

Plan C

1. If it is determined that the needs of children and teachers in public and private schools are about uniform, divide the allotment into two parts on a per capita basis--one for materials for children and teachers in public schools and the other for materials for children and teachers in private schools.

2. Determine relative need for each of the local public educational agencies and reserve a tentative sum for each from that part of the allotment assigned public schools.

3. Determine relative need for each of the private schools and reserve a tentative sum for each from that part of the allotment assigned children and teachers in private schools.

4. Inform each chief school district official of the tentative allotment for his schools and of the allotment for the children and teachers in each of all the private schools within the district which he is to serve.

5. Approve projects until all the funds are obligated.

6. If any funds allotted schools are unused, reapportion them along with any additional funds received through reallocation on the same basis.

If it is necessary for the State agency to handle projects for the children and teachers in private schools, the Title II administrator may wish to adopt elements from one or more of these plans.

Some sample criteria which might be used in the allocation of school library resources, textbooks, and other instructional materials which take into consideration schools with special needs are the following:

1. All public and private schools receiving materials under the Title II program would be below the State minimum standards for school library resources, textbooks, and other instructional materials, and would demonstrate that reasonable effort with local or private funds had been made and is being made to provide these resources.

2. The order of priorities to be given project applications on behalf of children and teachers during the first year of the program might, for example, be as follows:

a. Elementary schools with great needs for materials in reading instruction;

b. Urban schools offering special cultural programs;

c. Schools with enrollments below 100;