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EDUCATION LEGISLATION, 1967

HEARINGS

BEFORE THE

UBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON
BOR AND PUBLIC WELFARE
UNITED STATES SENATE

NINETIETH CONGRESS

FIRST SESSION

ON

S. 1125 and H.R. 7819

TO STRENGTHEN AND IMPROVE PROGRAMS OF ASSISTANCE FOR ELEMENTARY AND SECONDARY EDUCATION BY EXTENDING AUTHORITY FOR ALLOCATION OF FUNDS TO BE USED FOR EDUCATION OF INDIAN CHILDREN AND CHILDREN IN OVERSEAS DEPENDENTS SCHOOLS OF THE DEPARTMENT OF DEFENSE, BY EXTENDING AND AMENDING THE NATIONAL TEACHER CORPS PROGRAM, BY PROVIDING ASSISTANCE FOR COMPREHENSIVE EDUCATIONAL PLANNING, AND BY IMPROVING PROGRAMS OF EDUCATION FOR THE HANDICAPPED; TO IMPROVE PROGRAMS OF VOCATIONAL EDUCATION; TO IMPROVE AUTHORITY FOR ASSISTANCE TO SCHOOLS IN FEDERALLY IMPACTED AREAS AND AREAS SUFFERING A MAJOR DISASTER; AND FOR OTHER PURPOSES

AND RELATED BILLS

APPENDIX A

Part 8

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EDUCATION LEGISLATION, 1967

HEARINGS

BEFORE THE

SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON LABOR AND PUBLIC WELFARE UNITED STATES SENATE

NINETIETH CONGRESS

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AND RELATED BILLS

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Printed for the use of the Committee on Labor and Public Welfare

U.S. GOVERNMENT PRINTING OFFICE

80-086 O WASHINGTON : 1967

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Effort to support public elementary and secondary schools

[Percent State and local revenues are of total personal income]

State	1955–56		1957–58		1959–60		1961–62		1963–64		1965–66	
	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Alabama	3.2	23	3.0	33	3.6	26	3.6	35	3.8	32	4.0	33
Alaska	2.2	46	2.8	44	3.2	39	3.6	35	3.2	48	4.4	20
Arizona	4.0	7	4.4	5	4.7	6	4.8	10	4.2	23	5.0	7
Arkansas	2.8	33	3.7	21	3.6	26	3.8	30	3.8	32	3.9	37
California	3.4	21	4.0	12	4.3	12	4.6	12	4.7	9	4.8	10
Colorado	3.6	15	3.8	18	4.1	18	4.4	16	4.7	9	4.8	10
Connecticut	2.1	49	2.2	50	3.2	39	3.4	43	3.3	46	3.9	37
Delaware	2.5	37	4.2	9	4.2	14	4.4	16	4.4	15	4.7	13
Florida	3.2	23	3.6	23	3.5	31	2.8	50	4.1	28	4.4	20
Georgia	2.9	29	3.4	27	3.5	31	3.9	29	3.9	31	4.1	30
Hawaii	2.7	35	2.9	37	3.1	43	3.2	46	3.7	37	4.5	17
Idaho	3.7	12	3.7	21	4.0	19	4.2	22	4.2	23	4.0	33
Illinois	1.9	50	2.5	47	3.0	44	3.5	41	3.7	37	3.6	43
Indiana	3.0	27	3.4	27	3.6	26	4.1	24	4.3	20	4.4	20
Iowa	3.9	9	3.6	23	3.7	25	4.5	13	4.4	15	4.2	27
Kansas	3.7	12	3.9	16	4.2	14	4.4	16	4.5	13	4.6	15
Kentucky	2.4	41	2.9	37	3.0	44	3.6	35	3.6	42	3.6	43
Louisiana	3.9	9	4.5	3	4.9	4	5.1	2	5.1	6	5.2	6
Maine	2.4	41	2.9	37	3.3	36	3.7	31	4.1	28	4.1	30
Maryland	2.6	36	2.9	37	3.4	35	3.6	35	3.7	37	4.1	30
Massachusetts	2.3	45	2.3	49	2.4	50	2.9	48	2.9	50	2.9	49
Michigan	3.2	23	3.6	23	4.2	14	4.4	16	4.2	23	4.3	25
Minnesota	3.5	18	4.0	12	4.5	9	4.9	5	5.2	5	5.4	5
Mississippi	3.5	18	3.9	16	4.9	4	4.9	5	4.4	15	4.4	20
Missouri	2.5	37	2.9	37	2.9	47	3.6	35	3.5	44	3.6	43
Montana	3.8	11	4.0	12	4.6	8	5.0	3	5.3	3	5.7	3
Nebraska	3.0	27	3.1	32	3.5	31	3.7	31	3.7	37	3.5	48
Nevada	2.2	46	3.0	33	3.5	31	3.7	31	3.3	46	3.6	43
New Hampshire	2.4	41	2.6	46	2.8	48	3.0	47	3.4	45	3.6	43
New Jersey	2.5	37	2.9	37	3.3	36	3.5	41	3.7	37	3.8	42
New Mexico	4.7	3	4.3	8	4.5	9	4.5	13	5.8	1	5.7	3
New York	2.9	29	3.3	30	3.6	26	4.0	26	4.4	15	4.6	15
North Carolina	3.6	15	3.8	18	3.8	23	4.3	20	4.3	20	4.3	25
North Dakota	4.0	7	4.5	3	5.4	1	4.9	5	4.5	13	4.5	17
Ohio	2.4	41	3.0	33	3.2	39	3.7	31	3.8	32	3.9	37
Oklahoma	3.7	12	3.8	18	4.0	19	4.0	26	4.0	30	4.0	33
Oregon	4.1	6	4.4	5	4.5	9	5.0	3	5.1	6	5.0	7
Pennsylvania	2.8	33	2.9	37	3.3	36	3.6	35	3.8	32	4.0	33
Rhode Island	2.2	46	2.4	48	2.5	49	2.9	48	3.0	49	2.9	49
South Carolina	5.0	2	4.6	2	4.2	14	4.5	13	4.6	11	4.4	20
South Dakota	4.6	4	4.4	5	5.0	3	4.8	10	4.6	11	4.8	10
Tennessee	2.9	29	3.0	33	3.2	39	3.3	45	3.8	32	3.9	37
Texas	3.3	22	3.6	23	3.8	23	4.2	22	4.4	15	4.5	17
Utah	4.4	5	5.0	1	5.2	2	5.4	1	5.7	2	6.4	1
Vermont	3.2	23	4.1	10	3.9	21	4.1	24	4.3	20	4.7	13
Virginia	2.5	37	2.8	44	3.0	44	3.4	43	3.6	42	3.9	37
Washington	3.6	15	4.1	10	4.3	12	4.9	5	4.8	8	5.0	7
West Virginia	3.5	18	3.4	27	3.9	21	4.3	20	4.2	23	4.2	27
Wisconsin	2.9	29	3.3	30	3.6	26	4.0	26	4.2	23	4.2	27
Wyoming	5.3	1	4.0	12	4.7	6	4.9	5	5.3	3	5.8	2
United States	3.0	-------	3.4	-------	3.7	-------	4.0	-------	4.2	-------	4.3	-------

NOTE.—When the figures for 2 or more States are identical, the States are given the same rank and the appropriate number is then picked up with the next State in rank.

Sources: Personal income data from the U.S. Department of Commerce, Office of Business Economics State and local revenue receipts are from the U.S. Office of Education for years 1955–56, 1957–58, 1959–60, and 1961–62, and from NEA Research Division for 1963–64 and 1965–66. Personal income is on a calendar year basis and school revenue is on the basis of the school year beginning in the calendar year.

LENTZ, CANTOR & KILGORE,
West Chester, Pa., August 30, 1967.

Hon. WAYNE MORSE,
Chairman, Education Subcommittee, Committee on Labor and Public Welfare, Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: The Lay Advisory Committee for State and Federal Programs wishes to indicate its support for continuation of the Elementary and Secondary Education Act of 1965.

The Advisory Committee is a group of over thirty citizens representing organizations and schools. The group was formed at the request of the West Chester Area School Board in April of 1966. Since that time, the Committee has met regularly to review and make recommendations on programs funded by ESEA.

It is the considered judgment of the Lay Advisory Committee that because of the legislation, our school district has made significant strides in educational innovations particularly for disadvantaged children.

Enclosed is a copy of the Committee's report to the school administration and board.

With sincere appreciation for your efforts on behalf of quality and equality in education,

Sincerely,

ROBERT W. LENTZ.

Enclosure

REPORT TO THE ADMINISTRATION AND SCHOOL DIRECTORS OF THE WEST CHESTER AREA SCHOOL DISTRICT FROM LAY ADVISORY COMMITTEE FOR STATE AND FEDERAL PROGRAMS

HISTORY

The Lay Advisory Committee for State and Federal Programs was originally established by the Board in April, 1966. The superintendent then invited numerous community groups to send a representative to this Committee. The groups invited were:

League of Women Voters of West Chester Area
West Chester Opportunities Board
West Chester Jaycees
West Chester Knights of Columbus
West Chester Branch of N. A. A. C. P.
Friends Community Project
Chester County Community Action Board
Chester County Federation of Women's Clubs
West Chester Branch of the Y. W. C. A.
West Chester Area Education Association
West Chester Human Relations Council
Chester County Medical Society
Chester County Health and Welfare Council
Cheyney State College
West Chester Ministerium
West Chester State College
Thornbury (Delaware County) P. T. A.
West Goshen P. T. A.
Peirce P. T. A.
East Bradford P. T. A.
Fugget P. T. A.
Fern Hill P. T. A.
High Street P. T. A.
East Goshen P. T. A.
Stetson P. T. A.
Paoli P. T. A.
Glen Acres P. T. A.
Parents whose children participated in State and Federal programs

All of our meetings were attended by the Director of the State and Federal Programs for the District and either the Superintendent or the Assistant Superintendent for Educational Programs.

Two orientation meetings were held in 1966. The January, 1967 meeting was attended by the Home School Community Team who told us of their work. At

our February meeting, the group reorganized and elected officers under the following guidelines:

1. "The function of the group is the same as it was before; namely, to meet, discuss, observe, evaluate and *recommend* to school officials the layman's view of their program. The group is to be advisory in nature. If recommendations are made by the Committee, the administration will let the Committee know its decision, yes or no; and if the answer is no, will explain to the Committee why the answer had to be no.

2. There will be no joint participation in the development of programs, meaning that members of the administration and other school teams will sit with the Advisory Committee during their deliberations and that members of the Advisory Committee will be able to participate with the school people in the development of the program.

3. Any personal contact with the schools' professional staff will be handled through Mr. Pitt since we must recognize the importance of clearing school and teacher visits with the building principal in advance and following the appropriate procedure in these matters." Minutes of February 23, 1967 meeting.

The group elected the following officers to serve until September 30, 1967: Robert W. Lentz, Chairman, Elizabeth Heed, Vice Chairman, and Beverly Dow, Secretary. It decided to have an executive committee consisting of the three officers and seven additional members. The seven additional members were: Richard C. Bullotta, H. Donald Burr, Robert L. Woodson, Harry Collier, Mrs. Kathleen Close, Mrs. Robert McCardell, and Mrs. Clarence Mitchell.

The Executive Committee met and appointed committees to examine most of the State and federal programs. These committees met with the people operating the various programs and observed the programs in action. Many committee members made three or four observations of a particular program and, in each case, discussed the program thoroughly with the participants. The committees then reported back to the entire Lay Advisory Committee which passed upon the various recommendations and suggestions which will follow.

COMMITTEE REPORTS

There are attached hereto written reports from each of the committees with observations and comments.

ADDITIONAL COMMENTS

At the request of the Lay Advisory Committee, the Administration prepared a summary of state and federal programs operating in the West Chester Area School District during the 1966–67 school year. This booklet outlined brief summaries of each program, the overall budget and organizational set up. The brochure was very helpful in visualizing what was being done in this area.

We found that the local school system had control over all of the federal programs. Our administration and teachers planned the program and carried it out.

The Lay Advisory Committee felt that one of its important functions was to disseminate to the community information about the state and federal programs so that there would be better understanding and participation. For this reason, if no other, this Committee has a function. In addition, on many occasions the layman was able to offer suggestions and improvements to many of the programs. In some cases, members of the Committee were able to assist the school system in solving some difficult problems.

The cooperation which we received from the Administration, Mr. Pitt, his office and each of the participants in the programs was excellent. We were well received by all of the schools and were given assistance when requested.

Many of the programs provided dramatic examples of their value not only to the students themselves, but their classmates and the entire community. These programs have shown that the disadvantaged child does not need to be relegated to a second class education, but can become a productive member of society.

We felt that more of Mr. Pitt's time should be utilized in the future in searching out additional uses of Title III as well as various other state and federal funds that might be available to the system. We would urge the Board to continue supporting these programs.

ROBERT W. LENTZ, *Chairman.*
LIZ HEED, *Vice Chairman.*

Home School Community Team

The committee met with Mr. Pitt several times, as well as with the full team of two social workers and seven lay specialists. A seventh lay specialist was hired as well as twenty hours of consultation by Dr. Peter Schindler, child psychiatrist, with part of the $12,000 set aside for a full time psychologist. It was impossible to find a full time psychologist who would come on a temporary basis and all felt that full time treatment services were impractical. The team had only met with Dr. Schindler for one 1½ hour consultation at the time their report was drafted, but all members of the team felt a regular psychologist consultant may hold the greatest promise as a practical solution for their leadership in that direction. The use of the consulting time of a psychiatrist should be seriously considered after evaluation of the present experiment.

The team is operating with family units. Every Monday morning at staff meeting, cases are reviewed and new cases assigned under the direction of the two trained social workers. Each lay specialist has a family case load, and helps each member of the family unit, across school boundaries, whether the children are elementary, junior or senior high school. This provides continuity and perspective for each member of the overall family picture. Also, each family then feels they have an understanding friend to help with problems as they arise at any educational level.

The team appears to work together as a cohesive, hard working group. Each member seems to bring her own individual intelligence, warmth, and purposefulness to the job. Personally, I have seldom had the privilege of talking to a group as determined to help solve problems for families, for the schools and for the community. They each show a flexibility, initiative and genuine understanding in approach which already has shown remarkable results in improving attitudes and understanding between schools and the families they serve.

Such hard to measure improvements in mutual understanding and in attitudes do not easily lend themselves to an objective evaluation. Several members of the committee, however, urged the team to use all creative objective measures possible to put down results in objective terms.

The committee believes the team has a good start toward all four objectives outlined in the Federal State booklet and should be continued.

Certain questions are evident in the early stages of this needed service.

1. Should there be an appointed head of the team with final responsibility other than Mr. Pitt? He should not, and can not, always be available.
2. Can the team operate beyond the strict "referral" basis?
3. Can the team be given some continuing responsibility to share with the various guidance departments the continuing counseling all the way through the school years which some youngsters require? Can there be an agent to help encourage the "follow through" of help, from one school to the next?
4. What other ways can be found to fully utilize this new service in all schools?

Elizabeth Heed, *Chairman.*
Don Burr.
Kathleen Close.

West Chester Community Center

This program is very beneficial for children K through 3. The personal attention given by the Westtown, Cheyney and West Chester State students was extremely important to these youngsters. The program is equally important to the "tutors" especially those who are future teachers.

This program should clearly be continued because this is a place where 100 students voluntarily come with enthusiasum that would be difficult to manufacture.

Questions:

Does the child in fact improve in school as the result of this experience?
Does attendance improve?
Do grades improve?
Does school attitude improve?
Is the program really as effective for children in grades 4–12?

Shouldn't a separate program at a different time and place be set up for older children?

HARRIET MCCARDELL, *Chairman.*
ELIZABETH BUTLER.
FRANCES GLOVER.

INSERVICE

Inasmuch as the in-service program outlined in the Title I proposal for the 1966–1967 school year was not implemented, the committee could not evaluate or observe the program. We, therefore, would like to comment on the need for the program and further to make specific suggestions for consideration in planning the in-service workshops scheduled for this summer.

The members of the Lay Advisory Committee who are cognizant of the total problem recognize the need for significant in-service in inter-group education, teaching techniques and curricula for disadvantaged children. The success of the state and federal programs as well as any other educational endeavor the schools mount, is to a large degree dependent upon the understanding and skills of the classroom teacher. We are convinced that you cannot modify the attitudes of the children, their parents and the community without developing new insights in the professional staff.

The following recommendations have been discussed with the Assistant Superintendent for Educational Programs and in part, with the Administration Assistant, Office of Federal and State Programs. We offer them as a section of our report:

1. Use of an outside expert. An expert skilled in the development of programs, in inter-group education, teaching techniques, and curricula should be brought in to assist in planning the workshops.
2. Use of a keynote speaker. A prominent speaker should be utilized to create a stimulating climate for discussion in the workshops.
3. Use of trained discussion leaders. Personnel with expertise in the subject areas would be invaluable in guiding and provoking discussions and in evaluation for the participants.
4. Use of community people. Community people who have had broad experience in inter-group relations can serve as catalysts in small group discussions.
5. Inclusion of administrators, principals and non-professions as participants. If the program is to be truly effective and of lasting value school personnel at all levels should be participating in the program.
6. Schedules for the workshops. The seminars should be scheduled as close as possible to the opening of school in order to effect the greatest carry over into the school year.
7. Workshops as part of an overall program. If the school is going to attain its stated goal of equality of education as well as quality education, these workshops are just a beginning, and plans must be developed and implemented for on-going programs.

ELAINE WEIMER, *Chairman.*
DONALD BURR.
KENNETH H. ANTHONY.
KATHLEEN CLOSE.

JUNIOR HIGH PROGRAMS

STETSON'S COMPENSATORY PROGRAM

Activities

The committee sat in on 2 Developmental team meetings, in which the 2 compensatory teachers and members of the community team were also present. The committee observed the compensatory teachers and the team in action throughout a Thursday morning schedule. The compensatory teachers worked with small groups of 3 and 4 on reading and assisted the team teachers in their regular classes. The committee spoke to both the Principal and Asst. Principal of Stetson concerning this program.

Observations

The committee was genuinely impressed with the attitude of each member of the Developmental team and the 2 Compensatory teachers. They are deeply

interested in helping each and every child in their program. The teachers display talents for stimulating interest, patience and encouragement that is contagious. The team members mentioned that sometimes progress is slow. We doubt if it's an exaggeration to say that no similar group of junior high students have ever had the benefit of such personal, consistent counseling and guidance before. Each 9th grader in the group knows and understands his course for next year in High School.

Numerous trips have broadened the students horizons; such as trips through the Court House, local bank, industries, Longwood, etc. There will be guest speakers every Friday afternoon in May.

We believe that the program at Stetson is well on its way to fullfilling all 3 objectives set forth in the booklet on Federal and State programs, in this school district. Since we feel the program is so valuable, the committee wishes that there were more funds available, so that more students could receive this special help, as well as having the help available throughout the entire school year.

EARLY BIRD PROGRAM—NORTH JUNIOR HIGH SCHOOL

63 children (38 boys, 25 girls), 5 teachers, 2 cafeteria workers

Funding: Title I, $5,000

Procedure:

Early Bird Program is scheduled as follows:

7:10 Delivery to school via special bus, volunteer Early Bird staff car-pools.

7:10–7:45 Gym. All children participating in one or any of many supervised sports or activities continuously.

7:45–8:00 Showers. (Washer and dryer bought with Title I funds to defray extended laundry budget.)

8:00–8:20 Well-balanced breakfast—excellent exchange with teachers. Children given responsibility with serving and clearing away meal—as with laundry (above).

8:20–8:45 Tutorial period. Daily homework checked, specialized individual help given. Group of 8 to 10.

Supplementing the limited tutorial period, individual instruction is given these same pupils in problem areas through-out the entire school year. Members of regular teaching staff instruct small groups of 6–8 in specialized reading classes during regular class schedule. There is also a tutorial program during 9th period with groups of 5 or 6 in specialized instruction in areas of academic deficiency. This tutorial program, while not financed by Title I, works in conjunction with Early Bird.

Three activities supplementing the program were planned specifically to involve parents, aware that many of the children's problems stem from lack of interest and involvement in the home:

1. Family Night (Mar. 31st) offered Gym demonstration, movies, games, and refreshments to pupils and their faimlies, establishing rapport, between family and school.

2. Field trip to Phillies baseball game (May 20th)—a broadening of social experience, encouraging wholesome peer group relationship.

3. Picnic (June 2nd)—Trip to Paradise Farms, with games, contests, awards for many areas of progress through-out program.

Evaluation:

Motivation would be the key word to North's approach to Early Bird. Most stress is put on improvement of general attitude, personal health and hygeine, and building of self-confidence as an essential base for academic performance. The staff working with these children feel so strongly that the marked improvement in the children's "images of personal worth" have effected a significant social adjustment to the school's learning situation. Attendance records of these pupils rose markedly. Attitude and interest changed: discipline problems were diminished. We found a marvelous exchange of camaraderie between staff and pupils.

Our unanimous conclusion was that this program is greatly needed, highly successful, and an excellent approach to the problems of these pupils. Administration wishes, of course, that it could include more children, extend over a longer period.

Questions after observing both Stetson and North Special Programs

1. Can this school district do more to help youngsters in need in Elementary School, so there are fewer with acute needs at the Junior High Level?
2. Can better coordination be set up for youngsters now receiving compensatory help at the Elementary Level as they move into Junior High, where a continuing need exists?
3. How can this school district follow through in Senior High for the youngsters who have been a part of these programs in Junior High?

Criticism

Each Junior High program is singularly valuable help to these youngsters. The lasting effectiveness of these programs must be questioned, however, unless sufficient follow through is made during the High School years. At the present time we could find no avenue of follow through whatsoever.

Specific Suggestions

1. An appropriate counseling follow through be established using both senior and junior high guidance depts. with the Community Team to assist. We suggest the enclosed list of last year's 9th graders from both Junior High special programs (who are now finishing their Sophomore year in High School) be individually counseled to see how they stand and where additional help may be needed. We suggest that the enclosed list of this years 9th graders in special programs in both Junior Highs receive special individual counseling from the outset of their high school careers next fall. A comparison of performances and attitudes might be in order, between the group where individual guidance was interrupted for one year compared to the group with continuous counseling.
2. We suggest that some regular communication link be set up between the Senior High and the Junior High schools, which would make possible on a regular basis, an exchange or problems and ideas, and information. At the present time, teaching professionals helping youngsters at different levels have no regular means of communication.

JANIS VALENTINE, *Chairman.*
ELLIE YARNALL.
FLORENCE MITCHELL.
RICH BULLOTA.
LIZ HEED.

LAY ADVISORY COMMITTEE REPORT

TITLE III. SPACE SCIENCE PROGRAM

A meeting was held between Mr. Knighton, Science Consultant of the West Chester Senior High School, and myself, Lay Advisory member, to seek information on the progress of the Title III program in Space Science.

Mr. Knighton explained his program and the manner in which it was being written. He also explained the techniques he felt the program demonstrated. Mr. Knighton did not demonstrate the degree of confidence in his program as he did in the program developed by the American Association for the Advancement of Science. However, he explained to me that the AAAS program was developed by many specialist over a much greater period of time.

Mr. Knighton feels that he has gained a great deal from this experience. He has become acquainted with different programs and enlightened in methods of Science curriculum planning. He felt that it would be a waste of his professional ability if at this time his work were to cease and he be returned to the classroom, should the Title III Grant he is presently working on be discontinued.

At present his program does not call for the construction of a planetarium. He feels that it would be more advantageous for him to design lessons around the work he has already done than to proceed further in planning for planetarium and a planetarium schedule, although, these were part of the Title III Grant.

The Lay Advisory Committee would recommend that this Space Science Title III program, as in effect now, should be discontinued. We recommend that Mr. Knighton's valuable experience not be wasted in a single classroom but rather used throughout the entire school district. We feel that Mr. Knighton's talents could be used as a consultatnt to institute Science programs throughout the district and instruct other teachers in methods of teaching the Science Curriculum.

HARRY A. COLLIER,
Member, Lay Advisory Committee.

STATISTICAL REPORT

THE FIRST YEAR OF TITLE I

Elementary and Secondary Education Act of 1965

(2495)

HIGHLIGHTS

Entitlements. For fiscal year 1966, Title I entitlements totaled $1.19 billion. Of this amount, $1.16 billion was allocated for programs operated by local educational agencies for disadvantaged children; $15.9 million for programs administered by State agencies for handicapped children; and $12.5 million for State administration of the Title I program.

Expenditures. A total of $987.6 million was expended the first year. This amount included nearly $970 million spent by local educational agencies; about $11.2 million by State agencies for programs for handicapped children; and nearly $6.5 million by States for administration costs.

Participating Children. Approximately 8.3 million children participated in Title I programs during the first year of operation. Included in that number were nearly 527,000 non-public school children, approximately 6 percent of the total. About 60 percent of all children participating were enrolled in grades 1 through 6.

Staff. About 381,700 new staff positions were required to operate Title I projects. These included 200,500 teaching positions. Approximately, two-thirds of the teaching assignments were for the elementary grades.

Projects and School Districts. More than 22,000 projects were operated by 17,500 school districts during fiscal year 1966. Almost 70 percent of the projects included reading or English components.

STATISTICAL REPORT

THE FIRST YEAR OF TITLE I

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Division of Compensatory Education-John F. Hughes, Director
Bureau of Elementary and Secondary Education ■ Office of Education
U.S. Department of Health, Education, and Welfare

FOREWORD

This report presents a statistical summary of the first-year programs for educationally disadvantaged children funded under Title I of the Elementary and Secondary Education Act of 1965.

Major points of interest are highlighted. Detailed data are shown for the 50 States, the District of Columbia and the outlying areas. In addition, selected data are included for 32 big cities.

Much of the data included in this presentation was furnished by the local educational agencies in a yearend statistical report. The Office of Education acknowledges with thanks their cooperation.

John F. Hughes, Director
Division of Compensatory Education
Bureau of Elementary and Secondary Education

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INTRODUCTION

> Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families in order to expand and improve their educational programs by various means--which contribute particularly to meeting the special educational needs of educationally deprived children.
>
> --Elementary and Secondary Education Act of 1965 (PL 89-10)

This is a Statistical Report on the first year of the Title I program, fiscal year 1966. It includes statistics on funds, children, and staff. Most of the data were furnished by local educational agencies in response to an Office of Education questionnaire. (See Appendix.) Expenditure data were supplemented by the Title I annual financial report.

FUNDS

Entitlements

Total Title I entitlements for all purposes amounted to $1.19 billion for the first year of the program. Included in this total were entitlements of $1.16 billion, or 97.6 percent, for projects operated by local educational agencies (LEAs); $15.9 million, or 1.3 percent, for State programs for handicapped children; and $12.5 million, or 1.1 percent, for State administration of the Title I program. (See table 1.)

Expenditures

Total expenditures for fiscal year 1966 Title I activities amounted to $987.6 million, or nearly 83 percent of all entitlements. (See tables 2 and 3.) Funds expended by local educational agencies totaled $969.9 million, or 98.2 percent of all expenditures. State programs for handicapped children accounted for $11.2 million, or 1.1 percent of the total amount, and State administration of Title I, the remaining $6.5 million, or less than 1 percent. Forty-one States and the District of Columbia, or about four out of five States, expended 70 or more percent of their Title I entitlements. (See table 3.)

The percents of funds expended and numbers of States, including the District of Columbia, were distributed as follows:

Percent of funds expended	Number of States
90.0-99.9	11
80.0-89.9	18
70.0-79.9	13
60.0-69.9	7
59.9 or less	2

Mean--83 percent Median1/-83 percent

1/ Computed from grouped data.

On a regional basis, expenditures as a percent of entitlements ranged from only 63 percent for the New England region to more than 90 percent for the Mideast. (See tables 4 and 5.) For the eight geographic regions within the United States, expenditures--ranked as a percent of entitlements--were as follows:

Region	Expenditure as a percent of entitlements
Mideast	90.5
Southwest	86.8
Far West	86.2
Rocky Mountain	83.1
Southeast	82.2
Great Lakes	77.5
Plains	75.6
New England	62.8

The variations in State and regional expenditures reflect such factors as late funding and insufficient staff and facilities.

Expenditures for project operation. Tables 6 and 7 present data on Title I expenditures by purpose, based on financial records. Of the total funds almost $873 million, or 90 percent, was expended for project operation. Of this amount, over $500 million, or 57 percent, was for instruction. Equipment and minor remodeling costs amounted to $220 million, or 25 percent of the operational costs. The remaining amount included about $32 million for administration of local programs, approximately $22,million for health services and $21 million for food services.

Expenditures for project activities. Of the total amount expended for project operation the first year, about four-fifths, or $778 million, represented instruction and service activities for participating children. (See table 8). The largest Title I investment, $560 million, was for instructional activities. Of this amount, approximately $246 million, or 44 percent, was designated for reading, English language, arts, and English as a second language. Of the $218 million reported for service activities, more than one-half was expended for (1) text books, supplies and materials and (2) library books and services. Expenditures for these two service areas amounted to about $65 and $45 million, respectively. (See tables 9 and 10.)

Tables 11 and 12 present activity expenditures by grade spans. As might be expected most of the funds were for programs serving children in the lower grades. About 60 percent of the total expenditures for both instructional activities and service activities represented programs involving children in grades 1 through 6. Variations in the relative amounts of expenditures for the grade spans for individual instructional and service activities principally reflect the nature of the activities. For example, most of the funds expended for industrial arts and vocational training were for programs involving youngsters in grades 7-12.

Average expenditures per child. The Title I average expenditure per child nationally was $119 for the first year of the program. However, the average per child expenditure varied greatly from State to State and from program to program, ranging from a low of $31 in Hawaii to a high of $233 in California. (See tables 13 and 14.)

The average expenditures per child and numbers of States, including the District of Columbia, were distributed as follows:

Average expenditure per child	Number of States
$200 or more	3
$150 - $199	14
$100 - $149	19
$ 50 - $ 99	14
$ 49 or less	1

Expenditures for summer programs. Almost one-fourth, or $236 million, of the total funds expended for Title I projects during the first year was for programs conducted during the summer of 1966. (See tables 15 and 16.) The percent of total expenditures used by the States for summer activities ranged from about 4 percent in Oklahoma to approximately 60 percent in Rhode Island.

PARTICIPATING CHILDREN

Over eight million children participated in the regular and summer term programs funded under Title I the first year. More than 526,000, or about 6 percent, of these children were enrolled in nonpublic schools and over 176,000, approximately 2 percent, were not enrolled in any school. The latter were mainly high school dropouts and preschool children. (See tables 17 and 18.)

Paralleling the distribution of funds, about 60 percent of the children participating in Title I activities--both nationally and in large cities--were in grades 1 through 6. These children were divided almost evenly between programs for grades 1 through 3 and 4 through 6, with 2.44 and 2.43 million participating children, respectively, in these two grade spans. (See tables 19, 20, and 21.)

The fact that American educators are very much concerned about the reading problems of disadvantaged children is reflected in the large proportion of youngsters participating in reading and English language activities and receiving books and library services. More than one-half of the 8.3 million children benefiting from Title I the first year participated in programs which included reading or English language components. Over one-half also received books, supplies, and materials while two-fifths benefited from library services. In addition to general remedial or compensatory education two other areas involving a relatively large proportion of the children were enrichment and health activities. Each of these had over 2 million participants. (See tables 22 through 25.)

Title I summer programs involved 2.7 million children. (Some of these children had also participated in Title I activities during the regular school year.) As in the overall program, more than one-half of the participants in summer programs were in grades 1 through 6. (See tables 26 and 27.)

The 8.3 million children who participated in Title I programs the first year represented about one-sixth of the total U.S. day school enrollment for 1965. (See table 28.)

The numbers of children on which the State entitlements were based for the first year are presented in table 29. (See page 68 for the formula used to determine State entitlements.)

STAFF

Title I projects in operation during the first year created 381,700 new staff positions on a full-time, part-time, regular or temporary basis. Professional staff assignments accounted for more than two-thirds of all the positions filled, with more than one-half the total being teaching assignments. About 60 percent of the 200,000 teaching positions were for elementary school teachers, which reflects the concentration of services on children in grades 1 through 6. About 63 percent of the 116,700 nonprofessional staff positions filled were for teacher aides. About 88 percent of the teachers and 56 percent of the aides received inservice training. (See tables 30 through 34.)

More than 20,000 staff positions budgeted for Title I projects were not filled. Nearly one-third of these unfilled positions were for elementary school teachers. (See table 35.)

PROJECTS AND SCHOOL DISTRICTS

Over 22,000 projects were operated by approximately 17,500 school districts during the first year of the Title I program. It should be noted, however, that the composition of projects varied somewhat from place to place. In some areas several activities were represented in one comprehensive project, while in others separate activities were represented in individual projects. Also, in some instances, two or more school districts may have cooperated in operating a single project for their disadvantaged children.

Numbers of projects were concentrated, as were funds and numbers of children, in the area of reading and English language. Almost 70 percent of the projects included reading or English components and nearly 60 percent provided books and supplies. (See tables 36 through 38.)

STATE PROGRAMS FOR HANDICAPPED CHILDREN (PL 89-313)

Entitlements under Public Law 89-313 to State agencies directly responsible for educating handicapped children amounted to $15.9 million for fiscal year 1966. There were more than 65,000 children, more than one-half of whom were mentally retarded, in attendance in schools conducting these programs. (See tables 39 through 43.)

Expenditures for these State administered programs for handicapped children amounted to $11.2 million the first year. The major portion of the funds went for instruction, approximately 35 percent, and equipment, nearly 41 percent. (See table 44.)

TABLES

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 1 .--ENTITLEMENTS, BY STATE AND GRANTEE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Total entitlements	Entitlements			
		Local educational agencies (PL 89-10)	State programs for handicapped children (PL 89-313)	Total	State administration
United States and Other Areas	$1,192,981,206	$1,164,529,100	$15,917,101	$1,180,446,201	$12,535,005
50 States and District of Columbia	1,169,377,153	1,141,238,518	15,917,101	1,157,155,619	12,221,534
Alabama	35,131,064	34,634,567	148,665	34,783,232	347,832
Alaska	1,872,914	1,797,914	-0-	1,797,914	75,000
Arizona	10,639,200	10,360,005	173,856	10,533,861	105,339
Arkansas	22,977,929	22,600,021	150,404	22,750,425	227,504
California	79,328,744	77,975,731	567,580	78,543,311	785,433
Colorado	10,223,752	9,755,134	367,393	10,122,527	101,225
Connecticut	7,706,379	7,196,504	433,574	7,630,078	76,301
Delaware	2,191,250	1,975,217	141,033	2,116,250	75,000
District of Columbia	5,650,276	5,381,927	193,349	5,575,276	75,000
Florida	28,162,439	27,478,937	404,666	27,883,603	278,836
Georgia	37,764,813	37,342,341	48,563	37,390,904	373,909
Hawaii	2,586,505	2,374,944	136,561	2,511,505	75,000
Idaho	2,664,742	2,544,238	45,504	2,589,742	75,000
Illinois	62,155,582	61,112,154	428,026	61,540,180	615,402
Indiana	19,124,294	18,378,029	556,916	18,934,945	189,349
Iowa	19,156,988	18,652,957	314,358	18,967,315	189,673
Kansas	10,928,303	10,595,499	224,603	10,820,102	108,201
Kentucky	30,539,778	30,131,330	106,074	30,237,404	302,374
Louisiana	38,896,268	38,344,221	166,935	38,511,156	385,112
Maine	4,179,249	4,014,213	90,036	4,104,249	75,000

Maryland	15,667,143	15,249,238	262,785	15,512,023	155,120
Massachusetts	17,442,775	16,539,689	730,385	17,270,074	172,701
Michigan	35,668,709	34,734,957	580,596	35,315,553	353,156
Minnesota	25,388,292	24,530,168	606,755	25,136,923	251,369
Mississippi	31,203,186	30,894,244	-0-	30,894,244	308,942
Missouri	30,517,473	29,857,937	357,383	30,215,320	302,153
Montana	3,969,705	3,756,470	138,235	3,894,705	75,000
Nebraska	7,141,721	6,929,812	136,909	7,066,721	75,000
Nevada	1,038,835	949,969	13,866	963,835	75,000
New Hampshire	1,585,697	1,452,253	58,444	1,510,697	75,000
New Jersey	25,874,576	24,560,286	1,058,106	25,618,392	256,184
New Mexico	10,101,400	9,789,895	211,491	10,001,386	100,014
New York	113,501,476	109,670,427	2,707,272	112,377,699	1,123,777
North Carolina	53,752,752	52,826,063	394,484	53,220,547	532,205
North Dakota	5,365,542	5,219,893	70,649	5,290,542	75,000
Ohio	39,908,113	39,185,691	327,292	39,512,983	395,130
Oklahoma	17,627,390	17,393,688	59,173	17,452,861	174,529
Oregon	8,629,950	8,231,740	312,765	8,544,505	85,445
Pennsylvania	57,859,584	55,941,428	1,345,289	57,286,717	572,867
Rhode Island	4,224,268	4,039,555	109,713	4,149,268	75,000
South Carolina	27,903,130	27,478,721	148,140	27,626,861	276,269
South Dakota	7,108,861	6,936,594	97,267	7,033,861	75,000
Tennessee	32,616,834	32,206,225	87,670	32,293,895	322,939
Texas	78,884,977	77,638,778	465,160	78,103,938	781,039
Utah	3,004,719	2,853,159	76,560	2,929,719	75,000
Vermont	1,898,979	1,744,857	79,122	1,823,979	75,000
Virginia	30,967,453	30,619,294	41,551	30,660,845	306,608
Washington	11,168,055	10,757,118	300,363	11,057,481	110,574
West Virginia	17,250,739	16,991,225	88,715	17,079,940	170,799
Wisconsin	18,505,674	18,058,203	264,247	18,322,450	183,224
Wyoming	1,718,676	1,555,058	88,618	1,643,676	75,000
Other Areas	23,604,053	23,290,582	-0-	23,290,582	313,471
American Samoa	234,336	209,336	-0-	209,336	25,000
Guam	653,008	628,008	-0-	628,008	25,000
Puerto Rico	21,560,587	21,347,116	-0-	21,347,116	213,471
Trust Territory	813,241	788,241	-0-	788,241	25,000
Virgin Islands	342,881	317,881	-0-	317,881	25,000

NOTE.-- Formulas for determining State entitlements may be found on page 68.

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Table 2 .--EXPENDITURES, BY STATE AND GRANTEE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Total expenditures	Expenditures			
		Local educational agencies (PL 89-10)	State programs for handicapped children (PL 89-313)	Total	State administration
United States and Other Areas	$987,596,171	$969,934,724	$11,165,689	$981,100,413	$6,495,758
50 States and District of Columbia	966,919,314	949,520,653	11,165,689	960,686,342	6,232,972
Alabama	30,644,707	30,452,240	129,737	30,581,977	62,730
Alaska	1,529,606	1,503,828	-0-	1,503,828	25,778
Arizona	8,657,958	8,437,731	142,364	8,580,095	77,863
Arkansas	20,645,220	20,387,723	142,782	20,530,505	114,715
California	67,995,659	67,153,705	446,835	67,600,540	395,119
Colorado	7,914,597	7,530,729	317,915	7,848,644	65,953
Connecticut	5,592,820	5,184,050	360,736	5,544,786	48,034
Delaware	1,474,821	1,361,860	92,868	1,454,728	20,093
District of Columbia	5,635,825	5,381,927	193,349	5,575,276	60,549
Florida	27,203,169	26,589,209	345,634	26,934,843	268,326
Georgia	34,745,390	34,556,713	33,851	34,590,564	154,826
Hawaii	2,290,571	2,187,714	34,441	2,222,155	68,416
Idaho	2,564,201	2,475,673	45,504	2,521,177	43,024
Illinois	41,587,584	40,851,335	331,287	41,182,622	404,962
Indiana	14,572,330	14,309,010	191,585	14,500,595	71,735
Iowa	15,445,609	15,074,970	292,968	15,367,938	77,671
Kansas	9,900,878	9,636,657	224,304	9,860,961	39,917
Kentucky	27,378,019	27,189,272	55,974	27,245,246	132,773
Louisiana	24,347,694	24,058,225	130,524	24,188,749	158,945
Maine	3,517,866	3,429,167	54,185	3,483,352	34,514

Maryland	9,550,906	9,324,578	162,996	9,487,574	63,332
Massachusetts	8,451,854	8,175,597	260,885	8,436,482	15,372
Michigan	31,758,110	30,995,688	500,092	31,495,780	262,330
Minnesota	18,198,578	17,811,837	287,873	18,099,710	98,868
Mississippi	20,991,195	20,882,697	-0-	20,882,697	108,498
Missouri	23,630,170	23,378,504	159,904	23,538,408	91,762
Montana	3,172,448	2,959,496	138,234	3,097,730	74,718
Nebraska	5,083,252	4,948,578	77,630	5,026,208	57,044
Nevada	726,713	701,346	13,365	714,711	12,002
New Hampshire	1,115,343	1,074,784	20,339	1,095,123	20,220
New Jersey	22,433,297	21,294,266	967,524	22,261,790	171,507
New Mexico	9,842,929	9,587,209	189,751	9,776,960	65,969
New York	112,567,498	109,670,427	1,980,943	111,651,370	916,128
North Carolina	45,560,380	45,436,417	16,369	45,452,786	107,594
North Dakota	3,147,155	3,067,467	38,170	3,105,637	41,518
Ohio	34,656,152	34,169,403	312,211	34,481,614	174,538
Oklahoma	17,070,840	16,890,403	59,173	16,949,576	121,264
Oregon	7,263,184	6,949,215	262,430	7,211,645	51,539
Pennsylvania	48,175,523	47,240,547	783,248	48,023,795	151,728
Rhode Island	2,982,428	2,896,352	59,401	2,955,753	26,675
South Carolina	21,308,692	21,123,644	52,629	21,176,273	132,419
South Dakota	4,460,564	4,317,990	87,654	4,405,644	54,920
Tennessee	29,535,101	29,307,398	83,319	29,390,717	144,384
Texas	66,260,930	65,407,333	306,303	65,713,636	547,294
Utah	2,996,925	2,880,192	47,081	2,927,273	69,652
Vermont	1,598,159	1,519,536	61,133	1,580,669	17,490
Virginia	20,967,118	20,889,005	40,344	20,929,349	37,769
Washington	10,421,297	10,021,552	291,108	10,312,660	108,637
West Virginia	14,788,530	14,662,881	78,959	14,741,840	46,690
Wisconsin	13,277,563	13,014,709	194,980	13,209,689	67,874
Wyoming	1,281,956	1,169,864	64,798	1,234,662	47,294
Other Areas	20,676,857	20,414,071	-0-	20,414,071	262,786
American Samoa	-0-	-0-	-0-	-0-	-0-
Guam	536,514	525,394	-0-	525,394	11,120
Puerto Rico	19,166,185	18,952,714	-0-	18,952,714	213,471
Trust Territory	631,365	618,170	-0-	618,170	13,195
Virgin Islands	342,793	317,793	-0-	317,793	25,000

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Table 3.--PERCENT OF ENTITLEMENTS EXPENDED, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Percent of entitlements expended	State or other area	Percent of entitlements expended
United States and Other Areas	82.8	New Jersey	86.7
		New Mexico	97.4
		New York	99.2
50 States and District of Columbia	82.7	North Carolina	84.8
		North Dakota	58.7
Alabama	87.2	Ohio	86.8
Alaska	81.7	Oklahoma	96.8
Arizona	81.4	Oregon	84.2
Arkansas	89.8	Pennsylvania	83.3
California	85.7	Rhode Island	70.6
Colorado	77.4	South Carolina	76.4
Connecticut	72.6	South Dakota	62.7
Delaware	67.3	Tennessee	90.6
District of Columbia	99.7	Texas	84.0
Florida	96.6	Utah	99.7
Georgia	92.0	Vermont	84.2
Hawaii	88.6	Virginia	67.7
Idaho	96.2	Washington	93.3
Illinois	66.9	West Virginia	85.7
Indiana	76.2	Wisconsin	71.7
		Wyoming	74.6
Iowa	80.6		
Kansas	90.6	Other Areas	87.6
Kentucky	89.6		
Louisiana	62.6	American Samoa	-0-
Maine	84.2	Guam	82.2
		Puerto Rico	88.9
Maryland	61.0	Trust Territory	77.6
Massachusetts	48.5	Virgin Islands	99.9
Michigan	89.0		
Minnesota	71.7		
Mississippi	67.3		
Missouri	77.4		
Montana	79.9		
Nebraska	71.2		
Nevada	70.0		
New Hampshire	70.3		

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TABLE 4.—ENTITLEMENTS, BY REGION AND GRANTEE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

REGION AND OTHER AREAS	TOTAL, ALL ENTITLEMENTS		ENTITLEMENTS			
	AMOUNT	PERCENT	LOCAL EDUCATIONAL AGENCIES (PL 89-10)	STATE PROGRAMS FOR HANDICAPPED CHILDREN (PL 89-313)	TOTAL	STATE ADMINISTRATION
TOTAL, ALL REGIONS AND OTHER AREAS	$1,192,981,206	100.0	$1,164,529,100	$15,917,101	$1,180,446,201	$12,535,005
TOTAL, ALL REGIONS	1,169,377,153	98.0	1,141,238,518	15,917,101	1,157,155,619	12,221,534
NEW ENGLAND	37,037,347	3.1	34,987,071	1,501,274	36,488,345	549,002
MIDEAST	220,744,305	18.5	212,778,523	5,707,834	218,486,357	2,257,948
GREAT LAKES	175,362,372	14.7	171,469,034	2,157,077	173,626,111	1,736,261
PLAINS	105,607,180	8.9	102,722,860	1,807,924	104,530,784	1,076,396
SOUTHEAST	387,166,385	32.4	381,547,189	1,785,867	383,333,056	3,833,329
SOUTHWEST	117,252,967	9.8	115,182,366	909,680	116,092,046	1,160,921
ROCKY MOUNTAIN	21,581,594	1.8	20,464,059	716,310	21,180,369	401,225
FAR WEST	104,625,003	8.8	102,087,416	1,331,135	103,418,551	1,206,452
OTHER AREAS	23,604,053	2.0	23,290,582	-0-	23,290,582	313,471

NOTE.—FORMULAS FOR DETERMINING STATE ENTITLEMENTS MAY BE FOUND ON PAGE 68.
THE STATES IN EACH REGION AND OTHER AREAS MAY BE FOUND ON PAGE 71.

