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ABSTRACT

Evaluation findings on the effectiveness of Chapter 2-assisted programs in Delaware are summarized in this report. The first section provides a financial overview of 1988-89 programs, comparing the proposed budget with actual expenditures. The second section focuses on the use of state "set-aside" funds, identifying those allocated for special projects and describing the Chapter 2-supported functions and activities of the Department of Public Instruction. Program operation and management are summarized by school district in the third section. Data sources include fiscal year 1989 Chapter 2 applications, responses to a previous survey, and conversations with program directors. Five areas are examined: consultation, needs assessment, program description, evaluation, and general program statements. Section 4 summarizes the use of funds in each district and reviews two sample district programs. The conclusion is that funds were used to meet diverse local needs such as improving parent, teacher, administrator, and private school participation and reducing paperwork. A small portion of state "set-aside" funds were used for program administration, but most were used to support statewide initiatives, for technical assistance, and for general support activities of the Department of Public Instruction. Three figures and seven tables are included. (LMI)

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EDUCATION CONSOLIDATION AND IMPROVEMENT ACT

CHAPTER 2

EVALUATION REPORT

1988-89

Compiled by

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June 1990

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I N T R O D U C T I O N

The following report has been prepared in response to the requirements contained in Section 564(a)(5) of Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) relating to an annual evaluation of the effectiveness of programs assisted under this Chapter. The report is for the 1988-89 school year and is divided into five sections. The sections included are as follows:

- Section 1 provides a financial overview of programs supported in 1988-89. This section provides a comparison of the proposed budget submitted to the U.S. Department of Education and the actual expenditures or allocations made during that year.
- Section 2 focuses on the use of the State "set-aside" funds. This section identifies funds allocated to special projects, as recommended by the State Advisory Committee, and provides a description of functions and activities of the Department of Public Instruction supported by Chapter 2 funds.
- Section 3 provides a summary, by school district, of the program operation and management within each of Delaware's participating school districts. Data were obtained from FY '89 Chapter 2 applications, responses to a previous survey, and conversations with Chapter 2 program directors. The summary focused on five major areas as indicated in the matrix contained in this section of the report.

- Section 4 entitled "Summary of Chapter 2 in Delaware School Districts" provides a summary of the use of funds in each of the districts. It also reviews on the programs operated by a sample of two districts in the State. This section was prepared as part of the Department's normal process of providing program audits of State and Federally funded programs.
- Section 5 provides comments regarding program operation and effectiveness submitted by members of the State Advisory Committee and their comments on the report itself.

The information provided, particularly in Sections 3 and 4, indicates that local school districts are using the Chapter 2 funds to meet a wide set of locally established needs. There has been participation by parents, teachers, administrators and private schools in establishing those needs. Private schools are participating at a high rate and are determining the programs they choose to fund with resources provided under Chapter 2. Finally, it is clear that the amount of paperwork required, both at the application stage and in the reporting stage, has been significantly reduced in comparison to the antecedent programs.

The State "set-aside" of 20 percent of the total allocation has primarily been used to fund activities previously supported by the Elementary and Secondary Education Act - Title V, Part B (ESEA-Title V-B). The analysis provided in Section 2 indicates that only a small

portion of the funds were used for program administration. Most of the funds were spent to support statewide initiatives, for technical assistance, or for general support activities of the Department of Public Instruction.

SECTION 1

FINANCIAL OVERVIEW

Funds provided through ECIA Chapter 2 are authorized for expenditure to support activities previously authorized by some 28 antecedent programs. The following provides an overall review of the financial aspects of the program in Delaware in 1988-89. Particular emphasis is placed on comparing budgeted revenues and expenditures as detailed in the State plan with the actual resources available and the actual expenditures, allocations, and obligations made with these available funds during 1988-89.

Budget

The Advisory Committee recommended and the State Board concurred that 80 percent of the total Chapter 2 grant for 1988-89 would be passed through to local school districts while the remaining 20 percent of the grant would be reserved for State use. In addition, it was anticipated that some funds provided by the 1987-88 grant would carry over for use in 1988-89. The total funds available for allocation in 1988-89 for the State Education Agency (SEA) and the Local Education Agencies (LEA) were budgeted as follows:

	<u>SEA</u>	<u>LEA</u>	<u>Total</u>
FY'89 Grant	\$473,615	\$1,894,463	\$2,368,078
Carry-over from FY'88	<u>147,700</u>	<u>0</u>	<u>147,700</u>
Total Funds Available	\$621,315	\$1,894,463	\$2,515,778

Planned use of the available funds (expenditures, grant allocations, and carry-over), as specified in the State plan, were as follows:

PROPOSED EXPENDITURES

	SEA	LEA	TOTAL
Grants to Districts	\$ 0	\$ 1,894,463	\$ 1,894,463
Administrative Expenses			
Advisory Committee	5,000	0	5,000
Data Collection & LEA Allocations	16,163	0	16,163
LEA Plan Review & Monitoring	25,798	0	25,798
Program Evaluation	25,920	0	25,920
Financial Management*	<u>25,723</u>	<u>0</u>	<u>25,723</u>
Subtotal	98,604	0	98,604
Grant to Teacher Center	36,000	0	36,000
Direct Services to LEA's			
Library Information Center	69,263	0	69,263
State Film Library	26,599	0	26,599
Program Dissemination	13,664	0	13,664
Instructional Services Support	<u>57,008</u>	<u>0</u>	<u>57,008</u>
Subtotal	166,534	0	166,534
General Support Services - DPI			
State Board & Supt. Office	80,513	0	80,513
Public Information Office	88,823	0	88,823
Financial Support Services	43,049	0	43,049
Planning & Management Info.	<u>106,733</u>	<u>0</u>	<u>106,733</u>
Subtotal	319,118	0	319,118
Projected Carryover to FY'90	<u>1,059</u>	<u>0</u>	<u>1,059</u>
TOTAL	\$ 621,315	\$1,894,463	\$2,515,778

*Includes Audit Fees of \$1,000.

Actual Revenues, Expenditures, and Allocations

Actual funds available for obligation during the 1988-89 school year were as follows:

	<u>SEA</u>	<u>LEA</u>	<u>Total</u>
FY'89 Grant	\$473,615	\$1,894,463	\$2,368,078
Carry-over from FY'88	207,449	4,061	211,510
Misc. Refunds, Recoveries, and Reimbursements	0	762	762
Reversions from Prior Year Accounts	<u>- 2,481</u>	<u>- 4,526</u>	<u>- 7,007</u>
TOTAL	\$678,583	\$1,894,760	\$2,573,343

The following is a summary tabulation of expenditures and grant allocations actually made with funds available in 1988-89 and the balances carried forward to 1989-90. Data are taken from State accounting reports provided by the Division of Accounting, Delaware Department of Finance.

ACTUAL EXPENDITURES

	SEA	LEA	TOTAL
Grants to Districts	\$ 0	\$ 1,887,724*	\$ 1,887,724*
Administrative Expenses			
Advisory Committee Expenses	258	0	258
Data Collection & LEA Allocations	7,073	0	7,073
LEA Plan Review & Monitoring	22,490	0	22,490
Program Evaluation	7,919	0	7,919
Financial Management	<u>10,284</u>	<u>0</u>	<u>10,284</u>
Subtotal	48,023	0	48,023
Grant to Teacher Center	36,000	0	36,000
Direct Services to LEA's			
Library Information Center	54,795	0	54,795
State Film Library	19,230	0	19,230
Program Dissemination	14,921	0	14,921
Instructional Services Support	<u>29,424</u>	<u>0</u>	<u>29,424</u>
Subtotal	118,370	0	118,370
General Support Services - DPI			
State Board & Supt. Office	82,798	0	82,798
Public Information Office	78,666	0	78,666
Financial Support Services	49,654	0	49,654
Planning & Management Info.	<u>62,192</u>	<u>0</u>	<u>62,192</u>
Subtotal	273,310	0	273,310
Carryover to FY'90	<u>202,880</u>	<u>7,036</u>	<u>209,916</u>
TOTAL	\$ 678,583	\$1,894,760	\$2,573,343

*Sussex Vocational Technical School District did not apply for its FY'89 allocation, \$6,739, until December 1989. Thus, that disbursement will be reflected in the report for FY'90.

