

DOCUMENT RESUME

ED 220 981.

EA 014 985

AUTHOR Motomatsu, Nancy R.
 TITLE ESEA Title IV-B Impact. Washington State
 Dissemination Report.
 INSTITUTION Washington Office of the State Superintendent of
 Public Instruction, Olympia.
 PUB DATE Jan 79
 NOTE 2lp.

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Educational Improvement; Educational Resources;
 Elementary Secondary Education; *Federal Aid; Federal
 Programs; Instructional Materials; Library Materials;
 Needs Assessment; Program Descriptions; School
 Statistics; State Surveys
 IDENTIFIERS *Elementary Secondary Education Act Title IV B;
 *Washington

ABSTRACT

Title IV-B of the Elementary and Secondary Education Act provides funds to local school districts to develop programs improving the quality of education. This document analyzes the distribution of Title IV-B funds to local districts in Washington State and provides examples of decision-making structures used in the needs assessment processes of local districts. Seven projects using Title IV-B funds are described, ranging in cost from \$1,500 to \$10,000. The purposes of these projects included reading improvement, vocational training, enrichment of social studies resources, and provision of computerized occupational information to students.
 (Author/PGD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED220981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

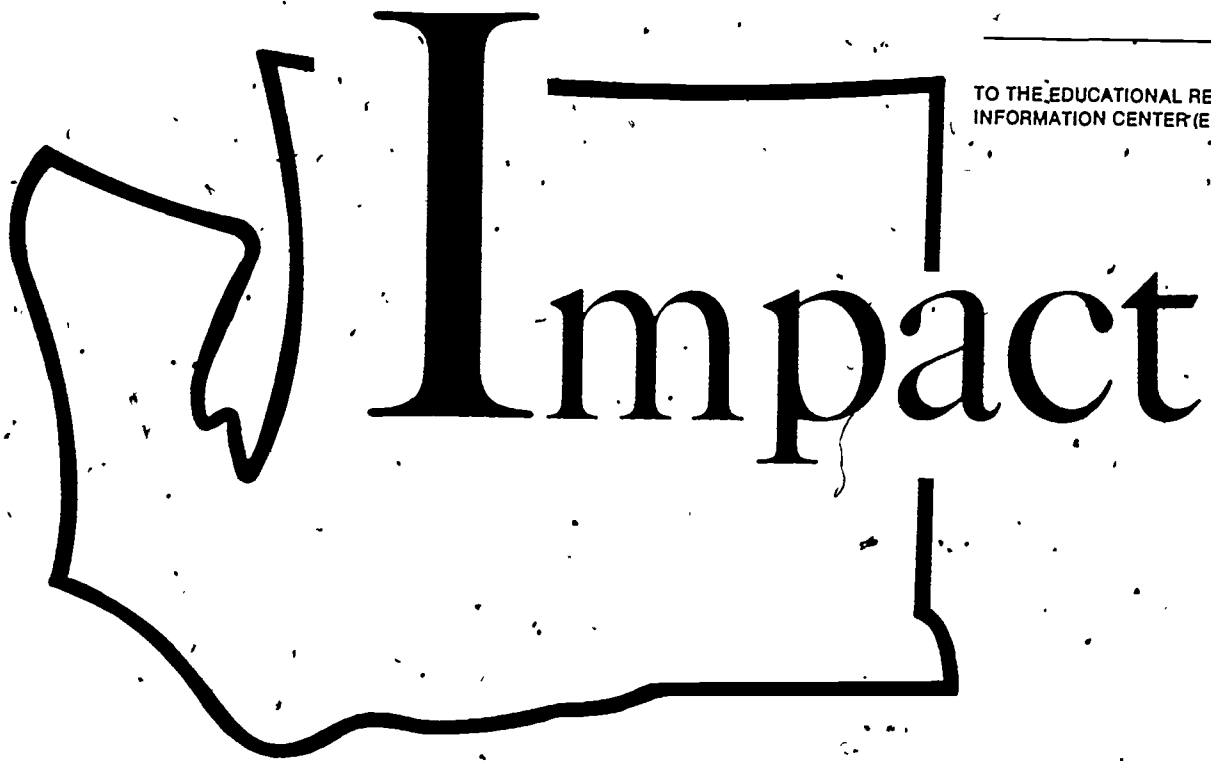
• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

ESEA TITLE IV-B

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. L. Frisk

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



WASHINGTON STATE DISSEMINATION REPORT

January 1979

EA 014 985



DR. FRANK B. BROUILLET STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON 98504



DISCRIMINATION PROHIBITED: Title VI of the Civil Rights Act of 1964 states: "No person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education and Welfare.