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TABLE 5.—EXPENDITURES, BY REGION AND GRANTEE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

REGION AND OTHER AREAS	TOTAL, ALL EXPENDITURES		EXPENDITURES			
	AMOUNT	PERCENT	LOCAL EDUCATIONAL AGENCIES (PL 89-10)	STATE PROGRAMS FOR HANDICAPPED CHILDREN (PL 89-313)	TOTAL	STATE ADMINISTRATION
TOTAL, ALL REGIONS AND OTHER AREAS	$987,596,171	100.0	$969,934,724	$11,165,689	$981,100,413	$6,495,758
TOTAL, ALL REGIONS	966,919,314	97.9	949,520,653	11,165,689	960,686,342	6,232,972
NEW ENGLAND	23,258,470	2.4	22,279,486	816,679	23,096,165	162,305
MIDEAST	199,837,870	20.2	194,273,605	4,180,928	198,454,533	1,383,337
GREAT LAKES	135,851,739	13.8	133,340,145	1,530,155	134,870,300	981,439
PLAINS	79,866,206	8.1	78,236,003	1,168,503	79,404,506	461,700
SOUTHEAST	318,115,215	32.2	315,535,424	1,110,122	316,645,546	1,469,669
SOUTHWEST	101,832,657	10.3	100,322,676	697,591	101,020,267	812,390
ROCKY MOUNTAIN	17,930,127	1.8	17,015,954	613,532	17,629,486	300,641
FAR WEST	90,227,030	9.1	88,517,360	1,048,179	89,565,539	661,491
OTHER AREAS	20,676,857	2.1	20,414,071	-0-	20,414,071	262,786

NOTE.—THE STATES IN EACH REGION AND OTHER AREAS MAY BE FOUND ON PAGE 71.

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Table 6 .--EXPENDITURES, BY PURPOSE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Purpose of expenditure	Expenditures	
	Amount	Percent
Total, All Purposes	$969,934,724	100.0
Operation	872,599,341	90.0
Administration	31,813,859	3.3
Instruction	500,486,317	51.6
Attendance services	4,849,674	0.5
Health services	22,308,498	2.3
Pupil transportation services	16,585,884	1.7
Operation of plant	8,244,445	0.9
Maintenance of plant	6,789,543	0.7
Fixed charges	32,201,832	3.3
Food services	20,958,590	2.2
Student body activities	2,036,863	0.2
Community services	6,118,588	0.6
Minor remodeling	15,518,956	1.6
Initial or additional equipment	204,686,292	21.1
Construction	97,335,383	10.0

NOTE.- Excludes $11,165,689 expended for State programs for handicapped children under Public Law 89-313, and $6,495,758 expended for State administration.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 7 .--EXPENDITURES BY PROJECT OPERATION AND CONSTRUCTION: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Item	Expenditures	
	Amount	Percent
Total, All Expenditures	$969,934,724	100.0
Operation	872,599,341	90.0
Salaries	468,718,993	48.3
Contracted services	43,261,064	4.5
Equipment	204,686,292	21.1
Other 1/	155,932,992	16.1
Construction	97,335,383	10.0

1/ Includes books, materials, supplies, inservice training, minor remodeling, fixed charges and other expenditures.

NOTE.- Excludes $11,165,689 expended for State programs for handicapped children under Public Law 89-313, and $6,495,758 expended for State administration.

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Table 8 .--PERCENT DISTRIBUTION OF EXPENDITURES, BY SELECTED ITEMS: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Item	Expenditures	
	Amount	Percent
Total, All Expenditures	$969,934,724	100.0
Instructional and service activities . .	778,112,730	80.2
In-service training	23,908,720	2.5
Construction.	97,335,383	10.0
Other 1/.	70,577,891	7.3

1/ Includes mobile classrooms, educational television, and equipment not easily classified.

NOTE.- Excludes $11,165,689 expended for State programs for handicapped children under Public Law 89-313, and $6,495,758 expended for State administration.

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Table 9 .--EXPENDITURES FOR INSTRUCTIONAL AND SERVICE ACTIVITIES, BY PUBLIC AND NONPUBLIC SCHOOL CHILDREN PARTICIPATING: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Total, all expenditures	Expenditures 1/ for -			
		Public school children		Nonpublic school children	
		Amount	Percent	Amount	Percent
Total, All Activities	$778,112,730 2/	$747,841,740 3/	96.1	$30,270,990	3.9
Total, Instructional Activities	560,011,540	538,253,640	96.1	21,757,900	3.9
Reading, English language arts, and English as a second language	246,166,650	236,003,570	95.9	10,163,080	4.1
Art, music, and cultural enrichment	57,530,160	55,006,390	95.6	2,523,770	4.4
General compensatory education	107,894,930	103,996,230	96.4	3,898,700	3.6
Physical education and/or recreation	24,201,750	23,226,600	96.0	975,150	4.0
Mathematics	28,378,860	27,398,810	96.5	980,050	3.5
Science	23,174,400	22,396,500	96.6	777,900	3.4
Social studies and/or social sciences	16,445,710	16,021,210	97.4	424,500	2.6
Business education, office skills, and work study	15,959,050	15,218,820	95.4	740,230	4.6
Industrial arts, vocational	5,578,880	5,339,100	95.7	239,780	4.3
Speech therapy	8,312,600	7,798,530	93.8	514,070	6.2
Home economics	2,707,280	2,585,670	95.5	121,610	4.5
Foreign language	2,280,000	2,251,500	98.7	28,500	1.3
Special education for handicapped	9,707,020	9,503,170	97.9	203,850	2.1
Other 4/	11,674,250	11,507,540	98.6	166,710	1.4
Total, Service Activities	218,101,190	209,588,100	96.1	8,513,090	3.9
Books, supplies, and materials	64,806,790	61,553,930	95.0	3,252,860	5.0
Library	45,295,430	43,574,200	96.2	1,721,230	3.8
Health (including psychiatric)	22,308,498	21,656,538	97.1	651,960	2.9
Guidance, counseling, psychology	24,213,790	23,551,980	97.3	661,810	2.7
Transportation	16,585,890	15,600,540	94.1	985,350	5.9
Food	20,958,590	20,489,690	97.8	468,900	2.2
Attendance	4,849,674	4,657,874	96.0	191,800	4.0
School social work	6,983,530	6,852,030	98.1	131,500	1.9
Clothing	2,076,240	2,058,520	99.1	17,720	0.9
Other 5/	10,022,758	9,592,798	95.7	429,960	4.3

1/ Designation of funds by instructional and service activity was estimated by reporting local educational agencies since fiscal records are not maintained by such activities.

2/ Excludes $23,908,720 for in-service training of staff and $97,335,383 for construction, and $70,577,891 for other items such as mobile classrooms, educational television, and equipment not easily classified or directly related to one of the listed activities.

3/ Includes funds for 176,400 children not enrolled in any school, who represent 2.1 percent of the total number of children participating in Title I programs.

4/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

5/ Includes parental involvement, community services, student body activities, and other services not easily classified.

NOTE. - Excludes $11,165,689 expended for State programs for handicapped children under Public Law 89-313, and $6,495,758 expended for State administration.

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Table 10.--PERCENT DISTRIBUTION OF EXPENDITURES FOR INSTRUCTIONAL AND SERVICE ACTIVITIES, BY PARTICIPATING PUBLIC AND NONPUBLIC SCHOOL CHILDREN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Percent of expenditures 1/ for—		
	All children	Public school children	Nonpublic school children
Total, All Activities	100.0 2/	100.0 3/	100.0
Total, Instructional Activities	72.0	72.0	71.9
Reading, English language arts, and English as a second language	31.6	31.6	33.6
Art, music, and cultural enrichment	7.4	7.4	8.3
General education	13.9	13.9	12.9
Physical education and/or recreation	3.1	3.1	3.2
Mathematics	3.6	3.7	3.2
Science	3.0	3.0	2.6
Social studies and/or social sciences	2.1	2.1	1.4
Business education, office skills and work study	2.1	2.0	2.4
Industrial arts, vocational	0.7	0.7	0.8
Speech therapy	1.1	1.0	1.7
Home economics	0.3	0.3	0.4
Foreign language	0.3	0.3	0.1
Special education for handicapped	1.2	1.3	0.7
Other 4/	1.5	1.5	0.5
Total, Service Activities	28.0	28.0	28.1
Books, supplies, and materials	8.3	8.2	10.7
Library	5.8	5.8	5.7
Health (including psychiatric)	2.9	2.9	2.1
Guidance, counseling, psychology	3.1	3.1	2.2
Transportation	2.1	2.1	3.2
Food	2.7	2.7	1.5
Attendance	0.6	0.6	0.6
School social work	0.9	0.9	0.4
Clothing	0.3	0.3	0.1
Other 5/	1.3	1.3	1.4

1/ Designation of funds by instructional and service activity was estimated by reporting local educational agencies since fiscal records are not maintained by such activities.

2/ Excludes funds for in-service training of staff and construction, and other items such as mobile classrooms, educational television, and equipment not easily classified or directly related to one of the listed activities.

3/ Includes funds for 176,400 children not enrolled in any school, who represent 2.1 percent of the total number of children participating in Title I programs.

4/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

5/ Includes parental involvement, community services, student body activities, and other services not easily classified.

NOTE. - Excludes funds expended for State programs for handicapped children under Public Law 89-313 and State administration.

Percents may not add to 100.0 because of rounding.

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Table 11.--EXPENDITURES FOR INSTRUCTIONAL AND SERVICE ACTIVITIES, BY GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Total, all expenditures	Expenditures[1] by grade span for -					
		PreK and K		Grades 1 - 6		Grades 7 - 12	
		Amount	Percent	Amount	Percent	Amount	Percent
Total, All Activities ...	$778,112,730[2]	$38,179,127	4.9	$470,086,873	60.4	$269,846,730	34.7
Total, Instructional Activities	560,011,540	23,787,620	4.2	339,825,725	60.7	196,398,195	35.1
Reading, English language arts, and English as a second language	246,166,650	9,065,460	3.7	154,828,000	62.9	82,273,190	33.4
Art, music, and cultural enrichment	57,530,160	3,072,700	5.3	37,735,580	65.6	16,721,880	29.1
General education	107,894,930	6,372,220	5.9	65,182,310	60.4	36,340,400	33.7
Physical education and/or recreation	24,201,750	1,202,300	5.0	14,932,700	61.7	8,066,750	33.3
Mathematics	28,378,860	569,970	2.0	18,269,090	64.4	9,539,800	33.6
Science	23,174,400	516,980	2.2	14,323,120	61.8	8,334,300	36.0
Social studies and/or social sciences	16,445,710	496,380	3.0	9,441,255	57.4	6,508,075	39.6
Business education, office skills and work study	15,959,050	-0-	0.0	5,724,560	35.9	10,234,490	64.1
Industrial arts, vocational	5,578,880	-0-	0.0	781,940	14.0	4,796,940	86.0
Speech therapy	8,312,600	1,027,400	12.4	6,071,000	73.0	1,214,200	14.6
Home economics	2,707,280	-0-	0.0	524,930	19.4	2,182,350	80.6
Foreign language	2,280,000	-0-	0.0	568,000	24.9	1,712,000	75.1
Special education for handicapped	9,707,020	397,690	4.1	6,041,890	62.5	3,267,440	33.7
Other [3]	11,674,250	1,066,520	9.1	5,401,350	46.3	5,206,380	44.6
Total, Service Activities	218,101,190	14,391,507	6.6	130,261,148	59.7	73,448,535	33.7
Books, supplies, and materials	64,806,790	3,848,520	5.9	38,796,940	59.9	22,161,330	34.2
Library	45,295,430	1,304,920	2.9	27,325,500	60.3	16,665,010	36.8
Health (including psychiatric) ..	22,308,498	2,185,410	9.8	13,590,050	60.9	6,533,038	29.3
Guidance, counseling, psychology	24,213,790	1,139,400	4.7	12,273,310	50.7	10,801,080	44.6
Transportation	16,585,890	1,693,600	10.2	10,862,460	65.5	4,029,830	24.3
Food	20,958,590	2,208,680	10.5	13,387,780	63.9	5,362,130	25.6
Attendance	4,849,674	430,587	8.9	2,821,760	58.2	1,597,327	32.9
School social work	6,983,530	752,750	10.8	4,020,900	57.6	2,209,880	31.6
Clothing	2,076,240	113,940	5.5	1,352,090	65.1	610,210	29.4
Other [4]	10,022,758	713,700	7.1	5,830,358	58.2	3,478,700	34.7

1/ Designation of funds by instructional and service activity was estimated by reporting local educational agencies since fiscal records are not maintained by such activities.

2/ Excludes $23,908,720 for in-service training of staff and $97,335,383 for construction, and $70,577,891 for other items such as mobile classrooms, educational television, and equipment not easily classified or directly related to one of the listed activities.

3/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

4/ Includes parental involvement, community services, student body activities, and other services not easily classified.

NOTE. - Excludes $11,165,689 expended for State programs for handicapped children under Public Law 89-313, and $6,495,758 expended for State administration.

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Table 12.--PERCENT DISTRIBUTION OF EXPENDITURES FOR GRADE SPANS, BY INSTRUCTIONAL AND SERVICE ACTIVITIES: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Expenditures1/ for -			
	All grades	Pre-K and K	Grades 1-6	Grades 7-12
Total, All Activities	100.0 2/	100.0	100.0	100.0
Total, Instructional Activities	72.0	62.3	72.3	72.8
Reading, English language arts, and English as a second language	31.6	23.7	32.9	30.5
Art, music, and cultural enrichment	7.4	8.0	8.0	6.2
General education	13.9	16.7	13.9	13.5
Physical education and/or recreation	3.1	3.2	3.2	3.0
Mathematics	3.6	1.5	3.9	3.5
Science	3.0	1.4	3.0	3.1
Social studies and/or social sciences	2.1	1.3	2.0	2.4
Business education, office skills, and work study	2.1	-0-	1.2	3.8
Industrial arts, vocational	0.7	-0-	0.2	1.8
Speech therapy	1.1	2.7	1.3	0.4
Home economics	0.3	-0-	0.1	0.8
Foreign language	0.3	-0-	0.1	0.6
Special education for handicapped	1.2	1.0	1.3	1.2
Other 3/	1.5	2.8	1.1	1.9
Total, Service Activities	28.0	37.7	27.7	27.2
Books, supplies, and materials	8.3	10.1	8.3	8.2
Library	5.8	3.4	5.8	6.2
Health (including psychiatric)	2.9	5.7	2.9	2.4
Guidance, counseling, psychology	3.1	3.0	2.6	4.0
Transportation	2.1	4.4	2.3	1.5
Food	2.7	5.8	2.8	2.0
Attendance	0.6	1.1	0.6	0.6
School social work	0.9	2.0	0.9	0.8
Clothing	0.3	0.3	0.3	0.2
Other 4/	1.3	1.9	1.2	1.3

1/ Designation of funds by instructional and service activity was estimated by reporting local educational agencies since fiscal records are not maintained by such activities.

2/ Excludes funds for in-service training of staff, and construction, and other items such as mobile classrooms, educational television, and equipment not easily classified or directly related to one of the listed activities.

3/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

4/ Includes parental involvement, community services, student body activities, and other services not easily classified.

NOTE. - Excludes funds expended for State programs for handicapped children under Public Law 89-313, and for State administration.

Percents may not add to 100.0 because of rounding.

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Table 13.--AVERAGE EXPENDITURE PER CHILD, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Average expenditure per child	State or other area	Average expenditure per child
United States and Other Areas	$118.99	New Jersey	212.84
		New Mexico	179.62
		New York	130.97
50 States and District of Columbia	124.80	North Carolina	137.06
		North Dakota	81.11
Alabama	71.72	Ohio	156.18
Alaska	175.82	Oklahoma	90.61
Arizona	68.55	Oregon	109.88
Arkansas	120.45	Pennsylvania	143.64
California	233.26	Rhode Island	181.86
Colorado	170.21	South Carolina	79.07
Connecticut	125.12	South Dakota	106.46
Delaware	147.48	Tennessee	120.90
District of Columbia	89.60	Texas	159.66
Florida	159.74	Utah	176.29
Georgia	87.54	Vermont	114.98
Hawaii	31.33	Virginia	176.34
Idaho	52.55	Washington	66.63
Illinois	177.80	West Virginia	142.75
Indiana	110.31	Wisconsin	178.22
		Wyoming	81.65
Iowa	176.52		
Kansas	208.00	Other Areas	37.46
Kentucky	136.69		
Louisiana	174.41	American Samoa	-0-
Maine	108.58	Guam	109.49
		Puerto Rico	35.99
Maryland	102.04	Trust Territory	49.71
Massachusetts	154.23	Virgin Islands	190.44
Michigan	75.72		
Minnesota	128.52		
Mississippi	81.33		
Missouri	94.33		
Montana	105.75		
Nebraska	119.33		
Nevada	99.55		
New Hampshire	132.78		

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Table 14.--AVERAGE EXPENDITURE PER CHILD, BY INSTRUCTIONAL AND SERVICE ACTIVITY: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Average expenditure per child
Instructional Activities	
Reading, English language arts, and English as a second language	$56.30
Art, music, and cultural enrichment	23.42
General compensatory education	44.32
Physical education and/or recreation	15.25
Mathematics	19.80
Science	19.20
Social studies and/or social sciences	13.89
Business education, office skills, and work study	41.58
Industrial arts, vocational	30.30
Speech therapy	46.70
Home economics	18.13
Foreign language	28.50
Special education for handicapped	202.23
Other 1/	15.06
Service Activities	
Books, supplies, and materials	15.11
Library	13.43
Health (including psychiatric)	11.15
Guidance, counseling, psychology	12.51
Transportation	9.30
Food	12.47
Attendance	6.97
School social work	11.76
Clothing	12.66
Other 2/	7.44

1/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

2/ Includes parental involvement, community services, student body activities, and other services not easily classified

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Table 15.--EXPENDITURES, BY SCHOOL TERM AND STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

[In thousands]

State or other area	Total, all expenditures	Expenditures by school term			
		Regular		Summer	
		Amount	Percent	Amount	Percent
United States and Other Areas	$987,596	$751,449	76.1	$236,147	23.9
50 States and District of Columbia	966,919	736,173	76.1	230,747	23.9
Alabama	30,645	21,572	70.4	9,073	29.6
Alaska	1,530	1,340	87.6	189	12.4
Arizona	8,658	7,723	89.2	935	10.8
Arkansas	20,645	19,442	94.2	1,203	5.8
California	67,996	57,854	85.1	10,141	14.9
Colorado	7,915	5,789	73.1	2,125	26.9
Connecticut	5,593	4,399	78.7	1,194	21.3
Delaware	1.475	925	62.7	550	37.3
District of Columbia	5,636	2,759	49.0	2,877	51.0
Florida	27,203	24,291	89.3	2,913	10.7
Georgia	34,745	28,105	80.9	6,640	19.1
Hawaii	2,291	1,750	76.4	541	23.6
Idaho	2,564	2,241	87.4	323	12.6
Illinois	41,588	34,312	82.5	7,275	17.5
Indiana	14,572	10,879	74.7	3,694	25.3
Iowa	15,446	12,319	79.8	3,126	20.2
Kansas	9,901	8,413	85.0	1,488	15.0
Kentucky	27,378	18,199	66.5	9,179	33.5
Louisiana	24,348	18,155	74.6	6,193	25.4
Maine	3,518	2,850	81.0	668	19.0
Maryland	9,551	4.361	45.7	5,190	54.3
Massachusetts	8,452	3,963	46.9	4,488	53.1
Michigan	31,758	22,533	71.0	9,225	29.0
Minnesota	18,199	12,106	66.5	6,093	33.5
Mississippi	20,991	18,367	87.5	2,624	12.5
Missouri	23,630	19,551	82.7	4,080	17.3
Montana	3,172	1,762	55.5	1,410	44.5
Nebraska	5,083	3,823	75.2	1,260	24.8
Nevada	727	476	65.5	251	34.5
New Hampshire	1,115	841	75.4	274	24.6

Table 15.--EXPENDITURES, BY SCHOOL TERM AND STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966 - Continued

[In thousands]

State or other area	Total, all expenditures	Expenditures by school term			
		Regular		Summer	
		Amount	Percent	Amount	Percent
New Jersey	22,433	17,172	76.5	5,261	23.5
New Mexico	9,843	8,880	90.2	963	9.8
New York	112,567	90,199	80.1	22,368	19.9
North Carolina	45,560	31,897	70.0	13,663	30.0
North Dakota	3,147	2,544	80.8	603	19.2
Ohio	34,656	18,341	52.9	16,315	47.1
Oklahoma	17,071	16,429	96.2	642	3.8
Oregon	7,263	5,825	80.2	1,438	19.8
Pennsylvania	48,176	30,261	62.8	17,914	37.2
Rhode Island	2,982	1,203	40.3	1,779	59.7
South Carolina	21,309	17,329	81.3	3,980	18.7
South Dakota	4,461	3,805	85.3	656	14.7
Tennessee	29,535	25,013	84.7	4,522	15.3
Texas	66,261	52,817	79.7	13,444	20.3
Utah	2,997	2,803	93.5	194	6.5
Vermont	1,598	1,241	77.7	357	22.3
Virginia	20,967	10,280	49.0	10,687	51.0
Washington	10,421	9,109	87.4	1,312	12.6
West Virginia	14,789	8,944	60.5	5,845	39.5
Wisconsin	13,278	9,866	74.3	3,412	25.7
Wyoming	1,282	1,111	86.7	171	13.3
Other Areas	20,677	15,276	73.9	5,401	26.1
American Samoa	-0-	-0-	-0-	-0-	-0-
Guam	537	470	87.5	67	12.5
Puerto Rico	19,166	14,533	75.8	4,634	24.2
Trust Territory	631	60	9.4	572	90.6
Virgin Islands	343	214	62.4	129	37.6

NOTE.—Detail may not add to totals because of rounding.

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Table 16.--EXPENDITURES, BY SCHOOL TERM AND REGION: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

[In thousands]

Region and other areas	Total, all expenditures	Expenditures by school term			
		Regular		Summer	
		Amount	Percent	Amount	Percent
United States and Other Areas	$987,596	$751,449	76.1	$236,147	23.9
50 States and District of Columbia	966,919	736,173	76.1	230,746	23.9
New England	23,258	14,498	62.3	8,760	37.7
Mideast	199,838	145,677	72.9	54,161	27.1
Great Lakes	135,852	95,932	70.6	39,920	29.4
Plains	79,866	62,562	78.3	17,304	21.7
Southeast	318,116	241,594	75.9	76,522	24.1
Southwest	101,832	85,848	84.3	15,984	15.7
Rocky Mountain	17,930	13,707	76.4	4,223	23.6
Far West	90,227	76,355	84.6	13,872	15.4
Other Areas	20,677	15,276	73.9	5,401	26.1

NOTE.- The States in each region and other areas may be found on page 71.

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Table 17.--PARTICIPATING CHILDREN ENROLLED IN PUBLIC SCHOOL, ENROLLED IN NONPUBLIC SCHOOL, AND NOT ENROLLED IN ANY SCHOOL, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Total, all children	Public school children		Nonpublic school children		Children not enrolled in any school	
		Number	Percent	Number	Percent	Number	Percent
United States and Other Areas	8,299,900	7,596,900	91.6	526,600	6.3	176,400	2.1
50 States and District of Columbia	7,747,900	7,060,400	91.1	513,700	6.6	173,800	2.3
Alabama	427,300	413,800	96.8	9,400	2.2	4,100	1.0
Alaska	8,700	8,400	96.6	300	3.4	(1)	(2)
Arizona	126,300	105,300	83.4	8,100	6.4	12,900	10.2
Arkansas	171,400	168,800	98.5	1,500	0.9	1,100	0.6
California	291,500	266,700	91.5	18,700	6.4	6,100	2.1
Colorado	46,500	41,200	88.6	2,400	5.2	2,900	6.2
Connecticut	44,700	41,100	91.9	2,800	6.3	800	1.8
Delaware	10,000	8,300	83.0	1,700	17.0	-0-	0.0
District of Columbia	62,900	50,900	80.9	4,500	7.2	7,500	11.9
Florida	170,300	167,300	98.2	2,500	1.5	500	0.3
Georgia	396,900	388,100	97.8	1,300	0.3	7,500	1.9
Hawaii	73,100	66,800	91.4	4,700	6.4	1,600	2.2
Idaho	48,800	46,500	95.3	2,300	4.7	-0-	0.0
Illinois	233,900	213,200	91.1	16,100	6.9	4,600	2.0
Indiana	132,100	115,900	87.7	16,200	12.3	-0-	0.0
Iowa	87,500	78,400	89.6	7,900	9.0	1,200	1.4
Kansas	47,600	42,400	89.1	5,200	10.9	-0-	0.0
Kentucky	200,300	179,900	89.8	16,500	8.2	3,900	2.0
Louisiana	139,600	134,100	96.1	4,800	3.4	700	0.5
Maine	32,400	30,400	93.8	1,900	5.9	100	0.3
Maryland	93,600	89,000	95.1	4,600	4.9	-0-	0.0
Massachusetts	54,800	42,800	78.1	10,000	18.2	2,000	3.7
Michigan	419,400	343,300	81.9	65,400	15.6	10,700	2.5
Minnesota	141,600	115,800	81.8	19,800	14.0	6,000	4.2
Mississippi	258,100	247,500	95.9	3,600	1.4	7,000	2.7
Missouri	250,500	227,300	90.7	19,000	7.6	4,200	1.7
Montana	30,000	27,500	91.7	1,900	6.3	600	2.0
Nebraska	42,600	37,300	87.6	4,700	11.0	600	1.4
Nevada	7,300	7,200	98.6	100	1.4	(1)	(2)
New Hampshire	8,400	6,900	82.1	1,100	13.1	400	4.8

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Table 17.--PARTICIPATING CHILDREN ENROLLED IN PUBLIC SCHOOL, ENROLLED IN NONPUBLIC SCHOOL, AND NOT ENROLLED IN ANY SCHOOL, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966 - Continued

State or other area	Total, all children	Public school children		Nonpublic school children		Children not enrolled in any school	
		Number	Percent	Number	Percent	Number	Percent
New Jersey	105,400	85,600	81.2	16,400	15.6	3,400	3.2
New Mexico	54,800	45,400	82.9	4,300	7.8	5,100	9.3
New York	859,500	751,400	87.4	108,100	12.6	-0-	0.0
North Carolina	332,400	324,600	97.7	800	0.2	7,000	2.1
North Dakota	38,800	35,900	92.5	2,900	7.5	-0-	0.0
Ohio	221,900	205,800	92.7	16,100	7.3	-0-	0.0
Oklahoma	188,400	182,200	96.7	2,900	1.5	3,300	1.8
Oregon	66,100	64,600	97.7	1,400	2.1	100	0.2
Pennsylvania	335,400	267,200	79.7	61,400	18.3	6,800	2.0
Rhode Island	16,400	12,700	77.4	2,800	17.1	900	5.5
South Carolina	269,500	261,900	97.2	900	0.3	6,700	2.5
South Dakota	41,900	34,500	82.3	4,100	9.8	3,300	7.9
Tennessee	244,300	241,200	98.7	1,000	0.4	2,100	0.9
Texas	415,000	379,700	91.5	9,700	2.3	25,600	6.2
Utah	17,000	16,800	98.8	200	1.2	-0-	0.0
Vermont	13,900	11,900	85.6	1,400	10.1	600	4.3
Virginia	118,900	115,000	96.7	700	0.6	3,200	2.7
Washington	156,400	137,600	88.0	4,600	2.9	14,200	9.1
West Virginia	103,600	97,800	94.4	1,300	1.3	4,500	4.3
Wisconsin	74,500	61,600	82.7	12,900	17.3	-0-	0.0
Wyoming	15,700	14,900	94.9	800	5.1	-0-	0.0
Other Areas	552,000	536,500	97.2	12,900	2.3	2,600	0.5
American Samoa	-0-	-0-	0.0	-0-	0.0	-0-	0.0
Guam	4,900	3,300	67.3	500	10.2	1,100	22.5
Puerto Rico	532,600	520,500	97.7	10,600	2.0	1,500	0.3
Trust Territory	12,700	10,900	85.8	1,800	14.2	-0-	0.0
Virgin Islands	1,800	1,800	100.0	-0-	0.0	-0-	0.0

1/ Less than 100 children participating.

2/ Less than 0.05 per cent.

Table 18--PARTICIPATING CHILDREN ENROLLED IN PUBLIC SCHOOL, ENROLLED IN NONPUBLIC SCHOOL AND NOT ENROLLED IN ANY SCHOOL, BY REGION: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Region and other areas	Total, all children	Public school children		Nonpublic school children		Children not enrolled in any school	
		Number	Percent	Number	Percent	Number	Percent
United States and Other Areas	8,299,900	7,596,900	91.6	526,600	6.3	176,400	2.1
50 States and District of Columbia	7,747,900	7,060,400	91.1	513,700	6.7	173,800	2.2
New England	170,600	145,800	85.5	20,000	11.7	4,800	2.8
Mideast	1,466,800	1,252,400	85.4	196,700	13.4	17,700	1.2
Great Lakes	1,081,800	939,800	86.9	126,700	11.7	15,300	1.4
Plains	650,500	571,600	87.9	63,600	9.8	15,300	2.3
Southeast	2,832,600	2,740,000	96.7	44,300	1.6	48,300	1.7
Southwest	784,500	712,600	90.8	25,000	3.2	46,900	6.0
Rocky Mountain	158,000	146,900	93.0	7,600	4.8	3,500	2.2
Far West	603,100	551,300	91.4	29,800	4.9	22,000	3.7
Other Areas	552,000	536,500	97.2	12,900	2.3	2,600	0.5

NOTE.-The States in each region and other areas may be found on page 71.

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Table 19.--PARTICIPATING CHILDREN, BY STATE AND GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Total, all grades	Prekindergarten	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
United States and Other Areas							
Number ...	8,299,900	103,400	377,800	2,437,300	2,437,300	1,788,200	1,165,900
Percent ..	100.0	1.2	4.6	29.4	29.2	21.5	14.0
50 States and District of Columbia	7,747,900	103,400	350,200	2,295,100	2,277,300	1,632,600	1,089,300
Alabama	427,300	2,200	5,500	116,600	117,200	107,000	78,800
Alaska	8,700	200	200	2,700	3,400	1,300	900
Arizona	126,300	1,100	5,300	39,600	32,600	28,800	18,900
Arkansas	171,400	400	1,500	51,100	49,200	40,800	28,400
California	291,500	9,500	23,000	87,000	70,000	58,300	43,000
Colorado	46,500	900	500	9,300	13,800	12,200	9,800
Connecticutt	44,700	2,000	2,900	18,600	15,000	4,700	1,500
Delaware	10,000	100	600	4,800	2,900	1,300	300
District of Columbia ...	62,900	7,500	3,200	17,500	11,700	15,300	7,700
Florida	170,300	2,700	7,300	55,200	46,600	38,200	20,300
Georgia	396,900	1,300	12,100	123,900	112,700	87,200	59,700
Hawaii	73,100	2,800	4,400	18,600	16,000	13,200	18,100
Idaho	48,800	100	1,400	13,100	13,200	11,100	9,900
Illinois	233,900	4,600	25,200	68,300	62,700	31,100	42,000
Indiana	132,100	800	7,100	41,400	42,800	26,400	13,600
Iowa	87,500	1,400	3,200	22,500	25,600	21,500	13,300
Kansas	47,600	1,400	3,900	16,300	16,000	6,100	3,900
Kentucky	200,300	300	4,200	55,300	62,400	48,200	29,900
Louisiana	139,600	2,000	7,500	41,100	37,400	30,500	21,100
Maine	32,400	400	1,200	3,500	7,200	11,600	8,500
Maryland	93,600	1,600	5,400	16,400	43,900	17,900	8,400
Massachusetts	54,800	3,400	2,500	19,300	18,100	8,200	3,300
Michigan	419,400	5,400	24,500	123,500	130,400	84,300	51,300
Minnesota	141,600	1,800	8,800	39,400	35,700	30,100	25,800
Mississippi	258,100	600	3,300	79,500	72,500	60,500	41,700
Missouri	250,500	700	9,800	76,600	66,700	54,700	42,000
Montana	30,000	500	800	8,100	9,400	6,700	4,500
Nebraska	42,600	100	1,800	13,700	14,500	8,600	3,900
Nevada	7,300	-0-	-0-	500	3,700	1,700	1,400
New Hampshire	8,400	100	900	1,900	2,100	1,900	1,500

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Table 19.--PARTICIPATING CHILDREN, BY STATE AND GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966 - Continued

State and other area	Total, all grades	Prekindergarten	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
New Jersey	105,400	4,300	4,900	33,900	36,000	17,800	8,500
New Mexico	54,800	200	4,300	16,000	14,800	11,800	7,700
New York	859,500	8,500	42,300	293,300	291,200	146,400	77,800
North Carolina	332,400	2,700	15,000	88,000	79,800	78,700	68,200
North Dakota	38,800	200	2,100	12,100	12,300	7,400	4,700
Ohio	221,900	6,000	9,600	67,000	78,200	43,300	17,800
Oklahoma	188,400	1,200	4,200	47,400	44,800	49,200	41,600
Oregon	66,100	400	2,000	17,300	18,700	17,000	10,700
Pennsylvania	335,400	8,900	21,500	94,600	109,300	60,500	40,600
Rhode Island	16,400	-0-	900	5,300	7,000	2,800	400
South Carolina	269,500	900	4,900	86,800	79,000	60,700	37,200
South Dakota	41,900	200	3,900	11,100	11,300	9,200	6,200
Tennessee	244,300	1,400	3,000	73,800	70,100	58,400	37,600
Texas	415,000	10,000	26,300	125,400	118,800	84,400	50,100
Utah	17,000	-0-	800	4,700	4,800	4,300	2,400
Vermont	13,900	100	600	4,800	5,000	2,600	800
Virginia	118,900	1,600	10,100	36,200	40,400	23,600	7,000
Washington	156,400	100	12,100	39,600	37,100	37,400	30,100
West Virginia	103,600	200	1,400	26,800	29,200	28,100	17,900
Wisconsin	74,500	600	1,900	21,500	27,500	15,600	7,400
Wyoming	15,700	-0-	400	4,200	5,900	4,000	1,200
Other Areas	552,000	-0-	27,600	142,200	150,000	155,600	76,600
American Samoa	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Guam	4,900	-0-	1,100	1,300	1,000	700	800
Puerto Rico	532,600	-0-	26,000	135,000	144,600	152,000	75,000
Trust Territory	12,700	-0-	500	5,100	3,700	2,700	700
Virgin Islands	1,800	-0-	-0-	800	700	200	100

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Table 20.-- PARTICIPATING CHILDREN, BY GRADE SPAN AND ENROLLMENT IN PUBLIC SCHOOL, NONPUBLIC SCHOOL, AND THOSE NOT ENROLLED IN ANY SCHOOL: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Grade span	Total, all children	Public school children		Nonpublic school children		Children not enrolled in any school	
		Number	Percent	Number	Percent	Number	Percent
Total, All Grades ...	8,299,900	7,596,900	91.6	526,600	6.3	176,400	2.1
Prekindergarten	103,400	80,500	77.9	5,400	5.2	17,500	16.9
Kindergarten	377,800	325,200	86.1	20,800	5.5	31,800	8.4
Grades 1 - 3	2,437,300	2,244,100	92.1	166,500	6.8	26,700	1.1
Grades 4 - 6	2,427,300	2,216,800	91.3	184,300	7.6	26,200	1.1
Grades 7 - 9	1,788,200	1,648,500	92.2	108,200	6.0	31,500	1.8
Grades 10 - 12	1,165,900	1,081,800	92.8	41,400	3.5	42,700	3.7

Table 21.--PARTICIPATING CHILDREN IN 32 BIG CITIES[1/], BY GRADE SPAN AND ENROLLMENT IN PUBLIC SCHOOL, NONPUBLIC SCHOOL AND THOSE NOT ENROLLED IN ANY SCHOOL: FISCAL YEAR 1966

Grade span	Total, all children	Public school children		Nonpublic school children		Children not enrolled in any school	
		Number	Percent	Number	Percent	Number	Percent
Total, All Grades	1,481,800	1,300,200	87.7	159,500	10.8	22,100	1.5
Prekindergarten	26,500	22,700	85.7	2,000	7.5	1,800	6.8
Kindergarten	101,700	89,400	87.9	9,100	9.0	3,200	3.1
Grades 1 - 3	440,700	395,100	89.7	45,400	10.3	200	(2)
Grades 4 - 6	448,900	399,800	89.1	49,000	10.9	100	(2)
Grades 7 - 9	276,100	237,300	86.0	34,800	12.6	4,000	1.4
Grades 10 - 12	187,900	155,900	83.0	19,200	10.2	12,800	6.8

1/ Selected from the 50 largest cities of the 1960 Census.

2/ Less than 0.05 percent.

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Table 22.-- PARTICIPATING CHILDREN, BY INSTRUCTIONAL AND SERVICE ACTIVITY: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Total, all children	Public school children		Nonpublic school children	
		Number	Percent	Number	Percent
Total, All Activities	8,299,900	7,773,300 [1]	93.7	526,600	6.3
Instructional Activities					
Reading, English language arts, and English as a second language	4,372,300	4,162,400	95.2	209,900	4.8
Art, music, and cultural enrichment	2,456,400	2,331,100	94.9	125,300	5.1
General compensatory education	2,434,600	2,332,300	95.8	102,300	4.2
Physical education and/or recreation	1,587,300	1,512,900	95.3	74,400	4.7
Mathematics	1,433,600	1,376,000	96.0	57,600	4.0
Science	1,206,800	1,159,700	96.1	47,100	3.9
Social studies and/or social work	1,183,600	1,148,100	97.0	35,500	3.0
Business education, office skills, and work study	383,800	363,100	94.6	20,700	5.4
Industrial arts, vocational	184,100	174,900	95.0	9,200	5.0
Speech therapy	178,000	165,200	92.8	12,800	7.2
Home economics	149,300	141,500	94.8	7,800	5.2
Foreign language	80,200	79,200	98.8	1,000	1.2
Special education for handicapped	48,000	47,000	97.9	1,000	2.1
Other [2]	775,000	760,900	98.2	14,100	1.8
Service Activities					
Books, supplies, and materials	4,288,700	4,038,400	94.2	250,300	5.8
Library	3,371,900	3,223,700	95.6	148,200	4.4
Health (including psychiatric)	2,001,400	1,933,400	96.6	68,000	3.4
Guidance, counseling, psychology	1,935,300	1,873,800	96.8	61,500	3.2
Transportation	1,783,000	1,659,800	93.1	123,200	6.9
Food	1,681,400	1,637,700	97.4	43,700	2.6
Attendance	695,500	663,500	95.4	32,000	4.6
School social work	594,000	581,000	97.8	13,000	2.2
Clothing	164,000	162,600	99.1	1,400	0.9
Other [3]	1,347,000	1,279,800	95.0	67,200	5.0

1/ Includes 176,400 children not enrolled in any school, who represent 2.1 percent of the total number of children participating in Title I programs.

2/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after-school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

3/ Includes parental involvement, community services, student body activities, and other services not easily classified.

