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ABSTRACT

This report lists the ESEA management goals for 1976, and describes how these goals fit into comprehensive state education planning to meet critical needs in the areas of reading improvement, ethnic and racial relations, early childhood education, and career education. Program goals for 1976 include improving the quality of media programs, assisting local education agencies to develop system level media programs, assisting in developing planning activities, providing training for local personnel, providing opportunities for improvement of media personnel with entire school staffs, providing more effective utilization of media resources, studying ways of conducting cooperative programs, assisting the expansion of the existing network, and establishing an information system for school media services throughout the state. The degree of attainment of each goal is described. The report is supported by descriptions of five projects, by testimonial letters, and by financial and statistical reports. (WBC)

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PERFORMANCE REPORT FOR TITLE II,
ELEMENTARY AND SECONDARY EDUCATION ACT

P. L. 89-10 AS AMENDED, FY 1976

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Submitted by:

School Media Services Office
Division of Library Development and Services
Maryland State Department of Education
P.O. Box 8717
Baltimore-Washington International Airport
Baltimore, Maryland 21240

1976

ED 134207

IR004392

- I. List the ESEA, Title II management goals for the fiscal year in which the funds were spent.

Management goals

- A. Administer the ESEA, Title II Program which assists local education agencies in the development of media services.
- B. Provide consultative services which reflect the priorities established by the Maryland State Board of Education and the needs of the local education agencies.
- C. Apply the principles of management of consultative services which will provide assistance in the development of sound media programs.
- D. Provide assistance to local education agencies for the development of system level services.
- E. Conduct program evaluation activities required to satisfy the needs of the state and federal government.
- F. Provide information and reports required by all external and internal sources.
- G. Collect statistical information which will assist in the development of media programs.

- II. Describe briefly how these goals fit into comprehensive State education agency planning.

The Maryland State Department of Education and the local education agencies were engaged in a management study which involved a further appraisal of needs and the setting of measurable goals and objectives.

The critical needs which have been identified and given highest priority are:

- A. Improvement in reading
- B. Improved knowledge and increased acceptance of people who are of different ethnic or racial backgrounds
- C. Programs in early childhood education
- D. Career Education

Pages 9-10, of *Maryland's Reading Plan for the 70's*, Division of Instruction, MSDE, 1975 states:

"By 1980 the Maryland State Department of Education will institute three major reading objectives concerned with

... student achievement, and efficient use of state resources which will move all citizens toward reading effectiveness. For some, this effectiveness will mean literacy at a functional reading level; for some, at a literal reading level; and for others, at critical and creative reading levels. These objectives will move the citizens toward a reading capacity to cope with the emerging literate world of the '80's."

Identified critical needs will be provided for by applying Title II, ESEA program funds to the purchase of a variety of materials (in form, content, and level) for specified teachers and learners. Project applications for materials related to a specific program growing out of the identified needs will be received from the local education agencies, institutional schools, the Archdioceses of Baltimore and Washington, the Diocese of Wilmington, and all private schools which comply with the State compulsory attendance laws and provisions of the Civil Rights Act of 1964, and which are recognized by the State as eligible schools.

III. *List the ESEA, Title II program goals for the fiscal year in which the funds were spent.*

Goal Statements

- A. To improve the quality of media programs
- B. To assist local education agencies with the development of system level media programs
- C. To assist in the development of planning activities at the local education agency level
- D. To provide training (preservice and inservice) opportunities for local personnel
- E. To provide opportunities which permit for greater improvement of media personnel with the entire school staff
- F. To provide more effective utilization of media resources
- G. To study and investigate ways of conducting cooperative programs and activities among various information agencies
- H. To assist in the expansion of the existing network for ensuring fulfillment of educational requests.
- I. To establish an information system for providing data on the activities and operation of school media services throughout the state.

IV. *Describe how the relative need formula reflected program goals.*

A major factor in determining relative need is the extent to which local

relative need and private contributions. From the state's assessment of needs and educational objectives, which set definite directions for a program, relative need may also include programs which grow out of the assessment of specialized needs if goals and objectives have been established for meeting identified needs. Examples include the statewide program in drug awareness and family life and human development and a local education agency's program to acquaint the influx of foreign-speaking children with the English language. Relative need may also include such other factors as the general economic resources of a school district in relation to the general economic resources of the state, and the degree of previous effort of each school district to provide materials and staff in relation to its total financial resources.

The distribution of school library resources, textbooks, and materials for children and teachers solely on a per-capita basis does not satisfy this provision.

The State Plan establishes the following criteria for the development of an allocation formula:

- A. Not more than five percent of the entitlement or \$50,000.00, whichever is greater, will be available for the administration of the State Plan.
- B. Not more than five percent of the entitlement may be allocated for special purpose grants for the acquisition of school media resources.
- C. Not less than 90 percent of the entitlement will be made available to the local education agencies, tax-supported institutional schools, and private schools on the basis of enrollment and the ratio of the local wealth of each of the 23 counties and Baltimore City to state wealth. (Not less than 90 percent of the allocation made available to any local education agency or for any private school is to be used for school media resources for children and teachers.)

