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Elementary Secondary Education Act, Title II Non-Print Expenditures for 1965-1966 in Washington State Public Schools

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ELEMENTARY SECONDARY EDUCATION ACT, TITLE II
NON-PRINT EXPENDITURES FOR 1965 - 1966
IN WASHINGTON STATE PUBLIC SCHOOLS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

BY
Edward C. Noack
December, 1967

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DEDICATION

This thesis is dedicated to my children, Douglas and Valerie, and to my mother-in-law, Mrs. W. H. Splawn, for their patience and cooperation during the past several months.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

This thesis is concerned with Title II of the Elementary and Secondary Education Act of 1965. As expressed by Dr. William Carr in an article in the National Education Association Journal, September, 1965, the Elementary and Secondary Education Act of 1965, Public Law 89-10 was an affirmation of the Federal Government to strengthen and improve educational quality and educational opportunities in the nation's elementary and secondary schools. Dr. Carr further states:

On April 11, 1965, President Johnson signed the Morse Perkins Act of 1965, designating it Public Law 89-10. While Public Law 89-10 is not a general Federal support measure (for general public school construction and/or general operating and maintenance expenses, including teachers' salaries), the new law does mark the most significant expansion in our nation's history (4:34).

Title II of the Elementary and Secondary Education Act indicated that school library resources, textbooks, and other printed and published instructional materials should be made readily available for the use of children and teachers in all schools, public and private.

The guidelines for the Act clearly stated it was designed to benefit children and not schools; therefore, its benefits would be extended to all children, regardless of what type of school they attended. The printed and published

materials purchased by Federal funds were to have been of high quality and suited to the needs of children and teachers in all schools, as indicated in the State Plan. (See Appendix A)

I. THE PROBLEM

Statement of the Problem

In the Regulations and Guidelines for Title II, published by the Washington State Superintendent of Public Instruction, it was stated that:

It is the responsibility of the state (1) To provide for maintenance of inventories, fund accountability, gathering of information pertinent to Title II fiscal, statistical, and program operation and to generally concern itself with the means for achieving the aims and objectives at both the state and local level, implied or stated in the empowering legislation (2) To annually appraise the scope and status of State and local programs and evaluate the effectiveness of their operation (17:1-2).

The purpose of doing this study was to compile, categorize, report and evaluate the data concerning the purchases of non-print materials by Washington State Public Schools with Federal funds provided through Title II Elementary and Secondary Education Act of 1965. The data was collected from Title II applications submitted by Washington State Public Schools to the State Department of Public Instruction as of June 12, 1967.

Importance of the Study

Title II authorized grants for five years for acquiring school library materials, textbooks, and other printed and published instructional materials, for use by children and teachers in public and private elementary and high schools.

The 100 million dollar fund was allocated on a basis of enrollment and need. Each state planned its own program, and received and spent its grant under the plan approved by the United States Department of Education. Therefore, it was important that each state department know how the money allocated for that state was spent each year. The State Department invited this author to investigate how Title II funds were utilized for non-print materials by the public schools in the State of Washington in 1965-66.

In submitting an application for the Federal funds provided, each school district outlined a plan for expenditure of the funds. From these plans and accompanying data it was possible to prepare a composite analysis of how Title II funds were utilized in the State of Washington, and to identify existing materials in each school district, as of spring, 1966.

Limitations of the Study

A significant limitation of this study was that no criteria for such a study existed and no similar studies existed to suggest procedures.

This author relied solely on the State Department for data which were inconsistently organized with regard to type of material.

Due to the large amount of data, and incompleteness of some applications, it was impossible to explore in greater detail than is allowed in a single Master's thesis.

Another limitation was the lack of material relating to Federal aid to education.

II. DEFINITIONS OF TERMS USED

The Act

Occasionally this author will refer to the Elementary and Secondary Education Act of 1965 as "The Act".

Title II

Title II of the Elementary and Secondary Education Act of 1965 will frequently be referred to as "Title II".

The State Department

The author will use the term "The State Department" to refer to the Office of the Superintendent of Public Instruction for the State of Washington.

The State Plan

The State Plan is the contract between the State and the Federal Administrative Agency, the United States Office of Education.

Instructional Materials

The term "instructional materials" will be used to refer to print and non-print materials when they are used for the instruction and education of children.

Non-Print Materials

The term "non-print materials" will be used by this author to refer to instructional materials that do not rely primarily on reading to convey meaning such as films, filmstrips, slides, transparencies, tape and disc recordings, charts, maps, globes, and programmed materials.

Print Materials

The term "print materials" will be used to refer to instructional materials that rely primarily on reading to convey meaning such as books, periodicals, documents, pamphlets, pictures, folded maps, and any other printed materials housed in the school library.

Elementary School

The term "elementary school" will refer to any school in the State which provides elementary education, grades one through six, as determined under the law of the State of Washington.

Secondary School

The term "secondary school" will refer to any school

in the State which provides secondary education, grades seven through twelve, as determined under the law of the State of Washington.

Library Resources

For the purpose of this paper, "library resources" will refer to those print materials that are housed in the library.

Library Resource Center

The term "library resource center" will refer to a center that has been designated to house both print and non-print materials.

Other Instructional Materials

For the purpose of this paper, the term "other instructional material" will refer to those non-print materials that are not housed in the library collections.

ESEA

ESEA means the Elementary and Secondary Education Act of 1965, Public Law 89-10.

School District

A school district, an agent of the State, comprises an area served by a single system of administration under the jurisdiction of one board of directors to provide educational opportunities for the children residing within its borders.

The State

The author will use the term "The State" to refer to the State of Washington.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written about Federal Aid to Education, but few of the writings pertain to Title II, Public Law 89-10. The following is a brief summary of the work preceding this act.

I. FEDERAL GOVERNMENT AND EDUCATION

As stated by Land, although education was in theory reserved to the states, the economic, social, and political conditions underlying education have been affected by federal policy and direction. Because of federal forces, national goals are being remade. The image of schooling and training of youth has become quite different from that of the past. Another obvious change is that public schools will look to the Federal Government for direction and guidance as well as to their State Department (13:211-12).

In a speech on October 25, 1964, President Johnson stated his credo on education:

I believe . . . that every American boy and girl . . . has an unqualified right to all the education that he or she can make good use of, and has a responsibility to get it. Now, if in our local communities we can make provision, . . . well and good But if we find somehow in our economic operations that it is necessary to have some state support . . . we must have the state join with us. And rather than . . . do a mediocre job,

or only part of a job, . . . then it is necessary to supplement, and to do whatever may be required Science and technology have moved so swiftly that advanced education is no longer a luxury It is a necessity Universal free education through high school--that was the decision of a century ago. But it no longer meets the test of the times (13:211).

In January, 1965, President Johnson closed his education message to Congress with these words:

We are now embarked on another venture to put the American dream to work in meeting the demands of a new day. Once again, we must start where men who could improve their society have always known they must begin--with an educational system restudied, reinforced, and revitalized (9:167-68).

It has become the general opinion that education is fundamentally the public's business. On February 13, 1965, speaking to the Educational Writers Association, Commissioner of Education, Frances Keppel said:

Our schools, at last, are receiving the broad public attention they have long required. It seems clear that America in the future will expect from education not merely more of the same, but something new and creative and daring (11:394).

To quote Commissioner Frances Keppel further, he also stated:

We are imperatively challenged to get American education into motion in response to developing needs The Elementary and Secondary Education Act of 1965 is, at one and the same time, the most imaginative single measure ever passed for the nation's schools and the boldest array of specifics to reshape them and reform them (12:96-97).

II. HISTORY OF FEDERAL AID TO EDUCATION

To gain a better understanding of the role of the United States Government as related to education, this author made a brief survey of the history of Federal programs directly influencing education. Information on this subject was not readily available or was non-existent. The limitation of material is expressed by Tiedt as follows:

The role of the federal government in education has long been discussed and studied. There has been, however, a lack of material focusing directly on this issue, material that provides an introduction to the problem . . . (19:vii).

The following chronological discussion of major Federal programs is presented to indicate that the Federal Government has long been interested in improving education in the United States.

Ordinance of 1785

This ordinance, passed by Congress, carried the provision that there shall be reserved the lot No. 16 of every township for the maintenance of public schools within said township (1:61). Out of this ordinance arose a national policy which resulted in providing the states with vast grants for public education.

Ordinance of 1787

This ordinance was passed by Congress and stated that "religion, morality, and knowledge, being necessary to

good government and the happiness of mankind, schools and the means of education shall forever be encouraged" (1:61).

This was the beginning of a national policy to grant to the individual states Federal lands and money for public schools. In 1802 the Enabling Act for Admission of Ohio was a furthering of the Ordinance of 1787. The Enabling Act granted the 16th section of each township to the inhabitants of that township for schools. In 1803 Congress strengthened this Act by placing control of all school lands in the hands of the state legislature. At the same time Ohio was granted a township for a seminary of learning, by Congress. This generous policy was continued for other new states, with few exceptions (1:62).

When the Territory of Oregon was established in 1848, Congress provided that the 16th and 36th sections of each township should be reserved for the benefit of schools in any state or states to be established from the Oregon Territory. Later states to be admitted to the Union were given even more generous land grants (1:62).

First Morrill Act 1862

By this act, each state was granted a sum of land for the support of colleges. This act marked a change in Federal policy toward education by introducing controls as far as curricula was concerned. Section 4 of the Act stated its

purpose as:

. . . the endowment, support, and the maintenance of at least one college where the leading objects shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life (1:63).

Each college was required to submit one copy of its annual report to the Secretary of Interior. This act was commonly known as the Land Grant College Act.

The Hatch Act 1887

This act appropriated \$15,000 each year for each state or territory for agricultural experimental stations. These experimental stations were to operate in conjunction with the land grant colleges. Quite complete instructions as to the types of experiments to be conducted were specified by the Act. The United States Commissioner of Agriculture was to supervise the programs, and annual reports were to be made to the Secretary of Agriculture and Secretary of the Treasury. The financial stipulation of this Act has since been increased by the Adams Act of 1906; by the Purnell Act of 1925, and by the Research and Marketing Act of 1946 (6:97).

Second Morrill Act 1890

This act supplemented the original revenue of land grant colleges, and at the same time placed a more restricted range of subjects on the college than appeared in the First Morrill Act of 1862.

It also specified that no moneys should be paid to any state under the provisions of the act where race segregation was practiced, 'but the establishment and maintenance of colleges separately for white and colored students shall be held in compliance with the provisions of this act if the funds received in such State or Territory be equitably divided . . . ' (1:66).

Annual reports were to be made to the Secretaries of Agriculture and Interior.

Smith-Lever Act of 1914

This act provided for extension service in agriculture and home economics, through the land grant colleges. Funds were to be made available from Federal, State and County Governments. This act was frequently called the Cooperative Agricultural Extension Act because it operated through joint efforts of the Department of Agriculture, state agricultural colleges, and counties. The outgrowth of this act has been our present county agricultural work, home demonstration work, the 4-H clubs, and state and county agricultural and home-making specialists. An extension of the Smith-Lever Act was the Capper-Ketcham Act of 1928 which provided additional funds and extended service to Hawaii. Service was also

extended to Alaska in 1929, and to Puerto Rico in 1931. Agricultural extension service was further extended by the Bankhead-Jones Act of 1935. Money was appropriated, as a result of this Act, on the basis of farm population. Since then, additional funds have been appropriated by the Appropriation Act of 1939 and by the Bankhead-Flannagan Act of 1945 (6:178-179).

Smith-Hughes Vocational Act 1917

This act authorized Federal support for vocational education at the secondary school level. The public schools were to provide the instruction for students over fourteen years of age, and less than college grade. A Federal Board of Vocational Education was established to administer the act and to conduct a program of research in vocational education. In 1924 provision was made for Hawaii to receive benefits and for Puerto Rico to receive benefits of this Act in 1931. The George-Reed Act of 1929 was a supplemental appropriation act for the Smith-Hughes Act. The funds from this act were to be used for vocational education in agriculture-based, on-farm population, and for vocational education in home economics on the basis of rural population. When the George-Reed Act expired in 1934, the George-Ellzey Act was passed to provide extended funds for vocational education, which was extended to include education in trades and industries. The George-Deen Act of 1936 further

extended the Smith-Hughes Act. Teacher education for teachers teaching vocational education subjects became part of the Act. In 1946 the George-Barden Act was enacted to further the appropriations of the original Smith-Hughes Act (14:19-20-21-22).

Smith-Sears Act 1918

This act, more commonly known as the Vocational Rehabilitation Act, provided for vocational re-education and return to civilian employment of World War I disabled personnel. This act served a purpose for a time, but ceased to exist by 1927 (1:78).

Smith-Bankhead Act 1920

This act was initiated to provide for the vocational rehabilitation of persons disabled in industry, or otherwise, so that they might return to civilian employment. As a result of this Act, the office of Vocational Rehabilitation was established (19:196). The Vocational Rehabilitation Act of 1943 extended the Smith-Bankhead Act by providing for war-disabled civilians. The emphasis of the program changed from vocational rehabilitation to physical restoration of the individual (1:81).

School Lunch Program 1935

By this law, the Secretary of Agriculture was given the authority to purchase surplus farm commodities and donate

them to the schools. In 1936 the Federal Surplus Commodities Corporation was designated as the administering agency for the school lunch program. This program was further augmented by the Penny Milk Program in 1940, which served the purpose of providing milk for needy children (8:119). The school lunch program was made uniform by the National School Lunch Act of 1946. The purpose of this act was two-fold:

(1) To safeguard the health and well-being of the nation's children, and (2) To encourage the domestic consumption of nutritious agricultural commodities and other foods . . . (1:84).

Servicemen's Readjustment Act 1944

This Act, passed by the 78th Congress, was more commonly known as the G. I. Bill of Rights. It granted Federal funds to World War II veterans to attend colleges and other schools (19:25-26). According to the Report of the President's Commission on Higher Education, the bill was the most significant Federal program of educational assistance ever provided (10:296). In June, 1948, Congress passed the Supplemental Independent Offices Appropriation Bill. This bill eliminated expenditures for courses determined to be avocational or recreational in character. This correction was necessitated by the number of veterans who were enrolled in schools which offered very few vocational opportunities (2:152).

National Science Foundation 1950

This bill was passed to establish an independent Government agency called the National Science Foundation.

The purposes of this Foundation were to:

(1) develop and encourage basic research and education in the sciences; (2) initiate and support basic scientific research in the mathematics, and all areas of science; (3) initiate and support scientific research in matters relating to the national defense; (4) grant scholarships and fellowships in mathematics and all science areas; (5) foster the international exchange of scientific information; and (6) correlate the foundation's programs with those undertaken by individuals and by public and private research groups (10:414).

National Defense Education Act 1958

This act, with its ten titles touched every level of education, public and private, from the elementary school through the graduate school. The basic philosophy behind this act was that the individual was the first line of defense; that every young person should have an opportunity to develop his gifts to the fullest. This act did not concern itself with how much bigger our schools should be, or how they should be built, important though these matters were, but rather with the finding and encouraging of talent, with the improving of the ways and means of teaching, and with the furthering of knowledge itself. Some specific areas where the impact of this act were felt are:

(1) Loans to students in institutions of higher learning; (2) Financial assistance for

strengthening science, mathematics and modern language instruction; (3) Provides assistance for programs of guidance, counseling and testing; (4) Assists in the development of communications media; (5) Provides funds for Science Information Service; and (6) Assists in the improvement of statistical services of state education agencies (3:N.P.).