NOTE. - Numbers are not additive because many children participated in more than one activity.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 23.--PERCENT DISTRIBUTION OF PUBLIC AND NONPUBLIC SCHOOL CHILDREN PARTICIPATING, BY INSTRUCTIONAL AND SERVICE ACTIVITY: UNITED STATES AND OTHER AREAS, FISCAL 1966

Activity	Total, all children	Public school children 1/	Nonpublic school children
Instructional Activities			
Reading, English language arts, and English as a second language	52.7	53.5	39.9
Art, music, and cultural enrichment	29.6	30.0	23.8
General compensatory education	29.3	30.0	19.4
Physical education and/or recreation	19.1	19.5	14.1
Mathematics	17.3	17.7	10.9
Science	14.5	14.9	8.9
Social studies and/or social work	14.3	14.8	6.7
Business education, office skills, and work study	4.6	4.7	3.9
Industrial arts, vocational	2.2	2.3	1.7
Speech therapy	2.1	2.1	2.4
Home economics	1.8	1.8	1.5
Foreign language	1.0	1.0	0.2
Special education for handicapped	0.6	0.6	0.2
Other 2/	9.3	9.8	2.7
Service Activities			
Books, supplies, and materials	51.7	52.0	47.5
Library	40.6	41.5	28.1
Health (including psychiatric)	24.1	24.9	12.9
Guidance, counseling, psychology	23.3	24.1	11.7
Transportation	21.5	21.4	23.4
Food	20.3	21.1	8.3
Attendance	8.4	8.5	6.1
School social work	7.2	7.5	2.5
Clothing	2.0	2.1	0.3
Other 3/	16.2	16.5	12.8

1/ Includes 176,400 children not enrolled in any school, who represent 2.1 percent of the total number of children participating in Title I programs.

2/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after-school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

3/ Includes parental involvement, community services, student body activities, and other services not easily classified.

NOTE. - Percents do not add to 100.0 because many children participated in more than one activity.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 24.--CHILDREN PARTICIPATING IN INSTRUCTIONAL AND SERVICE ACTIVITIES, BY GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Total, all children	Children, by grade span					
		Prekindergarten and kindergarten		Grades 1 - 6		Grades 7 - 12	
		Number	Percent	Number	Percent	Number	Percent
Total, All Activities	8,299,900	481,200	5.8	4,864,600	58.6	2,954,100	35.6
Instructional Activities							
Reading, English language arts, and English as a second language	4,372,300	161,000	3.7	2,750,000	62.9	1,461,300	33.4
Art, music, and cultural enrichment	2,456,400	131,200	5.3	1,611,200	65.6	714,000	29.1
General compensatory education	2,434,600	143,800	5.9	1,470,800	60.4	820,000	33.7
Physical education and/or recreation	1,587,300	79,200	5.0	979,100	61.7	529,000	33.3
Mathematics	1,433,600	28,800	2.0	922,900	64.4	481,900	33.6
Science	1,206,800	26,900	2.2	745,900	61.8	434,000	36.0
Social studies and/or social work	1,183,600	35,700	3.0	679,500	57.4	468,400	39.6
Business education, office skills, and work study	383,800	-0-	0.0	137,700	35.9	246,100	64.1
Industrial arts, vocational ..	184,100	-0-	0.0	25,800	14.0	158,300	86.0
Speech therapy	178,000	22,000	12.4	130,000	73.0	26,000	14.6
Home economics	149,300	-0-	0.0	29,000	19.4	120,300	80.6
Foreign language	80,200	-0-	0.0	20,000	24.9	60,200	75.1
Special education for handicapped	48,000	2,000	4.2	30,000	62.5	16,000	33.3
Other 1/.....	775,000	63,000	8.1	384,300	49.6	327,700	42.3
Service Activities							
Books, supplies, and materials	4,288,700	254,700	5.9	2,567,400	59.9	1,466,600	34.2
Library	3,371,900	101,000	3.0	2,039,800	60.5	1,231,100	36.5
Health (including psychiatric)	2,001,400	196,100	9.8	1,219,200	60.9	586,100	29.3
Guidance, counseling, psychology	1,935,300	91,000	4.7	981,000	50.7	863,300	44.6
Transportation	1,783,000	182,000	10.2	1,167,900	65.5	433,100	24.3
Food	1,681,400	177,200	10.5	1,074,000	63.9	430,200	25.6
Attendance	695,500	61,700	8.9	404,700	58.2	229,100	32.9
School social work	594,000	64,000	10.8	342,000	57.6	188,000	31.6
Clothing	164,000	9,000	5.5	106,800	65.1	48,200	29.4
Other 2/.....	1,347,000	95,900	7.1	783,600	58.2	467,500	34.7

1/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after-school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

2/ Includes parental involvement, community services, student body activities, and other services not easily classified.

NOTE. - Numbers are not additive because many children participated in more than one activity.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 25.--PERCENT DISTRIBUTION OF CHILDREN PARTICIPATING IN INSTRUCTIONAL AND SERVICE ACTIVITIES, BY GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Total, all children	Prekindergarten and kindergarten	Grades 1-6	Grades 7-12
Instructional Activities				
Reading, English language arts, and English as a second language	52.7	33.5	56.5	49.5
Art, music, and cultural enrichment	29.6	27.3	33.1	24.2
General compensatory education	29.3	29.9	30.2	27.8
Physical education and/or recreation	19.1	16.5	20.1	17.9
Mathematics	17.3	6.0	19.0	16.3
Science	14.5	5.6	15.3	14.7
Social studies and/or social work	14.3	7.4	14.0	15.9
Business education, office skills, and work study	4.6	0.0	2.8	8.3
Industrial arts, vocational	2.2	0.0	0.5	5.4
Speech therapy	2.1	4.6	2.7	0.9
Home economics	1.8	0.0	0.6	4.1
Foreign language	1.0	0.0	0.4	2.0
Special education for handicapped	0.6	0.4	0.6	0.5
Other 1/	9.3	13.1	7.9	11.1
Service Activities				
Books, supplies, and materials	51.7	52.9	52.8	49.6
Library	40.6	21.0	41.9	41.7
Health (including psychiatric)	24.1	40.8	25.1	19.8
Guidance, counseling, psychology	23.3	18.9	20.2	29.2
Transportation	21.5	37.8	24.0	14.7
Food	20.3	36.8	22.1	14.6
Attendance	8.4	12.8	8.3	7.8
School social work	7.2	13.3	7.0	6.4
Clothing	2.0	1.9	2.2	1.6
Other 2/	16.2	19.9	16.1	15.8

1/ Includes curriculum development, health education, certain preschool readiness programs, tutoring and after-school study programs, special programs for dropouts and gifted children and other instructional activities not easily classified.

2/ Includes parental involvement, community services, student body activities, and other services not easily classified.

NOTE. - Percents do not add to 100.0 because many children participated in more than one activity.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 26.--PARTICIPATING CHILDREN IN SUMMER PROGRAMS, BY STATE AND GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Total, all grades	Prekindergarten	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
United States and Other Areas	2,702,100	99,420	229,080	722,420	848,890	498,860	303,430
50 States and District of Columbia	2,581,860	99,420	207,170	717,650	817,270	452,820	287,530
Alabama	124,630	2,120	4,830	35,020	31,420	30,160	21,080
Alaska	1,020	120	200	350	260	50	40
Arizona	14,290	990	1,730	2,950	4,380	2,500	1,740
Arkansas	20,150	340	1,320	6,150	6,100	3,380	2,860
California	146,700	9,230	14,610	44,480	36,860	22,820	18,700
Colorado	16,740	890	440	5,810	4,970	3,110	1,520
Connecticut	12,280	1,950	1,540	2,850	3,470	2,150	320
Delaware	3,650	40	40	1,240	1,640	430	260
District of Columbia	24,040	7,500	300	6,800	5,860	1,790	1,790
Florida	97,650	2,640	4,220	26,410	32,170	21,900	10,310
Georgia	63,600	1,210	7,190	20,590	18,200	9,850	6,560
Hawaii	15,720	2,780	2,200	2,070	2,990	2,050	3,630
Idaho	6,240	90	1,210	1,400	1,830	1,030	680
Illinois	220,080	4,580	23,630	68,090	61,670	20,350	41,760
Indiana	60,800	780	1,830	15,360	25,900	9,980	6,950
Iowa	32,870	1,360	1,740	10,090	12,940	4,490	2,250
Kansas	24,120	1,400	1,020	6,720	8,860	3,110	3,010
Kentucky	72,910	190	1,840	22,060	25,540	16,320	6,960
Louisiana	54,420	1,950	6,630	16,240	14,860	8,550	6,190
Maine	6,190	370	250	1,450	1,800	1,520	800
Maryland	39,090	1,430	3,830	13,130	13,490	6,210	1,000
Massachusetts	44,790	3,380	1,630	15,330	14,400	7,150	2,900
Michigan	93,000	5,140	3,820	23,870	29,230	21,960	8,980
Minnesota	59,650	1,750	1,930	16,830	17,500	12,320	9,320
Mississippi	28,260	430	2,380	10,290	10,130	3,150	1,880
Missouri	45,530	610	2,440	13,050	13,240	11,280	4,910
Montana	15,490	450	700	4,560	4,700	3,250	1,830
Nebraska	14,920	90	650	5,620	5,340	2,740	480
Nevada	1,470	-0-	-0-	220	740	350	160
New Hampshire	2,680	80	220	950	1,010	350	70

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Table 26.--PARTICIPATING CHILDREN IN SUMMER PROGRAMS, BY STATE AND GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966 - Continued

State or other area	Total, all grades	Prekindergarten	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
New Jersey	52,010	4,250	1,290	11,720	17,820	11,320	5,610
New Mexico	17,430	140	4,180	3,560	3,860	2,750	2,940
New York	235,020	7,990	32,160	55,750	74,500	38,900	25,720
North Carolina	113,220	2,590	13,830	34,330	32,380	21,050	9,040
North Dakota	4,890	170	630	1,150	1,370	930	640
Ohio	150,630	5,750	4,180	32,980	58,150	32,150	17,420
Oklahoma	22,370	1,150	1,420	6,450	7,980	3,410	1,960
Oregon	11,760	330	950	4,000	3,600	2,230	650
Pennsylvania	165,260	8,610	8,590	41,620	58,810	28,990	18,640
Rhode Island	11,560	-0-	740	3,920	5,080	1,580	240
South Carolina	37,640	800	4,380	9,350	11,300	7,550	4,260
South Dakota	8,300	110	430	2,740	2,660	1,510	850
Tennessee	54,360	1,400	2,710	15,070	15,120	11,640	8,420
Texas	148,950	9,970	23,080	44,090	44,440	20,190	7,180
Utah	3,430	-0-	130	970	1,720	550	60
Vermont	2,990	20	250	900	1,200	500	120
Virginia	71,080	1,520	9,920	18,680	23,870	12,520	4,570
Washington	19,370	70	1,710	6,580	7,380	2,720	910
West Virginia	55,380	100	1,180	14,900	22,330	11,000	5,870
Wisconsin	30,110	560	910	8,090	11,000	6,310	3,240
Wyoming	3,120	-0-	130	820	1,200	720	250
Other Areas	120,240	-0-	21,910	4,770	31,620	46,040	15,900
American Samoa	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Guam	1,280	-0-	1,080	-0-	90	110	-0-
Puerto Rico	113,290	-0-	20,330	2,980	30,140	44,510	15,330
Trust Territory	3,900	-0-	500	1,000	720	1,180	500
Virgin Islands	1,770	-0-	-0-	790	670	240	70

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Table 27--CHILDREN PARTICIPATING IN SUMMER PROGRAMS IN ALL SCHOOL SYSTEMS COMPARED WITH THOSE IN SIXTY LARGEST SCHOOL SYSTEMS, BY GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Grade span	Children participating in --				
	All school systems		Sixty largest school systems 1/		
	Number	Percent	Number	Percent	As a percent of all school systems
Total, All Grades	2,702,100	100.0	774,100	100.0	28.6
Prekindergarten	119,420	4.4	66,000	8.5	55.3
Kindergarten	229,080	7.7	61,000	7.9	29.2
Grades 1 - 3	722,420	26.7	206,200	26.6	28.5
Grades 4 - 6	848,890	31.4	227,200	29.4	26.8
Grades 7 - 9	498,860	18.5	115,800	15.0	23.2
Grades 10 - 12	303,430	11.2	97,900	12.6	32.3

1/ Source: U.S. Department of Health, Education, and Welfare, "Education Directory, 1964-65" (OE-20005-65). The largest school systems were ranked by size of enrollment.

NOTE. - Percents may not add to 100.0 because of rounding.

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Table 28.--CHILDREN PARTICIPATING IN TITLE I PROGRAMS COMPARED WITH THOSE ENROLLED IN FULL-TIME PUBLIC AND NONPUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS, BY GRADE SPAN: UNITED STATES AND OTHER AREAS, FISCAL 1966

Grade span	Enrollment full-time elementary and secondary day school (Fall 1965)1/		Children who participated in Title I programs (Fiscal Year 1966)		
	Number	Percent	Number	Percent	As a percent of total enrollment
Total, All Grades.....	48,744,000	100.0	8,299,900	100.0	17.0
Prekindergarten and Kindergarten	2,427,000	5.0	481,200	5.8	19.8
Prekindergarten	-0-	-0-	103,400	1.2	-0-
Kindergarten	2,427,000	5.0	377,800	4.6	15.6
Total, Elementary	25,653,000	52.6	4,864,600	58.6	19.0
Grades 1 - 3	13,451,000	27.6	2,437,300	29.4	18.1
Grades 4 - 6	12,202,000	25.0	2,427,300	29.2	19.9
Total, Secondary	20,664,000	42.4	2,954,100	35.6	14.3
Grades 7 - 9	11,398,000	23.4	1,788,200	21.5	15.7
Grades 10 - 12	9,266,000	19.0	1,165,900	14.0	12.6

1/ Source: U.S. Department of Health, Education, and Welfare, Office of Education "Digest of Educational Statistics, 1966" (OE 10024-66). Excluded were enrollments in subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools. Nonpublic school enrollment data estimated.

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Table 29.--NUMBER OF CHILDREN ON WHICH STATE ENTITLEMENTS WERE BASED, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State and other areas	Total, all children	Children aged 5 to 17 1/ in families with -	
		Incomes less than $2,000	AFDC payments more than $2,000
United States	5,530,718	4,948,140	582,578
Alabama	242,522	242,522	-0-
Alaska	5,715	4,796	919
Arizona	44,454	38,851	5,603
Arkansas	148,158	148,158	-0-
California	308,669	206,572	102,097
Colorado	40,903	33,581	7,322
Connecticut	28,326	20,731	7,595
Delaware	7,422	7,422	-0-
District of Columbia	20,754	14,854	5,900
Florida	142,533	142,533	-0-
Georgia	239,789	239,789	-0-
Hawaii	11,245	8,832	2,413
Idaho	14,668	12,257	2,411
Illinois	230,017	147,518	82,499
Indiana	79,901	76,386	3,515
Iowa	81,054	71,789	9,265
Kansas	45,712	40,263	5,449
Kentucky	193,559	193,559	-0-
Louisiana	201,282	201,090	192
Maine	21,133	18,408	2,725
Maryland	63,136	53,716	9,420
Massachusetts	63,882	47,065	16,817
Michigan	145,741	124,712	21,029
Minnesota	88,958	77,280	11,678
Mississippi	254,903	254,903	-0-
Missouri	136,456	125,159	11,297
Montana	15,590	14,106	1,484
Nebraska	35,089	34,417	672
Nevada	3,913	3,238	675
New Hampshire	6,984	5,932	1,052

Table 29.--NUMBER OF CHILDREN ON WHICH STATE ENTITLEMENTS WERE BASED, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966-Continued

State and other areas	Total, all children	Children aged 5 to 17 1/ in families with -	
		Incomes less than $2,000	AFDC payments more than $2,000
New Jersey	85,341	59,845	25,496
New Mexico	41,869	37,554	4,315
New York	299,950	200,060	99,890
North Carolina	326,611	323,096	3,515
North Dakota	25,121	23,346	1,775
Ohio	177,367	151,895	25,472
Oklahoma	95,947	84,779	11,168
Oregon	30,228	23,933	6,295
Pennsylvania	235,652	175,394	60,258
Rhode Island	16,090	12,083	4,007
South Carolina	206,638	206,638	-0-
South Dakota	32,240	30,712	1,528
Tennessee	220,048	220,048	-0-
Texas	398,224	398,224	-0-
Utah	13,789	11,680	2,109
Vermont	7,788	7,208	580
Virginia	170,962	167,874	3,088
Washington	42,937	33,072	9,865
West Virginia	106,488	106,406	82
Wisconsin	68,891	58,446	10,445
Wyoming	6,069	5,408	661
Other Areas	(2)	(2)	(2)

1/ State entitlements for fiscal year 1966 were based on the number of children aged 5 to 17 in families with incomes less than $2,000 a year (1960 Census) and those in families receiving more than $2,000 a year (1962) in aid to families with dependent children (AFDC). (See page 68 for the formula used to determine State entitlements.)

2/ Two percent of total estimated State entitlements was withheld for the outlying areas (American Samoa, Guam, Puerto Rico, Trust Territory, and Virgin Islands).

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Table 30.--PROFESSIONAL AND NONPROFESSIONAL NEW STAFF POSITIONS FILLED, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Total, all staff positions 1/	Professional		Nonprofessional	
		Teacher 2/	Other 3/	Teacher aide	Other 4/
United States and Other Areas	381,700	200,500	64,500	73,000	43,700
50 States and District of Columbia	375,440	196,290	63,640	72,330	43,180
Alabama	9,540	6,100	1,300	1,210	930
Alaska	390	310	10	40	30
Arizona	3,300	1,970	250	750	330
Arkansas	3,980	2,170	880	540	390
California	18,410	7,670	3,800	4,690	2,250
Colorado	2,870	1,790	560	350	170
Connecticut	3,030	1,440	460	700	430
Delaware	1,000	430	170	290	110
District of Columbia	3,310	1,540	600	700	470
Florida	6,990	2,890	1,260	1,770	1,070
Georgia	10,480	4,840	1,370	2,400	1,870
Hawaii	2,230	1,220	290	540	180
Idaho	1,290	800	170	230	90
Illinois	13,780	6,320	5,600	890	970
Indiana	7,280	3,480	1,270	1,880	650
Iowa	7,510	4,630	1,010	940	930
Kansas	2,750	1,640	520	270	320
Kentucky	9,710	4,350	1,360	2,550	1,450
Louisiana	6,440	3,170	710	1,240	1,320
Maine	1,050	590	130	240	90
Maryland	5,340	2,930	620	1,410	380
Massachusetts	6,110	3,600	1,060	960	490
Michigan	18,800	11,650	2,630	2,820	1,700
Minnesota	10,240	5,870	1,570	1,810	990
Mississippi	5,150	2,970	1,050	440	690
Missouri	8,150	3,910	1,430	1,750	1,060
Montana	2,020	1,110	370	300	240
Nebraska	2,120	1,470	250	140	260
Nevada	270	130	30	90	20
New Hampshire	440	290	60	50	40

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 30.--PROFESSIONAL AND NONPROFESSIONAL NEW STAFF POSITIONS FILLED, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966-Continued

State or other area	Total, all staff positions 1/	Professional		Nonprofessional	
		Teacher 2/	Other 3/	Teacher aide	Other 4/
New Jersey	12,170	7,220	2,260	1,250	1,440
New Mexico	1,990	760	580	410	240
New York	36,120	22,620	6,030	3,320	4,150
North Carolina	17,110	6,390	2,870	5,400	2,450
North Dakota	940	550	190	40	160
Ohio	17,870	8,820	2,540	3,940	2,570
Oklahoma	6,480	4,710	630	880	260
Oregon	2,550	1,120	400	760	270
Pennsylvania	25,900	14,580	3,550	5,680	2,090
Rhode Island	860	480	110	190	80
South Carolina	6,980	3,330	2,220	830	600
South Dakota	2,010	1,070	300	240	400
Tennessee	11,350	4,290	2,110	3,270	1,680
Texas	26,610	13,390	4,780	6,200	2,240
Utah	580	300	70	130	80
Vermont	900	570	150	90	90
Virginia	12,320	5,040	1,400	3,440	2,440
Washington	4,080	2,140	870	840	230
West Virginia	8,770	3,980	660	2,890	1,240
Wisconsin	5,330	3,330	1,060	440	500
Wyoming	540	320	70	100	50
Other Areas	6,260	4,210	860	670	520
American Samoa	-0-	-0-	-0-	-0-	-0-
Guam	280	130	20	90	40
Puerto Rico	5,740	3,930	820	560	430
Trust Territory	170	120	10	10	30
Virgin Islands	70	30	10	10	20

1/ Includes full-time, part-time, regular, and temporary staff positions.

2/ Includes positions for prekindergarten, kindergarten, elementary and secondary teachers, and special education teachers for the handicapped.

3/ Includes positions for administrators, supervisors, guidance counselors, psychologists, nurses, attendance officers, social workers, speech therapists, dentists, and physicians.

4/ Includes positions for clerical, custodial, and food service personnel.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 31.--PROFESSIONAL AND NONPROFESSIONAL NEW STAFF POSITIONS FILLED, BY REGION: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Region and other areas	Total, all staff positions 1/	Professional		Nonprofessional	
		Teachers 2/	Other 3/	Teacher aide	Other 4/
United States and Other Areas	381,700	200,500	64,500	73,000	43,700
50 States and District of Columbia	375,440	196,290	63,640	72,330	43,180
New England	12,390	6,970	1,970	2,230	1,220
Mideast	83,840	49,320	13,230	12,650	8,640
Great Lakes	63,060	33,600	13,100	9,970	6,390
Plains	33,720	19,140	5,270	5,190	4,120
Southeast	108,820	49,520	17,190	25,980	16,130
Southwest	38,380	20,830	6,240	8,240	3,070
Rocky Mountain	7,300	4,320	1,240	1,110	630
Far West	27,930	12,590	5,400	6,960	2,980
Other Areas	6,260	4,210	860	670	520

1/ Includes full-time, part-time, regular and temporary staff positions.

2/ Includes positions for prekindergarten, kindergarten, elementary and secondary teachers, and special education teachers for the handicapped.

3/ Includes positions for administrators, supervisors, guidance counselors, psychologists, nurses, attendance officers, social workers, speech therapists, dentists, and physicians.

4/ Includes positions for clerical, custodial, and food service personnel.

NOTE.-The States in each region and other areas may be found on page 71.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 32.--NEW STAFF POSITIONS FILLED AND TOTAL SALARIES PAID, BY STAFF ASSIGNMENT: UNITED STATES AND OTHER AREAS, FISCAL 1966

Staff assignment	Positions filled[1]		Salaries paid[2]	
	Number	Percent	Amount	Percent
Total, All Staff Assignments ...	381,700	100.0	$468,718,993	100.0
Professional	265,000	69.4	379,662,384	81.0
Teacher	200,500	52.5	274,909,578	58.6
Prekindergarten	4,000	1.0	9,374,380	2.0
Kindergarten	9,500	2.5	15,936,446	3.4
Elementary	132,000	34.6	171,770,118	36.6
Secondary	52,900	13.8	74,078,882	15.8
Special education-handicapped	2,100	0.6	3,749,752	0.8
Other Professional	64,500	16.9	104,752,806	22.4
Supervision and/or administration .	17,700	4.6	31,487,916	6.7
Counseling, testing, or psychologist	9,300	2.4	21,070,566	4.5
Librarian	8,200	2.1	13,592,851	2.9
Nurse	4,900	1.3	6,447,450	1.4
Social worker and/or attendance ...	2,900	0.8	5,994,504	1.3
Speech therapist	1,900	0.5	3,749,752	0.8
Physician	1,000	0.3	1,406,157	0.3
Dentist	800	0.2	848,693	0.2
Other [3]	17,800	4.7	20,154,917	4.3
Nonprofessional	116,700	30.6	89,056,609	19.0
Teacher aide .....[4].....	73,000	19.1	53,902,684	11.5
Other nonprofessional [4].....	43,700	11.5	35,153,925	7.5

1/ Includes full-time, part-time, regular, and temporary staff positions.

2/ Includes Title I funds for full salary payments as well as for additional assignments over and above regular staff assignments.

3/ It is estimated that approximately two-thirds of the staff positions included in other are for administrators, counselors, librarians, and others not specifically identified. Staff members receiving inservice training are also included in other.

4/ Includes positions for clerical, custodial, and food service personnel.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 33.--NEW STAFF POSITIONS FILLED IN 32 BIG CITIES,[1] BY STAFF ASSIGNMENT: FISCAL YEAR 1966

Staff assignment	Positions filled [2]	
	Number	Percent
Total, All Staff Assignments	45,610	100.0
Professional	36,880	80.9
Teacher	25,330	55.5
Prekindergarten	520	1.1
Kindergarten	1,200	2.6
Elementary	15,990	35.1
Secondary	7,390	16.2
Special Education	230	0.5
Other Professional	11,550	25.3
Supervision and/or administration	1,060	2.3
Counseling, testing, or psychologist	1,090	2.4
Librarian	740	1.6
Nurse	240	0.5
Social worker and/or attendance	240	0.5
Speech therapist	140	0.3
Physician	30	0.1
Dentist	20	0.1
Other [3]	7,990	17.5
Nonprofessional	8,730	19.2
Teacher aide	5,380	11.8
Other nonprofessional [4]	3,350	7.4

1/ Selected from the 50 largest cities of the 1960 Census.

2/ Includes full-time, part-time, regular, and temporary staff positions.

3/ It is estimated that approximately two-thirds of the staff positions included in other are for administrators, counselors, librarians, and others not specifically identified. Staff members receiving inservice training are also included in other.

4/ Includes positions for clerical, custodial, and food service personnel.

NOTE. - Percents may not add to 100.0 because of rounding.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 34--NEW STAFF POSITIONS FILLED AND STAFF MEMBERS WHO RECEIVED INSERVICE TRAINING, BY STAFF ASSIGNMENT: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Staff assignment	Total, new staff positions filled 1/		Staff members receiving inservice training		
	Number	Percent	Number	Percent	As a percent of new positions filled
Total, All Staff Assignments	381,700	100.0	237,400	100.0	62.2
Teacher 2/	200,500	52.5	170,400	71.8	85.0
Other professional 3/.....	64,500	16.9	18,200	7.7	28.2
Teacher aide	73,000	19.1	40,600	17.1	55.6
Other nonprofessional 4/...	43,700	11.4	8,200	3.5	18.8

1/ Includes full-time, part-time, regular, and temporary staff positions.

2/ Includes positions for prekindergarten, kindergarten, elementary and secondary teachers, and special education teachers for the handicapped.

3/ Includes positions for administrators, supervisors, guidance counselors, psychologists, nurses, attendance officers, social workers, speech therapists, dentists, and physicians.

4/ Includes positions for clerical, custodial, and food service personnel.

NOTE. - Percents may not add to 100.0 because of rounding.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 35.--UNFILLED STAFF POSITIONS, BY STAFF ASSIGNMENT: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Staff assignment	Unfilled staff positions 1/		
	Number	Percent	As a percent of positions filled
Total, All Staff Assignments	20,600	100.0	5.4
Professional	16,950	82.3	6.4
Teacher	10,250	49.8	5.1
Prekindergarten	200	1.0	5.0
Kindergarten	450	2.2	4.7
Elementary	6,650	32.3	5.0
Secondary	2,600	12.6	4.9
Special education-handicapped	350	1.7	16.7
Other Professional	6,700	32.5	10.4
Supervision and/or administration	600	2.9	3.4
Counseling, testing, or psychologist	1,650	8.0	17.7
Librarian	850	4.1	10.4
Nurse	600	2.9	12.2
Social worker and/or attendance	650	3.2	22.4
Speech therapist	350	1.7	18.4
Physician	150	0.7	15.0
Dentist	100	0.5	12.5
Other 2/	1,750	8.5	9.8
Nonprofessional	3,650	17.7	3.1
Teacher aide	2,550	12.4	3.5
Other nonprofessional 3/	1,100	5.3	2.5

1/ Represent full-time, part-time, regular, and temporary staff positions.

2/ Staff positions represented in other are for administrators, counselors, librarians, and others not specifically identified. Positions of staff members receiving inservice training are also included in other.

3/ Represents positions for clerical, custodial, and food service personnel.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 36.--NUMBER OF PROJECTS FUNDED, BY STATE: UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Projects	State or other area	Projects
United States and Other Areas	22,190	New Jersey	607
		New Mexico	203
		New York	1,461
50 States and District of Columbia	22,104	North Carolina	185
		North Dakota	448
Alabama	131	Ohio	1,045
Alaska	22	Oklahoma	774
Arizona	280	Oregon	383
Arkansas	409	Pennsylvania	821
California	1,802	Rhode Island	82
Colorado	181	South Carolina	275
Connecticut	175	South Dakota	431
Delaware	37	Tennessee	348
District of Columbia	3	Texas	812
Florida	172	Utah	46
Georgia	271	Vermont	155
Hawaii	87	Virginia	388
Idaho	185	Washington	552
Illinois	952	West Virginia	140
Indiana	412	Wisconsin	665
		Wyoming	69
Iowa	1,033		
Kansas	454	Other Areas	86
Kentucky	277		
Louisiana	81	American Samoa	-0-
Maine	460	Guam	6
		Puerto Rico	61
Maryland	61	Trust Territory	17
Massachusetts	323	Virgin Islands	2
Michigan	771		
Minnesota	1,261		
Mississippi	305		
Missouri	982		
Montana	521		
Nebraska	369		
Nevada	20		
New Hampshire	177		

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 37.--NUMBER OF PROJECTS FUNDED, BY INSTRUCTIONAL AND SERVICE ACTIVITIES UNITED STATES AND OTHER AREAS, FISCAL YEAR 1966

Activity	Projects 1/	
	Number	Percent
Total, All Activities	22,190	--
Instructional Activities	21,770	98.1
Reading, English language arts, and English as a second language	15,400	69.4
Art, music, and cultural enrichment	6,220	28.0
General compensatory education	8,320	37.5
Physical education and/or recreation	4,100	18.5
Mathematics	3,600	16.2
Science	3,220	14.5
Social studies and/or social work	2,600	11.7
Business education, office skills, and work study	1,180	5.3
Industrial arts, vocational	1,200	5.4
Speech therapy	880	4.0
Home economics	540	2.4
Foreign language	330	1.5
Special education for handicapped	260	1.2
Other	1,400	6.3
Service Activities	21,150	95.3
Books, supplies, and materials	12,900	58.1
Library	4,240	19.1
Health (including psychiatric)	7,210	32.5
Guidance, counseling, psychology	6,900	31.1
Transportation	4,420	19.9
Food	5,060	22.8
Attendance	1,550	7.0
School social work	1,330	6.0
Clothing	320	1.4
Other	1,890	8.5
Inservice Training	7,600	34.2
Construction	1,200	5.4
Other	2,030	9.1

1/ Numbers and percents are not additive because many projects contain more than one component or activity.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Table 28.---NUMBER OF ELIGIBLE SCHOOL DISTRICTS, BY PARTICIPATION AND STATE: UNDER STATES AND OTHER AREAS, FISCAL YEAR 1966

State or other area	Eligible 1/ school districts			State or other area	Eligible 1/ school districts		
	Total, all districts	Participating	Not participating		Total, all districts	Participating	Not participating
United States and Other Areas	24,926	17,481	7,445	New Jersey	543	526	17
				New Mexico	90	89	1
50 States and District of Columbia	24,921	17,477	7,444	New York	962	829	133
				North Carolina ...	100	99	1
				North Dakota	529	242	287
Alabama	119	113	6	Ohio	719	654	65
Alaska	15	13	2	Oklahoma	824	797	27
Arizona	270	169	101	Oregon	377	311	66
Arkansas	402	402	-0-	Pennsylvania	1,636	898	738
California	1,205	1,044	161	Rhode Island	40	34	6
Colorado	179	160	19	South Carolina ...	108	103	5
Connecticut	158	123	35	South Dakota	2,329	843	1,486
Delaware	59	59	-0-	Tennessee	152	150	2
District of Columbia	1	1	-0-	Texas	1,310	1,129	181
Florida	68	68	-0-	Utah	36	36	-0-
				Vermont	223	216	7
Georgia	193	188	5	Virginia	138	125	13
Hawaii	1	1	-0-	Washington	341	316	25
Idaho	103	98	5	West Virginia	55	55	-0-
Illinois	1,349	850	499	Wisconsin	570	500	70
Indiana	419	390	29	Wyoming	78	50	28
Iowa	1,056	639	417	Other Areas	5	4	1
Kansas	1,300	1,100	200				
Kentucky	197	196	1	American Samoa ...	1	-0-	1
Louisiana	41	39	2	Guam	1	1	-0-
Maine	152	148	4	Puerto Rico	1	1	-0-
				Trust Territory ..	1	1	-0-
Maryland	24	23	1	Virgin Islands ...	1	1	-0-
Massachusetts	321	191	130				
Michigan	1,098	933	165				
Minnesota	1,642	800	842				
Mississippi	159	134	25				
Missouri	900	552	348				
Montana	826	420	406				
Nebraska	1,358	500	858				
Nevada	14	10	4				
New Hampshire	132	111	21				

1/ Explanation of school district eligibility may be found on page 70.

STATE PROGRAMS FOR HANDICAPPED CHILDREN (PL 89-313)

The Public Law 89-313 amendment to Title I of the Elementary and Secondary Education Act authorized grants to all State agencies directly responsible for the free public education of handicapped children. Such agencies include departments of education, health, welfare, mental health and mental hygiene; State boards of control; and others. The education may be provided in State operated schools such as residential schools for the blind, deaf, or mentally retarded, or in schools supported by State agencies directly responsible for some or all of the children enrolled.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
(AS AMENDED UNDER PL 89-313, STATE PROGRAMS FOR HANDICAPPED CHILDREN)

Table 39.--ENTITLEMENTS, BY ADMINISTERING STATE AGENCY AND STATE: FISCAL YEAR 1966

State	Total, all entitlements	Entitlements, by administering State agency				
		Education	Health	Mental health or hygiene	Welfare	Other
United States	$15,917,101	$5,757,536	$830,849	$5,030,910	$2,114,687	$2,183,119
Alabama	148,665	53,268	0	0	0	95,397
Alaska 1/	0	0	0	0	0	0
Arizona	173,856	173,856	0	0	0	0
Arkansas	150,404	150,404	0	0	0	0
California	567,580	302,193	0	265,387	0	0
Colorado	367,393	58,543	0	0	0	308,850
Connecticut	433,574	104,617	265,569	30,487	0	32,901
Delaware	141,033	68,662	9,580	62,791	0	0
District of Columbia	193,349	106,477	0	0	86,872	0
Florida	404,666	0	0	283,016	0	121,650
Georgia	48,563	0	48,563	0	0	0
Hawaii	136,561	97,278	39,283	0	0	0
Idaho	45,504	0	21,536	0	0	23,968
Illinois	428,026	0	0	229,556	198,470	0
Indiana	556,916	0	176,418	380,498	0	0
Iowa	314,358	0	0	0	0	314,358
Kansas	224,603	0	0	0	113,005	111,598
Kentucky	106,074	69,024	0	37,050	0	0
Louisiana	166,935	0	166,935	0	0	0
Maine	90,036	13,296	380	76,360	0	0
Maryland	262,785	0	0	145,402	0	117,383
Massachusetts	730,385	376,196	0	354,189	0	0
Michigan	580,596	161,594	0	419,002	0	0
Minnesota	606,755	0	0	0	606,755	0
Mississippi 1/	0	0	0	0	0	0
Missouri	357,383	357,383	0	0	0	0
Montana	138,235	0	0	0	0	138,235
Nebraska	136,909	48,551	0	0	0	88,358
Nevada	13,866	13,866	0	0	0	0
New Hampshire	58,444	23,065	35,379	0	0	0
New Jersey	1,058,106	1,058,106	0	0	0	0
New Mexico	211,491	211,491	0	0	0	0
New York	2,707,272	724,333	37,295	1,918,148	0	27,496
North Carolina	394,484	0	0	224,981	0	169,503
North Dakota	70,649	0	0	0	0	70,649
Ohio	327,292	98,033	0	229,259	0	0
Oklahoma	59,173	0	0	0	59,173	0
Oregon	312,765	94,226	0	0	0	218,539
Pennsylvania	1,345,289	543,623	29,911	0	771,755	0
Rhode Island	109,713	32,638	0	0	77,075	0
South Carolina	148,140	0	0	23,006	0	125,134
South Dakota	97,267	23,077	0	0	0	74,190
Tennessee	87,670	87,670	0	0	0	0
Texas	465,160	171,006	0	287,914	0	6,240
Utah	76,560	44,851	0	0	31,709	0
Vermont	79,122	42,280	0	29,878	0	6,964
Virginia	41,551	41,551	0	0	0	0
Washington	300,363	187,194	0	0	0	113,169
West Virginia	88,715	54,729	0	33,986	0	0
Wisconsin	264,247	94,374	0	0	169,873	0
Wyoming	88,618	70,081	0	0	0	18,537

1/ Alaska and Mississippi did not apply for funds for fiscal year 1966.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
(AS AMENDED UNDER PL 89-313, STATE PROGRAMS FOR HANDICAPPED CHILDREN)

Table 40.--ENTITLEMENTS, BY HANDICAP OF CHILDREN ON WHICH ENTITLEMENTS WERE BASED AND STATE: FISCAL YEAR 1966

State	Total, all entitlements	Entitlements, by handicap of children				
		Crippled, special health	Deaf	Emotionally disturbed	Mentally retarded	Visually handicapped
United States	$15,917,101	$522,666	$3,528,260	$1,987,484	$8,354,003	$1,524,688
Alabama	148,665	0	62,408	0	53,268	32,989
Alaska 1/	0	0	0	0	0	0
Arizona	173,856	8,856	42,981	12,818	85,296	23,905
Arkansas	150,404	0	44,847	0	79,473	26,084
California	567,580	6,317	254,944	122,275	143,112	40,932
Colorado	367,393	0	40,383	0	308,850	18,160
Connecticut	433,574	17,352	104,363	30,487	248,217	33,155
Delaware	141,033	69,055	0	19,763	52,215	0
District of Columbia	193,349	52,694	25,828	0	105,803	9,024
Florida	404,666	0	81,164	8,676	274,340	40,486
Georgia	48,563	0	0	0	48,563	0
Hawaii	136,561	5,132	21,964	9,040	96,412	4,013
Idaho	45,504	0	18,410	0	21,536	5,558
Illinois	428,026	23,381	117,700	94,054	135,502	57,389
Indiana	556,916	0	132,548 2/	82,803	294,413	47,152
Iowa	314,358	14,959	73,181	4,372	190,548	31,298
Kansas	224,603	0	77,368	24,852	88,153	34,230
Kentucky	106,074	0	45,985	2,335	34,715	23,039
Louisiana	166,935	0	0	0	166,935	0
Maine	90,036	11,017	28,682	0	50,147	190
Maryland	262,785	0	62,556	64,490	80,912	54,827
Massachusetts	730,385	0	173,988	173,210	333,994	49,193
Michigan	580,596	0	98,911	118,932	300,070	62,683
Minnesota	606,755	29,161	74,728	75,817	404,879	22,170
Mississippi 1/	0	0	0	0	0	0
Missouri	357,383	0	72,645	0	239,641	45,097
Montana	138,235	0	17,067	0	112,636	8,532
Nebraska	136,909	4,173	28,026	14,031	75,917	14,762
Nevada	13,866	0	7,541	0	5,839	486
New Hampshire	58,444	1,173	23,065	5,473	27,169	1,564
New Jersey	1,058,106	58,191	126,945	227,066	625,471	20,433
New Mexico	211,491	0	49,178	0	131,609	30,704
New York	2,707,272	50,092	526,156	662,246	1,283,398	185,380
North Carolina	394,484	0	106,101	2,588	222,393	63,402
North Dakota	70,649	0	18,286	0	45,298	7,065
Ohio	327,292	0	54,128	35,718	193,541	43,905
Oklahoma	59,173	0	39,014	0	0	20,159
Oregon	312,765	29,135	76,929	24,716	110,511	71,474
Pennsylvania	1,345,289	91,395	288,666	131,751	681,310	152,167
Rhode Island	109,713	1,255	23,600	5,272	72,054	7,532
South Carolina	148,140	0	33,645	0	97,209	17,286
South Dakota	97,267	23,077	24,802	0	36,664	12,724
Tennessee	87,670	0	56,056	0	0	31,614
Texas	465,160	6,240	129,278	0	287,914	41,728
Utah	76,560	0	30,248	0	31,709	14,603
Vermont	79,122	15,996	19,320	13,928	29,878	0
Virginia	41,551	0	23,821	0	0	17,730
Washington	300,363	4,015	75,530	0	189,201	31,617
West Virginia	88,715	0	33,669	2,234	31,752	21,060
Wisconsin	264,247	0	47,187	0	169,873	47,187
Wyoming	88,618	0	14,418	18,537	55,663	0

1/ Alaska and Mississippi did not apply for funds for fiscal year 1966.
2/ Includes $3,282 for children with speech and hearing impairments.

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
(AS AMENDED UNDER PL 89-313, STATE PROGRAMS FOR HANDICAPPED CHILDREN)

Table 41.--NUMBER OF CHILDREN ON WHICH ENTITLEMENTS WERE BASED BY HANDICAP OF OF CHILDREN AND STATE: FISCAL YEAR 1966

State	Total, all 1/ children	Children, by handicap				
		Crippled, special health	Deaf	Emotionally disturbed	Mentally retarded	Visually handicapped
United States	65,440	2,023	15,111	7,074	34,570	6,662
Alabama	1,041	0	437	0	373	231
Alaska 2/	0	0	0	0	0	0
Arizona	746	38	184	55	366	103
Arkansas	986	0	294	0	521	171
California	2,246	25	1,009	484	566	162
Colorado	1,537	0	169	0	1,292	76
Connecticut	1,706	68	410	120	977	131
Delaware	529	259	0	74	196	0
District of Columbia	747	204	100	0	408	35
Florida	2,099	0	421	45	1,423	210
Georgia	312	0	0	0	312	0
Hawaii	646	24	104	43	456	19
Idaho	262	0	106	0	124	32
Illinois	1,611	88	443	354	510	216
Indiana	2,421	0	576 3/	360	1,280	205
Iowa	1,366	65	318	19	828	136
Kansas	958	0	330	106	376	146
Kentucky	681	0	295	15	223	148
Louisiana	876	0	0	0	876	0
Maine	474	58	151	0	264	1
Maryland	1,088	0	259	267	335	227
Massachusetts	2,821	0	672	669	1,290	190
Michigan	2,436	0	415	499	1,259	263
Minnesota	2,200	106	271	275	1,468	80
Mississippi 2/	0	0	0	0	0	0
Missouri	1,633	0	332	0	1,095	206
Montana	567	0	70	0	462	35
Nebraska	684	21	140	70	379	74
Nevada	57	0	31	0	24	2
New Hampshire	283	6	112	26	131	8
New Jersey	3,676	202	441	789	2,173	71
New Mexico	903	0	210	0	562	131
New York	7,404	137	1,489	1,811	3,510	457
North Carolina	2,439	0	656	16	1,375	392
North Dakota	341	0	88	0	218	35
Ohio	1,482	0	245	162	876	199
Oklahoma	326	0	215	0	0	111
Oregon	1,147	107	282	91	405	262
Pennsylvania	5,667	385	1,216	555	2,870	641
Rhode Island	437	5	94	21	287	30
South Carolina	1,114	0	253	0	731	130
South Dakota	451	107	115	0	170	59
Tennessee	599	0	383	0	0	216
Texas	2,386	32	663	0	1,477	214
Utah	367	0	145	0	152	70
Vermont	351	70	86	62	133	0
Virginia	232	0	133	0	0	99
Washington	1,197	16	301	0	754	126
West Virginia	556	0	211	14	199	132
Wisconsin	1,008	0	180	0	648	180
Wyoming	344	0	56	72	216	0

1/ Children are reported as number in average daily attendance in schools for the handicapped.
2/ Alaska and Mississippi did not apply for funds for fiscal year 1966.
3/ Includes 14 children with speech and hearing impairment.