Project applications for local education agencies and for nonpublic schools are received, reviewed, and approved by the Division of Library Development and Services, (DLDS). Local education agencies purchase, catalog, process, and deliver the materials for placement in public schools on a permanent loan basis. A subagency, under contract with the Maryland State Department of Education, provides the same service for nonpublic schools and places the materials on loan.

7. *Describe the achievement of each program goal and the degree of attainment of each.*

- A. To improve the quality of media programs
 1. Field visits to the local education agencies provide the School Media Services Office staff opportunities for evaluation of system level and individual building media services.
 2. Advisory Committee Meetings, Mini-Grants, Film Festival.

2. The Division of Planning, Development and Services and the Division of Instructional Services worked together on a publication *Media and Instruction*, which interrelated the thinking and working of the two areas (see attachment). Continued cooperation, resulting in another publication, is expected.
3. The Educational Technology Task Force, a task force of 16 representing local education agencies, the MSDE, and higher education, published their paper, *Task Force for Long-Range Planning for Media Technology in Maryland, 1976*, which was to present guidelines for long-range planning for media technology programs and for interpretation of such programs, and which presented a study of the status of school media programs in the state using the State standards as a norm. The task force has the *Guidelines for Selection and Use of Audiovisual Equipment and Utilization* under revision.
4. *Evaluating and Selecting Media* and *Guidelines for the Review and Selection of Textbooks and Instructional Materials* (see attachments) are being used in implementing evaluation and selection policies.
5. To assist local education agencies with the development of system level media programs
 1. Advisory Committee
 2. *Issues in Media Management*
 3. Mini-Grants
 4. Special Purpose Grants
 5. Federal programs
 6. Educational Technology Task Force
 7. Master Plan planning and implementation.
 8. Regional Coordinators Meetings
 9. Field Services

Notice the statistics for system level in *Facts About Maryland's School Media Programs*.
6. To assist in the development of planning activities at the local education agency level
 1. Advisory Committee
 2. *Issues in Media Management*

3. Federal programs
4. Master Plan Implementation
5. Field Services
6. To provide training (preservice and inservice) opportunities for local personnel

1. The Advisory Committee to the School Media Services Office consists of the library media supervisors who meet as a group three times a year and additional times as necessary.

2. *Issues in Media Management* includes inservice topics of: Media and Career, Media: Public Awareness and Media Specialist's Role in Instructional Technology.

- a. Media and Career Workshop - October 30, 1975 - for media supervisors, guidance and career supervisors, MSDE personnel, and other interested persons.

The purpose of the seminar was to provide an opportunity for supervisory personnel in the areas of media, guidance, and career education to meet and have the opportunity to see how career education materials and programs are integrated into a total unified media program. Since considerable funds, both local and federal, are being spent for career materials, it appears that this topic is of major interest. In our thinking, these resources need to be centrally inventoried and made accessible through the media program. This permits the widest possible use of these materials.

- b. Media: Public Awareness - December 10, 1975

The agenda includes "Public Awareness" as seen from the library media field and the business field. A library science graduate school professor, an ALA spokesman, and an LEA library media supervisor gave presentations on ways of implementing public awareness.

- c. The Media Specialist's Role in Instructional Technology - January 14, 1976

The workshop includes "Techniques for Systematic Instructional Planning and Development," presented by Dr. Gregory Trzebiatowski, Assistant Dean for Medical Education Development, Ohio State University. Reaction and small group discussion included the University of Maryland, University of Maryland-Baltimore County, Montgomery County Board of Education, and other LEA supervisors.

3. The Educational Technology Fair featured the following:

- a. Education and Educational Technology: Some Futuristic Projections
by Dr. Gabriel Ofiesh.
Professor of Educational Technology
Howard University
- b. Different Ways of Looking at Old Problems
by Mrs. Dorothy Blake
Coordinator of Libraries
Atlantic Public Schools
- c. Programmed Instruction Packet
- d. Bataf-Data Processing
- e. Computerized Film Booking
4. The MSDE cooperated with both time and money for the Film Festival (see attachment).
5. Mini-Grant inservice included:
 - a. Allegany County - "Meet the Authors" - Promotion in love of Reading.
 - b. Charles County - Staff Developmental Workshop, Motivational Factors in Middle School/Junior High Reading with Emphasis on Cultural and Ethnic Minorities.
 - c. Dorchester County - Development of a Resource Bulletin: In Short Biographical Sketches of Ethnic and Cultural Minority.
 - d. Caroline County - Personalities Who Have Made Contributions to Our Society. Middle School Media Services - Inservice for new schools.
 - e. Frederick County - "Operation Upgrade II" inservice.
 - f. Worcester County - Workshop in the Preparation and Use of Audio-visual Materials.
 - g. Carroll County - Animated Film-making.
 - h. Queen Anne's County - Workshop in Library Skills.
 - i. Wicomico County - Inservice Training - Development of Unified Media Center Programs.
 - j. Somerset County - Inservice training for Use of Media - Woodson Middle School.
 - k. Harford County - Strategies for Strengthening, Promoting, and Expanding Library Media Services for Teachers and Pupils in the Harford County Public Schools.