Higher Education Facilities Act 1963

This act, passed by Congress in 1963 directed twenty-two per cent of all grant funds for undergraduate facilities under Title I of the measure. These funds were to be set aside for public community college and technical institute facilities. Grants could cover up to forty per cent of construction or improvement costs for classrooms, libraries, and laboratories. Under Title III of this Act, a public community college or technical institute could apply for a loan for building purposes. However, these funds could not be used to build facilities for sectarian purposes, for events for which admission was to be charged, or for athletic or recreational purposes that were not part of the community college's or technical institute's educational program (21:15).

Termed "a bricks and mortar Act", because of its building implications, this law appropriated \$1.2 billion to be spent over a period of five years. On signing this bill, President Johnson commented:

A great former President of the Republic of my State said: "The cultivated man is the

guardian genius of democracy. It is the only dictator that free men recognize and the only ruler that free men desire." So this new law is the most significant education bill passed by the Congress in the history of the Republic. In fact, this session of the Congress will go down in history as the "Education Congress of 1963" . . . (19:156).

Vocational Education Act 1963

The purpose of this Act was to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education; to develop part-time employment for youths who needed the earnings from such employment to continue their vocational training on a full-time basis. It was the aim of this Act to encourage persons who had discontinued their formal education to take advantage of the educational opportunities offered by vocational training or retraining, so that they could enter the labor market with upgraded skills.

This Vocational Education Act was to provide programs that would benefit students in high school; those who had dropped out of school and were unemployed; those who had completed high school but were seeking specialized training; those who suffered from cultural and economic handicaps; employed adults who wanted to upgrade their skills and technical knowledge; people of all ages who needed new skills to earn their living.

This Act authorized grants of Federal funds to help the States maintain, extend, and improve vocational

education; to develop new programs; to promote research and experimentation; to provide teacher training and the development of up-to-date instructional materials and curriculums.

Federal grants for this act were in addition to those for the Smith-Hughes Act and the George-Barden Act (19:154-55).

Elementary and Secondary Education Act 1965

This bill was easily passed through Congress and enacted into law. Many people wondered why this bill passed through Congress so easily when so many others concerning education had failed. The bill was presented in specific form. It held something for every segment of society. Many testimonies were made to the Congress as to the necessity for the passage of the bill. This author will cite some of the testimonies that were made on behalf of Title II, especially concerned with non-print materials.

The following is an excerpt from the testimony of Dr. Robert Burgert, Director, Instructional Aids, Education Center, San Diego City Schools, San Diego, California:

The magnitude of the task at hand makes it apparent that conventional remedies will be less than what is needed. We have at our command an arsenal of new technical and scientific aids which if brought to bear in sufficient quantities and applied with the proper skill will extend the efficiency of the teacher and his ability to work successfully with problems and students he has heretofore been unable to reach.

The learning that occurs in the classroom is based upon well-established principles that have been time tested in both the laboratories of our research centers and the classrooms of our schools. Children learn best when there is an abundance of material that they may explore with their eyes, ears, hands, and minds. This means that an adequate classroom must have as a part of its teaching resources a well-selected collection of books, pictures, films, slides, filmstrips, records, models, tapes and other devices.

Let us examine what happens when classes are subject to added amounts of films, records, books, and other selected materials in support of an enriched program. Two experimental classes of deprived children with a long history of failure in social studies were placed in regular American history classes. The normal program was augmented by extensive use of audiovisual materials and technological devices. At the end of a year of experimentation every one of the 70 children involved exceeded the normal achievement standards of the regular course.

Experimentation shows, however, that these children do have a normal learning potential and when we compensate for this deficiency by providing extra heavy doses of real and simulated experiences with people, places, things, and activities by means of pictures, films, trips, interviews with people, opportunities to construct and manipulate equipment, models, and apparatus there is an immediate and apparent growth in language facility, in depth of understanding, and in their degree of class participation (20:451-452).

In his statement before Congress, Donald P. Ely, President-Elect, Department of Audiovisual Instruction, National Education Association, made the following statement:

Knowledge is no longer confined to the printed word and preserved between hard covers. Media for the creation, processing, and transmission of information have been vastly extended in this decade . . . (20:363).

Because of these and many more testimonies, and other factors, the Elementary and Secondary Education Act became law with Title II of this Act concerned primarily with providing print and non-print materials for school libraries.

CHAPTER III

GATHERING THE DATA

The first step in making this study was to formulate plans for collecting the necessary data. On July 5, 1966, Miss Eleanor Ahlers, State Supervisor of Library Services, and Dr. Alan Metcalf, Washington State Director of Educational Research, met with this author to formulate plans for collecting the data.

Permission was granted by Mr. Louis Bruno, State Superintendent of Public Instruction, for use of State Department data. (See Appendix B)

In February, 1966, applications to determine the extent of existing non-print materials and non-print subject area needs were sent by the State Department to every school district in the state. (See Appendix C) When they had been returned, this author met for a full day, (October 20, 1966) with Mrs. Jean Badten, (newly appointed State Supervisor of Library Services), Dr. Alen Metcalf, and Mr. Gerard Carlstrom, Washington State Assistant Director of Research, for the purpose of studying the available information.

It was decided that this study would need to cover every public school district in the state of Washington if it was to be of value. Because of the tremendous scope of the Act, this author chose to confine his report to the

non-print materials which were inventoried before Title II and to the Title II purchases of non-print materials made during the school year 1965-66 in the public schools of the State of Washington. (For a report of the print materials purchased during the school year 1965-66 in the public schools of the State of Washington, see unpublished thesis, Central Washington State College, by Betty L. Noack.)

This author selected June 12, 1967, as the termination date for reports of expenditures coming in from the school districts in the state. At this time, the data obtained were the number and description of items purchased with Title II funds for each participating school building in the state. (See Appendix D.) The number of items purchased were categorized as follows: (1) films; (2) filmstrips; (3) tape and disc recordings; (4) slides and transparencies; (5) maps, charts, globes, etc.; (7) microfilms. The location of these non-print materials was recorded as to where they were housed--in the library or elsewhere in the school building.

In the following chapter the data, according to school district size, will be presented. The code for district sizes was formulated by the Washington Education Association and was used by the State Department in the School Library and Audio Visual Survey report made by the State Department of Education, May, 1964.

The break-down for district size used in this thesis

is as follows:

- Group I - A district with more than 20,000 enrollment
- Group II A - A district with 10,001 to 20,000 enrollment
- Group II B - A district with 5,001 to 10,000 enrollment
- Group II C - A district with 2,001 to 5,000 enrollment
- Group III - A district with 1,000 to 2,000 enrollment
- Group IV - A district with 250 to 999 enrollment
- Group V - A district with 100 to 249 enrollment
- Group VI - A district with 99 or fewer students (18:5).

Tables in the following chapter disclose the findings of this study.

CHAPTER IV

RESULTS OF THE STUDY

Utilization of Title II funds, Elementary and Secondary Education Act of 1965 by the public schools of the State of Washington during the school year 1965-66, was determined from data that was provided by the State Department, as of June 12, 1967.

Initial Elementary and Secondary Education Act, Title II, APPLICATION, 1965-66

This application was designed by the State Department as required by the State Plan prepared by the Washington State Department of Public Instruction on November 9, 1965. It was received by the United States Office of Education on November 12, 1965, and approved by the United States Commissioner of Education on February 3, 1966, and made retroactive to November 9, 1965. By means of this application, the authority of the local education agency to make application for funds available under Public Law 89-10, Title II, was established.

This author utilized data from the initial applications, after they had been tabulated by the Educational Data Processing Center of the Washington State Department of Public Instruction. Part I, Section I-A gave the number of elementary and secondary schools applying and the number of

elementary and secondary schools not applying.

Table I, page 28 shows that there were 347 school districts with 1,692 schools in the State in October, 1965. Of this total 313, or 90.2 percent of the school districts and 1414, or 83.6 percent of the schools in the State applied for Title II funds. Of the school districts in the State, only 9.8 percent did not apply for Title II funds.

Part I, Section III, A-1, identified needs based on an evaluation of instructional materials, as they existed at the time. These needs are shown in Table II, page 29. Of the 1414 schools, 280 identified a need for filmstrips and slides. The need for disc and tape recordings was expressed by 236 schools. Twenty-two expressed a need for microfilm. An indicated need for all non-print materials was expressed by 168 schools. The total number of expressed needs on this table is not significant as schools expressed needs in more than one area.

Part II, Number I classified each school as "public" or "non-public". Information from schools classified as "public" was used for this study. Table II, page 29, indicates public schools only.

Part II, Number VII, A, B, C, and D gave information enabling identification of subject area deficiencies in non-print materials in each school. These deficiencies are shown in Table III, page 31. With regard to print media,

TABLE I
NUMBER OF SCHOOLS AND DISTRICTS IN THE STATE AND NUMBER
APPLYING FOR TITLE II FUNDS FOR 1965-1966

| | Number in State | Number Applying | Percent Applying |
|------------------|-----------------|-----------------|------------------|
| Schools | 1692 | 1414 | 83.6 |
| School Districts | 347 | 313 | 90.2 |

SOURCE: ESEA Title II Applications, 1965-1966

TABLE II
 NON-PRINT NEEDS IDENTIFIED IN 1965 FOR IMPROVEMENT
 WITH 1965-66 TITLE II FUNDS

| Non-Print | Number of schools |
|-----------------------|----------------------|
| General | 168 |
| Filmstrips and Slides | 280 |
| Recordings and Tapes | 236 |
| Maps and Globes | 141 |
| Pictures | 179 |
| Microfilm | 22 |
| Transparencies | 115 |

SOURCE: ESEA Title II Applications, 1965-1966

social studies was ranked as the major deficiency, with 308 schools identifying needs in this area. Deficiencies in literature and language arts were expressed by 167 schools, placing it second in order of need. A deficiency in science and mathematics was expressed by 111 schools, and by 95 schools in the area of fine arts. Deficiencies in other areas were expressed by 50 schools.

Part II, Number XI gave an inventory of non-print materials according to school district size, grade level of the school, and location of those materials within the school, for the 1965-66 school year, prior to enactment of Title II, as shown on Table IV, page 32.

Elementary and Secondary Education Act, Title II, Application, 1966-67

This application was designed by the State Department as required by the State Plan prepared by the Washington State Department of Public Instruction. (See Appendix D)

The number of elementary and secondary schools benefiting from Title II, the first year of enactment, 1965-66, as shown in Table V, page 34, was compiled from Part I, Section I-A of this application.

The Educational Data Processing Center of the State Department of Public Instruction determined whether a benefiting school was classed as elementary or secondary. (See Appendix E)

TABLE III
 NUMBER OF SCHOOLS IDENTIFYING SUBJECT AREA DEFICIENCIES
 IN NON-PRINT MATERIALS IN 1965

| Subject Area | Number of Schools |
|------------------------------|----------------------|
| Social Studies | 308 |
| Literature and Language Arts | 167 |
| Science and Mathematics | 111 |
| Fine Arts | 95 |
| Other | 50 |
| Total | 741 |

SOURCE: ESEA Title II Applications, 1965-1966

TABLE IV

AUDIO VISUAL MEDIA INVENTORY OF BENEFITING SCHOOLS BY DISTRICT
SIZE, LOCATION AND LEVEL OF INSTRUCTION 1965-1966

| Size | Located in | | Total Media | Schools | | Total Schools |
|------------|------------|---------|----------------|------------|-----------|------------------|
| | Library | Other | | Elementary | Secondary | |
| Group I | 72,591 | 76,513 | 149,104 | 232 | 80 | 312 |
| Group II A | 29,877 | 37,747 | 67,624 | 86 | 31 | 117 |
| Group II B | 46,702 | 45,952 | 92,654 | 161 | 57 | 218 |
| Group II C | 76,589 | 33,364 | 109,953 | 159 | 66 | 225 |
| Group III | 18,388 | 18,315 | 36,703 | 82 | 47 | 129 |
| Group IV | 28,695 | 616,615 | 645,310 | 119 | 87 | 206 |
| Group V | 3,375 | 3,852 | 7,227 | 31 | 21 | 52 |
| Group VI | 744 | 1,069 | 1,813 | 29 | 0 | 29 |
| Total | 276,961 | 833,427 | 1,110,388 | 899 | 389 | 1,288 |

SOURCE: ESEA Title II Applications, 1965-1966

Table V, page 34 shows that a total of 1288 public schools benefited from Title II funds. A total of 899 elementary schools benefited as compared with 389 secondary schools. Group I with five districts had a total of 312 benefiting schools. Group II A with six districts had a total of 117 benefiting schools, and Group II B with twenty school districts had a total of 218 benefiting schools. Group II C had 42 districts, with a total of 225 schools benefiting, however Group III with 38 districts had a total of 129 benefiting schools. Group IV, had a total of 206 benefiting schools, and Group V had 52 benefiting schools, while Group VI had 29 benefiting schools.

The amount of funds expended for non-print and print materials and cataloging was determined from Part I, Section III. This is shown in Table IV, page 36, and indicates that of the total Title II expenditure of \$1,473,892.23, 25.9 percent or \$381,323.43 was expended for non-print materials. Non-print materials housed in the library accounted for \$370,477.67 or 20.9 percent of the total Title II expenditure. Non-print materials housed in places other than the library accounted for \$73,842.76 or 5 percent of the total Title II expenditure. All materials purchased with Title II funds that were assigned to be housed in the library accounted for \$1,354,101.91 or 91.9 percent of the total Title II expenditures. The remaining \$119,790.32 or 8.1 percent of the

TABLE V

NUMBER OF SCHOOL DISTRICTS AND SCHOOLS BENEFITING FROM TITLE II FUNDS BY SIZE AND LEVEL OF INSTRUCTION

| Size | School Districts | Elementary Schools | Secondary Schools | Total |
|------------|------------------|--------------------|-------------------|-------|
| Group I | 5 | 232 | 80 | 312 |
| Group II A | 6 | 86 | 31 | 117 |
| Group II B | 20 | 161 | 57 | 218 |
| Group II C | 42 | 159 | 66 | 225 |
| Group III | 38 | 82 | 47 | 129 |
| Group IV | 92 | 119 | 87 | 206 |
| Group V | 32 | 31 | 21 | 52 |
| Group VI | 29 | 29 | 0 | 29 |
| Total | 264 | 899 | 389 | 1288 |

SOURCE: ESEA Title II Applications, 1966-1967

total Title II expenditure, of \$1,473,892.23, were assigned to be housed in places other than the library.

Cataloging was listed as an expenditure for only those purchased materials that were to be housed in the library. No distinction was made as to whether this expenditure was for print or non-print materials.

Part II, Number 3 of the application showed how many library resource centers were established with Title II aid. Table VII, page 37 shows that as a direct result of Title II funds, 84 library resource centers were established. Twenty-two library resource centers reportedly were established in Group I, eleven library resource centers were established by Group II A, and Group III and IV each reported the establishment of sixteen library resource centers. Group II C ranked 4th in the establishment of library resource centers reporting the establishment of eight centers, while Groups V and VI ranked 5th, reporting the establishment of five centers each.

Part II, Number 11, Columns 2 and 3 listed items purchased with 1965-66 Title II funds as reported by benefiting school districts as of June 12, 1967. These purchases are shown in Table VIII, page 39. (For a detailed break-down of Title II purchases, by district size and by location of materials within the school, see Appendix F). Table VIII shows that filmstrips were the largest number of non-print items purchased with 18,195 added to inventories.

