

CHAPTER III

ALLOCATION AND SELECTION OF MATERIALS

A. Consideration of Relative Need

Section 117.3 of the Title II Regulations provides that:

(a) The State plan shall set forth the criteria to be used in the allocation of school library resources, textbooks, and other printed and published instructional material provided under Title II of the Act among the children and teachers in the elementary and secondary schools of the State, which criteria shall incorporate the provisions of subsection (b) ...of this section.

(b) The criteria shall, on the basis of a comparative analysis and the application of standards as defined in Section 117.1(k) establish the relative need of the children and teachers of the State for school library resources, textbooks, and other printed and published instructional materials to be provided under the plan. Such criteria shall include priorities for the provision of such materials on the basis of factors such as degree of economic need, quality and quantity of such materials now available, requirements of children and teachers in special instructional programs, and degree of previous and current financial efforts for providing such materials in relation to financial ability. The distribution of such resources, textbooks, and materials for children and teachers solely on a per capita basis would not satisfy this provision.

In order to develop criteria for allocating school library resources, textbooks, and other printed and published instructional materials which take into consideration the relative need of the children and teachers of the State, the conditions existing in the schools of the State must be known. Although subjective judgment of experienced State education agency personnel can be an important factor in ascertaining relative needs of children and teachers for the materials to be acquired under Title II, data on the instructional resources available in each elementary and secondary school of the State are essential. Some States may already have such data from public schools, but will need to acquire similar information from private school sources in order that their children and teachers may benefit equitably under the program.

Other States may find it necessary to conduct surveys to determine need, both in public and private schools. Information such as the following will be useful:

1. The quantity of the various categories of materials included in the title which are now provided in the elementary and secondary schools of the State;