islands	-	0.0	-	0.0	626,103	0.63	626,103
Virgin Islands	-	0.0	-	0.0	21,571	0.02	21,571
Bureau of Indian Affairs	101,221	0.2	-	0.0	-	0.0	101,221
Total	55,888,589	44.1	99,273,277	78.8	99,591,248	78.7	554,661,394



Table 10. Cost of school library resources, textbooks, and other instructional materials loaned to children and teachers in public elementary and secondary schools under ESEA title II - Fiscal year 1977

State	Library resources	Textbooks	Other instructional materials	
			Elementary	Secondary
Alabama	1,000,000	1,000,000	1,000,000	1,000,000
Alaska	1,000,000	1,000,000	1,000,000	1,000,000
Arizona	1,000,000	1,000,000	1,000,000	1,000,000
Arkansas	1,000,000	1,000,000	1,000,000	1,000,000
California	1,000,000	1,000,000	1,000,000	1,000,000
Colorado	1,000,000	1,000,000	1,000,000	1,000,000
Connecticut	1,000,000	1,000,000	1,000,000	1,000,000
Delaware	1,000,000	1,000,000	1,000,000	1,000,000
Florida	1,000,000	1,000,000	1,000,000	1,000,000
Georgia	1,000,000	1,000,000	1,000,000	1,000,000
Idaho	1,000,000	1,000,000	1,000,000	1,000,000
Illinois	1,000,000	1,000,000	1,000,000	1,000,000
Indiana	1,000,000	1,000,000	1,000,000	1,000,000
Iowa	1,000,000	1,000,000	1,000,000	1,000,000
Kansas	1,000,000	1,000,000	1,000,000	1,000,000
Kentucky	1,000,000	1,000,000	1,000,000	1,000,000
Louisiana	1,000,000	1,000,000	1,000,000	1,000,000
Maine	1,000,000	1,000,000	1,000,000	1,000,000
Maryland	1,000,000	1,000,000	1,000,000	1,000,000
Massachusetts	1,000,000	1,000,000	1,000,000	1,000,000
Michigan	1,000,000	1,000,000	1,000,000	1,000,000
Minnesota	1,000,000	1,000,000	1,000,000	1,000,000
Mississippi	1,000,000	1,000,000	1,000,000	1,000,000
Missouri	1,000,000	1,000,000	1,000,000	1,000,000
Montana	1,000,000	1,000,000	1,000,000	1,000,000
Nebraska	1,000,000	1,000,000	1,000,000	1,000,000
Nevada	1,000,000	1,000,000	1,000,000	1,000,000
New Hampshire	1,000,000	1,000,000	1,000,000	1,000,000
New Jersey	1,000,000	1,000,000	1,000,000	1,000,000
New Mexico	1,000,000	1,000,000	1,000,000	1,000,000
New York	1,000,000	1,000,000	1,000,000	1,000,000
North Carolina	1,000,000	1,000,000	1,000,000	1,000,000
North Dakota	1,000,000	1,000,000	1,000,000	1,000,000
Ohio	1,000,000	1,000,000	1,000,000	1,000,000
Oklahoma	1,000,000	1,000,000	1,000,000	1,000,000
Oregon	1,000,000	1,000,000	1,000,000	1,000,000
Pennsylvania	1,000,000	1,000,000	1,000,000	1,000,000
Rhode Island	1,000,000	1,000,000	1,000,000	1,000,000
South Carolina	1,000,000	1,000,000	1,000,000	1,000,000
South Dakota	1,000,000	1,000,000	1,000,000	1,000,000
Tennessee	1,000,000	1,000,000	1,000,000	1,000,000
Texas	1,000,000	1,000,000	1,000,000	1,000,000
Utah	1,000,000	1,000,000	1,000,000	1,000,000
Vermont	1,000,000	1,000,000	1,000,000	1,000,000
Virginia	1,000,000	1,000,000	1,000,000	1,000,000
Washington	1,000,000	1,000,000	1,000,000	1,000,000
West Virginia	1,000,000	1,000,000	1,000,000	1,000,000
Wisconsin	1,000,000	1,000,000	1,000,000	1,000,000
Wyoming	1,000,000	1,000,000	1,000,000	1,000,000



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(e) 3. Construction materials, equipment, and other instructional materials, purchased under ESEA Title II, for the fiscal year ending 1968

	1967	1968	1969	1970	1971	1972
Alabama	2,244,541	2,244,541	2,244,541	2,244,541	2,244,541	2,244,541
Alaska	7,977	7,977	7,977	7,977	7,977	7,977
Arizona	47,816	47,816	47,816	47,816	47,816	47,816
Arkansas	51,296	51,296	51,296	51,296	51,296	51,296
California	39,700	39,700	39,700	39,700	39,700	39,700
Colorado	17,610	17,610	17,610	17,610	17,610	17,610
Connecticut	46,340	46,340	46,340	46,340	46,340	46,340
Delaware	76,100	76,100	76,100	76,100	76,100	76,100
District of Columbia	1,210	1,210	1,210	1,210	1,210	1,210
Florida	47,514	47,514	47,514	47,514	47,514	47,514
Georgia	30,844	30,844	30,844	30,844	30,844	30,844
Hawaii	30,720	30,720	30,720	30,720	30,720	30,720
Idaho	95,160	95,160	95,160	95,160	95,160	95,160
Illinois	77,370	77,370	77,370	77,370	77,370	77,370
Indiana	37,100	37,100	37,100	37,100	37,100	37,100
Iowa	33,400	33,400	33,400	33,400	33,400	33,400
Kansas	14,800	14,800	14,800	14,800	14,800	14,800
Kentucky	56,800	56,800	56,800	56,800	56,800	56,800
Louisiana	59,920	59,920	59,920	59,920	59,920	59,920
Maine	50,120	50,120	50,120	50,120	50,120	50,120
Maryland	1,210	1,210	1,210	1,210	1,210	1,210
Massachusetts	1,110	1,110	1,110	1,110	1,110	1,110
Michigan	77,370	77,370	77,370	77,370	77,370	77,370
Minnesota	77,370	77,370	77,370	77,370	77,370	77,370
Mississippi	1,210	1,210	1,210	1,210	1,210	1,210
Missouri	1,110	1,110	1,110	1,110	1,110	1,110
Montana	1,210	1,210	1,210	1,210	1,210	1,210
Nebraska	1,210	1,210	1,210	1,210	1,210	1,210
Nevada	1,210	1,210	1,210	1,210	1,210	1,210
New Hampshire	1,210	1,210	1,210	1,210	1,210	1,210
New Jersey	1,210	1,210	1,210	1,210	1,210	1,210
New Mexico	1,210	1,210	1,210	1,210	1,210	1,210
New York	1,210	1,210	1,210	1,210	1,210	1,210
North Carolina	1,210	1,210	1,210	1,210	1,210	1,210
North Dakota	1,210	1,210	1,210	1,210	1,210	1,210
Ohio	1,210	1,210	1,210	1,210	1,210	1,210
Oklahoma	1,210	1,210	1,210	1,210	1,210	1,210
Oregon	1,210	1,210	1,210	1,210	1,210	1,210
Pennsylvania	1,210	1,210	1,210	1,210	1,210	1,210
Rhode Island	1,210	1,210	1,210	1,210	1,210	1,210
South Carolina	1,210	1,210	1,210	1,210	1,210	1,210
South Dakota	1,210	1,210	1,210	1,210	1,210	1,210
Tennessee	1,210	1,210	1,210	1,210	1,210	1,210
Texas	1,210	1,210	1,210	1,210	1,210	1,210
Utah	1,210	1,210	1,210	1,210	1,210	1,210
Vermont	1,210	1,210	1,210	1,210	1,210	1,210
Virginia	1,210	1,210	1,210	1,210	1,210	1,210
Washington	1,210	1,210	1,210	1,210	1,210	1,210
West Virginia	1,210	1,210	1,210	1,210	1,210	1,210
Wisconsin	1,210	1,210	1,210	1,210	1,210	1,210
Wyoming	1,210	1,210	1,210	1,210	1,210	1,210
Total	1,210	1,210	1,210	1,210	1,210	1,210

** In the expenditures for public and private schools



Table 4. Cost of school library resources, textbooks and other instructional materials loaned to children and teachers under Title I programs: Fiscal Years 1966-1974

Fiscal Year	School Library Resources		Textbooks		Other Instructional Materials		Total Cost
	Cost	Percent	Cost	Percent	Cost	Percent	
1966	\$ 77,520,136	90.4	2,959,485	3.45	\$ 5,327,473	6.21	\$ 85,807,094
1967	73,613,850	91.4	2,089,949	3.42	4,050,201	4.44	90,953,000
1968	62,038,211	90.1	1,744,411	4.88	3,538,240	7.95	87,952,965
1969	50,681,520	91.1	1,638,311	3.68	2,212,541	4.97	44,509,375
1970	33,771,000	94.1	244,151	0.73	1,423,828	4.29	33,359,662
1971	64,000,000	91.1	1,076,007	1.67	4,110,341	6.36	64,685,848
1972	74,000,000	91.1	1,613,500	0.97	4,400,649	5.86	75,073,105
1973	62,000,000	89.1	1,771,207	2.03	5,500,298	8.78	62,661,094
1974	69,000,000	92.1	1,254,000	1.27	4,089,287	5.90	69,193,978
1975	65,000,000	90.1	1,800,000	2.29	34,636,858	5.64	\$614,195,121

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SOUTH		CENTRAL		NORTH	
NO.	NAME	NO.	NAME	NO.	NAME
1	ALLEN	1	ALLEN	1	ALLEN
2	BROWN	2	BROWN	2	BROWN
3	JOHNSON	3	JOHNSON	3	JOHNSON
4	SMITH	4	SMITH	4	SMITH
5	WILLIAMS	5	WILLIAMS	5	WILLIAMS
6	DAVIS	6	DAVIS	6	DAVIS
7	MILLER	7	MILLER	7	MILLER
8	WELLS	8	WELLS	8	WELLS
9	WEST	9	WEST	9	WEST
10	CLARK	10	CLARK	10	CLARK
11	ROBERTS	11	ROBERTS	11	ROBERTS
12	GREEN	12	GREEN	12	GREEN
13	ADAMS	13	ADAMS	13	ADAMS
14	HAYES	14	HAYES	14	HAYES
15	MORRIS	15	MORRIS	15	MORRIS
16	SMITH	16	SMITH	16	SMITH
17	ROBERTS	17	ROBERTS	17	ROBERTS
18	SMITH	18	SMITH	18	SMITH
19	SMITH	19	SMITH	19	SMITH
20	SMITH	20	SMITH	20	SMITH

Table 16. Comparison of the number of...
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Table 17. Comparison of the number of...
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Year
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Table III: STRENGTHENING INSTRUCTION
IN THE ACADEMIC SUBJECTS

V. INTRODUCTION

Fiscal years 1973 and 1974 were the fifteenth and sixteenth years in which the program under title III of the National Defense Education Act (NDEA) as amended, supported the strengthening of instruction in local educational agencies through the acquisition of instructional materials and equipment and carrying out minor remodeling of classrooms, laboratories, and audio-visual libraries, and through supervisory and related services provided by State educational agencies. The program has experienced considerable growth, the number of eligible academic elementary and secondary school subjects increasing from three to 12. These subjects are: the arts, civics, economics, English, geography, history, the humanities, industrial arts, mathematics, modern foreign languages, reading, and science.

The allotments to States under NDEA title III for fiscal years 1959-1974 are tabulated on the following page. NDEA title III is a matching program. The Federal share is up to one-half of the expenditures for acquisition of equipment, materials, and minor remodeling, and for administration of the State plan. Funds for the loan program for nonprofit private schools are also shown. The loan program provides funds at a reduced rate of interest to private schools for the same purposes as the acquisitions program for public schools - strengthening instruction; through equipment, materials, and minor remodeling. For fiscal year 1974, the interest rate was 7 1/8 percent.

Allotments for equipment, materials, minor remodeling;
administration of the State plan; and loan programs
under NDEA title III: fiscal years 1959-74

Fiscal year	Authorization	Equipment materials, minor remodeling	Administration of the State plan	Loan program
1959	\$ 70,000,000	\$ 49,230,000	\$ 1,350,000	\$ 6,720,000
1960	70,000,000	52,300,000	4,000,000	7,200,000
1961	70,000,000	47,520,000	3,750,000	6,480,000
1962	70,000,000	47,520,000	3,750,000	6,480,000
1963	70,000,000	47,520,000	3,750,000	6,480,000
1964	70,000,000	42,512,952	3,365,070	6,480,000
1965	90,000,000	69,992,500	4,619,215	9,600,000
1966	100,000,000	78,637,010	6,831,163	10,800,000 ^{1/}
1967	100,000,000	79,200,000	8,980,000	10,800,000
1968	110,000,000	75,240,000	2,000,000	1,000,000
1969	110,000,000	74,240,000	2,000,000	1,000,000 ^{2/}

^{1/} Until fiscal year 1968, State supervisory and related services were supported in addition to administration.

^{2/} Beginning in 1969, the loan program funds were no longer allotted by States, but administered as a total amount for the United States.