TABLE VI
TITLE II EXPENDITURES 1965-66

| Expenditure | Located in | | | | Total | % |
|--------------|-----------------------|-------------|----------------------|------------|-----------------------|--------------|
| | Library | % | Other | % | | |
| Print | \$1,002,614.96 | 68.1 | \$ 45,947.56 | 3.1 | \$1,048,562.52 | 71.2 |
| Non-print | 307,477.67 | 20.9 | 73,842.76 | 5.0 | 381,323.43 | 25.9 |
| Cataloging | 44,009.28 | 2.9 | ----- | --- | 44,009.28 | 2.9 |
| Total | \$1,354,101.91 | 91.9 | \$ 119,790.32 | 8.1 | \$1,473,892.23 | 100.0 |

SOURCE: ESEA Title II Applications, 1966-1967

TABLE VII
LIBRARY RESOURCE CENTERS ESTABLISHED WITH TITLE II
FUNDS ACCORDING TO DISTRICT SIZE

| Size | Number |
|------------|--------|
| Group I | 22 |
| Group II A | 1 |
| Group II B | 11 |
| Group II C | 8 |
| Group III | 16 |
| Group IV | 16 |
| Group V | 5 |
| Group VI | 5 |
| Total | 84 |

SOURCE: ESEA Title II Applications, 1966-1967

Of the total 16,184 or 88.1 percent were housed in the library. The other 2,001 or 11.9 percent, were in locations outside the library. Slides and transparencies were grouped together and were not counted as separate items. This table shows that 13,121 slides and transparencies were purchased, with 9,880 or 75.2 percent housed in the library. The remaining 3,241 or 24.8 percent were to have been housed other than in the library. Tape and disc recordings were grouped together and were not itemized individually. Magnetic tape and disc recording purchases totaled 7,835 items. Of this total, 6,781 items or 86.4 percent are listed as being housed in organized collections of libraries. Housed in areas other than the library were 1,054 items or 13.6 percent of the total tape and disc recordings purchased. Maps, charts and globes were grouped together and totaled 4,373 items purchased. It was found that 3,502 or 80.3 percent of these items are being housed in the library. The other 871 items, or 19.7 percent are being housed in classrooms or departmental collections. Programmed instructional materials totaled 548 items, of which 303 or 55.1 percent were housed in the library. Programmed instructional materials that were housed elsewhere comprised 245 items, or 44.9 percent of the total number of items purchased in this category. Although micro-film purchases were not asked for in the application, Groups II A, II C and III listed micro-film purchases totaling 476 items. All

TABLE VIII
NON-PRINT MATERIALS PURCHASED WITH
1965-1966 TITLE II FUNDS

| Type of Material | Located in | | | | Total | % |
|------------------------------------|------------|------|-----------|------|--------|-----|
| | Library | % | Elsewhere | % | | |
| Films | 147 | 57.5 | 110 | 42.5 | 257 | 100 |
| Filmstrips | 16,184 | 88.1 | 2,011 | 11.9 | 18,195 | 100 |
| Tape and Disc Recordings | 6,781 | 86.4 | 1,054 | 13.6 | 7,835 | 100 |
| Slides and Transparencies | 9,880 | 75.2 | 3,241 | 24.8 | 13,121 | 100 |
| Programmed Instructional Materials | 303 | 55.1 | 245 | 44.9 | 548 | 100 |
| Maps, Charts, Globes | 3,502 | 80.3 | 871 | 19.7 | 4,373 | 100 |
| Micro Film | 476 | 100 | 0 | 0 | 476 | 100 |

SOURCE: ESEA Title II Applications, 1966-1967

microfilms were listed as being housed in the library.

Table IX, page 41 shows the number of school districts that participated and indicates how Title II funds were utilized by district group size. The percentage of participation is also reported in this table. Group I and Group II B each reported 100 percent participation. The smaller school districts of Groups V and VI show a reported participation of 71.1 percent and 55.7 percent respectively. Groups II C and III each had a high percentage of participation with 97.6 percent and 97.4 percent, respectively.

Table X, page 42 shows the school districts that participated and did not report how Title II funds were used by June 12, 1967. Of the 313 school districts that participated in the Elementary and Secondary Education Act, Title II, 1965-66, 264 districts reported how they utilized Title II funds. This gives the school districts in the State of Washington an 84.34 percent of participation in the Elementary and Secondary Education Act, Title II, 1965-66 school year. It is not known by this author whether the 48 school districts that did not report as of June 12, 1967, utilized the Title II funds that were allocated to them.

This author would like to reemphasize that the preceding data was compiled from Elementary and Secondary Education, Title II applications that were available to this author, as of June 12, 1967.

TABLE IX
NUMBER OF SCHOOL DISTRICTS THAT PARTICIPATED AND REPORTED
HOW TITLE II FUNDS WERE USED
AS OF JUNE I, 1967

| GROUP | PARTICIPATED | REPORTED | PERCENT |
|--------------|--------------|------------|---------------|
| I | 5 | 5 | 100% |
| II A | 7 | 6 | 85.7% |
| II B | 20 | 20 | 100% |
| II C | 43 | 42 | 97.6% |
| III | 39 | 38 | 97.4% |
| IV | 102 | 92 | 90.2% |
| V | 45 | 32 | 71.1% |
| VI | 52 | 29 | 55.7% |
| Total | 313 | 264 | 84.34% |

SOURCE: ESEA Title II Applications, 1966-1967

TABLE X
 SCHOOL DISTRICTS THAT PARTICIPATED AND DID NOT REPORT
 HOW TITLE II FUNDS WERE USED
 AS OF JUNE 1, 1967

| GROUP | PARTICIPATED | NOT REPORTING | PERCENT |
|--------------|--------------|---------------|---------------|
| I | 5 | 0 | 0 |
| II A | 7 | 1 | 14.3% |
| II B | 20 | 0 | 0 |
| II C | 43 | 1 | 2.4% |
| III | 39 | 1 | 2.6% |
| IV | 102 | 10 | 9.8% |
| V | 45 | 13 | 28.9% |
| VI | 52 | 23 | 44.3% |
| Total | 313 | 48 | 15.66% |

SOURCE: ESEA Title II Applications, 1966-1967

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this thesis was to compile, categorize and report data collected by the State Department of Public Instruction as to how Title II funds were utilized for non-print materials by the public schools of Washington State during the 1965-66 school year.

Conclusions

This author found that 90.2 percent of the public school districts in the State applied for 1965-66 ESEA, Title II funds. It would appear that the high rate of application was brought about by school administrators who were unable to financially supplement their educational programs from funds obtained within their local districts.

The purchase of 18,195 filmstrips, 13,121 slides and transparencies, 7,835 tape and disc recordings, and more than 4,000 maps, charts and globes, indicates that school districts are making some effort to meet the needs they have claimed for non-print materials. It is not known by this author if school districts attempted to meet their non-print materials needs of specific subject areas, since listing of subject titles of purchased materials was not required by the State Department.

The fact that 25.9 percent of Title II funds were expended for non-print materials as compared with 71.2 percent for print materials, might indicate that school districts desired to bring their print materials collections up to State standards as suggested by the State Plan for Title II. If guideline standards for non-print materials were to be published by the State Department, this might establish a trend toward higher non-print purchases. School districts were not asked to report microfilm purchases, however three districts chose to do so, reporting the purchase of 476 microfilms. The statewide purchases of microfilms is therefore not known.

It was reported that 84 library resource centers were established with Title II funds. One district in Group I reported establishing 22 such centers. This would seem to indicate that school administrators and librarians recognize the need for library resource centers that contain all the media needed to help students satisfy their educational needs.

As of June 12, 1967, 264 of the 313 participating school districts reported how they utilized Title II funds. This return, 84.3 percent, leads to the question of why the remaining 15.7 percent did not report. The following questions seem appropriate: (1) How many of the 48 non-reporting school districts did not use the funds as they

planned, and therefore, felt no need to report? (2) Did the districts who did not report need the money? (3) Did some districts not report because their materials were back-ordered to come at a later date?

More than \$73,000 of the purchased non-print media were listed as being housed in places other than the library. Is this material that is housed elsewhere available to all students?

This study was unable to determine: (1) Quality of material obtained; (2) Use of materials that were obtained; (3) The nature and extent of materials obtained that were made available to non-public schools; (4) Whether the schools were able to coordinate non-print materials effectively.

Even with the shortcomings indicated by this study the participation of school districts indicates that Title II, 1965-66 was a successful program.

Recommendations

In consideration of the previously presented data, the following recommendations were developed:

1. Data seem to indicate that Federal programs may need to place more emphasis on the purchase of non-print materials that will supplement and support the curricula.

2. The establishment of library resource centers should be encouraged along with the housing of all non-print

materials in those centers.

3. It appears feasible that counties which are composed for the most part of districts of the Groups IV, V, and VI size should be encouraged to establish intermediate media centers, with joint financing by all school districts within their boundaries.

4. A reorganization and consolidation of smaller school districts seems necessary so adequate administrative staffing can be provided to plan and administer Federal projects.

5. In preparing applications and inventories concerning non-print media, appropriate consistent and complete terminology and groupings by type of non-print media should be encouraged. (See Appendix G)

6. In future Title II programs, reports to the State Department should indicate whether or not the materials obtained were those identified as being needed.

7. The State Department may need to place more emphasis on completeness of applications by school districts before approval and continuation of projects are made.

8. Continued State-wide studies of Title II programs could prove useful to State educational leaders.

9. A study of how 1965-66 ESEA Title II funds were utilized for non-print materials by non-public schools is also recommended.

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A P P E N D I X A

A STATE PLAN FOR MAKING AVAILABLE SCHOOL LIBRARY
RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL
MATERIALS, UNDER SECTIONS 201-207 OF TITLE II
AND SECTIONS 601-605 OF TITLE VI, P.L. 89-10

Submitted by the State of WASHINGTON

Approved by Louis Bruno
State Superintendent of Public Instruction
On 9 November 1965

The following to be completed by the Office of Education

Date received by the Office of Education: NOV 12 1965

Date on which plan is effective in the State: NOV 2 1965

Please note: The signatures have been redacted due to security reasons

Superintendent of Public Instruction

Olympia, Washington

Signature is illegible.

U. S. Commissioner of Education

FEB 3 1966
Date

The State of Washington through the Superintendent of Public Instruction hereby submits this Plan for making available school library resources, textbooks, and other instructional materials pursuant to the provisions of Section 201-207, inclusive, of Title II and Section 601-605, inclusive, of P.L. 89-10 and the regulations issued pursuant thereto.

1.0 State Plan Administration

1.1 Name of Agency

The name of the sole agency for the administration of this plan is the Superintendent of Public Instruction whose official address is: Old Capitol Building, Olympia, Washington.

1.2 Administration

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

Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington

1.22 The official title and address of the officer who has legal authority to receive and to have custody of Federal funds is:

State Treasurer
Legislative Building
Olympia, Washington

1.23 The official title of the officer who will have authority to authorize expenditures under the State plan is:

State Superintendent of Public Instruction

1.24 The official titles of the officers and sub-administrative units in the State agency which will share administration of the State plan are:

Assistant Superintendent for Administration & Finance
Assistant Superintendent for Curriculum & Instruction
Director of Federal Program Coordination

1.25 The organization of the staff of the State agency administering this plan is shown on the chart attached hereto. The Superintendent of Public Instruction has delegated to the Director of Federal Program Coordination responsibility for coordinating the preparation of State plans, and as the focal point for communication with school districts, federal agencies, and other State agencies in

the various titles of P.L. 89-10. In the processing of applications from local educational agencies and the payment of funds to local educational agencies, and in the collection of the necessary data to administer and report on the progress of Title II, the following arrangements are planned:

- (1) The Assistant Superintendent of Curriculum and Instruction and professional staff members, specifically those in library and audio-visual services, will review and approve applications in terms of criteria and standards. This division will also maintain such records as are necessary for future analysis and reporting on program aspects of Title II, P.L. 89-10.
- (2) The Assistant Superintendent for Administration & Finance, the Fiscal Administrator of Federal Programs, and the Assistant Fiscal Administrator of Federal Programs will review and approve applications in terms of financial requirements of the applicant; arrange for processing claims and making payments to districts in accordance with project approvals; and maintain such records as are necessary for financial analysis and reporting.
- (3) The Director of Federal Program Coordination shall coordinate communication with local educational agencies and reporting by these agencies, and processing of applications within the State agency; and shall maintain such records of a general nature as are essential for administering Title II, P.L. 89-10.
- (4) Professional and non-professional staff members will be added by the Superintendent of Public Instruction to each division as is necessary to provide leadership and supervisory services to local educational agencies and to carry out the activities described above within the State educational agency.

1.26 A Title II Advisory Committee representative of public and private schools has been appointed by the Superintendent of Public Instruction. The advisory committee is composed of district and county superintendents, principals of elementary, junior and senior high schools, specialists in the library, audio-visual and curriculum fields, and representatives from private and parochial schools. The membership has been chosen and will be maintained from among public and nonpublic schools, reflecting a proper balance of interests. The committee will be convened upon call as problems arise.

(1) The duties of the advisory committee are to:

- a. Provide for the Superintendent of Public Instruction advisory services appropriate to the design of a State plan as required under Title II regulations.
- b. Serve the Superintendent of Public Instruction at his request as an advisory resource on any and all matters connected with the operation of the Title II plan.

(2) Other special committees will serve in an ad hoc capacity to assist the staff of the Superintendent of Public Instruction in formalizing criteria, compiling lists of aids for selection of materials, and in revising and promulgating standards for school library and instructional resources programs.

1.27 The Superintendent of Public Instruction shall be the elected officer for administering the State plan and shall exercise continuing responsibility for the effective operation of the program.

The general plan for administration of Sections 201-207, inclusive, of Title II, P.L. 89-10 is as follows:

- (1) The Superintendent of Public Instruction in discharging his Constitutional responsibilities for supervision over all matters pertaining to public schools shall receive all project applications from local public educational agencies on behalf of the public and private school children and teachers within a local district. The Superintendent of Public Instruction shall determine the "relative need" and the maintenance of effort factor for such district, the feasibility and suitability of the proposed plan for serving children and teachers on an equitable basis, and the amount of the federal grant or

allotment. Before authorizing any purchases, the Superintendent will evaluate each proposal for conformance to the standards for books and materials established in this State plan.

The Superintendent may make advanced grants to the local educational agencies for such purchases as have been authorized, and may also liquidate each annual acquisition program by claims for reimbursement.

- (2) The Superintendent of Public Instruction does not contemplate the use of other public agencies outside the legal educational structure in administering Title II of Public Law 89-10. He may, however, make use of the offices of county superintendents of schools to provide services to schools in cases where such services can be rendered more appropriately by the county office than can be done with local school district effort alone and/or for two or more districts to cooperate in carrying out the purposes of this Title.

Under Chapter 28.19, R.C.W., Laws of 1965, intermediate districts combining existing county offices are authorized in order to adapt to the "changing economic pattern in the educational program in the State, so that the children in the State will be provided with equal educational opportunities." These intermediate districts may be used under Title II to provide for library and audio-visual services.

Each local public educational agency shall take steps to assure that those materials purchased with Title II funds will be readily available to children and teachers in private schools located within the school district boundary. The local educational agency will retain title and administrative control over all such materials which must be those approved for use by public school authority in the State. The public educational agency having title to, and control and administration of, the use of these resources acquired under the State plan may recall or replace any or all of such resources if the reason for so doing is consistent with the State plan and with the purposes for which the materials were acquired. The local educational agency will be responsible for the inventory reports for all materials made available with Title II funds to public and private school children and teachers.