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TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
(AS AMENDED UNDER PL 89-313, STATE PROGRAMS FOR HANDICAPPED CHILDREN)

Table 42--ENTITLEMENTS AND NUMBER OF CHILDREN ON WHICH ENTITLEMENTS WERE BASED, BY HANDICAP OF CHILDREN: UNITED STATES, FISCAL YEAR 1966

Handicap	Entitlements		Children	
	Amount	Percent	Number	Percent
Total, All Handicaps ...	$15,917,101	100.0	65,440	100.0
Crippled, special health ..	522,666	3.3	2,023	3.1
Deaf	3,528,260	22.1	15,111	23.1
Emotionally disturbed	1,987,484	12.5	7,074	10.8
Mentally retarded	8,354,003	52.5	34,570	52.8
Visually handicapped	1,524,688	9.6	6,662	10.2

Table 43--ENTITLEMENTS, BY STATE AGENCY ADMINISTERING THE PROGRAM: UNITED STATES, FISCAL YEAR 1966

State agency	Entitlements	
	Amount	Percent
Total, All Agencies	$15,917,101	100.0
Educational	5,757,536	36.2
Health	830,849	5.2
Mental health or hygiene	5,030,910	31.6
Welfare	2,114,687	13.3
Other	2,183,119	13.7

TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
(AS AMENDED UNDER PL 89-313, STATE PROGRAMS FOR HANDICAPPED CHILDREN)

Table 44.--EXPENDITURES, BY PURPOSE: UNITED STATES, FISCAL YEAR 1966

Purpose of expenditure	Expenditures	
	Amount	Percent
Total, All Purposes	$11,165,689	100.0
Operation	10,192,529	91.3
Administration	331,350	3.0
Instruction	3,891,225	34.8
Initial or additional equipment	4,563,395	40.9
Other	1,406,559	12.6
Construction	973,160	8.7

APPENDIX

FORMULAS FOR DETERMINING STATE ENTITLEMENTS

Public Law 89-10. - The State entitlements under Title I for the fiscal year 1966, were based on the number of children aged 5 through 17 from low-income families in eligible school districts. Eligibility of the districts was determined by the U.S. Commissioner of Education on the basis of data provided by the Bureau of the Census.

The formula for computing these maximum basic grants incorporated three factors:

A. The number of children aged 5 through 17 from families with an annual income of less than $2,000.

B. The number of children aged 5 through 17 from families with incomes exceeding $2,000 in the form of aid to families with dependent children under Title IV of the Social Security Act.

C. One-half the average per pupil expenditure in the State for the second year preceding the year for which the computation was made.

Formula: (A + B) x C = amount of State entitlement.

Public Law 89-313. - The State entitlements under the amended Title I for the fiscal year 1966, were based on the number of children in average daily attendance at schools for the handicapped operated or supported by a State agency, multiplied by one-half the average per pupil expenditure in the State for the year preceding the year for which the computation was made.

FORMULAS FOR DETERMINING STATE ENTITLEMENTS - continued

State Administration. - State educational agencies received Federal funds for expenditures required to administer Title I programs, including technical assistance for evaluation, not exceeding:

1. One percent of the total entitlements to local educational agencies of the State, or
2. $75,000, ($25,000 in the case of other areas)

whichever was greater.

ELIGIBILITY OF LOCAL EDUCATIONAL AGENCIES

The U.S. Commissioner of Education determined the eligibility of local educational agencies for the first year of Title I on the basis of data provided by the Bureau of the Census. In addition, compliance with Title VI of the Civil Rights Act of 1964 was required of all local educational agencies submitting applications under Title I.

The basis for determining eligibility of local educational agencies was the numbers of children aged 5 to 17, as shown on the 1960 census, who were from families with incomes of less than $2,000 a year. The Act provided that eligibility be determined on a school district basis, if satisfactory data were available. When satisfactory data were not available on a district basis--as was the case for the year 1965-66--all local educational agencies in a county were considered eligible which had at least 100 such children.

If the district of a single local educational agency was coterminous with a county with less than 100 such children, and if not less than 3 percent, and at least 10, of the children 5 to 17 were from families with incomes of less than $2,000 a year, then the local educational agency would be eligible. If, however, more than one school district was contained in such a county, the State educational agency was to supply to the U.S. Commissioner of Education adequate information concerning the boundaries of these districts; then the Commissioner determined the eligibility of each district, using the same criteria used for a countywide district.

REGIONS AND OTHER AREAS

New England	-	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mideast	-	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Great Lakes	-	Illinois, Indiana, Michigan, Ohio, Wisconsin
Plains	-	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Southeast	-	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Southwest	-	Arizona, New Mexico, Oklahoma, Texas
Rocky Mountain	-	Colorado, Idaho, Montana, Utah, Wyoming
Far West	-	Alaska, California, Hawaii, Nevada, Oregon, Washington
Other Areas	-	American Samoa, Guam, Puerto Rico, Trust Territory, Virgin Islands

TECHNICAL NOTES

This section of the report describes the universe, the sample design and the sample selection procedures, the response rates, the method of estimation, and the sampling and nonsampling errors in the yearend statistical survey.

The universe of inquiry consisted of the 11,104 public local educational agencies (LEAs) in the United States, the District of Columbia, and the 5 outlying areas with enrollment of 300 or more students that participated in the Title I program during fiscal year 1966. These LEAs comprise about 97 percent of the total public school enrollment.

A one-stage stratified sample was used. The LEAs were stratified by State and by enrollment size within the State. The number of LEAs in the sample for a particular State was determined by the sample size needed to obtain the specified precision at the 2 sigma confidence level. Where more than one stratum was required, the strata boundaries were set up in such a manner that the aggregate enrollment within each stratum was approximately equal. In most of the States two strata were required; three strata were used in California, New York and Ohio. Table 1 shows the enrollment sizes that were used for strata boundaries in each of the States.

Within each of the States the LEAs were ranked in descending order according to enrollment size. All the LEAs that fell within the first stratum were selected in the sample with certainty. In the other strata the LEAs that fell in the sample were selected in a systematic manner after a random start. For example, in Alabama there were 112

LEAs in the universe. (See table 2). Eleven of these LEAs had enrollments of 12,000 or more students. These 11 LEAs were put in Stratum I and the other 101 LEAs in Stratum II. The 11 LEAs in Stratum I were selected with certainty (a sampling ratio of 1:1). In Stratum II a sampling ratio of 1:2 was used to select the LEAs that were to fall in the sample, that is, 51 out of 101. The number of LEAs in the universe and the number in the sample for each stratum is shown in table 2. The number of respondents is also shown in this table. The sampling ratio and the response rate for each stratum is shown in table 3.

The response rate for the nation as a whole was very satisfactory, 87.6 percent. In fact, except for a few States, the response rate from the individual States was excellent.

Because of the high response rate and because of the absence of relevant data on which to base adjustment for instrument nonresponse, the LEAs that had not responded were assumed to have the same program characteristics as the responding LEAs in their respective stratum. The sampling ratios were then adjusted to provide for instrument nonresponse. To illustrate: In Stratum II of Alabama 51 questionnaires were mailed out and 46 LEAs completed and returned the questionnaire. The sample would no longer consist of 51 out of 101 LEAs (a sampling ratio of 1:2) but of 46 out of 101 (a sampling ratio of 1:2.2). If the original sampling ratio was used to obtain population estimates from the sample data, then, these estimates would, on the average, be too low. To correct for this effect, the sampling ratio for each of the strata was recomputed as the ratio of useable returns to the total number of LEAs in the stratum. It seems unlikely that this procedure for the treatment

of instrument nonresponse is a source of serious bias at the national level or in most of the States. However, in those States where a lower proportion of LEAs responded there may be a higher nonresponse bias.

The estimation procedure that was used to develop the statistics in this survey consisted of inflating the sample data by an inflation factor that was the inverse of the probability by which the LEA was selected to fall in the sample and then adjusting this factor to account for nonresponse as described above.

Since the estimates are based on a sample, they may differ somewhat from the figures that would have been obtained if a complete count of all the LEAs in the universe had been taken using the same questionnaire, instructions and procedures. As in any survey work the results are subject to errors of response and of reporting as well as sampling variability.

Sampling error is one component of the total error of a survey. The major types of nonsampling errors in this report are errors due to biases in the responses, errors introduced by imputations, and errors introduced in the coding and other processing of the questionnaires. For estimates of totals representing relatively small proportions of the population, the major component of the total survey error tends to be the sampling error. As the estimated totals approach the level of the total population, the sampling error decreases relative to the size of the estimate. This is not necessarily true of the nonsampling errors, and they tend to assume a relatively larger role in the total survey error.

The reliability of the estimates made from sample data can be measured by the standard error which is used to determine confidence limits around the sample estimate; that is, the standard error is primarily a measure of the variations that occur by chance because a sample rather than the whole of the population is surveyed. The chances are about 68 out of 100 that an estimate from the sample would differ from a complete census figure by less than the standard error. The chances are 95 out of 100 that the difference would be less than twice the standard error. The standard error also partially measures the effect of response errors but does not measure any systematic biases in the data.

The precision of sample estimates can also be measured in relative terms by the use of the coefficient of variation which is equal to the standard error of the estimate divided by the value being estimated. The coefficient of variation for the estimated number of children participating at the national level is 1.2 percent.

Table 1.--STRATUM BOUNDARIES OF LOCAL EDUCATIONAL AGENCIES, BY STATE

State or other area	Enrollment size of public local educational agencies included in --		
	Stratum I	Stratum II	Stratum III
Alabama	12,000 and over	Under 12,000	
Alaska	All		
Arizona	6,000 and over	Under 6,000	
Arkansas	3,000 and over	Under 3,000	
California	25,000 and over	24,999 - 6,000	Under 6,000
Colorado	12,000 and over	Under 12,000	
Connecticut	6,000 and over	Under 6,000	
Delaware	3,000 and over	Under 3,000	
District of Columbia	All		
Florida	12,000 and over	Under 12,000	
Georgia	6,000 and over	Under 6,000	
Hawaii	All		
Idaho	3,000 and over	Under 3,000	
Illionis	6,000 and over	Under 6,000	
Indiana	6,000 and over	Under 6,000	
Iowa	3,000 and over	Under 3,000	
Kansas	3,000 and over	Under 3,000	
Kentucky	6,000 and over	Under 6,000	
Louisiana	12,000 and over	Under 12,000	
Maine	3,000 and over	Under 3,000	
Maryland	All		
Massachusetts	12,000 and over	Under 12,000	
Michigan	6,000 and over	Under 6,000	
Minnesota	3,000 and over	Under 3,000	
Mississippi	6,000 and over	Under 6,000	
Missouri	6,000 and over	Under 6,000	
Montana	1,200 and over	Under 1,200	
Nebraska	3,000 and over	Under 3,000	
Nevada	All		
New Hampshire	3,000 and over	Under 3,000	
New Jersey	6,000 and over	Under 6,000	
New Mexico	6,000 and over	Under 6,000	
New York	12,000 and over	11,999 - 3,000	Under 3,000
North Carolina	12,000 and over	Under 12,000	
North Dakota	1,200 and over	Under 1,200	
Ohio	12,000 and over	11,999 - 3,000	Under 3,000
Oklahoma	3,000 and over	Under 3,000	
Oregon	6,000 and over	Under 6,000	
Pennsylvania	6,000 and over	Under 6,000	
Rhode Island	6,000 and over	Under 6,000	
South Carolina	6,000 and over	Under 6,000	
South Dakota	1,200 and over	Under 1,200	
Tennessee	6,000 and over	Under 6,000	
Texas	12,000 and over	Under 12,000	
Utah	12,000 and over	Under 12,000	
Vermont	3,000 and over	Under 3,000	
Virginia	12,000 and over	Under 12,000	
Washington	6,000 and over	Under 6,000	
west Virginia	12,000 and over	Under 12,000	
Wisconsin	3,000 and over	Under 3,000	
Wyoming	3,000 and over	Under 3,000	
Other Areas			
American Samoa	All		
Guam	All		
Trust Territory	All		
Puerto Rico	All		
Virgin Islands	All		

Table 2.--NUMBER OF LOCAL EDUCATIONAL AGENCIES IN THE UNIVERSE AND IN THE SAMPLE AND THE NUMBER OF RESPONDENTS, BY STATE AND STRATUM

State or other area	Total, Local Education Agencies			Stratum I		
	Universe	Sample	Respondents	Universe	Sample	Respondents
United States and Other Areas . .	11,104	3,084	2,701	982	982	895
50 States and District of Columbia . . .	11,099	3,079	2,697	977	977	891
Alabama	112	62	55	11	11	9
Alaska	9	9	7	9	9	7
Arizona	117	60	59	12	12	12
Arkansas	332	85	84	23	23	23
California	762	102	71	15	15	12
Colorado	114	63	37	9	9	7
Connecticut	104	53	51	23	23	22
Delaware	37	31	25	10	10	10
District of Columbia	1	1	1	1	1	1
Florida	67	47	45	21	21	21
Georgia	190	74	73	28	28	28
Hawaii	1	1	1	1	1	1
Idaho	85	51	47	15	15	14
Illinois	611	91	37	31	31	16
Indiana	369	83	77	27	27	26
Iowa	436	91	87	22	22	22
Kansas	194	71	65	25	25	25
Kentucky	197	77	75	18	18	18
Louisiana	39	39	35	12	12	12
Maine	124	66	10	14	14	2
Maryland	23	23	20	23	23	20
Massachusetts . . .	177	46	44	11	11	10
Michigan	548	99	90	48	48	44
Minnesota	421	92	86	45	45	42
Mississippi	125	56	55	15	15	15
Missouri	380	81	73	16	16	16
Montana	101	58	56	25	25	24
Nebraska	151	68	68	9	9	9
Nevada	10	10	7	10	10	7
New Hampshire . . .	131	31	27	12	12	10
New Jersey	467	93	67	47	47	35
New Mexico	68	46	44	10	10	10
New York	682	100	75	21	21	17
North Carolina . .	169	74	72	21	21	20
North Dakota . . .	102	58	54	14	14	14
Ohio	653	85	80	18	18	18
Oklahoma	306	85	83	21	21	21
Oregon	179	71	67	11	11	11
Pennsylvania . . .	563	78	62	41	41	35
Rhode Island . . .	33	29	27	7	7	7
South Carolina . .	104	57	52	35	35	34
South Dakota . . .	96	55	52	19	19	19
Tennessee	149	71	68	31	31	31
Texas	697	97	94	32	32	32
Utah	34	32	23	7	7	7
Vermont	55	39	39	2	2	2
Virginia	110	58	56	16	16	16
Washington	209	80	67	27	27	22
West Virginia . . .	55	43	43	11	11	11
Wisconsin	365	83	80	40	40	39
Wyoming	35	24	24	5	5	5
Other Areas . .	5	5	4	5	5	4
American Samoa . .	1	1	0	1	1	0
Guam	1	1	1	1	1	1
Trust Territory . .	1	1	1	1	1	1
Puerto Rico	1	1	1	1	1	1
Virgin Islands . .	1	1	1	1	1	1

Table 2.--NUMBER OF LOCAL EDUCATIONAL AGENCIES IN THE UNIVERSE AND IN THE SAMPLE AND THE NUMBER OF RESPONDENTS, BY STATE AND STRATUM, Continued

State or other area	Stratum II			Stratum III		
	Universe	Sample	Respondents	Universe	Sample	Respondents
United States and Other Areas	8,481	1,989	1,722	1,641	113	84
50 States and District of Columbia	8,481	1,989	1,722	1,641	113	84
Alabama	101	51	46			
Alaska						
Arizona	105	48	47			
Arkansas	309	62	61			
California	111	43	34	636	44	25
Colorado	105	54	30			
Connecticut	81	30	29			
Delaware	27	21	15			
District of Columbia						
Florida	46	26	24			
Georgia	162	46	45			
Hawaii						
Idaho	70	36	33			
Illinois	580	60	21			
Indiana	342	56	51			
Iowa	414	69	65			
Kansas	169	46	40			
Kentucky	179	59	57			
Louisiana	27	27	23			
Maine	110	52	8			
Maryland						
Massachusetts	166	35	34			
Michigan	500	51	46			
Minnesota	376	47	44			
Mississippi	110	41	40			
Missouri	364	65	57			
Montana	76	33	32			
Nebraska	142	59	59			
Nevada						
New Hampshire	119	19	17			
New Jersey	420	46	32			
New Mexico	58	36	34			
New York	168	40	28	493	39	30
North Carolina	148	53	52			
North Dakota	88	44	40			
Ohio	123	37	33	512	30	29
Oklahoma	285	64	62			
Oregon	168	60	56			
Pennsylvania	522	37	27			
Rhode Island	26	22	20			
South Carolina	69	22	18			
South Dakota	77	36	33			
Tennessee	118	40	37			
Texas	665	65	62			
Utah	27	25	16			
Vermont	53	37	37			
Virginia	94	42	40			
Washington	182	53	45			
West Virginia	44	32	32			
Wisconsin	325	43	41			
Wyoming	30	19	19			
Other Areas						
American Samoa						
Guam						
Trust Territory						
Puerto Rico						
Virgin Islands						

Table 3.--SAMPLING RATIOS AND RESPONSE RATES, BY STATE AND STRATUM

State or other area	Sampling ratio			Response rate			
	Stratum I	Stratum II	Stratum III	Total	Stratum I	Stratum II	Stratum III
United States and Other Areas	-	-	-	Percent 87.6	Percent 91.1	Percent 86.6	Percent 74.3
Alabama	1:1	1: 2.0		88.7	81.8	88.5	
Alaska	1:1			77.8	77.8		
Arizona	1:1	1: 2.2		98.3	100.0	97.9	
Arkansas	1:1	1: 5.0		98.8	100.0	82.2	
California	1:1	1: 2.6	1:14.5	69.6	80.0	79.1	56.8
Colorado	1:1	1: 1.9		58.7	77.9	55.6	
Connecticut	1:1	1: 2.7		96.2	95.7	96.7	
Delaware	1:1	1: 1.3		80.6	100.0	71.4	
District of Columbia	1:1			100.0	100.0		
Florida	1:1	1: 1.8		95.7	100.0	92.3	
Georgia	1:1	1: 3.5		98.6	100.0	97.8	
Hawaii	1:1			100.0	100.0		
Idaho	1:1	1: 1.9		92.2	93.3	91.7	
Illinois	1:1	1: 9.7		40.7	51.6	35.0	
Indiana	1:1	1: 6.1		92.8	96.3	91.1	
Iowa	1:1	1: 6.0		95.6	100.0	94.2	
Kansas	1:1	1: 3.7		91.5	100.0	87.0	
Kentucky	1:1	1: 3.0		97.4	100.0	96.6	
Louisiana	1:1	1: 1.0		89.7	100.0	85.2	
Maine	1:1	1: 2.1		15.2	14.3	15.7	
Maryland	1:1			87.0	87.0		
Massachusetts	1:1	1: 4.7		95.7	90.9	97.1	
Michigan	1:1	1: 9.8		90.9	91.7	90.2	
Minnesota	1:1	1: 8.0		93.5	93.3	93.6	
Mississippi	1:1	1: 2.7		98.2	100.0	97.0	
Missouri	1:1	1: 5.6		90.1	100.0	87.7	
Montana	1:1	1: 2.3		96.6	96.0	97.0	
Nebraska	1:1	1: 2.4		100.0	100.0	100.0	
Nevada	1:1			70.0	70.0		
New Hampshire	1:1	1: 6.3		87.1	83.3	89.5	
New Jersey	1:1	1: 9.1		72.0	74.5	69.6	
New Mexico	1:1	1: 1.6		95.7	100.0	94.4	
New York	1:1	1: 4.2	1:12.6	75.0	81.0	70.0	76.9
North Carolina	1:1	1: 2.8		97.3	95.2	98.1	
North Dakota	1:1	1: 2.0		93.1	100.0	90.1	
Ohio	1:1	1: 3.3	1:17.1	94.1	100.0	89.2	96.7
Oklahoma	1:1	1: 4.5		97.6	100.0	96.9	
Oregon	1:1	1: 2.8		94.4	100.0	93.3	
Pennsylvania	1:1	1:14.1		79.5	85.4	73.0	
Rhode Island	1:1	1: 1.2		93.1	100.0	90.9	
South Carolina	1:1	1: 3.1		91.2	97.1	81.8	
South Dakota	1:1	1: 2.1		94.5	100.0	91.7	
Tennessee	1:1	1: 3.0		95.8	100.0	92.5	
Texas	1:1	1:10.2		96.9	100.0	95.4	
Utah	1:1	1: 1.1		72.0	100.0	64.0	
Vermont	1:1	1: 1.4		100.0	100.0	100.0	
Virginia	1:1	1: 2.2		96.6	100.0	95.2	
Washington	1:1	1: 3.4		83.8	81.5	84.9	
West Virginia	1:1	1: 1.4		100.0	100.0	100.0	
Wisconsin	1:1	1: 7.6		96.4	97.5	95.3	
Wyoming	1:1	1: 1.6		100.0	100.0	100.0	
Other Areas							
American Samoa	1:1			0.0	0.0		
Guam	1:1			100.0	100.0		
Trust Territory	1:1			100.0	100.0		
Puerto Rico	1:1			100.0	100.0		
Virgin Islands	1:1			100.0	100.0		

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
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1. FILE CONTROL NO.

1965-66 STATISTICAL REPORT OF TITLE I PROGRAM ACTIVITIES
ESEA P.L. 89-10

2. STATE CODE	3. COUNTY CODE	4. LEA CODE	5. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY

6. CITY OR TOWN	7. COUNTY	8. STATE

I CERTIFY that, to the best of my knowledge and belief the information contained herein is correct and complete

9A. NAME OF AUTHORIZED LEA REPRESENTATIVE	B. SIGNATURE	C. TELEPHONE (*Area Code and Local No.*)	D. DATE

10. A. NAME OF CONTACT PERSON (*if different from 9A above*)	B. SIGNATURE	C. TELEPHONE (*Area Code and Local No.*)	D. DATE

11 TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY ENROLLMENT AND GRADE SPAN (*Unduplicated count*)

	ENROLLMENT	PRE-K 1	KINDERGARTEN 2	GRADES 1-3 3	GRADES 4-6 4	GRADES 7-9 5	GRADES 10-12 6
A	PUBLIC						
B	NON-PUBLIC						
C	NOT ENROLLED						

12. TOTAL RESIDENT CHILDREN BY ENROLLMENT

	ENROLLMENT	NUMBER 1
A	PUBLIC	
B	NON-PUBLIC	
C	NOT ENROLLED	

13 TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY SCHOOL TERM

	SCHOOL TERM	PRE-K 1	KINDERGARTEN 2	GRADES 1-3 3	GRADES 4-6 4	GRADES 7-9 5	GRADES 10-12 6
A	REGULAR TERM						
B	SUMMER TERM						

14 NUMBER OF CHILDREN IN TITLE I PROGRAM BY GRADE LEVEL, NON-PUBLIC SCHOOL ENROLLMENT, & EST. COST FOR EACH SERVICE AREA

	SERVICE AREA	TOTAL CHILDREN (PUBLIC, NON-PUBLIC, AND NOT ENROLLED) PRE-K 1	KINDERGARTEN 2	GRADES 1-6 3	GRADES 7-12 4	NON-PUBLIC ONLY 5	TOTAL COST (*Pro-rated to each service area*) 6
A	FOOD SERVICE						
B	CLOTHING SERVICES						
C	BOOK SUPPLIES AND MATERIALS						
D	HEALTH (*Including Psychiatric*)						
E	SCHOOL SOCIAL WORK						
F	ATTENDANCE SERVICES						
G	GUIDANCE COUNSELING PSYCHOLOGY						
H	LIBRARY SERVICES						
I	TUTORING AND AFTER SCHOOL STUDY						
J	TRANSPORTATION SERVICE						
K	OTHER SERVICE AREAS						

80-086 O—67—pt. 8——7

15 NUMBER OF CHILDREN IN TITLE I PROGRAM BY GRADE LEVEL, NON-PUBLIC SCHOOL ENROLLMENT, AND ESTIMATED COST FOR EACH INSTRUCTIONAL AREA

	INSTRUCTIONAL AREA	TOTAL CHILDREN (PUBLIC, NON-PUBLIC AND NOT ENROLLED) PRE-K 1	KINDERGARTEN 2	GRADES 1-6 3	GRADES 7-12 4	NON-PUBLIC ONLY 5	TOTAL COST (Pro-rated to each instructional area) 6
A	BUSINESS EDUCATION OFFICE SKILLS						
B	READING, ENGLISH LANGUAGE ARTS						
C	ENGLISH AS A 2ND LANGUAGE						
D	FOREIGN LANGUAGE						
E	HOME ECONOMICS						
F	INDUSTRIAL ARTS, VOCATIONAL						
G	MATHEMATICS						
H	ART, MUSIC, CULTURAL ENRICHMENT						
I	PHYSICAL EDUCATION AND/OR RECREATION						
J	SCIENCE						
K	SOCIAL STUDIES/SOCIAL SCIENCES						
L	SPEECH THERAPY						
M	SPECIAL EDUCATION FOR HANDICAPPED						
N	WORK STUDY						
O	OTHER SPECIFIC INSTRUCTIONAL AREAS						
P	GENERAL EDUCATION						

16 TOTAL NUMBER OF CHILDREN BY RACIAL AND OTHER CHARACTERISTICS

A. WHITE	B. NEGRO	C. AMERICAN INDIAN	D. OTHER NON-WHITE	E. DROPOUTS	F. DELINQUENT	G. FROM MIGRANT FAMILIES	H. NON-ENGLISH SPEAKING	I. HANDICAPPED

17 TOTAL NUMBER OF STAFF MEMBERS WHO RECEIVED IN-SERVICE TRAINING UNDER TITLE I BY TYPE OF ASSIGNMENT AND COST OF TRAINING

A. TEACHERS	B. OTHER PROFESSIONAL	C. TEACHER AIDE	D. OTHER NON-PROF.	E. VOLUNTEERS	F. TOTAL COST

18 TOTAL NUMBER OF VOLUNTEERS ENGAGED IN TITLE I PROGRAM

A. TEACHERS					B. OTHER
1. PRE-K	2. KINDERGARTEN	3. ELEMENTARY	4. SECONDARY	5. TEACHER AIDE	

19 TOTAL NUMBER OF PARENTS RECEIVING INSTRUCTIONS OR SERVICE

NUMBER *(Unduplicated count)*

20 LEA MAXIMUM BASIC GRANT

$

21 AVERAGE EXPENDITURE PER PUPIL 1964-65

$

22 TITLE I FUNDS APPROVED

A. FOR REPORTING LEA	B. FROM COOP LEA'S	C. TO OTHER LEA'S	D. AMOUNT APPROVED FOR PROGRAM
$	$	$	$

23 FUNDS EXPENDED FOR PROJECT OPERATION

A. SALARIES	B. CONTRACTED SERVICES	C. EQUIPMENT	D. TEXT BOOKS	E. RENTAL OF SCHOOL FACILITIES	F. OTHER OPERATING COSTS
$	$	$	$	$	$

24 FUNDS EXPENDED FOR CONSTRUCTION

$

25 TOTAL NUMBER OF STAFF POSITIONS ACTUALLY FILLED, TOTAL SALARIES, AND NUMBER OF UNFILLED POSITIONS BY TYPE OF ASSIGNMENT

TYPE OF ASSIGNMENT			NUMBER OF POSITIONS FILLED FROM REGULAR STAFF 1	NUMBER OF POSITIONS FILLED FOR TITLE I ONLY 2	UNFILLED POSITIONS 3	TOTAL SALARIES PAID 4
A		TEACHERS				
	1	PRE-K				
	2	KINDERGARTEN				
	3	ELEMENTARY				
	4	SECONDARY				
	5	HANDICAPPED				
B		OTHER PROFESSIONAL				
	1	LIBRARIAN				
	2	COUNSELING, TESTING, OR PSYCHOLOGIST				
	3	SOCIAL WORKER ATTENDANCE				
	4	SPEECH THERAPIST				
	5	NURSE				
	6	PHYSICIAN				
	7	DENTIST				
	8	SUPERVISION-ADMINISTRATION				
	9	OTHER				
C		NON-PROFESSIONAL				
	1	TEACHER AIDE				
D	1	OTHER NON-PROFESSIONAL				

26 OPTIONAL - BRIEFLY DESCRIBE WHAT YOU CONSIDER TO BE THE OUTSTANDING FEATURES AND ACCOMPLISHMENTS TO THE 1966 TITLE I PROGRAM IN YOUR SCHOOL DISTRICT. *(If more space is needed, attach additional sheet and identify by LEA name in upper right hand corner.)*

U. S. GOVERNMENT PRINTING OFFICE : 1966 O - 231-417

(OE 4375(8-66))

INSTRUCTIONS FOR 1965-66 STATISTICAL REPORT

LOCAL EDUCATIONAL AGENCY'S
STATISTICAL REPORT OF TITLE I PROGRAM ACTIVITIES
ESEA-P.L. 89-10

General Information

The Office of Education needs certain statistical information from local educational agencies, concerning the Title I activities actually performed for the past year. Your agency is one of a sample of the local educational agencies selected to provide this information.

The information requested covers the entire Title I program administered by the LEA including the project activities and services for which 1966 funds were expended or obligated. Only one report will be requested from each (LEA) Title I applicant in the sample regardless of the number of separate projects. Summer school activities carried on under Title I are also to be included. Report numbers of children, expenditures, and other items of information for all of Title I program activities including those administered by your LEA in cooperation with other local educational agencies.

Since your agency is one of a limited sample of LEA's selected to provide this information for your State the report should be completed as accurately as possible.

DETAILED INSTRUCTIONS FOR EACH ITEM OF INFORMATION

Item 1 - File Control No. - Do not make entry here. This number has been established by U.S. Office of Education for identification and data processing purposes.

Items 2 through 10 - Name and Other LEA Identification - Enter in items 2-10 the name and other identifying information of the local educational agency preparing this report.

Item 11 - Total Number of Children Who Participated in Title I Program by Enrollment and Grade Span - Enter the total number of children who participated in Title I program for both regular and summer school term projects for fiscal year 1966. The number of "children not enrolled in any school" should be allocated to the various grade spans according to their ages. Count each child once regardless of the number of different project activities or services in which he may have participated.

Item 12 - Total Resident Children by Enrollment (1965-66)

A - Public - Enter the total number of children enrolled (not beyond grade 12) in public schools operated by the reporting LEA.

B - Non-Public - Enter the total number of children residing in the respondent's district who were enrolled in non-public schools regardless of the location of such schools.

C - Not Enrolled - Enter the total number of children residing in the respondent's district who were not enrolled in any school, but who were of an age appropriate to attend schools in that district.

Item 13 - Total Number of Children Who Participated in Title I Program by Regular and Summer School Terms - Enter the number of children (from the total number reported in item 12 above) who participated in regular school term projects in item "13A" and the number who participated in summer school term projects by grade span in item "13B". In cases where a child participated in both regular and summer term projects, count the child twice, once for regular school, and again for summer school, in order to report total participation by school terms.

Item 14 - Number of Children Who Participated in Title I Program by Type of Project Service Area and Estimated Cost of Each Area.

Columns (1), (2), (3) and (4) - Total Children (Public, Non-Public and Not Enrolled) - Enter total number of children who received services under Title I according to the service areas designated on lines "A" through "K". Include all children regardless of their regular school enrollment status. Count each child as many times as applicable, but only once for any one service area

Column (5) - Non-Public Schools Only - Enter the number of children from the total number of children reported in columns 1, 2, 3, and 4 who participated in project activities in a particular service area and who were regularly enrolled in non-public schools.

Column (6) - Total Operating Cost Prorated to Each Service Area - Enter the estimated dollar amount of Title I funds expended for each service area reported in items "A" through "K". This amount should reflect as accurately as possible all costs including staff, supplies, equipment, etc. (See note below on item 15 column 6.)

Item 15 - Number of Children in Title I Program by Instructional Area and Estimated Cost of Each Area.

Columns (1), (2), (3) and (4) - Total Children (Public, Non-Public and Not Enrolled) - Enter total number of children who participated in Title I project activities in the instructional areas designated in items "A" through "P". Include all children regardless of their regular school enrollment status. Count each child once for each instructional area in which he participated.

Column 5 - Non-Public Schools Only - Enter the number of children from the total number of children reported in columns 1, 2, 3, and 4 who participated in project activities in a particular instructional area and who were regularly enrolled in non-public schools.

Column 6 - Total Operating Cost (Title I only) Pro-rated to Each Instructional Area - Enter the estimated dollar amount of Title I funds expended for each instructional area reported in items "A" through "P". This amount should reflect as accurately as possible all costs, including staff, supplies, equipment, etc. Note: The total dollar amount for column 6 in items 14 and 15 must equal the total for all of item 23.

Item 16 - Total Number of Children by Racial and Other Characteristics of Children Who Participated in Title I Program - Enter the numbers of children by race and special characteristics as indicated.

Item 17 - Number of Staff Members Who Received In-Service Training and Cost of Such Training - Enter number of staff members by type of assignment, who actually received in-service or pre-service training under Title I projects. Enter the total estimated, or actual cost, of all such training in item "F" for professional and non-professional members listed in items "A" through "E".

Item 18 - Total Number of Volunteers Engaged in Title I Program - Enter the total number of unpaid volunteers who performed services in the operation of projects by type of assignment in items "A" and "B".

Item 19 - Total Number of Parents Who Received Instructions or Services under Title I Program - Enter the number of parents who (in connection with their children's participation in projects) received instruction, training, or other services. Do not include in this item the number of parents who participated solely as staff members. Count each such parent only once.

Item 20 - LEA Maximum Basic Grant - Enter the amount of the maximum basic grant for fiscal year 1966 as determined by the State educational agency.

Item 21 - Average Expenditure Per Pupil (1964-65) - Enter the current expenditure per pupil in average daily attendance in the district of the reporting local educational agency.

Item 22 - Title I Funds Approved.

A - For Reporting LEA - Enter the total dollar amount approved for the reporting local educational agency for all local projects under its Title I program - for fiscal year 1966.

B - From Cooperating LEA's - Enter the total dollar amount contributed by other LEA's, if any, for cooperative projects administered by the reporting local educational agency.

C - To Other LEA's - Enter the total dollar amount contributed by the reporting LEA for cooperative projects operated by other local educational agencies.

D - Total Amount Approved for This Program - Enter the net dollar amount approved for Title I Program (A + B - C = D) administered by the reporting local educational agency.

Item 23 - Funds Expended for Project Operation - This item is for reporting actual expenditures of Title I funds. Round all amounts to the nearest dollar. Enter the actual dollar amount of Federal funds expended for all project activities and services by (a) salaries, (b) contracted services, (c) equipment, (d) textbooks, (e) rental of school facilities and (f) other operating costs. If necessary estimate the amount for item (d), textbooks.

Item 24 - Funds Expended for Construction - Enter the actual dollar amount of Title I funds expended for construction of school facilities, including remodelling and equipment items covered by the construction budget. Do not include any minor remodelling or equipment costs covered by the operating budget.

NOTE: For item 23 and 24, "Expenditures" includes disbursements plus unliquidated obligations to be paid as of August 31, 1966.

Item 25 - Total Number of Staff Positions Actually Filled, Total Salaries and Number of Unfilled Positions by Type of Assignment.

Column (1) - Number of Positions Filled From Regular Staff - Enter by Title I activity assignment the total number of regular staff positions filled by personnel who received extra pay from Title I funds. Count each position once regardless of the number of individuals who may have filled it during the year.

Column (2) - Number of Positions Filled for Title I Program Only - Enter by type of assignment the total number of staff positions filled by personnel who received salary payments solely from Title I funds. Count each position only once.

Column (3) - Unfilled Positions - Enter by type of assignment the total number of positions approved but not filled.

Column (4) - Total Salaries Paid - For each type of assignment enter the total dollar amount paid for salaries of staff members for positions reported in columns (1) and (2).

Item 26 - Outstanding Features and Accomplishments to the 1966 Title I Program - This is an "optional" item of information.

A REPORT FROM OAK PARK AND RIVER FOREST HIGH SCHOOL, OAK PARK, ILL., RE ONE CONTINUING PROJECT FINANCED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

In a contract effective 11/1/66 through 10/31/69, the Oak Park and River Forest High School has been awarded a grant of $1,486,200 under Title III of the Elementary and Secondary Education Act of 1965. The grant was made to provide primary assistance in the research and development needed to create a library-located instructional resource center capable of electronically storing vast amounts of information and making that information instantly retrievable for individual or small-group instruction. The grant is intended to support this project over a three-year period, but only funds to cover the first year of the project are available on the basis of the original appropriation. Continuation of the project to its intended goal will depend upon 1968 and 1969 appropriations.

The promise of this project to advance creativity in education lies in its capacity to help solve two of the most pressing problems confronting all schools today: (1) More significant information is available to our schools than can possibly be effectively utilized in instruction through existing procedures. (2) The requirements and possibilities of individualized instruction and independent study have not yet been adequately recognized and served. The mechanical facility of this project's retrieval system will enable school libraries to handle, in storage and use, the information explosion which is upon them. The *random access* capacity of this unique retrieval system will make it possible to provide truly individualized instruction and expanded opportunities for independent study. Under the command of a computor, the high-speed recording devices of this retrieval system will make available to each student the material he wants when he needs it. The time required for retrieval will be less than one minute in each case regardless of how many students are selecting programs, how many programs are available in the storage system, and which program each student chooses. No scheduling of programs will be required, nor will the request of one student make any material unavailable to others.

Title III of ESEA was enacted to stimulate innovation and assist in the development of exemplary educational programs to serve as models for the nation. The random access of this retrieval system is unique among our schools and colleges. Millions of dollars of public and private funds are currently being spent on educational retrieval systems, but because of all these retrieval systems lack random access, they do not possess the flexibility in use and storage capacity required to meet the fundamental problems identified above.

By Late May the first stage of the retrieval system (audio retrieval for 25 student carrels or stations) will be in operation. In the second year of the project, 150 additional student carrels and the initial video retrieval will be added. In the third year, video retrieval to additional carrels, audio and video retrieval to 200 classrooms, and transmitting facilities permitting access to the stored audio and video information by other schools and libraries in the area will be added. The first stage is involving an expenditure of $436,200 in federal funds. A budget calling for an additional $1,050,000 in federal funds during the second and third year has been approved by the Office of Education.

Educators throughout the nation have expressed vital interest in the progress of this locally developed project. Local and private funds in excess of $1,000,000 are at work with the federal grant, and private industry is financing related research programs. The initial investment has already shown that the intended goal can be reached if the project is sustained through the defined three-year period.

Inquiries are invited by:

GENE SCHWILCK, *Superintendent.*
TED JOHNSON, *Project Director.*

EXHIBIT I

Budget for Grant Number: OEG–3–7–001917–2029
Project Number: 66–1917

1967

Master program memory bank, 25 electronically equipped carrels each with associated buffer recorder/reproducer, and computer control system	$358,000
Salaries for master teachers who prepare the instructional materials, technical personnel, and the project director	63,000
Travel funds and university and electronic consultants' fees. (All salaries and consultant fees conform to local rates of pay)	15,000
Total	436,200

1968

Additional audio storage and 150 additional electronically equipped carrels	250,000
Initial video storage and video random access	200,000
Salaries for master teachers who prepare the instructional materials, technical personnel, and project director	85,000
Travel funds and university and electronic consultants' fees	15,000
Total	550,000

1969

Additional video storage and video random access to additional library-located carrels	200,000
Access and reception facilities for transmitting audio and video materials to 200 classrooms	100,000
Transmitting facilities permitting access to stored audio and video information by other schools and libraries	100,000
Salaries for master teachers, technical personnel, and project director	85,000
University and electronic consultants' fees	15,000
Total	500,000

A detailed description of the proposed equipment for stages two and three (1968 and 1969) has not been developed. The costs of this equipment are but estimates, and a detailed description with the specific costs will need to follow in the second and third proposals.

Sources of Revenue:	
ESEA Title III, 1967	436,200
ESEA Title III, 1968–1969	1,050,000
Other Federal Sources	----------
Total	1,486,200
Knapp Foundation	135,000
State of Illinois	245,429
High School District #200	680,000
Total	1,060,429

EXHIBIT II

Other Oak Park and River Forest High School Demonstration Programs Related to the Purposes of ESEA Title III:

This high school was named by the American Library Association to serve as one of three national library demonstration centers for the Knapp Foundation School Libraries Project. This project is designed to promote and demonstrate effective use of library personnel and resources in the library, the resource center, and the classroom.

Under the Illinois Plan of Program Development for Gifted Children, the high school serves as a demonstration center for the state.

The National Institute of Health has made a speical grant to this high school's science department to conduct research on the effects of deuterium on invertebrates.

The State of Illinois is supporting a program for the development of a packaged, programmed course in Asian history.

With the Illinois Institute of Technology, the high school is patricipating in a computor programming project through which students can use many of the most sophisticated computors at IIT via a teletype hook-up.

With the University of Illinois three faculty members conducted a 1966 summer institute for junior and senior high school teachers dealing with the motivation of underachieving gifted students.

Under ESEA Title I and Title II, an out-of-school counselor, a reading counselor, and a vocational counselor are provided and additional needed library materials are being purchased.

Through the support of the National Defense Education Act, improvements in the foreign language, math, history, science, and guidance programs are being accomplished.

THE UNIVERSITY OF WISCONSIN'S

Articulated Instructional Media Program

602 STATE STREET MADISON, WISCONSIN 53703



NEWSLETTER Special Issue # 3

Dial-Access Information Retrieval Systems For Education

VOLUME III NUMBER 2 MARCH 1966

INCREASING INTEREST IN D-A-I-R-S...