Fiscal year	Authorization	Equipment materials, minor remodeling	Administration of the State plan	Loan program
1970	\$120,500,000	\$ 84,679,000	\$ 2,000,000	\$ 500,000
1971	130,500,000	47,500,000	2,000,000	500,000
1972	130,500,000	47,750,000	2,000,000	250,000
1973	130,500,000	47,750,000	2,000,000	250,000
1974	130,500,000	26,750,000	2,000,000	25,000
Total	\$1,572,500,000	\$869,991,462	\$84,895,442	\$74,790,000

Section 303(a)(2) of NDEA title III and the title III regulations require the State plan to develop principles for determining the priority of projects to be approved in the order determined by the application of such principles, which should reflect the State's consideration of:

The State's educational goals

The total general educational need of the academic subjects under title III

Special instructional needs which title III may serve in a State

The special requirements for equipment and facilities in each of the subject fields and the grade levels to be served

The categories of eligible equipment, materials, and type of minor remodeling allowable and the State standards developed to enhance instructional programs.

These priorities form the general bases for the NDEA title III acquisition program.

The combined report for fiscal years 1973 and 1974 is derived from the narrative reports submitted by each State educational agency to the U. S. Office of Education. Examples from States of program activities are arranged in the order of five geographic regions of the United States - Northeast, Southeast, Upper Midwest, Midcontinent, Western.

^{3/} Funds appropriated for equipment, materials, and minor remodeling for fiscal year 1973 were made available in fiscal year 1974. No expenditures were made from 1973 funds reserved for loans because funds for fiscal year 1974 reserved for loans were first drawn upon.

2. STATE ADMINISTRATION OF NDEA TITLE III

Administrative funds for the NDEA title III program are used for administration of the State plan and to pay the costs of supervisory and related services provided by the State educational agency in the academic subjects. Administrative funds were used for such items as salaries of professional and clerical staff assigned to the program, for workshops and conferences dealing with instruction in the academic subjects, staff travel for consultative visits and professional conferences, office equipment, other equipment used for State programs of supervision, and printing of curriculum guides, application forms, and other items needed for program administration.

Administration - Fiscal Year 1973

The Federal allotment for administration of the NDEA title III program amounted in fiscal year 1973 to \$2 million. Of this amount, \$1.5 million (75.4 percent of the allotment) was expended by State educational agencies for administration and supervisory and related services, with \$416,892 carried over for expenditure in fiscal year 1974 (table 1). Federal expenditures were more than matched by State educational agency expenditures of \$2.1 million, providing a total of \$3.6 million for program administration.

Administration - Fiscal Year 1974

Comparable figures for State administration of NDEA title III in fiscal year 1974 are shown in table 2. The proportion of the Federal allotment expended (66.6 percent) and the matching amount contributed by State educational agencies (\$1.7 million) are less than for fiscal year 1973, with a somewhat larger amount of the Federal allotment (\$668,010) carried over for expenditure in fiscal year 1975. State educational agencies continued to more than match Federal expenditures.

NDEA Title III Personnel in State Educational Agencies

Tables 3 and 4 indicate the number of positions in full-time equivalents assigned to the administration of NDEA title III in State educational agencies in fiscal years 1973 and 1974. The figures for the number of administrators, supervisors, clerical staff, "other" type of personnel, are roughly the same for each year. It should be noted that although acquisition funds for fiscal year 1973 were not allotted until about the middle of fiscal year 1974, administrative funds were allotted to State educational agencies at the beginning of each fiscal year so that program personnel could be retained to carry on such program activities monitoring, reporting, and allotting "carry over" funds from the previous year.

Staff losses for supervisory personnel assigned to NDEA title III administration are considerable when current reports are compared with those in the earlier years of the program; however, it has been previously noted that since fiscal year 1968, funds for supervision of instruction in the academic subjects and related services are paid from funds from ESEA title V.

Expenditures for Materials and Equipment

The use of equipment and materials to improve instruction in the academic subjects means the use of such items in the development, presentation, and learning of the subject matter or content of the course of study in one or more of the academic subjects. Equipment purchased includes audiovisual equipment such as film and video production equipment and laboratory and other equipment used for instruction in the natural sciences, reading, mathematics, the arts, and other subjects. Trends in choices of equipment and materials reflect more individualized and small group experimentation in keeping with the newer directions of reading, science, and mathematics programs and instruction in the arts. Media production operations in all of the academic subjects are expanding and include graphics, printing photography, television and radio, and audiotape production services.

The Federal allotment for equipment, materials, and minor remodeling in fiscal years 1973, and 1974 were \$47,750,000 and \$26,250,000, respectively. A total of \$39.7 million (64.4 percent) of the allotment was expended in fiscal year 1973, with \$16.9 million carried over for expenditure in fiscal year 1974 (table 5).

In fiscal year 1974, 57 percent of the Federal allotment (\$14.9 million) was expended, with \$11.2 million carried over for expenditure in fiscal year 1975 (table 6). State and local funds more than matched Federal expenditures for both fiscal years.

As in fiscal year 1972, a higher proportion of NDEA title III funds was expended in both fiscal years 1973 and 1974 to purchase equipment and materials for strengthening instruction in English and reading, with expenditures for strengthening instruction in the natural sciences ranking second. Expenditures in these fields are well above the other subject areas (tables 7 and 8). There is only a slight shift in the ranking for the other subject fields compared with previous years. Expenditures for equipment and materials for audio-visual libraries and for minor remodeling to make effective use of equipment purchased continued to be very low priorities.

3. NDEA TITLE III MANAGEMENT GOALS

Management goals identified in the States for the administration of NDEA title III included staff assignments; program information dissemination; determination of allocations; and project development, review, monitoring, and reporting. The one common management goal was the provision of a program that would be supportive of the academic goals of each State, as set forth in a State plan.

A number of States reported that achievement of management goals was somewhat thwarted by the fact that program funds for both fiscal years 1973 and 1974 were released in fiscal year 1974. This necessitated a revision of schedules for receiving, reviewing and approving projects, and a revamping of plans for monitoring activities. Additional staff has to be assigned to assist with the project review process. Although some States has solicited and reviewed applications prior to release of funds, many had not, and consequently has to face under pressure the tasks of developing planning guides, forms, and other materials concerning the submission of projects for dissemination to the schools in their States.

The difficulties of finding matching funds so late in the school year presented another problem to some local school districts, until 45 CFR 141.11 (a) one year, fiscal year 1973, so that Federal funds could be used for matching expenditures incurred by local education agencies for projects not having prior State approval. The fact that P.L. 93-269 provided for obligation and expenditure of funds for fiscal year 1973 and fiscal year 1974 through June 30, 1975, also helped States to use NDEA title III funds wisely.

New Jersey's experience illustrates how this modification in regulations made it possible for a State to develop and meet management goals in fiscal year 1974:

When funds became available in January 1974, for fiscal year 1973 as well as for fiscal year 1974 it was decided that it would be impossible for local education agencies to accomplish the proposal and application process before the end of the school year. Proper planning, purchasing, and implementation of projects, as well as the availability of matching funds, militated against the prospect of almost immediate project implementation. Hence, funds for the two years were carried over for projects planned in the spring of 1974, and implemented in the fall. The one exception were the projects of the twenty country audiovisual libraries which were activated as soon as possible

Perhaps spurred on by this simultaneous releasing of funds for the two fiscal years, other northeastern States stressed urgency in management goals listed. Among these was Connecticut, which has a goal "to minimize delays in the overall process, from initial receipt of application to eventual reimbursement". Connecticut proposed (1) to offer personnel assistance to those school districts not previously participating in the program, and (2) to coordinate the expertise of department specialists in reviewing project applications.

While all the foregoing management goals were formulated to insure efficiency in program administration, as in the lessening of paperwork, the speeding-up of project application and review, the continuing education process of personnel in local educational agencies, the minimizing of delays in the overall process, and the like, the desire to improve the actual quality of NDEA title III projects was reflected in goals dealing with subject matter areas and the provision of educational leadership. Connecticut, for instance, cited as an important goal, "to render priority to those instructional items within the eligible subject-matter areas that relate to overall departmental goals, e.g., reading, career education, individualization, awareness of ethnic diversities."

The management-by-objectives system continued to make its impact felt as States structured their programs in terms of measurable objectives, thereby strengthening the program evaluation process. Massachusetts for example, requested applications which included a narrative description of the specific plan for improving instruction, including behavioral objectives; proposed new courses, changes in course content, or method of instruction; and type of materials and equipment to be used.

In the southeast, Alabama, where all school systems participate in NDEA title III, saw a need for a "constant cycling" of all administrative responsibilities, including project planning, review, approval, monitoring and reimbursement. Their specific management goals are based on an awareness that the turnover among local education agency personnel proceeds at a normal rate, and thus the orientation and training process must be continuous:

- . To maintain broad support of local education agency efforts to utilize 100% of available funds. No State level funds are provided for the acquisition program, therefore all matching funds are derived from local sources.
- . To increase the direct assistance to local education agencies in relation to project planning. This increased effort was accomplished by on-site visits, telephone communications, and in workshops dealing with the administration of Federal programs and the improvement of instruction. A special effort was made to give services to school systems that did not directly seek assistance.

Alabama also reported two management goals that reflected an increased awareness of the need for timeliness:

- . To maintain and increase efficiency in the processing of project proposals. As a rule, no project remains in the State office longer than fifteen working days. Projects submitted in recent years reflect improved quality both in the physical makeup of the project and in design for curriculum improvement. If a project does not show with precision the exact nature and use of the materials and equipment requested, the local education agency is contacted for clarification and necessary revision.

- To expedite the reimbursement process. Since the program provides no funds for local administration, every effort is made to maintain an excellent working relationship with school office personnel to enhance the operation of the program. The overall reimbursement process is emphasized each year at the State-wide school office personnel workshop for NDEA title III. Local education agencies are constantly alerted to deadlines that would prevent their reimbursement claims from being honored.

Closely related to the effort to be expeditious in implementing NDEA title III was an awareness expressed by several States in goals striving for efficiency in management. Florida has as one goal the complete revision of the forms to be used by county administrative units in applying for NDEA title III funds; Mississippi planned to initiate new procedures of reporting to local superintendents and junior college presidents any new policies or priorities developed throughout the year so that they might take full advantage of funds allotted to the State; Virginia proposed to publish and disseminate updated guidelines to include a description of the revised allocation formula which provides for variable matching.

Among States in the upper midwest, Missouri and Ohio limited their management goals to those absolutely necessary to the operation of the acquisition program, providing as much help as possible to the participants in planning worthwhile projects. While Wisconsin stated:

The primary management goal for implementing NDEA III-A... during the school year 1973-74 was to plan for the proper utilization of funds which had been impounded. . . two meetings were held with the State Advisory Council to determine how the SEA could assume stewardship responsibilities

In recognition of the importance of providing a quality program, Wisconsin listed as its second management goal: "to maintain a staff of consultants associated with the critical subject areas of NDEA title III", and Nebraska aimed: "to provide a level of educational leadership from which influence in the form of project selection and financial allocation could be directed towards improving instruction at the local level".

Reports from States in the midcontinent region follow a similar pattern. In New Mexico, there was also concern evidenced in its management goals of the need to apprise local educational agencies of program funds available, to plan with these agencies for wise use of these funds, and to assist local educational agencies in needs assessment, in the evaluation of materials, and in the processing and evaluation of applications. Two of Utah's goals expressed the same needs:

- To maintain a flow of communication from the State agency to local agencies concerning all facets of the program
- To assist local agencies in activities related to assessment of need, determination of priorities, and preparation of project applications.

Two additional management goals for Utah summed up the importance of this kind of objective system:

- . To promote a systems approach to planning and to implementing the overall objectives of the program
- . To promote the concept of an integrated media sub-system to serve the educational needs of the schools.

The importance of subject area consultants in achieving this goal of quality programs is summed up in a portion of Wyoming's report:

Consultants in mathematics, science, foreign/bilingual languages, health and drug education, language arts and humanities, industrial education, reading, early childhood education, social studies, career guidance, special education, business and distributive education, home economics, agriculture/agribusiness, and adult and continuing education are assigned evaluation and quality control functions in planning and operational phase of all projects. The subject consultants serve as a screening board for project review. Their appraisal becomes an important part of the final selection process. They also act as program disseminators under the direction of the State Department of Education Program Director.

States in the far west expressed this same concern for the need to promote understanding of the program among those at the local level, as in the Trust Territory of the Pacific Islands where high priority was given management goals to assure (1) Territory-wide awareness of NDEA title III availability and regulations, (2) Local agency understanding of project applications and procedures, and (3) District Directors' involvement in determining priority areas. A direct quote from their report:

"The Department of Education is constantly striving to widen decentralization of responsibilities; only if the local agencies are well informed can they assume this essential responsibility. At the same time, although there is much need for individualization, there is also the need for Territory-wide curriculum building. Input from all agencies is sought.

And in Arizona, goals for fiscal year 1974 were organized and a calendar was established for deadlines for each activity. Included were preparation, mailing, return, review, approval, and notification of approval of project applications, review of completed projects for eligibility for reimbursement, and forwarding to the Division of Business and Finance for reimbursement.

4. MANAGEMENT GOALS AND COMPREHENSIVE PLANNING

It is a truism worth repeating that NDEA title III can become a viable program only if its management goals fit in with some form of comprehensive planning on the part of State educational agencies - the program was not designed to stand alone. Most States recognized this fact and by fiscal year 1974 many were deeply involved in overall planning, fitting NDEA title III management goals into a comprehensive plan for improving instruction and educational management. In those States where such planning has been successful, it has been accomplished by cooperation of outside consultants and State personnel in management seminars and training programs. Results of this kind of planning coordination include assessment of needs for equipment and materials in the academic subject areas as part of a comprehensive needs assessment, revision of standards, staff development activities, evaluation of instructional programs and expansion or improvement of supervisory or related services in the fields of academic subjects.

