

DOCUMENT RESUME

ED 285 288

EA 019 644

AUTHOR Collison, Sidney B., Comp.; Spartz, James L., Comp.

TITLE Education Consolidation and Improvement Act Chapter 2: Evaluation Report, 1984-85.

INSTITUTION Delaware State Dept. of Public Instruction, Dover.

REPORT NO DOC-95-01/86/03/01

PUB DATE Feb 86

NOTE 74p.; For 1985-86 report, see EA 019 645.

PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Compliance (Legal); Elementary Secondary Education; Equalization Aid; Expenditures; Federal Legislation; Financial Support; Program Administration; *Program Evaluation; School District Spending; *State Federal Aid; *State Programs; State School District Relationship; Surveys

IDENTIFIERS *Delaware; *Education Consolidation Improvement Act Chapter 1

ABSTRACT

This annual report, prepared by a Delaware State Advisory Committee in response to federal requirements, evaluates programs assisted under Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) during the 1984-85 school year. The first of five sections provides a financial overview of programs supported during this time and compares the proposed budget submitted to the U.S. Department of Education with actual expenditures or allocations made during the year. Section 2 identifies state "set-aside" funds allocated to special projects, as recommended by the State Advisory Committee, and describes activities of the Department of Public Instruction supported by Chapter 2 funds. Section 3 provides a summary, by school district, of program operation and management within each of Delaware's participating school districts. Section 4 provides a summary of the use of funds in each of the districts and then focuses on the programs operated by a sample of three districts in the state. Section 5 lists members of the State Advisory Committee, their comments regarding program operation and effectiveness, and their comments on the report itself. (TE)

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

ED285288

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James L. Spartz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EDUCATION CONSOLIDATION AND IMPROVEMENT ACT

CHAPTER 2

EVALUATION REPORT

1984-85

Compiled by

Sidney B. Collison
Assistant State Superintendent
for Instructional Services

James L. Spartz
Assistant State Superintendent
for Administrative Services

EA 019 644

February 1986



THE STATE BOARD OF EDUCATION

Albert H. Jones, Christina, President
Mrs. Elise Grossman, Wilmington, Vice-President
Robert W. Allen, Seaford
Richard H. Farmer, New Castle
Kenneth V. Hilton, Newark
Raymond E. Tomasetti, Claymont

OFFICERS OF THE DEPARTMENT OF PUBLIC INSTRUCTION
Townsend Building
Dover, Delaware 19903

William B. Keene, State Superintendent
John J. Ryan, Deputy State Superintendent
Jack P. Varsalona, Administrative Assistant
Sidney B. Collison, Assistant State Superintendent
Instructional Services Branch
James L. Spartz, Assistant State Superintendent
Administrative Services Branch

This publication is available in microfiche from the Bureau of Archives and Records, Hall of Records, P. O. Box 1401, Dover, Delaware 19903, and printed in the U.S.A.

The State of Delaware is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, national origin, sex, handicap, and/or age.

DELAWARE STATE ADVISORY COMMITTEE
FEDERAL EDUCATION BLOCK GRANT

Chairman: Dr. Edward Goate, Superintendent, Capital School District

Members: Mrs. Judith Leaming, Local School Board Member,
Capital School District
Mr. Charles Mitchell, Local School Board Member,
Indian River School District
Mr. Theodore Blunt, Director of Federal Programs,
Red Clay Consolidated School District
Mrs. Ethel Hines, Supervisor of Personnel,
Christina School District
Mr. James Phillips, Superintendent,
Sussex County Vocational Technical School District
Dr. Gary Annett, Principal,
Milford School District
Dr. Billy Ross, College of Education,
University of Delaware
Dr. George Kent, Department of Education,
Delaware State College
Representative Tina Fallon, General Assembly,
State of Delaware
Representative Katharine Jester, General Assembly,
State of Delaware
Senator David Mc Bride, General Assembly,
State of Delaware
Senator James Neal, General Assembly,
State of Delaware
Mr. Paul Weatherly, Council on Career and
Vocational Education
Mrs. Virginia Lane, Council for Exceptional
Citizens
Sister Marie Kelly, Superintendent, Office of Catholic
Education, Diocese of Wilmington
Miss Donna Lagowski, Student,
Laurel Senior High School
Mrs. Judith Aylward, Teacher,
Caesar Rodney School District
Mrs. Frances Barhydt, Teacher,
Red Clay Consolidated School District
Mrs. Harriett D'Onofrio, Teacher,
Cape Henlopen School District
Mrs. Penny Urban, Delaware Congress of
Parents and Teachers

TABLE OF CONTENTS

	Page
INTRODUCTION	0-1
SECTION 1 FINANCIAL OVERVIEW.	1-1
SECTION 2 USE OF SEA CHAPTER 2 FUNDS.	2-1
SECTION 3 SUMMARY OF LOCAL SCHOOL DISTRICT PROGRAMS SUPPORTED WITH CHAPTER 2 FUNDS	3-1
SECTION 4 STUDY OF CHAPTER 2 IN DELAWARE SCHOOL DISTRICTS.	4-1
SECTION 5 STATE ADVISORY COMMITTEE COMMENTS	5-1

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

The following report has been prepared in response to the requirements contained in Section 564(a)(5) of Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) relating to an annual evaluation of the effectiveness of programs assisted under this Chapter. The report is for the 1984-85 school year and is divided into five sections. The sections included are as follows:

- ° Section 1 provides a financial overview of programs supported in 1984-85. This section provides a comparison of the proposed budget submitted to the U.S. Department of Education and the actual expenditures or allocations made during that year.
- ° Section 2 focuses on the use of the State "set-aside" funds. This section identifies funds allocated to special projects, as recommended by the State Advisory Committee, and provides a description of functions and activities of the Department of Public Instruction supported by Chapter 2 funds.
- ° Section 3 provides a summary, by school district, of the program operation and management within each of Delaware's participating school districts. Initial data were collected by survey form with a personal follow-up visit to each district by one or more of the staff members of the Instructional Division in the Department of Public Instruction. The survey focused on five major areas as indicated in the summary matrix contained in this section of the report.
- ° Section 4 entitled "Study of Chapter 2 in Delaware School Districts" is a report prepared by the Planning, Research, and Evaluation Division of the Department of Public Instruction. It provides a summary of the use of funds in each of the districts

and then focuses on the program operated by a sample of three districts in the State. This report was prepared as part of the Department's normal process of providing program audits of State and Federally funded programs.

- ° Section 5 provides a listing of the members of the State Advisory Committee, their comments regarding program operation and effectiveness, and their comments on the report itself.

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

The State "set-aside" of 20% of the total allocation has primarily been used to fund activities previously supported by the Elementary and Secondary Education Act - Title V, Part B (ESEA-Title V-B). The analysis provided in Section 2 indicates that only a small portion of the funds were used for program administration. Most of the funds were spent to support statewide initiatives, for technical assistance, or for general support activities of the Department of Public Instruction.

SECTION 1
FINANCIAL OVERVIEW

Funds provided through ECIA Chapter 2 are authorized for expenditure to support activities previously authorized by some 28 antecedent programs. The following provides an overall review of the financial aspects of the program in Delaware in 1984-85. Particular emphasis is placed on comparing budgeted revenues and expenditures as detailed in the State plan with the actual resources available and the actual expenditures, allocations, and obligations made with these available funds during 1984-85.

Budget

The Advisory Committee recommended and the State Board concurred that 80 percent of the total Chapter 2 grant for 1984-85 would be passed through to local school districts while the remaining 20 percent of the grant would be reserved for State use. In addition, it was anticipated that some funds provided by the 1983-84 grant would carry over for use in 1984-85. The total funds available for allocation in 1984-85 for the State Education Agency (SEA) and the Local Education Agencies (LEA) were budgeted as follows:

	<u>SEA</u>	<u>LEA</u>	<u>Total</u>
FY '85 Grant	\$445,861	\$1,783,443	\$2,229,304
Carry-over from FY '84	<u>186,390</u>	<u>953</u>	<u>187,343</u>
Total Funds Available	\$632,251	\$1,784,396	\$2,416,647

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

	<u>SEA</u>	<u>LEA</u>	<u>Total</u>
Grants to Districts	\$ 0	\$1,784,396	\$1,784,396
Grant to Library Resources Center	10,000	0	10,000
Grant to Teacher Center	33,000	0	33,000
Advisory Committee Expenses	5,000	0	5,000
Strengthening State Agency Management	547,018	0	547,018
Projected Carry-over to FY '86	<u>37,233</u>	<u>0</u>	<u>37,233</u>
TOTAL	\$632,251	\$1,784,396	\$2,416,647

Actual Revenues, Expenditures, and Allocations

Actual funds available for obligation during the 1984-85 school year were as follows:

	<u>SEA</u>	<u>LEA</u>	<u>Total</u>
FY '85 Grant	\$445,860	\$1,783,444	\$2,229,304
Carry-over from FY '84	197,152	953	198,105
Misc. Refunds, Recoveries, and Reimbursements	<u>692</u>	<u>8,044</u>	<u>8,736</u>
TOTAL	\$643,704	\$1,792,441	\$2,436,145

The following is a summary tabulation of expenditures and grant allocations actually made with funds available in 1984-85 and the balances carried forward to 1985-86. Data are taken from State accounting reports provided by the Division of Accounting, Delaware Department of Finance.