6. "Selection and Use of Media" was the topic of the three-day workshop in the summer of 1976. The purpose of the workshop was to provide 10 media specialists a variety of experiences in the review, examination, selection, and use of instructional materials.
7. Publications which supported the inservice programs are attached as follows:
 - a. *Issues in Media Management, 1976*
 - b. *Media and Instruction*
8. To provide opportunities which will permit for greater improvement of media personnel with the entire school staff
 1. The following opportunities were provided:
 - a. Advisory Committee
 - b. Reading and Media
 - c. Media and Career Education
 - d. *Media and Instruction*
 - e. Ethnic and Cultural program
 - f. Mini-Grants
 - g. Educational Technology Task Force
 - h. LEA production workshops for teachers
 - i. Federal programs
 - j. *Services of a School Media Program*
 - k. Master Plan planning and implementation (see attachment)
 - l. Revision of AV utilization handbook
 - m. ITV Reading Series
 - n. Field service activities
 - o. Administrative grants
 - p. Involvement in professional associations
 2. The staff of the School Media Services Office attend the Regional Coordinators Meetings where Directors of Instruction and Curriculum discuss and plan their LEA programs.

3. Keynotes (sample attached) is the DLDS newsletter, issued periodically
4. Anne Arundel County Board of Education and the DLDS have begun a joint venture with a statewide selection-evaluation center for all educators (see attachment).
- F. To provide more effective utilization of media resources
 1. The following helped provide more effective utilization:
 - a. Field Services
 - b. LEA workshops
 - c. Mini-Grant Programs
 - d. *Services of a School Media Program*
 - e. *Media and Instruction* Publication
 - f. Educational Technology Task Force
 - g. Educational Technology Fair
 - h. *Issues in Media Management* programs
 - i. ITV Reading Services
 - j. Film Festival
 2. Administrative Grants (ESEA II) gave:
 - a. One thousand dollars to the Reading and Media Seminar for the Highly Abled- Baltimore County
 - b. Review and Evaluation Center - Anne Arundel County Public Schools - ongoing project.
 3. The Reading Priority stresses media utilization. Mrs. Estelle B. Williamson, DLDS, has been working with Dr. Richard Petre, Division of Instruction, in workshops and publications. The ITV series, Reading - Print and Nonprint, stresses use of nonprint along with print materials.
1. To study and investigate ways of conducting cooperative programs and activities between all types of information agencies
 1. Field Services
 2. State media associations
 3. Inservice activities between School Media Services Office and Public Library Office, Division of Library Development and Services

- H. To assist in the expansion of the existing network for ensuring fulfillment of educational requests
 1. Advisory Committee
 2. Field Services
 3. State Media Services Center, Maryland State Department of Education
- I. To establish an information system for providing data on the activities and operation of school media services throughout the state
 1. Advisory Committee
 2. *Issues in Media Management*
 3. Ethnic and Cultural Program
 4. Film Festival
 5. Facilities Workshop and publication
 6. Special Purpose Grants
 7. *Services of a School Media Program*
 8. Educational Technology Task Force
 9. Revision of utilization handbook, *Guidelines for Selection and Use of Audiovisual Equipment and Utilization*
 10. *Keynotes*
 11. Annual library/media center reports
 12. *Facts About Maryland's School Media Programs, 1975-76* (attached)
 13. New personnel packets
 14. Mini-Grants
 15. State Media Associations
- VI. *Describe briefly three to five projects illustrative of the effects of the implementation of your program and management goals and your State Plan.*
 - A. Anne Arundel County - \$30,000.00 - Fiscal Year 1976
 1. Title - *Establishing a Model Collection in the Magothy Middle School*
 2. Objectives - To establish a model media collection in a new middle school

3. Project - With the growth of the concept of the middle school, there has come a need for a basic collection which answers the particular needs of this type of educational set-up. The total school faculty--media center staff and classroom teachers--along with students, will be involved in selecting and evaluating print and nonprint materials which are to be added to the collection in this first middle school in the system. This collection will then serve as the model for the establishment of initial collections in future middle schools.
 4. Evaluation Plans - Use and circulation of materials will be studied. Assessment of materials by teachers and reactions by pupils will be collected.
- B. Calvert County - \$9,280.00 - Fiscal Year 1976
1. Title - *Reading: Emphasis Grades Six and Nine*
 2. Objectives -
 - a. To provide a wide variety of print and nonprint materials from which sixth and ninth graders will learn to select materials appropriate to their needs and learning styles
 - b. To provide low level-high interest reading materials for students entering the middle school and the senior high school
 - c. To encourage teachers to use a multimedia approach to the teaching of reading and literature
 3. Project - After a discussion of instructional needs and priorities, the decision was reached to concentrate on improving the reading program at the specific levels where the greatest needs had been identified. Books, hardback and paper, pamphlets, cassettes, records, filmstrips, study prints, transparencies, slides, filmloops, tapes, and 16mm films will be purchased. Reading in all of the various curriculum areas will be stressed.
 4. Evaluation Plans - Circulation of statistics, conferences with students, results of county testing program.
 5. Coordination with Other Federal Programs - During the school year 1974-75, St. Mary's and Calvert Counties purchased films through a Special Purpose Grant given by the Maryland State Department of Education, School Media Services Section. Reading films were purchased as the project was written with an emphasis on literature. This project will be coordinated with a regional workshop in the area of media and the motivation of reading.
- C. St. Mary's County - \$20,291.00 - Fiscal Year 1976
1. Title - *Reading*