Comprehensive planning has frequently resulted in reorganization of a State education agency, as happened in Maine. That State revised its entire NDEA title III plan, updating it to incorporate new organizational changes and reassignments in its State Department of Educational and Cultural Services. For better or worse, its reorganized Division of Instruction which has responsibility for NDEA title III is now composed of generalists, rather than specialists, whose jobs have been abolished.

Many State educational agencies saw the provision of better consultative services to local educational agencies as one of their functions in the area of comprehensive planning. One such was Massachusetts which established regional offices. The NDEA title III program has cooperated in this effort, with some project review and monitoring activities conducted by the regional office staff. All six of the regional offices have assisted in dissemination of program information.

New Jersey was another northeastern State providing an example of Federal program coordination with State management goals, in this case through the support of county audiovisual libraries. Although these film libraries are used by 89 percent of the public school population, State financial support is minimal, except for the matching funds needed for NDEA title III participation. Local, county, and State funds are used for the basic operational funds. The NDEA title III funds enable the libraries to acquire the films which are the purpose for the existence of this service.

The Connecticut State Department of Education emphasized the following goals: (a) improving opportunities for all youth to receive quality education; (b) strengthening communication skills; and (c) developing better awareness of self and society. Funding of project applications under NDEA title III is coordinated with these goals. Special emphasis is also given to expand and strengthen instructional resources in rural districts, encourage experimentation, and assist in individualizing instruction.

A concerted trend towards structural planning at the top level, into which NDEA management goals meshed very well, was reported by most of the States in the Southeastern block. Excerpts from some of these reports follow:

- . In the Georgia Department of Education, basic planning for programs begins within the unit or division responsible for the activity. The proposed program is presented to the planning council. At the planning council level, all program activities become interwoven into the total comprehensive program of the SEA.
- . The North Carolina Department of Education has adopted and implemented a commitment and priority to the implementation of comprehensive planning at all levels of educational analysis and program development. The goals of the NDEA title III program are supportive of and consistent with the goals of the Division of Federal Programs and its role in the State agency.
- . In South Carolina, the identification of eleven major objectives serves as a significant unifying force for consolidating professional efforts throughout the Department of Education. All Federally funded programs are brought in line with the five year plan for improvement of education in the State by the naming of certain specific objectives taken from the eleven major objectives list as priorities for the NDEA title III program.
- . Tennessee has established a Division of School System Management and Planning that provides overall coordination of management activities in the State education agency. This coordinating activity is carried down to the local education agency through the regional centers which are arms of the State education agency.

West Virginia has a comprehensive Educational Program which is somewhat similar to that of Tennessee. One of its objectives is to encourage and support local education agencies as they upgrade their educational programs. General guidelines, procedures and other information provided by the State education agency assist local education agencies with assessment and improvement efforts. Plans containing an assessment of existing efforts and proposals for strengthening and improving local programs are submitted annually by the locals for review and approval by the State education agency. Approved plans relating to NDEA title III subject areas and priorities are the planning bases for using funds for acquisition of equipment and materials and for minor remodeling.

The Florida State Department of Education was reorganized, place like programs and activities together along functional lines. This reorganization moved the NDEA title III program from the Bureau of Evaluation and Compensatory Education to the Library Centers and Resources Section of the Bureau of Curriculum and Personnel Development.

In a number of Upper Midwest States, the continuing concern for the quality of public education prompted State boards of education to adopt annual policy statements of common goals, such as The Common Goals of Illinois and the Educational Goals Statements of Nebraskans. These goals were as statements of broad direction and general purpose, with most States assuming that all programs be developed using such broad goals as frames of reference.

The extent to which the NDEA title III management goals fitted into comprehensive State education agency planning ran the gamut from very much to none. In Illinois management and program goals of the NDEA title-III program had to dovetail with those of the State agency. On the other hand, the management goals of the Ohio NDEA title III program were not a part of comprehensive State education agency planning. This was due to the unexpected nature of the availability of funds.

The Missouri Department of Elementary and Secondary Education, a composite of the individual programs it administers, planned accordingly. Such planning included the provision for NDEA title III of some of the services of appropriate personnel within the Department and such support services as data processing. In Wisconsin the NDEA title III management goals of maintaining a corps of subject specialists and planning for the utilization of funds related directly to State education agency planning for direct support to local educational agencies, involvement in teacher education programs, and development and dissemination of curriculum strategies and activities.

Kansas, North Dakota, South Dakota, and other States in the Upper Midwest indicated that their management goals were closely aligned with those of the Divisions of Instruction because those divisions had the responsibility for administering the title III and supervising the close coordination and cooperation of various units of State education agencies.

Several State educational agencies in the Mid-Continent region conducted needs assessments as part of their continuing role in assisting local education agencies. In Wyoming, assigned consultants aid in this process by assisting in the writing of objectives, and development of programs and the monitoring of projects. Their familiarity with local needs played an important part in decision making. Montana's needs assessment led to planning unit in the direction of establishing as a priority the improvement of educational opportunities for children in small rural schools. Because of the limitations of NDEA title III funds a matching rate was set at fifty percent. In addition, projects for each school district were limited to reimbursement of 1000 with a total project of \$2,000. As a result more rural schools were articulated in the program.

5. PROGRAM GOALS AND PRIORITIES

Program goals and priorities in the NDEA title III program must obviously take into account the basic purpose for which the Act is intended: namely, to support the improvement of instruction through the purchase of equipment, materials and minor remodeling and the administration and State policies of state departments of education. Most States saw their goals as:

- 1. Developing minimum standards
- 2. Increasing quantity and quality of equipment and materials
- 3. Supporting special and experimental programs
- 4. Emphasizing individual instruction
- 5. Improving instruction in the academic subject areas

The broad base of priorities within each State reflects (1) the State's educational goals, (2) the total general educational needs in the 12 critical subject areas treated in title III, (3) special instructional needs which title III may serve in a State, (4) special requirements for equipment and facilities in each of the subject fields and the grade levels to be served, and (5) the categories of eligible equipment, materials, and type of minor remodeling allowable under the State standards developed to enhance instructional programs. However stated, the priorities established in each State provide the basis for a systematic attack on weaknesses in educational programs and permit adjustment as conditions change.

In the northeastern States, program goals and priorities were based on needs assessment, State testing programs, and the judgment of experienced supervisory personnel in the academic subjects. For example, reading was set as the highest priority for NDEA title III projects in Maine. This decision was reached after a study of the reading results in the Maine Assessment of Education Programs showed that Maine children are below the national average in some aspects of reading. This decision was also prompted by the Maine Right to Read program which has expanded from 11 to 17 sites, and used primarily to provide inservice training for teachers in the teaching of reading.

Priorities in Rhode Island were also based on State testing program. Reading and mathematics were identified as the two highest priorities and a number of projects were funded in these areas. Priorities in New York were also for projects in reading and mathematics, with bilingual education an additional priority for those communities where it was appropriate. Additional consideration was given to proposals which demonstrated comprehensive planning. Among the other criteria considered in project approval were:

- 1. Degree to which program activities relate to identified educational needs
- 2. Degree to which a relationship is shown between equipment or materials requested and their potential use in instruction in the academic subjects
- 3. Degree to which requested materials and equipment will enrich course content or expand the curriculum

- Degree to which requested materials and equipment provide for individualized instruction
- Degree to which prevailing applicable standards in any of the affected academic areas might be realized or exceeded.

Each State plan must include principles from which priorities are to be developed. This means that a State must provide a list of principles which reflect its major educational concerns in the critical subject fields and which have a bearing on the functioning of the title III program. Such principles are then used as a basis for the development of priorities. The priorities themselves, while not a required part of the State plan, must be prepared by the State to be used in a predetermined way for the purpose of assigning relative importance and order of approval of projects submitted by local educational agencies for the acquisition of equipment and materials and for minor remodeling.

Pennsylvania reported eight NDEA title III goals, each an outgrowth of generalized findings from review of past programs, needs assessment data, and current trends in education. From these goals it then established priorities for fiscal year 1973 and fiscal year 1974 which served to rank the relative importance and order of approval of projects submitted by local educational agencies. The following are some of Pennsylvania's priority statements on the basis of which special projects were funded:

- Projects which can document real need as a result of a systematic needs assessment.
- Projects which show evidence and commitment to a systematic management-by-objectives approach.
- Projects written in support of significant education change. This includes planned program description utilizing open-space classrooms, extended school year, independent study and/or experimental programs.
- Projects that demonstrate a relationship between the Department of Education's quality assessment project and the purchase of equipment and materials.
- Projects that reflect a concern for the Secretary of Education's curriculum priorities, namely,
 - a. Political and Legal Education
 - b. Environmental Education
 - c. Consumer Education
 - d. Fine Arts
- Projects that reflect a national concern for such programs as:
 - a. Right to Read
 - b. Career Education

- c. Bilingual Education
- d. Metric System

Minor remodeling was given a low priority by nearly all of the northeastern States. The chief reason for this was the problem of determining eligibility since local educational agencies often prefer to assume such costs themselves rather than get into the complications of documenting eligible costs. Rhode Island, for example, reported only one project involving minor remodeling, that of some work done on a greenhouse used in the biology program at Middletown High School.

Program goals and priorities in the southeastern States ranged from the identification of specific academic areas as needing priority consideration to broad and comprehensive statements of curriculum needs. Florida recognizing that inequalities in resources exist at the local level in terms of quantity, age, durability, and suitability of equipment and materials on hand, shifted from requiring local agencies to identify priority needs based on accreditation standards to a system based on priority program needs as identified through comprehensive educational planning. The chief objective was to make suitable equipment, materials, and facilities available to children and teachers in the public schools of Florida for the purpose of improving instruction in the academic subjects.

While goals and priorities from most of the States were broad and general in tone, District of Columbia identified some specific areas of concentration, among which were the promotion of language arts in an attempt to improve written and oral composition; the introduction of the study of metric measurement in grades K-12; and the offering of language in primary grades, so as to promote a wise choice of a modern foreign language for in-depth study at the later junior high level.

Improvement of instruction was an over-riding goal in all areas of the country, although a divergence in subject matter to be stressed was noted. Puerto Rico, for example, planned an expansion and improvement of teaching of industrial arts, English, mathematics, science, social studies and music, while South Carolina was one of many concentrating on improvement of basic reading and mathematics skills. South Carolina also focused on the utilization of title III funds to reduce the dropout rate and to reduce failure in first grade.

Puerto Rico, in addition to its improved teaching goal, listed as priorities the organization of new laboratories for science and industrial arts and the remodeling of existing facilities and support for an innovative curriculum for its year round school program in 6 districts.

States in the Upper Midwest listed broad-based program goals under three categories: (1) improvement of instruction, (2) improvement of supervisory and related services, and (3) improvement through the acquisitions program. In the first category, Kansas and Wisconsin aimed to encourage and assist school districts in evaluating their general education programs by providing evaluation instruments and strategies. Michigan and Wisconsin planned to work with local educational agencies in initiating procedures for the use of title III funds in bringing about needed changes in the critical subject

areas. In the second category, that of improving supervisory services, Kansas planned to provide additional subject specialists to serve a greater number of districts, while Kansas, North Dakota and Wisconsin all hoped to work with colleges and universities in planning programs that would upgrade teacher competencies. To realize the third goal of improvement through acquisitions, Missouri and Minnesota saw their role as that of assisting schools in the processing of specialized equipment, such as computers for computer assisted instruction, and video equipment. All Upper Midwestern States planned to provide up-to-date information about new techniques and materials through publications, workshops, conferences and on-site visits. To realize goals in these three broad categories, States set priorities around which local school districts could plan projects, if need for such existed in a given district. Following is a list of representative priorities and States:

Computer assisted Instruction	Minnesota
Individualizing Instruction	Illinois
Instructional Television	Missouri
Specific subject areas:	
Mathematics	Illinois, Indiana
Music	Kansas
Reading	Indiana, Kansas
Projects addressed to critical educational needs of districts with low financial resources	Michigan, Minnesota
Projects designed to upgrade the collections of audiovisual materials and equipment holdings to support critical subject areas and to bring the school's holdings up to minimum standards levels.	Minnesota, Nebraska

NDEA title III administrators of the agencies in the West generally had well thoughtout program goals, achievable through the establishment of priorities and development of quality local projects which were coordinated with projects from other State and local funds.

American Samoa, which was forced to rely on television as the principal means of instruction over a period of some years, reported that considerable time and a full focus of Federal and Department funds will be required to achieve its program goals, which were listed as: improvement of instructional procedures to enhance the development of pupils' cognitive skills in all academic areas; development of intellectual independence on the part of pupils, exhibiting an ability to question, experiment, hypothesize and form conclusions based on data; and development of a sense of responsibility and pride in schools as evidenced by proper care, maintenance, and utilization of materials and equipment. It is hoped that these goals will be achieved by encouraging students to participate in process-oriented instructional activities, designed to develop inquiry skills. Teachers on their part will

be encouraged to rely less on the lecture method and more on classroom discussion and participation.

The State of Washington set two broad program goals: to improve educational programs through the acquisition of equipment and materials in the 12 critical subject areas; and to increase the participation of school districts in the NDEA program by 10% for fiscal year 1974. For the first-named goal, it reported that reading at the elementary level continued to be high priority, with science at the secondary school level. Its second goal, that of increasing program participation, was not realized for several reasons, chief of which was levying failure throughout the State. Many school districts could not meet the 50% matching requirement.

Program goals in Alaska, designed to initiate and/or expand special curricula and programs for certain specific groups of children, remained unchanged from previous years. Of nine projects approved in fiscal year 1974, eight were designed to strengthen individualized instruction in reading, mathematics and social studies. One project upgraded equipment and software in a media center to improve individualized instruction.