**Note, subtotals and totals may not exactly equal the sums of the values presented due to round-off errors.

Actual grants to local school districts (\$1,887,724) were \$6,739 less than originally planned because Sussex Vocational Technical School District did not apply for its FY'89 grant until December 1989. There was a beginning balance of \$4,061, where no starting balance had been projected, and \$5,289 was recovered from local districts from prior year grants. Unfortunately, most of the funds recovered had expired and, therefore, \$4,526 was reverted to the Federal government. The \$7,036 available at the close of the year was carried forward for use in FY'90.

Expenditures from the State set-aside funds were significantly less than budgeted for FY'89. This left a carryover to FY'90 which exceeded that proposed in the original budget. The differences between the budgeted figures and the actual revenues and disbursements were as follows:

1. The carryover from FY'88 was \$59,749 more than anticipated (\$207,449 - \$147,700).
2. Expenditures in FY'89 were \$475,704 or \$144,552 less than the \$620,256 budgeted.

Thus, the carryover into FY'90 was actually \$202,880 as opposed to the budgeted carryover of \$1,059. The major differences between planned and actual expenditures were as follows:

1. Expenditures for the State Advisory Committee were \$4,742 less than budgeted (\$5,000 - \$258).
2. Other costs of administration of the Chapter 2 program, excluding the Advisory Committee, were also under budget by \$45,839 (\$93,604 - \$47,765). Costs were actually only about one-half of the budgeted amount.

3. Expenditures for direct services to school districts were also \$48,164 below budget (\$166,534 - \$118,370).
4. Finally, expenditures for general support services came in \$45,808 under budget (\$319,118 - \$273,310).

Details on the use of these State set-aside funds are presented in Section 2 of this report. A tabulation on the use of district funds is included in Section 4.

S E C T I O N 2

USE OF SEA CHAPTER 2 FUNDS

Section 565 of ECIA Chapter 2 permits the State educational agency to reserve up to 20 percent of the total grant award to the State in each fiscal year for State uses. The State Advisory Committee has the responsibility to advise on the use of these set-aside funds. As noted in Section 1 of this report, Delaware's Advisory Committee recommended that 20 percent of the 1988-89 Chapter 2 grant be reserved for State use. The Committee recommended a grant of \$36,000 for the Teacher Center and authorized up to \$5,000 for expenses of the Committee. The balance of the funds available were to be used for strengthening state agency management, i.e., for services authorized under the antecedent program ESEA Title V-B. In addition to the funds available from the 1988-89 grant, \$473,615, the SEA funds available were augmented by \$207,449 in funds carried forward from FY'88, and were reduced by \$2,481 in reversions.

This section of the report focuses on the use of the total \$678,583 in SEA funds available for 1988-89. As noted in Section 1, \$202,880 of the available funds were carried forward into the 1989-90 school year. Thus, total disbursements and grants made from the SEA funds were \$475,703 in 1988-89. Though the bulk of these funds were budgeted to the general category strengthening state agency management, there has been considerable interest in the actual functions carried out with the funds. For that reason, a narrative description of the major functions and/or activities supported with these funds follows. At the end of the section is a tabulation displaying the types of disbursements made by program or function.

Administrative Expenses

Delaware chose not to establish an ECIA Chapter 2 office to deal with the management and administration of the program until the 1985-86 school year. The overall program administration was previously handled by the Assistant Superintendent for Instructional Services and the Assistant Superintendent for Administrative Services. These staff members are funded by the State and there are, therefore, only limited expenditures made from Chapter 2 funds which could be categorized as "Administrative." Beginning in 1985-86, the Department assigned a supervisor one-quarter time to work with the administration and management of the Chapter 2 program. In addition, a number of DPI staff members assist with various aspects of the program. These services and the corresponding expenditures are described below; the costs represented 10.1 percent of the disbursements from SEA funds.

State Advisory Committee

The Advisory Committee expenditures are for meeting costs, for participation in the annual Chapter 2 national conference, and for the required legal advertisement regarding the 1988-89 plan.

Staff: Professional	N/A	Funding: Grant	\$ 0.00
Support	N/A	Salaries & OEC	\$ 0.00
		Other	\$258.15

Data Collection and LEA Allocations

The formula for allocation of Chapter 2 funds to local school districts requires the collection of data on public and private schools and some State agencies which provide educational services. These data

are then entered into a computerized data base and the district allocations are generated. In 1988-89 this work was performed by a staff member in the Research and Evaluation Division; 10 percent of this individual's salary is charged as an administrative cost of the Chapter 2 program.

Staff: Professional	0.10 FTE	Funding: Grants	\$ 0.00
Support	0.00 FTE	Salaries & OEC	\$5,981.32
		Other	\$1,091.27

LEA Plan Review and Monitoring

The Department forwards instructions to local school districts regarding application procedures. The applications are reviewed to determine that they are complete, accurate, and consistent with the statute. The staff also monitors the programs in the local school districts once they are under way.

Staff: Professional	0.25 FTE	Funding: Grants	\$ 0.00
Support	0.19 FTE	Salaries & OEC	\$19,779.93
		Other	\$ 2,710.03

Program Evaluation

A formal program audit is conducted annually on a sample of local school district projects. In addition, the staff prepares a tabulation of the budget allocations for programs in all school districts. The results of these evaluation and program auditing activities are presented in Section 4 of the report.

Staff: Professional	0.11 FTE	Funding: Grants	\$ 0.00
Support	0.00 FTE	Salaries & OEC	\$6,718.36
		Other	\$1,200.40

Financial Management

The supervisor of federal accounts handles all the financial transactions for the Chapter 2 program. This includes the receipt of funds from the federal government, approval of grant awards to local school districts, and the transfer of funds to individual projects.

Staff: Professional	0.10 FTE	Funding: Grants	\$ 0.00
Support	0.09 FTE	Salaries & OEC	\$9,192.49
		Other	\$1,091.27

Grants

The Delaware Teacher Center received a grant of \$36,000 in 1988-89. This represented 7.6 percent of the total disbursements from SEA funds. The Teacher Center provides a wide range of services to Delaware public and nonpublic school teachers. The Center sponsors workshops, provides a peer counseling program, and maintains instructional resource centers. Data provided by the Center indicate that 19,684 teachers received services in 1988-89; this number includes 3,552 private school teachers (duplicated counts). The Center is directed by a policy board and primarily served teachers in Kent and Sussex Counties until 1984-85 when it was expanded to provide services statewide. State funds of \$272,100 were provided in 1988-89 in addition to the Chapter 2 grant. The project was visited by a subcommittee of the State Advisory Committee in April 1984 and underwent a formal evaluation audit, covering the period from 1981 through 1985, in June 1985.

Staff: Professional	N/A	Funding: Grant	\$36,000.00
Support	N/A	Salaries & OEC	N/A
		Others	N/A

Direct Services to Local Education Agencies

The Department of Public Instruction provides a number of direct services to local school districts and to private schools. In 1988-89 a portion of those services were provided using Chapter 2 funds totaling \$118,370 or 24.9 percent of the total disbursements from SEA set-aside funds. Programs supported in part with Chapter 2 funds are described below.

Library Information Center

The Library Information Center provides services for public school personnel, nonpublic school personnel, postsecondary institutions, the DPI and other organizations that have an interest in Delaware's education system. In addition to the usual library resources, the Center maintains a complete ERIC collection of approximately 500,000 microfiche and provides access through DIALOG to approximately 200 separate computerized data bases. During the 1988-89 school year, about 1,000 computer searches alone were performed by the Center staff. The Center was visited by a subcommittee of the Chapter 2 Advisory Committee in April 1984 and was formally evaluated using the Department's program audit process in April 1985.

Staff: Professional	0.50 FTE	Funding: Grant	\$ 0.00
Support	1.00 FTE	Salaries & OEC	\$53,471.85
		Other	\$ 1,323.46

State Film Library

The State operates a film library for use by public and private schools and other agencies which have need for educational films. Funding is provided primarily by the State and by a nominal charge paid by the users. In order to limit the increase in charges to users, since 1986-87, Chapter 2 funds were provided to pay the salary and other employment costs for one film technician. During the 1988-89 school year, the Film Library shipped a total of 21,000 films and video tapes to public schools and to 15 nonpublic schools and agencies.