2. Objective
 - a. To provide a variety of low reading level and pictorial type mater
 - b. To instill in the pupils a desire to read and a belief that reading is fun
 - c. To provide materials that will interest members of the ethnic minorities
 - d. To encourage teachers to use a multi-media approach in the teaching of reading and literature
3. Project - Har back and paperback books, film loops, filmstrips, picture kits, tapes, and transparencies will be purchased in an effort to strengthen and support county programs such as the Read-On Program in which everyone reads for a specific time, the Volunteer Program in which parents read to pupils, the school library program, the developmental basal reading program and the language developmental program.
4. Evaluation Plans -
 - a. Pre- and post-circulation checks on sample items.
 - b. Teacher-opinion survey.
5. Coordination with Other Federal Programs - ESEA, Title I and NDEA, Title III
6. Washington County - \$25,132.00 - Fiscal Year 1976
 1. Title - *Reading*
 2. Objectives - To support the county's basic instructional reading program by providing supplementary print and nonprint materials for building level media centers
 3. Project - Books, paperbacks, book/cassette combination, and other nonprint reading related materials will be purchased. The addition of such materials to the collections should strengthen the concept of the media center and its role, and support the basic instructional reading program in the elementary school.
 4. Evaluation Plans -
 - a. Progress assessment in reading which will be measured by referenced tests
 - b. Reports from teachers as to the interest evoked by new materials
 - c. Responses by students during evaluation, visitation

1. Reports from media specialists, resource teachers and teachers as to the impact and utilization of new materials

2. Coordination with Other Federal Programs - ESEA, Title I

III. Describe the cumulative impact of ESEA, Title II on the education of (a) public and (b) private school children of the state. Cite examples, if you wish, from various school levels and types of pupils. To what extent do you attribute the effectiveness or the weaknesses of this program to provisions of the State Plan (such as relative need, proportions of funds spent on each category of materials, plan for making the materials available, standards) to management and program goals?

Copies of testimonial letters are used here as an answer to this question.

Carroll County Board of Education
Westminster, Maryland

October 11, 1976

TO: Naomi W. Butler, Specialist, Field Services
FROM: Mrs. Sabra Kittner, Supervisor of Educational Media
SUBJECT: FY 1976 ESEA Title II Funds

The emphasis for ESEA Title II for 1976 in Carroll County was reading. A large quantity of story films were purchased to stimulate and motivate reading--especially at the elementary school and middle school levels. The records show a marked increase in the use of this type of film. Reports from media specialists and teachers indicate an increase in interest in books. Almost all schools now have an "Everybody Read" program which uses these films extensively.

SK/bjb

Frederick County Board of Education
Frederick, Maryland

October 13, 1976

TO: Naomi W. Butler, Specialist, Field Services

FROM: Charlotte Holter, Supervisor of Instructional Materials Centers

SUBJECT: FY 76 ESEA Title II Funds

Frederick County used their FY 76 ESEA Title II allocation to strengthen offerings to children and youth in the various curricular areas. Six schools were given grants to build their collections at the building level; all six purchased print and nonprint, though the Walkersville Middle School concentrated on buying books. After a thorough weeding of its entire collection, Parkway Elementary School up-dated their government, science, and social studies materials. The Green Valley Elementary School bought heavily in the area of children's literature to continue their ongoing literature program. The County IMC used the remainder of the Title II allocation to support the English, Science, Social Studies, Art, and Physical Education Curricula with 16mm films. Some of the films purchased were replacement prints of curriculum guide suggestions.

Howard County Public School System
Columbia, Maryland

October 6, 1976

TO: Naomi W. Butler, Specialist, Field Services
FROM: H. Thomas Walker, Supervisor of Media Services
SUBJECT: Performance Report, Title II, ESEA, FY 1976

To date only a very small portion of our FY 1976 ESEA Title II budget has been expended, so it is impossible to provide evaluative data on the use of materials (16mm films) to be purchased with these funds. Discussions are currently under way with appropriate subject supervisors regarding the identification of films to be purchased.

Owing to the fact that only eight films purchased with FY 1976 funds have been added to our Film Library collection since the date of Lucille Van Vliet's FY 1975 performance report, and since the average film circulation figures, etc. cited in that report remain unchanged, I suggest you use that data.

A list of the 16mm film titles purchased to date is attached.