- (3) School library resources, textbooks and other instructional materials purchased under this plan shall be available to children and teachers according to the accepted local district practices without distinction between private and public school students and teachers. Local educational agencies may loan such materials to students and teachers individually or may deposit needed books and materials in private school libraries on a loan basis, whichever method of distribution or combination of methods is approved by the State administrative agency. If a local public education agency declines to apply for a grant, the responsibility for the unserved private school children and teachers may be met by another local education agency or by a county superintendent of schools.

1.3 The State Agency's Authority

The State agency's authority to supervise matters pertaining to public schools is set forth in the following constitutional provision:

"The Superintendent of Public Instruction shall have supervision over all matters pertaining to public schools and shall perform such specific duties as may be prescribed by law...." Art. III, Sec. 22, Constitution of the State of Washington.

The specific authority to receive and administer federal funds made available by Acts of Congress for the assistance of school districts is set forth under R.C.W. 28.02.100.

"The State of Washington and/or any school district is hereby authorized to receive Federal funds made or hereafter made available by acts of Congress for the assistance of school districts in providing physical facilities and/or maintenance and operation of schools or for any other educational purpose, according to provisions of such acts, and the State Superintendent of Public Instruction shall represent the State in the receipt and administration of such funds."
(R.C.W. 28.02.100)

- 1.4 The Superintendent of Public Instruction will participate in periodic consultations with the Commissioner and his staff, and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under P.L. 89-10, and will comply with such other provisions as the Commissioner may reasonably request as to the accessibility, correctness and verification of reports and related documentary information.

1.5 State Administration Review and Evaluation

1.51 The Superintendent of Public Instruction shall establish procedures for an annual review of practices associated with the administration of this plan. In consultative procedures with staff assignees, he shall finally determine the appropriateness and effectivity of the following, and where necessary will promulgate rules and regulations relating thereto in accordance with R.C.W., Ch. 34.04, (Administrative Procedures Act):

- (1) The standards and criteria for the instructional resources program and recommended changes deemed necessary.
- (2) The "relative need" criteria for library resources, textbooks and other instructional materials.
- (3) The procedure established for making resources available to children and teachers in private elementary and secondary schools.
- (4) Procedures for approval of project applications and distribution of funds.
- (5) Inservice education and consultative assistance to local personnel.
- (6) Dissemination of information to local personnel.
- (7) The role of the State advisory committee.
- (8) Evaluation of the effectiveness of the Title II program in improving school library resources, and on the improvement of teaching and learning and curriculum enrichment.
- (9) The role of other advisory committees and/or the need for such special committees.

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2.0 Fiscal Management, Accounting, and Auditing Procedures

2.1 Determination of Funds Available for State Administration

An administrative approval by the State agency administering the plan for acquisition, or of the estimated cost of such acquisition, constitutes the basis for determining the amount available for State administration.

2.11 Definition of Expenditure for State Administration

Expenditures for State administration of the plan occur upon the date of execution of documentary evidence of a binding commitment for the acquisition of goods or services acquired by purchase order or contract, as adjusted to the net amount actually paid, and the performance of personnel services or travel are expenditures on the basis of the time when the services are rendered or received or the travel performed. All obligations and contracts must be made during the fiscal year for which the allotment is available. The obligation method of accounting will be used. Liquidation of all obligations will be made by the end of the fiscal year following the fiscal year in which the obligation was incurred except as permitted by State law which allows a further period of twenty (20) days for the liquidation of obligations. (See Chapter 124, Laws of 1965 Extraordinary Session (R.C.W. 28.65.170)).

The same provisions apply when the State makes expenditures of program funds from the State allotment.

2.12 Definition of Expenditure for Local Agency

Expenditures by local agencies occur upon the date of execution of documentary evidence of a binding commitment for the acquisition of goods by purchase order or contract, as adjusted to the net amount actually paid. Obligations by purchase order or contract must be incurred during the fiscal year the contract was approved.

Obligation method of accounting will be used. Liquidation of all obligations will be made by the end of the fiscal year following the fiscal year in which the obligation was incurred.

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2.2 Fiscal Records and Auditing of State Agency

- 2.21 The official accounts and documents showing receipts and expenditures of funds by the State agency under the approved State plan will be maintained by the following agencies:

Superintendent of Public Instruction
Olympia
Washington

State Treasurer
Olympia
Washington

Central Budget Agency
Olympia
Washington

State Purchasing Agent
Olympia
Washington

Such records shall be maintained in accordance with Regulation 117.37 of the Regulations issued by the Department of Health, Education, and Welfare, Office of Education for Title II, Section 201-204 of Public Law 89-10, which specifies that the State educational agency shall provide and keep accessible and intact all records supporting claims for grants or relating to the accountability of the grantee agency for expenditures of such grants:

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- (1) For three years after the close of the fiscal year in which the expenditure was made by the State or local educational agency; or
- (2) Until notified of the completion of the department's fiscal audit, whichever is later.

2.22 The accounts of the Superintendent of Public Instruction are audited by the State Auditor at least once every two years. Reports of such audits will be available in the following State offices:

Superintendent of Public Instruction
 State Treasurer
 Governor
 State Auditor
 Central Budget Agency

2.3 Fiscal Records and Auditing; Local Level

2.31 The official accounts and documents showing receipts and expenditures of funds by local public agencies (if any) involved in the operations of this program, will be maintained by the following agency:

The State Auditor, Division of Municipal Corporations, will audit the fiscal records of the local public agencies pertaining to all expenditures claimed for Federal financial participation under the provisions of Title II of P.L. 89-10. These audits will be made yearly and copies of such audits will be available through the Superintendent of Public Instruction.

2.32 The authority for the state audit of a local district or other local educational agency account is found in R.C.W. 43.09.190, entitled Division of Municipal Corporations.

"there shall be in the office of the State Auditor a division to be known as the Division of Municipal Corporations, the principal officer of which shall be the State Auditor....."

R.C.W. 43.09.260

"The State Auditor, chief examiner, and every State examiner shall have the power by himself or by any person legally appointed to perform the service, to examine into all financial affairs of every public office and officer."

The examination of the financial affairs of townships, cities, and towns shall be made at least once every year whether examined by a State examiner or by

independent examiners as provided for in R.C.W. 43.09.260 through 43.09.350. All other examinations shall be made at least once every two years.

R.C.W. 43.09.200, Washington law provides that accounts to be audited "shall show the receipt, use and disposition of all public property and the income, if any, derived therefrom; all sources of public income and the amount due and received from each source; all receipts, vouchers, and other documents kept or required to be kept necessary to isolate and prove the validity of every transaction....."

The audit standards and procedures to be followed are listed below:

- (1) The Superintendent of Public Instruction shall furnish the State Auditor sufficient information to establish the nature of the program and the conditions covering the grant to local public educational agencies.
- (2) The Division of Municipal Corporations will audit Title II, Public Law 89-10 funds at the local level to determine that:
 - a. Funds disbursed by the State to the local agency were received and properly accounted for.
 - b. Grants received by the local agency were actually paid to the vendors and that they conform to applicable laws and regulations, including procurement requirements.
 - c. Refunds and discounts, etc. were properly credited to the Title II program.
 - d. Payments are supported by adequate evidence of the delivery of authorized purchases.
 - e. Encumbrances or obligations included in the report of expenditures were actually incurred during the fiscal year in which the expenditure was claimed and upon liquidation were adjusted properly for any deviation.
 - f. The same items are not reported as expenditures for two or more years.

- g. Expenditures claimed were made for properly approved projects, are easily identifiable with these projects, and are the individual expenditures described in the project approval and the claim for the covering grant.
- h. State and local agency rules applicable to the maintenance of inventory records and other controls are followed.
- i. The type of funds expended for Federal reimbursement projects are stated correctly; that Federal funds from one program are not used for matching funds purposes under another Federal program, except as specifically authorized; and that the same expenditures are not claimed under more than one Federal program.
- j. Unexpended or unearned Federal funds advanced or overpaid are returned promptly or are otherwise clearly accounted for.
- k. Any exceptions or irregularities will be noted in sufficient detail on the audit report to permit the Superintendent of Public Instruction to lift out and certify his findings to the proper State and Federal level and make appropriate adjustment to the individual account of the local recipient.
- l. The audit of State agency expenditure in its administrative capacity will follow the procedure required by law and implementing regulations.
- m. The State administrative agency will receive a copy of the local audit report based on the foregoing requirement. If the local agency is on a fiscal year different from the Federal fiscal year, the audit report should also reflect outstanding obligations as of June 30, in sufficient detail to permit identification of subsequent payment with the applicable obligations, and permit comparison with the reports submitted by the local agency to the State agency.

2.4 Identifying and Prorating Expenditures

It is anticipated that some personnel will be working on programs under this plan and on other programs in

the State agency. Where the same individual is performing other functions, these will appear in the position description together with the proportion of the individual's time which will normally be devoted to each activity. The salary of such individuals will be prorated in accordance with periodic reports of statements signed by the individual or his supervisor on an 'after the fact' basis. Travel expense will be charged in proportion to the actual time spent on each program. If other personnel, supplies, or equipment are used in part for work not under a plan program, similar provisions will be made.

3.0 Program for Making School Library Resources, Textbooks, and Other Printed and Published Instructional Materials Available for the Use of Children and Teachers in Public and Private Elementary and Secondary Schools in the State.

3.1 The methods employed to insure that the resources provided by this program are made available for the use of children and teachers in public and private elementary and secondary schools shall be as follows:

- (1) The program shall be administered under the Superintendent of Public Instruction to local public school districts and other qualified public agencies, which, in turn, will assume the responsibility for administering the program locally for the children and teachers in both public and private schools within their districts. There shall be evidence of cooperative planning between representatives of the local public educational agency and persons working on behalf of children and teachers in private schools.
- (2) Application forms shall be distributed to all qualified public agencies by the Superintendent of Public Instruction, with an administrative handbook containing instructions and guidelines to assist in the preparation of project proposals.
- (3) The local educational agency shall then submit to the Superintendent of Public Instruction a project application on behalf of the children and teachers in the public and private schools within its boundaries. Upon approval, Federal funds shall be made available to the applicant by a combination of advanced payments and reimbursement as set forth in Section 5.3 of this plan. Approval of the project shall constitute authority for the issuance of purchase orders and for other approved expenditure commitments by the applicant.
- (4) The local application project shall give indication of the following:

- a. That library resources and other instructional materials will be selected in a manner consistent with the standards set in Section 3.41 of this plan and according to the criteria established for selection located in Appendix A of this plan; and from professional selection lists approved by the State agency.
- b. That the system devised locally for the purchasing, processing and distribution of materials acquired under this Title will make them easily available to children and teachers in both public and private schools.
- c. That resources acquired will be placed and organized according to facilities available, with loan procedures consistent with existing local educational agency policies and according to the needs of the educational program, and with adequate inventory procedures.

3.2 Administration of State Plan

3.21 Three departments of the State agency will be involved in the administration of Title II: the Executive Services Division, the Division of Curriculum and Instruction, and the Division of Administration and Finance.

(1) Executive Services Division

- a. The Administrative Assistant who is directly responsible to the State Superintendent of Public Instruction has, as one of his major functions, the coordination of the activities of all departments including Federal programs.
- b. The Director of Federal Project Coordination is delegated responsibility to give general direction to planning and implementation of programs for allocating funds from Federal sources to school districts for strengthening their instructional programs and also to provide expanded supervisory and consultant services to local school districts.
- c. The Director of Research has been assigned responsibilities for the assessment of the quality of techniques used in evaluation of all Federal projects and for the dissemination of the results of these programs. Professional staff members will assist State staff members and school district personnel in the development of effective evaluation methods and in planning for communicating these results statewide.

(2) Division of Curriculum and Instruction

- a. The Assistant Superintendent for Curriculum and Instruction will be responsible for the program aspects of the State plan. He is responsible directly to the State Superintendent of Public Instruction. He provides leadership and direction in the planning, organization, supervision, and administration of the curriculum and instructional activities for the common schools of Washington.
- b. The Coordinator of Federal Project Proposals (a new position) will direct the review and evaluation of the program portion of projects in instruction or curriculum for which Federal funds are being requested under Titles I, II and III of P.L. 89-10. He is directly responsible to the Assistant Superintendent for Curriculum and Instruction. The Coordinator of Federal Project Proposals also works closely with the Director of Federal Program Coordination. A major duty of this position is the determination of the specialists within the division

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to whom the projects shall be referred for evaluation and review.

Qualifications for this position emphasize the need for a broad range of instructional and school administrative experience which will permit this individual to make the value judgments required. He must possess insight which will enable him to handle projects which embrace several subject areas, grade levels, or other facets of the school program.

It is estimated that 50% of his time will be spent on the Title II program.

- c. The Supervisor of Library Services will be concerned with policy decisions which affect the Title II program and will give leadership in improving standards and criteria for upgrading programs at all levels. Evaluation of projects for eligibility, the establishment of priority needs, and the inter-relationships with other Federal programs will come within the province of this office. The guidelines for consultant services, inservice programs, and evaluation will be developed through this office with close inter-relationship with the Supervisor of Audio-Visual Services.

Qualifications for this position require a master's degree in library science, successful experience as a classroom teacher and as a school librarian. Experience in a library supervisory role is also required.

About 40% of this supervisor's time will be spent on the administration of the Title II program.

- d. The Assistant Supervisor of Library Services (two new positions to be established) will be directly responsible to the Supervisor of Library Services for judging the eligibility of library materials requested in project applications, for helping to interpret the Federal program in the field, for developing consultative and inservice activities, for planning publications, and for the consistent improvement of the standards of the library programs in the schools of the State.

Qualifications for these positions include a master's degree in library science, teaching and library experience associated with schools to include supervisory experience in school library services.

One Assistant Supervisor's position will be approximately full time and one half time on Title II programs.

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- e. The Supervisor of Audio-Visual Services will be responsible for the preparation and interpretation of standards and criteria related to the acquisition and use of audio-visual materials under the State plan. He gives leadership in planning for the improvement of state-wide programs, works cooperatively with the Supervisor of Library Services and serves as a consultant on questions which concern audio-visual materials and programs.

Qualifications for this position require one year of graduate study in the field of audio-visual education, successful experience as a classroom teacher and as a director or coordinator of an instructional materials program.

It is estimated that 30% of this supervisor's time will be spent on the Title II program.

- f. The Assistant Supervisor of Audio-Visual Services (one new position to be established) is responsible directly to the Supervisor of Audio-Visual Services. He is primarily responsible for the review and evaluation of projects submitted in this field by local school districts for Federal support. The increased emphasis on materials centers as the central library service facility will require this individual's close and continuous cooperation with the Assistant Supervisors of Library Services. This individual will also assist in interpreting Federal programs in the field, and through inservice and consultative activities, continuously work toward upgrading the instructional materials program of the local schools.

Qualifications for this position call for graduate study in the field of audio-visual education and experience as a classroom teacher. Additional experience in administering an audio-visual service program is also required.

This is a full-time position under Title II.

- g. Personnel for all the specialized areas in curriculum and instruction may be called upon for support in interpreting the specific needs of subject matter, grade level, appropriate project ideas and currency of materials for project grants, in inservice education programs, and in the evaluation of Title II programs.

