

Federal and State Legislation:

Implications for Library/Media Programs

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Federal legislation affecting library/media programs in public schools in 1975-76 is complex and difficult to explain. Most school library/media personnel are familiar with two categorical programs which have for many years had great direct budgeting impact in relation to the acquisition of equipment and materials and have exercised great indirect influence on the improvement in facilities for school media programs through special purpose funding of demonstration school libraries. These programs are:

(1) National Defense Education Act (NDEA) Title III—This program has provided assistance for the acquisition of equipment, materials, and for limited, minor remodeling related to the storage and/or use of such equipment and materials. The

amount of money this program has provided from Federal sources has always had to be matched with local money. The amount of money made available on a per pupil basis has generally grown smaller since the program's inception in 1957-58—decreasing from approximately \$2.50 per pupil to less than \$1.00 per pupil in 1975-76. NDEA Title III funding is experiencing a radical change in 1975-76. This change will be discussed later in relation to ESEA Title IV.

(2) Elementary and Secondary Education Act (ESEA) Title II—Since 1965-66, the North Carolina State Plan for ESEA Title II has provided per pupil allocation to administrative units of *Relative Need* monies to support the acquisition of school library resources, textbooks, and other in-

structional materials. The amount of these funds has varied slightly from year to year but generally has been about \$1.50 per pupil in average daily membership.

The ESEA II State Plan has provided for the use of ten per cent of the federal allocation in the funding of special purpose projects. Thirty-six Demonstration School Library projects together with Projects in the Experimental Use of Media to support improvement in pupil learning have established influential exemplary models of facilities required for effective unified media programs. Changes in ESEA II will also be discussed in connection with the emergence of ESEA Title IV.

Elementary and Secondary Education Act (ESEA) Title IV was created by the Educational Amendments Act of 1974 (Public Law 93-380) enacted in August of 1974. Under the provisions of this act, NDEA III, ESEA II, and the portion of ESEA III that deals with testing, counseling, and guidance were merged into Part B of ESEA Title IV. ESEA III (except for testing, counseling, and guidance), which establishes supplementary centers and services, and provides for innovative and exemplary solutions for educational needs and problems, Title V of ESEA which provides funds for strengthening state and local education agencies, the Dropout Prevention provision of Section 807 of ESEA, and School Nutrition and Health Services found in Section 808 of ESEA were merged into Part C of ESEA Title IV. Only the implications of the consolidations of programs in ESEA Part B will be included in this discussion. Under the provisions of the Educational Amendments Act of 1974, only one-half of the appropriation for NDEA III and ESEA II will be used this year as it has been used in the past. For this one-half of 1975-76 funds, the same regulations and guidelines that have applied in the past will apply in

1975-76. Each administrative unit in North Carolina has received notification of its allotment of NDEA III and ESEA II for 1975-76. Instructions concerning the preparation of proposals under each program have also been sent to superintendents and program coordinators.

One-half of the funds which have in the past been available under NDEA III and ESEA II for use by administrative units will be subject to different regulations in 1975-76. The Educational Amendments Act of 1974 provides that fifty per cent of the allocation to each state will be distributed on the basis of a formula developed by each state to the administrative units or districts of the state. The formula developed by each state must insure that "substantially" greater funds will be provided to administrative units whose tax effort for education is substantially greater than the state average tax effort for education and whose per pupil expenditure is no greater than the average per pupil expenditure in the state. Substantially greater allocation must be made to administrative units which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as children from low income families, children living in sparsely populated areas, and children from families in which English is not the dominant language. It is the intent of Public Law 93-380 that the basic Relative Need concept of ESEA Title II — greater allocation of monetary resources to those situations with greater relative need — be extended to even more program areas.

At present North Carolina has developed an Annual Program Plan for ESEA Title IV. A single application form for the seven programs consolidated under Title IV has also been developed. These have been submitted to the United States Office of Education and it now appears that their

approval is imminent. With such approval, North Carolina will receive its share of Federal funds and the Controller of the State Board of Education can determine by use of the formula which considers enrollment, tax effort, family income, and sparsity of population the allocation of each administrative unit in the state.

The formula at present provides that the allocation to administrative units will range from \$0.99 cents to \$2.56 per pupil in Average Daily Membership (ADM). The total weight for each factor in the allocation to all units is: enrollment 79.28%; local support 2.85%; low income 9.78%; sparsity of population 8.06%. In addition to the use of a formula which results in a larger per pupil allocation of funds to some administrative units than to others, there are other significant changes in the funding policy for ESEA Title IV. All monies are grants in aid and no matching by local funds is required as has been the case with NDEA III in the past. The administrative units of the state will have full discretion in deciding the purpose(s) for which Title IV B consolidated funds will be used. All of the funds may be used to acquire materials, or to acquire equipment, or to provide testing, counseling and guidance, or the funds may be apportioned to any two or to all three of these purposes as the administrative unit deems most desirable.

The 1975 session of the General Assembly appropriated money to the Public School Fund for the provision of instructional materials and supplies (Budget Code 624) at the rate of \$9.00 per pupil in Average Daily Membership (ADM) for 1975-76. This is an increase of \$1.00 per pupil in ADM over the previous year. The appropriation for 1976-77 is \$10.00 per pupil in ADM or an additional dollar per pupil. Even though appropriations for instructional materials and supplies have increased from \$4.75 per pupil in 1969-70 when \$2.00 per pupil previously available for supplementary textbooks was transferred to Budget Code 624 and Code 662 provided \$1.00 per pupil for library materials, it is apparent that appropriated state funds are insufficient to meet the needs for adequate instructional materials and supplies. No state funds are provided for the acquisition of equipment except in very limited categorical programs. The \$16.76 per pupil in ADM expenditure for instructional materials and supplies from state, federal, and local sources in North Carolina in 1973-74 represented only 1.96% of the \$854.37 reported as the average current expense per pupil in average daily membership for the same year from the same sources. There is much that needs to be done to change the amount of support provided for this essential element of any instructional program.

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