	<u>SEA</u>	<u>LEA</u>	<u>Total</u>
Grants to Districts	\$ 0	\$1,784,384	\$1,784,384
Grant to Library Resources Center	10,000	0	10,000
Grant to Teacher Center	33,000	0	33,000
Advisory Committee Expenses	645	0	645
Strengthening State Agency Management	503,837	0	503,837
Balance Forward to FY '86	<u>96,222</u>	<u>8,057</u>	<u>104,279</u>
TOTAL	\$643,704	\$1,792,441	\$2,436,145

Grants to local school districts exceeded 80 percent of the total 1984-85 grant award by \$940 due to the allocation of some funds carried over from the prior fiscal year. Similarly, the total disbursement from state set-aside funds exceeded 20 percent of the 1984-85 grant because of expenditures from funds carried over from 1983-84. The only significant variation between planned expenditures, as reflected in the budget, and actual disbursements, as displayed above, occurred in the strengthening state agency management and the advisory committee expenditures lines. Actual expenditures for strengthening state agency management were \$503,837, as compared to a budgeted disbursement of \$547,018. Expenditures for the advisory committee were actually \$645 as compared to the budgeted \$5,000. Details of the use of SEA funds are presented in Section 2, while a tabulation of the LEA funds is provided in Section 4 of this report.

SECTION 2

USE OF SEA CHAPTER 2 FUNDS

Section 565 of ECIA Chapter 2 permits the State educational agency to reserve up to 20 percent of the total grant award to the State in each fiscal year for State uses. The State Advisory Committee has the responsibility to advise on the use of these set-aside funds. As noted in Section 1 of this report, Delaware's Advisory Committee recommended that 20 percent of the 1984-85 Chapter 2 grant be reserved for state use. The Committee recommended grants of \$43,000 for two statewide programs and authorized up to \$5,000 for expenses of the Committee. The balance of the funds available were to be used for strengthening state agency management, i.e., for services authorized under the antecedent program ESEA Title V-B. In addition to the funds available from the 1984-85 grant, \$445,860, the SEA funds available were augmented by \$197,844 in funds carried forward from FY '84 or received during FY '85 as refunds and reimbursements.

This section of the report focuses on the use of the total \$643,704 in SEA funds available for 1984-85. As noted in Section 1, \$96,222, of the available funds were carried forward into the 1985-86 school year. Thus, total disbursements and grants made from the SEA funds were \$547,482 in 1984-85. Though the bulk of these funds were budgeted to the general category strengthening state agency management, there has been considerable interest in the actual functions carried out with the funds. For that reason, a narrative description of the major functions and/or activities supported with these funds follows. At the end of the section is a tabulation displaying the types of disbursements made by program or function.

Grants for Statewide Programs

Two statewide projects, the Teacher Center and the Library Information Center, received grants totaling \$43,000 in 1984-85. This represented 7.9 percent of the total disbursement from SEA funds.

Library Information Center

The Library Information Center provides services for public school personnel, nonpublic school personnel, postsecondary institutions, the DPI and other organizations that have an interest in Delaware's education system. In addition to the usual library resources, the Center maintains a complete ERIC collection of approximately 500,000 microfiche and provides access through DIALOG to approximately 200 separate computerized data bases. During the 1984-85 school year, 738 computer searches alone were performed by the Center staff. The Center was visited by a subcommittee of the Chapter 2 Advisory Committee in April 1984 and was formally evaluated using the Department's program audit process in April 1985.

Staff: Professional	N/A	Funding: Grant	\$10,000
Support	N/A	Salaries & OEC	N/A
		Other	N/A

Delaware Teacher Center

The Delaware Teacher Center provides a wide range of services to Delaware public and nonpublic school teachers. The Center sponsors workshops, provides a peer counseling program, and maintains instructional resource centers. Data provided by the Center indicate that 4,285 teachers received services in 1984-85; this number includes

704 private school teachers. The Center is directed by a policy board and primarily served teachers in Kent and Sussex Counties until 1984-85 when it was expanded to provide services statewide. State funds of \$132,300 were provided in 1984-85 in addition to the Chapter 2 grant. The project was visited by a subcommittee of the State Advisory Committee in April 1984 and underwent a formal evaluation audit covering the period from 1981 through 1985 in June 1985.

Staff: Professional	N/A	Funding: Grant	\$33,000
Support	N/A	Salaries & OEC	N/A
		Others	N/A

Program Administration

Delaware chose not to establish an ECIA Chapter 2 office to deal with the management and administration of the program until the 1985-86 school year. The overall program administration was handled during 1984-85 by the Assistant Superintendent for Instructional Services and the Assistant Superintendent for Administrative Services. These staff members are funded by the State and there are, therefore, only limited expenditures made from Chapter 2 funds which could be categorized as "Administrative." However, a portion of time for five DPI staff members was directly related to program administration and costs associated with the Advisory Committee might also be properly categorized as administrative. Functions provided by DPI staff members who assist in program administration include the collection and tabulation of data required to make the LEA grants, the preparation of evaluation audits of programs supported with Chapter 2 (Section 4 is an example), and the

generation and maintenance of appropriate financial records. The figures shown in the table at the end of this section reflect the Chapter 2 funds expended during 1984-85 to provide these management services.

Staff: Professional	0.76 FTE	Funding: Grants	\$ 0
Support	0.05 FTE	Salaries & OEC	36,484
		Other	4,697

Instructional & Technical Assistance

Chapter 2 provided funding in 1984-85 for direct instructional and technical assistance to public and private schools in three ways. A brief description of each follows:

Library Information Center

In addition to the \$10,000 grant discussed previously, Chapter 2 funds were used to pay the salary and employee costs for .80 FTE of a support staff member assigned to the Center.

Staff: Professional	0.00 FTE	Funding: Grant	\$ 0
Support	0.80 FTE	Salaries & OEC	12,670
		Other	352

State Film Library

The State operates a film library for use by public and private schools and other agencies which have need for educational films. Funding is provided primarily by the State and by a nominal charge paid by the users. In order to limit the increase in charges to users in 1984-85, Chapter 2 funds were provided to pay the salary and other

employment costs for one film technician. During the 1984-85 school year, the Film Library shipped a total of 21,130 films, including 1,239 to private schools.

Staff: Professional	0.00 FTE	Funding: Grant	\$ 0
Support	1.00 FTE	Salaries & OEC	17,833
		Other	441

Instructional Services

The entire staff of the Instruction Division within the Department of Public Instruction provides inservice training, technical assistance and evaluation services to Delaware's public and private schools. Chapter 2 funds were used to support these activities by providing 30 % of the salary and other employment costs for the Division Director and 50 % of the salary and other employment costs of one supervisor. Chapter 2 funds also supported 1.81 FTE secretarial positions in the Division. Most of the remaining expenditures were for travel costs to support the inservice activities.

Staff: Professional	0.80 FTE	Funding: Grant	\$ 0
Support	1.81 FTE	Salaries & OEC	64,829
		Other	7,520

General Support Services

The largest portion of the SEA Chapter 2 funds disbursed during 1984-85 went to provide general support services. The services provided can be best categorized into five major areas.

State Board and Superintendent's Office

The State Superintendent's Office has general management responsibilities for all Department of Public Instruction operations. Funding provided from Chapter 2 paid a portion of the salary for the State Superintendent, the Administrative Assistant, and the Deputy Attorney General assigned to the State Board of Education. Funds also supported a portion of a clerical position in the Superintendent's Office. Other funds expended provided support for many of the Department's activities that are coordinated through the State Superintendent's Office. Examples include the Teacher of the Year Program and the State Superintendent's Scholars Program. A significant portion of the funding (\$13,498) was spent for membership in regional and national organizations with an interest in education and for conference fees associated with these organizations.