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(3) Division of Administration & Finance

- a. The Assistant Superintendent for Administration and Finance operates under the direction of the Superintendent of Public Instruction in providing leadership and direction in the planning, organization, and administration of financial affairs and services of the State educational agency; and in that capacity deals with various Federal aid to education programs which are combined for administrative purposes in a Federal Projects section.
- b. The Fiscal Administrator of Federal Projects carries general responsibility for the fiscal aspects of Public Law 815 and 874 and his duties are now extended to Title II and other phases of Public Law 89-10. Through general informational services and individual consultations this individual and his assistant disseminate information regarding conditions governing local participation, particularly with respect to project proposals, submission of financial and statistical data, local accounting requirements and the manner in which funding is accomplished, etc.

The Federal Projects Section is further concerned with the establishment of local allotments and with the financial and statistical analysis and evaluation of project proposals, and is responsible for all fiscal phases of the State plan for Title II, Public Law 89-10 operations.

The Fiscal Administrator and his staff maintain close liaison with the Division of Curriculum and Instruction which has the sole responsibility for the approval of local acquisition programs under this Title.

The qualifications for Fiscal Administrator stress a high degree of competency in school finance, particularly as it relates to State and national sources of revenue. He shall have a thorough knowledge of Federal and State laws and regulations pertaining thereto and a thorough understanding of the principles of fund accounting and budgetary procedures. He shall have had previous experience in the operation of State and Federal programs.

It is estimated that 10% of his time will be required for the supervision and direction of staff assisting him in performing his duties.

- c. The Assistant Fiscal Administrator of Federal Projects shares the responsibility for directing

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the work of the Federal Projects Section but has as his special concerns Title III and V-A of NDEA, in addition to Title II of Public Law 89-10. He will exercise supervision and direction of the fiscal activities connected with Title II and will oversee the distribution and disbursement of Federal funds.

The qualifications for the Assistant Fiscal Administrator require that he shall have a thorough knowledge of both State and local budgetary and accounting procedures and shall be thoroughly familiar with the fiscal provisions of the Federal Act and implementing regulations. He shall have a general knowledge of other Federal aid to education programs administered by the State and shall have had previous experience in the operation of one or more of these programs.

The initial phases of his work will require a high concentration of time but it is expected that an allotment of 20% will suffice once the program is firmly established.

- d. The Fiscal Plans Analyst will review, analyze and evaluate all fiscal and statistical data submitted in local project proposals to insure compliance with the established State and Federal requirements under Title II and will determine and report the adequacy of local fund accounting systems. He will also maintain appropriate records and be responsible for the preparation of such statistical and fiscal reports as may be required in the administration of the Act.

The qualifications for this position are in accordance with or exceed the qualifications for Accountant I established by the State Personnel Board which governs employment standards for this department.

This is a full-time Title II position.

- e. Such other services as are required in the administration and supervisory operation of Title II, Public Law 89-10 will be supplied by the Division of Administration and Finance, Research Division, Data Processing Section, etc. This will entail the services of at least one full-time programmer and supportive clerical personnel in all departments.

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3.22 The State program of administration, leadership, and supervision to be incorporated as a part of this plan is as follows:

- (1) In line with their separate and respective responsibilities set forth in this plan, (Sec. 3.21) members of both the fiscal department and the division of curriculum and instruction will provide:
 - a. Consultative services to local agencies in all aspects of program development and fiscal and administrative operation of this plan.
 - b. Dissemination of information through bulletins and other written communications, speaking engagements, phone calls and correspondence.
- (2) The library and audio-visual specialists will be assisted by other specialists in the department of curriculum and instruction in the following:
 - a. Preparation and interpretation of standards and criteria relating to the selection, acquisition and use of materials under the State plan
 - b. Supplying aids for the selection of quality materials
 - c. Helping local agencies to strengthen and improve school library services as instructional materials centers
 - d. Providing and encouraging leadership in the development of instructional resources centers at all levels from the building to district, county or intermediate service areas
 - e. Assisting local agencies in the planning of inservice programs for teachers, librarians and audio-visual personnel responsible for the selection of materials and the improvement of instruction through the use of materials

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3.23 Development and Revision of Standards for School Library Resources, Textbooks, and Other Printed and Published Instructional Materials

The Superintendent of Public Instruction shall take the following steps to assure development of appropriate qualitative and quantitative standards (to include annual review and revision if necessary) and to make them available to local public and private schools:

- (1) The local educational agencies shall use the present State standards in evaluating both quantitative and qualitative aspects of school library programs serving children and teachers in public and private schools -- Recommended School Library Services and Standards approved by the State Board of Education in January, 1960 -- for 1965-66.
- (2) The revision of standards is the responsibility of the State Board of Education in conjunction with appropriate staff in the Office of the Superintendent of Public Instruction. (R.C.W. 28.04.120 (7) (11) and S.B.E. Code, Sec. 48-8, p. 4).
- (3) As standards are revised and approved by the State Board of Education, they will be printed, disseminated, and interpreted by the Superintendent of Public Instruction and his staff.
- (4) Under the direction, supervision, and according to the administrative policies of the State Board of Education, standards for the instructional resources programs will be revised continuously as the specialists in the department of curriculum and instruction evaluate school programs and assess the degree of change, by means of surveys, reports and field work. Members of the professional associations concerned, as well as local school library, audio-visual, curriculum and administrative personnel, will be involved in the process of revising standards.

3.3 Criteria Used in Allocating School Library Resources, Textbooks and Other Printed and Published Instructional Materials.

The School Library and Audio-Visual Survey published in the State in 1964 indicated inadequate amounts of instructional resources (both print and nonprint) throughout the State; therefore, the need has been determined to be universal, although the degree may vary from district to district or from school to school. In addition, the professional staff members of the division of curriculum and instruction in the State agency have repeatedly reported a paucity of materials for children and teachers in many schools which they have visited and evaluated.

3.31 The following criteria have been established to be used in allocating school library resources, textbooks, and other printed and published instructional materials provided under this program in accordance with the relative need of the children and teachers of the State:

- (1) Because of the almost universal need to bring school libraries up to State standards, certain minimum funds will be made available to each school district based upon the number of children enrolled in public and private schools located within the district.
- (2) Realizing that great need exists in very small districts and that a per capita allocation would build a collection within the school at an extremely slow rate, each district, unless judged not remote and necessary, will be assured a minimum of \$200 available for the acquisition of eligible library resources and instructional materials on approved projects, in carrying out the provisions of (1) above.
- (3) Relative need shall be determined by comparing the base revenues available to each district in addition to those guaranteed by the state program of equalized support. The degree of need shall vary in a direct inverse relationship to the amount per pupil (including private and public school children) of available funds in excess of the minimum support level.

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District eligibility for funds shall be determined by the following formula:

- (1) Approximately 45% of the State's allotment for the fiscal year shall be available to local educational agencies on a per capita basis. Each operating district of the State, except those non-high districts enrolling less than 100 students and declared to be not remote and necessary by the State Board of Education, shall be eligible for an entitlement based on its actual enrollment of full-time students in public and private schools, except that no eligible district shall receive less than \$200.00.
- (2) Approximately 50% of the State's allotment shall be made available, for the first fiscal year (or portion thereof) following Federal acceptance of this plan until such time as a more accurate determination of relative need can be established, in the following manner: The amount of each district allocation from this portion of the State allotment will vary in inverse proportion to the amount per pupil of the district's available base revenues in addition to the level guaranteed by the State as a minimum. This relationship shall be computed on figures reported for the most recent completed school year.

The allocations under this plan will be made only for approved expenditures based on application proposals submitted by the local educational agencies and approved by the Superintendent of Public Instruction.

The present apportionment formula governing basic State school support is geared to the relative needs of local districts for educational services and materials which include library resources and audio-visual materials. Preliminary data indicate a correlation between library and audio-visual expenditures and the revenues available to a district from this and other sources. The Superintendent of Public Instruction is presently researching and conducting other appropriate studies and surveys designed to make a more accurate determination of relative need. These findings will be used as a basis for review and revision of the distribution feature of this plan at the end of the current fiscal year.

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3.32 The criteria to be used to insure that the school library resources, textbooks, and other printed and published instructional materials made available by this program will be provided on an equitable basis for the use of children and teachers in private elementary and secondary schools in the State eligible for participation in this program are:

- (1) Children and teachers in nonpublic schools may participate in the use of materials purchased under this Title, in those instances where the private school complies with the compulsory attendance laws of the State.
- (2) The children and teachers in each eligible private school shall have the opportunity to share equitably in the use of resources made available under Title II through the local public educational agency within whose boundaries the private school exists.
- (3) It shall be the responsibility of the local public educational agency to notify each private school within the boundaries of its district of the opportunity to participate in the program during each application period provided under the State plan. If the local public agency chooses not to make an application in any given application period for which it is eligible for funds, then the eligibility for funds due to private school enrollment may be assigned by the Superintendent of Public Instruction to another local educational agency or a county superintendent of schools, which agency shall then make the approved materials available to students in the nonpublic school.
- (4) Criteria established under the State plan for the allocation of resources as determined by relative factors, criteria established for the selection of materials, and standards set for school library and other instructional resources programs shall

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prevail over the participation of children and teachers in private as well as public schools.

- (5) The public educational agency shall hold title to all materials acquired under Title II for the use of public and private school children and teachers; those materials acquired through funds allocated for use by private school children and teachers shall be made available on a loan basis, with the lending procedure established at the local level in accordance with existing practices for similar procedures. *materials*
- (6) The local public educational agency application shall give evidence of cooperative planning with persons working on behalf of the children and teachers in private schools in determining the way in which materials will be selected, processed and made available to these private school children and teachers.

3.4 Criteria to be Used in Selecting the School Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

3.41 The following criteria (See Appendix A for detailed criteria) for selection of materials have been established:

- (1) All materials selected for use by children and teachers in public and private elementary and secondary schools shall be selected according to the interests and abilities of the school clientele, for quality, and for their relationship to the curriculum.
- (2) Selection shall be based on knowledge of the instructional program, of the pupils and teachers to be served, and of materials presently available.
- (3) School librarians, audio-visual and teaching personnel shall select materials jointly as a continuing process throughout the school year, as directed by the school principal or other administrative official.
- (4) Reliable professional selection tools, lists and reviewing media shall be used as guides and, to the extent possible, materials shall be examined and evaluated by professional school staff before purchase.
- (5) Selection of new materials and weeding of out-of-date and poor quality materials shall be

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systematic so that the resulting collections of library resources and other instructional materials will be balanced, of good quality, and selected to serve the total instructional program.

- (6) Application proposals from local educational agencies shall indicate the methods used for selecting materials for use by both public and private school children and teachers, and shall provide assurance that no materials for sectarian purposes or religious worship will be included.
- (7) The local educational agency shall indicate in the selection of materials the professional lists and reviewing media consulted for the purchase of library books and printed reference materials, and for periodicals; the source of audio-visual materials from professional lists where possible, and/or standard catalogs of recognized producers. Otherwise, for all districts, lists of titles of materials for purchase shall be supplied when these materials have been selected from other than approved selection aids.

3.5 Criteria to be Used in Determining the Proportions of the State's Allotment Which Will be Expended for School Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

3.51 Criteria to be used in determining ⁱⁿ that portion of the allotment to be expended for school library resources:

- (1) In view of the serious need for library resources, priority will be given to bringing school library resources up to standard and to expanding the collections in both public and private schools in areas where there is a special need; e.g., special subject areas, certain levels, for special types of children.
- (2) The local educational agency shall determine the percentage allotment for the purchase of print and nonprint materials, keeping in mind that audio-visual materials have been purchased in large quantities for district use through the use of NDEA Title III funds and that the 1964 survey revealed the over-all average for school library books was only three-fifths of the recommended State standard.

3.52 Criteria to be used in determining that portion of the allotment to be expended for textbooks:

Textbooks may be approved for purchase under Title II funds for use by children and teachers in public or private schools at such time when library resources are adequate for the needs of the curriculum (but not in 1965-66) and based on an evaluation and analysis of needs.

- 3.53 Criteria to be used in determining that portion of the allotment to be expended for other printed and published instructional materials:

Other printed and published instructional materials may be purchased with Title II funds for schools without central libraries, but local educational agencies will be urged to plan for the development of a central library in each school from which library resources (those processed and organized for use) will be made available.

- 3.54 Criteria will be reviewed annually in order to meet changing needs and conditions throughout the State, based on the revision of standards, or determined by surveys or other evaluative processes.

3.6 The Methods and Terms by Which School Library Resources, Textbooks, and Other Printed and Published Instructional Materials Will Be Made Available for the Use of Children and Teachers in the State.

- 3.61 The methods and terms by which materials shall be made available are as follows:

- (1) Library resources and other instructional materials purchased under Title II funds shall be made available to public and private school children and teachers on a loan basis in accordance with the established lending procedures of the school district or school concerned.
- (2) The local public educational agency shall retain title and administrative control over all such materials used by public and private school children and teachers, shall determine procedures for making them available, and shall be responsible for the inventory reports.
- (3) All materials acquired through Title II funds for use by private school children and teachers shall be approved for use by the local public educational agency and meet requirements stated in this plan.

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- (4) The Superintendent of Public Instruction shall notify all public local educational agencies about the provisions of this State plan and the procedures for application. Each local agency shall notify the representatives of the children and teachers in every private school within its district boundaries of the opportunity to participate with the local public educational agency under the State plan. The local public agency will submit the application to the State agency on behalf of the public and private school children and teachers in the district and will indicate the methods by which the organization of materials and the loan policy established will provide distribution on an equitable basis to all children and teachers in public and nonpublic schools.
- (5) An annual report will be required by the Superintendent of Public Instruction of each local educational agency based on reports from public and private schools within the boundaries of the school district; questions will be asked about the efficiency of the arrangements made for the use of materials by public and private school children and teachers, and provision will be made for suggestions for improving services.

3.7 Procedures Established by the State Agency to Assure That Federal Funds Under This Program Will Not Supplant State, Local, and Private School Funds Normally Budgeted and Made Available for the Acquisition of School Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

3.71 Procedures established to assure that Federal funds will not supplant normally budgeted funds are as follows:

- (1) The public school agency receiving funds under this program will further provide satisfactory assurance through the instrument of application that the agency will expend during the fiscal year for which the grant is requested (from funds other than those received under this Title and other federally-supported programs) for resources in an amount not less than the annual amount it has expended per capita for such resources during the most recent fiscal year for which such information is available, with a judgment to discount extraordinary non-recurring expenses during the base period.

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- (2) For all approved projects from local public educational agencies, the administrator of the public agency shall obtain and submit with his claim for payment a similar certification from each private school.
- (3) These certifications from public agencies and private schools shall also include statements that any funds expended for the purchase of materials used for religious instruction or worship have not been included in the determination of these levels of expenditures.
- (4) The Superintendent of Public Instruction shall analyze each year the reports of local educational agencies participating in this plan and shall determine whether or not the total expenditures of State, local and private funds have increased or at least remained the same for the acquisition of library resources and other instructional materials. The results of such analyses will be made to the U.S. Office of Education through annual reporting.

3.8 Procedure for Establishing That School Library Resources, Text-books, and Other Printed and Published Instructional Materials Made Available by This Program, Have Been or Will be Approved by an Appropriate State or Local Educational Authority for Use in the Public Elementary and Secondary Schools of the State.

3.81 To insure that all resources made available by this program will be approved by an appropriate public agency the following procedures have been established:

- (1) As provided in this plan the control and administration of the use of school library resources and other printed and published instructional materials shall be vested in a public educational agency only, and all materials acquired for the use of public and private school children and teachers shall be selected in accordance with the criteria set forth in Section 3.4 and Appendix A of this plan. Each project must carry certification of the chief administrator of the local public educational agency that the materials have been approved by qualified professional personnel in the local public educational agency and will not be used for any form of religious instruction.
- (2) All local educational agencies shall maintain records of materials acquired for use by public

and private school children and teachers; the Superintendent of Public Instruction shall have the final authority in determining whether or not these materials are appropriate for use in the public elementary and secondary schools of the State.