Published by the Programs and Learning Resources Section of the office of the Superintendent of Public Instruction under ESEA Title IV-B (P.L. 93-380). Opinions and judgments contained in this document are not necessarily those of the U.S.O.E. funding agency for this program.

Dr. Frank B. Brouillet
Superintendent of Public Instruction

Dr. Monica Schmidt
Assistant Superintendent
Division of Instructional and
Professional Services

Mona H. Bailey
Assistant Superintendent
Division of Special and Equal
Education Programs

Jean Wieman
Director
Programs and Learning Resources

Rich Boyd
Director
Grants Management

Prepared and edited by
Nancy R. Motomatsu
Coordinator, ESEA IV-B

FOREWORD

The primary goal of the ESEA Title IV-B program in Washington State is the improvement of instructional and educational opportunities for the boys and girls in our schools, both public and private. After conducting an assessment of student and/or program needs, the local school district has complete discretion in determining how Title IV-B funds will be used. The clear relationship between local decision making and outcomes based on student needs is evident in many of the projects. I am pleased to see the impact of the Title IV-B funds on educational programs in the state.



Frank B. Brouillet

TITLE IV STATE ADVISORY COUNCIL

Don Ray, Chairperson
Physically & Mentally Handicapped
Richland

Lois White, Vice-Chairperson
Learning Resources
Renton

Herbert Berg
School Administrators
Prosser

Alden Nickelson
Higher Education
Bellingham

Marilyn Budd
Guidance and Counseling
Kennewick

Thelma Jackson
State School Directors
North Thurston

Bob Groeschell
Educationally Disadvantaged
Seattle

Willie Stewart
School Principals
Tacoma

Bernice Hoptowit
Washington Education Association
Wapato

The Reverend Daniel Weber, SJ
Private Schools
Tacoma

Evelyn Kelly
Parent, Teacher Student Association
Steilacoom

Jerry Winger
Learning Disabilities
Seattle

Joe King
Private Citizen, Business
Bremerton

Barbara Whitson
Gifted and Talented
Lynnwood

Alicia Martinez
Limited English Speaking Ability
Sunnyside

SPI

Dr. Marjorie Anderson - Pupil Personnel Services (753-6724)

Carl Fynboe - Private Education (753-1137)

Nancy Motomatsu - Programs and Learning Resources (753-6723)

ESEA Title IV-B

LIBRARIES AND LEARNING RESOURCES

BACKGROUND

Title IV-B of the Elementary and Secondary Education Act, enacted by Congress in 1974 as a part of the Title IV program, consolidated three existing programs into one authorization. The three programs are ESEA Title II, NDEA Title III, and the Guidance, Counseling and Testing portion of ESEA Title III. Under the consolidation (ESEA IV-B) the general purposes of the former programs are continued along with most of the same rules, regulations and guidelines.

AUTHORIZED PROGRAM PURPOSES

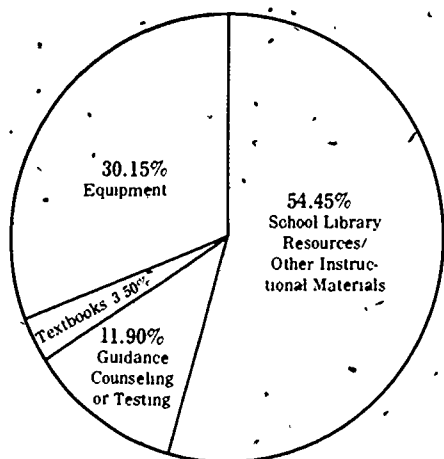
The intent of ESEA Title IV-B is to provide additional funds to local school districts to develop programs to improve the quality of education available to children. Title IV-B funds may not be used to supplant existing programs.