Staff: Professional	0.64 FTE	Funding: Grant	\$ 0
Support	0.20 FTE	Salaries & OEC	47,881
		Other	68,511

Public Information Office

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

State Board plans, policies and regulations. Major expenditures, except for salaries, were for printing and for supplies and materials.

Staff: Professional	1.00 FTE	Funding: Grant	\$	0
Support	0.38 FTE	Salaries & OEC		51,855
		Other		12,415

Financial Support Services

Costs directly associated with the financial management of Chapter 2 were isolated and included as administrative costs as noted previously. In addition to those funds, a small amount of the State set-aside Chapter 2 funding was devoted to providing sound financial management services for all State Board of Education programs. Services included the development of the annual budget request, the development of financial reporting forms, and direct technical assistance regarding financial matters to local districts. Except for personnel costs, the only significant expenditure was for word processing equipment, \$4,890.

Staff: Professional	0.30 FTE	Funding: Grant	\$	0
Support	0.33 FTE	Salaries & OEC		23,761
		Other		7,217

Personnel Support Services

The Certification and Personnel Division has responsibility for the certification of personnel in Delaware's public and private schools. In addition, the Division serves as the personnel office for the DPI and for

also charged with reviewing post secondary educational institutions. These services were supported in part with Chapter 2 funds during 1984-85.

Staff: Professional	0.70 FTE	Funding: Grant	\$ 0
Support	0.00 FTE	Salaries & OEC	28,015
		Other	3,713

Planning and Management Information

The Planning, Research and Evaluation Division is the primary management information unit within the Department of Public Instruction. It has responsibility for the collection, analysis, and reporting of data on pupils, staff, and finances of the State's educational system. It also provides "third-party" evaluation auditing of programs managed or operated by other divisions within the Department. It operates a statewide testing program and coordinates publication of State Board regulations. The Division has a small planning section which deals with a variety of emerging education issues. A major portion of the Chapter 2 set-aside funds were spent to support these services during 1984-85. Those costs associated with the allocation of LEA funds and evaluation of projects supported with Chapter 2 were isolated and previously noted as program administration costs. The balance of the financial support to the Division from Chapter 2 was used primarily to supplement the planning and management information functions.

Staff: Professional	1.80 FTE	Funding: Grant	\$ 0
Support	0.67 FTE	Salaries & OEC	106,446
		Other	9,842

Summary

Approximately \$41,000 of the Chapter 2 SEA funds were spent for state administrative functions. This represents about 7.5 percent of the SEA funds, but only 1.8 percent of the total Chapter 2 disbursements, including LEA grants, during 1984-85.

A total of \$43,000 of the SEA funds were granted to statewide programs. This represents about 7.9 percent of the SEA set-aside and 1.8 percent of the total Chapter 2 disbursements.

Approximately \$104,000 was disbursed for activities that could be classified as instructional or technical assistance. This represented about 18.9 percent of the SEA set-aside or about 4.4 percent of the total Chapter 2 disbursements during 1984-85.

About \$360,000 was spent for general support services within the Department of Public Instruction. This represents about 65.7 percent of the SEA funds disbursed, but only 15.4 percent of total Chapter 2 disbursements or grants made during 1984-85.

SEA Chapter 2 funds were used to pay a total of 6.00 FTE professional staff members and 5.24 FTE support staff members in the DPI at a cost of \$389,774. This represented about 9 percent of the entire staff of the Department of Public Instruction authorized by the fiscal 1985 State operating budget.

Disbursements from SEA Chapter 2 funds exceeded the \$445,860 available from the FY '85 grant by \$101,622. This difference was taken from funds carried over from prior fiscal years.

DISBURSEMENTS FROM SEA CHAPTER 2 FUNDS
EXPENDITURE BY PROGRAM OR FUNCTION
1984-85

	Salaries & Employee Costs	Contractual Services	Capital Outlay	Grants	All Other Costs	Total Disburse- ments	Percent of Total
<u>Grants for Statewide Programs</u>							
Teacher Center	\$ --	\$ --	\$ --	\$ 33,000	\$ --	\$ 33,000	
Library Information Center	--	--	--	10,000	--	10,000	
	--	--	--	43,000	--	43,000	7.9
<u>Chapter 2 Program Administration</u>							
Advisory Committee	--	117	--	--	528	645	
Data Collection & Allocations	10,097	738	--	--	323	11,158	
Program Evaluation	17,595	1,475	--	--	646	19,716	
Financial Management	8,792	590	--	--	280	9,662	
	36,484	2,920	--	--	1,777	41,181	7.5
<u>Instructional & Technical Assistance</u>							
Library Information Center	12,671	--	--	--	352	13,022	
State Film Library	17,833	--	--	--	441	18,274	
Instructional Support	64,829	907	--	--	6,613	72,349	
	95,332	907	--	--	7,406	103,645	18.9
<u>General Support Services - DPI</u>							
State Board & Superintendent's Office	47,881	17,032	--	--	51,479	116,392	
Public Information Office	51,855	9,898	--	--	2,517	64,270	
Financial Support Services	23,761	1,107	4,890	--	1,220	30,978	
Personnel Support Services	28,015	2,581	--	--	1,131	31,728	
Planning & Management Information	106,446	6,639	--	--	3,203	116,288	
	257,958	37,257	4,890	--	59,550	359,656	65.7
Total Disbursements	\$309,774	\$41,085	\$4,890	\$43,000	\$68,733	\$547,482	

2-10

S E C T I O N 3

SUMMARY OF LOCAL SCHOOL DISTRICT PROGRAMS

SUPPORTED WITH CHAPTER 2 FUNDS

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
APPOQUINIMINK	<p>Parents - 1. Article in "Middletown Transcript" invited to attend meeting. 2. Asked those unable to attend to submit written recommendations.</p> <p>Teachers - Requested to submit oral and written recommendations.</p> <p>Administration - Same as teachers.</p> <p>Private Schools - Appropriately notified, but none elected to participate.</p>	<p>The most critical designated need to which Chapter 2 funds address is that of upgrading and increasing the quantity and quality of library volumes and equipment.</p>	<p>The program will involve the acquisition of library resources, textbooks, and instructional equipment which will be used for the education of students in K-12.</p>	<p>Based upon study of CAT scores and professional observation, impact will be determined and appropriate program adjustment completed. Also, a checklist will be completed by building administrator, teachers, librarians, and students to determine the impact the additional resources had on the educational environment.</p>	<p>The Chapter 2 Block Grants are used to enhance classroom teacher instruction through the use of additional library resources, textbooks, and instructional equipment.</p>
BRANDYWINE	<p>Parents - Input through Advisory Councils.</p> <p>Teachers - Input through representatives on Advisory Council and through meetings at the building level.</p> <p>Administration - Participation on Advisory Councils. Also part of their job responsibility.</p> <p>Private Schools - 13 participating. Each submits work plans in writing.</p>	<p>A team approach is used to determine needs. Teachers, principals and district supervisors gather and analyze test data. Teacher identification and judgment is considered. Priorities based on needs identified at the building level are also given careful consideration.</p>	<p>There are 25 individual projects: Emphasis is on: Computer Literacy Computer Hardware Library Services Staff Development Health Services</p>	<p>Each project has its own planned program evaluation procedures. Some are based on student outcomes, while others are based on the accomplishment of management objectives.</p>	<p>Chapter 2 Block Grants are being used in a variety of ways. Program objectives are based on identified needs at the building level. The utilization of funds is well monitored by central administration. Evaluation procedures could be better structured to gain more objective evidence of impact.</p>