4.0 Public Control of Library Resources, Textbooks, and Other Instructional Materials.

4.1 Public Agencies Retaining Title

The general types and functions of the public agencies which will retain title to the resources, books, and materials are:

- (1) Any of the State's public institutions or agencies having administrative control and direction of a public elementary or secondary school. These include:
 - a. Local public school districts as recognized by Washington law
 - b. County or intermediate education units as recognized by Washington law
 - c. Laboratory schools operated by tax supported teacher training institutions in accordance with Washington law
 - d. Special public schools for handicapped and exceptional children operating under the authority of Washington law

4.12 The public agency retaining title to the school library resources, textbooks and other printed and published instructional materials made available under this plan shall reserve the right to recall or replace any such items made available for the use of children and teachers in the elementary and secondary schools of the State. The following are the conditions under which the recall and replacement procedures of the title-retaining public agency shall function:

- (1) The public agency shall maintain records which indicate the location of the materials on loan for use by public and private school children and teachers.
- (2) Such materials may be recalled or replaced for:
 - a. Recirculation or renewal of collections

- b. Violations of the provisions or intent of the terms of the loan
- c. The permanent closing of the school, district reorganization, or other circumstances which merit a redistribution of items
- d. Reorganization of the library or instructional materials center system
- e. Replacement or repair of worn out items
- f. Replacement of inappropriate instructional materials items

4.2 Inventorving Methods

4.21 The methods for inventorying and the maintaining of records of school library resources, textbooks, and other printed and published instructional materials furnished pursuant to this plan are:

- (1) Each local public educational agency receiving funds under this plan for the acquisition of school library resources, textbooks and other printed and published instructional materials shall maintain a separate continuing record of all such materials.
- (2) This inventory record shall indicate the placement, location and eventual disposition of all materials acquired under Title II funds according to procedures established by the State agency.
- (3) Such inventories shall be available at any time for examination by the Superintendent of Public Instruction staff.

4.22 The practices to be followed in removing school library resources, textbooks, and other printed and published instructional materials from inventory records because of loss, obsolescence, and wearing out are:

- (1) All materials shall be inventoried before the end of each school year.
- (2) Inventory control cards shall be checked with materials on hand, and lost or missing materials indicated in a temporary manner until final searching has been made.

- (3) When it is determined that some materials cannot be located after a careful search, information to that effect shall be indicated on the inventory card.
- (4) After all materials have been checked with the inventory control cards, a summary of materials at hand and materials missing shall be prepared.
- (5) This inventory record shall be included as part of the annual report submitted before the end of the fiscal year to the State Superintendent of Public Instruction; it shall include:
 - a. An accounting for all the items acquired under Title II as either on hand, missing, lost, or withdrawn because of obsolescence or wearing out.
 - b. A reporting in terms of the total number of items of each type, rather than by the listing of individual titles, under the ownership of the local public educational agency.

5.0 Program for the Acquisition of Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

5.1 Method of Distribution

- (1) The chief administrator of each school district shall be notified by the Superintendent of Public Instruction of the dates of each period for making applications for an allotment of funds under this plan. It shall be the responsibility of the chief administrator of each local public educational agency to notify the representatives of children and teachers in each eligible private school within the boundaries of his school district.
- (2) Forms for project applications and necessary guidelines shall be distributed to the chief administrators of local public educational agencies and through them to the representatives of children and teachers in eligible private schools.
- (3) Local public educational agencies receiving grants under this program will be allocated funds for both the public and private elementary and secondary school children enrolled in schools within the district's boundaries.

- (4) Agencies eligible to submit applications for both the public and private schools in their boundaries shall be:
- a. Local public school districts as recognized by Washington law
 - b. County or intermediate educational units as recognized by Washington law
 - c. Public agencies having administrative control of public elementary and secondary schools.
- (5) Consultative service shall be provided by the staff of the Superintendent of Public Instruction regarding application proposals.

5.2 Project or Application Approval Procedure

5.21 The following procedures have been established for the submission of application:

- (1) The Superintendent of Public Instruction shall periodically notify all approvable educational agencies as indicated in the preceding section of an open period, with a closing date, for the submission of project applications covering the acquisition of library resources or other printed and published materials.
- (2) Upon receipt of the projects, they shall be individually evaluated by both fiscal and program specialists, including the supervisors of library and audio-visual services and other subject area specialists as needed in the department of curriculum and instruction specifically as follows:
 - a. Projects shall be directed by the Director of Federal Program Coordination to the Supervisor of Federal Project Proposals in the Division of Curriculum and Instruction.
 - b. Projects will be read by this Supervisor and referred to appropriate divisional personnel.
 - c. Relevant sections of projects, as indicated by the Supervisor of Project Proposals, will be reviewed by sectional supervisors.
 - d. Sectional supervisors will recommend approval, revision, or rejection of projects.

- e. Projects, with recommendations, will be returned to the Supervisor of Federal Project Proposals.
 - f. Supervisor of Federal Project Proposals will summarize recommendations and return them, along with the projects, to the Director of Federal Program Coordination.
- (3) When this evaluation is completed, the local educational agency shall be notified by the Superintendent of Public Instruction relative to the approval or rejection of its application for a project or projects under this plan. If rejected, consultants and/or staff responsible to the Superintendent of Public Instruction will counsel with the local educational agency about the possibility of improving its application for re-evaluation.

5.3 Purchasing Procedures

- (1) The State agency, upon approval of a given application for Title II, Public Law 89-10 Federal funds, shall authorize and advance 40% of the approved cost. On or before April 1, an additional 30% may be advanced and the adjusted remainder forwarded at the close of the fiscal year.

The final payment must be supported by documented evidence that the total expenditures have been accomplished consistent with the terms of the approved application, that the account is true and just, and can be verified by a subsequent audit.

Any underpayments or overpayments occurring under this plan shall be adjusted for each fiscal year.

- (2) Subject to any amending action, the State plan does not now provide for any direct purchases by the State agency for placement in either public or private schools.
- (3) Public agencies eligible for participation include the following:
- a. Local public educational agencies operating as school districts providing education to elementary and secondary school students;
 - b. Intermediate units involving one or more counties for local districts requesting a coordinated program through the intermediate agency.
 - c. Any public institution or agency having the

administrative control and direction of a public elementary or secondary school.

5.4 Processing of Claims for Advancement or Reimbursement of Federal Funds

Applications received from public, local educational agencies for financial support under Title II, Public Law 89-10 shall state specifically from what lists approved by the State agency materials have been selected for purchase. Before final payment is made, the chief officer of the participating agency shall certify that the approved purchases have been made, that payment has been accomplished and that substantiating records of all transactions have been maintained in accordance with required auditing records.

Underpayment or overpayment of Federal grants shall be made by immediate additional payments or by adjustments to the local account in the following year or as soon as a State audit has revealed the discrepancy.

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JAN 19 1966

5.5 Expenditures Allowable for the Processing, Cataloging, and Delivering of School Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

5.51 The following procedures have been established:

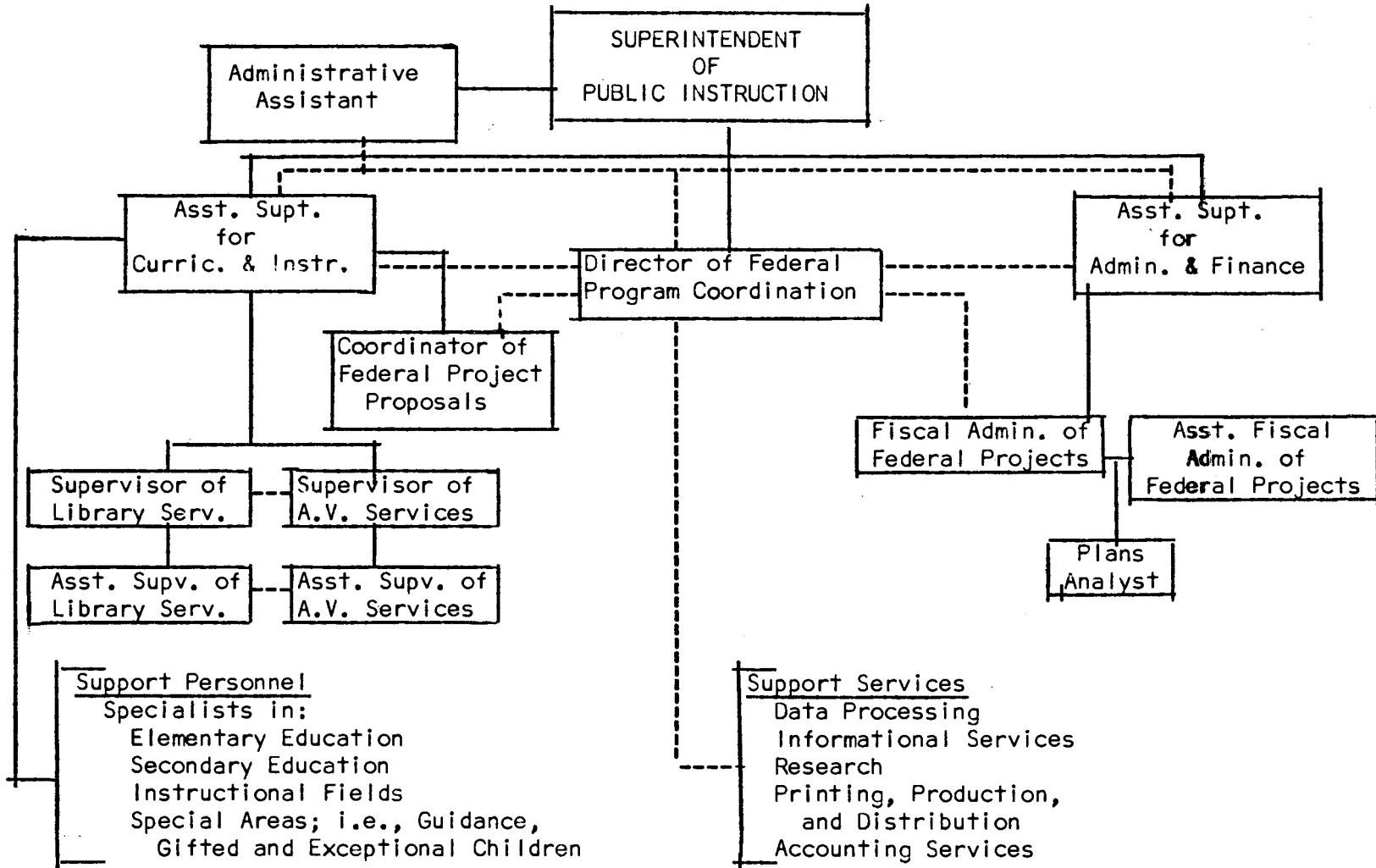
- (1) Expenditures for making school library resources and other printed and published materials available for use by public and private school children and teachers may be included as a part of acquisition costs. These expenditures may include the following:
 - a. The necessary and essential costs of processing and cataloging of materials.
 - b. The delivery of materials to the point in the local educational agency where materials are initially received.
- (2) Cost allowances for such expenditures will be made on the following basis:
 - a. Actual costs up to a maximum of \$1.00 per item for materials cataloged and processed either by the local agency or by a commercial firm.
 - b. Delivery charges for the shipping or transporting of materials from the supplier to the place within the local school district where the materials are initially received.
- (3) Funds under this plan may not be used for redistribution of such resources after delivery to the place where initially received.

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P.L. 89-10, TITLE II

Organizational Chart



6.0 Certification of Plan**6.1 Certificate of Officer Authorized by State Agency to Submit the State Plan**

State of WASHINGTON

I hereby certify that the State plan was adopted by the Washington Superintendent of Public Instruction on 9 November 1965. I further certify that the plan attached to this certification is the plan approved by the Washington Superintendent of Public Instruction. The plan as submitted constitutes the basis for the operation and administration of the State's program established pursuant to Sections (201-207) inclusive of Title II and Sections (601-605) inclusive of Public Law 89-10. All information, statements, and representations contained in the plan as of this date are accurate, to the best of my knowledge and belief.

(Signed) Louis Bruno
Superintendent of Public Instruction

(Date) 9 November 1965

Please note: The signature has been redacted due to security reasons.

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

State of WASHINGTON

I hereby certify:

1. That the Superintendent of Public Instruction is qualified as a State agency in accordance with Section 203 of Title II of Public Law 89-10.
2. That said agency has the authority under State law to submit a State plan pursuant to Section 203 of Title II of Public Law 89-10.
3. That all the provisions of the foregoing plan are consistent with State law; and
4. That the Superintendent of Public Instruction has been duly authorized by the Superintendent of Public Instruction to submit the foregoing State plan and to represent the Superintendent of Public Instruction in all matters pertaining thereto.

(Signed) _____
Signature is illegible.

Attorney General

Ant. Att'y General

(Date) November 10, 1965

Please note: The signature has been redacted due to security reasons.

A P P E N D I X B



Superintendent of Public Instruction

STATE OF WASHINGTON

Olympia

August 19, 1966

Louis Bruno
STATE SUPERINTENDENT

Mr. and Mrs. Ed Noack
604 Manitoba
Ellensburg, Washington

Dear Mr. and Mrs. Noack:

I was delighted to learn of your interest in initiating a research project using data from Title II of the Elementary and Secondary Education Act as a part of your graduate thesis at Central Washington State College of Education. This office is always interested in seeing graduate programs developed which will contribute to the educational progress of the boys and girls of our State. The project could be of real value to the Office of Public Instruction as we begin to evaluate the impact of Title II funds upon the improvement of instruction in our schools, and we are pleased that you will be helping us to interpret this information.

If questions arise concerning the project, I would suggest that you work directly with Dr. Babcock, Assistant Superintendent, Division of Curriculum and Instruction, or Dr. Alan Metcalf, Director of Research, both of whom will, of course, be working closely with Mrs. Badten and Mr. Thomas Hannan.

Sincerely yours,

Louis Bruno
Superintendent of
Public Instruction

LB:bte

Please note: The signature has been redacted due to security reasons.

A P P E N D I X C

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON

APPLICATION FOR SCHOOL LIBRARY RESOURCES
AND OTHER INSTRUCTIONAL MATERIALS UNDER
THE PROVISIONS OF TITLE II, PUBLIC LAW 89-10

The local educational agency named below hereby applies to the state educational agency for financial assistance pursuant to Public Law 89-10, Title II. Authorization for this application together with the designation of an authorized representative of the local educational agency was voted and made a part of the minutes of an official meeting of the governing authority or Board of Directors held on _____.
(Date)

Name of Edu. Agency _____ Number _____

Address _____ County _____

City _____ Zip Code _____ Telephone _____

Authorized Representative _____ Title _____

PART I - DISTRICT PROJECT SUMMARY

Instructions

This is a total district application including non-public schools, if any. Submit original and 3 copies to State Superintendent of Public Instruction. A second section, Part II provides supporting information from individual schools.