6. ACHIEVEMENT OF PROGRAM GOALS

Reports from State educational agencies are designed to provide evidence of the achievement of program goals established for the NDEA title III program and the degree of each goal. Degree of achievement is sometimes difficult to measure, based as it must be on subjective as well as objective evidence. Then, too, degree of attainment is frequently controlled by the specificity or lack thereof, of the goal itself.

Perhaps the ultimate question to be asked is, "Has instruction been improved and strengthened?" To this, most States would seem to answer in the affirmative.

New Hampshire reported that its goal of establishing consultant and advisory services was achieved to a reasonable degree. The seven subject specialists each conducted a minimum of 20 visits to local school districts in connection with the development of NDEA title III projects. The English and reading consultant cooperated closely with the State Right to Read Director in conducting inservice training sessions at New Hampshire's 12 local Right to Read Centers. The mathematics and science consultants held two conferences for 300 elementary and secondary school teachers on new developments in their respective fields. Both consultants also worked in cooperation with the University of New Hampshire to organize a summer institute for 30 elementary school mathematics teachers.

Vermont was another northeastern State reporting success with the role of consultants. In fiscal year 1974, five consultants in the academic subjects participated on a part-time basis in the administration of the NDEA title III program. It was the role of these consultants to provide expertise and technical assistance to the teachers and administrators in local schools. The consultants became involved in instructional programs in mathematics, science, English and reading, industrial arts, and the arts and humanities. Industrial arts was the subject that received the greatest degree of assistance in the use of new types of equipment.

From Connecticut came this statement:

Effective achievement of our program goals was hampered by the withholding of funds and subsequent sudden release of allotments for two years. Local educational agencies were not prepared to develop good projects so suddenly. Less experimentation and planning was in evidence than in prior years.

A more sanguine report came from Pennsylvania, which furnished information concerning achievement of program goals in several of the academic subjects.

Arts and Humanities -- There was an increase of eight percent in the number of projects funded over previous years. Most of the projects involved the acquisition of reference and audiovisual materials for interdisciplinary curriculum development.

Modern Foreign Languages -- Priority was given to projects supporting advanced levels of study, middle school foreign language programs, and bilingual programs.

Science -- Thirty school districts upgraded the quality and quantity of science equipment. Fifty districts began participation in the State Nuclear Science Project in fiscal years 1973 and 1974.

Social Studies -- The majority of projects in history were requests for audiovisual equipment reflecting the increased use of a multimedia approach to learning. Civics projects were designed to develop and expand legal-political education. Only one economics project was funded an interdisciplinary project in consumer and career education. The number of projects in geography was twice the number expected. Most dealt with rural-urban problems, natural resources, and the environment.

Southeastern States reported a fair amount of progress toward achievement of program goals credited purchase of equipment with NDEA title III funds for the realization of program goals. Among those listed were speech improvement through the use of tape recorders for setting standards and monitoring; individualized instruction in a reading laboratory for reading improvement through the learning of comprehension and reading skills; introduction to metric instruction, and the exploration of foreign language study.

Mississippi had as one of its goals the acquisition of instructional materials and equipment as a part of the program to upgrade the accreditation of schools. Although accreditation for higher classification is not solely dependent upon the holding of equipment and instructional materials, the availability of these items definitely have an influence on accreditation when compiled with the implementation of the instructional program. The data presented below relating to the increase in higher classification for both elementary and secondary schools in Mississippi for the year 1973-74 over the year 1970-71 reflect the impact of the availability and utilization of instructional materials and equipment.

MISSISSIPPI ACCREDITATION STATUS REPORT

Elementary Schools

	<u>1970-1971</u>	<u>1973-1974</u>
Schools awarded Class AA	132	207
Schools awarded Class A	282	315
Schools awarded Accredit	226	109

Secondary Schools

Schools awarded Class AA	120	171
Schools awarded Class A	163	159

EQUIPMENT HOUSED IN FLORIDA PUBLIC SCHOOLS

	<u>1971-1972</u>		<u>1972-1973</u>		<u>1973-1974</u>	
	NUMBER	NUMBER PER PUPIL	NUMBER	NUMBER PER PUPIL	NUMBER	NUMBER PER PUPIL
Microfilm Readers	498	.0003	638	.0004	763	.0005
Filmstrip Projector	24,333	.0165	27,181	.0179	33,908	.0220
Opaque Projector	2,537	.0017	2,655	.0018	2,780	.0018
Overhead Projector	24,802	.0168	27,369	.0181	29,770	.0194
Slide Projector	6,319	.0043	6,333	.0042	6,741	.0044
8mm Projector	2,748	.0019	3,482	.0023	3,747	.0024
16mm Projector	9,526	.0065	10,484	.0069	11,049	.0072
Radios	3,002	.0020	2,814	.0019	3,130	.0020
Record Players	39,279	.0266	41,975	.0277	43,643	.0284
Tape Recorders-A	24,980	.0169	31,354	.0207	36,762	.0239
Tape Recorders-V	564	.0004	663	.004	785	.0005

MEDIA MATERIALS HOUSED IN FLORIDA PUBLIC SCHOOLS
 (DOES NOT INCLUDE DISTRICT CENTER HOLDINGS 1971-1973)
 (DOES INCLUDE DISTRICT CENTER HOLDINGS 1973-1974)

	<u>1971-1972</u>		<u>1972-1973</u>		<u>1973-1974</u>	
	NUMBER	NUMBER PER PUPIL	NUMBER	NUMBER PER PUPIL	NUMBER	NUMBER PER PUPIL
Films - 16mm	4,274	.002	4,971	.003	9,176	.0060
Filmstrips	1,355,879	.93	1,516,296	1.021	1,675,729	1.0896

	1971-1972		1972-1973		1973-1974	
	Number	Number Per Pupil	Number	Number Per Pupil	Number	Number Per Pupil
Globes	32,183	.02	33,947	.023	34,699	.023
Tapes	11,921	.008	13,109	.009	14,095	.009
Slides	444,975	.30	549,895	.370	643,164	.418
Transparencies	827,972	.57	968,823	.652	1,056,950	.687
Books	15,002,151	10.27	15,909,974	10.714	16,426,163	10.680
Magazines	78,858	.05	81,400	.055	81,374	.052
Newspapers	5,425	.004	5,420	.004	5,339	.003

Puerto Rico reported that its first priority area was the organization of new laboratories for science and industrial arts, and the remodeling of existing facilities. Forty-six new industrial arts laboratories were established. Twenty-two of these were in urban senior high schools, 13 in urban junior high schools, and 11 in rural junior high schools. Fifty-seven existing laboratories were equipped in order to provide for program diversification by the addition of the following courses: basic electricity, power mechanics, manufacturing, graphic arts and electronics. Eight laboratories were established for the teaching of the world of construction. In the area of science, 45 laboratories were remodeled and 919 science kits were provided for 541 elementary schools.

Concentration in those same two areas also met with success in South Carolina, where first priority was improved achievement in the basic skills of reading and mathematics. The following figures indicate percentage changes in acquisitions in reflecting the increased use of title III NDEA funds in these critical areas. Expenditures for equipment and materials in the area of reading increased from 157 to 327. In the area of mathematics, expenditures increased from 4% to 7%.

A number of States in the Upper Midwest reported success of program goals statistically -- among them South Dakota, which reported that "80% of our school districts completed application for NDEA title III-A funds to be used to strengthen instruction in 2 academic fields", while Wisconsin also quantified (in addition to the publication of 12 curriculum guides (elsewhere mentioned in this report), 59 communications media in the form of newsletters, bulletins, slides and tapes were prepared and made available to schools within the State. Improvement in instruction, realized through the acquisition program, was claimed by Missouri, placing at 894 the number of requests from project applications for television equipment: VTR, Receiver/Monitor, camera; while Minnesota read achievement into a statistic that showed that 25% of its schools participating in NDEA title III-A had purchased 125 computer terminals.

A long felt need -- acquisition of instructional materials and equipment -- was met with the enactment of NDEA title III. Consequently many States, like Florida, stated as a major objective "to make available usable and suitable equipment, materials and facilities to the children and teachers in the public schools". The following tables reflect gains in the numbers and percentages of pieces of equipment and materials in the past three years. These figures reflect equipment and materials housed in schools; they do not reflect holdings in district and regional media centers.

Workshops, published curriculum guides, mini-courses, evaluations -- all were reported by States using these means to achieve the umbrella goal of 'improvement of instruction'. Bot Wisconsin and Illinois met with success, as excerpts from their reports indicate:

Illinois

"Nine regional workshops, planned and conducted, were designed to inform and encourage local educational agencies to begin individualized programs of instruction. Each workshop was attended by more than 100 teachers and administrators. An outgrowth of these sessions was a statewide music conference devoted to individualizing music instruction."

"Eighteen new foreign language programs have been implemented at the elementary and junior high level as a result of the efforts of the foreign language specialist."

Wisconsin

"In the area of curriculum development, revision, implementation and evaluation 12 new curriculum guides and/or mini-courses were developed, and 252 meetings were conducted regarding implementation and evaluation."

"A total of 52 evaluations were made. In addition 5 state-wide surveys were conducted. 3,669 NDEA III projects were evaluated. State-wide assessment in mathematics, reading science and social studies were continued."

A major goal in some States was to provide consultant service to assist local personnel in the effective use of new equipment and materials acquired under the program, or to give aid in improving and strengthening instruction. In Nebraska, "An effort was made to work with administrators and teachers as they requested NDEA title III assistance. Frequent consultations were held with architects as new structures were being planned or as remodeling was being considered. The series of Media Family Affairs, held in conjunction with the ESEA title II program, made possible informed consultation with media personnel concerning instruction in the classroom and supply of materials and equipment ..."

Kansas, citing a decline in number of staff positions, stated that it was impossible to supervise all of the academic subject areas in fiscal year 1974.

Indiana viewed pre-program planning, cooperatively performed by State and local personnel, as making "the greatest impact, especially in the areas of mathematics and reading".

Texas had reported a program goal in the social studies area: history, civics, geography and economics. It expended considerable effort to achieve an upgrading in course content and improvement in instruction, and reported a measure of success through 75 on-site consultative visits and/or workshops, involving approximately 1,500 curriculum leaders and/or teachers; in mathematics it realized a goal of individualizing instruction by establishing mathematics laboratories and encouraging the use of wider variety of materials. Montana and Puerto Rico both had program goals involving the upgrading of industrial arts classes. Montana was particularly approving of the response it received -- projects were approved to the amount of \$130,775. Of this sum, \$6,092 was spent on the elementary school level. Utah, for example, realized only a token achievement, naming severe limitations on Federal funding as a prime cause. Montana also reported a curtailment in program achievement because of limited funding.

Turning to reports from southeastern States, Mississippi cites a continuing project involving the use of educational television in Calhoun County that involves two elementary schools, two junior high schools and two senior high schools. The superintendent has the overall responsibility for the project and is aware of all of the technical, administrative and instructional aspects. The principals are responsible to him for the effectiveness of the program in their schools. Each participating school has a full-time coordinator who makes videotapes, schedules equipment, and provides materials and services to teachers. The coordinator operates from the school media center where the recording equipment and monitor are housed. The program was initiated in the three elementary schools in 1970 - 71, extended to the intermediate grades, and in 1974 was introduced into the high schools. The elementary schools are wired for television. Programs are received via antenna and are recorded in and distributed from the media centers. Videotapes are played over the distribution system or played in the classroom on a videocassette play unit. Also, programs are received in the classroom by open air broadcast at the time they are aired over the network. The equipment acquired by the project includes eight videocassette play units mounted on portable stands along with a television receiver and monitor. This combination of equipment is referred to as a "video-roll-about". The high schools have access to programs by "roll-about". This project was developed in cooperation with the Mississippi Authority for Educational Television after the administrative staff of the local education agency had made a careful study of curriculum needs and the instructional resources available to schools over the State television network. The plan as outlined allows for continued expansion of the program as the need and interest indicate and as funds are available.

The plan includes in-service training for teachers in technical and instructional areas. Principals have participated in workshops to prepare them for their role. At this time more than 30 instructional series are used regularly.

The relationship between hearing and learning as it applies to the English language arts formed the basis of a project reported from Fairfax County, Virginia. Their division-wide elementary English - special education project provided basic, intermediate and advanced Central Auditory Abilities Training Programs which present pre-planned, systematic, sequential programs for development and/or refinement of essential auditory perceptual skills. The programs are taped and designed for use with an open-reel tape recorder. A specially designed speaker with an intensity calibrating unit included, enhances the quality of the sound reproduction. Auditory perceptual skills are critical to success in English/language arts. Inability of a child to attend selectively to auditory stimuli, to discriminate between sounds, to establish stable sound-symbol relationships, to store and retrieve verbal input rapidly, and to interpret verbal language accurately, preclude the development of efficient English/language arts skills. The flexibility of the format and the adaptability of the content of the project materials permit a wide application of the training programs to a variety of special education students. The project provides appropriate in-service training in the use of the programs. A Central Auditory Program Development Specialist provides consultative service as needed. This project provided \$43,317 to 1,114 students in 44 schools in Fairfax County. In Minnesota the State Department of Education was allotted funds in 1973 to organize an Educational Computer Consortium which would be available to all the schools in the State. The State also leased lines and computers. This then became a high priority item to serve all schools. NDEA title III aided schools in purchasing the low speed terminals located in the schools that relayed instructional information to students.

Rochester, Minnesota received aid to purchase 16 terminals. Three are located in elementary schools serving approximately 1,200 pupils. Highly interesting English programs of creative drill and practice programs written by local teachers were fed into the terminal. These programs created a motivation that could in no other way be implemented. Several curriculum development teams were formed to map future use of the computer in the classroom.