HTW/evb

cc: Dr. Ecker

16mm Films - Title II, ESEA, FY 1976

Film Library

Howard County Public School System

Cities of the Future	McGraw Hill Films
Futurists	McGraw Hill Films
The Ancient Africans	International Film Foundation
Russian Peasant	International Film Foundation
Boundary Lines	International Film Foundation
Bread	International Film Foundation
The Changing Middle East	International Film Foundation
South America Today	International Film Foundation

Somerset County Board of Education
Princess Anne, Maryland

October 5, 1976

TO: Naomi W. Butler, Specialist, Field Services

FROM: H. DeWayne Whittington, Supervisor of Special Programs

SUBJECT: Performance Report for Titles II and IV FY 75-76

The availability of funds from ESEA Titles II and IV for the purchase of library resources and instructional equipment has provided some valuable additional resources to Somerset County. The emphasis was in the areas of Reading, Early Childhood, Ethnic Culture and Career Awareness. Combined with local funds our resources were improved considerably.

The materials purchased by federal funds were used in a most appreciative manner. The funds were used to purchase materials that we might not otherwise be able to secure, especially, audio-visual equipment, filmstrips and transparencies.

Additionally, federal funds were used to increase the number of books found in the library. Federal funds were also used to provide periodicals for the library.

We are very grateful for the materials. Libraries have been upgraded rapidly with the help of federal funds, enabling us to offer enticing reading material to every child on his/her level.

A free reading period is worked into the schedule of every school each day. Our students read many, many books and the turn over of books is understandably large. The various audio-visual materials have helped us increase the resources available to teachers in their planning.

The materials purchased have been most beneficial in helping teachers to improve instruction and provide vicarious experiences for students. The materials have also made it possible for teachers to individualize instruction and meet the needs of a variety of students. In addition, teachers have been involved in the selection of materials and have been very pleased with the materials purchased.

North Carolina Instructional Materials Center
Denton, Maryland

October 22, 1976

TO: Naomi W. Butler, Specialist, Field Services
FROM: Louise T. Perry, Media Generalist
SUBJECT: Special Title II Project - Spring 1976 - FY 76 - \$17,519.00

Seventy-seven of the eighty - three films ordered have been received and added to the NCIMC collection. An annotated list of these has been prepared and included in this report. After previewing this summer by media personnel and faculty members, it was decided that three of the films would not meet the needs of the classes they were intended for; therefore, we are now in the process of exchanging them and making new selections. Also, three films we ordered were never received; those orders were cancelled and new selections must still be made.

Taking into account the short time the films have been in our collection, they have circulated well, and have been well-liked by students and teachers. (In a period of six weeks, twenty-eight films have been used.) Evaluation forms are filled out by teachers every time the films are used. All evaluations have been good to excellent so far, and a frequent comment is that films are meaningful to students of differing levels of ability. Also, technical qualities are usually evaluated as excellent. Students especially like many of the films because they are more up-to-date than others in the NCIMC collection.

All titles have been included in the latest edition of the NCIMC A-V Guide, and extra reminders to teachers have gone out with our fall additions list.

ESEA II '76

Total State Allocation
\$910,398
Total Pupils
989,650

ENROLLMENT:

Public	894,314
Deaf	196
Independent	16,094
Diocese of Wilmington	1,381
Archdiocese of Baltimore	48,153
Archdiocese of Washington	<u>29,512</u>
TOTAL PUPILS	989,650

BASIC GRANTS:

Archdiocese of Baltimore	\$ 10,000
Archdiocese of Washington	10,000
Public	235,000
Miscellaneous (25¢ (Deaf, Ind. Wilmington) Deaf - \$49.00 Wilmington - \$345.00 Independent - \$1,023	4,419
Institutions	<u>15,000</u>
	<u>\$274,417</u>

SPECIAL PURPOSE GRANTS - 5%: 45,519

ADMINISTRATION 50,000

\$369,936

Per Pupil Formula Figure

50¢ per pupil - public and non-public

\$ 47,668 - Non-Public	\$910,398
492,141 - Public	<u>909,745</u>
<u>369,936</u> - Total from above	
\$909,745 - GRAND TOTAL	\$ 653