State Agency Use

Project No. _____

Date Received _____

Date Approved _____

Allotment _____

Amount Approved _____

Signature _____

Title _____

SECTION I - SCOPE OF PROJECT

A. Number of Schools in District and Number Not Participating

NOTE: When elementary and secondary grades are housed in one school plant, count elementary and secondary grades as two schools. Count junior high schools as secondary schools.

| | Number in District | Number Not Participating |
|--------------------------|-----------------------|-----------------------------|
| 1. Public Elementary | _____ | _____ |
| 2. Public Secondary | _____ | _____ |
| 3. Non-public Elementary | _____ | _____ |
| 4. Non-public Secondary | _____ | _____ |
| Total | _____ | Total _____ |

SECTION II - MAINTENANCE OF EFFORT

A. Expenditures and sources of revenue for library and audio-visual materials for fiscal year 1964-65 beginning July 1, 1964 and ending June 30, 1965.

1. PUBLIC SCHOOLS

(a) Total 1964-65 Expenditures for Library and Audio-visual materials as reported in School District Financial Statement:

| | |
|----------------------------------|----------|
| Library book replacements (261) | \$ _____ |
| Periodicals and newspapers (264) | _____ |
| Other reference expense (265) | _____ |
| Audio-visual films (271) | _____ |
| Maps, charts and globes (273) | _____ |
| Other (274) | _____ |
| New Library books (1235) | _____ |
| For new buildings (2232) | _____ |

(b) Total expenditures \$ _____

(c) Less Federal direct support for library and A-V expenditures \$ _____

(d) State & local funds expended \$ _____

2. NON-PUBLIC SCHOOLS

(a) Total expenditures for July 1, 1964 to June 30, 1965 for library and A-V materials only \$ _____

(b) Less federal funds, if any \$ _____

(c) Total private school funds expended \$ _____

Total public and private funds \$ _____

- B. Amount budgeted for library and A-V materials for 1965-66 exclusive of any actual or anticipated direct federal support in the above categories.

| | |
|---|----------|
| 1. Public Schools | \$ _____ |
| 2. Private Schools | \$ _____ |
| 3. Total State, local and private school funds budgeted | \$ _____ |

- C. If your 1965-66 budget for library and A-V materials has been adjusted downward to a decreased enrollment, please fill out this section.

| | <u>Average Daily Attendance</u> | <u>Expenditures from State, local & Private Funds</u> | <u>Per Pupil Expenditures</u> |
|------------|---------------------------------|---|-------------------------------|
| 1. 1964-65 | _____ | _____ | _____ |
| 2. 1965-66 | _____ | _____ | _____ |

- D. If A-1.(d) and A-2.(c) combined are greater than B-3, and this can be explained by an unusual circumstance during either year, please indicate this fact. Use specific figures and separate sheet if needed.

SECTION III - PROJECT PROPOSAL

A. Project Design

Your proposal for the use of Title II funds on a district-wide basis shows the design for providing additional materials based on curriculum needs in both public and non-public schools. Explain carefully how this will be accomplished for the current year. Include the following:

1. Identify needs based on an evaluation of existing library resources and other instructional materials.
2. Indicate planned procedures for meeting the identified needs.
3. Describe the techniques to be used in the evaluation of this project.

B. Total Title II funds requested 1965-661. Library resources

(a) Printed materials \$ _____ %

(b) Audio-visual materials \$ _____ %

2. Other instructional materials

(a) Printed materials \$ _____ %

(b) Audio-visual materials \$ _____ %

3. Estimated costs for cataloging
and processing if to be claimed

\$ _____

Total

\$ _____

SECTION IV - PRIVATE SCHOOL PARTICIPATION

A. What procedures are proposed for the loan or use of Title II materials on an equitable basis to private elementary and secondary school students and teachers in your district?

B. List names of non-public schools not participating, if any, and give reasons for non-participation, if known.

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON

APPLICATION FOR SCHOOL LIBRARY RESOURCES
AND OTHER INSTRUCTIONAL MATERIALS UNDER
THE PROVISIONS OF TITLE II, PUBLIC LAW 89-10

PART II. SUPPLEMENTAL REPORT FROM EACH SCHOOL

Please submit the original and three copies for each school.

School district Name _____ District No. _____

Name of Individual School _____

Address _____ Zip Code _____

Head of School _____ Title _____

1. Classification: Public School Non-public School

2. Circle each grade enrolled: K, 1, 2, 3, 4, 5, 6,
7, 8, 9, 10, 11, 12

3. Does this school have a central library? Yes _____ No _____

4. This school has on its staff a librarian:

Full time One-Half Time Part Time

5. This school has a person designated as an audio-visual coordinator:

Librarian Teacher Principal Other

6. Maintenance of Effort

To be filled in by non-public schools only

(a) Report only private school funds spent or budgeted for library resources and other instructional materials, excluding textbooks.

Actual expenditures for fiscal 1964-65 \$ _____
 Budgeted expenditures for fiscal 1965-66 \$ _____

(b) Report expenditures here on a per-pupil basis:

| | <u>Average Daily Attendance</u> | <u>Expenditures From Private School Funds</u> | <u>Per Pupil Expenditures</u> |
|---------|---|---|-----------------------------------|
| 1964-65 | _____ | _____ | _____ |
| 1965-66 | _____ | _____ | _____ |

7. On the basis of the inventory, an analysis of curriculum needs, and evaluation of the quality of library resources and other instructional materials, the following needs have been identified:

All Areas That Need Improvement in both Short and Long-term Planning

Areas that this Title II Project will help improve this year (Check)*

A.

B.

C.

D.

* It is assumed that unchecked items in Question 7 are inadequacies that will be strengthened in the future.

8. Indicate planned procedures for meeting the identified needs. Include such items as kinds of materials, grade levels, subject areas. Include for example, how the materials will be used in 8th grade social studies. (Attach additional sheets as needed.)

9. Describe the procedures and techniques to be used in evaluating the effectiveness of the project materials in this school with respect to identified needs and proposed procedures. (Attach additional sheets as needed.)

10. If materials have been selected from lists or sources other than those indicated in the Guidelines, please list sources below.

II. Inventory of all instructional materials in this school building:

NUMBER, LOCATION AND AVAILABILITY OF INSTRUCTIONAL MATERIALS

| Type of Material | NUMBER OF ITEMS LOCATED IN THIS SCHOOL | | CHECK IF AVAILABLE FROM: | |
|--|--|----------------------------------|--------------------------|---------------------------|
| | Library Resources* | Other In-structional Materials** | School District Center | County or Regional Center |
| Library books (volumes) | | | | |
| Gen. Encyclopedias (number of sets, 1960 or later) | | | | |
| Magazine subscriptions | | | | |
| Newspaper subscriptions | | | | |
| Pamphlets (estimate only) | | | | |
| Maps, folded (estimate only) | | | | |
| Pictures (estimate only) | | | | |
| Other (List) | | | | |
| | | | | |
| | | | | |
| | | | | |
| 8mm Films | | | | |
| 16mm Films | | | | |
| Filmstrips | | | | |
| Slides | | | | |
| Tape recordings | | | | |
| Disc recordings | | | | |
| Transparencies | | | | |
| Kinescopes | | | | |
| Microfilms | | | | |
| Maps (wall type) | | | | |
| Globes | | | | |
| Models and realia | | | | |
| Programed materials | | | | |
| Charts | | | | |
| Others (List) | | | | |
| | | | | |
| | | | | |

*Library Resources includes all materials, both printed and audio-visual (except textbooks) which are processed and organized for use in a central library or instructional materials center within the school.

**Other Instructional Materials includes both printed and audio-visual materials not organized in library collections, but housed in classroom/departmental collections. If there is no central library count all materials in column Other Instructional Materials.

A P P E N D I X D

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON

APPLICATION FOR SCHOOL LIBRARY RESOURCES
AND OTHER INSTRUCTIONAL MATERIALS UNDER
THE PROVISIONS OF TITLE II, PUBLIC LAW 89-10

The local educational agency named below hereby applies to the state educational agency for financial assistance pursuant to Public Law 89-10, Title II. Authorization for this application together with the designation of an authorized representative of the local educational agency was voted and made a part of the minutes of an official meeting of the governing authority or Board of Directors held on _____.

(Date)

Name of Educ. Agency _____ Number _____

Address _____ County _____

City _____ Zip Code _____ Telephone _____

Authorized Representative _____

Title _____

PART I - DISTRICT PROJECT SUMMARY

| <u>Instructions</u> | State Agency Use |
|---|-----------------------|
| This is a total district application including non-public schools, if any. Submit original and 2 copies to State Superintendent of Public Instruction. A second section, Part II provides supporting information from individual schools. | Project No. _____ |
| | Date Received _____ |
| | Date Approved _____ |
| | Allotment _____ |
| | Amount Approved _____ |
| | Signature _____ |
| | Title _____ |

SECTION I - SCOPE OF PROJECT

Note: When elementary and secondary grades are housed in one school plant, count elementary and secondary grades as two schools. Count junior high schools as secondary schools

A. Statistical Data - Public School

| | El. | Sec. | | El. | Sec. |
|---------------------|-----|------|----------------------------------|-----|------|
| Schools in district | | | Number of benefiting schools | | |
| Enrollment in dist. | | | Enrollment in benefiting schools | | |
| Teachers in dist. | | | Teachers in benefiting schools | | |

B. Statistical Data - Non-Public School

| | El. | Sec. | | El. | Sec. |
|---------------------|-----|------|----------------------------------|-----|------|
| Schools in district | | | Number of benefiting schools | | |
| Enrollment in dist. | | | Enrollment in benefiting schools | | |
| Teachers in dist. | | | Teachers in benefiting schools | | |

SECTION II - MAINTENANCE OF EFFORT

A. Expenditures for all printed and published materials including audio-visuals but excluding textbooks for fiscal year 1965-66 beginning July 1, 1965 and ending June 30, 1966. Consider obligations as expenditures.

I. PUBLIC SCHOOLS - 1965-66 EXPENDITURES -- Classify expenditures and obligations according to the classification in current use established in the Accounting Manual for Public School Districts. In most cases the reported figures should reconcile with your general District Financial Statement which annually reports all district expenditures.

| | | |
|--|-------------------|-------------------|
| a. Library books (261) | \$ _____ | STATE USE ONLY |
| In (1235) | \$ _____ | |
| In (2232) | \$ _____ \$ _____ | |
| Periodicals and newspapers (264) | \$ _____ | |
| Other reference expense (265) | \$ _____ | |
| Audio-visual films (271) including rentals | \$ _____ | |
| Maps, charts and globes (273) | \$ _____ | |
| Other printed and published materials (274) | \$ _____ | \$ _____ |
| b. Total expenditures from Federal, State, local & private funds (donations)----- | \$ _____ | \$ _____ |

B. Amount budgeted for printed and published materials for 1966-67 excluding textbooks and also excluding any actual or anticipated direct federal support for such materials.

1. PUBLIC SCHOOLS

| | | |
|--|----------|----------|
| a. Budgeted expenditures for printed and published materials excluding textbooks | \$ _____ | \$ _____ |
| b. 1966-67 Enrollment (Oct. report) | \$ _____ | \$ _____ |
| c. Proposed expenditure per pupil | \$ _____ | \$ _____ |

2. NON-PUBLIC SCHOOLS

| | | |
|--|----------|----------|
| a. Proposed total 1966-67 expenditures | \$ _____ | \$ _____ |
| b. 1966-67 Enrollment (Oct. report F-74) | \$ _____ | \$ _____ |
| c. Proposed expenditure per pupil | \$ _____ | \$ _____ |

C. If the comparative reports for fiscal 1966 and fiscal 1967 for public school district do not show full maintenance of effort, please list causative factors.

SECTION III - PROJECT PROPOSAL

A. Project Design--Your proposal for the use of Title II funds on a district wide basis should show a planned design for providing learning materials based on curriculum needs in both public and non-public schools. Explain carefully how this will be accomplished for the current year in terms of: (a) procedures and activities and (b) evaluation. Use supplementary sheet if needed.

1. Identify needs based on curriculum needs in single subject areas or related subject groups or branches of instruction

| Areas of Need in the District | No. of Schs. | | Areas of Need in the District | No. of Schs. | |
|-------------------------------|--------------|------|-------------------------------|--------------|------|
| | El. | Sec. | | El. | Sec. |
| 1. Language Arts | | | 10. Music | | |
| 2. Social Studies | | | 11. Art (Crafts) | | |
| 3. Mathematics | | | 12. Agriculture | | |
| 4. Science | | | 13. Trades & Industry | | |
| 5. Foreign Language | | | 14. Distributive Education | | |
| 6. Business Education | | | 15. Guidance | | |
| 7. Home Economics | | | 16. Health | | |
| 8. Industrial Arts | | | 17. Other (Please specify) | | |
| 9. Physical Education | | | 18. | | |
| | | | | | |

B. Division of Title II Funds As Limited By Allotment

| <u>1. Library resources (Cat. & Organized)</u> | <u>Elementary</u> | <u>Secondary</u> |
|--|------------------------------|-----------------------------|
| a. Books | \$ _____ % | \$ _____ % |
| b. Periodicals | \$ _____ % | \$ _____ % |
| c. Other printed material | \$ _____ % | \$ _____ % |
| d. Audio-visual Material | \$ _____ % | \$ _____ % |
| | | |
| <u>2. Other instructional materials</u> | | |
| a. Books | \$ _____ % | \$ _____ % |
| b. Periodicals | \$ _____ % | \$ _____ % |
| c. Other printed material | \$ _____ % | \$ _____ % |
| d. Audio-visual material | \$ _____ % | \$ _____ % |
| | | |
| 3. Estimated additional costs | \$ _____ % | \$ _____ % |
| Total (must not exceed allot.) | \$ _____ 100% | \$ _____ 100% |
| Does above include commercial processing? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Preferred processing firm, if any _____

SECTION IV - NON-PUBLIC SCHOOL PARTICIPATION (Revised)

A.

Proposed procedures and methods for the loan or use of Title II materials on an equitable basis to public and non-public elementary and secondary school students and teachers in your district, bearing in mind that in all cases both public and non-public schools and/or systems are required to provide, at least, a limited list of Title II materials available for circulation as conditioned by Subsection B of this Section.

- (1) Provide Title II collections in public school libraries
 - (a) Open to public school children and teachers only Yes ___ No ___
 - (b) Open to both public and non-public school children and teachers Yes ___ No ___
- (2) Establish loan collections at non-public school locations for the use of non-public school children and teachers Yes ___ No ___
- (3) Other methods to be used including catalogs or lists. Please explain.

B. ACCESSIBILITY OF LOAN MATERIALS

In order to assure reasonable accessibility and availability of materials to children and teachers in both public and non-public schools, each district must provide for the maintenance of catalogs or lists of materials acquired under E.S.E.A., Title II grants. Such catalogs or lists may be limited in content, for example, to materials designed for children with special needs or to materials supporting particular areas of curriculum and which are not otherwise generally available to the affected children and teachers. Such catalogs or list or other systems may be maintained on the basis of such limited and defined geographical areas as may be appropriate to assure distribution of materials on a feasible basis.

The circulation of such materials shall be subject to such restrictions as may be required to maintain an equitable distribution thereof among the children and teachers. The loan terms should be based on educational principles of services to instructional programs so that children and teachers in the schools where the school library resources and other instructional materials are first placed will not be deprived of their use when needed. (See excerpt from Federal Regulations under Section 4, Part I - Instructions.)

- (1) How will you make such lists accessible and available to all school children and teachers, both public and non-public?

C.

If your district has adopted a written book selection policy, please attach a copy.

SECTION V - MISCELLANEOUS INFORMATION

- A. Federal regulations suggest, but do not make mandatory, coordination between the appropriate titles of the Elementary and Secondary Education Act, the National Defense Education Act, and any other federal titles under which library benefits are available to public schools. If you are using any of these Federal titles in conjunction with Title II to improve library services or resources, please explain. For example, Title I or Title III, E.S.E.A. might be used to provide library staff or these same titles plus Title III, N.D.E.A. be used to provide printed and published non-textbook materials.

