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

January 1979

DR. FRANK B. BROUILLET  STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON  98504
DISCRIMINATION PROHIBITED: Title VI of the Civil Rights Act of 1964 states: "No person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education and Welfare.

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

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

Frank B. Brouillet

[Signature]
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ESEA Title IV-B
LIBRARIES AND LEARNING RESOURCES

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

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

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

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

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

DISTRIBUTION OF FUNDS TO LOCAL EDUCATION AGENCIES

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

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

High cost districts are those which have the greatest percentages of children whose education imposes a higher than average cost per child. The factors which are considered to determine high cost may vary from year to year.
FY 1976 High Cost Factors Included:
2. Remote and necessary schools.
3. Teacher characteristics (Degree, experience, etc.)
4. Migrant students.
5. Students living on tax exempt lands.

Total = $974,914.

FY 1977 High Cost Factors Included:
1. Classes having high-cost and low student load.
2. Remote and necessary schools.
3. Cost of teachers, considering degrees earned and years of experience.
4. Migrant students, because of added costs of bilingualism, temporary enrollment and transiency.
5. Students living on tax exempt lands.

Total = $2,249,708.

FY 1978 High Cost Factors Included:
1. Districts that had in excess of 40% of their students in the top quartile in the statewide reading tests.
2. Districts that had in excess of 25% of their students in the bottom quartile in the statewide reading tests.
3. The percentage of minorities in the district.
4. Districts considered remote and necessary.
5. Children from families where English is not the dominant language.

Total = $2,388,188.

ESEA TITLE IV-B PARTICIPATION BY DISTRICT

<table>
<thead>
<tr>
<th>FY</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 1976</td>
<td>75% (228 districts) participating</td>
</tr>
<tr>
<td>FY 1977</td>
<td>95% (286 districts) participating</td>
</tr>
<tr>
<td>FY 1978</td>
<td>93% (279 districts) participating</td>
</tr>
</tbody>
</table>
ESEA TITLE IV PARTICIPATION
BY STUDENTS (PUBLIC AND PRIVATE SCHOOLS)

FY 1976 96% (796,042) participating
FY 1977 99.9% (829,438) participating
FY 1978 99.3% (823,053) participating

PRIVATE SCHOOL ALLOCATIONS

FY 1976 $50,861 earned by 43,789 private school children
FY 1977 $126,315 earned by 45,489 private school children
FY 1978 $141,747 earned by 47,949 private school children

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

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

NEEDS ASSESSMENT

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

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

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

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

Kent School District----------proposals for the expenditures of Title IV-B funds originated at the implementation level. The federal program coordinator sent a memo to counselors, librarians, the Director of Instruction, Testing Coordinator, Math Coordinator and Private School Administrators. These individuals had key roles in the needs assessment and planning process.
North Thurston School District---two district-wide committees, the elementary curriculum committee and the library/media specialists committee met periodically to discuss and identify learning resource needs. Setting goals and prioritizing expenditures rested with the principals and librarians of the various buildings.

Edmonds School District---monies were made available to individual buildings on a competitive basis. These monies were to be used in the curriculum areas of language arts, reading or mathematics. Proposals were read and ranked in order of merit by a committee selected from the Curriculum Commission.
ESEA Title IV-B
PROGRAMS
WITH
IMPACT
Parents are talking about Fife School District's Read and Lead Program in which adults and students read aloud to each other, at home, on a daily basis. Minutes are recorded and for every 100 minutes read, students receive a segment to add to the school bookworm. Students read a book at reading level to help improve their reading skills and adults (mom, dad, grandpa, neighbor, etc.) read books selected to lead students into better literature and positive attitudes about reading.

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

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

Contact Person: Peggy O'Connor (206) 922-6697

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

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

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

Grants Manager:
John Betrozoff

Contact Person:
Dr. Jack H. Thompson, Director of Guidance Services (206) 455-6066
Project Microfilm started with an ESEA Title II grant of $35,000. It was designed to provide primary source materials for developing research skills at the high school level. Microfilm of journals, periodicals and newspapers with their appropriate indexes were selected to cover American History from publications of the earliest times. Thus far $3,600 of ESEA Title IV-B monies have been used to purchase current indexes for the microfiche collection.

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

Grants Manager: John Ross
Contact Person: Eugene Fries, Director of Learning Resources (206) 433-2391
Recent innovations in photocomposition equipment have dramatically changed typesetting markets. Besides commercial printers, typesetting services and publishers, composition equipment is being installed in advertising departments, publication departments and other areas. In addition to interfacing word processing with photocomposition, this equipment may be used for such applications as sign making, visuals, slides, labels and others.

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

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

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

STUDENTS BENEFITING:
GRADE LEVEL:

ESEA TITLE IV-B DOLLARS:
SCHOOL DISTRICT:

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

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

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

Librarian: Elizabeth Thomas
Contact Person: Gene Johnson,
Administrative Assistant
(206) 491-4300
TITLE: PRE-VOCATIONAL CONSTRUCTION
( Equipment)
STUDENTS BENEFITING: 24
GRADE LEVEL: High School
ESEA TITLE IV-B DOLLARS: $2,000
SCHOOL DISTRICT: Sumner

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

The objectives for this project were:
1. To gain knowledge and skills necessary to make informed and meaningful career decisions, or advanced training in carpentry, drywall, painting, decorating, cabinetmaking, and wiring.
2. To acquire technical knowledge necessary in carpentry, cabinetmaking, drywall, painting, decorating, and wiring.
3. To develop skills necessary in carpentry, drywall, painting, decorating, and wiring.

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

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

Grants Manager: Tom Carlson Contact Person: Maynard Oliver
(206) 863-4416
Elementary students in the University Place School District now have acquired a greater knowledge of the world in which they live because of ESEA Title IV-B. Funds have been used over the past two years to purchase two complete hands-on map and globe skills programs. These programs are based upon a series of sequential student learning objectives and include cassette directed activities.

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

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

Librarian: Barbara Larson
Contact Person: Dorothy A. Smart,
Curriculum Director
(206) 564-1400