After conducting a needs assessment, each local education agency has complete discretion in determining the use of Title IV-B funds for the following purposes:

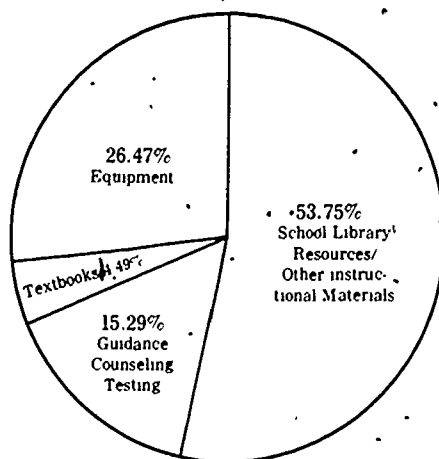
- SCHOOL LIBRARY RESOURCES/OTHER INSTRUCTIONAL MATERIALS
- INSTRUCTIONAL EQUIPMENT
- MINOR REMODELING
- TESTING
- GUIDANCE AND COUNSELING

NOTE: Effective FY 1980, minor remodeling, testing and guidance and counseling will no longer be a part of ESEA Title IV-B.

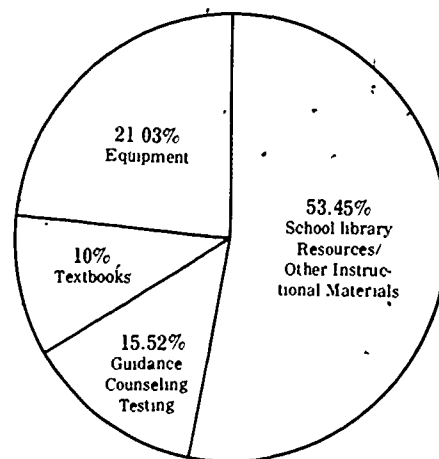
USE OF ESEA TITLE IV-B IN WASHINGTON STATE



FY 1976 = \$974,914



FY 1977 = \$2,249,708



FY 1978 = \$2,388,188

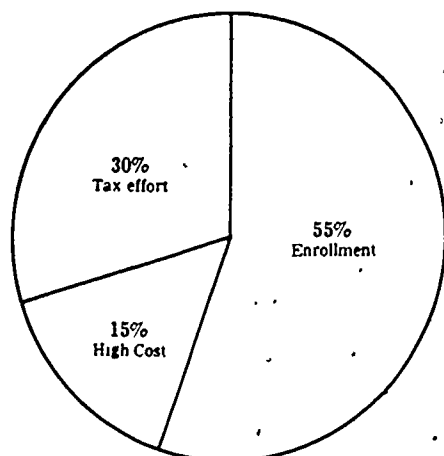
DISTRIBUTION OF FUNDS TO LOCAL EDUCATION AGENCIES

ESEA Title IV-B funds are allocated to the local education agency on a formula basis. The three components of the formula are enrollment, high tax effort and high cost.

High tax effort districts are those whose tax effort is substantially greater than the state average tax effort, but whose per pupil expenditure is no greater than the average per pupil expenditure in the state.

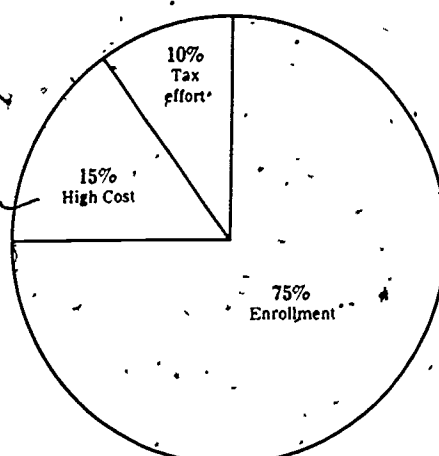
High cost districts are those which have the greatest percentages of children whose education imposes a higher than average cost per child. The factors which are considered to determine high cost may vary from year to year.