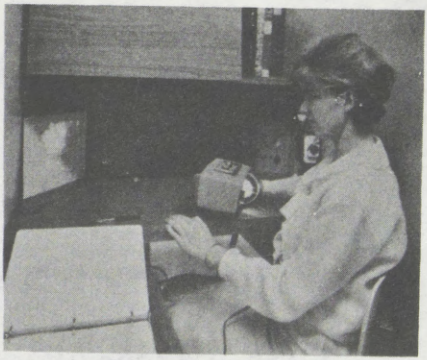
As of the date of publication of this issue, over 2200 educators, administrators, teachers, and people in business and industry have mailed back the Response Form from the first Newsletter indicating their interest in dial-access systems. As evidence of the depth of their interest, over 500 of this same group of people have returned the Response Form from the second Newsletter and have requested copies of the D-A-I-R-S cost analysis paper. An attempt was made to make this cost analysis paper a useful and comprehensive report on the potential costs of D-A-I-R-S hardware and of developing software (stored audio and/or video programs). Copies of this paper are still available.

U. S. OFFICE OF EDUCATION INTERESTED IN D-A-I-R-S...

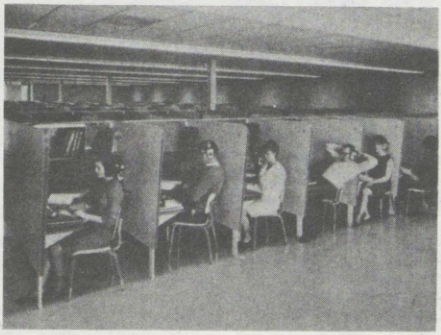
Four projects which involve dial-access systems in one way or another have been approved by the U. S. Office of Education. (1) The Bedford Public Schools, Bedford, New York, are working on a project concerning the definition of the processes necessary to develop the independent learner and also the processes necessary to bring about the desired changes in teacher roles and strategies to assure the appropriate use of a dial-access video system. (2) Oklahoma Christian College, Oklahoma City, Oklahoma, is working on a project to investigate the effects of using a dial-access system (audio) on teachers and students. (3) Oak Park and River Forest High School, Oak Park, Illinois, will be working on a project that will investigate the feasibility of a library-located Instructional Resource Center which will be capable of electronically storing vast amounts of information (audio and visual) and making that information instantly retrievable for individual or small-group instruction, at a cost which will permit public and private schools to develop centers on their own. (4) The Pennsylvania State University has had a project approved to expand its system from a language laboratory to a listening center which will serve all subject areas. This will be similar to the Listening Center at Ohio State University (see D-A-I-R-S Newsletter #2).

In the first D-A-I-R-S Newsletter, a proposal for a mobile national demonstration of dial-access systems was mentioned which would be held at 8-10 locations around the country. As yet, this proposal is still pending. If and when approved, the locations, schedule and description of the demonstration, will be announced in the dial-access Newsletter.

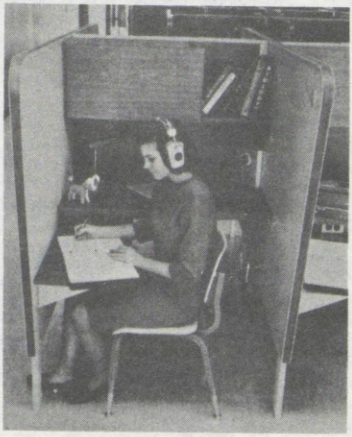
DIAL-ACCESS SYSTEM INSTALLED AT OKLAHOMA CHRISTIAN COLLEGE...



Oklahoma Christian College (OCC) is answering the problems of increasing number of students, decreasing number of teachers, and the demand for higher quality in education by instituting changes in the traditional educational patterns and the use of a wide variety of resources in their new Learning Center. Based on the belief that the students need a place specifically designed for independent study, OCC provides each of their 720 students with a private, permanently assigned study carrel, complete with a book locker, typing desk, table and a dial-access information retrieval station. The dial-access system provides the students with access to any one of 36 scheduled taped lectures (changed every week). Any number of students from one to 720 can have simultaneous access to any one of the scheduled programs. There are also 100 additional taped programs available for individual random access by the student.



In the carrel, students can read, write papers, type, and have immediate access to library materials from the first floor of the Learning Center. Students may also check out projectors for slides, film strips and 8 mm motion picture films to be viewed and studied for as long as necessary within their own carrel. A dial-access video system was not considered to be a necessity at this time because all of the student carrels are in the one location (Learning Center) with a variety of visual media available at any time to the student. The most important aspect of OCC's use of the dial-access system concerns the way in which the taped lectures are integrated into the student's study program through specially designed workbooks (see p. 3, Special Dial-Access Issue #2). Instead of letting the student passively listen to the taped materials, the OCC method directs the student to answer questions, take notes, study pictures, charts, graphs, maps etc. or whatever other learning experiences are designed into the course. This lecture-workbook combination has proved to be very effective and when used in the study carrels, the method results in a maximum of concentration. The quality of the recorded lectures is likely to be better than that of the "live" lectures because most teachers try harder when they know their performance is to be recorded. Also the time spent in preparing student materials results in "solid" lectures with a minimum of



DIAL-ACCESS SYSTEM INSTALLED (continued)...

irrelevant and incidental information. A very important factor in the success of the OCC approach is that faculty have been given released time to prepare the necessary materials. (If you would like to try a sample of the lecture-workbook method, use page 7 of this Newsletter and dial 1-608-256-0922 for the 3 minute recorded lecture on "Some Reasons for Using a Dial-Access System.")

Educational Administrators will be particularly interested in the fact that the cost of the OCC dial-access system and study carrels will be amortized by including in the student's semester fees a special carrel fee. For more information about the OCC installation, write to Dr. Stafford North, Dean of Instruction, Oklahoma Christian College, Route #1, Box 141, Oklahoma City, Oklahoma 73111.

A TOTAL COMMITMENT TO LEARNING...

Oakland Community College, Union Lake, Michigan, opened up last fall with over 4000 students on two campuses and with a total administrative and faculty commitment to learning. Oakland does not have a dial-access system at this time, but its efforts in educational innovation and change are noteworthy. The most significant difference between Oakland Community College and any other college or university is that Oakland Community College started out with a total systems approach to the tasks of instruction and learning. In order to accomplish this, the entire faculty spent last summer learning about systems analysis of course content, learning about the synthesis of course materials, and then actually preparing the appropriate course materials. Some other differences are:

(a) most lectures are recorded and made available to the student (a dial-access system would be extremely convenient, particularly where two campuses are involved and in a few years four campuses);

(b) students are scheduled to meet formally with their instructors in a classroom only one hour per subject each week for group discussions and occasional brief lectures;

(c) outside of the scheduled meetings, the student's study time in the various subject area study laboratories is at his convenience between 7:00 a.m. and 10:00 p.m. six days a week;

(d) students are given each week, in writing, the general and specific learning objectives for each subject;

(e) the students are directed by audio-tape or by mimeographed materials to the necessary learning experiences (texts, experiments, films, slides, audio-tape, etc.) in order to achieve the stated objectives for the week;

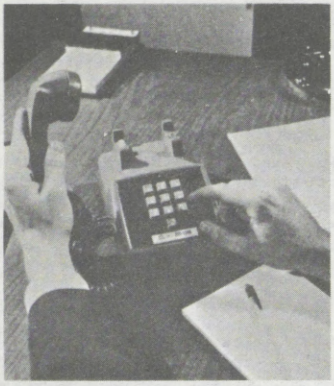
(f) almost all of the students' study time takes place on the campus;

(g) through the use of self-tests, supplementary learning experiences, and faculty tutorial help, each student is required to achieve 85% or 90% (depending upon departmental specifications) of the week's learning objectives;

(h) faculty are required to be available in their offices, which are adjacent to the study laboratories, for at least 30 hours per week for student questions, student testing, and for impromptu small group discussions;

(i) and at least one faculty member in each subject area has to be available during the 15 hours per day, six days a week, that the laboratories are open.

For additional information, write to Dr. Albert Canfield, Vice President for Curriculum, Oakland Community College, Union Lake, Michigan.



The touch-tone telephone, already in service in many places around the country, can contribute to the flexibility of a dial-access system. When used within a dial-access system, the touch-tone buttons offer a much more convenient control system over a remote recorder than the use of a conventional dial. The push-button control would allow the receiver to push a single button to control the following functions: start, stop, partial rewind, complete rewind, fast forward, record, playback, etc. If the touch-tone pad is increased from the normal 10 button matrix to 16 or more buttons, it could be used as a very economical remote station in low cost data collection and information management system.

Combining this type of remote station with an Audio Response unit at the central computer installation, would allow a large number of students (depending upon the number of dial-access stations) to use a computer to solve problems in chemistry, physics, statistics, mathematics, engineering, etc. Students would use the touch-tone pad to transmit information to the computer and the audio response device would translate the output of the computer into audio responses for transmission back to the earphones of the student. To decrease the chances for errors due to audio transmission or hearing, the audio response unit could be programmed to repeat the computer output twice or to repeat upon signal from the student via the touch-tone pad. This approach would also open up computer-assisted instruction (CAI) to a large number of students.

The use of a touch-tone pad combined with a regular dial is one way of gaining access to an internal dial-access system from an external telephone. The regular dial permits the student to call from his home or other outside location to a special number which will connect the student via a "recorder coupler" to a "director" or "code translator." Then by using the touch-tone pad, the student can have access to any program stored in the system and with remote control if necessary. The equipment necessary to tie an external telephone to an internal telephone system may vary depending upon the telephone company involved and the type of internal dial-access system installed. In some parts of the country, it may be very difficult to obtain permission to link the two systems together.

It is important to point out that in general, regular external telephone systems do not have the high fidelity characteristics of internal dial-access systems because the external systems have not been designed for educational purposes. Also, as pointed out in the D-A-I-R-S Cost Analysis paper, regular telephone systems are designed on the basis that only 10% of the customers will be using the system at any one time; whereas, D-A-I-R-S are designed on the basis that 100% of the receiver stations may want to use the system at the same time. Therefore, any combination of a regular telephone system with a D-A-I-R-S should be limited to a small percentage of the service functions of either system.



WEST COAST MEETING ON D-A-I-R-S...

A panel discussion on dial-access systems will be held during the National Convention for the Department of Audio-Visual Instruction, NEA, from 10:50 a.m. to 12:00 noon on Thursday, April 28, in the International Room at the El Cortez Hotel in San Diego, California. It will be an open meeting, so interested persons need not be registered for the convention. The dial-access meeting will follow another meeting in the same room which may also be of interest to readers of this Newsletter. This prior meeting, starting at 9:00 a.m., will concern the "Educational Significance of Industrial Diversification."

If you are interested in attending the meeting on dial-access systems, but would like time for questions and discussion, indicate this on the enclosed Response Form. Possibly a subsequent session from 3:00 p.m. to 5:00 p.m. can be arranged if enough people are interested. The deadline for arranging the extra session is April 18.

At the beginning of the DAVI convention, on Sunday, April 24, the editor of this Newsletter will hold a one-day seminar on the "Role of the Instructional Technologist." An instructional technologist is a person who would normally be the director of a dial-access system or of a learning resource center which might contain a dial-access system. There will be a $5.00 registration fee for this special seminar. Readers who are interested in this seminar should mail back the enclosed Response Form for registration materials.

INFUSING QUALITY CONTROL INTO EDUCATION - AN EDITORIAL...

In the last special issue of this Newsletter, there was an editorial on "Quality Control in Education." It was pointed out that the technology and methodology are available today to assure a high level of learning on the part of most students, which over a period of time could diminish the drop-out problem caused by academic difficulties. The need for quality control in education can be easily demonstrated by noting that from kindergarten through 12th grade, there is a 29% drop-out rate. Of those who graduate from high school, about 53% will enter college. In higher education there is a drop-out rate of about 25% the first year and about 50% during the four years from the freshman year through the senior year. Hence, only three out of ten students who start school obtain a year or more of college; and only two out of ten will graduate from college. The drop-outs from 1930 to 1960 constitute the major portion of our country's welfare recipients and unemployed. Educational drop-outs place four items in the debit column of society's financial statement: society's lost educational investment in the drop-outs (millions of dollars); unemployment support and other welfare costs (millions of dollars); increased share of the tax burden on the balance of society (millions of dollars); loss from the drop-outs' lifetime income attributed to the lack of high school or college graduation (billions of dollars). It is not a question of "can the country afford quality control in education?" but "can we afford NOT to infuse quality control into education?"

In order to infuse quality control into our traditional educational patterns it is necessary to look at the ways in which quality control might effect three different aspects of education: the students; the teachers; and the school buildings.

1) Students: One of the major factors causing drop-outs at various educational levels and basic to negative educational experiences is "cumulative ignorance." This condition is created when the student doesn't learn in prerequisite courses specific things which are necessary for successful achievement in a subsequent course. Results of "cumulative ignorance" can be observed everywhere in educational institutions: the college student who fails freshman English because he didn't learn the necessary grammar in secondary school; the 10th grade student who cannot manage the reading assignment in his textbooks because he has only a 4th grade reading level; the algebra student who cannot solve algebra problems because he didn't learn how to handle fractions; a 3rd grade student who cannot read very well because he hasn't learned the alphabet; etc. As mentioned in the editorial in the last issue, the technology and methodology are available today to reduce "cumulative ignorance" and help ensure equal opportunity for achievement.

EDITORIAL (cont.)...

Although piecemeal efforts at various educational levels could improve the situation, the best potential remedy would be a program which would start at the beginning of the problem. This program would be a complete change from existing patterns, utilizing the best methodology and technology (a learning systems approach), starting from the kindergarten or first grade and then year by year through the 12th or 14th year during which 90% more of the students would achieve 90% or more of the appropriate learning objectives specified for each unit or grade before progressing to subsequent units or grades.

State departments of education or individual K-12 school systems interested in the approach described above are invited to contact the editor of this Newsletter.

2) Teachers: An extremely critical factor in the success of an instructional system designed so that all students achieve certain minimum levels of performance is the availability of teachers who are trained in the methodology and technology necessary to ensure that 90% or more of the students will learn 90% or more of the curriculum learning objectives. As long as the number of schools using the systems designed approach is limited, the necessary teachers can be trained through summer short courses or in-service seminars. As the number of schools wanting to adopt a learning systems approach to education increases, there will be a need for some teacher training institutions to train their students to teach in this type of school. The problem is that "teachers teach the way they were taught, not the way they were taught to teach." Therefore, in order to successfully train students for systems teaching, the faculties of teacher training institutions would have to incorporate the learning systems approach into their own teaching practices.

The college or university which is just in the planning stage and has not yet selected faculty would be the most successful in utilizing a systems approach in the teaching - learning process (see article on Oakland Community College). Because of the resistence to change generally found among established faculties, the new college or university is more likely to be successful in making major instructional changes than the older college or university.

Proposed, new, or established teacher training institutions, liberal arts colleges, community colleges, etc. interested in a learning systems approach to instruction or who are involved in major changes in their instructional patterns, are invited to contact the editor of this Newsletter.

3) Buildings: Although learning can take place in almost any type of building, it is possible to design buildings which will facilitate learning. Elementary, secondary, and higher education school buildings that are designed to maximize the architectural effect on learning may be quite different from the buildings which are being planned and built today. The difference in design may be further accentuated if the buildings are for schools that intend to use a learning systems approach and dial-access systems, which emphasize independent study and could facilitate the development of learning centers in the home. Since new school buildings will be used for a long period of time, it is important that they be designed for the learning needs of tomorrow rather than in accordance with the traditions of yesterday.

Architects and educators interested in attending and/or participating in a conference which would discuss the problems of designing school buildings to facilitate learning are invited to contact the editor of this Newsletter.

ADVANTAGES IN USING A D-A-I-R-S...

This is a demonstration of the lecture-workbook method. The rest of this paper is to be used in conjunction with a three minute message available during April by dialing 1-608-256-0922. Fill in the blanks with the appropriate words as you hear them during the message.

A. The three learning variables are:

(a) _____

(b) _____

(c) _____

B. Educational situations which take these variables into account are _____ - _____ in constrast to most classroom situations which are _____ - _____.

C. Six advantages:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

RESPONSE FORM

Please send me the additional information indicated below. I am enclosing ____¢ in coins or stamps to cover the cost of mailing and duplication of the items checked.

( ) 25¢. . ."The Cost Analysis of a D-A-I-R-S" including a list of companies that install this type of equipment.

( ) 25¢. . . . . More detailed Information on touch-tone Dialing Units and Audio Response Units.

( ). . . . Please send me the registration materials for the one-day seminar, April 24, to be held in San Diego, California on "The Role of the Instructional Technologist."

In reference to the articles in the Newsletter, I am indicating my interest by checking the following:

( ). . . . I am planning to attend the session at the DAVI Convention on dial-access systems, April 28, from 10:50 a.m. to 12:00 noon, and would also like to attend an extra session from 3:00 p.m. to 5:00 p.m., if offered.

( ). . . . . Our state board of education or our K-12 school system is interested in the concept of reducing "cumulative ignorance" through a year by year learning systems analysis and synthesis.

( ). . . . Our college or university is interested in the use of a learning systems approach in the teaching-learning process.

( ). . . . . Our college or university is planning or is already involved in major changes in our instructional patterns.

( ). . . . .I would be interested in attending a conference of educators and architects concerning the effects on school building design when student learning and modern instructional technology are the primary considerations.

Name _____ Title Position _____

Address _____

City _____ State _____ Zip Code _____

Names and addresses of other persons who would like to receive special issues on dial-access systems: _____

_____

_____

Comments, suggestions for uses of dial-access system, or questions: _____

_____

Mail to the Editor of this special issue, Don Stewart, Learning Systems Coordinator, A I M Program, 602 State Street, Madison, Wisconsin 53703

STATE ANNUAL EVALUATION REPORT

FOR FISCAL YEAR 1966 PUBLIC LAW 89-10, TITLE I



State of Oregon
Department of Education
Salem, Oregon

LEON P. MINEAR
Superintendent of Public Instruction

December 15, 1966

MAYNARD L. CHRISTENSEN
Coordinator, Title I Evaluation

ACKNOWLEDGMENT

Congressional action enabled the program referred to as P.L. 89-10, ESEA, Title I to be initiated during the school year 1965-66.

In order to assess the effectiveness of Title I projects and to report these findings to the U. S. Office of Education, the State Department of Education compiled the following evaluation information as it was received from the local school districts in Oregon and from information gathered from the individual applications.

Appreciation is expressed to the individuals in the local school districts for supplying the information in evaluation report form.

State Department personnel contributing to the report include: Dr. Leon P. Minear, State Department of Education, Dr. Willard Bear, Assistant Superintendent of Instruction, Dr. Austin Haddock, Director of Title I, ESEA, Mr. Dale Skewis, Coordinator of Title I, Dr. Milton Baum, Director of Research, and Mr. Maynard Christensen, Coordinator of Title I Evaluation.

We submit this report with the expressed hope that it will be helpful in further strengthening the Title I program in Oregon.

Leon P. Minear

LEON P. MINEAR
State Superintendent of Public Instruction

EVALUATION REPORT

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Elementary and Secondary Education
Act of 1965 - Title I

State Annual Evaluation Report for Fiscal Year 1965 - 1966

Part 1, Item 2 - Operation and Services

In August of 1965 under the sponsorship of the State Department of Education, a statewide two-week conference on Education of the Disadvantaged Child was held on the Willamette University campus in Salem, Oregon. National consultants were engaged, and the conferees had many opportunities to meet in both large and small groups with the consultants in an effort to fully explore the problems associated with the educationally deprived child. In September of 1965 State Department personnel visited ten OCCI regions in Oregon, which included every school district, to explain the Elementary and Secondary Education Act of 1965. Mimeographed copies of the Act were distributed and questions answered. In November of 1965 State Department of Education personnel presented a statewide television program on Title I of Public Law 89-10 over the State's Educational TV stations. Two days later the State Department of Education personnel went back on the air and answered questions that had been received from public school people as a result of the earlier TV presentation.

The Division of Instruction of the State Department of Education has eight general consultants assigned to ten regions in the state. These regions are known as the Oregon Council for Curriculum and Instruction (OCCI). Each consultant is assigned one or more regions and is responsible to each public school in his region. The general consultant has made contact with each school in the region to which he is assigned and has offered his consultative services in developing projects under Title I of Public Law 89-10.

The Title I consultants, coordinators, and the director serve as consultants to district personnel in helping to complete a project application. This includes help in the clarification and interpretation of the intent and operation of the Act and the mechanics of completing the forms.

Regional meetings have been held in each of the ten OCCI regions to aid the districts in the design and implementation of the research and evaluation. These meetings grew out of a statewide meeting held in Eugene in February of 1966 for the State Director and consultants, district OCCI personnel, and Higher Education personnel. The Eugene meeting employed nationally prominent people to serve as resource persons for this conference. As a result of this meeting the participants were able to conduct aforementioned state OCCI meetings. The thought behind the Eugene meetings was to include forty people from the OCCI areas plus ten State Department people, making a total of fifty. The fifty people conducted meetings in the OCCI regions, meeting with a total of 500 people at the LEA level. During the summer months the Title I personnel worked together to formulate special instructions to the district personnel and to develop state "Guidelines" for the LEA. As the forms and the directions to the LEAs were received in the districts, the General Education Consultants began working with the districts to aid in the development of programs and projects. State staff members met and held discussions to clarify procedures and policies in the development and processing of Title I applications. In addition, two television programs were presented to the districts to further explain and clarify the procedures and intent and purposes of Title I as it applied to the local district.

On November 18, 1966, an "Afternoon on the Education of the Disadvantaged Child" as related to Title I was presented to the superintendents and other administrative personnel in a statewide meeting held in Portland. During this meeting local directors of Title I projects discussed successes and problems involved in implementing and carrying out their first year's Title I projects. State Department personnel served as consultants, and a secretary recorded the minutes of these small group meetings. Each local district in the State of Oregon has been contacted in various ways and under various methods to insure that a complete understanding of Title I existed in each district.

Part 1, Item 2 - Dissemination

(a,b)The Research Section of the Department has been gathering data and information and from time to time disseminating such information to the state agencies, LEAs in some cases, and to national agencies and interested groups. Through the state information center the press has received information and reports about the progress of Title I in the State of Oregon. Reports have been made to the LEAs through direct mailing to the districts from the State Department of Education. Some larger districts have offered tapes, slides, and other materials they have found successful to other districts. Several local districts have prepared reports and have sent them in to the State Department so that it in turn may share these ideas with the many other districts in the state.

Part 1, Item 3 - Evaluation

(a) Printed forms on which the districts were to report their Title I evaluation were mailed to each district. Each OCCI region held meetings devoted to the development and report procedure for evaluation of Title I projects. This was a result of the previously mentioned Eugene meeting. District level meetings have been held with State Department personnel to bring information and aid in the planning and reporting of evaluation information for particular projects.

(b) Personnel involved in providing evaluation assistance are Maynard Christensen, Consultant, Title I, and Milt Baum, Director of Research.

(c) None

(d) See Attachment

Part 1, Item 4 - Major Problem Areas

(a) 1. Misinterpretations on one hand and carelessness on the other of LEA personnel in supplying the information asked for on the application forms and instructions.

2. The large volume of applications submitted for approval, coupled with a sincere desire from the local school districts to receive notice of approval.

3. Those responsible for approving projects sometimes differ in interpreting the applications of the Act and its regulations. There seems to be no black or white--only gradations of gray.

4. The procedure for receiving, routing, and processing applications needs revision from time to time to increase efficiency and facilitate final approval of projects.

5. The need to counsel, confer with LEA personnel who come to the office in person and the need to answer telephone inquiries about Title I applications require a large portion of the daily schedule of personnel assigned to the administration of Title I.

6. The reluctance on the part of LEA personnel to request consultative services from the Department in the development of projects contributed to rewriting and time loss.

7. The "crash" program aspect of implementing Title I after the school year was underway prevented Department personnel from working with LEA personnel to understand the Act and develop projects for its implementation.

8. Some problems have been encountered in receiving quarterly and annual financial reports. In some cases the forms when received have been poorly prepared or have been inaccurate. Most districts, however, have met this responsibility in a commendable manner.

9. There is a need to develop state guidelines and instructions to LEAs in how to plan, apply for, and launch Title I programs.

(b) Since districts were not aware at the time they made their application, of the type of information for which they would be asked in the evaluation of their projects, it was necessary to bring such information to the districts at a late period in the school year. Because of the problems involved in the implementation of projects for 1965-66, one of the problems of evaluation has been that of receiving the reports early enough in the fall to tabulate and evaluate them and to be combined into a national report to be submitted to the U. S. Office of Education.

The districts have stated that one of their problems is that suppliers do not furnish equipment and materials in time for them to get their projects in operation early enough in the year to be of any help to students. Another problem area has been that of the lack of identification of educationally disadvantaged children in the district. A method of reporting a mobile or changing school population, failure to recognize the requirement of an evaluation report in conjunction with the project application would be some additional problem areas. In spite of these problems we have received a very good response from the districts in their evaluation reports and ultimately 100% of the districts of Oregon will have reported on their first year's projects.

It would be advisable that the U. S. Office of Education outline the reporting procedure and evaluation procedures early enough in the school year to allow districts and the State Department of Education to know exactly of what the report will consist. It would be suggested that the U. S. Office consider a very early series of conferences with State Department personnel to outline and plan format for future evaluations.

It would also be suggested that a very careful look be taken of the present type of information asked for, to determine if it is valuable and useful when compiled by the various states into one report. It would be suggested that simplification and pertinent information be the only consideration made in these reports.

It is highly recommended that the Congress of the United States give careful consideration to the needs of the school districts in passing legislation and appropriations for the operation of Title I projects. The effect of slow action by Congress on local districts is one of poor planning and the lack of confidence to implement projects early in the school year. It is going to be necessary for local districts to have the complete assurance that funds and the procedures of Title I will be well spelled out before the school year begins in September. In order to accomplish this, it will be necessary to know as early as March of the previous school year, as to the status of the Title I program so that districts may contract personnel and make plans for the implementation of their projects as the school year ends in September.

Part I, Item 5 - Implementation of Section 205

(a) The types of projects that were not approved when first submitted were:
1. Projects that were written for all the children in a district or in an attendance area.
2. Projects that concerned only acquisition of equipment without action programs for children.
3. Poorly planned projects.
4. Projects that supplanted State programs.
5. Projects having improper or poorly planned budgets.
6. Projects that were written for a segment of children, showing an indifference to the overall, most pressing educational needs of the total district.
7. Projects planning kindergarten for all kindergarten-age children in the district.

(b) The most common misconceptions of Title I are as follows:
1. Districts consider Title I as a general aid to education rather than a categorical aid.
2. Title I is intended to provide for the acquiring of materials and equipment without including action programs for disadvantaged children.
3. The planning as to size, scope, and quality is limited to too few children or too many children, either in terms of concentration at a grade level or making the project so general as to include almost the total educational process of the district.
4. Programs that are a continuation of last years project have been started prior to 1967 approval. Districts that have started such projects must carry all expenses prior to approval date.
5. Terminology such as encumbrances or unliquidated obligations is not understood.

Part I, Item 6 - Coordination of Title I and Community Action Programs

(a) The number of projects in local educational agencies that serve an area where there is an approved Community Action Program in Oregon would be 111.

(b) The total amount of Title I money approved for LEAs where there was an approved Community Action Program was $4,127,476.89.

(c) Each application was checked to see that a statement of coordination and cooperation was made in mounting projects or programs within the LEA district where CAA program had been funded. The office of the OEO and the State Department of Education is in constant communication through a liaison by the Director of Title I and one general consultant assigns 35% of his time to this responsibility.

(d) Routine

(e) In a few cases there were problems in communication and the intent of the review on the part of Community Action Agencies and local educational applications for projects under Title I. In each case where problems had arisen, meetings were held and cooperation or a workable agreement was reached. At one point in the operation the CAA and the Department of Education had reached a point of impasse. A meeting of representatives of the CAA from the state and the regional area from San Francisco and the directors, coordinators and consultants from Title I met to work out these differences. As a result of this meeting a joint statement by the state OEO office and the State Department of Education was issued so that each district would understand the working relationship between the two bodies.

(f) None listed

(g) It is recommended that the requirement of a signoff by the CAA be eliminated.

Part I, Item 7 - Inter-relationship of Title I with other Titles of ESEA

(a) Title II - None

(b) Title III - None - Title III funded projects work in conjunction with many Title I projects and coordinate their services.

(c) Title IV - None - Title IV, an Oregon project to help train research and evaluation personnel to work on Title I and Title III programs.

(d) Title V - None - The State Department of Education hired personnel under Title Title II that work as subject area consultants with local school districts, and specialists that helped develop curriculum materials for Title I Coordinators.

(e) None

(f) None

(g) None

Coordination of the Title II program itself should be extended to include coordinations with other programs of Federal financial assistance. The benefits of ESEA Title II can often be augmented and reinforced by other forms of assistance.

For example, Title III of the National Defense Education Act could provide equipment for some elementary and secondary school subjects and minor remodeling of classrooms and laboratories where those subjects are taught and of audio-visual libraries. Title I of ESEA provides funds to help public schools where there are concentrations of educationally disadvantaged children. These funds are to be used for special educational programs and might include provision for additional school library staff, facilities, and equipment, to mention only three of numerous possibilities. Title III of ESEA authorizes the development and establishment of supplementary centers to provide educational programs and to serve as models for regular school programs. These centers could include model school libraries and demonstrations of the use of instructional materials.

Part I, Item 8-Cooperative Projects Between Districts

(a) Nineteen cooperative projects were applied for and approved in Oregon. Of the 19 cooperative projects, we would list the following as outstanding:

Jackson County Cooperative
1. Specialized Instruction or Personnel
2. Coordination with Community Services

Josephine County Cooperative
1. Specialized Instruction or Personnel
2. Social-Psychological Services
3. Vocational Training Emphasis

(b) Cooperative project problem areas:

Monroe Cooperative
1. Lack of cooperating districts to work together.
2. Receiving accurate reports.
3. Disposition of equipment upon termination of the project.

(c) None

Part I, Item 9-Non-public School Participation

(a) The State Department Guidelines and other correspondence has stressed the importance of planning and the implementation of programs to include non-public school children. It was required that a statement of previous contact between the LEA and the non-public schools had taken place in the application.

(b) Subjectively, the cooperation and project participation and availability of activities for non-public school children has been good in Oregon.

(c) The problems would be lack of understanding as to eligibility of services and materials to be used in non-public schools. In most districts there has been good cooperation and understanding.

(d) None

(e) See attachment

Part I, Item 10-Supplementary Materials

(a) Included

(b) The State Department of Education did not contract for evaluation with any outside agency.

(c) See attachment

(d) Compliance with this sampling 10% will be included with this report.

Part II, Item 1-Comprehensive Analysis

(a) See attachment

Part II, Item 2-Establishing Project Areas

In Oregon, the majority of school districts in each size classification used a combination of three methods in determining schools eligible to be Title I, ESEA, project areas. These methods are:

1. The 1960 U. S. Census
2. AFDC payments
3. Judgements by school district administrative council

Part II, Item 3-Needs

A- 1. Reading deficiencies
2. Need for counseling and guidance services
3. Kindergarten and pre-school experience
4. Cultural and enviromental experience need to be expanded
5. To increase academic achievement

B- Same as A
C- Same as A
D- Same as A
E- Same as A

6. Improve self-concept
7. Improvement enthusiasm for school
8. Work experience

Part II, Item 4-Local Educational Agency Problems

Principal Problems

A- 1. Finding qualified personnel to fill positions.
Guidance Counselor
Kindergarten teacher
Remedial Reading teacher
Classroom teachers
Teachers for Mentally retarded children
Social psychologists

2. Planning comprehensive projects specifically designed to meet the needs of educationally deprived children. Some districts fail to envision the possibilities of the opportunities afforded in the Act.

3. Planning and the involvement of personnel in planning and launching programs and projects in deprived areas.

4. Putting the total application into acceptable form for approval.
   Method of writing narrative.
   Understanding the interest and classification of eligibility.
   Developing budget and supporting details.
   Using form and completing it correctly.

5. Administering the program.
   Finding administrative personnel to coordinate the program.
   Understanding legal aspects of the Act.
   Classifying economically deprived areas of concentration.
   Classifying educationally deprived children.
   Details.

6. Delay in launching projects because of the necessity of revising, re-writing and review of previously submitted projects returned for correction before being approved.

7. Reporting of evaluation data.

8. Being assured of funding so as to allow early contractual and other binding commitments.

9. Receiving material and equipment from suppliers.

B- Same as A
C- Same as A
D- Same as A
E- Same as A

Part II, Item 5-Prevalent Activities

A- 1. Developmental and remedial reading
   2. Health and P. E.
   3. Coordination of community services
   4. Guidance and counseling
   5. Analysis of Needs and the development of corrective procedures

B- None

C- 1. Developmental reading
   2. Individualized instruction
   3. Language arts and communications program
   4. Specialized instruction or personnel
   5. Material centers

D- Same as C
E- Same as C

Part II, Item 6-Innovative Projects

A- Portland State Project #1
This model school project is one of concentrating increased emphasis on educational practices to bring about better opportunities for children in the most depressed area of Portland. The project was planned to be for general education of the educationally deprived children.

B- None

C- Reynolds State Project #7
This project provided a mobile reading laboratory which was staffed and equipped to aid in the reduction and prevention of reading problems. The unit is moved from one location to another for extended periods of time. Referrals were then taken and individualized programs developed to aid the individual child.

D- Pendleton State Project #350
This project was designed to improve the self-concept of 7th and 8th grade under achievers. The activities include language arts, social studies, science, mathematics and arts and crafts. The students take part in the regular junior high school program in music, band, physical education and home economics. In this special class the pupils have the opportunity to make a selection of subject areas and exercise much self-direction through individualized instruction.

The teachers and teacher aides were selected on the basis of their understanding and acceptance of the educationally disadvantaged and their ability to individualize instruction. These teachers have received extensive in-service training in preparation for this kind of program.

E- Weston State Project #332
This project provided field trips for children located in an isolated area to see and experience new activities. These experiences then became the basis of teaching and improving the basic skills of reading and writing.

Part II, Item 7-Methods of Increasing Staff for Title 1 Projects

A- 1. Hiring Aides
2. Contracting retired professionals
3. Use of substitute teachers
4. Sharing personnel from the Intermediate Education Departments

B- None
C- Same as A
D- Same as A
E- Same as A

Part II, Item 8-Measuring Instruments

A- (a) Pre-kindergarten/Kindergarten
1. Peabody Picture Vocabulary Test
2. Detroit Readiness

(b) Grades 1-3
1. Stanford Achievement
2. Scotts Foresman Reading Readiness
3. Gates Reading Diagnostic
4. S.R.A. Reading Achievement

(c) Grades 4-6
1. Stanford Achievement
2. Gates Reading Survey
3. California Achievement
4. Metropolitan Achievement

(d) Grades 7-9
1. Stanford Achievement
2. Gates Reading Survey
3. California Achievement
4. California Mental Maturity
5. Metropolitian Achievement
6. S. R. A. Achievement

(e) Grades 10-12
1. Iowa Test of Educational Development
2. Metropolitian Achievement
3. Gates Reading Survey

B- None
C- Same as A
D- Same as A
E- Same as A

Part II, Item 9-Analysis of Effective Activities and Methods

A- (a) (1) Early years - Pre-school-Grade 3
1. Multi-media approach
2. Individualized instruction
3. Field trips
4. Teacher aides
5. Specialized instruction
6. Play activities

(2) Middle years - Grade 4-6
1. Audio visual aids
2. Individualized instruction
3. Multi-media approach
4. Field trips
5. Teacher aides
6. Summer school and activities
7. Specialized instruction

(3) Teen years - Grade 7-12
1. Reading laboratories
2. Multi-media approach
3. Individualized instruction
4. Field trips
5. Teacher aides
6. Counseling and guidance
7. Specialized instruction
8. Cultural experiences
9. Work experience

B- None
C- Same as A
D- Same as A
E- Same as A

(b) Self-explanatory

Part II, Item 10-General Analysis of Title 1

The first year's activities funded by Title 1, P.L. 89-10 would be judged successful. This judgment would be based on the response by the districts in applying for funds and their replies as to the effectiveness of the various programs carried out during the year. There were many excellent programs in Oregon and some programs that failed to reach expectations.

There has been gratification in the response and interest on the part of the children who shared in the opportunities that were available as a result of Title 1. Many school administrators and teachers became much more aware of the needs of these educationally disadvantaged children. This has stimulated planning and action to meet these needs. Parents seemed to be very interested in these programs and their response was most gratifying.

An impression would be that the summer projects were highly successful in most cases and accomplished the objectives of increased interest in learning on the part of the children.

As to the effectiveness in achievement and bringing about change in children and educational procedures, the assessment will have to be made in the future. True results and effectiveness of programs can only be measured by future outcomes.

There is need for refinement and the development by teachers, administrators and school personnel at the local, state and national level to bring about effective educational procedures to meet these children's needs. There is need for adjustment in the timing of Congressional action in spelling out the law and the appropriation of funds to coincide with the planning of programs at the LEA level.

Early information and guidelines should be available from the U. S. Office of Education so the local districts may plan early for the next school year.

If Title 1, P.L. 89-10 continues over a period of many years the results should be excellent in bringing about improvement for the educationally disadvantaged child.

MLC:lk

HUMAN INTEREST STORIES

Human interest stories or incidents involved in the Title 1 project which might indicate perceptual and/or behavioral changes resulting from project activities.

1. A boy who will enter the seventh grade in the fall sat down at the first adolescent group session, silently and carefully set his mousetrap, causing it to spring at just the right moment to divert attention from the discussion and toward himself. The psychologist expressed concern that this child was so upsetting to the group that it might be better to exclude him. The other therapists suggested that the youth remain as long as possible. From this behavior there followed a transition to withdrawal. The boy read a book or worked a puzzle while the others talked. Then came the day when he looked up occasionally and volunteered a comment now and then. A few days later, he sat at the table or in the circle with the others, often having real insight into their problems. At the close of the eight weeks (he was asked to return for the second four-week session), he had become a contributing member of the group. More than this, he no longer regurgitated food, making family mealtimes much more pleasant; he improved his reading and motor skills, and was able to act as announcer for the culminating performance for parents. (Play therapy, one-to-one counseling, and project testing were all used in addition to the adolescent group experiences.)

2. The adolescent group decided to experiment by playing strip poker. Boys and girls removed their shoes and stockings. One of the girls unbuttoned her blouse. The director for the Summer Program came into the room. Guilt feelings were evident immediately, although there had been none with only the therapists present. It was possible to talk with the group concerning activities which might not be socially acceptable and the consequent feeling of guilt that could follow. Some of the group came to realize that in many cases the consequences of impulsive action were too great to take a chance on the action.

3. Following the director's entrance into the room, some of the group adjourned to the lavatory to continue their card game. One of the therapists decided that things had gone far enough, so she requested they stop the game and return. One of the boys sat down outside the classroom to put on his shoes and sox. As the therapist passed him to go into the room, he looked up at her with evident relief, "Thanks," he said. "Thanks a lot." It was apparent that he appreciated limits.

4. During the last few days of the session it was apparent that some of the bendable rubber family figurines used in play therapy had disappeared. When the staff was cleaning at the close of the session, a paper bag was discovered. In it were father, mother, a boy, and a girl, dressed in scraps tied on the bodies with belt-like scraps. These were different from those of the original set, but apparently they had been brought to the room by a participant who felt the need of replacing the missing family.

5. During the session one of the participants found $2,000 in a grocery store. She returned it to the manager who gave her a $10.00 reward which she shared with her sisters who were also present (all were enrolled in the Summer Program). A day or so later she was given an additional $90.00 for her honesty. The money had inadvertently been left out of the safe. The girls were on TV, had a tape sent to her of the telecast, the family picture was in the newspapers, etc.

Human Interest Stories Cont.

6. The child was so shy that one could scarcely hear her when she spoke. Eventually, she was able to play with the others. The last day of the session she shouted to another child while they were outside. "K_ talked out loud," another child came running to report to the aide. The aide had heard and smiled.

7. "Terrible T_'s not so terrible any more," one child said to himself.

8. "Hey, I'm a loud mouth. I wonder why I'm such a loud mouth?" one of the seventh grade boys asked the therapist when he was first able to see himself as others had. "I seem to be the only one making noise in here." After that he began to change.

9. "You don't ever get mad. No one in here ever gets mad," puzzled a third grade girl.
"They don't have to get mad. They like us," a second grade child responded.

10. Parents commented that they didn't have to get their children up in the morning or urge them to get ready for school. Some of them expressed amazement that their children liked it and wanted to come.

11. One lad reported for guidance daily. The staff kept saying that he was not enrolled. "I know; I know," he replied, "but I need the guidance whether anybody referred me or not." He continued until the close of the session.

12. It was not unusual for students to bring their friends. "She needs this," was a remark frequently heard.

13. A student was told that she could bring a visitor with her in the afternoon. The staff members were surprised to see one of the morning session students. "L_, you were here this morning," one member said. "Uh huh, I know," L_ replied, "but this afternoon I'm D_'s guest." This represented a real triumph because for the past year the families of these girls had not been speaking although they lived in the same block. Until this time, the girls had been forbidden to play together.

MLC:lk

TITLE I, 89-313
SUMMARY
PORTLAND REGIONAL FACILITY FOR THE BLIND

Although we feel our entire summer project in Portland was outstanding, two pretty neat aspects that I want to call to your attention were the pre-school program and the work-experience program. The pre-school activities were designed to provide a variety of experiences which would enable children to function more favorable in the regular school setting.

The work-experience coordinator developed a curriculum guide which we feel is outstanding and which we intend to use in subsequent projects. We had six blind girls employed during the summer in a wide variety of positions. Dr. Levitt's evaluation describes these activities in greater detail.

TITLE I, 89-313
SUMMARIES
SEVERELY EMOTIONALLY DISTURBED CHILDREN

Two main problems characterize the development and implementation of projects at the school programs in the three state mental hospitals, namely: the late date in the school year at which it was possible to begin development of projects, and the transient nature of the student population. In the first case, the late date made action programs difficult to establish and focused efforts on materials and supplies. While some results can be evaluated it will be the end of a full year of operation with new teaching materials that the full impact can be observed. Eastern Oregon State Hospital is one example of an effort to establish an action phase of a program through extension of the school year into a summer program and addition of arts and crafts activities. The transient population problem entered here in that by the mid-point of the summer program nearly all the students had been sent home by the hospital and questionable results were obtained from the contracted time of the summer program teacher.

MLC:lk

TITLE I EVALUATION

78% Sample - 301 Projects

Districts_____
City_____
County_____
Project Nos._____

Part I, Program Data for Combined Projects (children participating directly in the projects)

A. Evaluation Design--Record the number of projects opposite the evaluation design which most nearly describes the ones used in your Title I program.

No. of Projects	Evaluation Design
172	One-group design using a pretest and post-test on the project group to compare observed gains or losses.
45	One-group design using pretest and/or post-test scores on the project group to compare observed performance with local, state, national or standard norms.
31	One-group design using data on the project group to compare performance with data on children in the project schools from past years.
23	Two-group experimental design using the project group and a conveniently available non-project group as the control.
30	Other (specify)

B. Nonpublic School Participation--Record in the space provided the number of nonpublic school children who are directly participating in the program by type of service or activities listed.