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 2
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
CAESAR RODNEY	<p>Parents/Teachers/Administration - All groups informed through district Instructional Council. Council is composed of teachers, parents and administrative personnel.</p> <p>Private Schools - Appropriately notified, but none elected to participate.</p>	Needs Assessment developed informally with teacher working through administrative personnel.	To purchase library materials and AV materials. Also, to supplement the TAG Program, and run a summer program for handicapped youngsters.	Principals keep records of circulation of library materials and AV materials. Percent increase or decrease in circulation is noted. TAG evaluation involves objectives of existing IEP's.	A program of educational improvement and support services through the purchase of supplemental materials such as library books and A-V equipment. Also, summer school for handirapped students.
CAPE HENLOPEN	<p>Parents - Questionnaire as part of Annual Report.</p> <p>Teachers - Questionnaire also responded.</p> <p>Administration - Inservice training to identify priorities for block grant.</p> <p>Private Schools - Appropriately notified, but none elected to participate.</p>	<ol style="list-style-type: none"> 1. Surveys from parents, teachers and administrative personnel and input from students. 2. Students who have voluntarily participated in program. 	A program to hire teacher aides, a part time director, and a secretary in order to provide instruction in computer laboratories and overall instructional management.	Staff evaluated in relationship to job description. Administrative staff will evaluate effectiveness of training.	A program to improve overall instructional management and specifically focused on computer laboratories.
CAPITAL	<p>Parents/Teachers/Administration - No formal parental or teacher involvement.</p> <p>Private Schools - Notified. Two elected to participate in program.</p>	Board of Education identified computers as a high priority. AV equipment is needed.	Computers were purchased for elementary program based on per pupil enrollment. Library books, reading texts and related materials will also be purchased.	Students will achieve 80% of basic computer literacy skills, and be tested through teacher-made tests and CAI software testing activities.	The program involves the acquisition of instructional equipment and materials in the areas of computers, library books and reading textbooks.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 3
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
CHRISTINA	<p>Parents - Input through community action councils. Announcements in the news media seeking additional input.</p> <p>Teachers - Through active discussions led by principals at the building level.</p> <p>Administration - Presentations and discussions at administrative cabinet meetings and Directors' meetings.</p> <p>Private Schools - After rules, procedures and regulations were explained, private school principals determined and designed their own proposal.</p> <p>New principals were trained on an individualized basis by the project director.</p>	<p>Needs were determined using the following strategies:</p> <ol style="list-style-type: none"> 1. Test data 2. Teacher observations of student behavior 3. Guidance counselors, observations and referrals 4. Human relations assessment of students 5. Teacher assessment of additional materials needed to help students 6. Librarian assessment was completed using the appropriate form. 	<p>The program focuses on three major areas:</p> <ol style="list-style-type: none"> 1. to supplement the district's effort in providing human relations services 2. to acquire additional library resources, textbook and instructional materials and equipment 3. to provide enrichment experience for 190 gifted students in the area of social studies. <p>Emphasis was placed on purchasing additional computers and appropriate software.</p>	<p>The human relations segment of the program is evaluated by records kept on attendance, number of discipline problems, home contacts, counseling, incidences and range of activities. Documents are kept on the purchase and use of instructional materials and equipment.</p> <p>The enrichment program is measured by student performance and products produced by the students. Impact is determined by the intent to which the objectives are being met.</p>	<p>Chapter 2 Block Grants are being continued in three specific areas; Human Relations, Library Resources/ Instructional Materials, and the Gifted and Talented Program. The program is well monitored by the Supervisor of Federal Programs who keeps extensive records.</p>

3-3

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 4
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
COLONIAL	<p>Parents - Presentation of proposed expenditures at public Board of Education meeting prior to application.</p> <p>Teachers - Input generated through assignment to William Penn High School.</p> <p>Administration - Through individual conferences with private school officers and through private school applications.</p> <p>Private Schools - Through discussions at superintendent's cabinet meeting.</p>	Needs are identified through teachers identification as generated by crisis counselors.	The program is designed to assist staff and students with needs related to attendance, interpersonal relationships, and alcohol abuse. Seminars, conferences, individual and group consultation sessions and workshops are used.	<p>Monthly reports are prepared and sent to the Director of Federal Programs by the crisis counselors. Impact is determined by the range of activities, the number of participants, the number served and the number of parental and agency contacts.</p> <p>Also, records are kept by the crisis counselors regarding involvement with students, parents, and agencies.</p>	<p>Chapter 2 Block Grants are used to fund crisis counselors. The service provided by these persons is seen to be a critical need by the Colonial School District Administration.</p> <p>Some private school funds are used for instructional materials and equipment.</p>
DELMAR	<p>Parents - The parent has had a number of opportunities for input, specifically through an advisory council.</p> <p>Teachers - Inservice meetings and discussed planning.</p> <p>Administration - Periodic input into evolving plans for block grant.</p> <p>Private Schools - Appropriately notified but declined participation.</p>	Needs were determined as part of a district effort.	The program will consist of education of the gifted and talented, a paraprofessional computer instruction facilitator, and teacher inservice.	Evaluation of the gifted program includes cognitive and affective scores. Also, the program objectives will be reviewed and edited.	The Delmar District has a three part project including gifted and talented, improving management, and staff development.

3-4

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 5
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
INDIAN RIVER	<p>Parents/Teachers/Administration - A school board priority which evolved into a five year plan. The plan involved wide parental, teacher, administrative input and participation.</p> <p>Private Schools - Appropriately notified but declined participation.</p>	<p>Board priority to implement computer literacy for all youngsters.</p> <p>Dr. Geppert from D.P.I. acted as consultant in drawing up a five year plan.</p>	<p>Activities were to purchase text materials, library resources, micro-computers and auxiliary hardware, computer literacy courses for elementary students and programming courses at the secondary level and to develop a management system for a reading program.</p> <p>Supplementary equipment and materials were purchased for the gifted/talented program.</p>	<p>Bulk of funds were utilized for computers. A computer lab has been set up in each school: Computer literacy course for all students in elementary grades at the secondary level. Gifted/talented program has a computer component that effects 160 students grader 1-6.</p>	<p>65% of the Chapter 2 Block Grant funds have been used for computers. They will also develop a management system for a reading program. They are utilizing a five year computer implementation plan.</p>
LAKE FOREST	<p>Parents - Input through School Board meetings and parent advisory group meetings.</p> <p>Teachers - Input through building meetings and through the principals' council.</p> <p>Administration - Input through the central office team and the principals' council.</p> <p>Private Schools - None in district.</p>	<p>Needs are identified through test data, consultations with parents, teachers and school administrators plus analysis of data related to specific individuals who are potential participants in the Alternative School or Classroom Creativity and Problem Solving (CCAPS) Program.</p>	<p>Block grants help fund two programs. One is an Alternative School where a teacher and counselor work together to remediate severe behavioral and educational deficiencies among secondary students.</p> <p>The second program called CCAPS is an extension of the gifted/talented program to grades one and two.</p>	<p>In the Alternative School, evaluation includes:</p> <ol style="list-style-type: none"> 1. Daily monitoring of student progress 2. Pre/post comparison of disciplinary referrals and drop out rate 3. Scores on the Cooper-Smith Self-Esteem Inventory, an Individualized Computer Skills Program and the Gates-MacGinitie Reading Text. <p>CCAPS is evaluated on a pre/post basis within each activity.</p>	<p>Chapter 2 Block Grants are centered on programs to counter disruptive behavior of secondary students and to expand a gifted and talented program into the first and second grades. The programs are monitored by the supervisors of school curriculum and federal programs.</p>

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 6
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
LAUREL	<p>Parents - Agenda item for P.T.S.A.</p> <p>Teachers - Faculty meeting.</p> <p>Administration - Advisory Council.</p> <p>Private Schools - Appropriately notified but declined participation.</p>	<p>Teacher identification survey referrals and test data.</p>	<p>Spent most of the money on inservice program, administration and program management.</p>	<p>Pre-post testing with computers according to a pre-arranged evaluation scheme.</p>	<p>Chapter 2 Block Grants at Laurel are used to purchase computers, peripherals, software, related equipment and services to establish a computer literacy program at the senior high. During FY '84 funds, equipment and supplies have been purchased and classes start in the second semester.</p>
MILFORD	<p>Parents - Input through P.T.O. meetings.</p> <p>Teachers - Principals consult with teachers on needs.</p> <p>Administration - Administrators conduct and coordinate a needs assessment.</p> <p>Private Schools - Informed by letter and follow-up conference by telephone. None have chosen to participate.</p>	<p>Needs are determined by analyzing test data and by consultation with principals and teachers.</p>	<p>The purchase of library materials, micro-computers and micro-computer software, plus staff development on the use of micro-computer is the primary use of block grants. A contract with the DIRECT Computing Network for two terminals at the high school is also proposed.</p>	<p>Evaluation procedures include the following:</p> <ol style="list-style-type: none"> 1. Library materials will be selected, inventoried and catalogued for utilization in school libraries. 2. The number of students who utilize the micro-computers will be recorded. 3. The number of students who utilize the DIRECT program will be documented. 4. The number of teachers receiving training in the utilization of micro-computers will be documented. 	<p>Chapter 2 Block Grants will be used to purchase library materials and computer related equipment, materials and services. Objectives appear to be more management related than instructional.</p>