FY 1976



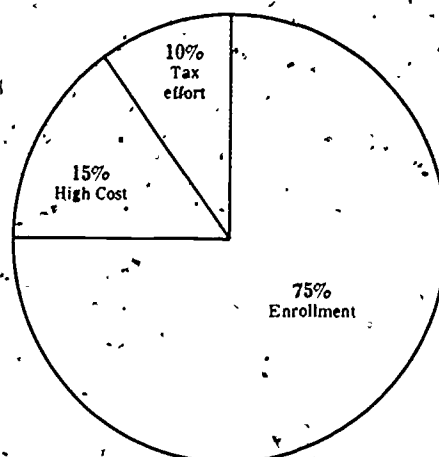
Total = \$974,914.

FY 1977



Total = \$2,249,708.

FY 1978



Total = \$2,388,188

FY 1976 High Cost Factors Included:

1. Voc. Ed. classes (High Cost - Low Load).
2. Remote and necessary schools.
3. Teacher characteristics (Degree, experience, etc.)
4. Migrant students.
5. Students living on tax exempt lands.

FY 1977 High Cost Factors Included:

1. Classes having high-cost and low student load.
2. Remote and necessary schools.
3. Cost of teachers, considering degrees earned and years of experience.
4. Migrant students, because of added costs of bilingualism, temporary enrollment and transiency.
5. Students living on tax exempt lands.

FY 1978 High Cost Factors Included:

1. Districts that had in excess of 40% of their students in the top quartile in the statewide reading tests.
2. Districts that had in excess of 25% of their students in the bottom quartile in the statewide reading tests.
3. The percentage of minorities in the district.
4. Districts considered remote and necessary.
5. Children from families where English is not the dominant language.

ESEA TITLE IV-B PARTICIPATION BY DISTRICT

FY 1976	75% (228 districts) participating
FY 1977	95% (286 districts) participating
FY 1978	93% (279 districts) participating

ESEA TITLE IV PARTICIPATION

BY STUDENTS (PUBLIC AND PRIVATE SCHOOLS)

FY 1976 96% (796,042) participating

FY 1977 99.9% (829,438) participating

FY 1978 99.3% (823,053) participating

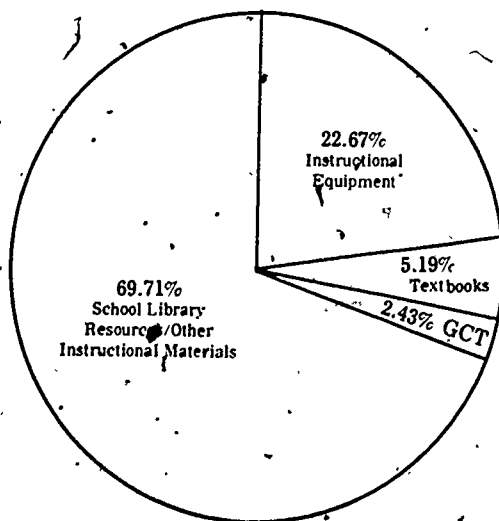
PRIVATE SCHOOL ALLOCATIONS

FY 1976 \$ 50,861 earned by 43,789 private school children

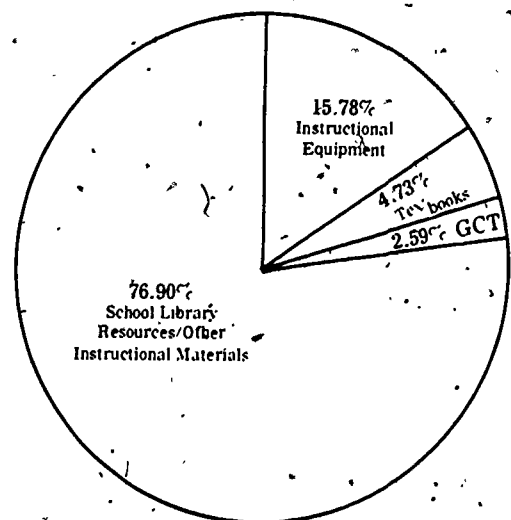
FY 1977 \$126,315 earned by 45,489 private school children