Services or Activities in which children attending schools participated:	No. of nonpublic school children participating
(1) On public school grounds only:	
During the regular school day	172
Before school	
After school	36
Weekends	1
Summer	779
(2) On nonpublic school grounds only:	1
During the regular school day	291
Before school	
After school	
Weekends	
Summer	
(3) On both public and nonpublic school grounds:	
During the regular school day	86
Before school	
After school	
Weekends	
Summer	4
(4) On other than public or nonpublic school grounds:	
During the regular school day	
Before school	
After school	
Weekends	6
Summer	19

C. Record by school level the number of projects that employed each of the specified types of standardized tests and other measurements for baseline data and evaluation of Title I children.

Projects in Skill Development Subjects						Projects Involving Attitudinal and Behavioral Development Objectives				
	Pre-K/	Grades				Pre-K/	Grades			
Measures	Kind.	1-3	4-6	7-9	10-12	Kind.	1-3	4-6	7-9	10-12
1. Standardized Tests & Inventories										
a. Achievement	15	268	269	205	99	12	32	32	25	10
b. Intelligence	6	80	109	65	15	3	7	6	8	12
c. Aptitude	1	14	16	20	8	1	2	1		5
d. Interest	1	4	5	12	9	1	5	5	5	6
e. Attitude	1	6	7	8	4	1	27	35	9	1
f. Others (Specify)	10	30	35	46	14		3	6	7	1
2. Other Tests										
a. Locally Devised Tests	5	12	7	9	16	3	5	4	2	2
b. Teacher-Made Tests	4	60	72	81	39	2	11	10	5	6
c. Others (Specify)	2	14	20	15	5		8	8	18	10
3. Other Measures										
a. Teacher Ratings	26	142	184	127	55	15	61	103	62	58
b. Anecdotal Records	18	103	137	86	39	10	59	96	56	19
c. Observer Reports	17	76	68	77	40	16	36	42	31	13
d. Others (Specify)	3	10	15	20	9	3	9	9	10	9

D. Insert number of children classified as dropouts (those who have withdrawn from school and to the best of your knowledge have not returned) from the total school program.

	1963-1964		1964-1965		1965-1966		1966-1967		1967-1968	
Grade	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)
8th	38	38	47	26	25	18	3			
9th	240	107	341	191	325	292	3	1		
10th	560	243	877	339	899	472	12	4		
11th	650	282	995	544	1176	693	20	12		
12th	650	576	994	438	1161	403	41	9		
Total Dropouts	2785	1276	2771	1410	3500	1878	71	27		
Total Schools				Not completed at this time						

E. Post High School Education

PERCENTAGE OF STUDENTS CONTINUING EDUCATION BEYOND HIGH SCHOOL*

	1963-1964		1964-1965		1965-1966		1966-1967		1967-1968	
Grade	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)
Total No. of Grads.	21475	9624	22677	10435	23238	9609				
% of Grads. Cont. Ed.*	47.4	44.6	47.7	47.6	50.9	48.3				

*A student is considered to continue his education if he enters one of the following on either a full-time or part-time basis: Post-Graduate Course, Junior College, College or University, a Vocational or Technical Institute, or a Nursing School.

E. Place check in the proper spaces below to evaluate the two main objectives for each project.

Indicate Primary Objective_____

Indicate Secondary Objective_____

	Primary Objective			Secondary Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	21	17	2	21	19	2
Grades 1-3	133	110	117	126	118	102
Grades 4-6	117	244	94	120	141	81
Grades 7-9	75	104	32	84	95	30
Grades 10-12	24	46	17	21	41	14
Total	370	521	262	372	414	229

F: Complete the following information using subjective judgment in determining group ratings for each project. Write in the number of children rated poor, fair, etc.

Children's Self-Concept

No. of Pretest Title I Project Children	6870	8686	6177	1491	393
Baseline Rating	Poor	Fair	Good	Excellent	Superior
No. of Post-Test Title I Project Children	3338	7269	7824	3001	667
Post-Test Rating	Poor	Fair	Good	Excellent	Superior

Children's Enthusiasm For School

No. of Pretest Title I Project Children	6660	7912	6641	2037	413
Baseline Rating	Poor	Fair	Good	Excellent	Superior
No. of Post-Test Title I Project Children	2612	7021	8975	3643	879
Post-Test Rating	Poor	Fair	Good	Excellent	Superior

G. Complete the Following Baseline and Evaluation Information.

Record the number of children in each standardized percentile or M score* interval for the test used on the scale below for all children participating directly in this project under Title I (Part II, Project Application, Item 7A). These are to be total battery percentiles.

1. Name of Test_____ Form___ Date Given_____Gr. Level___

Baseline

Number of Title I Project Children	1070	2181	3353	3285	3691	2785	1280	662	533	518
Percentile or M Score	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

2. Name of Test_____ Form___ Date Given_____Gr. Level___

Post-Test

Number of Title I Project Children	1186	1679	1883	2943	3792	2284	1251	720	669	741
Percentile or M Score	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

3. Convert percentile or M score information to the following:

	Title I Children Pretest	Title I Children Post-Test
Mean (Average)	40.48	43.16
Median (Midpoint)	39.36	42.33
Mode Group (Largest)	40-49	40-49

H. Teacher's Statement as to the Success or Failure of the Project.

*"M" scores are used in the Portland Metropolitan Testing Area.

PART II COMPREHENSIVE ANALYSIS

STATISTICAL INFORMATION *

Classification	Number of LEA's for which Title I programs have been approved	Funds Actually Committed	Unduplicated Count of Children				Average cost per pupil Col. 3 by Col. 4
			Total Col. 5, 6 & 7	Public	Non Public	Not Enrolled	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	2	2,056,266.05	27625	27323	302	---	74.43
State Dept. of Ed. & Bd. of Control	2	262,430.04	1734	1734	---	---	151.34
C	73	1,184,666.43	8952	8642	310	---	132.34
D	48	2,409,207.68	15096	14536	560	---	159.59
E	178	1,299,074.96	14457	14199	218	40	89.86
TOTAL	303	7,211,645.16	67864	66434	1390	40	106.27

* Based on 303 evaluation reports
(Including State Dept. of Education and Board of Control)
Calculated on 10% samplings and estimates

*Title I - Children - Composite Scores

Grade	Month & Year Tested	Test Name	Form	N Schools	N Students	Raw Score X	Raw Score S.D.	Number of Students or Schools 25th %ile	50th %ile	75th %ile	99th %ile
All	Composite	Pre-test - Baseline	----	-------	19358	-----	-----	5263	8317	4330	1448
All	Composite	Post-test	----	-------	17148	-----	-----	3995	7487	3967	1699

	** Title I Children Pre-test	** Title I Children Post-test
Mean	40.48	43.16
Median	39.36	42.33
Mode	40-49	40-49

* Based on 301 evaluation reports
** Indication of a slowing down in the decline of achievement level

TABLE NO. 3

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP

1965-66

	Title I Schools *		All Schools **	
	ADA	ADM	ADA	ADM
Elementary	40,256	42,547	253,180	267,592
Junior High	8,026	8,526	50,479	53,623
High	17,541	18,895	110,319	118,836

* All Title I Schools based on percentage
** All School totals from State report

STATE DEPARTMENT OF EDUCATION
Division of Instruction
Public Service Building
Salem, Oregon 97310
November 14, 1966

SUMMARY OF SOME
ACTIVITIES APPROVED UNDER OREGON SCHOOL
DISTRICT PROJECTS FOR TITLE I, PUBLIC LAW 89-10
OCTOBER 1965 - MARCH 1966

Type of Project	No. of Projects	Total Approved Project Funds	Children Participating: Public	Non Public	Total Children	Average Cost Per Child
Developmental and/or Remedial Reading	54	$ 800,347.19	7,920	285	8,205	$ 97.54
Individualized Instruction (Teacher Aides)	37	885,127.73	8,832	229	9,061	97.68
Kindergarten	9	133,514.20	645	8	653	204.46
Specialized Instruction or Personnel	17	1,865,199.83	9,948	326	10,274	181.54
Materials Center	11	249,545.65	2,145	108	2,253	110.76
Libraries and Library Personnel	16	522,033.13	10,864	80	10,944	47.70
Summer and/or After School Program	0	0	0	0	0	0
Improve Self-Concept	2	56,209.33	900	22	922	60.96
Language Arts Communications Program	37	698,373.61	7,218	637	7,855	88.90
Analysis of Needs and the Development of Corrective Procedures	3	109,549.48	312	12	324	338.11
Closed Circuit TV	2	91,306.44	1,629	0	1,629	56.05
Manual Arts Training Emphases	9	125,597.49	542	16	558	225.08
Coordination with Community Services	1	9,468.00	810	0	810	11.69
Specialized Equipment	6	63,775.98	1,201	0	1,201	53.10
Arithmetic	1	4,910.40	53	0	53	92.70
Health and Physical Education	4	71,131.39	740	40	780	91.19
Clerical Assistants	0	0	0	0	0	0
Cultural Enrichment	2	2,931.19	113	0	113	25.93
Guidance and Counseling Programs	11	121,867.50	1,867	42	1,909	63.83
Social-Psychological Services	1	4,200.00	85	0	85	49.60
TOTALS	223	$5,815,088.54	55,824	1,805	57,629	$100.90

Number of children enrolled in Oregon's nonpublic schools - 1965-1966:
Secondary Schools 7,784
Elementary Schools 26,880
Total 34,664
Nonpublic school children participating in Title I activities = 5.2%

Number of children enrolled in Oregon's public schools - 1965-1966:
Secondary Schools 185,992
Elementary Schools 304,820
Total 490,812
Public school children participating in Title I activities = 11.3%

10.9% of Oregon's children enrolled in both public and nonpublic schools participated in Title I activities.

State Department of Education
Administrative Services Division
Research Section

PERSONNEL EMPLOYED IN P.L. 89-10 PROGRAMS IN OREGON

Positions	Number Employed	
	More Than Half-Time	Half-Time or Less
Teacher Certificated Personnel	721	578
Non-Teacher Certificated Personnel	839	519
Total	1,560	1,097

ADDITIONAL PERSONNEL EMPLOYED IN Titles I, II, III, & IV PROJECTS

Specific Position	More Than Half-Time	Half-Time or Less
General Classroom Teachers	194	284
Remedial Reading & Language Development	221	123
Special Education (MR, Art, Music, and Physically Handicapped)	56	20
Guidance-Counseling	88	52
Librarian	29	10
Kindergarten	22	17
Pre-School	14	18
Speech Correctionist	12	10
Supervision, Coordinators, Administration, Etc.	85	44
Teacher and Library Aides	672	323
Secretary, Clerks, Etc.	72	52
Non-Professional (Cooks, Custodian, and Bus Drivers)	19	70
Nurses	15	19
Social Worker	33	1
Dentist	0	3
Physician	0	4
Psychologist	0	12
Technical Assignment (Machine Operators)	19	35
Total	1,560	1,097

ACTIVITIES UNDER APPROVED OREGON SCHOOL
DISTRICT PROJECTS FOR TITLE 1, PUBLIC LAW 89-10

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STATE DEPARTMENT OF EDUCATION
Division of Instruction
General Consultant Services Section
Public Service Building
Salem, Oregon 97310

OREGON SCHOOL DISTRICT PARTICIPATION
BY TYPE OF PROJECT
UNDER TITLE I, P.L. 89-10
1965-66

DEVELOPMENTAL AND/OR REMEDIAL READING

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Yamhill Gr. #16 (1)	Yamhill	16	E	14,458.40	66	3
Central Linn 552C (2)	Linn	22				
Central #13J (1)	Polk	21	D	62,725.00	574	0
Creswell #40 (3)	Lane	29				
Carlton Elem.#11 (1)	Yamhill	34	E	3,819.20	71	0
Springfield #19 (2)	Lane	14				
Winston-Dillard #116 (1)	Douglas	38	E	4,852.00	90	0
Riddle Pub.Sch.#70 (1)	Douglas	13	E	9,820.80	184	0
Sutherlin #130C (1)	Douglas	23	D	6,254.84	19	0
Bethel #52 (1)	Lane	19	C	30,826.40	270	0
Monitor Elem.#142J (2)	Marion	11				
Benton County #17J (1)	Benton	54	E	8,662.10	125	0
Reynolds #7 (1)	Multnomah	50	C	38,500.00	613	14
Eugene #4,Proj. 2 (3)	Lane	44				
Douglas Co. #4 (1)	Douglas	42	D	74,179.00	1704	76
Sherwood #88J (1)	Washington	68	C	8,729.60	12	0
Bandon #54 (1)	Coos	64	E	13,047.00	42	0
Lacomb Elem.#73 (1)	Linn	61	E	4,637.60	43	0
McMinnville #40 Project 2 (2)	Yamhill	51				
Yoncalla #32 (1)	Douglas	71	E	6,547.20	52	0

DEVELOPMENTAL AND/OR REMEDIAL READING

1 District Name & No. Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Redmond #2J (1)	Deschutes	72	D	23,640.80	240	0
Pilot Rock #2R (1)	Umatilla	75	E	13,639.00	150	0
Woodburn #103C (2)	Marion	77				
Powers #31 (1)	Coos	76	E	2,300.00	24	0
Reedville #29 (1)	Washington	82	C	1,636.80	24	0
Aroner #39 (1)	Washington	83	C	2,728.00	30	0
Pleasant Hill #1 Project 1 (2)	Lane	91				
Lebanon #UH-1 (1)	Linn	92	D	23,350.00	96	0
Sublimity #7C (1)	Marion	88	E	2,728.00	16	43
Days Creek #15 (1)	Douglas	97	E	5,728.80	56	0
Bend #1 Project 3 (2)	Deschutes	101				
Banks #13 Project 3 (1)	Washington	105	C	4,845.00	20	0
Coquille #8 (1)	Coos	106	D	33,054.10	421	0
Bandon #54 Project 2 (1)	Coos	107	E	7,700.00	100	6
Sisters #6 (1)	Deschutes	110	E	4,897.00	46	0
Tumalo #3 (1)	Deschutes	111	E	3,458.00	31	0
Stayton #77J (1)	Marion	114	D	3,183.50	66	63
Lakeview #7 (1)	Lake	115	D	18,277.60	182	0
David Douglas #40 Project 3 (1)	Multnomah	118	C	12,748.47	127	8
David Douglas #40 Project 4 (4)	Multnomah	119				
Milwaukie #UH-5 (1)	Clackamas	122	C	42,011.00	165	0
Mari-Linn #29J (1)	Linn	123	E	2,455.20	53	0

- 3 -

DEVELOPMENTAL AND/OR REMEDIAL READING

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj. No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Farmington View #58J (1)	Washington	125	C	2,182.40	24	0
Sodaville #13 (2)	Linn	126				
Oregon City #62 (1)	Clackamas	129	C	75,753.50	835	39
Florence #97J (1)	Lane	139	C	33,800.00	174	0
Redland #116 (1)	Clackamas	141	C	2,455.20	31	0
Warrenton #30 (2)	Clatsop	145				
Glide #12 (2)	Douglas	148				
Elgin #23 Project 2 (1)	Union	137	E	4,623.85	88	0
Welches #13 (1)	Clackamas	153	C	4,092.00	47	0
Madras #509J (1)	Jefferson	155	E	33,008.00	304	1
Tillamook #9 (1)	Tillamook	158	D	19,368.80	60	0
Dever #20 (1)	Linn	160	E	818.40	18	0
Baker #5J (3)	Baker	165				
Paisley #11 (1)	Lake	164	E	4,092.00	30	0
Gervais UH #1 (3)	Marion	169				
Vale #UH3 (3)	Malheur	171				
Amity #4 (1)	Yamhill	179	E	18,004.80	66	2
Boring #44 (1)	Clackamas	183	C	1,636.80	21	0
Lake County Coop (1)	Lake	184	E	10,366.00	38	0
Marion #20 (2)	Marion	185				
Central Point #6 (1)	Jackson	189	D	28,572.17	110	0
Astoria #1 (1)	Clatsop	194	D	30,500.00	110	10
Klamath Falls #2 (1)	Klamath	196	D	10,151.51	80	20
Butte Falls #91 Project 2 (1)	Jackson	197	E	5,245.00	39	0

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DEVELOPMENTAL AND/OR REMEDIAL READING

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Mitchell #55 (2)	Wheeler	201				
The Dalles #12 (3)	Wasco	204				
Port Orford-Langlois #2J (2)	Curry	206				
Umatilla #6R (1)	Umatilla	209	E	5,728.80	36	0
Tangent #26 (1)	Linn	210	E	1,091.20	12	0
Pioneer #13 (2)	Marion	213				
Umpqua #45 Project 2 (1)	Douglas	219	E	2,300.80	20	0
Harper #66 (1)	Malheur	220	E	3,205.55	36	0
Mapleton #32 (1)	Lane	222	C	7,910.00	29	0

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INDIVIDUALIZED INSTRUCTION (TEACHER AIDES)

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Central Sch.Dist. #13J (2)	Polk	21				
Dallas #2 (1)	Polk	26	D	32,928.00	847	0
Newberg 29J (1)	Yamhill	28	D	84,022.40	806	30
Central Howell #540C (1)	Marion	30	E	2,455.20	9	0?
Cornelius Gr.Sch. #2 (1)	Washington	36	C	6,820.00	90	0
Springfield #19 (1)	Lane	14	C	127,397.00	341	66
South Lane #45J (1)	Lane	15	C	28,294.00	218	19
Lincoln Co. Unit Project 1 (1)	Lincoln	7	D	43,335.00	816	4
Lincoln Co. Unit Project 4 (1)	Lincoln	10	D	46,345.00	92	5
Scotts Mills #73J (1)	Marion & Clackamas	24	E	5,728.80	35	0
Mill City #129J (1)	Linn	17	E	11,450.00	143	10
Silver Crest #93 (1)	Marion	18	E	1,490.00	11	0
Stayton UHS #UH4J (1)	Marion	4	D	5,065.50	51	5
Oakland #1 (1)	Douglas	5	E	15,900.00	131	0
Monitor Elem. #142J (1)	Marion	11	E	4,609.76	26	0
Bethany #63 (1)	Marion	55	E	2,455.20	18	0
McMinnville #40 Project 2 (1)	Yamhill	51	D	39,004.17	196	18
Reynolds #7 (2)	Multnomah	50				
Douglas Co. #4 (2)	Douglas	42				
Detroit #123J (2)	Marion	57				
Albany UHS #UH8J (1)	Linn	65	D	48,026.18	775	0
South Lane #45J3 (3)	Lane	63				
Lake Oswego #7 (2)	Clackamas	67				
Victor Point #42 (2)	Marion	73				
Reedville #29 (2)	Washington	82				
Groner #39 (2)	Washington	83				

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INDIVIDUALIZED INSTRUCTION (TEACHER AIDES)

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Redmond #UH-1J (1)	Deschutes	84	D	15,457.80	116	0
Hebo #13J (1)	Tillamook	85	E	4,364.00	16	0
Ontario #8C (3)	Malheur	89				
North Plains #70 (1)	Washington	90	C	12,276.00	128	0
Jefferson #14CJ (1)	Marion	94	E	6,277.95	151	0
Scio #95-C (1)	Linn	95	E	9,548.00	185	0
Bend #1 Project 2 (1)	Deschutes	100	D	35,470.00	105	0
Glendale #77 (3)	Douglas	102				
Banks #13 Project 2 (1)	Washington	104	C	8,467.00	56	0
Vernonia #47J (1)	Columbia	108	E	11,403.30	112	0
Scappoose #1 Co-op. (3)	Columbia	113				
David Douglas #40 Project 1 (1)	Multnomah	116	C	29,428.46	164	13
David Douglas #40 Project 5 (2)	Multnomah	120				
Fern Ridge #28J (1)	Lane	124	C	36,009.60	135	0
Gervais Coop (1)	Marion	140	E	18,710.00	70	35
Gresham #6 (2)	Multnomah	143				
Drain #22 (2)	Douglas	149				
Elgin #23 (1)	Union	131	E	3,867.35	23	0
Culver #44 (2)	Jefferson	159				
Corvallis #509J (1)	Benton	161	D	38,875.00	1482	0
Winston-Dillard #116 (1)	Douglas	162	D	13,970.66	312	0
South Umpqua #19 Project 3 (1)	Douglas	163	D	7,100.00	41	0

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INDIVIDUALIZED INSTRUCTION (TEACHER AIDES)

1 District Name & No. Objective #(1),(2) (3) or (4)	2 County	3 State Proj. No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Medford #549 Project 2 (1)	Jackson	170	D	60,096.00	164	24
North Marion #15 (4)	Marion	177				
Amity #4 (3)	Yamhill	179				
Lane County Coop (2)	Lane	182				
Olney #11 (1)	Clatsop	187	E	3,500.00	12	0
Central Point #6 Project 2 (3)	Jackson	189				
Portland #1 Project 4 (1)	Multnomah	190	A	28,561.00	293	0
Portland #1 Project 7 (1)	Multnomah	191	A	35,601.00	657	0
Rural Dell #92 (1)	Clackamas	212	C	818.40	5	0
Josephine County Project 2 (2)	Josephine	221				

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KINDERGARTEN

1 District Name & No. Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Beaver Elem. #8 (1)	Tillamook	27	E	6,000.00	38	0
Echo #3 (1)	Umatilla	33	E	6,547.20	14	0
Lebanon Elem.#16 (1)	Linn	25	D	30,280.80	203	0?
Weston #19 (1)	Umatilla	35	E	5,802.00	20	0
Knox Butte #19 (1)	Linn	48	E	3,819.20	21	0
Hillsboro #7 (1)	Washington	56	C	38,192.00	91	8
Mollalla #35 (2)	Clackamas	93				
Bend #1 Project 3 (3)	Deschutes	101				
Tumalo #3 (2)	Deschutes	111				
Milwaukie #1 (4)	Clackamas	128				
Oregon City #62 Project 1 (4)	Clackamas	129				
Oregon City #62 Project 2 (1)	Clackamas	130	C	8,444.00	52	0
Neah Kah Nie #56 (1)	Tillamook	132	E	21,608.00	66	0
St. Paul #45 (2)	Marion	144				
Nyssa #26 (4)	Malheur	188				
Estacada #108 (1)	Clackamas	205	C	12,821.00	140	0

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SPECIALIZED INSTRUCTION OR PERSONNEL

1 District Name & No. Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Central Linn 552C (4)	Linn	22				
Cornelius Gr. Sch. #2 (2)	Washington	36				
Jackson County Coop.Project (1)	Jackson	12	D	152,860.00	1402	171
Winston-Dillard #116 (2)	Douglas	38				
Lincoln Co. Unit Project 4 (2)	Lincoln	10				
Scotts Mills #73J (2)	Marion & Clackamas	24				
Eugene #4 Project 3 (1)	Lane	45	A	107,492.00	300	0
Roseburg #4 (3)	Douglas	42				
Pendleton #16R (1)	Umatilla	69	D	66,047.26	100	0
South Lane #45J3 (1) Proj. 2	Lane	63	C	16,570.00	478	24
Eldriedge #60C (2)	Marion	62				
Junction City #69 Proj. 2 (1)	Lane	79	D	17,949.77	280	0
Lowell #71 (1)	Lane	96	C	10,620.00	56	0
Clackamas #64 (1)	Clackamas	98	C	7,911.20	94	0
Alfalfa #24 (1)	Deschutes	109	E	272.80	13	0
Sisters #6 (2)	Deschutes	110				
Tumalo #3 (3)	Deschutes	111				
Lakeview #7 (2)	Lake	115				
David Douglas #40 Project 4 (3)	Multnomah	119				
Josephine Co. Co-op (1)	Josephine	121	D	86,575.00	592	25
Fern Ridge #28J (2)	Lane	124				
Farmington View #58J (2)	Washington	125				
Milwaukie #1 (1)	Clackamas	128	C	63,910.00	273	16

SPECIALIZED INSTRUCTION OR PERSONNEL

District Name & No. Objective #(1),(2), (3) or (4)	County	State Proj.No.	Classification	Approved Project Funds	Children Participating Public	Children Participating Nonpublic
Gresham #UH2J Project 2 (2)	Multnomah	134				
Seaside #10 (1)	Clatsop	142	D	13,170.02	67	0
Warrenton #30 (4)	Clatsop	145				
Glide #12 (1)	Douglas	148	E	10,079.50	122	0
Myrtle Point #41 (3)	Coos	150				
Madras #509J (2)	Jefferson	155				
Salem #24J (2)	Marion	157				
Baker #5J (4)	Baker	165				
Paisley #11 (2)	Lake	164				
Medford #549 Project 2 (4)	Jackson	170				
Vale #UH3 (2)	Malheur	171				
West Linn #3 (3)	Clackamas	173				
North Marion #15 (3)	Marion	177				
Crook County (4)	Crook	181				
Lane County Co-op (1)	Lane	182	C	19,641.60	110	0
Marion #20 (1)	Marion	185	E	2,182.40	57	0
Nyssa #26 (3)	Malheur	188				
Portland #1 Project 4 (4)	Multnomah	190				
Coos Bay #9 Project 2 (1)	Coos	193	D	12,069.57	178	23
Astoria #1 (2)	Clatsop	194				
Butte Falls #91 Project 2 (2)	Jackson	197				
Josephine County Project 2 (1)	Josephine	221	D	27,196.71	323	0

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MATERIALS CENTER

1 District Name & No. Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Newberg #29J (2)	Yamhill	28				
Grand Prairie #14 (1)	Linn	37	E	2,728.00	149	8
Athena #29R Project 2 (1)	Umatilla	32	E	5,571.60	53	0
Coos Bay #9 (1)	Coos	66	D	42,043.00	805	69
Gresham #4 (1)	Multnomah	78	C	50,468.00	190	23
Pleasant Hill #1 Project 2 (1)	Lane	87	C	2,074.40	65	0
Bend #1 Project 2 (2)	Deschutes	100				
David Douglas #40 Project 5 (3)	Multnomah	120				
Fairview #66C (1)	Linn	138	E	2,455.20	57	0
Warrenton #30 (3)	Clatsop	145				
Myrtle Point #41 (4)	Coos	150				
Adrian #61 (1)	Malheur	154	E	7,870.00	163	0
Salem #24J (3)	Marion	157				
Baker #5J (1)	Baker	165	D	65,100.00	114	8
Medford #549 Project 2 (3)	Jackson	170				
Vale #UH3 (1)	Malheur	171	E	13,930.00	120	0
West Linn #3 (2)	Clackamas	173				
Riverside #24 (1)	Linn	176	D	1,091.20	29	0
Amity #4 (2)	Yamhill	179				
Crook County (1)	Crook	181	D	56,196.98	400	0
Hermiston #8 (2)	Umatilla	199				
Central Point #6 (2)	Jackson	189				
Portland #1 Project 7 (2)	Multnomah	191				
Umatilla #6 (3)	Umatilla	209				

LIBRARIES AND LIBRARY PERSONNEL

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Bethel #52 (2)	Lane	19				
Lincoln County Project 2 (1)	Lincoln	8	D	25,960.80	568	0
Reynolds #7 (3)	Multnomah	50				
North Bend #13 (3)	Coos	41				
Detroit #123J (1)	Marion	57	E	3,000.80	46	0
Creswell #40 (1)	Lane	29	C	17,732.00	276	0
Coos Bay #9 (2)	Coos	66				
Ontario #8C (4)	Malheur	89				
Scio #95-C (2)	Linn	95				
Pratum #50 (1)	Marion	112	E	1,636.80	14	0
David Douglas #40 Project 4 (1)	Multnomah	119	C	30,025.46	243	12
Sodaville #13 (1)	Linn	126	E	2,182.40	24	0
Oregon City #62 Project 1 (2)	Clackamas	129				
Turner #79C (1)	Marion	136	E	10,912.00	94	0
Fairview #66C (2)	Linn	138				
Orient #6 (1)	Multnomah	143	C	19,329.00	135	0
St. Paul #45 (3)	Marion	144				
Glide #12 (4)	Douglas	148				
Elgin #23 Project 2 (2)	Union	137				
Madras #509J (3)	Jefferson	155				
Sheridan #48J (1)	Yamhill	156	E	6,834.70	32	0
Tillamook #9 (2)	Tillamook	158				
Dever #20 (2)	Linn	160				

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LIBRARIES AND LIBRARY PERSONNEL

District Name & No. Objective #(1),(2), (3) or (4)	County	State Proj.No.	Classification	Approved Project Funds	Children Participating Public	Children Participating Nonpublic
North Marion # 15 (2)	Marion	177				
Hermiston #8 (1)	Umatilla	199	D	55,319.00	310	0
Nyssa #26 (2)	Malheur	188				
Portland #1 Project 8 (1)	Multnomah	192	A	320,305.00	8,615	49
Condon #25J (1)	Gilliam	200	E	7,911.00	161	0
Mitchell #55 (1)	Wheeler	201	E	5,728.80	43	0
Harrisburg #42 (2)	Linn	202				
South Lane #45J3 (1)	Lane	203	C	3,967.20	244	19
Nestucca #3 (1)	Tillamook	216	E	8,184.00	40	0
Damascus-Union #26 (1)	Clackamas	217	C	3,000.80	19	0
Mapleton #32 (2)	Lane	222				

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SUMMER AND/OR AFTER SCHOOL PROGRAM

1 District Name & No. Objective #(1), (2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Newberg #29J (3)	Yamhill	28				
Lincoln County Project 4 (4)	Lincoln	10				
McMinnville #40 Project 2 (3)	Yamhill	51				
Silverton UHS7J (3)	Marion	39				
North Plains #70 (3)	Washington	90				
Bandon #54 Project 2 (3)	Coos	107				
David Douglas #40 Project 1 (2)	Multnomah	116				
David Douglas #40 Project 2 (2)	Multnomah	117				
Mari-Linn #29J (2)	Linn	123				
Cascade UH-5 (3)	Marion	127				
Lake Oswego #7 Project 2 (2)	Clackamas	133				
Myrtle Point #41 (2)	Coos	150				
Madras #509J (4)	Jefferson	155				
Baker #5J (2)	Baker	165				
Sandy #46 (2)	Clackamas	168				
Medford #549 Project 2 (2)	Jackson	170				
West Linn #3 Project 2 (3)	Clackamas	174				
Crook County (2)	Crook	181				
Astoria #1 (4)	Clatsop	194				
Klamath Falls #UH2 (3)	Klamath	196				
Harrisburg #42 (3)	Linn	202				
Port Orford-Langlois #2J (3)	Curry	205				

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SUMMER AND/OR AFTER SCHOOL PROGRAM

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Umatilla #6R (2)	Umatilla	209				
Tangent #26 (2)	Linn	210				
Pioneer #13 (3)	Marion	213				

IMPROVE SELF-CONCEPT

1 District Name & No., Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Silverton UHS7J (1)	Marion	39	D	36,335.00	362	0
Beaverton #48 Project 2 (1)	Washington	70	C	19,870.00	538	22
Multnomah #1 Project 1 (1)	Multnomah	1	A	1,250,652.00	5503	67
Reynolds #7 Project 2 (2)	Multnomah	81				
Redmond UH-1J (3)	Deschutes	84				
Clackamas #64 (2)	Clackamas	98				
Glendale #77 (2)	Douglas	102				
Vernonia #47J (2)	Columbia	108				
David Douglas #40 Project 1 (4)	Multnomah	116				
David Douglas #40 Project 3 (3)	Multnomah	118				
Oregon City #62 Project 2 (2)	Clackamas	130				
Neah Kah Nie #56 (3)	Tillamook	132				
Colton #53 (2)	Clackamas	135				
Redland #116 (2)	Clackamas	141				
Boring #44 (2)	Clackamas	183				
Sheridan #48J Project 2 (2)	Yamhill	214				

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LANGUAGE ARTS COMMUNICATIONS PROGRAM

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Beaverton #48J (1)	Washington	6	C	51,876.44	237	22
North Bend #13 (1)	Coos	41	D	34,714.00	327	0
Hillsboro #7 (2)	Washington	56				
Concord #28 (3)	Clackamas	59				
Bandon #54 (2)	Coos	64				
Lake Oswego #7 (1)	Clackamas	67	C	6,998.36	75	0
Idriedge #60C (1)	Marion	62	E	7,092.80	29	0
Junction City #69 (1)	Lane	60	D	9,153.00	133	0
Yoncalla #32 (2)	Douglas	71				
Victor Point #42 (1)	Marion	73	E	4,092.00	14	0
Gales Creek #30 (1)	Washington	74	C	4,910.40	53	0
Woodburn #103C (1)	Marion	77	D	39,556.00	161	50
Gresham #4 (2)	Multnomah	78				
Powers #31 (2)	Coos	76				
Carus #29 (1)	Clackamas	86	C	545.60	10	0
Mt. Angel #91 (1)	Marion	80	E	19,914.40	21	20
Ontario #8C (1)	Malheur	89	D	70,382.40	320	0
Molalla #35 (1)	Clackamas	93	C	10,100.00	41	0
Glendale #77 (1)	Douglas	102	E	19,641.60	221	0
Bandon #54 Project 2 (2)	Coos	107				
Scappoose #1 Co-op. (1)	Columbia	113	E	24,001.00	552	58
Lakeview #7 (3)	Lake	115				
Colton #53 (1)	Clackamas	135	C	4,230.00	14	0
Turner #79C (2)	Marion	136				
Gervais Co-op (2)	Marion	140				

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LANGUAGE ARTS COMMUNICATIONS PROGRAM

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classifi- cation	5 Approved Project Funds	6 Children Partici- pating Public	7 Nonpublic
St. Paul #45 (1)	Marion	144	E	23,456.00	112	0
Warrenton #30 (1)	Clatsop	145	E	19,096.00	89	0
Drain #22 (1)	Douglas	149	E	10,639.00	220	0
Myrtle Point #41 (1)	Coos	150	D	13,721.00	180	0
Welches #13 (2)	Clackamas	153				
Salem #24J (1)	Marion	157	D	109,766.00	2498	470
Culver #4 (1)	Jefferson	159	E	4,910.40	58	0
Tualatin #1J (1)	Washington	166	C	8,736.66	21	0
Oak Creek #15 (1)	Linn	167	E	1,364.00	9	0
Alsea #7J (1)	Benton	172	E	7,092.80	26	0
West Linn #3 (1)	Clackamas	173	C	13,000.00	61	0
West Linn #3 Project 2 (1)	Clackamas	174	C	13,734.40	60	0
Cottrell #107 (1)	Clackamas	175	C	2,728.00	20	0
North Marion #15 (1)	Marion	177	E	38,664.00	204	0
Nyssa #26 (1)	Malheur	188	D	52,650.40	432	0
Cove #15 (1)	Union	195	E	3,256.00	32	0
Harrisburg #42 (1)	Linn	202	E	3,637.60	36	0
Port Orford- Langlois #2J (1)	Curry	206	E	7,092.80	84	0
Coos Bay #9 Project 3 (1)	Coos	208	D	25,788.55	272	17
Pioneer #13 (1)	Marion	213	E	3,000.80	18	0
Butte Creek #67J (1)	Clackamas	215	C	6,001.60	21	0
Damascus-Union #26 (2)	Clackamas	217				
Harper #66 (2)	Malheur	220				
Gaston Co-op (1)	Washington	223	C	8,184.00	35	0
Gresham UHS #U2J (1)	Multnomah	40	C	28,380.00	522	0

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ANALYSIS OF NEEDS AND THE DEVELOPMENT OF CORRECTIVE PROCEDURES

1	2	3	4	5	6	7
District Name & No. Objective #(1),(2),(3) or (4)	County	State Proj.No.	Classification	Approved Project Funds	Children Participating Public	Children Participating Nonpublic
Athena #29R (2)	Umatilla	32				
Lincoln County Project 3 (1)	Lincoln	10	D	46,345.00	92	5
Pendleton #16R (2)	Umatilla	69				
Bandon #54 (2)	Coos	64				
Beaverton #48 Project 2 (2)	Washington	70				
Multnomah #1 Project 3 (1)	Multnomah	3	A	31,498.00	150	0
Bend #1 Project 1 (2)	Deschutes	99				
Bend #1 Project 3 (1)	Deschutes	101	D	31,642.37	70	7
Myrtle Point #41 Project 2 (2)	Coos	151				

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CLOSED CIRCUIT TV

1 District Name & No. Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Lynch #28 (1)	Multnomah	47	C	26,461.60	429	0
Eldriedge #60C (3)	Marion	62				
Portland #1 Project 2 (1)	Multnomah	2	A	64,843.00	1200?	0
Portland #1 Project 4 (2)	Multnomah	190				

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VOCATIONAL TRAINING EMPHASIS

1 District Name & No. Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Yamhill UHS #1 (1)	Yamhill	20	E	8,184.00	97	1
McMinnville #40 (1)	Yamhill	52	D	7,099.03	22	0
South Umpqua #19 (1)	Douglas	49	D	12,010.00	78	0
Ontario #8C (2)	Malheur	89				
Lowell #71 (3)	Lane	96				
Days Creek #15 (3)	Douglas	97				
Bend #1 Project 1 (1)	Deschutes	99	D	18,663.00	30	0
Coquille #8 (3)	Coos	106				
David Douglas #40 Project 5 (1)	Multnomah	120	C	24,803.96	95	3
Josephine County Co-op. (3)	Josephine	121				
Fern Ridge #28J (3)	Lane	124				
Cascade UH-5 (1)	Marion	127	E	10,639.91	15	0
Lake Oswego #7 Project 2 (1)	Clackamas	133	C	14,121.57	45	6
Salem #24J (4)	Marion	157				
Gervais UH #1 (1)	Marion	169	E	19,005.00	118	0
Powers #31 Project 2 (2)	Coos	178				
South Umpqua #19 Project 3 (2)	Douglas	186				
Portland #1 Project 4 (3)	Multnomah	190				
Seaside #1 (1)	Clatsop	211	D	11,071.02	42	6

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COORDINATION WITH COMMUNITY SERVICES

1 District Name & No. Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Jackson County Co-op. Proj. (2)	Jackson	12				
Eugene #4 Project 4 (1)	Lane	46	A	9,468.00	810	0
Beaverton #48 Project 2 (4)	Washington	70				
Reedsport Co-op (2)	Douglas	146				

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SPECIALIZED EQUIPMENT

1 District Name & No. Objective #(1), (2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Winston-Dillard #116 (3)	Douglas	38				
Riddle Pub.Sch.#70 (2)	Douglas	13				
Lincoln County Project 4 (3)	Lincoln	10				
Eugene #4 Project 2 (1)	Lane	44	A	55,833.00	810	0
North Bend #13 (2)	Coos	41				
Pendleton #16R (3)	Umatilla	69				
Eldriedge #60C (3)	Marion	62				
Sublimity #7C (2)	Marion	88				
Bend #1 Project 1 (3)	Deschutes	99				
Coquille #8 (2)	Coos	106				
Milwaukie #UH-5 (2)	Clackamas	122				
Yamhill UH #1 (2)	Yamhill	20				
Gervais Co-op (3)	Marion	140				
Orient #6 (3)	Multnomah	143				
Umapine #13 (1)	Umatilla	147	E	1,089.00	43	0
Drain #22 (3)	Douglas	149				
Glide #12 (3)	Douglas	148				
Elgin #23 (2)	Union	131				
Sheridan #48J (2)	Yamhill	156				
Winston-Dillard #116 (2)	Douglas	162				
Sandy #46 (4)	Clackamas	168				
Gervais UH #1 (4)	Marion	169				
Alsea #7J (2)	Benton	172				
West Linn #3 Project 2 (2)	Clackamas	174				
Vale UH #3 Project 2 (1)	Malheur	180	E	800.00	120	0

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SPECIALIZED EQUIPMENT

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classifi- cation	5 Approved Project Funds	6 Children Partici- pating Public	7 Nonpublic
South Umpqua #19 Project 3 (1)	Douglas	186	E	13,080.00	181	0
Astoria #1 (3)	Clatsop	194				
Cove #15 (2)	Union	195				
Klamath Falls #2 (2)	Klamath	196				
Coos Bay #9 Project 3 (3)	Coos	208				
Sheridan #48J Project 2 (1)	Yamhill	214	E	5,352.03	21	0
Umpqua #45 (1)	Douglas	218	E	700.00	26	0
Josephine County Project 2 (3)	Josephine	221				

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ARITHMETIC

1 District Name & No., Objective #(1), (2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Central Linn 552C (3)	Linn	22				
Concord #28 (3)	Clackamas	59				
Gales Creek #30 (1)	Washington	74	C	4,910.40	53	0
Banks #13 Project 3 (2)	Washington	105				
Stayton #77J (2)	Marion	114				
Milwaukie UH-5 (3)	Clackamas	122				
Tualatin # 1J (2)	Washington	166				
Coos Bay #9 Project 3 (2)	Coos	208				

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HEALTH AND PHYSICAL EDUCATION

1 District Name & No., Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Central Linn 552C (1)	Linn	22	E	24,824.80	137	10
Eugene #4 Project 1 (1)	Lane	43	A	10,095.00	214	0
South Lane #45J3 (2) Project 2	Lane	63				
Portland #1 Project 1 (2)	Multnomah	1				
Hebo #13J (2)	Tillamook	85				
North Plains #7C (2)	Washington	90				
David Douglas #40 Project 2 (1)	Multnomah	117	C	32,489.41	247	30
David Douglas #40 Project 4 (2)	Multnomah	119				
Silverton #4C (1)	Marion	207	D	3,722.00	142	0

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CLERICAL ASSISTANTS

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
South Lane #45J (2)	Lane	15				
Riddle Pub.Sch.#70 (3)	Douglas	13				
Pleasant Hill #1 Project 2 (2)	Lane	87				
Mt. Angel #91 (2)	Marion	80				
Banks #13 Project 1 (2)	Washington	103				
Josephine County Co-op. (4)	Josephine	121				
Gresham # U2 - 20 Project 2 (3)	Multnomah	134				
Fairview #66C (3)	Linn	138				
Seaside #10 (3)	Clatsop	142				
St. Paul #45 (4)	Marion	144				
Reedsport Co-op (3)	Douglas	146				

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CULTURAL ENRICHMENT

1 District Name & No. Objective #(1),(2),(3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Silver Crest #93 (1)	Marion	58	E	1,235.00	13	0
Days Creek #15 (2)	Douglas	97				
Banks #13 Project 2 (2)	Washington	104				
Vernonia #47J (3)	Columbia	108				
David Douglas #40 Project 2 (3)	Multnomah	117				
Milwaukie #1 (2)	Clackamas	128				
Lake Oswego #7 Project 2 (4)	Clackamas	133				
Colton #53 (3)	Clackamas	135				
Florence #97J (3)	Lane	139				
Myrtle Point #41 Project 3 (1)	Coos	152	D	1,693.00	100	0
Tillamook #9 (3)	Tillamook	158				
Sandy #46 (3)	Clackamas	168				
Portland #1 Project 7 (3)	Multnomah	191				
The Dalles #12 (4)	Wasco	204				
Nestucca #3 (2)	Tillamook	216				

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GUIDANCE AND COUNSELING PROGRAMS

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Nonpublic
Athena #29R (1)	Umatilla	31	E	4,522.00	53	0
Eugene #4 Project 2 (2)	Lane	44				
Silverton UHS7J (2)	Marion	39				
Neah Kah Nie #56 (2)	Tillamook	132				
Junction City #69 (2)	Lane	60				
Beaverton #48 Project 2 (3)	Washington	70				
Pilot Rock #2R (2)	Umatilla	75				
Reynolds #7 Project 2 (1)	Multnomah	81	C	9,425.00	109	6
Redmond UH-1J (2)	Deschutes	84				
Scappoose #1 Co-op. (2)	Columbia	113				
David Douglas #40 Project 3 (2)	Multnomah	118				
Banks #13 Project 1 (1)	Washington	103	C	13,418.00	111	0
Milwaukie #UH-5 (4)	Clackamas	122				
Cascade UH-5 (2)	Marion	127				
Oregon City #62 Project 1 (3)	Clackamas	129				
Concord #28 (1)	Clackamas	59	C	8,729.60	45	0
Lake Oswego #7 Project 2 (3)	Clackamas	133				
Gresham #U2-20 Project 2 (1)	Multnomah	134	C	16,700.00	100	0
Florence #97J (2)	Lane	139				
Seaside #10 (2)	Clatsop	142				
Reedsport Co-op (1)	Douglas	146	D	17,459.20	365	0

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GUIDANCE AND COUNSELING PROGRAMS

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Myrtle Point #41 Project 2 (1)	Coos	151	D	3,240.00	631	0
Sandy #46 (1)	Clackamas	168	C	13,640.00	48	0
Gervais UH #1 (2)	Marion	169				
Powers #31 Project 2 (1)	Coos	178	E	973.60	148	0
Lake County Co-op (2)	Lake	184				
Oakridge #76 (1)	Lane	198	C	5,880.00	95	0
The Dalles #12 (1)	Wasco	204	D	27,879.00	162	36

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SOCIAL-PSYCHOLOGICAL SERVICES

1 District Name & No. Objective #(1),(2), (3) or (4)	2 County	3 State Proj.No.	4 Classification	5 Approved Project Funds	6 Children Participating Public	7 Children Participating Nonpublic
Pleasant Hill #1 Project 1 (1)	Lane	91	C	4,200.00	85	0
Lebanon #UH-1 (2)	Linn	92				
Scio #95C (3)	Linn	95				
Lowell #71 (2)	Lane	96				
Bend #1 Project 3 (4)	Deschutes	101				
David Douglas #40 Project 1 (3)	Multnomah	116				
Josephine County Co-op. (2)	Josephine	121				
Milwaukie #1 (3)	Clackamas	128				
Crook County (3)	Crook	181				
Coos Bay #9 Project 2 (2)	Coos	193				
The Dalles #12 (2)	Wasco	204				
Gaston Co-op (2)	Washington	223				

ROBERT Y. THORNTON
ATTORNEY GENERAL

STATE OF OREGON
DEPARTMENT OF JUSTICE
SALEM

July 29, 1966

Dr. Leon P. Minear
Superintendent of Public Instruction
Public Service Building

No. 6162

You have written us as follows:

> "Members of the Legislative Fiscal Committee have questioned the authority of the State Board of Education to administer its State plan for making available school library resources, textbooks and other instructional materials under Sections 201-207 of Title II and Sections 601-605 of Title VI, Public Law 89-10.
>
> "In particular, the question relates to the participation of parochial schools in the benefits provided therein in view of the Constitutional prohibitions against aid to religious institutions as these have been interpreted by our Supreme Court in the case of Dickman et al. v. School District No. 62C et al., (1961) 232 Or. 238, 366 P. (2d) 533.
>
> "You have previously indicated that the plan is not in violation of Constitutional and statutory provisions, but it would be appreciated if you would review the matter at this time."