Staff: Professional	0.00 FTE	Funding: Grant	\$ 0.00
Support	1.00 FTE	Salaries & OEC	\$16,455.52
		Other	\$ 2,774.80

Educational Program Dissemination

The Department of Public Instruction receives a small annual grant to assist with the dissemination of effective educational practices. The Advisory Committee recommended that the special grant in 1988-89 be augmented with Chapter 2 funds. By defraying a portion of the salary costs, more of the special grant funds could be used to help with the implementation costs in local school districts.

Staff: Professional	0.25 FTE	Funding: Grant	\$ 0.00
Support	0.00 FTE	Salaries & OEC	\$12,192.52
		Other	\$ 2,728.18

Instructional Services

The entire staff of the Instruction Division within the Department of Public Instruction provides inservice training, technical assistance and evaluation services to Delaware's public and private schools. In prior years, Chapter 2 funds were used to support these activities by providing 30 percent of the salary and other employment costs for the Division Director and 50 percent of the salary and other employment costs of one supervisor. However, since 1987-88, these costs were supported by the State, and Chapter 2 funds were used only to support 1.10 FTE secretarial positions in the Division.

Staff: Professional	0.00 FTE	Funding: Grant	\$	0.00
Support	1.10 FTE	Salaries & OEC		\$29,423.89
		Other		0.00

General Support Services

The largest portion of the SEA Chapter 2 funds disbursed during 1988-89 went to provide general support services. The services provided can be best categorized into four major areas. These areas of expenditure represented 57.5 percent of the total disbursements of SEA set-aside funds.

State Board and Superintendent's Office

The State Superintendent's Office has general management responsibilities for all Department of Public Instruction operations. Funding provided from Chapter 2 paid a portion of the salary for the State Superintendent and a portion of a clerical position in the

Superintendent's Office. Other funds expended provided support for many of the Department's activities that are coordinated through the State Superintendent's Office. Examples include the Teacher of the Year Program and the State Superintendent's Scholars Program. A significant portion of the funding (\$6,989) was spent for membership in regional and national organizations with an interest in education and for conference fees associated with these organizations.

Staff: Professional	0.29 FTE	Funding: Grant	\$ 0.00
Support	0.20 FTE	Salaries & OEC	\$36,350.44
		Other	\$46,447.64

Public Information Office

This office is responsible for many of the publications prepared and released annually by the Department of Public Instruction. It is also the direct contact point for citizens seeking information about public education in the State of Delaware. Regular publications include the following: Educationally Speaking, State Board Highlights, Information Update and Annual Report, State of Delaware Board of Education. Through these regular publications school administrators, board members, advisory councils, and educational associations are kept informed of State Board plans, policies and regulations. Major expenditures, except for salaries, were for printing and for supplies and materials.

Staff: Professional	1.00 FTE	Funding: Grant	\$ 0.00
Support	0.00 FTE	Salaries & OEC	\$62,030.59
		Other	\$16,635.88

Financial Support Services

Costs directly associated with the financial management of Chapter 2 were isolated and included as administrative costs as noted previously. In addition to those funds, a small amount of the State set-aside Chapter 2 funding was devoted to providing sound financial management services for all State Board of Education programs. Services included the development of the annual budget request, the development of financial reporting forms, and direct technical assistance regarding financial matters to local districts. Also included are some of the costs associated with the Department's personnel office.

Staff: Professional	0.47 FTE	Funding: Grant	\$	0.00
Support	0.72 FTE	Salaries & OEC	\$41,989.44	
		Other	\$	7,664.08

Management Information

The Research and Evaluation Division is the primary management information unit within the Department of Public Instruction. It has responsibility for the collection, analysis, and reporting of data on pupils, staff, and finances of the State's educational system. It also provides "third-party" evaluation auditing of programs managed or operated by other divisions within the Department. It operates a statewide testing program and coordinates publication of State Board regulations. A portion of the Chapter 2 set-aside funds were spent to support these services during 1988-89. Those costs associated with the allocation of LEA funds and evaluation of projects supported with Chapter 2 were isolated and previously noted as program administration

costs. The balance of the financial support to the Division from Chapter 2 was used primarily to supplement the management information functions.

Staff: Professional	0.75 FTE	Funding: Grant	\$ 0.00
Support	0.02 FTE	Salaries & OEC	\$54,007.54
		Other	\$ 8,184.56

Summary

Approximately \$48,000 of the Chapter 2 SEA funds were spent for state administrative functions. This represents about 10.1 percent of the SEA funds, but only 2.0 percent of the total Chapter 2 disbursements, including LEA grants, during 1988-89.

A total of \$36,000 of the SEA funds were granted to the Teacher Center. This represents about 7.6 percent of the SEA set-aside and 1.5 percent of the total Chapter 2 disbursements.

Approximately \$118,000 was disbursed for activities that could be classified as instructional or technical assistance. This represented about 24.9 percent of the SEA set-aside or about 5.0 percent of the total Chapter 2 disbursements during 1988-89.

About \$273,000 was spent for general support services within the Department of Public Instruction. This represents about 57.5 percent of the SEA funds disbursed, but only 11.5 percent of total Chapter 2 disbursements or grants made during 1988-89.

SEA Chapter 2 funds were used to pay a total of 3.82 FTE professional staff members and 4.32 FTE support staff members in the DPI

at a cost of \$347,594. This represented about 5.6 percent of the entire staff of the Department of Public Instruction authorized by the fiscal 1989 State operating budget.

Disbursements from SEA Chapter 2 funds set aside for State use totaled \$475,704, which was more than the \$473,615 received from the FY'89 grant. The difference was drawn from a balance carried forward from FY'88.

DISBURSEMENTS FROM SEA CHAPTER 2 FUNDS
EXPENDITURE BY PROGRAM OR FUNCTION
1988-89

	Salaries & Employee Costs	Contractual Services	Capital Outlay	Grants	All Other Costs	Total Disburse- ments	Percent of Total
Administrative Expenses							
Advisory Committee	\$ --	\$ 57	\$ --	\$ --	\$ 201	\$ 258	
Data Collection & LEA Allocations	5,981	799	--	--	293	7,073	
LEA Plan Review & Monitoring	19,780	2,252	--	--	458	22,490	
Program Evaluation	6,718	879	--	--	322	7,919	
Financial Management	9,192	799	--	--	293	10,284	
Subtotal	41,672	4,786	0	0	1,565	48,023	10.1
<u>Grant to Teacher Center</u>	--	--	--	36,000	--	36,000	7.6
Direct Services to LEA's							
Library Information Center	53,472	379	945	--	--	54,795	
State Film Library	16,456	1,700	1,075	--	--	19,230	
Program Dissemination	12,193	1,997	--	--	731	14,921	
Instructional Services Support	29,424	--	--	--	--	29,424	
Subtotal	111,544	4,076	2,019	0	731	118,370	24.9
General Support Services - DPI							
State Board & Superintendent's Office	36,350	20,446	--	--	26,002	82,798	
Public Information Office	62,031	14,101	--	--	2,535	78,666	
Financial Support Services	41,989	5,390	1,087	--	1,187	49,654	
Planning & Management Information	54,008	5,991	--	--	2,194	62,192	
Subtotal	194,378	45,927	1,087	--	31,918	273,310	57.5
Total	\$347,594	\$54,789	3,107	\$36,000	\$34,214	\$475,704	100.0