Minnetonka, Minnesota, bought a Porta Com (portable computer terminal) which was used at Scenic Heights Elementary School serving 462 pupils. Computer applications included use of the Hewlett-Packard Arithmetic Drill and Practice, simulations, computer generated materials, and programming in the BASIC Language. Since this school also served as a student teacher center from the University of Minnesota during the 1974-75 school year, the University sponsored a "Computers in the Elementary School" workshop which was attended by 22 teachers from several elementary schools in the district.

7. IMPLEMENTATION OF GOALS IN NDEA TITLE III PROJECTS

All States and Outlying Areas used allotments in fiscal year 1973 and 1974 to fund projects that illustrate the implementation of both management and program goals. The following descriptions of selected projects indicate the effects of the equipment acquired and the minor remodeling performed, on strengthening instruction in the academic subjects. Project descriptions tend to show that what were mere beginning trends in education when the NDEA title III program was initiated have now become accepted practice on an over-widening scale. What is referred to here is an increase in utilization of educational technologies and a greater use of the interdisciplinary approach in classrooms.

Projects in the natural sciences and reading continued to be popular. The annual reports also referred frequently to projects uniting the social studies with the humanities, and to mathematics projects concerned with the introduction of the metric system.

There appeared to be increasing interest in several northeastern States in art and music projects. The New Hampshire report made specific references to minor remodeling projects that improved studio and practice areas for music and art groups while Connecticut funded several music programs for children in the elementary and middle schools which stressed the opportunity for children to discover and create music for themselves. NDEA title III-A assisted in the acquisition of such necessary instruments as bells, cymbals and drums.

As schools have searched for innovation and ways to break out of the rigid, structured and stratified patterns of the past, the interdisciplinary approach has been developed, whereby themes can be explored in a multiplicity of ways that transcend the traditional course barrier. Music and indeed all the arts, especially lend themselves to this kind of planning and teaching.

An interesting interdisciplinary project in Delaware in the Alfred I. DuPont School District involved the exploration of four art forms -- drawing and painting, music, dance, and the drama -- from the 17th century to the present to study the question: Why does man create? Pupils traced the development of creative styles produced in each period. Evaluative techniques for the project were related to the ability of each pupil to accomplish stated objectives. Similar projects were reported for several States that related the work of artists to political and social movements of the times as well as to the music and literature of the periods covered.

All of the northeastern States reported English and reading as subjects ranking very high in number of projects funded, or high in total expenditures. Pennsylvania, for example, used NDEA title III funds to assist in the support of twelve Right to Read Centers and to contribute to the support of 44 other reading programs in individual schools. Typical reading projects include an individualized reading program in Somersworth, New Hampshire and a diagnostic and prescription clinic in District #3, Central Harlem, New York City.

Several States reported reading projects related to career education. Children are exposed to good quality writing about actual people performing jobs in realistic surroundings. The materials used often introduce non-traditional jobs or those often taken for granted. Efforts are made to find reading materials that give good representation to minorities and to women in nontraditional jobs.

Midwood High School in New York City has used video and film-making techniques in English and reading classes and reports a marked increase in motivation among habitually underachieving pupils and heightened creativity among gifted pupils. Pupils are involved in virtually every aspect of television production, from scriptwriting to visiting the studios of a major network, to preparation of a public service drug abuse announcement.

The American Bicentennial year provided a theme in which traditional curriculum barriers were crossed over -- most frequently in art, music, English, reading, and the social studies. Reports indicated a great variety of high quality materials used in connection with these projects, e.g., films of major contemporary events, and representative American novels and short stories; recordings of American history in ballads, songs, and poetry; and new books that give comprehensive comparisons of life in the city, and the suburbs, and the rural areas of the United States.

A project utilizing games in teaching history was funded in the high school at Farmington, New Hampshire. Using heuristic games, pupils are able to replicate court room experiences, and examine institutional - individual conflict.

The social studies field also provided opportunities for the up-dating of "old" courses and the introduction of new areas of study reflecting current concerns, as in Pennsylvania where the title III coordinator reported:

Funds available in the social studies have enabled new programs to be implemented in economics which deal with consumerism, in history to permit the development of oral history programs, in civics to expand offerings in legal and political education, and in geography to support studies dealing with urban and rural problems, environmental concerns, and the status of our natural resources which is becoming so important in the current energy crisis.

Metric education continued to demand a share of NDEA title III funds and attention as the nation moves towards conversion to the metric system. A characteristic project in metric education is one funded for schools in the Conrad Area School District in Delaware. Project objectives included acquisition of information about the metric system and the application of skills in using and converting measures. Manipulative materials were acquired to provide activities to reinforce the concepts presented. The classroom project was supported by summer inservice programs sponsored by the Delaware Department of Public Instruction to assist teachers in making a gradual transition to the metric system.

From many States came reporting projects in the social studies and in science dealing with environmental and energy projects. Pupils explored the present and future status of various sources of energy; processed coal, shale, oil, geothermal heat, nuclear fission, wind, and solar heat. The environmental and social consequences of the use of these various sources of energy are covered.

Industrial arts was the last of the academic subjects to be made eligible under NDEA title III, becoming eligible in 1967. Relatively few projects have been funded because of more critical needs in other subjects and because of the expense of some of the highly complex types of equipment needed for instructional purposes in industrial arts; however, Pennsylvania approved 172 projects in industrial arts in fiscal years 1973 and 1974, amounting to nearly \$2 million in expenditures. The introduction of new units in exploratory courses in industrial arts is the type of project most frequently funded. For example, Putland, Vermont has expanded its exploratory courses to include drafting, woodworking, power/automotive, general metals/welding, and electricity. Another frequently mentioned need is that of equipment and facilities for offering junior high and middle school industrial arts courses to girls.

Technology in greater or lesser degree has been a built-in part of many of the programs described in preceding paragraphs. Several instances of in-depth technology were cited by various schools around the country. Hillshoro County School District in Florida, e.g., described a project which provided approximately \$140,000 worth of instructional equipment and materials for a new elementary school with a unique center organized according to the needs of the students. The instructional program employs continuous evaluation and development of learning prescriptions on an individual basis. Subject areas involved include the arts, humanities, civics, economics, English, geography, history, mathematics, modern foreign language, reading, and science.

Rockdale County, Georgia, used fiscal year 1974 NDEA title III funds to establish an industrial arts program at the junior high school level. The industrial arts program is an exploratory area in the course of study which serves for both career exploratory activities and a foundation for certain trade courses at the comprehensive high school.

An example of the use of NDEA title III funds for reading improvement -- this one utilizing books and print material rather than technology -- comes from Spartanburg, South Carolina, where program funds made possible the individualization of the teaching of reading.

Significant results in the improvement of reading skills are being obtained by approximately 475 K-5 pupils enrolled at Jesse S. Bobo Elementary School. The basal reading program in the district uses 12 levels of materials. Each level has an accompanying criterion test which is given at the completion of that level. Supplementary materials of all kinds are used to extend and reinforce the skills being developed in the basal program.

District of Columbia was among those school systems where technology was utilized in the teaching of English. One pilot project had as its purpose the improvement of composition skills; another, the improvement of speech. In the latter program, students at Spingarn High and at Phelps and Bell Vocational High Schools, used tape recorders to monitor progress, setting their own standards and measurements for speech improvement. The project to improve composition skills was designed to allow teachers to grade written assignments on tape, whereby was provided an opportunity for constructive comments. The Department of English held two city-wide orientation meetings to instruct English teachers in how to use the tape recorders in the classroom. A guide, "Grading Compositions Using Tapes" was produced and disseminated for use. The major emphasis for the project was placed on the interrelationship of the language arts and in particular the improvement of composition, both written and oral.

Rockingham County in North Carolina has developed a reading program which is designed to eliminate the "crippling disability of reading failure and replace it with reading success". The project uses a diagnostic - prescriptive approach by which students who have fallen below level in both attitudes and reading achievement can have a program planned for their specific needs. Each prescription becomes the basis for establishing performance goals, and programming includes complete perceptual training, encompassing the basic motor skills, hand-eye coordination, visual and auditory perception training and discrimination. This reading program uses modern multimedia techniques and a wide variety of approaches designed to build interest in learning to read. The varied approaches involve the student in visual, auditory, kinesthetic, perceptual and motor skills, to develop comprehension and improve spelling and vocabulary. The project is designed to enable the students to become the "discoverers" and thus to build the positive attitudes necessary for effective learning. The closed circuit television equipment made possible by NDEA title III funds is used to enhance student ability to express themselves and provide balance between the comprehension and skills aspect and the techniques of oral and written communication.

The city school system of Birmingham, Alabama, was another that chose to channel a portion of NDEA title III funds into projects designed to improve education in music for grades 1-12. During the 2-year period, over \$60,000 was expended for music education. The promotion of music education projected through the entire Birmingham system has been under the direction of a capable full-time music supervisor who worked closely with subject matter specialists in the Department of Education and the administrative staff of NDEA title III. This supervisor has been actively engaged in conducting teacher workshops throughout the system. While the focus in this music project has been primarily on the lower grades, the emphasis on music in all grades reflects one of the identified priorities of the State education agency -- the promotion of projects involving the arts and humanities in grades one through twelve.

Oral history, developed by professional historians with interviews on tape of famous writers, personages and historical characters, stored in the Library of Congress and available in major libraries, now has its counterpart on a local level in many of our schools. Projects of this nature, centering on local history, have been reported from the Upper Midwest region. One such comes from Shawano, Wisconsin where a tape library has been developed for use as a resource in several special programs: "History of Menominee-Shawano Counties", "Minorities in America", "American Indian Philosophy", and "A History of Native Americans". All of the tapes in this library have been developed by students through interviews with people representing various facets of community life, culture and history. Accompanying the tape library is the school's original video library, made by students filming lumbermill operations in Menominee County for use of grades 2 and 4, and at the high school level; the filming of Indian pow-wows for utilization in a social studies sequence; the filming of community activities for use in grade 2; and the filming of community sequences for use in celebrating the American Bicentennial. The State Coordinator summed up the value of this program in these words:

Perhaps of greatest importance is the development of new and different methodologies that students are using as they conduct interviews and use the community resources around them. Further, the use of "tape libraries" is accepted as a significant resource in the Shawano schools. District No. 8 is exhibiting leadership in this area, particularly as the social studies program is developing data for courses where material acquisition is virtually impossible--student materials on the Menominees.

Besides the above, this project is serving at least two additional functions:

- . Improving the social studies program in Shawano
- . Solidifying ideas that might be transported to other Wisconsin schools

A geography project in Columbia Elementary Schools, Hammond, Indiana, was used to foster in students an understanding of physical and cultural distribution patterns throughout the world. Active participation of the 323 enrolled students, grades K-5, was encouraged in learning situations requiring involvement through the inductive approach. NDEA title III funds purchased a variety of maps, globes and specialized geographical media that were used for individualized study as well as for small group and classroom activities.

Small school systems in the past have found it difficult to fund courses other than those required for graduation. Dexter, Kansas, having fewer than 200 students in grades K-12, was enabled through NDEA title III to expand its music program to include the study of folk music, jazz, and church music, and to provide a complete listening center and a number of folk instruments. To the program was added an extra fillip -- 4 elementary and 4 secondary school students joined their teachers in planning the project. From the Parkway School System in Missouri came a report of NDEA

title III funds used to expand a piano laboratory which the school system had originally piloted with its own funds. It is an electronic piano system with a master (teacher) piano connected with a number of practice pianos. The teacher may monitor any piano at will. All pianos may be in the same room, since only the user can hear the piano he is playing. The district estimates that the laboratory will serve 400 students each semester of the school year, and half that number during the summer sessions.

At Glenbrook High School, Cook County, Illinois, an art program in jewelry making and sculpture utilized title III funds to individualize teaching. The purchase of a melting furnace, a cutting and welding set, a glass bead plaster, and a polisher added flexibility to a program in which 170 students participated -- four sections in jewelry and two in sculpture.

Games and manipulative devices available for purchase under title III have been used with effectiveness in several of the critical areas, perhaps none more so than in the social studies field.

As if to demonstrate that this kind of teaching and learning can take place in a small rural school as well as in a large urban one, Nebraska reported a developing course in the humanities:

Waterloo, a small community to the west of the city of Omaha, had in fiscal year 1974 a total enrollment of only 273 students, K-12. As is customary in systems of this size, emphasis was continually being placed on those subjects required for graduation with little opportunity for emphasis on the arts and humanities. A project for less than \$500 was approved for NDEA title III reimbursement to increase musical awareness in the students - to incorporate music appreciation, music history, and music listening. The project director saw in the project opportunities "to incorporate art, literature, history and music - to develop in total a humanities exploration course."

Wheeling Elementary School District #21, Cook County, Illinois also provides an example of an operational industrial arts program on the junior high school level:

In 1974, Wheeling School District #21 planned and put into operation a new industrial arts program in three existing junior high schools. Their general objectives related to (1) manipulation experiences, (2) exploratory experiences, (3) consumer wisdom, (4) avocations utilization of shop related knowledge and (5) social development. The content of the courses offered fell into five categories: (1) drafting, (2) woods, (3) electricity, (4) metals and (5) plastics. Since no program existed, basic equipment of more than \$37,000 was required. NDEA title III provided more than \$15,000 of these costs. More than 2,000 students are now enrolled in industrial arts classes.

Another program whose efficacy is credited to the use of NDEA title III funds was initiated in a 'disadvantaged' school district in Auburndale, Wisconsin. This program is designed to improve student competency in mathematics through the use of concrete and manipulative materials. Students are tested diagnostically, and individualized use of the project purchased materials is made to help students overcome identified deficiencies.