Title II, § 201 (a) of the Elementary and Secondary Education Act of 1965 [Public Law 89-10], provides for federal grants to the states for the purpose of acquisition of school library resources, textbooks and other printed and published instructional materials for the use of children and teachers

in public and private elementary schools. Section 201 (b) authorizes appropriations and § 202 provides for allotment of the appropriations to the states. Section 203 provides that a state desiring to receive grants under the Act shall designate a state agency for administration and shall submit a state plan which, among other things, shall provide assurances to the extent consistent with law that the library resources, textbooks and other instructional materials will be provided on an equitable basis for the use of children and teachers in private and elementary schools in the state.

Section 204 (a) provides that federal payments from the amounts alloted to each state shall be equal to the amount expended by the state in carrying out its program, so no contributions from state or local sources is required. Section 204 (b) provides for federal arrangement of a program to provide the resources, texts and instructional materials to schools in a state where the state agency is not authorized under state law to do so, the cost thereof to be deducted from the state allotment.

Section 205 provides that title and control of the resources, textbooks and materials shall vest only in the public agency administering the plan and that the use thereof by children and teachers in any school shall be limited to those which have been approved by an appropriate state or local educational agency or are used in public elementary or secondary schools of the state.

Sections 206 and 207 relate to federal approval of plans and judicial review which are not material to this inquiry.

Title VI, §§ 601 to 604, contains definitions of terms, a provision for an advisory council, certain details of federal administration and prohibitions against federal

control of education.

Section 605 provides that nothing contained in the Act shall be construed to authorize the making of any payment for religious worship or instruction.

The State of Oregon has submitted a plan pursuant to Title II, and the Federal Government has approved this plan. Section 1.1 of the plan designates the State Board of Education as the agency for administration of the plan, and § 1.27 provides that the board will administer and supervise the program directly to public school agencies, but will arrange for these agencies to administer the program for children and teachers in the public and private elementary schools located within their districts. The plan elsewhere provides for full participation by pupils and teachers of private schools in the use of resources and materials acquired under the program, although title and ownership is to remain in the public agency. In line with the requirement of Title II, § 203 (a) 5, that the resources and materials furnished shall supplement and not supplant existing school facilities, no textbooks will be furnished to public elementary schools (state laws presently require that elementary textbooks be furnished by school districts at no charge to the pupils) and will not be furnished to public high schools which have been supplying the textbooks without charge. Section 3.52 provides that textbooks will be furnished to only those private schools which "have not in recent years customarily furnished such texts free to their pupils."

The state plan is authorized by ORS 326.051 which provides in part as follows:

> "(1) In addition to such other duties as are prescribed by law, the State Board

of Education shall:

* * *

"(2) (a) * * *

"(b) Apply for federal funds and accept and, notwithstanding ORS 293.305, enter into any contracts or agreements in behalf of the state for the receipt of such funds from the Federal Government or its agencies for educational purposes, including but not limited to any funds available for the school lunch program, for vocational educational purposes, for adult education and any grants available to the state or its political subdivisions for general federal aid for public elementary and secondary schools and their auxiliary services, improvement of teacher preparation, teacher salaries, construction of school buildings, administration of the Department of Education and any other educational activities under the jurisdiction of the State Board of Education."

It is clear that the above quoted statutory provision authorizes the State Board of Education to administer the program in the state, but a question of church-state relationships is presented through the use of resources and materials by parochial schools. Dickman et al. v. School District No. 62C et al., (1962) 232 Or. 238, 366 P. (2d) 533, the case mentioned in your letter, is the leading case in Oregon on church-state relationships, and it is appropriate to review that decision in connection with the question here involved.

In that case the plaintiff taxpayers brought suit to enjoin the defendant school district from supplying textbooks free of charge for the use of pupils enrolled in St. John's The Apostle School, a parochial school maintained by the Catholic church. Plaintiffs also sought a judicial declaration that the so-called free textbook statute (ORS 337.150) under which the distribution was made was unconstitutional. Plaintiffs' attack upon the constitutionality of the statute was based principally upon two grounds, (1) that it authorized state aid to religion at public expense in violation

of the First Amendment to the United States Constitution as made applicable to the states by the Fourteenth Amendment, and (2) that the furnishing of such textbooks constituted a benefit to religious institutions, contrary to the provisions of Article I, § 5, Oregon Constitution. The court concluded that expenditure of public funds by the defendant school district for the purpose of furnishing textbooks free of charge to pupils of a parochial school was prohibited by Article I, § 5, Oregon Constitution, and therefore deemed it unnecessary to decide the federal constitutional question or the other contentions of the plaintiffs. Dickman et al. v. School District No. 62C et al., supra (232 Or. at 245).

In arriving at its decision, the court observed that the First Amendment as interpreted in Everson v. Board of Education, (1946) 330 U.S. 1, 91 L. Ed. 711, 168 A.L.R. 1392, and Article I, § 5, Oregon Constitution, prohibit the use of state funds for the benefit of religious institutions. Ibid. Article I, § 5, Oregon Constitution, provides as follows:

> "No money shall be drawn from the Treasury for the benefit of any religeous (sic), or theological institution, nor shall any money be appropriated for the payment of any religeous (sic) services in either house of the Legislative Assembly."

In its decision, the court rejected the "child benefit theory" as enunciated by Borden v. Louisiana State Board of Education, (1929) 168 La. 1005, 123 So. 655, 67 A.L.R. 1183, in which a statute similar to ORS 337.150 was attacked on essentially the same grounds as the case at bar. The court noted with approval the criticisms of this theory in the cases of Gurney v. Ferguson, (1942) 190 Okla. 254, 255, 122 P. (2d) 1002, 1003-1004; Judd v. Board of Education, (1938) 278 N.Y.

200, 15 N.E. (2d) 576, 118 A.L.R. 789; and Matthews v. Quinton, (Alaska 1961) 362 P. (2d) 932, in which expenditures for free transportation of parochial school pupils were held to be proscribed by constitutional provisions. The court also distinguished the case at bar from Everson v. Board of Education, supra (also a transportation case), by saying at page 252:

> "The furnishing of textbooks even more clearly constitutes an educational aid. In the Everson case the expenditure for the transportation of parochial school pupils was upheld on the theory that the state could provide for the protection of all school children from traffic hazards irrespective of the religious or public character of schools which they attended. Assuming that the court's reasoning in Everson is sound, it is not applicable to the case at bar. The expenditure of public funds for textbooks supplied to pupils of parochial schools is clearly identified with the educational process, and does not warrant the assumption made in the Everson case that the expenditure is for the general welfare thus justifying the use of the state's police power."

However, although the court distinguished the matter of furnishing free textbooks from that of free transportation, it also appears that the court, by dictum at least, rejected the theory upon which the expenditure for transportation of parochial school pupils was upheld in the Everson case. At pages 260-261, the court stated:

> "The trial judge was of the opinion that the expenditures in question constituted a violation of the constitutional principle of separation of church and state, but he concluded that he was bound by Everson v. Board of Education, 330 US 1, 67 S Ct 504, 91 L Ed 711, 168 ALR 1392 (1946). A decision of the Supreme Court of the United States holding that certain legislation is not in violation of the federal constitution is not an adjudication of the constitutionality of the legislation under a state constitution. In such a case it is not only within the power of the state courts, it is their duty to decide whether

> the state constitution has been violated. Our views on the policy or interpretation of a particular constitutional provision do not always coincide with those of the Supreme Court of the United States. As we have indicated, Everson v. Board of Education, supra, is distinguishable from the case at bar. Even if it were not, our conclusion would be the same."

Finally, the court rejected the argument that aid to school children is for a public purpose because the compulsory school attendance law compels all children to attend school (p. 254) and further refused to follow the theory advanced in some cases that since the parochial schools are performing a task which the state itself must perform through the use of the public schools, the expenditures made are not "aid" but "remuneration" for services rendered, and, therefore, not prohibited by the constitutional principle of separation of church and state (p. 255).

By way of general comment, the court conceded that as long as church and state continue to exist side by side there cannot be a complete isolation of each, with neither exerting influence upon the other. Residual benefits will accrue to the various religious groups, not because they are religious organizations but because they are, like other organizations, a part of the community which the state will, and must, serve indiscriminately. The proscription is not against benefits accruing to a religious organization, but is against aid to religious functions. Where the aid is to pupils and schools, the benefit is identified with the function of education and if the educational institution is religious, the benefit accrues to religious institutions in their function as religious institutions. Textbooks are an integral part of the educational process, and the teaching of the principles of Catholicism is an inseparable part of the

educational process in the St. John's School. The court observed that it was unable to see any substantial distinction between the furnishing of textbooks and the furnishing of blackboards, desks, laboratory equipment, instruments or other equipment clearly necessary to the operation of the school. The court attached no significance to the fact that the textbooks were loaned to the pupils rather than given outright; in either event, a substantial benefit was conferred upon the recipient.

We believe that the Dickman case clearly establishes as law in Oregon that the use of public funds to supply textbooks free of charge for the use of pupils in parochial schools is proscribed by the Oregon constitutional mandate that "No money shall be drawn from the Treasury for the benefit of any religeous (sic), or theological institution * * *." Article I, § 5, Oregon Constitution, supra. The fact that the textbooks are loaned rather than given outright is immaterial. The use of textbooks is an "integral part of the educational process," and if the educational institution is religious, the benefit accrues to the institution in its function as a religious institution.

In our opinion, the library resources and other instructional materials contemplated by Title II and the state plan are no less an integral part of the educational process than textbooks. Acceptable library resources and materials have long been a major factor in evaluation of the educational adequacy of institutions of higher learning, and it takes no extensive perusal of current literature in the field of elementary and secondary education to ascertain that present philosophies and methods of instruction at this level make such facilities equally essential. We observe that

certain minimum library resources and materials are required in the schools by regulations of the State Board of Education as a condition of being classified as a "standard" school for purposes of receiving a share of the state Basic School Fund. We therefore see no valid distinction between the textbooks which might be supplied for the use of parochial schools and the library resources and materials which they are to share with public schools under the state plan; both are an integral part of the educational process and are a benefit to the religious function of such schools.

If the funds for this benefit to parochial schools came from state or local sources, our inquiry could end at this point; however, they do not, and herein lies the difficulty in ascertaining the proper rule of law. As indicated above, § 204 (a) of Title II provides that federal payments shall be equal to the amount expended by the state in carrying out its program, and our information further indicates that the payment procedure operates in a manner which assures that all funds for acquisition of resources and materials and costs of administration of the program are entirely funds of federal origin.

Federal approval of the state plan includes a determination of the amount of the state's entitlement thereunder, and as the funds have been appropriated by the Congress, an allotment of the state's share has been made. An authorization entitled "letter of credit" has been issued to the State Department of Education which permits the state to draw on the allotted federal funds. The letter of credit authorizes a maximum amount which can be drawn each month and the Federal Reserve Bank of San Francisco is the designated depository from which the funds may be drawn. Funds are obtained by the

department upon request and in accordance with the letter of credit, and the Federal Reserve Bank transfers the requested amount to the Ladd and Bush Branch of the United States National Bank in Salem, Oregon, where it is deposited to the credit of the State Treasurer in a special account for federal funds. The treasurer is notified of the deposit, and that office in turn notifies the department that funds are available. Thereafter the State Department of Education issues vouchers to the Secretary of State for payment of the claims arising under the state plan. This includes all claims of participating school districts and administrative expense of the department, including salaries of departmental personnel engaged in the program. On the basis of the vouchers, the Secretary of State issues warrants on the special federal funds account for payment of all claims. At no time is there any expenditure of state funds, on a reimbursement basis or otherwise. We see nothing in this arrangement which would transform the character of this monetary assistance from federal aid to state aid.

It is clear that the funds may lawfully be expended only in accordance with the federal law and regulations and pursuant to the agreement between the Federal Government and the State of Oregon, as embodied in the state plan. In actuality, the State Board of Education and the school districts are only the agencies and instrumentalities designated by the Congress to effectuate the Act. It might be said that these agencies function as trustees or custodians of the federal funds made available for the program by the Congress, and that in such capacity they are simply administering and disbursing federal funds to carry out objectives of the federal legislation. Cf. Opinion of the Kentucky Attorney General No. 65-865.

The purpose for which state funds may be used is governed by our Constitution and statutes and the United States Constitution, while the purpose for which federal funds may be used is a matter for Congress to determine, subject to the restrictions of the United States Constitution. Thus, Article I, § 5, Oregon Constitution, which prohibits the use of public funds for the benefit of religious and theological institutions, must necessarily apply only to state and local funds, since it is obvious that this provision could not operate as a restriction on the use of funds provided by the Federal Government. Until such time as the validity of this federal legislation is judicially ruled upon, we must presume its validity under the United States Constitution. Accordingly, it is our opinion that the purpose for which Title II funds are being used is not to be limited by Article I, § 5, Oregon Constitution.

We have further considered whether there are other constitutional limitations which would prevent the State Board of Education and school districts from administering federal funds in a manner which would be prohibited in the case of state or local funds. Phrased differently, the question is: May the state and its agencies expend federal funds for purposes which, under Oregon law, constitute a prohibited monetary benefit to religious institutions? This is the peculiar problem which is created by the provisions of the Elementary and Secondary Education Act of 1965. It seems in principle that participation of state government in such a program of expenditure would be a violation of the spirit of the doctrine of separation of church and state. In addition to Article I, § 5, Oregon Constitution, the doctrine is embodied in other constitutional provisions:

Article I, § 2, Oregon Constitution, provides as follows:

> "All men shall be secure in the Natural right, to worship Almighty God according to the dictates of their own consciences."

Article I, § 3, provides:

> "No law shall in any case whatever control the free exercise, and enjoyment of religeous (sic) opinions or interfere with the rights of conscience."

It has been held that the guarantee of religious freedom in the United States Constitution is identical in meaning with Article I, §§ 2 and 3, of the Oregon Constitution, although expressed in a different language. City of Portland v. Thornton, (1944) 174 Or. 508, 149 P. (2d) 972, cert. den. 323 U.S. 770, 89 L. Ed. 616; Baer v. City of Bend et al., (1956) 206 Or. 221, 292 P. (2d) 134. It has also been held that the use of school funds for the maintenance of weekday schools of religious education is in violation of Article I, § 5, Oregon Constitution. Opinions of the Attorney General, 1926-1928, p. 587. The teaching of religious instruction on public school premises during school hours is in violation of the First and Fourteenth Amendments to the United States Constitution. Opinions of the Attorney General, 1946-1948, p. 473. With reference to instruction in public schools or on school premises, there is no distinction between "Bible study" and "religious education." Federal and state constitutions bar religion as such from the institutions of government, including the public school system. Opinions of the Attorney General, 1952-1954, p. 46. The use of public school facilities for distribution of the King James version of the Bible to pupils by the Gideons International is a violation of the First and Fourteenth Amendments to the United States Constitution. Opinion of the Attorney General No. 5983, dated June 3, 1965. However, construction and maintenance of a nonsectarian chapel

at MacLaren School for Boys is not violative of either state or federal constitutions and the inclusion of an invocation and benediction at high school graduation exercises, where attendance at such exercises is not compulsory, is not a violation of constitutional provisions. Opinions of the Attorney General, 1956-1958, p. 257; 1962-1964, p. 428.

Although the foregoing decisions affirm the doctrine of separation of church and state in Oregon, they do not particularly shed any light upon the present factual situation. In general, decisions of federal and state courts involving aids to religious institutions of a nonmonetary nature (i.e., prayers, Bible reading, religious teachings and released time programs for religious instruction) are concerned with the sectarian character of the program under consideration. See discussion in opinion of the Attorney General No. 5983, dated June 3, 1965. It would appear that the program contemplated by Title II is secular and in no sense sectarian.

As is to be expected, there is presently a dearth of case material on state constitutionality of the Elementary and Secondary Education Act of 1965. In an inquiry directed to other offices of Attorneys General to which we have had a response from 39 jurisdictions, it appears that only eight of such offices have rendered formal opinions in this area. Of these, six have held that the sharing of benefits by private or parochial schools are constitutional and two have held such sharing unconstitutional.

In Arizona a constitutional restriction against the use of public funds for private purposes does not prohibit use of Title II resources and materials by private schools; the constitutional provision is to safeguard against the depletion of the public treasury or inflation of public debt by engagement in nonpublic enterprises and since only federal

funds are involved, there is no depletion of school district funds and no constitutional violation. Opinion of the Arizona Attorney General dated October 4, 1965.

In Georgia, as long as Title II programs are wholly financed by the Federal Government and no state matching funds are involved, the State Board of Education may lawfully administer a state plan adopted under this Title of the Act; emphasis is given to the fact that no state or local funds are involved, and no title to resources or materials are acquired by private schools. Opinion of the Georgia Attorney General dated July 7, 1965.

In Iowa, constitutional and statutory provisions do not proscribe certain participation by private schools in the benefits of Title I; "Public money," as used in a statute limiting appropriations in favor of religious institutions, cannot be construed to include federal funds; the state is nothing more than a "conduit" for the federal funds. Opinion of the Iowa Attorney General dated April 14, 1966.

In Kentucky, federal funds provided under the Elementary and Secondary Education Act of 1965 do not become state funds subject to state constitutional and statutory provisions relating to expenditures for educational or common school purposes, so long as such funds are not so commingled as to lose their identity as such; it is significant that control of the federal funds and title to property derived from such funds are in the public agency and the State Department of Education and local school boards are only agencies and instrumentalities designated in the federal law to carry out the objectives and purposes of the federal legislation. Opinion of the Kentucky Attorney General No. 65-865.

In New York it is held, without extensive discussion, that private and parochial schools may share in the benefits

of Title I if no state or local property or credit or public money is used for the program. Opinion of the New York Attorney General dated July 15, 1965.

In Puerto Rico, funds received under Public Law 89-10 are considered as federal trust funds destined for educational purposes and students and teachers of private schools, not the school themselves, are the beneficiaries of this law; it is significant that ownership, control and administration of materials will be in the public agency and not the private schools. Opinion of the Puerto Rico Attorney General dated May 20, 1966.

While the foregoing opinions all appear to recognize a distinction between funds of federal origin and funds of state origin in so far as state constitutional limitations are concerned, the opposite view is established in Oklahoma and funds obtained under Titles I and II may be expended only within constitutional limitations provided in the case of state and local funds. Opinion of the Oklahoma Attorney General No. 65-302. Similarly, in South Dakota § 16 of Article VIII of that state's Constitution provides that no appropriation may be made for sectarian purposes, and this is equally applicable to Title I funds. Opinion of the South Dakota Attorney General dated March 10, 1966. Correspondence received from a number of the other jurisdictions responding to the inquiry indicates that the Attorneys General have informally upheld the validity of the state's participation in a program from which certain benefits would accrue to private or parochial schools.

As we have indicated, Article I, § 5, Oregon Constitution, cannot impose a limitation upon the purpose for which federal funds may be used. Likewise §§ 2 and 3, Article I, do not appear to prohibit the administration of Title II funds

by the state and its agencies in accordance with the state plan. Though sharing of benefits by parochial schools may not be entirely in keeping with the overall philosophy behind the doctrine of separation of church and state, it is our opinion that in the absence of specific prohibitions, such considerations must give way to the presumption of the validity of federal law creating the program and state law authorizing administration thereof by state agencies. Accordingly, the State Board of Education is authorized to administer its state plan for making available school library resources, textbooks and other instructional materials under §§ 201-207 of Title II and §§ 601-605 of Title VI, Public Law 89-10.

Very truly yours,

ROBERT Y. THORNTON
Attorney General

By Loren H. Russell
Loren H. Russell
Assistant

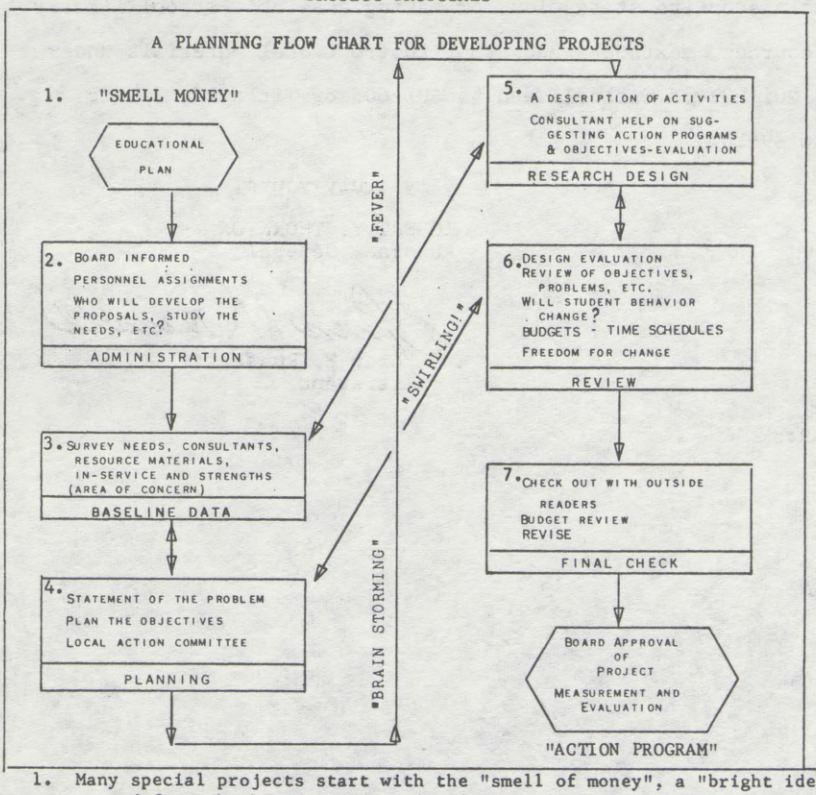
LHR:ek

OREGON STATE DEPARTMENT OF EDUCATION
Leon P. Minear, Superintendent
Division of Administrative Services
Research Section
April 1966

Reporting Research
Another important R in education

**Information to Help the Local Administrator
Plan Projects and
Evaluate School Programs**

The following materials were developed for presentation to local administrators during the ten one-day in-service programs administered by the ten O.C.C.I. regions. The planning flow chart is explained on the attached pages in the numbered steps 1 to 7.

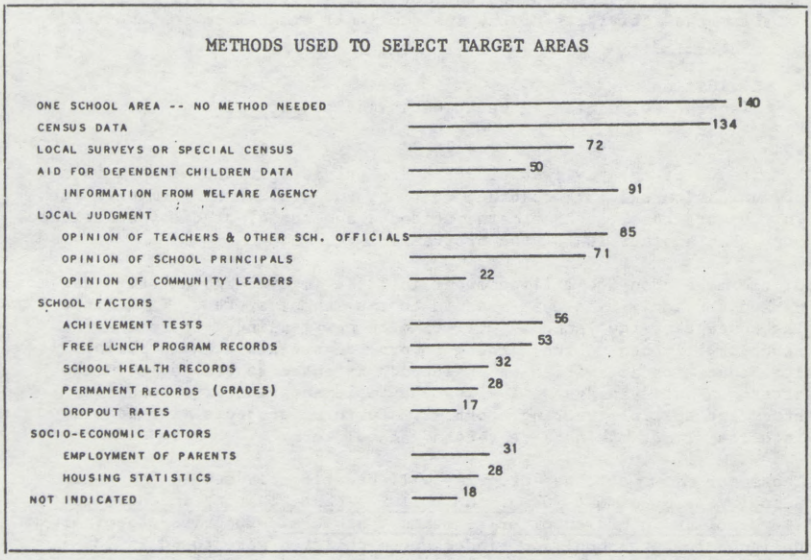


1. Many special projects start with the "smell of money", a "bright idea", a prod from the board or a person of authority, or a high "fever" to try a new teaching method, but most important of all you should start with a good, sound educational plan for your regular school program.

2. Ask your district school board for a green light on the plans early in the process so they will know what is being discussed. Keep them informed on the personnel assignments and the administrative procedures.

3. To illustrate the steps in the flow chart, an analysis of 484 projects submitted under Title I of the Elementary and Secondary Education Act of 1965 will be presented graphically to point out what is being done around the United States.

   When you are surveying the needs of your district it might be of benefit for you to know what methods other districts are using to select their target areas as shown below.



Two points to remember in developing baseline data:

a. The measurement of growth in an educational setting implies some sort of baseline. To assert that growth has occurred we must be able to describe the status of subjects at the beginning as well as at the end of the project.

b. If the objectives of the project have been stated behaviorally, they provide a basis for a comprehensive and meaningful evaluation plan.

4. When planning the statement of the problem and developing the objectives of the project try to have the local action committee working with you. This committee should have membership from the teachers association and community organizations.

Early in the planning the four basic points listed below should be kept in mind.

FOUR BASIC POINTS

a. Needs
Select one, two, or three pressing needs for the children.

b. Objectives
Compose the objectives as expected behavioral outcomes of the children.
Say "The children will .....(behavioral change)....."

c. Activities
A detailed description of the activities.....
Plan the activities of the instructional program to achieve the objectives.

d. Evaluation
Plan the evaluation in relation to the objectives.

Almost 60% of the reviewed projects are providing remedial work in communication skills: reading, writing, and oral work. Remedial work in subject areas, such as math, science, and social studies, constitutes more than another 10% of the programs.

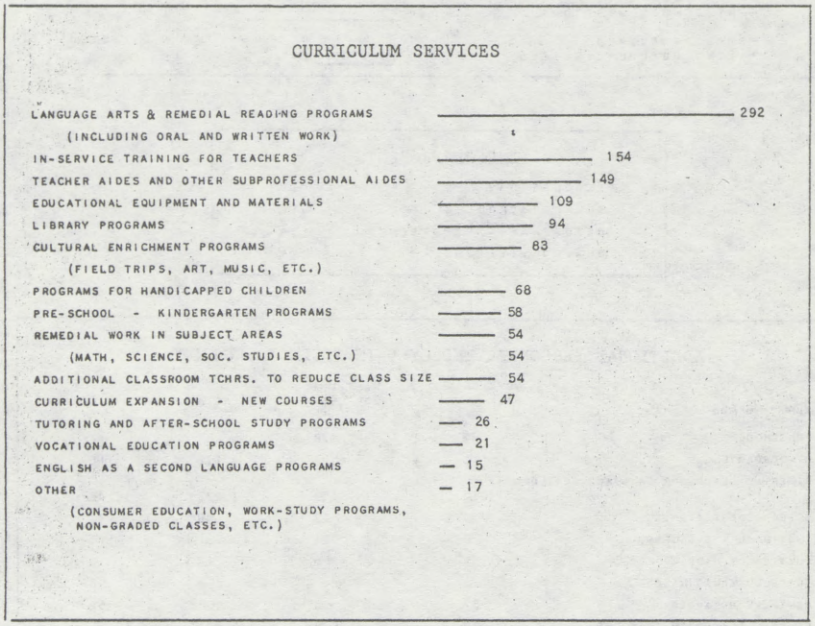
Of the more than $50 million spent in Title I, over 2/3 has been earmarked for activities that are new to the school system. With Title I the concept of the "school" will take on new meaning. In some areas schools will open in the morning to provide breakfast and certain physical education activities to children. Extended school hours in the afternoon and evenings will allow the implementation of intensified study and special tutoring programs. Further, projects will continue into the summer making a year-round school term.

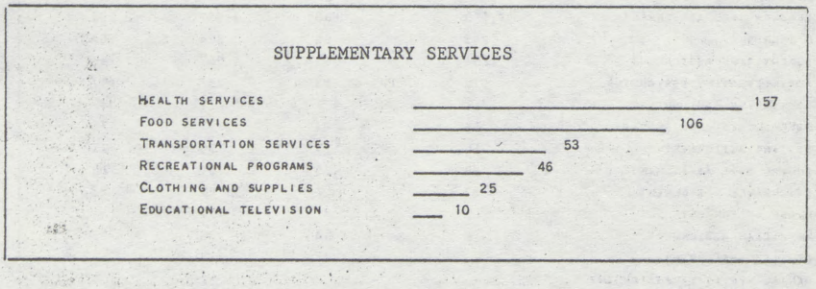
The major thrust of these programs will benefit children in the early school years: almost 70% of the children participating in the sample are enrolled in preschool or elementary schools. Programs especially designed for preschool and kindergarten children were found in 58 projects. In addition to communication skills, school systems are inaugurating new programs in guidance and counseling for the elementary schools.

Encourage heavy teacher involvement in the planning of the project, implementation of the plan, and evaluation of the project.

-4-

Among the services provided to children of all grades, the most important services are shown in the following graphs. Also shown are the time presented and the type of additional personnel employed.





RELATED EDUCATIONAL SERVICES

GUIDANCE, TESTING, COUNSELING	146
SOCIAL WORKERS, HOME-SCHOOL VISITORS	77
PSYCHIATRIC AND PSYCHOLOGICAL SERVICES	41

TIME OF PROJECTS

REGULAR DAY	91%
SUMMER SCHOOL	41%
BEFORE AND-AFTER SCHOOL	12%
DURING WEEKENDS	5%

ADDITIONAL PERSONNEL EMPLOYED IN TITLE I PROJECTS

TEACHING ASSIGNMENTS	MORE THAN HALF-TIME	HALF-TIME OR LESS	TOTAL	FULL-TIME EQUIVALENTS*
PRESCHOOL	39	18	57	48
KINDERGARTEN	110	12	122	116
REMEDIAL READING & LANGUAGE DEVELOPMENT	1,070	152	1,222	1,146
SPEECH CORRECTIONIST	36	13	49	42
EMOTIONALLY DISTURBED	6	25	31	18
PHYSICALLY HANDICAPPED	9	5	14	11
SOCIALLY MALADJUSTED	5	-	5	5
MENTALLY RETARDED	57	5	62	59
GENERAL CLASSROOM TEACHERS	899	1,005	1,904	1,401
	2,231	1,235	3,466	
NON-TEACHING ASSIGNMENTS				
TEACHER AIDE ASSIGNMENT	1,993	565	2,558	2,275
LIBRARIANS	263	61	324	287
SUPERVISION ASSIGNMENT	204	63	267	235
ADMINISTRATION ASSIGNMENT	120	133	253	187
COUNSELING ASSIGNMENT	418	59	477	448
PSYCHOLOGIST ASSIGNMENT	53	44	97	75
TESTING ASSIGNMENT	16	20	36	26
SOCIAL WORK ASSIGNMENT	55	35	90	73
ATTENDANCE ASSIGNMENT	53	7	60	65
NURSE ASSIGNMENT	136	41	177	156
PHYSICIAN ASSIGNMENT	2	34	36	19
DENTIST ASSIGNMENT	-	23	23	12
DENTAL HYGIENIST ASSIGNMENT	-	2	2	1
OTHER PROFESSIONAL & TECHNICAL ASSIGNMENT (NOT SPECIFIED)	185	327	512	349
OTHER NON-TEACHING ASSIGNMENTS, NONPROFESSIONAL	468	262	730	599
	3,966	1,676	5,642	
TOTAL	6,197	2,911	9,108	7,633

5. Research Design

Research sets out to test, not to prove, so it is not possible to fail in research. This means that research projects which result in "significant" findings are by far in the minority. In many cases, there is more to be learned from the reasons why some hypothesis failed to reach "significance" than might have been learned from a supposedly successful experiment.

Five sample research designs are shown below for your convenience.

	Pre-Test	Treatment	Post-Test	Groups
a.	O_1 →	X →	O_2	Control
	O_3 →	Y →	O_4	Experimental

(A two-group experimental design with before and after)

b.	"After only"	X →	O_5	Control
		Y →	O_6	Experimental

(A two-group experimental design with after only)

c. A single group, experimental only, where children are tested before and after then compared with other groups.

d. A single group, experimental only, where children are tested at the end of the experiment then compared with the group's own past.

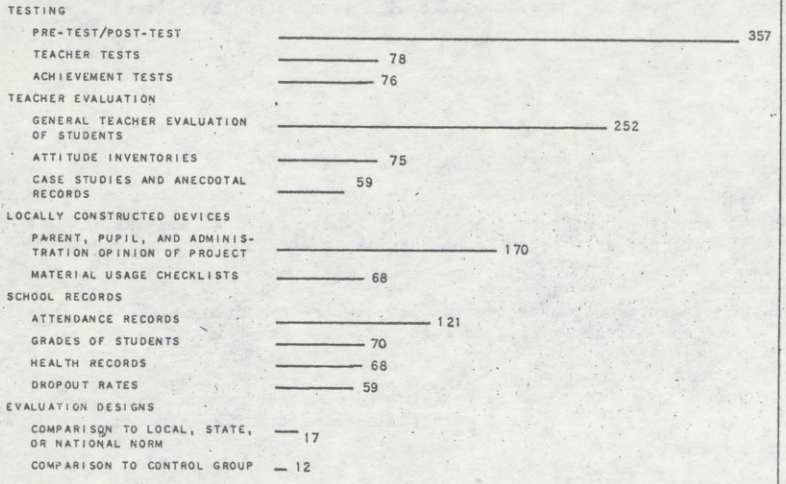
e. An Ex Post Facto experiment--two groups that are compared but the design is projected with definite predictive differences.

At this point you may want to go back to the baseline data (step #3) or the planning stage (step #4) to review.

6. Evaluation

Evaluation is a very important component of the Title I projects. The national study revealed that although almost all school districts have complied with the law by making provision for some evaluative techniques, they do not employ the "tightly knit" scientifically designed evaluation. For the most part, school districts will pre-test the children at the beginning of the project and retest them at the end as shown from the survey below.

TYPES OF EVALUATION TECHNIQUES IN TITLE I PROJECTS



The following items will probably be required by the federal office in summaries of local projects:

MEASUREMENT TECHNIQUES

Attendance

Dropouts

Post-High School Education

Types of Standardized Tests

Grade Level

Program Development

Problems - Interests

Name of Testing Instruments

Most Effective Activities

Testing Results

The "swirling", as used by Dr. Robert Chin of Boston University, refers to the movement around and between items 3, 4, 5, and 6 of the flow chart in revising, reviewing, and rewriting programs.

7. It may be of some help to ask for outside help in reviewing your program before you finalize the presentation.

REPORTING RESEARCH

Information Reports are issued by the

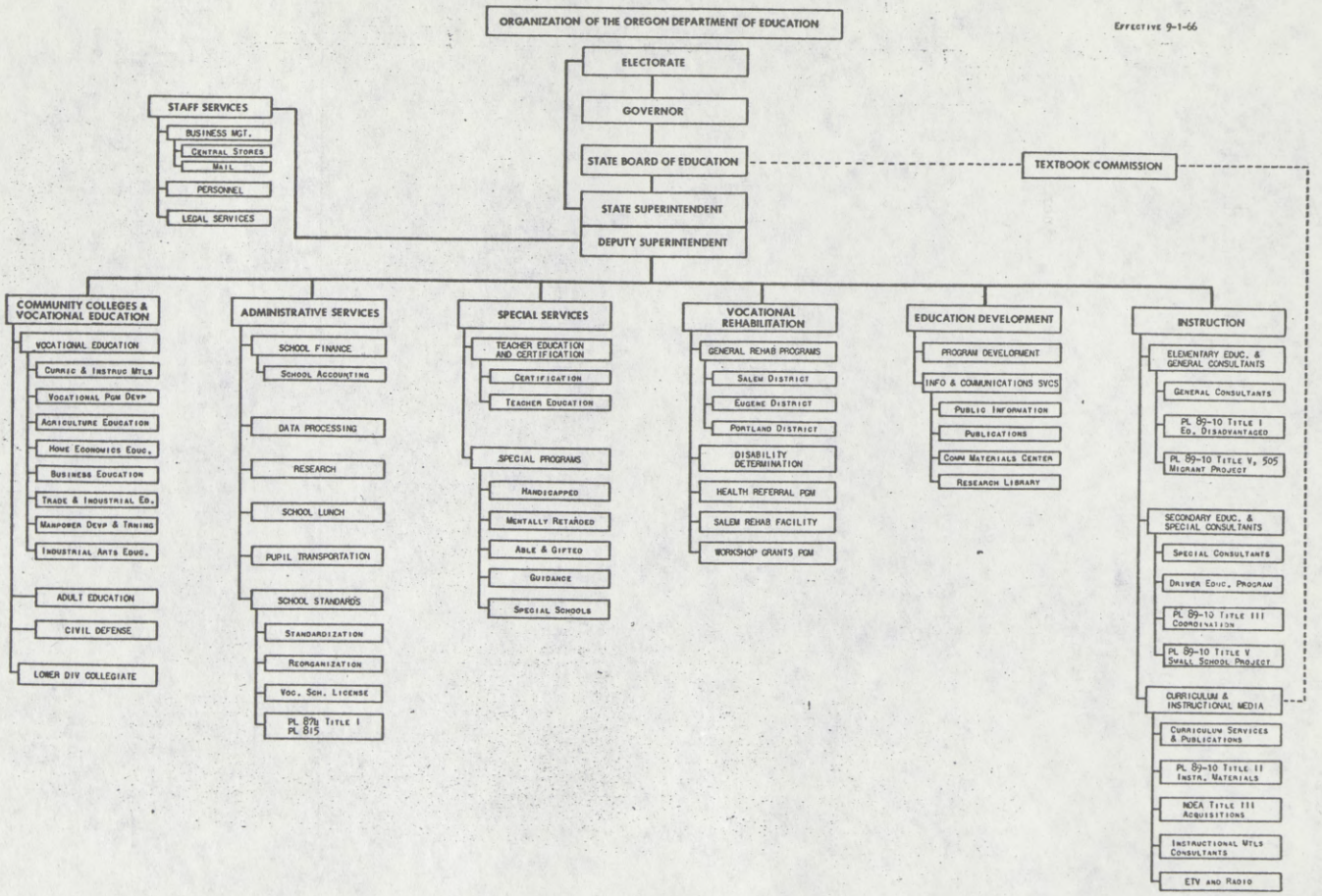
Division of Administrative Services

Research Section
Milt Baum
Director

The Division of Administrative Services' Research Section functions in a service capacity to: transmit information which may contribute to the improvement of educational administration; provide timely data for use by district school boards; prepare useful educational statistics in a meaningful form; disseminate to school executives the results of pertinent studies and research reports on school administrative topics.

ORGANIZATION OF THE OREGON DEPARTMENT OF EDUCATION

Effective 9-1-66



ASSIGNMENTS FOR GENERAL CONSULTANTS

County	Consultant
Baker	Carol M. Clanfield
Benton	Jean Spaulding
Clackamas	Loren P. Steiner
Clatsop	Louis F. Rochon
Columbia	Wilmur Nance
Coos	John L. Grossnickle
Crook	Wilmur Nance
Curry	John L. Grossnickle
Deschutes	Wilmur Nance
Douglas	John L. Grossnickle
Gilliam	Louis F. Rochon
Grant	Carol M. Clanfield
Harney	Wilmur Nance
Hood River	Louis F. Rochon
Jackson	John L. Grossnickle
Jefferson	Wilmur Nance
Josephine	John L. Grossnickle
Klamath	Wilmur Nance
Lake	Wilmur Nance
Lane	Jean Spaulding
Lincoln	Jean Spaulding
Linn	Jean Spaulding
Malheur	Carol M. Clanfield
Marion	Loy R. Barbour
Morrow	Wilmur Nance
Multnomah	H. Irene Hallberg
Polk	Jean Spaulding
Sherman	Louis F. Rochon
Tillamook	Louis F. Rochon
Umatilla	Carol M. Clanfield
Union	Carol M. Clanfield
Wallowa	Carol M. Clanfield
Wasco	Louis F. Rochon
Washington	Loy R. Barbour
Wheeler	Louis F. Rochon
Yamhill	Loy R. Barbour

GUIDELINES FOR STATE APPROVAL OF PROJECTS UNDER TITLE I, P.L. 89-10

STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
SALEM, OREGON

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Definitions

LEA - Local Educational Agency
SDE - State Department of Education
USOE - United States Office of Education
FY - Fiscal Year
CAA - Community Action Agency
CAP - Community Action Program

Aides' Salaries

Salaries for aides should conform to the adopted district salary schedule for aides. In the absence of a salary schedule for aides, the district should be guided by the state average pay for teacher aides, which in 1966 was $1.75 per hour. Also refer to the State Board of Education regulation for the employment of teacher aides by Oregon school districts.