DISTRIBUTION OF TITLE II ESEA
 MARYLAND PUBLIC SCHOOL LIBRARY/MEDIA CENTERS SCHOOL YEAR 1975-76 FISCAL YEAR 1976

Local Unit	(1) Enrollment 9/30/74	(2) Ratio State: Local Wealth Per Pupil FY 75	(3) Adjusted Enrollment (1 X 2)	(4) Grant at \$5,506 ⁸ Per Pupil (3 X 4)	(5) Basic Grants	(6) Total (4 + 5)
Total State	994,314	1.000	970,983	\$492,141	235,000	\$727,141
Allegany	16,412	1.334	21,894	11,097	10,000	21,097
Anne Arundel	77,941	1.131	88,151	44,679	10,000	54,679
Baltimore City	173,198	1.464	253,561	128,517	20,000	148,517
Baltimore	126,145	0.835	105,331	53,387	20,000	73,387
Calvert	6,832	1.236	8,444	4,280	5,000	9,280
Caroline	5,301	1.725	9,144	4,635	5,000	9,635
Carroll	18,746	1.134	21,258	10,775	10,000	20,775
Cecil	13,473	1.444	19,455	9,861	10,000	19,861
Charles	16,820	1.400	23,548	11,935	10,000	21,935
Dorchester	6,191	1.171	7,250	3,675	5,000	8,675
Frederick	22,085	1.042	23,013	11,664	10,000	21,664
Garrett	5,729	1.386	7,940	4,024	5,000	9,024
Harford	32,365	1.304	43,508	22,052	10,000	32,052
Howard	23,123	0.787	18,197	9,223	10,000	19,223
Kent	3,647	1.027	3,745	1,898	5,000	6,898
Montgomery	124,324	0.631	78,448	39,761	20,000	59,761
Prince George's	151,210	0.999	151,059	76,564	20,000	96,564
Queen Anne's	4,643	0.986	4,578	2,320	5,000	7,320
St. Mary's	12,079	1.681	20,305	10,291	10,000	20,291
Somerset	4,420	1.752	7,744	3,925	5,000	8,925
Talbot	4,816	0.725	3,492	1,770	5,000	6,770
Washington	23,490	1.271	29,856	15,132	10,000	25,132
Wicomico	13,796	1.239	17,093	8,664	10,000	18,664
Worcester	6,528	0.608	3,969	2,012	5,000	7,012

Column (2) represents the general economic resources of a school district in relation to the general economic resources of the state.

Under 2,000 - 25¢ per pupil
 2,000-9,999 - \$5,000
 10,000-99,999- \$10,000
 100,00 plus - \$20,000

Column (3) represents the per pupil amount times the county's ratio figure.

NEA Title II Projects FY 1976
 LHM Distribution of Allocations According to Priorities

Local Unit	Reading	Reading Combined w/ Other Priorities	Ethnic & Cultural	Early Childhood	Career Education	System Level Media Center or Professional Collection**	Totals
Total State	\$399,412	\$46,898	\$19,000	\$16,337	\$9,279	\$217,250	\$707,176
Allegany	21,097						21,097
Anne Arundel		30,000				24,679	54,679
* Baltimore City	89,650		7,294	6,537	4,529	29,517	137,517
Baltimore	32,890					40,497	73,387
Calvert	9,290						9,290
Caroline	9,635						9,635
Carroll						20,775	20,775
Cecil	17,975					1,886	19,861
Charles	15,000					6,935	21,935
Dorchester	8,675						8,675
Frederick		10,000				11,664	21,664
Garrett	6,524		450	2,050			9,024
Harford	32,052						32,052
Howard						19,223	19,223
Kent		6,898					6,898
* Montgomery	32,090		8,066	7,750	2,900		50,806
Prince George's	61,564					25,500	87,064
Queen Anne's						7,320	7,320
St. Mary's	20,291						20,291
Somerset	4,875		2,200		1,850		8,925
Talbot	5,680					1,090	6,770
Washington	25,132						25,132
Wicomico						18,664	18,664
Worcester	7,012						7,012

* Totals do not reflect processing costs which were a designated feature in application.
 ** Amounts listed in this column include expenditures for 16mm films as identified in project application.

NSA Title II Projects FY 1976
 Number of Teachers and Pupils Involved in Projects

Local Unit	Teachers	Pupils
Total State	34,304	704,905
Allegany	323	7,825
Anne Arundel	1,716	78,015
Baltimore City	7,761	171,451
Baltimore	6,339	122,546
Calvert	200	2,420
Caroline	113	2,045
Carroll	343	8,576
Cecil	614	13,401
Charles	915	16,972
Dorchester	17	294
Frederick	1,127	22,236
Garrett	131	2,854
Harford	1,377	25,681
Howard	1,340	23,127
Kent	31	550
Montgomery	1,367	29,391
Prince George's	8,016	148,336
Queen Anne's	256	4,756
St. Mary's	134	2,417
Somerset	128	2,378
Talbot	68	3,494
Washington	452	9,760
Wicomico	275	6,316
Worcester	1,111	61

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ESEA Title II Projects - 1976

Independent Schools

<u>School Number</u>	<u>Number of Teachers</u>	<u>Name</u>	<u>Enrollment</u>	<u>Amount of Money</u>	<u>Priority Area</u>
1284	3	Prospect Hall	195	\$ 114.75	Reading
5046	8	Good Shepherd High School	184	72.00	Reading & Social Studies
6052	7	St. Paul's Lutheran School	180	141.00	Reading
6054	6	St. Paul's Lutheran School	159	136.50	Reading
6058	2	Severn School	110	346.50	Fine Arts
6068	6	Bais Yaakov School	300	322.50	Reading
6076	100	Bryn Mawr School	531	396.75	Reference
6078	4	Calvary Christian School	120	161.25	Social Studies
6096	56	Friends School	751	563.25	Reading
6100	45	Gilman School	380	631.50	N.Y. Times Index & Reading
6140	18	Roland Park School	437	327.75	Career Education
6142	18	Samuel Ready School	134	118.50	Social Studies
6144	51	The Chimes School	5	51.00	Reading
6160	1	Baltimore Lutheran School	20	303.75	Reading
6166	8	Beth Tfiloh Day School	175	258.75	Reading
6200	20	Garrison Forest	319	240.75	Reading
6236	9	Oldfields School	85	79.50	Reading
6238	51	The Park School	576	429.75	Reading & Ethnic and Cultural
6242	3	Pilgrim Christian Day School	60	98.25	Reading
6258	5	St. Paul's School	670	474.75	Science
6260	38	St. Paul's School for Girls	246	184.50	Reading
6326	14	Glenelg Country School	180	112.50	Drug Awareness - Family Life & Human Development

