

64 BOOKS FOR SCHOOLS AND TREATMENT OF MINORITIES

Classification A—Large City or Cities within Standard Metropolitan Statistical Areas.

Classification B—Secondary Cities of 50,000 or more, or "older secondary cities" under 50,000 within Standard Metropolitan Statistical Areas (see instructions for definition of "older" secondary city).

Classification C—Outlying rural and urban areas, under 50,000 within Standard Statistical Areas.

Classification D—Middle Size Cities—2,500–49,999 outside of Standard Metropolitan Statistical Areas.

Classification E—Rural Areas.

C. For each of the above classifications, answer separately each part of this section.

1. Indicate the principal problems local officials encountered in implementing projects (be specific—e.g., if lack of personnel is a problem indicate what types of personnel).

2. List particularly innovative projects or programs that include new activities or approaches for that classification of local educational agency (please specify project number). One criterion in selecting an innovative project is whether it merits dissemination to other local educational agencies with similar characteristics.

3. Describe briefly the types of approved projects or programs that are least likely to increase educational attainment. (Such projects satisfy the legal requirements but in your judgment are not likely to be effective.)

4. Describe briefly the types of approved projects or programs that are most likely to increase educational attainment.

5. Summarize the methods local educational agencies are using to develop or increase staff for use in Title I projects.

D. Evaluation of implementation of section 205.

1. Describe the types of projects that were disapproved on the basis of size, scope, and quality. (This can include projects that were revised substantially and then approved.) Include any misconceptions that local educational agencies had concerning the purposes of Title I and the requirements for size, scope, and quality.

2. Describe difficulties and successes encountered in securing Community Action Agency—Local Educational Agency cooperation. Describe the interrelationships of the two programs at the local level with particular stress on the extent to which the two act are used in a reinforcing manner. Include any suggestions for legislation to enhance cooperation.

F. What steps have been taken to encourage local initiative in contacting private school officials?

G. Interrelationships of the Elementary and Secondary Education Act of 1965.

1. How do State plans for Title II relate to Title I (be specific using local educational agency examples)?

2. List local educational agencies that are using or plan to use Title I funds in conjunction with Title III projects.

APPENDIX Q

[From Revised Instruction Booklet for Application for Title I, ESEA]

4. Coordination with Community Action Projects:

(a) Relationships with CAP Projects:-----

(b) Support of Community Action Agency:-----

If the Community Action Agency has failed to approve a statement such as the attached, describe the efforts that the applicant LEA has made to cooperate with the Community Action Agency and to obtain a statement of support.

STATEMENT OF CAA SUPPORT OF PROJECT UNDER TITLE I, PUBLIC LAW 89-10

Name of Community Action Agency: -----

Address: ----- Post Office: ----- County: ----- State: -----

Name and Title of Principal Officer: -----

Telephone: ----- A.C./Number: -----