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S E C T I O N 3

SUMMARY OF LOCAL SCHOOL DISTRICT PROGRAMS

SUPPORTED WITH CHAPTER 2 FUNDS

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
APPOQUINIMINK	<p>Parents - 1. Article in "Middletown Transcript" invited to attend meeting. 2. Asked those unable to attend to submit written recommendations.</p> <p>Administrators and teachers submit oral and written recommendations.</p> <p>One private non-sectarian school also participates.</p>	<p>Chapter 2 funds address improving the library through the addition of literary volumes and appropriate equipment.</p>	<p>The program will involve the acquisition of library resources, textbooks, and instructional equipment which will be used for the education of students in K-12.</p>	<p>Impact will be determined by providing an inventory of materials purchased and statements from administrators and teachers regarding the effects of those purchases on student progress.</p>	<p>The Chapter 2 Public Block Grant is used to enhance student reading and writing skills through the purchase of additional library resources, textbooks, and instructional equipment.</p>
BRANDYWINE	<p>Parents - Input through Advisory Councils.</p> <p>Teachers - Input through representatives on Advisory Council and through meetings at the building level.</p> <p>Administration - Participation on Advisory Councils. Also part of their job responsibility.</p> <p>Participating private schools, both sectarian and non-sectarian, submit plans for equitable funding.</p>	<p>A team approach is used to determine needs. Teachers, principals and district supervisors gather and analyze test data. Teacher identification and judgment is considered. Priorities based on needs identified at the building level are also given careful consideration.</p>	<p>There are numerous individual projects: Emphasis is on:</p> <ul style="list-style-type: none"> Library Services Health Services Career Services Science Services 	<p>Each project has its own planned program evaluation procedures. Some are based on student outcomes, while others are based on the accomplishment of management objectives.</p>	<p>The Chapter 2 Public Block Grant is used in a variety of ways. Program objectives are based on identified needs at the building level. Although most funding is for salaries, some supplies and materials are purchased.</p>

3-1

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
CAESAR RODNEY	Parents/Teachers/Administration - All groups informed through district Instructional Council which is composed of teachers, parents and administrative personnel. At present no private schools participate although each are properly notified.	Needs Assessment developed informally with teacher working through administrative personnel.	To purchase library books, related materials and AV equipment.	Records of circulation of library materials are kept. The percent of increase or decrease in circulation is noted. All book purchases are stamped "Chapter 2."	A program of educational improvement and support services through the purchase of supplemental materials such as library books and A-V equipment.
CAPE HENLOPEN	Administrators identify priorities for block grant funding. Teachers, parents and private schools are consulted in various phases of the program.	<ol style="list-style-type: none"> 1. Surveys from parents, teachers and administrative personnel and input from students. 2. Students who have voluntarily participated in program. 	A program to hire two teacher aides, to provide supplemental instruction in junior high school computer laboratories. Also, a secretary in the district office assists in the management of all federal and state grants.	Staff is evaluated in relationship to performance responsibilities detailed in job descriptions.	A program to improve overall grant management and instruction in junior high school computer laboratories.
CAPITAL	Parents/Teachers/Administration - parent and teacher involvement was at local school level. Three private schools currently participate in program.	The needs to upgrade the language arts and mathematics areas were identified as high priorities by the instructional staff.	Language arts texts and supplemental mathematics instructional materials will be purchased.	P.O. and P.V. reviews will document the use of Chapter 2 funds. In-service schedules will document training. SAT scores will show improvement.	The program involves the acquisition of texts, instructional equipment, and materials in the areas of language arts and mathematics.

3-2

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
CHRISTINA	<p>Parents - Input through community action councils. Announcements in the news media seeking additional input.</p> <p>Teachers - Through active discussions led by principals at the building level.</p> <p>Administration - Presentations and discussions at administrative cabinet meetings and Directors' meetings.</p> <p>Private Schools - After rules, procedures and regulations were explained, private school principals determined and designed their own proposal in accordance with the established level of funding.</p>	<p>The specific program needs were established using the following criteria:</p> <ol style="list-style-type: none"> 1. Test data 2. Teacher observations of student behavior 3. Guidance counselors, observations and referrals 4. Human relations assessment of students 5. Teacher assessment of additional materials needed to help students 6. Librarian assessment was completed using the appropriate form. 	<p>Three major areas are addressed as follows:</p> <ol style="list-style-type: none"> 1. to supplement the district's effort in providing human relations services 2. to acquire additional library resources, textbook and instructional materials and equipment 3. to purchase computers, computer printers, VCRs, microscopes and other capital outlay items. 	<ol style="list-style-type: none"> 1. The human relations segment of the program is evaluated by records kept on attendance, number of discipline problems, home contacts, counseling, incidences and range of activities. 2. Documents are kept on the purchase and use of instructional materials and equipment. 	<p>The Chapter 2 Public Block Grant funds three specific areas; Human Relations, Library Resources/ Instructional Materials, and Capital Outlay expenditures.</p>

3-3

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
COLONIAL	<p>Parents - Presentation of proposed expenditures at public Board of Education meeting prior to application.</p> <p>Teachers - Input solicited using a variety of methods.</p> <p>Administration - Through individual conferences with private school officers and through private school applications. Eligible private schools are participating.</p>	<p>Specific needs are identified through teachers identification as generated by crisis counselors.</p>	<p>The program is designed to assist staff and students with needs related to attendance, interpersonal relationships, and alcohol abuse. Seminars, conferences, individual and group consultation sessions and workshops are used.</p>	<p>Monthly reports are prepared and sent to the Director of Federal Programs by the crisis counselors. Impact is determined by the range of activities, the number of participants, the number served and the number of parental and agency contacts. Records of pre-post SAT scores are kept, as well as documentation of purchases and workshop attendance.</p> <p>Finally, records are kept by the crisis counselors regarding involvement with students, parents, and agencies.</p>	<p>The Chapter 2 Public Block Grant is used to fund crisis counselors and instructional aides in level 4 classes. This service provided by these persons is seen to be a critical need of the students in Colonial School District.</p> <p>Private school funds are used for instructional materials and equipment.</p>
DELMAR	<p>Parents - Parents have had a number of opportunities for input, specifically through an advisory council.</p> <p>Teachers - during inservice meetings Chapter 2 planning was discussed.</p> <p>Administration - Periodic input into evolving plans for block grant.</p> <p>Private Schools - Appropriately notified but declined participation.</p>	<p>Needs were determined as part of a district effort after consideration of numerous options.</p>	<p>The program will consist of education of the gifted and talented through a part-time teacher, a supplemental guidance program, and staff development.</p>	<p>Evaluation of the gifted program includes cognitive and affective scores. Also, the program objectives will be reviewed and edited in each segment of the program. Evaluation of the supplemental guidance program includes records of use, minutes of meetings, and formal staff evaluations. Staff development will be evaluated through workshop documentation and appraisals.</p>	<p>The Delmar District has a three part project including gifted and talented, a supplemental guidance program, and staff development.</p>

3-4

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
INDIAN RIVER	Parents/Teachers/Administration - A school board priority which evolved into a five year plan. The School Board invites wide parental, teacher, and administrative input and participation in planning its Chapter 2 program. No private schools are participating at present.	Board priority to increase the material resources available to district students and develop an arts and humanities program.	Activities were to purchase text materials, library resources, micro-computers and auxiliary hardware, inservice and consultant services in accordance with district priorities, and provide an arts and humanities program.	Inventory of purchased items, summative impact statements and documentation of items developed through inservice activities.	Chapter 2 Public Block Grant funds are used primarily to support the acquisition of additional instructional materials.
KEN. VO-TECH	Input for Chapter 2 programming comes from teachers, the General Advisory Committee and the various professional and advisory committees.	Needs are determined through the consultation process.	This program addresses the district's administrative data processing needs by providing fiscal resources to purchase a computer, printer, related peripherals and software, and computer supplies.	When the equipment is purchased, all district administrative personnel will have access to a shared database. Additionally, all personnel will be able to produce high quality output through the shared peripherals.	The Chapter 2 Public Block Grant is used to enhance the district's capabilities to manage data, finances, and personnel and student records.

3-5

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
LAKE FOREST	<p>Parents - Input through School Board meetings and parent advisory group meetings.</p> <p>Teachers - Input through building meetings and through the principals' council.</p> <p>Administration - Input through the central office team and the principals' council.</p>	Needs are identified through consultations with parents, teachers and school administrators plus analysis of data related to specific individuals who exhibit behaviors detrimental to their education.	A counselor will be employed to work with selected students in Chipman and Lake Forest High School whose behavior disrupts their opportunity to learn. An aide will be employed once a week to monitor an internal suspension program at North. Additionally, library collections will be improved.	Participants in the counseling program will have fewer disciplinary referrals than their peers; internal suspensions will be monitored by an aide rather than a secretary; library collection counts will increase.	The Chapter 2 Public Block Grant is centered on programs to counter disruptive behavior of secondary and elementary students and increase school library collections.
LAUREL	<p>Parents - Agenda item for P.T.S.A.</p> <p>Teachers - Faculty meeting.</p> <p>Administration - Advisory Council.</p> <p>Private Schools - Appropriately notified but declined participation.</p>	Teacher identification, survey referrals and test data. The aide works with small student groups according to needs determined by the teachers to whom they are assigned.	One teacher-aide was hired at the First grade level to provide supplemental reading services to identified students. Funds will be used to support the salaries of special service personnel.	First grade children involved in the Basil Reading Program will attain a seven point NCE gain. All state/federal handicapped children program objectives will be accomplished.	The Chapter 2 Public Block Grant at Laurel is used to fund one teacher-aide, pay 25% of the cost of the Supervisor of Special Services and 40% of the cost of the Supervisor's secretary, and fund travel and conference costs.