FY 1978 \$141,747 earned by 47,949 private school children

USE OF ESEA TITLE IV-B FUNDS BY PRIVATE SCHOOLS



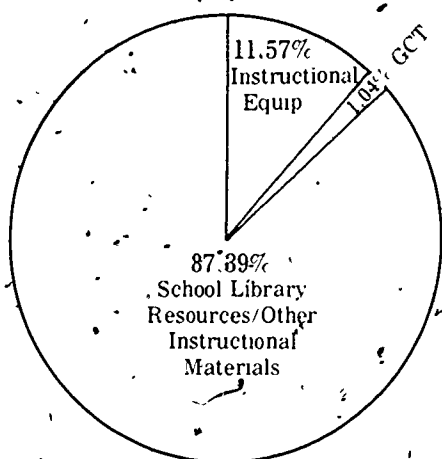
FY 1977



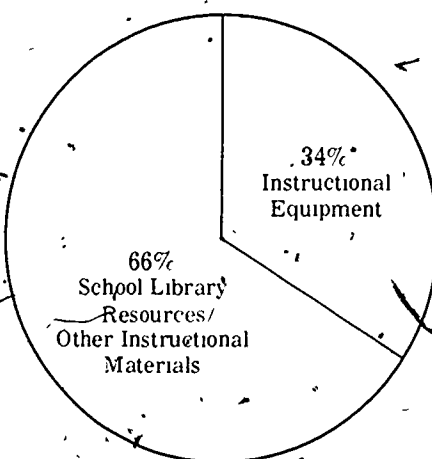
FY 1978

USE OF ESEA TITLE IV-B BY THE EDUCATIONAL SERVICE DISTRICTS IN WASHINGTON STATE

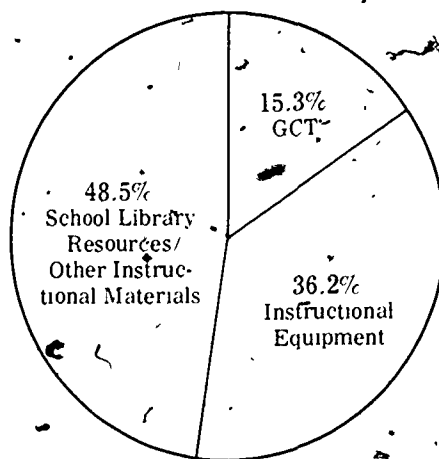
Subsequent to the initial allocation of all Part B funds through-formula distribution, any funds for which districts did not apply were reallocated to the nine Educational Service Districts in the state.



FY 1976 = \$36,969



FY 1977 = \$4,410



FY 1978 = \$6,831

NEEDS ASSESSMENT

ESEA IV-B is not an acquisition program. The primary goal of the Title IV-B program is to improve programs in order to increase the quality and opportunity of learning experiences for the boys and girls in the schools of Washington State. The local school district has complete discretion in determining how Title IV-B funds will be divided among the authorized purposes after conducting a needs assessment, which remains on file at the local district.

When the needs assessments are based on needs of children the resulting programs are usually highly successful. However, when emphasis is placed on institutional goals and processes rather than student outcomes it is difficult to measure impact.

EXAMPLES OF DECISION MAKING STRUCTURES FOR NEEDS ASSESSMENT

Royal School District-----administrative council composed of the superintendent, the principals and one faculty representative from each of the district's three schools.

Kennewick School District-----integrated Title IV-B program, into a sequential curriculum review/revision process. This process, operating in five year cycles, involved decision making at both the district and building levels. Although this is a rather complex process it was designed to provide maximum involvement in, and communication about, curriculum decisions and to provide a system of checks and balances.

Kent School District-----proposals for the expenditures of Title IV-B funds originated at the implementation level. The federal program coordinator sent a memo to counselors, librarians, the Director of Instruction, Testing Coordinator, Math Coordinator and Private School Administrators. These individuals had key roles in the needs assessment and planning process.

North Thurston School
District-----

two district-wide committees, the elementary curriculum committee and the library/media specialists committee met periodically to discuss and identify learning resource needs. Setting goals and prioritizing expenditures rested with the principals and librarians of the various buildings.

Edmonds School District-----

monies were made available to individual buildings on a competitive basis. These monies were to be used in the curriculum areas of language arts, reading or mathematics. Proposals were read and ranked in order of merit by a committee selected from the Curriculum Commission.