<u>School Number</u>	<u>Number of Teachers</u>	<u>Name</u>	<u>Enrollment</u>	<u>Amount of Money</u>	<u>Priority Area</u>
6336	11	Barrie School	175	106.50	Ethnic Studies
6346	7	Bullis School	369	276.75	Reading
6356	10	Christ Church Child Center	90	63.75	Reading
6369	8	German School	600	465.00	Reading
6370	18	Grace Episcopal Day School	180	110.25	Reading
6402	5	Potomac Country Day School	106	93.00	Reading
6412	4	Sandy Spring Friends School	247	185.25	Science
6422	15	Jewish Day School of Greater Washington	325	165.00	Reading
6430	4	Takoma Academy	583	416.25	Literature
6434	21	Town & Country Day School	281	210.75	Reading
6452	3	Ascension Lutheran School	90	180.00	Social Studies
6482	8	Holy Trinity School	140	123.00	Reading
6466	1	Concordia Lutheran School	105	252.00	Social Studies
6526	6	Saint James School	50	90.75	Reading
6514	14	Charlotte Hall School	120	87.00	Reading
<u>Diocese of Wilmington</u>					
3004	11	Good Shepherd School	150	127.50	Reading
3006	13	Immaculate Conception	310	248.25	Reading & Social Studies & Language Arts
3012	4	SS Peter and Paul School	307	216.75	Reading & Language Arts
3014	13	St. Francis de Sales School	240	207.75	Reading
AW	4438	<u>Archdiocese of Baltimore</u>	14,010	34,076.50	Unified Media & Ethnic & Reading Career Education
AW	695	<u>Archdiocese of Washington</u>	21,560	24,756.00	Fine Arts & Ethnic Reading & Science Mathematics

<u>School Number</u>	<u>Number of Teachers</u>	<u>Name</u>	<u>Enrollment</u>	<u>Amount of Money</u>	<u>Priority Area</u>
5044	67	Md. School for the Deaf	370	147.00	Reading
MR	146	Mental Retardation	1,480	2,812.50	Early Childhood Education
DC	45	Correctional Services	1,025	3,750.00	Reading
JS	22	Juvenile Services	280	3,750.00	Reading & Career Education
Mi	37	Mental Hygiene	276	4,687.50	Reading

FINAL

February, 1976

ESEA Title II FY '76

Basic Grants

Archdiocese of Baltimore	\$ 34,076.50
Archdiocese of Washington	24,756.00
Maryland School for the Deaf	147.00
Diocese of Wilmington	800.25
Non-public Schools	8,391.00
Institutions	<u>15,000.00</u>
TOTAL	\$ 83,170.75

INDEPENDENT SCHOOLS - FY 1976

Number	School	Enrollment	\$.50 per Pupil	Basic Grant Allocation (\$.25 per pupil)	Materials	Processing $\frac{1}{4}$ of Total Allocation	Total Materials & Processing
1284	Propsect Hall High School	153	76.50	38.25	86.07	28.68	114.75
6052	St. Paul's Lutheran School	188	94.00	47.00	105.75	35.25	141.00
6054	St. Paul's Lutheran School	182	91.00	45.50	102.38	34.12	136.50
6058	Severn School	462	231.00	115.50	259.88	86.62	346.50
6068	Bais Yaakov School for Girls	430	215.00	107.50	241.88	80.62	322.50
6076	Bryn Mawr	529	264.50	132.25	297.56	99.19	396.75
6078	Calvary Christian Day	215	107.50	53.75	120.94	40.31	161.25
6096	Friends School	751	375.50	187.75	422.44	140.81	563.25
6100	Gilman School	842	421.00	210.50	473.63	157.87	631.50
6140	Roland Park Country	437	218.50	109.25	245.81	81.94	327.75
6142	Samuel Ready School	158	79.00	39.50	88.88	29.62	118.50
6144	The Chimes School	68	34.00	17.00	38.25	12.75	51.00
6160	Baltimore Lutheran High	405	202.50	101.25	227.81	75.94	303.75
6166	Beth Tfiloh Day School	345	172.50	86.25	194.06	64.69	258.75
6200	Garrison Forest School	321	160.50	80.25	180.56	60.19	240.75
6236	Oldfields School	106	53.00	26.50	59.63	19.87	79.50
6238	The Park School	573	286.50	143.25	322.31	107.44	429.75
6242	Pilgrim Christian Day	131	65.50	32.75	73.69	24.56	98.25
6258	St. Paul's	633	316.50	158.25	356.06	118.69	474.75
6260	St. Paul's School for Girls	246	123.00	61.50	138.38	46.12	184.50
6326	Glenelg Country School	150	75.00	37.50	84.38	28.12	112.50
6336	The Barrie School	142	71.00	35.50	79.88	26.62	106.50
6346	The Bullis School	369	184.50	92.25	207.56	69.19	276.75
6356	Christ Church Child Center	85	42.50	21.25	47.81	15.94	63.75
6369	German School	620	310.00	155.00	348.75	116.25	465.00
6370	Grace Episcopal Day	147	73.50	36.75	82.69	27.56	110.25
6402	Potomac Country Day	124	62.00	31.00	69.75	23.25	93.00
6412	Sandy Spring Friends	247	123.50	61.75	138.94	46.31	185.25
6422	Jewish Day School	220	110.00	55.00	123.75	41.25	165.00
6430	Takoma Academy	555	277.50	138.75	312.19	104.06	416.25
6434	Town & Country Day	281	140.50	70.25	158.06	52.69	210.75