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 7
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
MILFORD (cont.)				<p>5. The District will select and purchase an instructional management system.</p> <p>6. Documentation will be made regarding the purchase of computer software.</p>	
RED CLAY CONSOLIDATED	<p>Parents - Radio and newspaper announcements and public hearings.</p> <p>Teachers - Same as above, plus meetings with the principals.</p> <p>Administration - Input through Superintendent's Council, administrative staff meetings and principals' meetings.</p> <p>Private Schools - Official meeting on block grants with non-private school administrators.</p>	Needs are determined by the participating schools with reference to test data, surveys and staff determination.	<p>In the public schools, funds are used for Student Relations Specialists with objectives to reduce absenteeism, suspensions, expulsions and dropouts.</p> <p>Non-public schools will use funds to supplement library resources and to purchase instructional materials and equipment.</p>	<p>Evaluation procedures for the public schools will be based on daily logs of services offered, records of student participation in programs and records of reduction in absenteeism, suspensions, expulsions and dropouts. Evaluation procedure for the non-public schools will be based on maintenance of purchase orders, checklists or selection, percentages of circulation, availability of materials and a review of the program management procedures.</p>	<p>Chapter 2 Block Grants are being used to fund Student Relations Specialists in the public schools. Non-public schools are using the funds to purchase library resources and instructional materials and equipment.</p> <p>Evaluation procedures are management oriented and the impact of the program has not yet been determined.</p>

3-7

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 8
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
SEAFORD	<p>Parents - The Parents Advisory Council is used for input on needs, goals and activities.</p> <p>Teachers - Input through department and building needs assessment and the Educational Council.</p> <p>Administration - Input through district needs assessment and through Educational Council.</p> <p>Private Schools - Do not choose to participate.</p>	Needs are identified through a formal needs assessment process established by district policy.	<p>Block Grant funds are distributed to support the following district priorities.</p> <ol style="list-style-type: none"> 1. Increased emphasis on higher level cognitive skills. 2. Computer training programs. 3. A K-6 science curriculum. 4. Evaluation process for instructional staff. 5. Staff development. 6. Gifted and Talented program. 	Action plans will be written for each priority. Outcome, performance, data and practitioner assessments will be examined. Observations and documented reports will also be used.	Chapter 2 Block Grants are being used to support the district's educational improvement model and to accomplish the established priority goals for 1984-85.
SMYRNA	<p>Parents - Block Grant Advisory Committee.</p> <p>Teachers - also members of the Block Grant Advisory Committee.</p> <p>Administration - Discussions at Administrative Council meetings.</p> <p>Private Schools - Appropriately notified but declined participation.</p>	Based upon CAT data there shows need for Basic Skills improvement. CAI will be employed to assist Basic Skills improvement in district and will show improvement in CAT scores.	CAI lesson in Basic Skills is provided daily for elementary youngsters for one elementary school in Smyrna.	Full experimental design with experimental group from Smyrna Elementary to be compared with control groups at North Smyrna Elementary and Clayton Elementary. Sub-group and individual comparisons will be made on CAT scores.	A research-based program to determine the effects of a program of computer assisted instruction over a period of years.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 9
February, 1985

<u>SCHOOL DISTRICT</u>	<u>CONSULTATION</u>	<u>NEEDS ASSESSMENT</u>	<u>PROGRAM DESCRIPTION</u>	<u>EVALUATION/IMPACT</u>	<u>GENERAL STATEMENT</u>
WOODBRIDGE	<p>Parents - Announcements go through the Federal Advisory Board (FAB) and the local board. Newsletter and PTA meetings are also used.</p> <p>Teachers - Input through faculty meetings. FAB, surveys and open sessions with the superintendent.</p> <p>Administration - Input during administrative staff meetings and open sessions with the Board of Education</p> <p>Private Schools - Do not choose to participate.</p>	Needs are determined at the building and district levels and brought before the FAB and the Superintendents Advisory Committee. When priorities are ordered they are recommended to the Board of Education.	A computer education teacher hired on a twelve month basis will improve the planning, management, and implementation of computer programs in the Junior High School and Senior High School.	Evaluation procedures will be inherent in the various aspects of the computer program.	Chapter 2 Block Grants are being used to fund a computer education teacher at the secondary level.

3-9

0698s

SECTION 4

STUDY OF CHAPTER 2 IN DELAWARE SCHOOL DISTRICTS

CHESTER W. FREED

INTRODUCTION

The purpose of Chapter 2, The Education Consolidation and Improvement Act of 1981 (ECIA) as set forth in the Section 561, the statement of purpose of the Act includes the following: Consolidating (1) most of the Elementary and Secondary Education Act of 1965 (ESEA), (2) The Alcohol and Drug Education Act, (3) Parts of the Higher Education Act, (4) The Follow Through Act, (5) Part of the National Science Foundation Act of 1950 and (6) The Career Education Incentive Act "into a single authorization of grants to the states". Further the Act stipulates that funds are, to be used in accordance with the educational needs and priorities of state and local educational agencies as determined by such agencies. Section 561 also notes that children attending public and private schools should be impacted by these funds and the administrative burden and paperwork associated with these funds should be reduced. (In all, 28 separate funding categories were consolidated into Chapter 2 of; the ECIA Act of 1981.)

This Report

This report has three parts. Part I presents the statewide overview of the allocation for fiscal year 1985. The overview includes public school, nonpublic school and agency allocations by school district. Part II presents indepth reviews of three school district's Chapter 2 programs. The three districts are Capital, Colonial, and Laurel. This section focuses on how the districts are using their portion of the Chapter 2 funds. The last part of the report Part III, summarizes Chapter 2 activities by juxtaposing Chapter 2 activities with the purposes of Chapter 2.

PART I

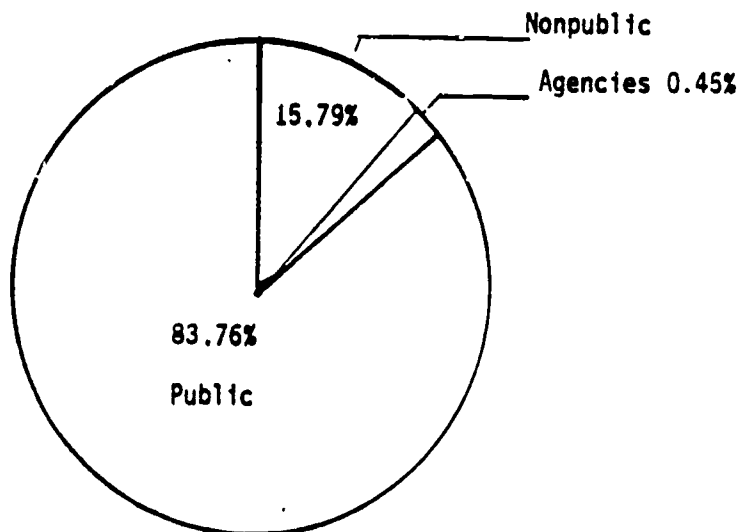
CHAPTER 2 FUNDING FOR DELAWARE

Delaware received \$2,229,304 in Chapter 2 funds for use in the 1984-85 school year. These funds are earmarked for two types of distributions. Eighty percent of the funds must "flow through" to the school districts for use by public, nonpublic and agency schools. The remaining 20% of the funds are to be expended in accordance with the advice of the State Block Grant Committee.

The 80% portion of the 1984-85 Chapter 2 funds, \$1,783,443 along with \$1,154 of Chapter 2 funds from the previous year provided \$1,784,597 for distribution among the public, nonpublic and or state agency schools is represented in Figure 1. As of this writing \$1,784,384 has been allocated for school use. Only \$249, has not been allocated and will be carried forward to the next fiscal year.

FIGURE 1

PUBLIC, NONPUBLIC, AND AGENCY SCHOOLS PROPORTION OF THE 80% OF CHAPTER 2 FUNDS FOR FY '85



The funds available to a school district are determined by a formula which takes into consideration the following factors for each

school district: (1) enrollment, (2) number of children on the Aid for Dependent Children (AFDC) roll, (3) number of special education students and (4) the number of gifted and talented students.