- B. Federal regulations also require that there be appropriate coordination between the program carried out under Title II of the Act with respect to school library resources and any program carried out under the Library Services and Construction Act (20 U.S.C., Chapter 16).

If your application is approved, do you make such assurance?

STATE OF WASHINGTON
 SUPERINTENDENT OF PUBLIC INSTRUCTION
 OLYMPIA, WASHINGTON

APPLICATION FOR SCHOOL LIBRARY RESOURCES
 AND OTHER INSTRUCTIONAL MATERIALS UNDER
 THE PROVISIONS OF TITLE II, PUBLIC LAW 89-10

PART II. REPORT FROM EACH SCHOOL BUILDING

(All school buildings within the District participating and non-participating must complete PART II.)

Please submit the original and two copies

Name of District _____ District Number _____

Name of School _____ School Building Number _____

Address of School _____ Zip Code _____ Phone _____

Check or fill in appropriate spaces for this particular building.

1. Public School: El. Sec. Enrollment _____ No. of teachers _____
 Non-public School: El. Sec. Enrollment _____ No. of teachers _____

2. Circle each grade included: K, 1, 2, 3, 4, 5, 6,
 7, 8, 9, 10, 11, 12

3. Was a central library established with Title II aid last year?
 Yes No

Will a central library be established this current year because of Title II aid?
 Yes No

4. Maintenance of Effort

To be filled in by non-public schools only

- (a) Report only non-public school funds spent or budgeted for library resources and other instructional materials, excluding textbooks.

Actual expenditures for fiscal 1965-66 \$ _____
 Budgeted expenditures for fiscal 1966-67 \$ _____

- (b) Report expenditures here on a per-pupil basis:

| | <u>Enroll- ment</u> | <u>Expenditures from Non-public School funds</u> | <u>Per Pupil Expenditure</u> |
|-----------------------|-------------------------|--|----------------------------------|
| 1965-66, October F-74 | _____ | _____ | _____ |
| 1966-67, October F-74 | _____ | _____ | _____ |

- (c) Explain any significant variation between expenditures for 1966 and proposed expenditures for 1967.

OMIT THIS PAGE FOR THOSE SCHOOLS NOT PARTICIPATING

5. Your proposal for the use of Title II funds must be incorporated in the district wide project in which the district is asked to identify needs in single subject areas or related subject groups or branches of instruction. Please check appropriate column.

| AREAS OF NEED | Library Resources | | | | Other Instr.** Materials | | | |
|----------------------------|-------------------|-------------|------------------------|-----------------------|--------------------------|-------------|------------------------|-----------------------|
| | Books | Periodicals | Other Printed Material | Audio-visual Material | Books | Periodicals | Other Printed Material | Audio-visual Material |
| 1. Language Arts | | | | | | | | |
| 2. Social Studies | | | | | | | | |
| 3. Mathematics | | | | | | | | |
| 4. Science | | | | | | | | |
| 5. Foreign Language | | | | | | | | |
| 6. Business Education | | | | | | | | |
| 7. Home Economics | | | | | | | | |
| 8. Industrial Arts | | | | | | | | |
| 9. Physical Education | | | | | | | | |
| 10. Music | | | | | | | | |
| 11. Art (Crafts) | | | | | | | | |
| 12. Agriculture | | | | | | | | |
| 13. Trades & Industry | | | | | | | | |
| 14. Distributive Education | | | | | | | | |
| 15. Guidance | | | | | | | | |
| 16. Health | | | | | | | | |
| 17. Other (Please specify) | | | | | | | | |
| 18. | | | | | | | | |

6. Describe the procedures and techniques to be used in evaluating the effectiveness of the project materials in this school with respect to identified needs and proposed procedures. (Attach additional sheets as needed.)
7. If materials have been selected from professional lists or sources other than those indicated in Selecting Learning Resources (See December, 1966 "Notes from Everywhere for Washington School Librarians"), please list those professional sources below, OR attach list of materials for approval by this office.

* See Number II

** See Number II

Next year we will be faced with a mandatory revision of our State Plan. The following information would be helpful in determining the present adequacy of library facilities, services and personnel.

| 8. <u>Facility--Check appropriate column</u> | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| a. Central facility | ___ | ___ |
| b. Adequate seating space | | |
| Elementary Library--Can seat largest class | ___ | ___ |
| Secondary Library--Can seat largest class with space left for independent study | ___ | ___ |
| c. Card catalog and vertical file--check yes only if you have both | ___ | ___ |
| d. Shelving adequate and appropriate for books, current periodicals, etc. | ___ | ___ |
| e. Adequate storage for nonprint materials | ___ | ___ |
| f. Adequate working space for technical and clerical activities | ___ | ___ |
| g. Adequate storage for audio-visual equipment | ___ | ___ |
| h. All of the following included in service area-- typewriter, sink with running water, work table, shelving, book and equipment carts | ___ | ___ |
| 9. <u>Program of Service--Check appropriate column:</u> | | |
| a. Open throughout the school day | ___ | ___ |
| b. Open before and after school | ___ | ___ |
| c. Regularly scheduled study halls, or classes in this facility | ___ | ___ |
| d. Planned program for developing student library skills | ___ | ___ |
| e. Written policy for selection of materials | ___ | ___ |
| f. Loans of special collections to classrooms, departmental resource centers, etc. | ___ | ___ |

10. Please list number of library and/or audio-visual staff in each category assigned to this building.

| TIME ASSIGNED: | PROFESSIONAL | | | NON-PROF. |
|--|--------------|--------------|----------------------|---------------------|
| | Library | Audio-Visual | Library-Audio-Visual | Paid Clerk or Aide* |
| At least one-half time | | | | |
| Less than one-half time but not less than one hour per day | | | | |
| No scheduled time | | | | |
| LIBRARY SERVICE PREPARATION: | | | | |
| Less than 18 quarter hours Library Science. | | | | |
| 18 - 45 quarter hours Library Science | | | | |
| Library Degree or equivalent hours | | | | |
| AUDIO-VISUAL PREPARATION: | | | | |
| Less than 18 quarter hours Audio-visual/Media preparation | | | | |
| 18 - 45 quarter hours Audio-visual Media preparation | | | | |
| Audio-visual/Media Degree or equivalent hours | | | | |

* Count only paid non student help. Do not count students involved in paid work study programs.

II. Inventory of all instructional materials in this school building:

| Type of Material | 1965-66 Inventory (Excluding items purchased under Title II) | | 1965-66 Inventory (Items purchased under Title II only) | | TOTAL | | Check if available from: | |
|---|---|-------------------------------|--|-----------------------------|--------------------------------|-----------------------------|-----------------------------|-----------------------------|
| | School Library Resources* | Other Instr. Material** | School Library Resources | Other Instr. Material | School Library Resources | Other Instr. Material | School Dist. Center | County or Reg. Center |
| | No. | No. | No. | No. | No. | No. | | |
| Library books (volumes) | | | | | | | | |
| Encyclopedias, No. of sets 1961 or later | | | | | | | | |
| Periodicals (subscrip- tions) | | | | | | | | |
| Other printed material (Est.) | | | | | | | | |
| Films | | | | | | | | |
| Filmstrips | | | | | | | | |
| Tape and disc recordings | | | | | | | | |
| Slides and transparencies | | | | | | | | |
| Programmed instruc- tional materials | | | | | | | | |
| Maps, charts, globes, etc. | | | | | | | | |

* School library resources includes all materials, both printed and audio-visual (except textbooks) which are processed and organized for use in a central library or instructional materials center within the school.

** Other instructional materials includes both printed and audio-visual materials not organized in library collections, but housed in classroom/departmental collections. If there is no central library count all materials in column Other Instructional Materials

A P P E N D I X E

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Interoffice Communication

To Mr. Ed Noack

From Donald L. Swezey

Date January 30, 1967

Re: Instructional Materials Inventory

In response to our phone call of January 26, 1967, I have added a count of schools by district to your original list of desired data. However, I believe it important to explain the method I used to determine whether a school was elementary or secondary.

The schools reported the grade span from the lowest to the highest. I said that any school which reported their lowest grade taught to be six or less would be coded "elementary" and all schools whose lowest grade was seven or above would be "secondary." This method of classification may result in placing a school into one category, while the district considers it the other.

If you have any questions regarding this data, please feel free to call on me.

A P P E N D I X F

TABLE XI
 NON-PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
 BY GROUP I SCHOOL DISTRICTS

| | Housed in Library | Housed Elsewhere | Total |
|-----------------------------------|-------------------|------------------|-------|
| FILMS | 18 | 2 | 20 |
| FILMSTRIPS | 4,191 | 133 | 4,324 |
| TAPE & DISC RECORDINGS | 2,207 | 60 | 2,267 |
| SLIDES & TRANSPARENCIES | 1,622 | 143 | 1,765 |
| PROGRAMMED INSTRUCTIONAL MATERIAL | 1 | 13 | 14 |
| MAPS, CHARTS, GLOBES | 624 | 29 | 713 |
| MICROFILMS | 0 | 0 | 0 |

5 Districts Reporting
 Group I District Size = 20,000 and more enrollment
 SOURCE: ESEA Title II Applications, 1966-1967

TABLE XII

NON-PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
BY GROUP II A SCHOOL DISTRICTS

| | Housed in Library | Housed Elsewhere | Total |
|--------------------------------------|-------------------|------------------|-------|
| FILMS | 1 | 8 | 9 |
| FILMSTRIPS | 572 | 41 | 613 |
| TAPE & DISC RECORDINGS | 397 | 85 | 482 |
| SLIDES & TRANSPARENCIES | 317 | 1,010 | 1,327 |
| PROGRAMMED INSTRUCTIONAL MATERIAL | 20 | 0 | 20 |
| MAPS, CHARTS, GLOBES | 421 | 16 | 437 |
| MICROFILMS | 65 | 0 | 65 |

6 Districts Reporting

Group II A District Size = 10,001 to 20,000 enrollment

SOURCE: ESEA Title II Applications, 1966-1967

TABLE XIII
 NON-PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
 BY GROUP II B SCHOOL DISTRICTS

| | Housed in Library | Housed Elsewhere | Total |
|-----------------------------------|-------------------|------------------|-------|
| FILMS | 6 | 58 | 64 |
| FILMSTRIPS | 2,983 | 1,089 | 4,072 |
| TAPE & DISC RECORDINGS | 1,372 | 425 | 1,797 |
| SLIDES & TRANSPARENCIES | 2,314 | 828 | 3,142 |
| PROGRAMMED INSTRUCTIONAL MATERIAL | 83 | 96 | 179 |
| MAPS, CHARTS, GLOBES | 583 | 307 | 890 |
| MICROFILMS | 0 | 0 | 0 |

20 Districts Reporting
 Group II B District Size = 5,001 to 10,000
 SOURCE: ESEA Title II Applications, 1966-1967

TABLE XIV
 NON-PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
 BY GROUP II C SCHOOL DISTRICTS

| | Housed in Library | Housed Elsewhere | Total |
|-----------------------------------|-------------------|------------------|-------|
| FILMS | 113 | 28 | 141 |
| FILMSTRIPS | 4,790 | 319 | 5,109 |
| TAPE & DISC RECORDINGS | 1,442 | 86 | 1,528 |
| SLIDES & TRANSPARENCIES | 2,193 | 106 | 2,299 |
| PROGRAMMED INSTRUCTIONAL MATERIAL | 10 | 121 | 131 |
| MAPS, CHARTS, GLOBES | 726 | 163 | 889 |
| MICROFILMS | 326 | 0 | 326 |

42 Districts Reporting
 Group II C District Size = 2,001 to 5,000 enrollment
 SOURCE: ESEA Title II Applications, 1966-1967

TABLE XV
 NON-PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
 BY GROUP III SCHOOL DISTRICTS

| | Housed in Library | Housed Elsewhere | Total |
|-----------------------------------|-------------------|------------------|-------|
| FILMS | 2 | 14 | 16 |
| FILMSTRIPS | 2,808 | 241 | 3,049 |
| TAPE & DISC RECORDINGS | 813 | 169 | 982 |
| SLIDES & TRANSPARENCIES | 717 | 441 | 1,158 |
| PROGRAMMED INSTRUCTIONAL MATERIAL | 47 | 5 | 52 |
| MAPS, CHARTS, GLOBES | 392 | 264 | 656 |
| MICROFILMS | 85 | 0 | 85 |

38 Districts Reporting
 Group III District Size = 1,000 to 2,000 enrollment
 SOURCE: ESEA Title II Applications, 1966-1967

TABLE XVI
 NON-PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
 BY GROUP IV SCHOOL DISTRICTS

| | Housed in Library | Housed Elsewhere | Total |
|-----------------------------------|-------------------|------------------|-------|
| FILMS | 0 | 0 | 0 |
| FILMSTRIPS | 635 | 136 | 771 |
| TAPE & DISC RECORDINGS | 541 | 203 | 744 |
| SLIDES & TRANSPARENCIES | 2,665 | 603 | 3,268 |
| PROGRAMMED INSTRUCTIONAL MATERIAL | 142 | 10 | 152 |
| MAPS, CHARTS, GLOBES | 734 | 57 | 791 |
| MICROFILMS | 0 | 0 | 0 |

92 Districts Reporting
 Group IV District Size = 250 to 999 enrollment
 SOURCE: ESEA Title II Applications, 1966-1967

TABLE XVII
NON-PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
BY GROUP V SCHOOL DISTRICTS

| | Housed in Library | Housed Elsewhere | Total |
|-----------------------------------|-------------------|------------------|-------|
| FILMS | 0 | 0 | 0 |
| FILMSTRIPS | 203 | 18 | 221 |
| TAPE & DISC RECORDINGS | 4 | 0 | 4 |
| SLIDES & TRANSPARENCIES | 52 | 0 | 52 |
| PROGRAMMED INSTRUCTIONAL MATERIAL | 0 | 0 | 0 |
| MAPS, CHARTS, GLOBES | 15 | 19 | 34 |
| MICROFILMS | 0 | 0 | 0 |

32 Districts Reporting
 Group V district Size = 100 to 249 enrollment
 SOURCE: ESEA Title II Applications, 1966-1967

TABLE XVIII
 NON-PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
 BY GROUP VI SCHOOL DISTRICTS

| | Housed in Library | Housed Elsewhere | Total |
|-----------------------------------|-------------------|------------------|-------|
| FILMS | 7 | 0 | 7 |
| FILMSTRIPS | 2 | 34 | 36 |
| TAPE & DISC RECORDINGS | 5 | 26 | 31 |
| SLIDES & TRANSPARENCIES | 0 | 110 | 110 |
| PROGRAMMED INSTRUCTIONAL MATERIAL | 0 | 0 | 0 |
| MAPS, CHARTS, GLOBES | 7 | 16 | 23 |
| MICROFILMS | 0 | 0 | 0 |

29 Districts Reporting
 Group VI District Size = 99 or fewer students
 SOURCE: ESEA Title II Applications, 1966-1967

A P P E N D I X G

SUGGESTED TERMINOLOGY FOR NON-PRINT MEDIA

Films 8mm

Films 16mm

Filmstrip (single)

Filmstrip (sets)

Tape Recordings

Disc Recording (single)

Disc Recording (album)

Slides

Transparency (single)

Transparency (sets)

Programmed Instructional Material

Maps

Charts

Globes