**ESEA Title IV-B
PROGRAMS
WITH
IMPACT**

TITLE:

READ AND LEAD (School Library Resources)

STUDENTS BENEFITING:

400

ESEA TITLE IV-B DOLLARS:

\$3135

SCHOOL DISTRICT:

Fife

"It pulls the whole family together having something to share."

"My child looks forward to having time set aside for just her."

"Its exciting to see my son's reading skills improve."

"I hope you have this program next year."

Parents are talking about Fife School District's Read and Lead Program in which adults and students read aloud to each other, at home, on a daily basis. Minutes are recorded and for every 100 minutes read, students receive a segment to add to the school bookworm. Students read a book at reading level to help improve their reading skills and adults (mom, dad, grandpa, neighbor, etc.) read books selected to lead students into better literature and positive attitudes about reading.

Flexible, supportive Title IV-B guidelines have contributed to Read and Lead's success. Teachers in Fife School District apply for and are awarded building Title IV-B mini-grants which allow them to order learning resource materials to be circulated through the learning resource center. Books purchased through these and other Title IV-B funds have contributed to having available an adequate supply of appropriate level, interesting reading material and good literature for the Read and Lead Program. One teacher received a mini-grant to purchase books appropriate for beginning readers to read aloud at home while another teacher requested additional Newbery Award winners.

Student excitement about Read and Lead is evidenced by the participation of more than 400 students in the two elementary schools and by permeating enthusiasm in the halls as students point out their bookworm segments to their friends and predict the length of the worm by Christmas or the end of the year.

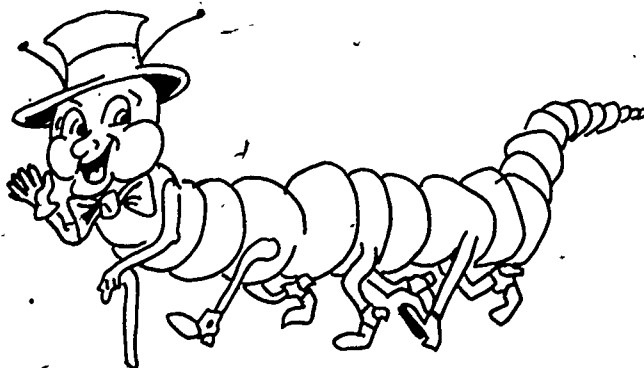
Learning Resources Center

Coordinators:

Cherie Brines and Carol Ayers

Contact Person:

Peggy O'Connor (206) 922-6697



TITLE:

WASHINGTON OCCUPATIONAL INFORMATION SERVICE (Guidance and Counseling)

STUDENTS BENEFITING:

6,150

GRADE LEVEL:

HIGH SCHOOL

ESEA TITLE IV-B DOLLARS:

\$9,000

SCHOOL DISTRICT:

BELLEVUE

Educational Need: High school students need a variety of methods to acquire occupational and career information. The computerized occupational information service, along with the occupational need-sort system, expands the tools available to students in meeting their career and occupational informational needs.

The occupational information service:

- helps the student identify relevant occupations and educational programs to explore.
- helps the student find publications which will give facts about occupations that they want to know more about.
- provides information on all the major occupations in the area as well as significant ones not found logically.
- provides information on two- and four-year colleges, vocational schools and private schools.

The occupational information service allows the students to explore individually the above areas. The students seeking information through the computerized system may obtain printed copies of the information they have reviewed. In addition, they have gained some experience in computer capabilities. This project has benefited the sophomores, juniors and seniors (6,150 students) at five secondary schools in the Bellevue School District.