Number	School	Enrollment	\$.50 per Pupil	Basic Grant Allocation (\$\$.25 per pupil)	Materials	Processing $\frac{1}{4}$ of Total Allocation	Total Materials & Processing
6452	Ascension Lutheran	240	120.00	60.00	135.00	45.00	180.00
6466	Concordia Lutheran	336	168.00	84.00	189.00	63.00	252.00
6488	Holy Trinity Parish Day	164	82.00	41.00	92.25	30.75	123.00
6514	Charlotte Hall School	116	58.00	29.00	65.25	21.75	87.00
6526	St. James School	121	60.50	30.25	68.07	22.68	90.75
5046	Good Shepherd School	96	48.00	24.00	54.00	18.00	72.00
	TOTAL	11,188	5,594.00	2,797.00	6,293.30	2,097.70	8,391.00

DIOCESE OF WILMINGTON

Number	School	Enrollment	\$.50 per Pupil	Basic Grant Allocation (\$.25 per pupil)	Materials	Processing % of Total Allocation	Total Materials & Processing
3004	Good Shepherd School	170	85.00	42.50	95.62	31.88	127.50
3006	Immaculate Conception	331	165.50	82.75	186.19	62.06	248.25
3012	SS Peter and Paul School	289	144.50	72.25	162.57	54.18	216.75
3014	St. Francis de Sales	277	138.50	69.25	155.81	51.94	207.75
TOTAL		1,067	533.50	266.75	600.19	200.06	800.25

ARCHDIOCESES

Archdiocese	Enrollment	\$.50 per Pupil	Basic Grant Allocation (\$.25 per pupil)	Materials	Processing % of Total Allocations	Total Materials & Processing
Archdiocese of Baltimore	48,153	24,076.50	10,000.00	25,557.38	8,519.13	34,076.50
Archdiocese of Washington	29,512	14,756.00	10,000.00	18,567.00	6,189.00	24,756.00
TOTAL	77,665	38,832.50	20,000.00	44,124.38	14,708.13	58,832.50

STATE INSTITUTIONS

Number	School	Enrollment	\$.50 per Pupil	Basic Grant Allocation (\$.25 per pupil)	Materials	Processing % of Total Allocations	Total Material & Processing
5044	Maryland School for the Deaf	196	98.00	49.00	110.25	36.75	147.00
	TOTAL	196	98.00	49.00	110.25	36.75	147.00

**PERFORMANCE REPORT FOR TITLE II,
ELEMENTARY AND SECONDARY EDUCATION ACT, FY 1976**

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

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

8. ESEA TITLE II PROGRAM PARTICIPATION

ITEM (a)	PUBLIC (b)	PRIVATE (c)	TOTAL (b) + (c) (d)
1. Number of schools enrolling participating children and teachers	1,346	671	2,017
2. Number of participants			
a. Children	880,900	128,168	1,009,068
b. Teachers	42,748	7,357	50,105

9. NUMBER OF PUBLIC SCHOOL LIBRARIES (Media centers)

ITEM (a)	ELEMENTARY (b)	SECONDARY (c)	TOTAL (b) + (c) (d)
1. Number of public schools with libraries	902	401	1,303
2. Number of public schools without libraries	26	17	43

10. NUMBER OF STATE ESEA TITLE II ADMINISTRATIVE PERSONNEL

CATEGORIES OF PERSONNEL (a)	NUMBER OF PERSONNEL		TOTAL FTE POSITIONS (d)
	FULL-TIME (b)	PART-TIME (c)	
1. Administrators		2	1.0
2. Supervisors			
3. Secretaries and clerks		1	.5
4. Others			
5. TOTAL		3	1.5

TITLE AND SIGNATURE OF CHIEF STATE SCHOOL OFFICER

NAME OF STATE

OE FORM 1297-1, 8/78