Chapter 2 legislation provides for funding projects in three categories of initiative:

- Subchapter A - Basic Skill Development Projects.
- Subchapter B - Educational Improvement and Support Services
- Subchapter C - Special Projects.

Only \$6,493 of the total, \$1,784,384, was used for Subchapter C initiatives. The remaining \$1,777,891, 99.64% of the funds, was used for Subchapter B initiatives. There were no Subchapter A initiatives.

The district by district distribution of the 80% of Delaware's Chapter 2 "flow through" funds is presented in the following tables:

- Table 1 - Subchapter B Chapter 2 Educational Improvement and Support Services FY '85 Public Schools Only
- Table 2 - Subchapter B Chapter 2 Educational Improvement and Support Services FY '85 Nonpublic Schools Only
- Table 3 - Subchapter B Chapter 2 Educational Improvement and Support Services Dept. of Health and Social Services, Dept. of Correction, and Dept. of Services for Children, Youth and Their Families FY '85
- Table 4 - Subchapter C Chapter 2 Special Projects FY '85
- Table 5 - Subchapter B & C Chapter 2 Summary, Educational Improvement and Support Services FY '85

The majority of Subchapter B funds were allocated for public school use; Figure 2 illustrates how these funds were used.

FIGURE 2

PUBLIC SCHOOL USE OF SUBCHAPTER B FUNDS FOR FY '85 (\$1,493,342)

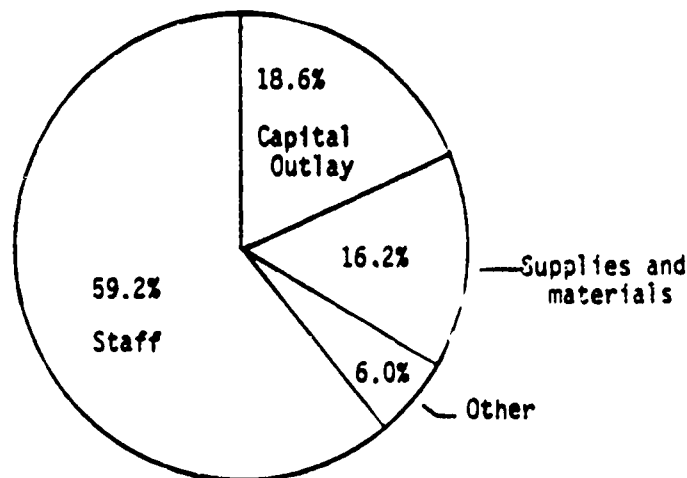


TABLE 1
SUBCHAPTER B CHAPTER 2
EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES
FY '85 PUBLIC SCHOOLS ONLY

Districts	STAFF		CONTRACTED SERV. Consultants/Staff Development	SUPPLIES & MATERIALS		CAPITAL OUTLAY		OTHER			Total
	Salaries	Fixed Charges		Books & Materials	Computer Software	Computer Equip.	Other Equip.	Travel	Indirect Costs	Audit Fee	
Appoquinimink	\$	\$	\$	\$ 19,294	\$	\$	\$17,327	\$	\$	\$ 184	\$ 36,805
Brandywine	90,619	43,237				47,258			3,735	929	185,778
Caesar Rodney	3,300		500	70,954			10,000	800	2,902	445	88,901
Cape Henlopen Capital	36,297	14,403		56,404		33,200				255	50,953
Christina	142,755	49,349	2,500	26,338			7,000	2,000	8,806	1,200	239,948
Colonial	81,579	26,624	4,200	23,680			10,000	2,000	7,167	780	156,035
Delmar	5,345	1,256	600	89					423	41	8,256
Indian River			6,880	10,800			64,297		1,177	463	92,617
Lake Forest	35,039	11,160							1,337	239	47,835
Laurel	7,600	1,900	7,715				11,250		680	146	29,291
Milford	3,800	250	5,370	6,575	6,000		28,000		838	255	51,088
Red Clay	180,560	56,041								1,189	237,790
Seaford	14,500	4,000	7,000	11,000			10,000	1,096	1,654	248	49,498
Smyrna	2,000	450	2,000	2,000			32,780		268	195	39,093
Woodbridge	20,286	4,463			626				1,776	133	26,584
Kent Voc-Tech.			5,850							149	6,049
N. C. Voc-Tech.	35,999	11,141							2,838	240	50,227
Sussex Voc-Tech.							6,506			33	6,539
TOTAL	\$660,239	\$224,274	\$42,615	\$236,139	\$6,626	\$216,185	\$60,833	\$5,896	\$33,070	\$7,465	\$1,493,342
%	44.2	15.0	2.9	15.8	0.4	14.5	4.1	0.4	2.2	0.5	100.0

TABLE 2
 SUBCHAPTER B CHAPTER 2
 EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES
 FY '85 NONPUBLIC SCHOOLS ONLY

Districts	STAFF		CONTRACTED SERV. Consultants/Staff Development	SUPPLIES & MATERIALS		CAPITAL OUTLAY		OTHER			Total
	Salaries	Fixed Charges		Books & Materials	Computer Software	Computer Equip.	Other	Travel	Indirect Costs	Audit Fee	
Brandywine	2,280	195	6,182	29,482		9,242	6,963		1,517	279	56,140
Capital				5,708			3,644			49	9,401
Christina				8,885		25,873	5,637		976	208	41,579
Colonial				11,773			10,200		609	114	22,696
Milford				1,233			1,549		48	14	2,844
4-5 Red Clay				87,470	24,894	24,355			6,494	720	143,933
TOTAL	\$2,280	\$195	\$6,182	\$144,551	\$24,894	\$59,470	\$27,993	\$	\$9,644	\$1,384	\$276,593
%	0.8	0.1	2.2	52.3	9.0	21.5	10.1		3.5	0.5	100.0

TABLE 3

SUBCHAPTER B CHAPTER 2
 EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES
 DEPT. OF HEALTH AND SOCIAL SERVICES, DEPT. OF CORRECTIONS
 AND DEPT. OF SERVICES FOR CHILDREN, YOUTH AND THEIR FAMILIES
 FY '85

Districts	STAFF		CONTRACTED SERV. Consultants/Staff Development	SUPPLIES & MATERIALS		CAPITAL OUTLAY		OTHER			Total
	Salaries	Fixed Charges		Books & Materials	Computer Software	Computer Equip.	Other Equip.	Travel	Indirect Costs	Audit Fee	
Brandywine	\$	\$	\$	\$ 351	\$	\$	\$	\$	\$ 10	\$ 2	\$ 363
Christina				375					15	2	392
4-6 Colonial				400			200		20	3	623
Indian River				388					17	2	407
Milford				126					5	-	131
Smyrna				599					-	-	599
Red Clay				2,220	2,948				245	28	5,441
TOTAL	\$	\$	\$	\$4,459	\$2,948	\$	\$ 200	\$	\$312	\$37	\$7,956
%				56.0	37.1		2.5		3.9	0.5	100.0

TABLE 4
SUBCHAPTER C CHAPTER 2
SPECIAL PROJECTS
FY '85

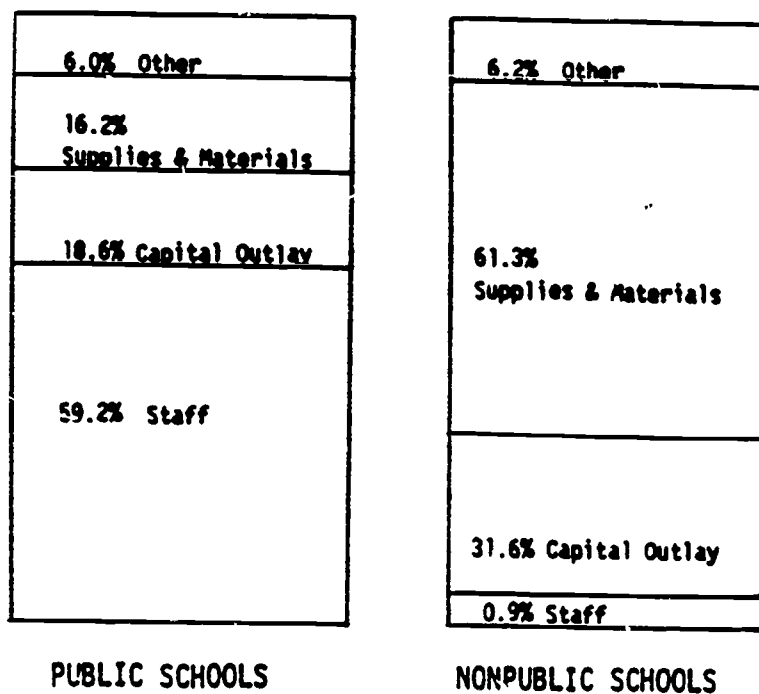
Districts	STAFF		CONTRACTED SERV. Consultants/Staff Development	SUPPLIES & MATERIALS		CAPITAL OUTLAY		OTHER			Total
	Salaries	Fixed Charges		Books & Materials	Computer Software	Computer	Other Equip.	Travel	Indirect Costs	Audit Fee	
Brandywine	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Nonpublic			2,025	1,051				86	15		3,177
Capital											
Nonpublic				390			1,673			11	2,074
Indian River											
Public			1,184					52	6		1,242
TOTAL	\$	\$	\$3,209	\$1,441	\$	\$	\$1,673	\$	\$138	\$ 32	\$6,493