Grants Manager:

John Betrozoff

Contact Person:

**Dr. Jack H. Thompson, Director
of Guidance Services (206)
455-6066**



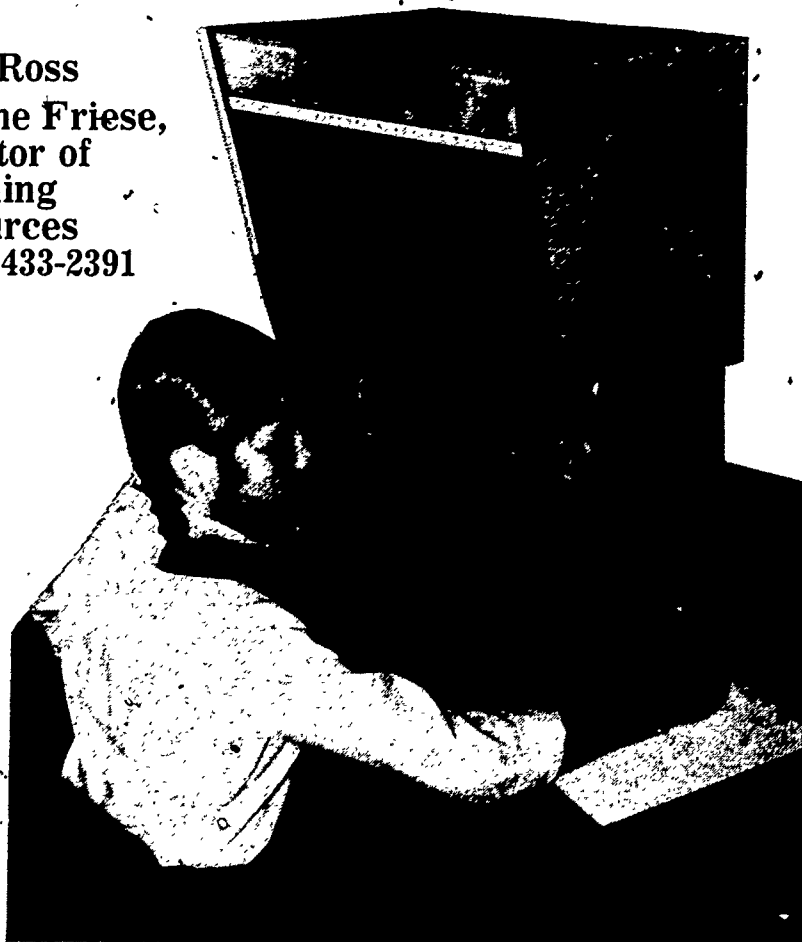
TITLE:**PROJECT MICROFILM
(School Library
Resources)****STUDENTS BENEFITING:****1,500****GRADE LEVEL:****10-12****ESEA TITLE IV-B DOLLARS:****\$3,600****SCHOOL DISTRICT:****HIGHLINE**

Project Microfilm started with an ESEA Title II grant of \$35,000. It was designed to provide primary source materials for developing research skills at the high school level. Microfilm of journals, periodicals and newspapers with their appropriate indexes were selected to cover American History from publications of the earliest times. Thus far \$3,600 of ESEA Title IV-B monies have been used to purchase current indexes for the microfiche collection.

Since Project Microfilm, assignments have changed from merely copying information to processes that involve note-taking and deductive thinking. Many subject areas use the project but the most frequent participants are social studies, home economics, and distributive education. Students who have graduated come back from college to use the collection. Citizens from the community have also used this invaluable resource.

Grants Manager: **John Ross**

Contact Person: **Eugene Friese,
Director of
Learning
Resources
(206) 433-2391**



TITLE:**GRAPHIC COMMUNICATIONS
AND VOCATIONAL PRINTING
(Equipment)****STUDENTS BENEFITING:****105 (Approximate)****GRADE LEVEL:****High School****ESEA TITLE IV-B DOLLARS:****\$10,000****SCHOOL DISTRICT:****Yakima**

Recent innovations in photocomposition equipment have dramatically changed typesetting markets. Besides commercial printers, typesetting services and publishers, composition equipment is being installed in advertising departments, publication departments and other areas. In addition to interfacing word processing with photocomposition, this equipment may be used for such applications as sign making, visuals, slides, labels and others.

In order to provide equipment comparable to what is used in the graphic communications industry, \$10,000 has been requested. Students who wish to pursue the area of photocomposition will have a basic understanding of the process; therefore, would be employable. (Knowledge could also lead to advancement in their jobs.) Other students would benefit by classroom exposure since this type of equipment will be found in the locations described above.