3-6

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
MILFORD	<p>Parents - Input through P.T.O. meetings.</p> <p>Teachers - Principals consult with teachers on needs.</p> <p>Administration - Administrators conduct and coordinate a needs assessment.</p> <p>Two private schools participated in the program.</p>	Needs are determined by analyzing test data and by consultation with principals and teachers.	Computer equipment and supplies as well as appropriate training will be purchased. Additionally, the salaries of the middle school computer lab teacher and the part-time ESL teacher will be partially supported.	<p>Evaluation procedures include the following:</p> <ol style="list-style-type: none"> 1. All materials will be selected, purchased, inventoried and catalogued for utilization. 2. The computer lab and ESL teachers will record the number of students served and their instructional activities. 	The Chapter 2 Public Block Grant will be used to purchase computers and computer related equipment, materials and services, and to provide supplement staffing in the computer lab and in the ESL program.
NEW CASTLE VO-TECH	Input for Chapter 2 programming comes from teachers, building principals, and the Career Advisory Committee which is comprised of parents and members of the business community.	Needs are determined through recommendations of teachers, building principals, and the consultation process.	This program addresses the needs of students who are deficient in reading, mathematics, and/or written and oral communication skills. These students will receive additional instructional support via individual or small group instruction as well as through CAI.	Students are expected to master 80% of the skills within their individually prescribed program of study. Additionally, the Stanford Achievement Test will be administered in the spring of the year to measure student progress.	The Chapter 2 Public Block Grant is used to enhance the educational achievement of students who lack the requisite basic skills to take full advantage of the educational opportunities offered by the district's schools.

3-7

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
RED CLAY CONSOLIDATED	<p>Parents - Radio and newspaper announcements and public hearings.</p> <p>Teachers - Same as above, plus meetings with the principals.</p> <p>Administration - Input through Superintendent's Council, administrative staff meetings and principals' meetings.</p> <p>Private Schools - Official meeting on block grants with non-private school administrators.</p>	<p>Needs are determined by the participating schools with reference to test data, surveys and staff determination.</p>	<p>In the public schools, funds are used for Student Relations Specialists with objectives to reduce absenteeism, suspensions, expulsions and dropouts.</p> <p>Non-public schools will use funds to supplement library resources and to purchase instructional materials and equipment.</p>	<p>Evaluation procedures for the public schools will be based on daily logs of services offered, records of student participation in programs and records of reduction in absenteeism, suspensions, expulsions and dropouts. Evaluation procedure for the non-public schools will be based on maintenance of purchase orders, checklists or selection, percentages of circulation, availability of materials and a review of the program management procedures.</p>	<p>Chapter 2 Public Block Grants are being used to fund Student Relations Specialists in the public schools. Nonpublic schools are using the funds to purchase library resources and instructional materials and equipment.</p>

3-8

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
SEAFORD	<p>Parents - The Parents Advisory Council is used for input on needs, goals and activities.</p> <p>Teachers - Input through department and building needs assessment and the Educational Council.</p> <p>Administration - Input through district needs assessment and through Educational Council.</p> <p>Private Schools - Do Not choose to participate.</p>	<p>Needs are identified through a formal needs assessment process established by district policy.</p>	<p>Block Grant funds are used to support the following district priorities.</p> <ol style="list-style-type: none"> 1. Support "The Educational Improvement Process" 2. Assist the accomplishment of the district's 88-89 priority goals. 3. Assist in implementation and replication of model projects related to identified needs. 	<p>Action plans will be written for each priority. Outcome, performance, data and practitioner assessments will be examined. Observations and documented reports will also be used.</p>	<p>The Chapter 2 Public Block Grant is being used to support the district's educational improvement model and to accomplish the established priority goals for 88-89.</p>
SMYRNA	<p>Parents - Block Grant Advisory Committee.</p> <p>Teachers - also members of the Block Grant Advisory Committee.</p> <p>Administration - Discussions at Administrative Council meetings.</p> <p>Private Schools - Appropriately notified but declined participation.</p>	<p>The assessment process determined a need to:</p> <ol style="list-style-type: none"> 1. support the district's library services through the employment of library aides, and 2. to develop and expand G/T programs and services identified. 	<p>Library aides will be employed to assist students and teachers using the library centers, and materials will be purchased to use in the G/T program.</p>	<p>Building principals will evaluate the effectiveness of the library programs and the Supervisor of Education will evaluate the effectiveness of the G/T program.</p>	<p>The Chapter 2 Public Block Grant is being used to support the district's library and G/T programs.</p>

3-9

SUMMARY OF CHAPTER 2 BLOCK GRANTS

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/PROCEDURES</u>	<u>GENERAL STATEMENT</u>
WOODBIDGE	<p>Parents - Announcements go through the Federal Advisory Board (FAB) and the local board. News-letter and PTA meetings are also used.</p> <p>Teachers - Input through faculty meetings, FAB, surveys and open sessions with the superintendent.</p> <p>Administration - Input during administrative staff meetings and open sessions with the Board of Education.</p>	<p>Needs are determined at the building and district levels and brought before the FAB and the Superintendent's Advisory Committee. Priorities are then ordered and recommended to the Board of Education.</p>	<p>Employ a ten-month secretary to manage the resource room, maintain inventory of basic skill materials, organize records, assist instructional management and and so on.</p> <p>To operate a summer computer program for district students, implement a computer management program for office personnel and purchase instructional material.</p>	<p>The secretary will be evaluated by standard personnel procedures. The summer program will be evaluated by pre-post surveys, daily logs of activities, and a report to the district superintendent.</p>	<p>The Chapter 2 Public Block Grant is being used to fund a ten-month secretary and initiate a summer computer program.</p>

3-10

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S E C T I O N 4

STUDY OF CHAPTER 2 IN DELAWARE SCHOOL DISTRICTS

REVIEW OF CHAPTER 2 DISTRICT FUNDING

Delaware received \$2,368,078 in Chapter 2 funds for use in FY'89, the 1988-89 school year. According to the Chapter 2 legislation, eighty percent of the funds, \$1,894,463, had to be allocated to public, nonpublic, and state agency schools. The remaining twenty percent, \$473,615, was to be expended by the State Educational Agency, the Department of Public Instruction (DPI), under the advice of the State Block Grant Committee.

The amount of Chapter 2 funds that "flow through" to the public school districts and the nonpublic and state agency schools within their boundaries was determined by a formula that took into consideration the following factors affecting each of the entities: (1) enrollment; (2) number of children on the Aid to Families with Dependent Children (AFDC) roll; (3) number of special education students; and (4) number of gifted and talented students.