For the first time in the history of this disadvantaged school district teachers have available for their use elementary mathematics laboratory materials. Guided by lead teachers with special training and preparation, they utilize the materials to provide review and reinforcement of learned mathematical concepts and skills.

In addition to purchasing special materials with NDEA title III and local funds, the project coordinator set up a summer workshop for teachers to help them become expert in the instructional use of such materials. Special inservice sessions for staff members were also held. As a result, the NDEA title III supported materials are being utilized effectively in this school.

Projects in science illustrative of the successful implementation of management and program goals covered a wide range of choices, including curriculum revision, installation of laboratories, environmental studies, human ecology, and provision of 'hands on' equipment and materials. Animas and Taos in New Mexico, e.g., both small rural school districts with very poor science facilities, used NDEA title III funds to provide equipment for newly constructed science laboratories.

Monroe, Wisconsin, designed an ambitious summer program on environmental studies and human ecology. Representatives of curriculum-crossing projects, it began with 13 specific objectives, incorporating elements of science, social studies, the arts and humanities, and English-language arts, and aimed at the goal of increasing the student's environmental awareness and sensitivity.

Basic to the program was the study of local community problems and issues ranging from water quality in nearby lakes and streams to planning a model city, a "New Monroe". Local resource persons such as the city park director, city assessor, city forester, and Department of Natural Resources personnel assisted in the six week program.

Much of the equipment acquired through the project was for conducting water quality tests. Without this equipment this phase of the project would have been impossible. Both local and State news media were attracted to the project as indicated by the attached news articles.

A camera acquired through the project was utilized not only in recording project activities but in environmental aesthetic quality studies in natural and man-made environments.

The project will be repeated during the summer of 1975.

The Bureau of Indian Affairs used title III monies to strengthen the biological and earth science curricula at the Wahpeton Elementary Boarding School in Wahpeton, North Dakota, and to improve the quality of the science laboratory at Flandreau Indian High School. These two projects were closely correlated as graduates of Wahpeton go on to Flandreau. It is hoped that children participating in the science programs of these schools will be better prepared to enter the Indian Medical Careers Program supported by the U. S. Public Health Service and cooperating universities, or perhaps to go into professional science or science-related career education programs.

California reported having 32 projects in fiscal year 1973 and 16 in fiscal year 1974 in the fields of reading and English. A fairly representative one was that at Golden West College in the Coast Community College District in Costa Mesa. Funded at \$8,258, its target population was 600 junior college students. What follows is the project description as reported by California for what was formally titled, "Audio-Tutorial Reading and English":

Goals and Objectives:

The equipment and materials requested in the 1973-74 English-Reading component of our NDEA title III request was to be used to meet three major objectives, primarily via audio-tutorial instruction:

- (1) To develop the ability to utilize the SQ3R study-reading system
- (2) To develop an adequate ability to recall and retrieve reading material
- (3) To develop knowledge of and ability to utilize phonic principles
- (4) To develop knowledge of and ability to utilize basic spelling principles
- (5) To develop greater feelings of self-worth

Program Description:

Enrollment in reading programs during the fall of 1974 was up 15 percent, and the number of students requiring work on the five above objectives almost doubled. Without the items requested in this funding we would have been unable to provide assistance on an individual basis to the large number of students requiring remedial work in these areas. With the requested equipment and materials we have been able to increase the number of copies of several of our tape programs, thus permitting more students to work on the same program at the same hour; we have been able to add to our offerings a new spelling program, three new phonics programs, three new reading programs, and two new tape programs designed to improve

self-confidence and increase feelings of self-worth. In addition, a previously-developed program has been rewritten and amended making it more appropriate for our less-capable students.

Evaluation:

The standards set in the "Evaluation Specifications" section of the funding request have been met by 94 percent of all students working in the programs involved. In cases where 70 percent accuracy was required as a minimum standard to be met, 98 percent of students working with these programs scored at or above the 90 percent accuracy level. The funding of this project has definitely enhanced the quality of the reading program at Golden West College.

A project grant to Washoe County School District in Reno, Nevada, afforded the opportunity of learning approved strategies for classroom instruction in the understanding and use of the metric system, to approximately 800 elementary and secondary school teachers. Presentations on video tapes were designed to be of general interest to adult audiences and were suitable for public distribution at school levels or for public television broadcasts. In addition, other presentations were designed specifically for inservice teacher training and were aimed at specific grade level instructional tasks. This equipment and these materials enhanced the understanding of the change over to the metric system and the attainment of the following objectives:

- . To develop skills in staff training presentations
- . To provide opportunities for staff presentations to teachers, students, and the public
- . To develop an active interest in and an understanding of the metric system

The Casa Grande Elementary School District in Arizona received a grant of \$6,767 to improve its school science program. Teachers at the Casa Grande Junior High School were convinced that the science curriculum should be a "doing" as opposed to a "reading" one. More "hands-on" materials were clearly needed. The existing program had no laboratory facilities and only limited demonstration equipment. An NDEA title III project requested funds to permit the purchase of equipment and materials that would provide students the opportunity to pursue independent projects and investigations. 1,121 students were directly affected by this program which provided facilities including a weather station, as well as equipment for classroom use. As a result of this grant, mini-programs were developed as supplementary to the regular science program.

A tie-in of the Industrial Arts program with a long-range plan for Career Education is being implemented at Gladstone High School, Gladstone, Oregon. The plan calls for improvement and expansion of the industrial arts program, facilities and equipment, and has community support as evidenced by the recent passage of a bond issue. Part of the bond issue is to be used for an industrial arts and vocational facility. The program thus far has been limited to working in woods, but proposed plans are for an expansion that would include the study of metals and power mechanics.

Finally, a project titled "Computer Mathematics" was funded in San Diego County, California, which served 2,500 students, grades 1-12, in 32 schools. A description of this venture in Computer-Assisted Instruction follows:

Program Goal:

The goal of this program was to improve the mathematical ability of all students involved with the Computer-Assisted Instruction Program and to provide diagnostic and prescriptive management information for classroom.

Program Description:

Students in selected schools were provided with a computer based interactive drill and practice program in mathematics. The computer presented problems from the following content strands -

Number Concepts	Horizontal Multiplication
Horizontal Addition	Laws of Arithmetic
Horizontal Subtraction	Vertical Multiplication
Vertical Addition	Division
Vertical Subtraction	Fractions
Equations	Decimals
Measurement	Negative Numbers

The computer continuously diagnosed and prescribed problems based on the student's responses. Since the computer also maintained a student history for each individual student, this information was also used to select problems matched to each student's level of achievement. At the end of each lesson the computer provided each student with a report of the number of problems attempted and the number and percent correct. The other reports generated were used by the teachers for management purposes.

Evaluation:

The computer based mathematics program was received very favorably. Teachers noted how motivated students were to begin computer lessons, and this interest was maintained throughout the use of the programs. They also commented that there was a change in behavior of disruptive students after exposure to computer lessons. They tended to be more cooperative and receptive to the teaching/learning process.

Skills definitely increased for the students who used the program. The computer very quickly determined each student's level through a continuous process of diagnosing and prescribing. Once this level was found, the individual students progressed through the content of the fourteen stands. Progress was consistent for those students who had lessons on a regular basis.

The Sun River School District in Montana designed a project for the teaching of mathematics in the intermediate grades, that while stressing instruction in the metric system also provided materials for a math program of wider range. These materials included metric system packets with filmstrips and cassettes, taped recordings with an auto-mate to provide remedial and enrichment materials on a small group or individual basis, and also geometric models, protractors and compasses for work with angles and spheres.

Cloudcroft, a small mountain district in New Mexico, used NDEA title III funds to implement an individualized social studies program at the secondary level, complete with listening centers, tape recorders and slide projectors.

8. CUMULATIVE IMPACT OF NDEA TITLE III ON EDUCATION

To sum up the cumulative impact of NDEA title III for fiscal years 1973 and 1974, the States cited examples of the program from different school levels and among different types of children with varying learning abilities. These examples tended to show that both successes and weaknesses of the program are the result of management and program provisions built into State plans, e.g., the principles for determining the priority of projects to be approved, the standards for laboratory and other special equipment acquired with NDEA title III funds, and the matching ratios required of local education agencies. Added to the weaknesses for the particular time-span of this report was the delay in funding the program for fiscal year 1973.

Some northeastern States, as did Delaware, credited NDEA title III with strengthening inservice training programs for teachers, especially in the areas of reading, mathematics, science and the humanities. New equipment and technology demanded that teachers be exposed to new techniques and new ideas. The program also brought about comprehensive and long-range planning on the part of local education agencies as they moved to establish and maintain priorities. All agreed that individualized instruction and student participation in the learning process were becoming realizable goals.

The National Defense Education Act was passed in 1958, just after the Maine legislature had enacted a law permitting and encouraging the consolidation of school districts. At that time, there were many high schools with fewer than 50 pupils and fewer than four teachers. With NDEA title III funds, the consolidated school districts were able to install in the new high schools science, language, and mathematics laboratories and increase and expand course offerings in these three subjects. Maps, globes, charts, models, and reference books were also purchased. Today, there are only seven high schools in Maine with fewer than 100 pupils; they are "geographically isolated" (three located on islands in the ocean) and unable to combine with other schools. NDEA title III has also helped equip new consolidated elementary schools with science and mathematics equipment and reading and learning centers. Most of this individualization of instruction could not have taken place without NDEA title III funds.

This acquisition of equipment and material has had another result in that it is usually coupled with an incentive to experiment and innovate, thus upgrading the school's educational program. Most States reported the trend from the textbook-oriented classroom to that as described by New York as a learner-responsive, individualized, inquiry-based, process-oriented. Indeed, New York goes even further in declaring that these are "no longer educationally innovative but are structurally inevitable".

New courses have been introduced that 15 years ago would not have been considered in the province of the average public school -- ceramic arts, television production, dance and movement, consumer education, history of the Middle East (and of Africa, and of the USSR), jewelry making, etc. Success has also been reported in the offering of mini-courses -- usually designed for one-half semester programs.

Several southeastern States credited the matching allocations provision of the program as an incentive to raise State standards above the minimal level, while others felt that it militated against the smaller and poorer schools. All agreed that the program had brought about growing inventories of audiovisual materials and sophisticated technological equipment and a concomitant skill in their use on the part of the classroom teacher. Schools now have laboratories where none had existed before in fields as diverse as industrial arts, modern foreign languages, science (including mathematics), reading, the fine arts, and English/language arts. Georgia, in reporting on the overall impact of the NDEA title III program had this to say about the effect of the newer equipment:

Local school systems in Georgia state that NDEA title III is one of the better programs available to them. These funds enable them to purchase equipment and materials that would not otherwise be available for student use. In the early days of the program some systems purchased equipment without planning. For the past several years, local systems in Georgia have surveyed their needs and, based on these findings, have set priorities for expending the funds. With emphasis being placed on research type teaching, quarter system, and individualization of instruction, there is a greater need for different kinds of equipment and materials, and for increased quantities of existing aids....Educators are recognizing a need to gear the instruction program to the unique needs of the individual student. Science and industrial arts laboratories have been installed in local systems that would not have been possible without the aid of NDEA title III funds. Students and parents are demanding improved instruction, with more and better equipment and materials. One school had purchased some audiovisual materials intending to rely on equipment already on hand for the use of the material. However, there was such a demand for the materials by both students and teachers that more equipment had to be purchased.

On the other hand, Mississippi approved of the 50% local matching program as a means of "helping to insure the wise use of expenditures for instructional materials".

In Colorado the concrete impact of NDEA title III has resulted in:

- . Creation of media centers in smaller districts
- . Substantial support via additional hard and software in existing print and audiovisual centers
- . Increased activity in supporting new curricular programs
- . Greater attention given to meeting the needs of students with physical and mental learning disabilities.

When New Mexico summed up the cumulative impact, the three points it made were those stated in one way or another by all States:

- . Provided access to materials not otherwise available
- . Provided encouragement to use other methods of instruction supplemental to the text
- . Upgraded specific academic programs.

Better teaching, individualized instruction and learning, inservice training, minor remodeling from greenhouses to communications laboratories, equipment that includes looms for weaving as well as that needed for computer assisted learning, materials for a new concept in media centers. These and many more are the good things made possible by NDEA title III as reported by the States. Part of Utah's report which follows portrays an accurate picture of the program:

Program-wise the impact of title III-A has been tremendous. Schools have acquired equipment and materials they would never have had otherwise. Materials have been varied and current and have served the needs of programs. Equipment has been varied and broadened the possibilities in the instructional programs.

New devices and machines have enriched the activities in the academic areas but have also had some impact on other curricular areas.

Project applications in the first years of the program provided an impoverished educational environment. Inventories were so meager that "none", "little", or "poor" were the common evaluations. Laboratory and audiovisual equipment was practically non-existent in all except the large schools.

After fifteen years of acquisition all schools have shown significant gains. Materials and equipment are available and are being used. Much of the funding has gone to replace heavily used items that have worn out in service.

Secondary schools have utilized a greater portion of the funding because of the requirements of many of their programs, particularly in the areas of science and industrial arts laboratory equipment.

Equalization of effort and of opportunity has been attempted since the beginning of the program by providing for variable matching ratios. The districts that were poorer in financial resources received a larger percentages of Federal funding. No district received less than 40% or more than 60%. Relative status on the matching scale has been determined each year according to the relative status of districts in the distribution of the State uniform school funds. While no system or formulation provide completely equitable fund distributions, the variable ratio need

in our State has been generally accepted as fair and approaching equilization.

