

C. Determining the Proportions of a State's Allotment for Each Category of Materials

Section 117.4 of the Title II Regulations provides that:

(a) The State plan shall set forth the specific educational and other criteria to be used... (b) as the basis for determining the proportions of the State's allotment for each fiscal year which will be spent for the acquisition of (i) school library resources, (ii) textbooks, and (iii) other printed and published instructional materials...

In order for a State plan to establish grounds for determining the respective proportions of funds to be allocated to the three categories of materials, it will be necessary to conduct surveys of the quantity and availability of such materials, by category. Obviously, the same data gathering instrument used for the assessment of relative need can be employed to obtain information on the quantity and quality of each of the three categories of materials in Title II. (See sample form in Appendix I of these Guidelines.)

Once the basic data are acquired from the schools, each category of materials may readily be assigned first, second, or third importance and the proportion or percentage of the total acquisition funds to be used for each category of materials determined.

In the event that the needs for materials in private schools do not occur in the same order as those in the public schools, a separate set of determinations will have to be made for the proportions of materials of each category to be made available to the children and teachers in the private schools.

In establishing grounds for the respective proportions of the three categories of materials to be allocated, it will also be necessary to consider current methods by which any one or all of the categories of materials are provided. This point is especially applicable to textbooks. State or local agencies which provide adequate free textbooks services may decide to emphasize the other categories of materials in the Title II program.

Other important considerations in making determinations of allocations of funds for each category can be the ways instructional materials are now being used in the schools of the State, and the State education agency's plans to improve teaching methods through inservice programs to encourage the use of a greater variety of materials. The relationship and interdependence of all three categories can also be studied to good effect in establishing grounds for allocations.