Chapter 2 legislation allowed the State Educational Agency (DPI) to fund projects in three separate categories:

Subchapter A - Basic Skill Development Projects

Subchapter B - Educational Improvement and Support Services

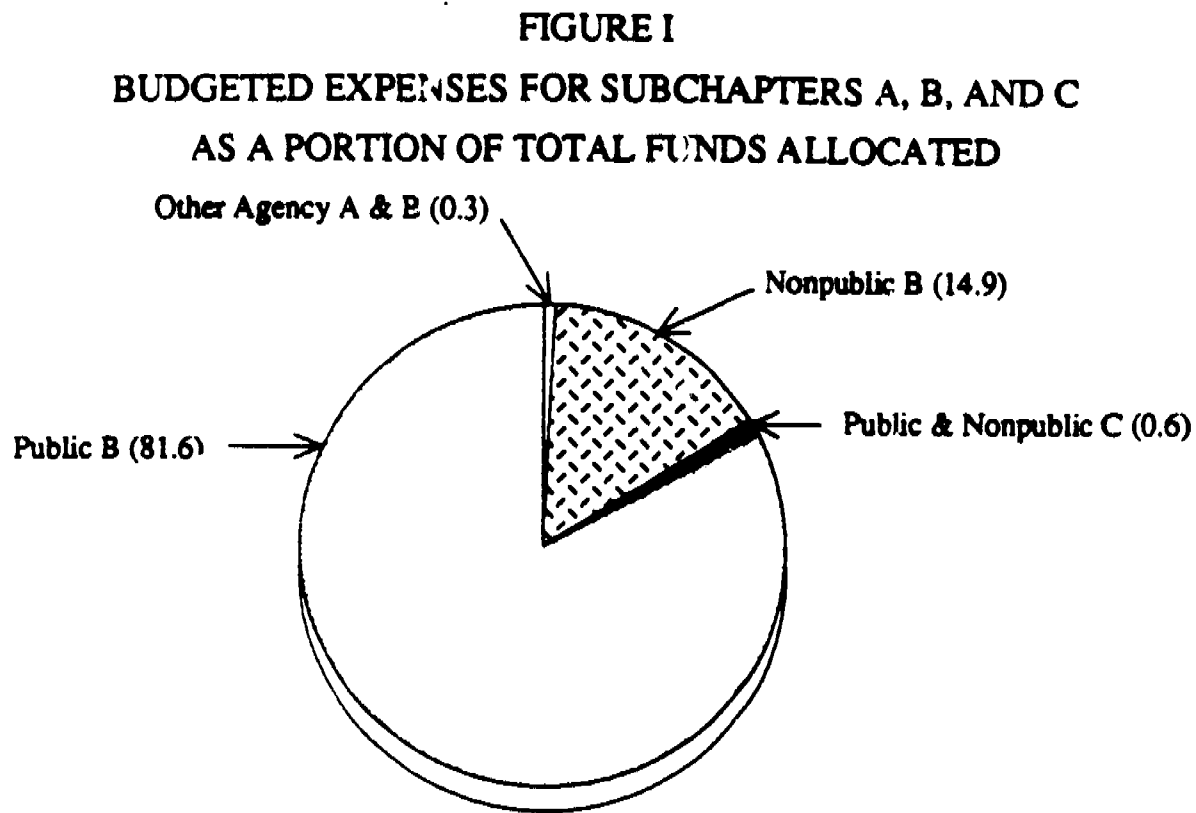
Subchapter C - Special Projects

In FY'89 Subchapter A projects accounted for \$49,800 or 2.6 percent of the total budgeted expenditures of \$1,887,724. Budget expenses for Subchapter B projects accounted for \$1,827,424 or 96.8 percent of the total budgeted expenditures. Subchapter C budgeted project expenditures of \$10,500 or 0.6 percent of the total accounted for the remaining budgeted funds.

The following Figures and Tables provide fiscal data derived from Chapter 2 budgets submitted to the Department of Public Instruction for FY'89. The most recent budget amendments were used to keep report data and actual expenditures closely aligned.¹ Sussex Vocational Technical District did not submit a proposal for FY'89, therefore the district's grant of \$6,739 was carried over to FY'90.

¹Chapter 2 end of the year fiscal reports were not due at the time this report was prepared.

Figure I illustrates the proportional breakdown of Chapter 2 budgeted expenses by subchapter category and entity for the state.



The distribution of FY 89 funds by agency allocation and the budgeted expenditure of those funds is presented in the following tables:

- Table 1 1988-89 - Chapter 2 Budgets, Public Schools, Subchapter A, Basic Skills Development Projects;
- Table 2 1988-89 - Chapter 2 Budgets, Public Schools, Subchapter B, Educational Improvement and Support Services;
- Table 3 1988-89 - Chapter 2 Budgets, Nonpublic Schools, Subchapter B, Educational Improvement and Support Services;
- Table 4 1988-89 - Chapter 2 Budgets, Other Agencies, Subchapter B, Educational Improvement and Support Services;
- Table 5 1988-89 - Chapter 2 Budgets, Public and Nonpublic Schools, Subchapter C, Special Projects;
- Table 6 1988-89 - Chapter 2 Budgets, Summary of Subchapter Projects.

TABLE 1
1988-89 - CHAPTER 2 BUDGETS
PUBLIC SCHOOLS, SUBCHAPTER A
BASIC SKILLS DEVELOPMENT PROJECTS

DISTRICT	SALARIES CONTRACTED	TRAVEL	SUPPLIES	IND COSTS	CAPITAL	AUDIT	TOTAL	
APPOQUINIMINK								
BRANDYWINE								
CAESAR RODNEY								
CAPE HENLOPEN								
CAPITAL								
CHRISTINA								
COLONIAL								
DELMAR								
INDIAN RIVER								
KENT CO. VO-TECH	31,200			2,035	16,465	100	49,800	
LAKE FOREST								
LAUREL								
MILFORD								
NEW CASTLE CO. VO-TECH								
RED CLAY								
SEAFORD								
SMYRNA								
SUSSEX CO. VO-TECH								
WOODBIDGE								
TOTAL	\$31,200	\$0	\$0	\$0	\$2,035	\$16,465	\$100	\$49,800
PERCENT	62.6	0.0	0.0	0.0	4.1	33.1	0.2	100.0

TABLE 2
1988-89 - CHAPTER 2 BUDGETS
PUBLIC SCHOOLS, SUBCHAPTER B
EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES

DISTRICT	SALARIES CONTRACTED	TRAVEL	SUPPLIES	IND COSTS	CAPITAL	AUDIT	TOTAL
APPOQUINIMINK				35,672	1,410	74	37,156
BRANDYWINE	176,375			9,313		353	186,041
CAESAR RODNEY	12,781			57,805	2,809	193	96,438
CAPE HENLOPEN	59,477					119	59,596
CAPITAL				96,826	7,000	208	104,034
CHRISTINA	199,411	1,200	1,000	45,500	10,858	548	273,957
COLONIAL	132,721	300	2,000	3,237	6,318	295	147,657
DELMAR	7,000	400	60	133	349	16	7,958
INDIAN RIVER	2,927	5,600		19,424	1,026	201	100,317
KENT CO. VO-TECH				294	12	11	5,317
LAKE FOREST	25,430				954	104	52,231
LAUREL	31,678				741	65	32,484
MILFORD	4,794	4,691	76	336	377	114	56,940
NEW CASTLE CO. VO-TECH							0
RED CLAY	245,166				6,718	505	252,389
SEAFORD	34,000	1,500	791	10,000	2,489	106	52,933
SMYRNA	20,151			22,400	100	85	42,736
SUSSEX CO. VO-TECH							0
WOODBIDGE	29,141			1,378	1,517	64	32,100
TOTAL	\$981,052	\$13,691	\$3,927	\$293,005	\$44,991	\$3,061	\$1,540,284
PERCENT	63.7	0.9	0.3	19.0	2.9	13.0	100.0

TABLE 3
1988-89 - CHAPTER 2 BUDGETS
NONPUBLIC SCHOOLS, SUBCHAPTER B
EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES

DISTRICT	SALARIES	CONTRACTED	TRAVEL	SUPPLIES	IND COSTS	CAPITAL	AUDIT	TOTAL
APPOQUINIMINK						2,335	5	2,340
BRANDYWINE			6,432		2,894	45,377	110	54,813
CESAR RODNEY								0
CAPE HENLOPEN								0
CAPITAL			4,622			780	11	5,413
CHRISTINA			29,138		2,244	20,150	103	51,635
COLONIAL			5,906		248	22,200	57	28,411
DELMAR								0
INDIAN RIVER								0
KENT CO. VO-TECH								0
LAKE FOREST								0
LAUREL								0
MILFORD			4,376		173		9	4,558
NEW CASTLE CO. VO-TECH								0
RED CLAY			19,172		3,472	107,559	261	130,464
SEAFORD			437		197	3,103	7	3,744
SMYRNA								0
SUSSEX CO. VO-TECH								0
WOODBIDGE								0
TOTAL	\$0	\$0	\$0	\$70,083	\$9,228	\$201,504	\$563	\$281,378
PERCENT	0.0	0.0	0.0	24.9	3.3	71.6	0.2	100.0