In summary, NDEA title III-A has had an important influence on instructional programs during the years it has been operating. It has functioned smoothly and well.

While some States saw adversity in the matching allocations provision in that it denied smaller schools access to title III funds, most States are moving to rectify that shortcoming by adopting "variable matching". Nebraska points out that variable matching in that State ranged from 57%, 47%, 37%, and 27%, and allowed less able districts to acquire more instructional equipment and materials than would have been possible on a 50-50 matching basis.

American Samoa reported that new equipment and resources made possible "student participation, rather than passivity, in learning", and California reported NDEA title III as putting "instruction tools into the hands of teachers, aides, and students". Missouri expressed much the same idea in other words, "NDEA title III funding makes it possible for teachers to use methods which permit students to be participants rather than mere listeners in their own education".

In some instances the very weaknesses described were a result of the success of the program, as in Alaska where was pointed out the difficulty of keeping up with the demand for instructional materials and equipment as more and more of its schools changed to open concept individualized programs.

California, on the other hand, viewed the program as an unqualified success, even though recognizing the uncertainties caused by the "confused" funding patterns of recent years.

9. LOANS TO PRIVATE NONPROFIT ELEMENTARY AND SECONDARY SCHOOLS,
FISCAL YEAR 1974

In Fiscal Year 1974, six loans were approved for elementary and secondary schools in five States. Approximately 1,200 students benefitted from these funds. The amount of funds available totaled \$250,000 of which \$86,740 was approved for elementary and secondary schools. The distribution is shown in Table 9.

Loans were for the acquisition of equipment and instructional materials in the areas of natural sciences, mathematics, modern foreign languages, history, geography, social sciences, English, and reading, industrial arts, and the arts and humanities. There was minor remodeling in the areas of science, modern foreign languages, and industrial arts. The amounts used in these areas are shown in Table 10.

APPENDIX

**PERFORMANCE REPORT FOR TITLE III-A OF
 THE NATIONAL DEFENSE EDUCATION ACT, FY 197**

Complete questions 1-6 on a separate sheet or sheets and attach.

1. List the NDEA Title III-A management goals for the fiscal year in which the funds were spent.
2. Describe briefly how these goals fit into comprehensive state education agency planning.
3. List the NDEA Title III-A program goals and priorities for the fiscal year in which the funds were spent.
4. Describe briefly the achievement of each program goal you have listed, and the degree of attainment of each.
5. Describe briefly 3-5 projects illustrative of implementation of your management and program goals; the effects of the use of the equipment and materials acquired, and major remodeling performed to strengthen instruction in the academic subjects.
6. Describe the cumulative impact of NDEA Title III-A on education in the public schools of your State. Cite examples of the impact from various school levels and types of children. Relate the effectiveness or weaknesses of the program to management and program goals, and such provisions of the state plan as priorities, matching ratios required of the local school and agencies, standards.

7. COMPLETE THE TABLE BELOW ON STATE NDEA TITLE III-A ADMINISTRATIVE PERSONNEL

CATEGORY OF PERSONNEL	NUMBER OF PERSONNEL		TOTAL FTE POSITIONS
	FULL-TIME	PART-TIME	
1. Administrators			
2. Supervisors			
3. Secretaries and Clerks			
4. Other			
5. TOTAL			

8. COMPLETE THE TABLE ON REIMBURSEMENT RATIOS FOR LOCAL NDEA TITLE III-A PROJECTS	REIMBURSEMENT RATIO		NUMBER OF PROJECTS
	a	b	
1. At 50%			
2. At less than 50%			
3. At more than 50%			
4. TOTAL			

TITLE AND SIGNATURE OF CHIEF STATE SCHOOL OFFICER _____ NAME OF STATE _____



INSTRUCTIONS

The purpose of this form is to report program performance under NDEA Title III-A during fiscal year 1976. Please submit an original and two copies of this report to the Director, Office of Libraries and Learning Resources, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Definitions

- 1 "Goals" as used in this form are targets for action or change. The requirements for their achievement can be specified with some certainty.
- 2 "Management goals" pertain to such facets of administration as staff assignments, disseminating program information, determining allocations, approving project applications.
- 3 "Program goals" are concerned with such elements as in-service education, strengthening instruction in subject areas, contributing to pupil achievement, supporting curricular change.
- 4 "Priorities" identify most urgent needs and provide the basis for a systematic attack on weaknesses in educational programs, permitting adjustment as conditions change.
- 5 "Academic subjects" is defined in §141.1 of the NDEA Title III-A Regulations.

6. "Standards" are means for determining the suitability of equipment or minor remodeling as it relates to the improvement of academic subjects in public elementary and secondary schools.

Instructions

7. Column (b) - Enter the number of full-time staff assigned to State administration of the NDEA Title III-A program, for each personnel category, whether or not salaries were paid from Title III-A funds.

Column (c) - Enter the number of part-time staff.

Column (d) - Enter the full-time equivalents (FTE) of the total of full- and part-time personnel.

Example: One full-time secretary (enter "1" in column (b)).

two part-time secretaries [one at 1/4 time, one at 1/3 time] (enter "2" in column (c)).

$1.00 + 0.25 + 0.33 = 1.58$ FTE
(enter 1.58 in column (d)).

8. Column (b) - Enter the number of approved local educational agency projects reimbursed by the State at various ratios.

TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT
FY 1977 AND FY 1978

INSTRUCTIONS FOR PREPARING
THE FINANCIAL STATUS REPORT

The purpose of this form is to report the status of NDEA Title III funds for FY 1977 and FY 1978. Submit in original and two copies to U.S. Office of Education, Director, Office of Libraries and Learning Resources, 400 Maryland Avenue, SW., Washington, D.C. 20202.

ITEM 1 - Reprinted by the U.S. Office of Education (OE).

ITEM 2 - Enter the grant number or other identifying number assigned by the Federal grantor organization.

ITEM 3 - Enter the name and complete mailing address, including the ZIP code for the grantee organization.

ITEM 4 - Enter the employer identification number assigned by the U.S. Internal Revenue Service. If the grantee organization has been assigned a DDEW contractor number consisting of the IRS employer identification number prefixed by "1" and suffixed by a two digit number, enter the full DDEW entity number.

ITEM 5 - This space is reserved for any additional identifying information numbers which may be assigned by the grantor.

ITEMS 6 and 7 - Mark the appropriate box.

ITEMS 8 and 9 - Project description.

Please read before completing Item 10.

Programs - Functions - Activities

COLUMNS (1) (5) Page 1, and (1) (3) Page 2 - Continuation - Enter the total cost of equipment and materials used under each activity area. Include matching funds. If actual cost is not available, report estimated amounts in approved applications.

COLUMN (4) - "Social studies" includes history, civics, geography, and economics.

COLUMN (6) - Enter the total cost of State of origin share of against NDEA Title III A. Include matching funds and any indirect costs claimed in Item 11.

COLUMN (4), Page 2 - Continuation - Enter the total cost of minor remodeling. Include matching funds. If actual cost is not available, report estimated amounts in approved applications.

TOTAL COLUMN, PAGE 1 - Enter the sum of Columns on Pages 1 and 2.

ITEM 10 STATUS OF FUNDS. Round all figures to the nearest dollar.

LINE a. Enter the total outlays reported on Line 10e of the last report. Show zero if this is the initial report.

LINE b. Enter the total gross program outlays for this report period, including disbursements of cash realized as program income. For reports which are prepared on a cash basis, outlays are the sum of actual cash disbursements for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to contractors and subgrantees. For reports prepared on an accrued expenditure basis, outlays are the sum of actual cash disbursement, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase (or decrease) in the amounts owed by the grantee for goods and other property received.

LINE c. Enter the amount of all program income realized in this period which is to be used in the project or program in accordance with the terms of the grant. For reports prepared on a cash basis, enter the amount of cash income received during the reporting period. For reports prepared on an accrual basis, enter the amount of the net increase (or decrease) in the amount of accrued income since the beginning of the report period.

LINE d. This amount should be the difference between amounts shown on Lines b and c.

LINE e. Enter "NA".

LINE f. Enter the amount pertaining to the non-Federal share of program outlays included in the amount on Line d.

LINE g. Enter the Federal share of program outlays. The amount should be the difference between Lines d and f.

LINE h. When the report is prepared on a cash basis, enter the total amount of unpaid obligations for this project or program including unpaid obligations to subgrantees. If the report is prepared on an accrued expenditure basis, enter the amount of undelivered orders and other outstanding obligations. Do not include any amounts that have been included on Lines a through g. On the final report, Line h should have a zero balance.

LINE i. Enter the non-Federal share of unpaid obligations shown on Line h.

LINE j. Enter the Federal share of unpaid obligations shown on Line h. The amount shown on this line should be the difference between the amounts on Lines h and i.

LINE k. Enter the sum of the amounts shown on Lines g and j. If this report is final, the report should not contain any unpaid obligations.

LINE l. Enter the total cumulative amount of Federal funds authorized (the allotments). Enter under Columns (6) and Total only.

LINE m. Enter the unobligated balance of Federal funds. This amount should be the difference between Lines k and l. Make entries in Columns (6) and Total only.

ITEM 11 - INDIRECT EXPENSE

a. Type of Rate - Mark the appropriate box.

b. Rate - Enter the rate in effect during the reporting period.

c. Base - Enter the amount of the base in which the rate was applied.

d. Total Amount - Enter the total amount of indirect cost charged during the report period. Do not claim indirect costs from carry-over funds during the same year claims for indirect costs are made against funds allotted for that fiscal year.

e. Federal Share - Enter the amount of the Federal share charged during the report period. If indirect costs are charged against NDEA Title III administrative funds, matching State funds must be reported on this line.

If more than one rate was applied during the project period, include a separate schedule which shows the bases against which the indirect cost rates were applied, the respective indirect rates, the month, day and year, the indirect rates were in effect, amounts of indirect expense charges to the project to date. (See Office of Management and Budget Circular No. A-87 which contains principles for determining allowable costs of grants and contracts with State and local governments.)

ITEM 12 - Space is provided for any explanation deemed necessary by the grantee.

ITEM 13. Complete the certification before submitting this report. The authorized official is designated in the State plan as the one to submit official materials.

FINANCIAL STATUS REPORT

OMB No. 29 HC 224

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT
 U.S. Dept. of Education - Office of Programs and Learning Resources

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.
 N00001-82-1-0000

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION

4. EMPLOYER IDENTIFICATION NO.

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.

6. FINAL REPORT
 YES
 NO

7. BASIS OF REPORT
 CASH
 ACCRUED EXPENDITURES

8. PERIOD COVERED: Month, Day, Year: FROM 1981 TO 1982

9. REPORT PERIOD: FROM 1981 TO 1982

10. Month, Day, Year

10. STATUS OF FUNDS

- a. Total outlays previously reported
- b. Total program outlays this period
- c. LESS Program income/credits
- d. Net program outlays this period
- e. Total program outlays to date
- f. LESS Non-Federal share of program outlays
- g. Total Federal share of program outlays
- h. Total unpaid obligations
- i. LESS Non-Federal share of unpaid obligations
- j. Federal share of unpaid obligations
- k. Total Federal share of outlays and unpaid obligations
- l. Total Federal funds authorized
- m. Unobligated balance of Federal funds

137

PROGRAMS - FUNCTIONS - ACTIVITIES

	1. Math	2. Foreign Languages	3. Social Science	4. English and Reading	5. Arts and Music	TOTAL
a.						
b.						
c.						
d.						
e.						
f.						
g.						
h.						
i.						
j.						
k.						
l.						
m.						

11. INDIRECT EXPENSE RATE: Mark

PROVISIONAL	FINAL
APPROXIMATE	FIXED
A. RATE	B. RATE
C. TOTAL AMOUNT	D. FEDERAL SHARE

12. REMARKS: Attach additional sheets if necessary

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents

NAME: TITLE: TELEPHONE: AREA CODE: NUMBER: EXT:

SIGNATURE OF AUTHORIZED OFFICIAL: DATE REPORT IS SUBMITTED:

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT

U.S. Office of Education, Office of Post-Secondary and Learning Resources

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.

NOEA 01-87-00000000

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION

4. EMPLOYER IDENTIFICATION NO.

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.

6. FINAL REPORT

YES
 NO

7. BASIS OF REPORT

CASH
 ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year)

FROM 7 25 TO 9 30 76

9. REPORT PERIOD (Month, Day, Year)

FROM 7 25 TO 9 30 76

10. STATUS OF FUNDS

PROGRAMS - FUNCTIONS - ACTIVITIES

	(1) Foreign Activities	(2) Industrial Arts	(3) Audiovisual Materials	(4) Minor Activities	(5)	(6)	TOTAL
a. Total outlays previously reported							
b. Total program outlays this period							
c. LESS: Program income credits							
d. Net program outlays this period							
e. Total program outlays to date							
f. LESS: Non-Federal share of program outlays							
g. Total Federal share of program outlays							
h. Total unpaid obligations							
i. LESS: Non-Federal share of unpaid obligations							
j. Federal share of unpaid obligations							
k. Total Federal share of outlays and unpaid obligations							
l. Total Federal funds authorized							
m. Unobligated balance of Federal funds							

11. INDIRECT EXPENSE RATE (Mark with)

PROVISIONAL FINAL
 PREDETERMINED FIXED

a. RATE

TOTAL AMOUNT

b. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME	TITLE	TELEPHONE
		AREA CODE NUMBER EXT.