TABLE 5
 SUBCHAPTER B & C CHAPTER 2 SUMMARY
 EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES
 FY '85

	STAFF		CONTRACTED SERV. Consultants/Staff Development	SUPPLIES & MATERIALS		CAPITAL OUTLAY		OTHER			Total
	Salaries	Fixed Charges		Books & Materials	Computer Software	Computer Equip	Other Equip	Travel	Indirect Costs	Audit Fee	
Subpart B											
Public	660,239	224,274	42,615	236,139	6,626	216,185	60,833	5,896	33,070	7,465	1,493,342
4 8 Nonpublic	2,280	195	6,182	144,551	24,894	59,470	27,993		9,644	1,384	276,593
Agency				4,459	2,948		200		312	37	7,956
Subpart C											
Public			1,184						52	6	1,242
Nonpublic			2,025	1,441			1,673		86	26	5,251
STATE TOTAL	662,519	224,469	52,006	386,590	34,468	275,655	90,699	5,896	43,164	8,918	1,784,384

Tables 2 and Table 3 present public and nonpublic Chapter 2 allocations by funding categories; therefore, one can compare the relative use of the Subchapter B funds in the public and nonpublic schools. The comparison follows in Figure 3.

FIGURE 3
COMPARISON OF PUBLIC AND NONPUBLIC USE OF
SUBCHAPTER B FUNDS IN 1984-85



Each school district receives Chapter 2 funds for its public schools and for the eligible nonpublic schools in its attendance area. The 130 nonpublic schools in Delaware enrolled 23,062 students in September 1984. One hundred and twelve of these schools were "not for profit" schools and therefore eligible to participate in Chapter 2 funding; the eligible schools enrollment is estimated to be 22,109. Forty-five percent of the eligible schools, (50 schools) elected to participate in Chapter 2 projects. These schools enrolled over seventy percent of the eligible students (73.3%). Saying it another way - approximately one-half of the eligible nonpublic schools participate in Chapter 2 and seven of every ten students from eligible schools receive benefit of Chapter 2 funds.

PART II
DISTRICT STUDIES

Reviewing how school districts are using Chapter 2 funds was considered to be an important aspect of this study. This part of the study presents a review of three school districts. Each of these district studies addresses an overview of the project, a budget summary, supported activities, details about administering Chapter 2 and nonpublic school participation.

CHAPTER 2
CAPITAL SCHOOL DISTRICT

INTRODUCTION

The FY '85 Chapter 2 project continues a portion of the FY '84 project, computer expansion in the district, and adds a new emphasis, acquisition of reading materials. Each year the project contributes to supporting current goals of the school district. The FY '86 project will continue the reading emphasis and add a science equipment component.

The objectives for the district subpart B project address three general areas: computers, library books and reading texts. The objectives for each of these areas follow:

Computers - Computer hardware and separately purchased software will be used to:

- A. Instruct learners in grades 5-12 in computer literacy
- B. Use computers in word processing and other business applications
- C. To engage in computer assisted instruction.

Library Books - Library books will be purchased to:

- A. Expand reading interest among students in grades K-12
- B. Increase availability of fiction and non-fiction among students in grades K-12.

Reading Texts - Reading texts and related materials will be purchased to:

- A. Teach phonics and other decoding skills in grades K-10
- B. Provide for growth in reading vocabulary in grades K-10
- C. Improve comprehension and study skills in grades K-10.

BUDGET SUMMARY

Staff	\$
Contracted Services	-
Supplies & Materials	56,404
Capital Outlay	23,200
Other	<u>451</u>
Total Public	\$ 90,055
Total Nonpublic	<u>11,475</u>
Total	\$101,530

SUPPORTED ACTIVITIES

Computer laboratories were established in both middle schools, two laboratories in each school. Two labs were supported by Chapter 2 funds and two were locally funded. Each of the seventh and eighth grade students are scheduled for approximately 20 hours per year of instruction in computer literacy, programming and computer aided instruction (CAI). Additional computer time is acquired through teachers bringing their classes to the lab for Computer Assisted Instruction. Combining these two efforts enlarges the estimated computer time per school year to approximately one hour per school week per student (3% of the instructional year) associated with computers. The fifth and sixth grade students use the computer for CAI under the direction of the subject matter teachers. This year no records of actual computer use were maintained for the fifth and sixth graders.

The high school word processing objective was not addressed with Chapter 2 funding. This objective was supported by vocational funds. Reading was supported through two types of expenditures: library books and a new reading series. Each school library received a portion of the \$20,000 for library expansion. The remaining \$36,404 in supplies and materials was used to pay thirty percent of the cost of the new reading series, Harcourt Brace's Bookmark Series for K-10.

ADMINISTERING CHAPTER 2

Each year the district reviews its plans and considers how the Chapter 2 allocation can "dovetail" with the district's plans. The district Instructional Advisory Council and the district Administrative Senate have input into this consideration. It has been district policy

(Capital Cont.)

to not use Chapter 2 funds for staff. The administration of Chapter 2 is considered to be a great improvement over administering the myriad of programs that preceded consolidation. According to the director of federal programs, the paper work associated has lessened; there are few meetings to attend; and reporting is about as uncomplicated as it can be. Additionally the flexibility of Chapter 2 allows the district to use the funds as needed.

The district supervisor of federal programs administers Chapter 2. Since there are no Chapter 2 staff to supervise, the monitoring of the Chapter 2 project centers around the bookkeeping associated with purchasing. The district's Chapter 2 annual report to the Department of Public Instruction consists of a project expenditure summary.

NONPUBLIC SCHOOL AND AGENCY ACTIVITIES

Three nonpublic schools within the Capital School District elected to participate in the Chapter 2 funding: Holy Cross, upper school; Holy Cross, lower school; and the Little School. These schools shared \$11,475. Eighty-two percent of these funds were used for Subpart B and the remainder for Subpart C efforts.

CHAPTER 2
COLONIAL SCHOOL DISTRICT

INTRODUCTION

The FY '85 Chapter 2 project included a continuing emphasis on crisis counseling at the high school, library resource and inservice. The counseling focus will continue in FY '86 and aides for selected special education classes will be added.

The objectives for the project all focus on subpart B activities.

The objectives for FY '85 were:

1. Crisis Counselors will be employed to work with students, staff, parents, and community agencies that impact on the school.
2. Librarians and other staff will order instructional resources appropriate for the needs of students.
3. Teachers will have the opportunity to participate in workshops and seminars.
4. Students where feasible, will participate in workshops or seminars.

BUDGET SUMMARY

Staff	\$108,203
Contracted Services	4,200
Supplies & Materials	23,685
Capital Outlay	10,000
Other	9,947
Total Public	\$156,035
Total Nonpublic	22,696
Total Agency	623
TOTAL	\$179,354

SUPPORTED ACTIVITIES

The majority of the school district expenditure was for the two crisis counselors at the William Penn High School. These counselors divide the crisis counseling load into two distinct foci (1) drug and alcohol counseling, and (2) family related counseling. Each counselor has responsibility for one of these foci. The counselors documented dealing with a wide variety of problems: Alcohol and drug abuse, sex abuse, pregnancy, grief, family conflicts, potential suicide, foster home issues and chronic discipline problems. A number of group counseling activities such as Alcoholics Anonymous, Narcotics Anonymous, and a group that discussed sex abuse, incest and rape were arranged or conducted by these counselors. The counselors used many community agencies to help address the students' needs. Agencies were used both for a referral and direct inschool assistance.