TABLE 4
1988-89 - CHAPTER 2 BUDGETS
OTHER AGENCIES, SUBCHAPTER B
EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES

DISTRICT	SALARIES	CONTRACTED	TRAVEL	SUPPLIES	IND COSTS	CAPITAL	AUDIT	TOTAL
APPOQUINIMINK				188				188
BRANDYWINE								0
CESAR RODNEY								0
CAPE HENLOPEN								0
CAPITAL								0
CHRISTINA				544	25		1	570
COLONIAL				301	13	400	1	715
DELMAR								0
INDIAN RIVER				605	22		1	628
KENT CO. VO-TECH								0
LAKE FOREST								0
LAUREL								0
MILFORD				251	17	170	1	439
NEW CASTLE CO. VO-TECH								0
RED CLAY			2,041		86	1,089	6	3,222
SEAFORD								0
SMYRNA								0
SUSSEX CO. VO-TECH								0
WOODBIDGE								0
TOTAL	\$0	\$0	\$2,041	\$1,889	\$163	\$1,659	\$10	\$5,762
PERCENT	0.0	0.0	35.4	32.8	2.8	28.8	0.2	100.0

TABLE 5
1988-89 - CHAPTER 2 BUDGETS
PUBLIC AND NONPUBLIC SCHOOLS
SUBCHAPTER C, SPECIAL PROJECTS

DISTRICT	SALARIES	CONTRACTED	TRAVEL	SUPPLIES	IND COSTS	CAPITAL	AUDIT	TOTAL
APPOQUIMINK								0
BRANDYWINE								0
CAESAR RODNEY								0
CAPE HENLOPEN								0
CAPITAL								0
CHRISTINA								0
COLONIAL								0
DELMAR								0
INDIAN RIVER	2,398	2,589		800	201		12	6,000
KENT CO. VO-TECH								0
LAKE FOREST								0
LAUREL								0
MILFORD								0
NEW CASTLE CO. VO-TECH								0
RED CLAY					120	4,371	9	4,500
SEAFORD								0
SMYRNA								0
SUSSEX CO. VO-TECH								0
WOODBRIIDGE								0
TOTAL	\$2,398	\$2,589	\$0	\$800	\$321	\$4,371	\$21	\$10,500
PERCENT	22.8	24.7	0.0	7.6	3.1	41.6	0.2	100.0

TABLE 6
1988-89 - CHAPTER 2 BUDGETS
SUMMARY OF SUBCHAPTER PROJECTS

DISTRICT	PUBLIC A	NONPUBLIC A	OTHER A	PUBLIC B	NONPUBLIC B	OTHER B	SUBPART C	TOTAL
APPOQUIMINK				37,156	2,340	188		39,684
BRANDYWINE				186,041	54,813			240,854
CAESAR RODNEY				96,438				96,438
CAPE HENLOPEN				59,596				59,596
CAPITAL				104,034	5,413			109,447
CHRISTINA				273,957	51,635	570		326,162
COLONIAL				147,657	28,411	715		176,783
DELMAR				7,958				7,958
INDIAN RIVER				100,317		628	6,000	106,945
KENT CO. VO-TECH				5,317				5,317
LAKE FOREST				52,231				52,231
LAUREL				32,484				32,484
MILFORD				56,940	4,558	439		61,937
NEW CASTLE CO. VO-TECH	49,800							49,800
RED CLAY				252,389	130,464	3,222	4,500	390,575
SEAFORD				52,933	3,744			56,677
SMYRNA				42,736				42,736
SUSSEX CO. VO-TECH								0
WOODBRIIDGE				32,100				32,100
TOTAL	\$49,800	90	90	\$1,540,284	\$281,378	\$5,762	\$10,500	\$1,887,724
PERCENT	2.6	0.0	0.0	81.6	14.9	0.3	0.6	100.0

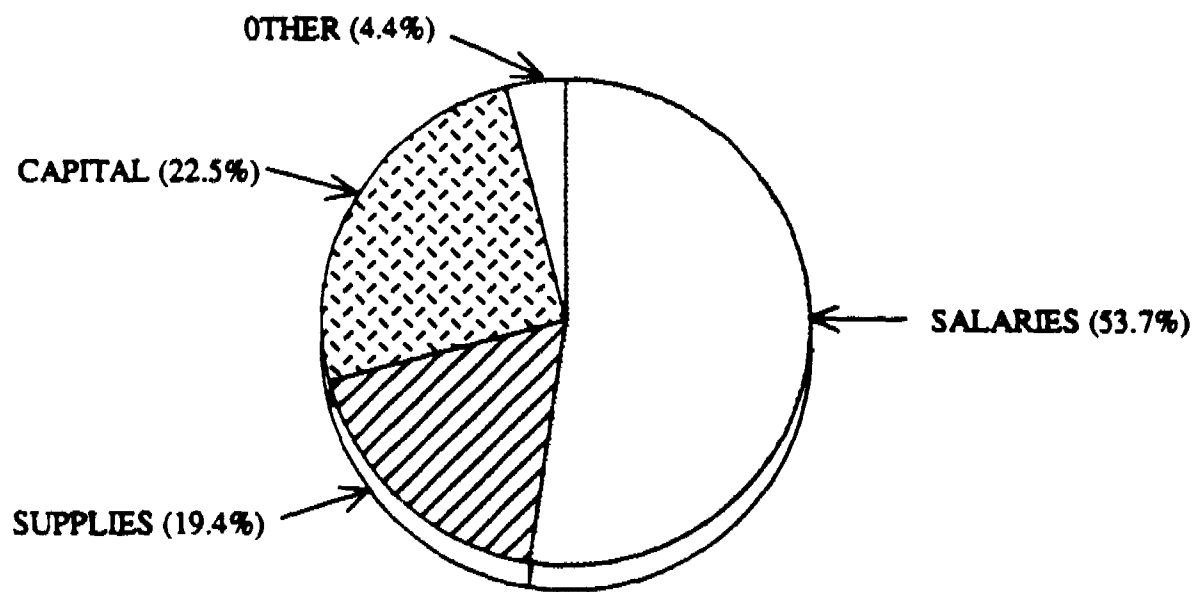
Tables 1, 2 and 5 detailed the Chapter 2 fiscal resources public school districts budgeted to various subchapters and expense classifications. Table 7 provides focus to these listings by showing the districts' budgeted expenses by subchapter, activity, and target area.

**TABLE 7
PUBLIC SCHOOL 88-89 BUDGETED EXPENSES
BY SUBCHAPTER, BY ACTIVITY, BY TARGETED GROUPS**

Activities	A Basic Skills Development Projects		B Educational Improvement and Support Services		C Special Projects	
	Targeted To At Risk Youth		Targeted To At Risk Youth		Targeted To At Risk Youth	
	Yes	No	Yes	No	Yes	No
Professional Development				Brandywine Milford		
Materials	NCCVT			Appoquinimink Caesar Rodney Capital Colonial Christina Indian River Kent VT Lake Forest Milford Smyrna Seaford Woodbridge		
Student enhancement via instruction, behavior modification, etc	NCCVT		Caesar Rodney Colonial Christina Lake Forest Laurel Milford Red Clay Woodbridge	Brandywine Cape Henlopen Laurel Smyrna Woodbridge		
Innovative projects				Seaford		Indian River