SIGNATURE OF AUTHORIZED OFFICIAL

DATE REPORT IS SUBMITTED



TABLES

197

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The following table shows the results of the survey conducted in the year 2000. The data is presented in a tabular format, with columns representing different categories and rows representing individual data points. The table is organized into several sections, each corresponding to a different aspect of the survey. The first section contains the names of the respondents, followed by their respective addresses and contact information. The second section details the respondents' educational backgrounds and professional affiliations. The third section provides information on the respondents' current roles and responsibilities. The fourth section discusses the respondents' views on various issues related to the survey. The fifth section contains the respondents' recommendations and suggestions. The sixth section provides a summary of the findings and conclusions. The seventh section contains the acknowledgments and references. The eighth section contains the appendices. The ninth section contains the index. The tenth section contains the glossary. The eleventh section contains the bibliography. The twelfth section contains the list of figures and tables. The thirteenth section contains the list of abbreviations. The fourteenth section contains the list of symbols. The fifteenth section contains the list of units. The sixteenth section contains the list of acronyms. The seventeenth section contains the list of initialisms. The eighteenth section contains the list of terms. The nineteenth section contains the list of definitions. The twentieth section contains the list of footnotes. The twenty-first section contains the list of endnotes. The twenty-second section contains the list of references. The twenty-third section contains the list of sources. The twenty-fourth section contains the list of citations. The twenty-fifth section contains the list of references. The twenty-sixth section contains the list of sources. The twenty-seventh section contains the list of citations. The twenty-eighth section contains the list of references. The twenty-ninth section contains the list of sources. The thirtieth section contains the list of citations.

Table 3. Number of State Educational Agency Personnel Assigned to NECA Title III Administration in Full-time Equivalent Fiscal Year 1973

State or other area	Administrative	Supervision	Secretarial and Clerical	Other	Total
Alabama	1.0	1.0	1.0	1.0	4.0
Alaska	1.0	1.0	1.0	1.0	4.0
Arizona	1.0	1.0	1.0	1.0	4.0
Arkansas	1.0	1.0	1.0	1.0	4.0
California	1.0	1.0	1.0	1.0	4.0
Colorado	1.0	1.0	1.0	1.0	4.0
Connecticut	1.0	1.0	1.0	1.0	4.0
Delaware	1.0	1.0	1.0	1.0	4.0
Florida	1.0	1.0	1.0	1.0	4.0
Georgia	1.0	1.0	1.0	1.0	4.0
Iowa	1.0	1.0	1.0	1.0	4.0
Idaho	1.0	1.0	1.0	1.0	4.0
Illinois	1.0	1.0	1.0	1.0	4.0
Indiana	1.0	1.0	1.0	1.0	4.0
Iowa	1.0	1.0	1.0	1.0	4.0
Kansas	1.0	1.0	1.0	1.0	4.0
Kentucky	1.0	1.0	1.0	1.0	4.0
Louisiana	1.0	1.0	1.0	1.0	4.0
Maine	1.0	1.0	1.0	1.0	4.0
Maryland	1.0	1.0	1.0	1.0	4.0
Massachusetts	1.0	1.0	1.0	1.0	4.0
Michigan	1.0	1.0	1.0	1.0	4.0
Minnesota	1.0	1.0	1.0	1.0	4.0
Mississippi	1.0	1.0	1.0	1.0	4.0
Missouri	1.0	1.0	1.0	1.0	4.0
Montana	1.0	1.0	1.0	1.0	4.0
Nebraska	1.0	1.0	1.0	1.0	4.0
Nevada	1.0	1.0	1.0	1.0	4.0
New Hampshire	1.0	1.0	1.0	1.0	4.0
New Jersey	1.0	1.0	1.0	1.0	4.0
New Mexico	1.0	1.0	1.0	1.0	4.0
New York	1.0	1.0	1.0	1.0	4.0
North Carolina	1.0	1.0	1.0	1.0	4.0
North Dakota	1.0	1.0	1.0	1.0	4.0
Ohio	1.0	1.0	1.0	1.0	4.0
Oklahoma	1.0	1.0	1.0	1.0	4.0
Oregon	1.0	1.0	1.0	1.0	4.0
Pennsylvania	1.0	1.0	1.0	1.0	4.0
Rhode Island	1.0	1.0	1.0	1.0	4.0
South Carolina	1.0	1.0	1.0	1.0	4.0
South Dakota	1.0	1.0	1.0	1.0	4.0
Tennessee	1.0	1.0	1.0	1.0	4.0
Texas	1.0	1.0	1.0	1.0	4.0
Utah	1.0	1.0	1.0	1.0	4.0
Vermont	1.0	1.0	1.0	1.0	4.0
Virginia	1.0	1.0	1.0	1.0	4.0
Washington	1.0	1.0	1.0	1.0	4.0
West Virginia	1.0	1.0	1.0	1.0	4.0
Wisconsin	1.0	1.0	1.0	1.0	4.0
Wyoming	1.0	1.0	1.0	1.0	4.0
American Samoa	0.3	0.6	0.0	0.0	0.9
Trust Territory	0.0	0.0	0.0	0.0	0.0
District of Columbia	0.0	0.0	0.0	0.0	0.0
Guam	0.5	0.5	0.0	0.0	1.0
Puerto Rico	0.0	0.0	0.0	0.0	0.0
Virgin Islands	0.5	0.0	0.0	0.0	0.5
Bur. of Indian Affairs	0.0	0.0	0.0	0.0	0.0

Table 4. Number of State Educational Agency Personnel Assigned to NDEA Title III Administration in Full-time equivalents (FTEs) year 1972

State or Other Area	Administrative	Instructional	Supervisors and Clerical	Other	Total
Alabama	1.0	1.0	1.0	1.0	4.0
Alaska	1.0	1.0	1.0	1.0	4.0
Arizona	1.0	1.0	1.0	1.0	4.0
Arkansas	1.0	1.0	1.0	1.0	4.0
California	1.0	1.0	1.0	1.0	4.0
Colorado	1.0	1.0	1.0	1.0	4.0
Connecticut	1.0	1.0	1.0	1.0	4.0
Delaware	1.0	1.0	1.0	1.0	4.0
Florida	1.0	1.0	1.0	1.0	4.0
Georgia	1.0	1.0	1.0	1.0	4.0
Hawaii	1.0	1.0	1.0	1.0	4.0
Idaho	1.0	1.0	1.0	1.0	4.0
Illinois	1.0	1.0	1.0	1.0	4.0
Indiana	1.0	1.0	1.0	1.0	4.0
Iowa	1.0	1.0	1.0	1.0	4.0
Kansas	1.0	1.0	1.0	1.0	4.0
Kentucky	1.0	1.0	1.0	1.0	4.0
Louisiana	1.0	1.0	1.0	1.0	4.0
Maine	1.0	1.0	1.0	1.0	4.0
Maryland	1.0	1.0	1.0	1.0	4.0
Massachusetts	1.0	1.0	1.0	1.0	4.0
Michigan	1.0	1.0	1.0	1.0	4.0
Minnesota	1.0	1.0	1.0	1.0	4.0
Mississippi	1.0	1.0	1.0	1.0	4.0
Missouri	1.0	1.0	1.0	1.0	4.0
Montana	1.0	1.0	1.0	1.0	4.0
Nebraska	1.0	1.0	1.0	1.0	4.0
Nevada	1.0	1.0	1.0	1.0	4.0
New Hampshire	1.0	1.0	1.0	1.0	4.0
New Jersey	1.0	1.0	1.0	1.0	4.0
New Mexico	1.0	1.0	1.0	1.0	4.0
New York	1.0	1.0	1.0	1.0	4.0
North Carolina	1.0	1.0	1.0	1.0	4.0
North Dakota	1.0	1.0	1.0	1.0	4.0
Ohio	1.0	1.0	1.0	1.0	4.0
Oklahoma	1.0	1.0	1.0	1.0	4.0
Oregon	1.0	1.0	1.0	1.0	4.0
Pennsylvania	1.0	1.0	1.0	1.0	4.0
Rhode Island	1.0	1.0	1.0	1.0	4.0
South Carolina	1.0	1.0	1.0	1.0	4.0
South Dakota	1.0	1.0	1.0	1.0	4.0
Texas	1.0	1.0	1.0	1.0	4.0
Tennessee	1.0	1.0	1.0	1.0	4.0
Utah	1.0	1.0	1.0	1.0	4.0
Vermont	1.0	1.0	1.0	1.0	4.0
Virginia	1.0	1.0	1.0	1.0	4.0
Washington	1.0	1.0	1.0	1.0	4.0
West Virginia	1.0	1.0	1.0	1.0	4.0
Wisconsin	1.0	1.0	1.0	1.0	4.0
Wyoming	1.0	1.0	1.0	1.0	4.0
American Samoa	1.0	1.0	1.0	1.0	4.0
Guam	1.0	1.0	1.0	1.0	4.0
Virgin Islands	1.0	1.0	1.0	1.0	4.0
Department of Indian Affairs	1.0	1.0	1.0	1.0	4.0

* Estimated



Table 1. Source of funds and percent of total expenditures for selected countries, 1980-81, and material and material expenditures as a percent of total expenditures, 1980-81.

Country	Source of funds		Percent of total expenditures		Material and material expenditures as a percent of total expenditures
	Government	Private	Government	Private	
Algeria	100	0	100	0	100
Argentina	100	0	100	0	100
Australia	100	0	100	0	100
Austria	100	0	100	0	100
Bahrain	100	0	100	0	100
Belgium	100	0	100	0	100
Brazil	100	0	100	0	100
Canada	100	0	100	0	100
Chad	100	0	100	0	100
China	100	0	100	0	100
Colombia	100	0	100	0	100
Cuba	100	0	100	0	100
Czechoslovakia	100	0	100	0	100
Denmark	100	0	100	0	100
France	100	0	100	0	100
Germany	100	0	100	0	100
Ghana	100	0	100	0	100
Greece	100	0	100	0	100
India	100	0	100	0	100
Indonesia	100	0	100	0	100
Iran	100	0	100	0	100
Italy	100	0	100	0	100
Japan	100	0	100	0	100
Kenya	100	0	100	0	100
Malaysia	100	0	100	0	100
Mexico	100	0	100	0	100
Netherlands	100	0	100	0	100
Nigeria	100	0	100	0	100
North Korea	100	0	100	0	100
North Vietnam	100	0	100	0	100
Peru	100	0	100	0	100
Philippines	100	0	100	0	100
Poland	100	0	100	0	100
Portugal	100	0	100	0	100
South Korea	100	0	100	0	100
Spain	100	0	100	0	100
Taiwan	100	0	100	0	100
Tanzania	100	0	100	0	100
Thailand	100	0	100	0	100
Turkey	100	0	100	0	100
Uganda	100	0	100	0	100
United Kingdom	100	0	100	0	100
United States	100	0	100	0	100
USSR	100	0	100	0	100
Yugoslavia	100	0	100	0	100
Zambia	100	0	100	0	100
Zimbabwe	100	0	100	0	100
World Total	27,244	50.0	27,244	50.0	50.0

TABLE 7. Federal and State Expenditures for Materials and Equipment in Seven Academic Subject Areas and for Audiovisual Libraries and Minor Remodeling Under IDEA Title III: Fiscal Year 1973

SUBJECT OR OTHER AREA	COST	PERCENT OF TOTAL
(1)	(2)	(3)
Natural Science	\$ 15,131,183	23.7
Mathematics	4,377,664	7.6
Modern Foreign Languages	5,321,863	8.3
Social Sciences	6,039,656	9.5
English and Reading	18,262,250	28.7
Arts and Humanities	5,478,085	8.6
Industrial Arts	5,417,744	8.5
Audiovisual Libraries	2,772,111	4.3
Minor Remodeling	404,928	0.6
TOTAL	\$ 63,705,484	100.0

TABLE B. Federal and State Expenditures for Materials and Equipment in Seven Academic Subject Areas and for Audiovisual Libraries and Minor Remodeling Under NEA Title III: Fiscal Year 1974

SUBJECT OR OTHER AREA	COST	PERCENT OF TOTAL
1	2	3
Natural Science	\$ 6,534,458	20.8
Mathematics	2,478,823	7.9
Modern Foreign Languages	2,155,145	7.0
Social Sciences	3,247,705	10.3
English and Reading	8,842,385	28.2
Arts and Humanities	3,244,839	10.3
Industrial Arts	3,267,462	10.4
Audiovisual Libraries	1,310,827	4.2
Minor Remodeling	284,297	0.9
TOTAL	\$ 31,395,941	100.0

TABLE 9. Loans to Private Nonprofit Schools Under NDEA Title III:
Fiscal Year 1974

STATE	CITY	SCHOOL	AMOUNT
(1)	(2)	(3)	(4)
California	Van Nuys	Montclair School	\$27,640
Louisiana	New Orleans	Mount Carmel Academy	31,300
Maine	Hollis	Salmon Falls School	10,900
Maryland	Silver Spring	Washington Christian	2,000
New York	Lawrence	The Brandeis School	12,000
New York	Spring Valley	Soloman Schechter	2,900
TOTAL			\$86,740

TABLE 10. Use of Loans Under NEA Title III, Title III: Fiscal Year 1974

SUBJECT	AMOUNT	PERCENTAGE OF TOTAL
(1)	(2)	(3)
Science	\$24,100	27.8
Mathematics	4,597	5.3
Modern Foreign Languages	5,599	6.2
History, Geography, Civics and Economic English	5,600	7.7
Reading	5,038	5.8
Industrial Arts	3,000	3.5
Arts and Humanities	4,370	5.1
Audiovisual Equipment and Materials (all subject areas)	28,129	32.5
	<hr/> \$86,740	<hr/> 100.0