Approximately 60% (\$6000) of the capital expenditures was used for micro-computers for the William Penn High School. The remainder of the capital expenditure was used to purchase books for the district's schools.

A dozen teachers from three middle schools participated in a "slow learner project" which was supported by Chapter 2 funds. These teachers met after school and on Saturdays to develop materials and strategies for addressing the instructional needs of the slow learner in the middle school. Slow learners were defined as "C" and "D" students. The strategies and materials are being used in the middle schools.

ADMINISTERING CHAPTER 2

Chapter 2 annual planning results from input from the school district's cabinet (all directors and supervisors), the district's administrative staff (all administrators) and the board of education at a public meeting. The Chapter 2 program is administered by the Director of Federal Programs. However the supported staff are supervised by their respective school administrators.

The project administrator believes that Chapter 2 is much easier to administer than were the antecedent projects. Information is collected about the supported activities. Examples of the collected information are the reports submitted by the crisis counselors. Further, the project director indicated that he included both budget and narrative summaries in the year end report.

NONPUBLIC SCHOOL AND AGENCY ACTIVITIES

Five nonpublic schools and one state agency participated in FY '85 Chapter 2 funding. These schools, agency and funding follow:

Children's School of Wilmington College	\$ 758
Faith City	4,397
Holy Spirit	3,808
Our Lady of Fatima	9,133
St. Peter	4,600
Terry Psychological Center	<u>623</u>
	\$23,319

These participants all participated under Subpart B of Chapter 2. Participants used the funding for supplies and materials and capital outlay items. The Director of Federal Programs maintains a file on each of the nonpublic schools/centers and processes all purchase orders related to their expenditures.

CHAPTER 2

LAUREL SCHOOL DISTRICT

INTRODUCTION

The Chapter 2 project included four areas of Subpart B expenditures: support for the disruptive student program, a kindergarten aide, computer assisted instruction and purchase of micro-computers. The micro-computer area was a continuation from the FY '84 project. The FY '86 project will include both the disruptive and kindergarten aide.

The objectives for the FY '85 project include:

Instructional Activities

Five Apple IIe micro-computers will be added to the senior high school computer center for a total of 15 units. This will increase capabilities for the following programs

1. Computer awareness for those students not enrolled in the program in 1983-84: 50 students.
2. Electives in computer literacy and programming will enroll approximately 200 students: 120 - literacy; 80 - programming (also enrolled in literacy during first semester) Students in both components #1 and #2 will complete programs at the 80 percent level.

BUDGET SUMMARY

The \$29,291 project budget was amended in the fall to reflect the need for additional funds for staff. The original budget and the amended budget follow:

	<u>Original</u>	<u>Amended</u>
Staff	\$ 9,500	\$14,704
Contracted Services	7,715	5,800
Supplies & Materials	-	800
Capital Outlay	11,250	7,000
Other	<u>826</u>	<u>987</u>
Total Public	\$29,291	\$29,291
Total Nonpublic	<u>none</u>	<u>none</u>
TOTAL	\$29,291	\$29,291

SUPPORTED ACTIVITIES

Chapter 2 funds supported approximately one-half the staff cost of the district's disruptive student program. This funding enabled the district to support a full-time teacher to serve disruptive students. According to the Chapter 2 administrator, the service for disruptive students appears to be impacting favorably on suspensions and expulsions. Suspensions in FY '85 were reduced by 30% from the FY '84 level. There were no expulsions in FY '85. The inschool suspension strategy tended to minimize the number of suspensions and controlled the expulsions. All but a few disruptive students were from the high school.

The other staff expenditure was for a kindergarten aide (a reading readiness aide). This aide is one or three that serve kindergarten students in the district.

Two subscriptions for Computer Assisted Instruction (CAI) were purchased from the Office of Educational Computer Service. These subscriptions were for use of the gifted and talented program students in the middle school. The CAI terminals were located in the middle school library.

Five apple micro-computers were purchased for the high school. This purchase brought the high school computer complement to 15, 13 in a computer lab and two in office education. One hundred fifty-four students used these computers for awareness, 120 used the computers for computer literacy and 29 participated in a computer programming course. These five computers completed the micro-computer purchase priority for the high school.

ADMINISTERING CHAPTER 2

The Chapter 2 administrator is the district's supervisor of special services and curriculum. The administrator indicated that each year the district reviews its priority areas and determines how to use Chapter funds to address and/or augment district priorities. Two examples of this are the purchase of five micro-computers to complete the high school lab and funding to enable the Disruptive Student Program to have a full-time staff member.

The district administration feels that Chapter 2 is easy to administer and few reporting and/or data requirements are evidenced. However, the district Chapter 2 administrator collects information about students served and achievement of these students. This information is available in the district office. The annual report to the Department of Public Instruction consists of a project expenditure summary.

NONPUBLIC SCHOOL AND AGENCY ACTIVITIES

The nonpublic schools in the Laurel School District do not participate in federally funded projects. The schools were contacted by letter; one telephoned to decline the offer, one school wrote a letter declining the offer and the third school never responded.

PART III

SUMMARY

The rationale for Chapter 2 included primary foci on providing for local needs and priorities; providing for local determination in using funds; providing for nonpublic school students sharing in the funds and reducing the administrative burden and paperwork. The study will be summarized under these foci.

School District Needs and Priorities.

District needs and priorities can be inferred from a review of planned expenditure patterns presented in Part I of the study. The primary need appears to be in the area of staffing; 59.2% of the public school Subchapter B funds were allocated to staff, fourteen districts used these funds to support staff. Acquisition of Capital outlay items appears to have been the next greatest need and priority; 18.6% of the Subchapter B funds were allocated to this category; purchasing micro-computers was the primary focus of these funds. However, seven districts allocated no funds for capital outlay. The FY '85 micro-computer expenditure was 31% lower than in FY '84.

The public school Subchapter B budgets reveal great variances among the school districts. For instance, when staff, contracted services, supplies and materials and capital outlay categories are considered, four districts used funds exclusively for staff, six districts used funds in all four categories.

The district studies revealed that each of the districts approach need determination and priority setting in a slightly different way. District planning committees were often mentioned.

For the most part the districts continued some priorities that had been previously set; therefore, the priorities evolve from year to year.

The district studies also provided insight into the differences among the districts when one reviews the activities supported by Chapter 2 funds. One district primarily uses the funds to support counselors, while another district did not utilize Chapter 2 funds to support staff.

The variety of planned expenditures of Chapter 2 funds and the review of the program in three districts suggests that idiosyncratic school district needs and priorities are being addressed by the Chapter 2 program.

Providing for Local Determination and Administration.

The variance among the Chapter 2 expenditure patterns as presented above certainly does not suggest a systematic or coordinated Chapter 2 program thrust for the state. The district studies also suggest that the determination of Chapter 2 program thrust was purely a local district matter. Each of the three case studied districts was operating a unique project as determined by their local planning process. Further, the district Chapter 2 administrators believed that Chapter 2 was easy to administer and indicated that local discretion in using funds was a very positive aspect of Chapter 2.

Budget expenditure patterns, the district studies and comments all indicate that determining how to use the Chapter 2 funds is purely a local school district prerogative.

Nonpublic Participation.

The Chapter 2 budget summaries indicate that \$289,800 support Chapter 2 activities in the nonpublic schools and agency schools. This amount represents 16.2% of the 80% of the Chapter 2 funds flowing through to the school districts. One hundred twelve of the 130 nonpublic schools in the state were eligible to participate in Chapter 2 programs. Fifty schools, 45% of these schools elected to participate. Participating schools enroll 16,205 students; therefore approximately 73% of the eligible nonpublic school students have Chapter 2 program funds available to support their schools' programs.

The nonpublic schools received \$276,593 for the 1984-85 school year. The budget summaries indicate that over sixty percent of the funds were allocated to purchase of supplies and materials. Approximately 33 percent of the funds were allocated for capital outlay. Only one nonpublic school used a portion of its allocation for staff.

Review of the nonpublic participation in the three districts also indicated that the nonpublic schools, for the most part, were using the Chapter 2 funds for supplies and materials and capital outlay.

PRE 86-6

S E C T I O N 5

STATE ADVISORY COMMITTEE COMMENTS

The Advisory Committee met on May 5, 1986 to review this report, which had been provided in draft form prior to the meeting.

There were no suggested changes to the report, but several members of the Committee commented on its thoroughness and clarity.