Photocomposition will be used for student projects such as composition of poetry manuscripts, literary magazines, school musical programs, etc. This equipment is available to students in business education, mathematics and electronics—also to the school newspaper staff. Beginning classes in Graphic Communications are one hour long, advanced classes are of two-hour duration.

Instructor: Ernest Solowan**Contact Person: Bruce Eyer,
Director of
Learning
Resources
(509) 575-3235**

TITLE:

**ENRICHMENT OF SOCIAL
STUDIES PROGRAMS
(School Library
Resources)**

STUDENTS BENEFITING:

531

GRADE LEVEL:

**K-6 (With Emphasis on 6th
Grade)**

ESEA TITLE IV-B DOLLARS:

\$1,572

SCHOOL DISTRICT:

NORTH THURSTON

Title IV-B funds (\$1,572) allocated to South Bay Elementary School for 1977-1978 were used to facilitate individualized study and to provide additional resources for enrichment of the Social Studies Programs. Players, headsets, and viewers were provided for six study carrels in the library to be used by students individually or in small groups.

Specifically, filmstrips and cassettes concerning the people, history, lifestyle, geography, and folktales of Mexico were purchased using federal and local funds. Additional printed materials were provided to supplement the existing collection. The increased supply of available resources made it easier for a student to locate information. As a result, sixth graders were able to put together a day-long "fiesta" with appropriate dress, music, food and activities. They also produced a colorful and authentic Mexican showcase display for the front hall of the school, integrated Mexican music and dance into their physical education and music classes, and made a variety of posters, pinatas, baskets, maps, and other projects to enrich their study.

An evaluation of teacher interviews and check-out records indicate that ninety-five percent of the sixth grade students used the materials and equipment purchased with Title IV-B funds.

Librarian: Elizabeth Thomas

**Contact Person: Gene Johnson,
Administrative
Assistant
(206) 491-4300**



TITLE: PRE-VOCATIONAL CONSTRUCTION
(Equipment)
STUDENTS BENEFITING: 24
GRADE LEVEL: High School
ESEA TITLE IV-B DOLLARS: \$2,000
SCHOOL DISTRICT: Sumner

Twenty four Sumner High School students were able to take part in a new elective course in carpentry (Pre-Vocational Construction) because of \$2,000 in Title IV-B funds.

The objectives for this project were:

1. To gain knowledge and skills necessary to make informed and meaningful career decisions, or advanced training in carpentry, drywall, painting, decorating, cabinetmaking, and wiring.
2. To acquire technical knowledge necessary in carpentry, cabinet-making, drywall, painting, decorating, and wiring.
3. To develop skills necessary in carpentry, drywall, painting, decorating, and wiring.

The money was used to purchase four sets of tools. During the school year, the class constructed four buildings — each having a different design and type of construction. The interiors were finished as separate rooms of a house; one a bathroom, one as a kitchen, one as a bedroom, and one as a workshop. All of the buildings were built with quality being stressed. These four buildings were sold to the police department, the Rotary and to private individuals.

Thanks to Title IV-B, twenty four high school students were able to become active participants in an area which could possibly become a career for them.

Grants Manager: Tom Carlson

Contact Person: Maynard Oliver
(206) 863-4416



TITLE:

MAP AND GLOBE SKILLS PROGRAM

(School Library Resources)

STUDENTS BENEFITING:

2050

ESEA TITLE IV-B DOLLARS:

\$7,500

SCHOOL DISTRICT:

University Place

Elementary students in the University Place School District now have acquired a greater knowledge of the world in which they live because of ESEA Title IV-B. Funds have been used over the past two years to purchase two complete hands-on map and globe skills programs. These programs are based upon a series of sequential student learning objectives and include cassette directed activities.

It is exciting to see even first graders beginning to understand about the earth's irregular surface by actually touching plastic raised relief globes and maps. Teachers have been pleased with the significant improvement in pre and post test scores. A common quote by teachers is, "It has helped me as much as it has the students."

In University Place the program has not only had a significant impact upon the improvement of social studies but has benefited listening and decision making skills as well. Students have also shown great improvements in following directions.

Librarian: Barbara Larson

Contact Person: Dorothy A. Smart,

Curriculum

Director

(206) 564-1400