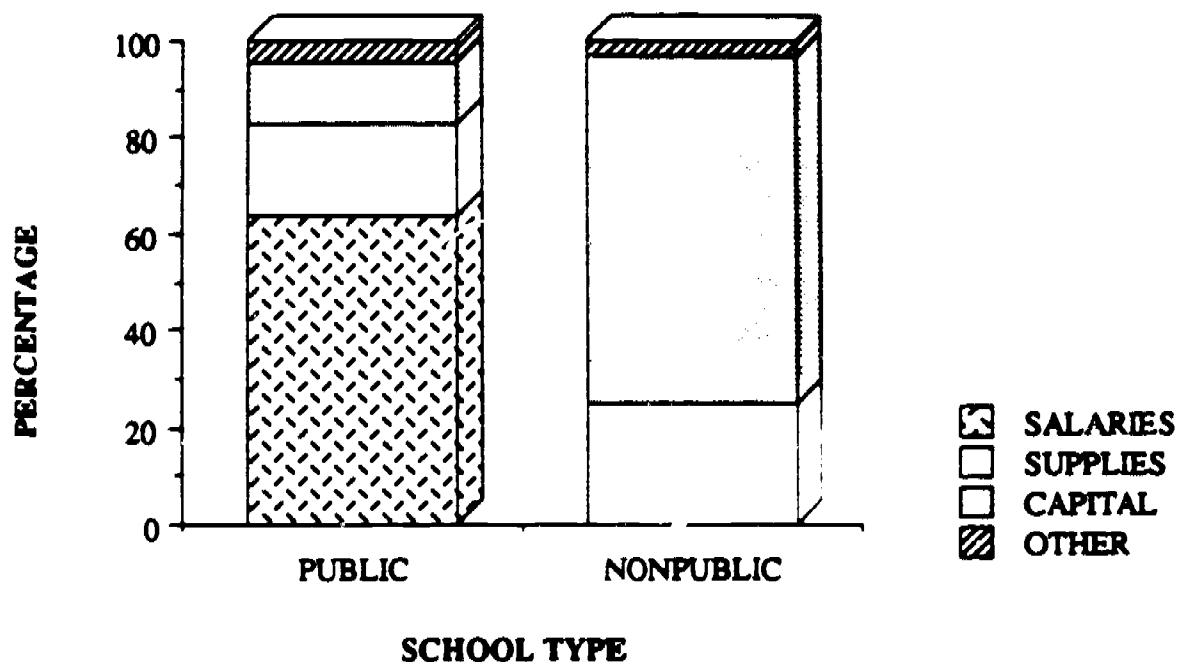
As seen in the previous fiscal tables, the majority of Chapter 2 funds was budgeted to three areas; salaries, supplies, and capital expense. Figure II shows budgeted expenditures of all funds by area.

**FIGURE II
EXPENDITURE BY AREA**



As disbursements to public and nonpublic schools in Subchapter B accounted for the majority of all Chapter 2 funding, \$1,827,424, or 96.8 percent, it is illustrative to compare the relative use of these funds. Figure III shows this comparison.

**FIGURE III
COMPARISON OF PUBLIC AND NONPUBLIC
BUDGETED USE OF SUBCHAPTER B FUNDS IN 1988-89**



As can be seen, there is a clear difference in the use of funds between public and nonpublic schools. Public schools budgeted 63.7 percent of their funds to staff, 19.0 percent to supplies, 13.0 percent to capital expenses, and 4.3 percent to other areas. Nonpublic schools, on the other hand, did not support any staff with Chapter 2 funds, budgeted 71.6 percent of the funds to capital expense, 24.9 percent to supplies, and 3.5 percent to other areas.

REVIEW OF SELECTED DISTRICT PROGRAMS

This section summarizes the Chapter 2 proposals for two school districts, Christina and Lake Forest, and the findings and commendations of the on-site evaluation reports of those programs done by the Exceptional Children/Special Programs Division of the Department of Public Instruction.

Christina School District

The Christina School District received \$273,957 in ECIA Chapter 2 funding during the 1988-89 school year. Nonpublic schools and other state agencies located within the district's attendance area received \$51,635 and \$570 respectively. Major budgeted expenses for the Christina School District were for salaries, 72.8 percent, and supplies, 16.6 percent, while those of the nonpublic schools were for supplies, 56.4 percent, and capital outlay, 3.9 percent.

The Christina School Districts supported two separate programs with Chapter 2 funds, (1) human relations specialists, and (2) the acquisition of instructional material and equipment. The objectives of these two programs follow.

Human Relations Specialist

- A. To identify and provide assistance for students in grades 7-12 experiencing academic or school related social difficulties as documented by records indicating individual counseling, career/college referrals, home/parent contacts, reduction in truancy and discipline problems during the 1988-89 school year.

- B. Offering experiences, for an identified group of students, in developing and using problem solving skills as demonstrated by participating in such programs as socio-drama, peer counseling, Project Alert, and other special interest programs for 1988-89.
- C. To provide assistance to the regular school staff/administrators in addressing needs as they pertain to transportation and classroom presentations.

Acquisition of Instructional Material and Equipment

- A. To supplement and enhance Christina School District's educational programs through the acquisition of library resources, textbooks and instructional materials and equipment as evidenced by records maintained during the 1988-89 school year.

These materials shall stress such areas as reading, math, communications, sciences, foreign language, careers, handicapped, human relations, etc.

The program objectives of the twelve nonpublic schools in the Christina School District attendance area were quite similar and fell into the following areas:

- A. The acquisition of library materials and equipment
- B. The acquisition of instructional materials and equipment
- C. The acquisition of computers for instructional purposes

An on-site evaluation of the Chapter 2 Programs in the Christina School District and selected nonpublic schools within its attendance area was conducted during December 19-21, 1988 by the Exceptional Children/Special Programs Division. During the visits documentation of material and equipment acquisitions were reviewed, and personnel employed by Chapter 2 funds were observed and interviewed regarding the operation and effects of their program. The major findings and commendations contained within the Division's report follow.

Findings

- A. Of the private schools visited, all maintained adequate records of Chapter 2 purchases and were able to locate such materials/equipment.
- B. Visitations to private religiously affiliated schools indicate that Chapter 2 purchases have been secular, neutral, and nonideological.
- C. Appropriate financial records of expenditures for equipment/materials are maintained by the (Christina) project director.

- D. The Chapter 2 human relations specialists at the secondary level perform a vital function in dealing with the affective concerns of students.

Commendations

- A. The project director is to be commended for her efforts to involve various sectors in the operation of Chapter 2.
- B. The project director is to be commended for creating a spirit of cooperation with private schools. Such close communication fosters working relationships which are highly beneficial.
- C. The Chapter 2 human relations specialists are to be commended for their dedication to the students they serve in their respective schools.

The evaluation report concluded by noting that (1) the Chapter 2 project was operating within the boundaries approved through the funding process, and (2) the project director has provided appropriate guidance to school personnel to ensure the effective management of the program at the school level.

Lake Forest School District

The Lake Forest School District received \$52,231 in ECIA Chapter 2 funding during the 1988-89 school year. Major budgeted expenses were for salaries, 48.7 percent, and capital outlay, 49.3 percent, while indirect costs and an audit fee accounted for the remaining 2.0 percent.

The Lake Forest School District supported two separate programs with Chapter 2 funds, (1) the acquisition of library materials, and (2) the improvement of elementary and secondary student behavior. The objectives of the two programs follow.

Acquisition of Library Materials

- A. Lake Forest plans to improve library collections districtwide, particularly in the elementary schools.

Improvement of Elementary and Secondary Behavior

- A. Lake Forest proposes to continue to remediate the behavioral needs of secondary students (grades 7-12) who experience difficulty adjusting to the regular or special educational program. ECIA Chapter 2 funds will be used to employ a Counselor to be scheduled with selected students at W.T. Chipman and Lake Forest High School.
- B. Lake Forest intends to provide an aide one day per week at North Elementary to monitor an internal suspension program.

An on-site evaluation of the District's Chapter 2 program was conducted on December 2, 1988 by the Exceptional Children/Special Programs Division. Project personnel employed with Chapter 2 funds were interviewed regarding the effects of their intervention efforts on the behavior of disruptive youths. A school librarian was also interviewed to determine the effects expenditures of Chapter 2 funds had on library resources. The major findings and recommendations contained with the Division's report follow.

Findings

- A. The project was adjusted to reflect a refinement unit established on September 30, 1988.
- B. Parent, teacher and administrator input is part of the projects' design process.
- C. Future expenditures of project funds for library acquisitions are planned to be based on an allocation per pupil.

Commendations

- A. The project director is to be commended for harnessing the efforts to meet critical needs in the affective domain through the counseling and internal suspension components.
- B. The project staff are to be commended for focusing on the specific needs of the students whom they serve in a professional yet humanistic manner.

The evaluation report concluded by noting that (1) critical needs in the affective domain of targeted students were being addressed, and (2) district libraries were receiving supplemental assistance in acquiring additional resources through project funds.

S E C T I O N 5

STATE ADVISORY COMMITTEE COMMENTS

Copies of the draft report were distributed to all members of the Advisory Committee. No comments were received.