Budget Change, Procedure for

The Title I project budget lists the estimated costs directly attributable to the operation of a project. The budget in item 8 of the project application is drawn from the detailed project budget.

Transfer of amounts from one line item to another

The transfer of 10% of the total of a line, (e.g., Handbook II Classification 100, Administration), to another line classification may be made unless such transfer could be construed to materially change the outcome of the project.

To transfer more than 10% of the total of any line item, the LEA must seek the approval of the State Department of Education. The Department will expect such requests to be made in triplicate and include:

1. Identification of line items to be reduced and a statement as to why the funds in such lines are available for transfer.
2. Identification of line items to be increased and a detail of anticipated expenditures to result from the requested transfer.
3. A statement regarding the effect the transfer will have on the original objectives and anticipated outcomes of the project.

Reallocation of funds between projects

If a local educational agency with more than one approved project desires to transfer funds from one project to another, it must first submit to the State Department of Education the desired amendments. No transfer of this kind may be made until the State Department of Education has given written approval. Before approving such amendments, the Department will determine that the transfer of funds involved will not alter the projects in such a way as to render them unapprovable from the standpoint of size, scope, quality, or other criteria.

Substituting budgeted items within a line

As a general rule the LEA will not be held strictly to the itemized budget if the outcome resulting from a budget substitution does not alter the project. Two examples may help clarify this point: (1) If a school district has budgeted for a 16mm projector but later decides that two overhead projectors for approximately the same cost would be a better utilization of funds in the project, the substitution is appropriate and should be made.
(2) If a school district is unable to employ a project teacher because of unavailability or other reasons, but finds that two aides are available who can assist other project teachers to accomplish the project objectives, such substitution of the budget may be made.

Note that neither of these examples changes the direction of the project objective or the anticipated outcomes. If local district personnel can assure themselves on this point, they are free to substitute budgeted items within a line.

Civil Rights

The project application must contain an assurance that the project or program will be conducted without segregation or any other form of discrimination.

a. Free-choice plans may not be applied to newly instituted Title I programs.

b. A properly executed form HEW 441 is required in addition to the assurance contained in the application form. (A form HEW 441 is currently on file for every school district in the State of Oregon and need not be resubmitted with each project application.)

Construction of Facilities Act 205(a) (4) - Regulation 116.17(g)

Construction of facilities as a part of a project will be approved only in those cases in which it can be demonstrated that such construction is essential to the success of the project and otherwise meet the requirements of the act. The following apply to this requirement:

a. Construction must be in compliance with state standards.

b. All construction must be in compliance with the nondiscrimination and wage requirements stated in paragraph 116.21 of the Federal Regulations for Title I.

The construction of school facilities for the regular school program is not the purpose of Title I. If the project planned by the district cannot be carried out using existing facilities, then the district must look to the possibility of leasing additional facilities to carry out the project or to adapting existing facilities. Facilities must meet state standards in all respects. (fire, sanitation, etc.)

If existing facilities cannot be leased or adapted, the applicant should consider alternative project activities and services that are equally promising and for which facilities are readily available.

Only after the alternatives of leasing facilities, adapting present facilities, and the consideration of another project have been exhausted will limited construction for the carrying out of a project be considered. Projects involving construction will be evaluated individually based on evidence submitted by the local district.

Remodeling costing $2,000 or more is considered construction and should be entered in the construction budget. Portable buildings are considered construction, but mobile classrooms are considered equipment.

Cooperation with Community Action Agency Act 205 (a) (7) - Regulation 116.24

Title I projects are to be developed in cooperation with the Community Action Agency located in the area served by the LEA.

a. A form indicating support of the Title I project signed by the principal officer of the CAA is required as evidence of cooperation.

b. The State Title I Director and State Technical Assistance Director will seek to resolve differences in any instance in which the CAA statement indicates that the CAA has objections to the project, or was not consulted in the planning, or believes that the project lacks coordination with Community Action Program.

c. If the LEA is unable to obtain a letter or form from the CAA within 15 days following the request for a statement of CAA review, the application shall contain a description of the efforts on the part of the LEA to coordinate the Title I program with Community Action Programs and of the efforts made to secure the signed form.

Coordination of Title I, ESEA projects with other State or State-Federal Programs

Title I, ESEA projects will not be approved if funds under an existing state or state-federal program are available unless the State Department of Education directors of the programs concerned agree that special circumstances warrant exception. As a general policy Title I, ESEA funds will be used to supplement or complement existing state and state-federal programs, not to replace or to substitute for them.

Dissemination of Information Act 205 (a) (8) - Regulation 116.25

The LEA must adopt effective procedures for disseminating to teachers and administrators significant information derived from the Title I project and for adopting the procedures developed in Title I projects, if appropriate, for use in other areas of the school district. The adoption of such practices must not be in violation of paragraph (F) of Section 116.17 of the Federal Regulations.

Equipment

Equipment budgeted under Title I must be equipment that is necessary to the operation and activities of the project. Expenditures for equipment will normally be held to a maximum of 15% of the total project budget unless it is made clear in the application that the project cannot function properly without a higher percentage of the budget devoted to equipment. (This applies to Part II of the application, Item 8A, line 1230 not line 8B-1230)

Evaluation Act 205 (a) (5) - Regulation 116.22

The project application must state the provisions, including specific procedures, for the annual evaluation of the effectiveness of the program in meeting the special educational needs of educationally deprived children. The evaluation of projects shall be extended to include those participants enrolled in nonpublic schools. These evaluation procedures become a part of the application and will be considered in approving a project.

It is advisable to include a budgeted amount to cover the cost of the Title I, ESEA evaluation.

In planning, the following considerations must be included:

Baseline or pretest scores of all children that are included in the project must be established.

Post-test scores of all children in the project must be established at the conclusion of the project.

The results of baseline or pretest and post-test scores must be reported each year early enough to be included in the State evaluation report to the USOE.

Evaluation planning should be comprehensive and include district needs as well as information for reporting to the State Department of Education.

In-service Education and Workshops

Title I projects are planned and completed on an annual basis. Teachers needing special training in order to successfully carry out their project assignment should receive their training preceding or as early as possible during the period of the project operation. Certain exceptions to this rule may be considered in special areas of great need.

A project which incorporates the proposal to send teachers to a college campus for courses to meet their needs will be considered only when evidence is furnished that in-service programs cannot be mounted within the county and district and that these alternatives have been attempted and all reasonable efforts have failed. If it becomes necessary

to send the teachers to a college campus the district may then apply to the State Department of Education for permission to do so. College courses may be approved providing course content, or some other equally satisfactory evidence is furnished, to substantiate that the particular courses on campus are so designed and so taught as to specifically relate to the objectives of the project.

Maintenance of Effort Act 207 (c) (2) - Regulation 116.17 (f)

The project application for any fiscal year must show that the combined state and local fiscal effort for free public education on a per pupil basis was not less than the combined fiscal effort for the preceding fiscal year.

The LEA must also assure the state that the amount of nonfederal funds expended for free public education in the project area will be maintained at the same level that would have been maintained if the Title I project had not been approved.

Maintenance of Plant

Only expenses incurred as a direct result of Title I projects may be charged to the program. Maintenance expenses which would occur in the absence of a Title I program may not be included in the project budget.

Minimum Project

In the event a district's maximum basic grant is less than the $5,000 minimum required by Congressional action, the minimum basic grant requirement may be waived upon request by letter to the Director of Title I, ESEA, State Department of Education. The letter should set forth the reasons indicating why it is not feasible to cooperate with another district or districts in a cooperative project which would total $5,000 or more.

Applications for waiver of the minimum $5,000 project requirement will be considered individually on the basis of geographic location and the attempt to join other districts in a cooperative effort.

Participation of Children Enrolled in Private Schools Act 205 (a) (2) - Regulation 116.19

Each project shall include arrangements for the participation of children enrolled in private schools consistent with the number of educationally deprived children residing in the project area and attending such schools.

a. School districts mounting 1966-67 projects shall include in the planning administrators of private schools who have children residing in the project area.

b. The project may not be exclusively for children in private schools. It must be designed to meet the educational needs of the educationally deprived residing in the project area identified by the LEA.

c. Benefits under a Title I project are to be made available to children enrolled in private schools and not to the private school.

d. Mobile equipment may be temporarily loaned to private schools if required for the successful operation of project activities.

e. Title I personnel may provide special services of a therapeutic, health, remedial, welfare, guidance, counseling, or a similar nature on the private school premises. Such services must be designed to meet the special needs of educationally deprived children.

f. The project may provide for transportation of children from the private school to a public school to participate in project activities.

g. Opportunities for participation in Title I projects by children enrolled in private schools must be substantially comparable to those provided for children in public schools.

h. Provisions should be made to avoid classes which are separated on the basis of school enrollment or religious affiliation.

i. The following may not be provided for private schools.
   1. The teacher of a regular grade or class at the private school
   2. Equipment other than portable or movable
   3. Salaries for teachers or other employees of the private school
   4. Construction of facilities

Personnel

Many school districts planning a Title I project for 1967 are faced with the problem of personnel.

Before submitting a project, the following areas must be thoroughly explored.

1. Personnel employed for positions in Title I projects must meet state certification for the type of work to be performed.
2. School districts must be reasonably assured that the necessary personnel will be available for the period of the project.
3. Regular staff members assigned to Title I projects requiring their release from regular duties must be replaced by the district. At no time may Title I funds be used to supplant district funds.
4. Administrators and other school personnel paid on a 12 month contract may not receive compensation from Title I funds.
5. Funds may not be used to pay personnel for time spent in writing and planning projects.

Project Area Act 205 (a) (1) - Regulation 116.17

Each project shall specify an area to be served which shall include one or more attendance areas having a concentration of children from low-income families greater than that for the district as a whole.

a. The number of children from low-income families attending each school is to be determined by the LEA based on current data indicative of low income. (not necessarily below $2,000 per year).

b. A percentage method or actual numerical count may be used in identifying the areas of high concentration.

c. Schools having only one attendance center for a particular grade level span will designate this as the project area without making a survey of children from low-income families.

d. The entire school district may be designated as a project area only if there are no wide variations in the concentrations of children from low-income families. Such requires adequate documentation.

e. School attendance areas with concentrations of low-income children which are less than for the district as a whole may be designated as project areas if the state determines that projects to meet needs of educationally deprived children in areas of higher than average have been adequately funded.

f. Educationally deprived children living outside of a project area may be served on a space available basis.

g. In a cooperative project, the eligible project areas shall be identified on the same basis as if projects were undertaken separately by each LEA.

Public Ownership Act 205 (a) (3) - Regulation 116.20

The control of funds, title to property, and administration of the program shall be in a public agency.

Size, Scope, and Quality Act 205 (a) (1) - Regulation 116.18 (a)

Each program or project shall be of sufficient size, scope, and quality to give reasonable promise of substantial programs toward meeting the stated needs of educationally deprived.

An applicant's total program should concentrate sufficient resources, in relation to the number of educationally deprived children in its district, to insure that the special educational needs of these children will be significantly reduced and that the help provided will not be fragmentary. For example, a remedial reading project might be so widespread that it covered much of the school district and expended much of the allocation and in so doing neglected other elements needed in the total program. Children without needed eyeglasses, without enough food, without enough books, and without proper motivation would be unlikely to benefit from remedial reading instruction alone; in that case the remedial project would itself

become ineffective because the total program would have ignored the other special educational needs of the children it was designed to serve.

Size

Size should be considered in terms of the breadth and intensity of the impact on each child involved. A project might appear to be of considerable size in terms of cost, staffing, and so forth but might in fact be too small for the number and needs of the children it would serve. On the other hand, a far less costly project might be considered of sufficient size if it provided intensive services and extra educational opportunities in considerable depth for the needs of a limited number of children.

Scope

The total program should therefore include a variety of coordinated approaches toward meeting the needs of the educationally deprived children in a school district, insofar as funds permit. And it should be designed to meet the needs of these children whether they are in or out of school. Unless there are special reasons for concentration on certain grade levels, the program should be available to children at various grade levels.

Quality

A program or project would be of sufficient quality if it included the use of resources and methods that had been carefully selected to meet the special needs of educationally deprived children and if it gave grounds for reasonable expectation that it would be successful in meeting these needs.

Special Education Needs Act 205 (a) (1) - Regulation 116.17 (a)

The Title I project must be designed to meet the needs of educationally deprived children. Educationally deprived children are those whose educational achievement is substantially below that normally expected of children of the same age and grade. The term also includes children who are physically, mentally, or emotionally handicapped regardless of achievement level.

The design of a project to meet the needs of educationally deprived children must be based on the following determinations by the LEA:

a. The educationally deprived must be identified.

b. The educational needs of the educationally deprived must be assessed and given a priority ranking by the LEA. A project may be approved only if designed to meet one of the more urgent educational needs as identified by the LEA.

Supplies

The budget for supplies which are consumed in use or which may not reasonably be expected to last longer than one year, should not normally exceed $6 per student directly participating in the project.

Teachers' Salaries

Salaries for Title I project teachers should conform to the adopted district regular and extra duty salary schedule for certificated teachers. (See also Aides' Salaries)

Payments to personnel on the basis of time spent in in-service training should not exceed the amounts commonly paid for such activities by the districts and other Federal Acts, such as the National Defense Education Act--$75 per week plus $15 per week for each dependent.

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7/18/66
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STATE DEPARTMENT OF EDUCATION
Division of Instruction
Public Service Building
Salem, Oregon 97310

SPECIAL INSTRUCTIONS
FOR THE PREPARATION OF TITLE I, P.L. 89-10, ESEA PROJECT APPLICATIONS
OE 4305 (Revised 6-66)

Listed below are certain items which will require information in addition to that which is specified in the application form.

PART I-BASIC DATA

ITEM 7 Characteristics of Educationally Deprived Children

This item requires a review of the characteristics of educationally deprived children which will lead to the determination of the most pressing needs in the local district for special educational assistance under Title I. Characteristics which indicate needs of educationally deprived children will serve as the basis for determining project objectives and program activities. Project writers must illustrate a definite relationship between characteristics of educationally deprived children, Part I, Item 7; project objectives, Part II, Item 9; and project activities, Part II, Item 11.

PART II-PROJECT APPLICATION

ITEM 8 Sections A and B, Project Budget

An addendum listing a detailed budget of estimated amounts of Federal funds required for project operation and construction must be attached to the project application.

ITEM 13 Following is an outline of the information required under Item 13 in order to provide a comprehensive description of the proposal.

ITEM 13a Title

Select a title that is short but properly descriptive.

ITEM 13b The detailed description shall follow the outline below and shall provide only essential information, as brief as possible, and still provide clarity.

1. Instructional Area Activities

   a. Detailed description of instructional activities.
   b. Type and number of staff members to be involved.
   c. How the equipment, supplies, and materials will be used in the project.

2. Service Area Activities

   a. Detailed description of service activities.
   b. Type and number of staff members to be involved.
   c. How the equipment, supplies, and materials will be used in the project.

ITEM 13c Specific Plans for Evaluation

1. Name the tests or other evaluative devices to be used and the relationship to specific objectives as listed on Part II, Item 1, Page 3, of the project application. Be specific in relating objectives to the evaluation instrument and procedure.

2. Nature and degree of changes expected in participating children.

3. Type and number of staff members to be involved in the evaluation.

4. Ways in which information derived from the evaluation will be disseminated.

5. Proposed utilization of evaluative information.

6. Anticipated expenditures for evaluation.

ITEM 13d Specific Arrangements for Participation of Children Enrolled in Nonpublic Schools Who Reside in the Proposed Project Attendance Area.

This means co-planning with personnel from nonpublic schools. Public school administrators shall make every effort to involve personnel from nonpublic schools, who have educationally deprived children residing within the project attendance area, in the planning phases of the proposed programs. If nonpublic school personnel are unable or unwilling to cooperate in Title I planning and project activities, the project writer should attach a statement indicating the effort made to obtain cooperation.

It is required that a signed form, HEW 441C, Civil Rights Assurance, be obtained from the appropriate private school authority before children and teachers from nonpublic schools can participate in a project.

ITEM 13e Estimated Amount of Time Each Child Will Participate

Submit: (1) the estimated number of hours per week, and (2) the estimated number of weeks each child will participate in the activities or services. If the project entails more than one program, indicate specific amounts of time each child will participate in each program. If the estimated amount of time each child will participate is not the same for children enrolled in public and nonpublic schools, explain the reason for the difference.

GENERAL The local school district should remove carbons and assemble all parts of the Title I application by color before it is submitted to the State Department of Education. A copy of all supplementary information (the detailed budget and project description) must be attached to each copy of the printed forms. Four copies (white, pink, yellow, and green) shall be mailed to the State Department of Education. The blue copy is to be retained by the local district.

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STATE DEPARTMENT OF EDUCATION
Division of Instruction
General Consultant Services Section
Public Service Building
Salem, Oregon 97310

COMMUNITY ACTION PROGRAMS IN OREGON

Public Law 89-10 (Section 205(a)(7)) has always required cooperative development of programs and projects between the local educational agency and the community action program.

In an effort to help establish what cooperation is necessary and to avoid misunderstandings, the Office of Education has supplied form OE 4305-2, Statement of Community Action Agency, to be filed with Title I, PL 89-10 project applications.

The attached list of funded community action programs plus a list of some not yet funded is provided for your reference. Cooperation is required only with funded community action programs pursuant to Title II of the Economic Opportunity Act of 1964. The list is current as of August 10, 1966, but it would be desirable for the LEA to check with the non-funded community action programs prior to the submission of Title I, PL 89-10 projects to ascertain whether or not they have been funded in the interim between August 10, 1966, and the filing of applications for Title I, PL 89-10 funds.

DRS:js

Enc.

COMMUNITY ACTION PROGRAMS IN OREGON

The following programs are funded as of August 10, 1966:

Baker, Union, Wallowa

Mr. David Baum, Chairman
Northeast Oregon Planning and Development Council
c/o Baum Insurance
La Grande, Oregon

Mr. Dale Young, Executive Director
Northeast Oregon Planning and Development Council
Route 1, Box 262
La Grande, Oregon

Benton-Linn

Mr. Ken Purdy, Chairman
Benton-Linn Economic Opportunity Council
Mr. Paul Koch, Executive Director
Room 15, Wilson Building
Second and Madison
Corvallis, Oregon

Clackamas

Mr. Robert Elkins, Chairman
Mr. Paul Pearson, Executive Director
Clackamas County Community Action Committee
709 Monroe Street
Oregon City, Oregon

Columbia

Father Thomas Laughlin, Chairman
Mrs. Eleanor Ross, Executive Director
Columbia County Community Action Team, Inc.
P.O. Box 1217 (245 S. First St.)
St. Helens, Oregon 97051

Coos, Curry, Western Douglas

Mr. Jack Brookins, Chairman
Mr. George Jenkins, Executive Director
Southwestern Oregon Community Action Committee
Southwestern Oregon Community College
Coos Bay, Oregon

Hood River, Sherman, Wasco

Mr. Alex Marshall, Chairman
Mr. W. C. Anderson
Mid-Columbia Community Action Council
Wasco County Annex
The Dalles, Oregon

Jackson

Mr. Ben Day, Chairman
Mr. Stewart Hopper, Executive Director
Jackson County Community Action Council
1005 East Main Street
Medford, Oregon

Lane

Mr. Edgar Brewer, Chairman
Lane County Community Action Agency
1901 Garden Avenue
Eugene, Oregon

Mr. Richard McDevitt, Program Development Coordinator
Lane County Community Action Agency
1901 Garden Avenue
Eugene, Oregon

Malheur and Idaho Counties

Mr. Robert Patterson, Chairman
Treasure Valley Community Action Agency
497 SW. Third
Ontario, Oregon

Marion-Polk

Mr. Elton Fishback, Chairman
Mid-Willamette Valley Community Action Council
202 Jefferson Street
Dallas, Oregon

Mr. Ronald Thaheld, Program Coordinator
Mid-Willamette Valley Community Action Council
312 Oregon Building
Salem, Oregon

Multnomah

Mr. Lawrence L. Rennett, Chairman
Portland Metropolitan Steering Committee
718 W. Burnside, Room 301
Portland, Oregon 97209

Mr. Charles Foster, Executive Director
Portland Metropolitan Steering Committee
718 W. Burnside, Room 301
Portland, Oregon

Umatilla, Morrow

Judge D. R. Cook, Chairman
Umatilla-Morrow Community Action Agency
Mr. Melvin Bates, Executive Director
Courthouse
Pendleton, Oregon

Washington

Mr. Donald C. Jones, Chairman
Washington County Community Action Committee
c/o Pacific University
Forest Grove, Oregon

Mr. Hugh Rosenberg, Executive Director
Washington County Community Action Committee
Route 3
Hillsboro, Oregon

Areas in Oregon with a Community Action Committee whose programs have not been funded:

Clatsop

Mr. Richard Knotts, Chairman
Astoria Community Action Committee
Warrenton High School
Warrenton, Oregon

Douglas

Mr. John Faust, Chairman
Douglas Community Action Committee
Courthouse
Roseburg, Oregon

Klamath

Mr. H. Burton Dow, Chairman
Inter-Agency Council CAP Committee
P.O. Box 1270
Klamath Falls, Oregon

Tillamook

Mr. Floyd Van Etten, President
Tillamook County Community Action Committee
Tillamook, Oregon

Yamhill

Mr. Clifford A. Elliott, Chairman
Yamhill County Community Action Committee
750 E. Third Street
McMinnville, Oregon

Lincoln

Mr. A. B. Turley, Chairman
Lincoln Area Redevelopment Committee
Newport, Oregon

DRS:js
8/10/66
1000

Index No.: I-1
Distr. To: District and County IED Superintendents

Info. Copies To:

STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
Willard Bear, Assistant Superintendent

John Oberdorf, Deputy Coordinator, Economic Opportunity Program
Louis Rochon, General Consultant Salem August 1966

ECONOMIC OPPORTUNITY PROGRAMS

Many of the programs being conducted in Oregon with funds from the Economic Opportunity Act of 1964 are using existing school facilities, school personnel, and require administrative staff in the Oregon State Department of Education. As a member of the Governor's Coordinating Committee on the Economic Opportunity Act of 1964 Dr. Leon Minear is also kept aware of programs in the state other than those for which the State Department of Education has specific responsibility and is thus able to relate them to areas of mutual interest.

Six of the programs for improving educational opportunities for the economically deprived are Head Start, Neighborhood Youth Corps, Upward Bound, Work Study, Adult Basic Education, and Work Experience.

Head Start

Head Start child development programs are community action programs under Title II-A of the Economic Opportunity Act and have the goal of helping children in economically deprived families to develop not only educationally but emotionally, socially, culturally, and physically by providing them with health and dental services, new experiences, and opportunities to succeed at tasks established particularly for them.

During 1965 a total of 1,375 youngsters participated in 14 Head Start programs in the state. The number of participants was reduced slightly this year to 1,357 in three projects. There are also 25 teachers participating in an eight-week Head Start laboratory at Oregon State University.

Neighborhood Youth Corps

The Neighborhood Youth Corps is a work-training program established to offer gainful part-time employment to disadvantaged youth from 16 through 21 who would otherwise be unable to remain in school or those who have dropped out of school and need to work part time to finance schooling. Title I-B of the Economic Opportunity Act designates that public agencies or approved private nonprofit agencies can be sponsors of the Neighborhood Youth Corps projects.

A total of 51 Neighborhood Youth Corps projects were conducted in Oregon in 1965 with 6,776 persons obtaining employment under the program. This year 27 NYC projects have employed 1,128 young people.

Upward Bound

Upward Bound is the third available program in the series to provide income and education to the economically handicapped. This program has been termed the "War on Talent Waste." It is a precollege program for low-income youngsters involving a full-time summer program and follow-up programs during the regular school year to keep these secondary school students college bound. It seeks to rescue the youngster whose brains and ability through economic, cultural, and educational deprivations, might be lost to society, or even worse, directed against society, unless the student can be motivated to apply his talents and energies constructively.

The University of Oregon conducted the only Upward Bound project in the state in 1965. The program's usefulness appears to be unbounded, and projects are being carried on this year at The Reed Institute, Oregon State University, Pacific University, and two at the University of Oregon. Mt. Angel College has also applied for an Upward Bound project.

Work Study

Work Study programs provide part-time employment for college and university students from low-income families. On-campus jobs include dormitory and plant maintenance, food service, clerical work, library indexing, lab assistance, and similar tasks. Off-campus employment, conducted under agreement with public or private nonprofit organizations, places students as tutors, youth workers, recreation leaders, community service aides, and other similar jobs.

Twenty-one colleges, universities, and junior colleges in Oregon have had Work Study programs either during the 1964-65 or 1965-66 school years, with many conducting programs both years. Over 2,500 students have taken part in the programs.

Adult Basic Education

Adult Basic Education is designed to recruit and bring instruction to the largest feasible number of poor adults with the greatest education deficiencies. By raising the level of basic education, participants are helped to obtain and hold jobs and given a greater chance to benefit from occupational training programs. Adult Basic Education is coordinated with Community Action Programs, Work Experience Projects, and other anti-poverty efforts.

Fifteen school districts and community colleges in Oregon conducted Adult Basic Education programs during the 1965-66 school year with funds provided under Title II-B of the Economic Opportunity Act of 1964.

Work Experience

Work Experience programs at the state level are the responsibility of the state administrator of public welfare.

Head Start, Neighborhood Youth Corps, Upward Bound, Work Study, and Adult Basic Education, when put together, provide a comprehensive educational program for the poor to serve persons of all ages, starting with preschoolers.

The following is a list of regional and state resource persons who may be contacted for assistance relative to Community Action Programs, Head Start, Neighborhood Youth Corps, Adult Basic Education, and Upward Bound Projects:

REGIONAL CONTACTS

STATE OF OREGON CONTACTS

COMMUNITY ACTION PROGRAM

Daniel M. Luevano, Regional Director
Office of Economic Opportunity
100 McAllister Street
San Francisco, California 94102

Miss Anita Burney
Area Coordinator
Community Action Program
100 McAllister Street
San Francisco, California 94102

Edward Berey
Community Action Program
100 McAllister Street
San Francisco, California 94102

John W. Oberdorf, Coordinator
Economic Opportunity Programs
Office of the Governor
State Capitol
Salem, Oregon 97310

HEAD START

Miss Susan Berg
or
George F. Webb
Office of Economic Opportunity
Community Action Program
100 McAllister Street
San Francisco, California 94102

Miss Jean Spaulding
State Department of Education
311 Public Service Building
Salem, Oregon 97310

Mrs. Hazel Breslin
Regional Training Officer
Head Start Program
University of Oregon
School of Education
Eugene, Oregon 97403

NEIGHBORHOOD YOUTH CORPS

Walter E. Griffin
Regional Director
Neighborhood Youth Corps
U. S. Department of Labor
10052 Federal Building
450 Golden Gate Avenue, Box 36017
San Francisco, California 94102

William Keizer
Manpower Development Specialist
U. S. Department of Labor
Neighborhood Youth Corps
1923 Smith Tower
Seattle, Washington 98104

Louis Rochon
State Department of Education
311 Public Service Building
Salem, Oregon 97310

REGIONAL CONTACTS

STATE OF OREGON CONTACTS

ADULT BASIC EDUCATION

Anita Allen, Program Specialist
Department of Health, Education & Welfare
Office of Education
Washington, D. C.

Dr. Donald K. Shelton, Director
Lower Division Collegiate
State Department of Education
Public Service Building
Salem, Oregon 97310

UPWARD BOUND PROJECTS IN OREGON

John A. Dudman
The Reed Institute
3203 SE Woodstock Blvd.
Portland, Oregon

Dr. Arthur Pearl
Professor of Education
University of Oregon
Eugene, Oregon

Dr. Franklin R. Zeran
Oregon State University
Corvallis, Oregon

Dr. Clair Argo
Pacific University
Forest Grove, Oregon

Mother M. Gemma Piennett, O.S.B.
Mt. Angel College
Mt. Angel, Oregon

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8-11-66
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LEON P. MINEAR
SUPERINTENDENT OF PUBLIC INSTRUCTION AND EXECUTIVE OFFICER OF THE STATE BOARD OF EDUCATION
JESSE V. FASOLD
DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION AND SECRETARY TO THE STATE BOARD OF EDUCATION

STATE OF OREGON
STATE DEPARTMENT OF EDUCATION
PUBLIC SERVICE BUILDING
SALEM, OREGON 97310

October 11, 1966

JOINT MEMORANDUM

TO: Superintendents of School Districts
Superintendents of County and IED Offices
Community Action Committees

FROM: Leon P. Minear, Superintendent of Public Instruction
John W. Oberdorf, Coordinator, Economic Opportunity Programs

SUBJECT: Coordination of the Economic Opportunity Act and the Elementary and Secondary Education Act

On November 8, 1965, our offices issued a joint memorandum pertaining to the cooperative planning that is expected, in fact required, between officials responsible for administration of the ESEA Title I program and those responsible for conducting programs under the Community Action Program phase of the Economic Opportunity Act. Our previous statement stressed the urgency of local program coordination in the interest of making the best possible use of funds available under the two Acts toward the goal of alleviating the handicaps to learning normally suffered by children of low-income families. Moreover it emphasized the responsibility of local school officials to take the initiative in seeking collaboration with appropriate Community Action representatives concerning plans for activities for which funds would be requested under ESEA Title I and that the local CAP officials should assume initiative in conversations with school officials regarding the planning and conducting of Community Action Program activities.

During the 1965 and 1966 application periods for ESEA Title I funds, it has been apparent that in some instances both the letter and spirit of the requirement have been met but that in other instances there has not yet developed the full cooperation that should be desired. We are fully cognizant of the many pressures and uncertainties under which the local officials of both programs have been laboring during these initial months and hope that you will in no way interpret this further message on the subject as a reprimand.

It is of course now too late to correct any oversights in cooperative planning of most 1966-67 projects of the two agencies but not too early to make the necessary arrangements for full cooperation during the planning stages for 1967-68 programs and any remaining projects to be planned for the current year.

We again emphasize the importance of interagency involvement in the early stages of project planning. One of the chief causes of grievance during the current ESEA Title I application period was that in some instances the CAP officials had been called upon to review Title I applications for the purposes required without having participated in discussions leading to the development of the activities being proposed.

Various guidelines and suggestions issued from time to time by the Department of Education have called to the attention of school administrators both the necessity and desirability of close liaison with Community Action Program officials where such programs exist. The Office of Economic Opportunity has likewise continuously urged the local CAP people to include school officials in the planning of Community Action Programs and to stand ready to confer with school officials on the planning and development of ESEA Title I projects. A copy of the latest OEO communication to local CAP officials in this regard is enclosed merely to inform the school administrators of the nature of the latest advice concerning CAP-school district liaison which the OEO has issued. (The abbreviation STA used in the memorandum stands for State Technical Agency of which John Oberdorf serves as chief officer.)

It is again made clear that the State Department of Education has final authority to approve school district programs under Title I and that the same authority resides with the OEO regarding Community Action Programs.

Our offices stand ready to assist you in all ways possible to more nearly achieve the spirit as well as the letter of the Law. The overriding objective of these related programs is to achieve the greatest gains possible, within the limits of time and our collective abilities to plan and administer good educational programs, in providing improved educational opportunities for the children for whom the programs are intended.

LPM-WB:sb

Enc.

OPTIONAL FORM NO. 10
1010-104

UNITED STATES GOVERNMENT

Memorandum

TO : All CAAs: Alaska, Arizona, Nevada, Oregon, and Washington

DATE: September 22, 1966

FROM : Zane Meckler, District Supervisor, CAP, Western Region

SUBJECT: Guidelines for CAA-LEA Cooperation on ESEA Proposals

In an August 12th memo, we called your attention to required CAA consultation and review of local school district (LEA) proposals under the Elementary and Secondary Education Act.

The LEA-CAA coordination and checkpoint procedures, as well as my August memo, have raised some questions on what constitutes "cooperation" between these agencies. Hence, this further memo.

"Cooperation" between LEAs and CAAs is defined in the guidelines issued by the U.S. Office of Education to all school administrators as "continuous and genuine working relationships during the period when (ESEA) programs are being planned and developed, as well as when they are being carried out." Such cooperation seeks to avoid duplication or major gaps of service in LEA and CAA programs, and "to help create a climate in which these two agencies, as well as others, can fashion and shape their respective programs to complement and supplement one another."

Where such cooperative relations have been established, public education has been enriched by CAA mobilization of additional community resources, especially through participation by low-income parents and neighborhood councils.

To facilitate LEA-CAA cooperation, State Departments of Education in Hawaii, California, Oregon, and Washington are issuing state guidelines and taking leadership in bringing LEAs and CAAs together. Under the checkpoint procedures, where a CAA indicates lack of LEA cooperation and participation in the planning of an ESEA proposal, the State Department of Education and the State OEO Technical Assistance Office must seek to resolve these problems and to develop interagency cooperation. Our Regional Office is working closely with STAs and State Departments of Education to help establish such cooperation and coordination.

CAAs should recognize that they do not have a veto power over LEA proposals or ESEA funds. The checkpoint procedures call for the CAA to indicate whether it was consulted in the planning process and whether, in its opinion, LEA proposals for use of ESEA funds are complementary to, and effectively coordinated with other ongoing community educational efforts under CAA auspices.

To: All CAAs (2)

The CAA response respecting "cooperation" with LEAs will, of course, vary with the circumstances which characterize LEA-CAA relationships in each community. Whatever the response to the questions of cooperation and joint planning in the initiation of ESEA proposals, both agencies should seek to promote expanded educational opportunities for the disadvantaged as their mutual concern. Implementation of ESEA projects provides a continuing opportunity to develop common bonds of concern, cooperation, and coordination of effort.

The major challenge of enriching educational opportunity for the disadvantaged requires teamwork between public education and community agencies at the local and state level, undergirded by such federal legislation as ESEA and EOA. The U. S. Office of Education and OEO are dedicated nationally and regionally to achieving this coordinated approach. May we again urge you to work closely with local school districts on educational issues and to keep in close touch with your STA and Regional Office in implementing these objectives.

STATE OF OREGON
State Department of Education
Public Service Building
Salem, Oregon 97310
November 8, 1965

MEMORANDUM

TO: Superintendents of School Districts
Superintendents of County and IED's
County Extension Agents
Community Action Committees

FROM: Leon P. Minear, Superintendent of Public Instruction
John W. Oberdorf, Coordinator, Economic Opportunity Programs

SUBJECT: Coordination of the Economic Opportunity Act and the Elementary and Secondary Education Act

No two pieces of major legislation have more potential for insuring coordination and cooperation between school systems and local Community Action Programs. A healthy working arrangement between local CAP and school systems, already started in many communities, will help to create a climate in which these two agencies, as well as others, can fashion and shape their respective programs to complement and supplement one another. This working arrangement is already in evidence on the state level.

Educational programs supportable under CAP are generally supportable under the ESEA if sponsored or administered by the public schools. In those districts where both Acts will support educational programs, the best use of funds would seem to point to an emphasis on curricular, in-school funding by the ESEA and extra curricular and out-of-public-school funding by OEO. Those efforts which are primarily educational in nature, such as reduced class size, improved facilities, new or additional curricula materials or innovative educational programs, should be supported under Titles of the ESEA. Other efforts of a supplementary nature, such as health and nutritional services and family involvement, could be supported under the EOA.

It would seem that the most effective coordination would come at the local level. State criteria for programs under the ESEA encourage and even force this coordination. The wording under Section 205 (a) (7) of the ESEA provides the opening wedge, requiring that local districts develop programs in "cooperation" with the public or private nonprofit agencies responsible for community action programs in their locality. Cooperation here means continuous and genuine working relationships during the period when programs are being planned and developed, as well as when they are being carried out. This section should in no way be construed as giving the local community action agency a veto over ESEA programs; it does require that local school districts develop their programs in cooperation with local community action agencies. Similarly, it is expected that when a local community action program is planned, cooperation will be sought with the local school districts. Only in this way can both programs hope to achieve the objective of serving the needs of educationally deprived children.

Since the CAPS in many areas will be underway by the time planning for ESEA programs is begun, it is expected that the local school agency would take the initiative in making contact with the local community action agency to determine whether the community action project or projects have a bearing upon the school agency's plans. If the community action project is school related, then the local school agency will already be actively involved.

The State Department of Education will have the final authority to approve school district projects under the ESEA and the same authority lies with the OEO with respect to Community Action Programs. However, a close liaison will exist between our offices to avoid duplication and overlap of projects designed to benefit disadvantaged youth.

In areas where there is a strong similarity of interest and approach between the local school district and the community action agency, dual funding may be used to establish a program. This procedure will avoid possible overlapping of effort and will allow the establishment of a program which could not be managed separately.

LPM-JB:aes
11-2-65
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STATE DEPARTMENT OF EDUCATION
Division of Instruction
311 Public Service Building
Salem, Oregon 97310
August 15, 1966

MEMORANDUM

TO: Interested Educational Groups

FROM: State Department of Education

SUBJECT: Three Films on Disadvantaged Children

These films are excellent and should be viewed by any group interested in understanding some of the problems faced by the disadvantaged child.

"Children Without" documents the desperate conditions under which children in the inner city grow up, and the efforts of education to break the cycle.

"Children Without" was filmed in the Franklin School, in Detroit, Michigan. Like many urban public schools, the Franklin school is experimenting with new approaches to education and to the people it serves. The motion picture shows the application of these new concepts at Franklin: early enrollment for preschool age youngsters, remedial reading, speech therapy, psychological services, and community involvement. (30 minutes)

New NEA Film Stresses
"A Chance to Learn"

WASHINGTON, D. C. -- The child whose cultural background has been as ragged as the clothes he has to wear finally will have his chance for a fuller life, thanks to new federal education legislation.

That is the message of the new half-hour documentary film, "A Chance To Learn." presented by the National Education Association in cooperation with its affiliated state education associations.

Designed to dramatize the urgent educational needs which the Elementary and Secondary Education Act of 1965 will help to meet, the film will have its national television premiere June 25-July 5, dates which overlap the annual NEA Convention.

To produce the film, Telenews film crews visited schools in Baltimore; Pittsburgh; Chicago; Los Angeles; Muskogee, Okla.; New Orleans; and Logan County, W. Va.

The film opens with President Johnson's comments from his meeting with 225 educators at the White House on March 1 prior to passage of the legislation.

The film closes with President Johnson's comments from his meeting with congressional leaders at the White House following passage of the legislation.

Segments in the film show the environments from which some American children go to school: miners' shacks in Appalachia, Chicago and Baltimore slums, oil fields and ranges in Oklahoma, a Louisiana bayou. Often their school environment is

little better, as the film shows: trailors, church basements, armories, warehouses, one-room schools with outdoor privies. (30 minutes)

What is it like growing up in a slum?

Phyllis and Terry know from first-hand experience. They were born on New York's lower East Side, brought up on its tenement roofs and broken stoops and now, as teenagers, face the prospect of adult life in the ghetto.

Completely improvised, "Phyllis and Terry" lets the girls create a personal portrait of their life in the ghetto with their own words and movements. What evolves is a compelling image of unrealistic hope and deep-scented despair dominated by a background of unlit halls, decimated playgrounds, forbidding schoolyards and crowded streets.

"Phyllis and Terry" provides insight into a world foreign to most of us and captures the mood of the contemporary teenage generation who inhabits it. Phyllis thinks of school as a prison. Terry laughs about a former teacher whom the students pushed down the stairs. They both feel that the only chance they have to express their feelings is when they dance or listen to the jukebox in the local candy store. About their future, they'd rather dream. (36 minutes)

MLC:pew
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Index No.: I-3
Distr. To: Dist. and Co. and/or IED Superintendents

Info. Copies To: Title I Personnel and Nonpublic Schools

OREGON DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
Willard Bear, Assistant Superintendent

Dr. Austin E. Haddock, Director, Title I, ESEA — Salem — September 1966

TITLE I, P.L. 89-10 INFORMATION

We are receiving a steady flow of incoming Title I project applications, and our staff is processing them as speedily as possible. Applications are given attention in the order of receipt, but those which are complete, accurate, and meet all requirements can be processed and receive approval much more speedily than those which are lacking. We are reviewing here some of the information and guidelines to which adequate attention has apparently not been given by several of those who have submitted applications to date.

Title I Projects Are Not Continuous

For fiscal and application purposes, Title I projects are considered on a one-year basis only. A project application must stand on its own merit each year. Many applications being received are not approvable because they lack sufficient description of proposed project activities and services. (The comment "same activities as last year" is not approvable.) Also a detailed budget is often omitted and projects must be completely rewritten each year. Rewriting provides opportunity to revise a project in whole or in part and provides opportunity to request funds for another year. FY 1966 project federal cash may not be used for a FY 1967 project until the funds have been officially reallocated by the Department's finance section.

School administrators and project writers are advised to follow the specific instructions described in the following publications:

(1) Instruction for Title I, 1967 Application Forms OE 37003 (yellow booklet)

(2) Special Instructions for the Preparation of Title I, P.L. 89-10, ESEA Project Applications (single page mimeograph)

Restriction on the Use of Title I Funds

Title I funds are not available for use with respect to obligations incurred by the local district prior to the date the project application is received by the State Department of Education in substantially approvable form. This means that if you started your local Title I project on September 6 but did not submit your project application to the State Department of Education until September 20, no salaries, purchase orders, or other obligations may be paid from Title I funds prior to September 20. Please refer to the Federal Register § 116.46 (d). A test case in Kansas has confirmed this interpretation of the regulation.

Unexpended funds or any accrued interest from a previous year's project may not be expended until the succeeding year's projects are approved by the State Department of Education in which instance federal funds and interest from the preceding year's projects remaining in district accounts will become a part of the current year's "maximum basic grant."

Cut-Off Date For Title I Applications

We are asked many times what the cut-off date is for submitting a Title I, P.L. 89-10 application. It has not been the Department's policy to establish cut-off dates in the Title I Program; however, you may recall that the Commissioner did establish May 2 as the cut-off date for the last fiscal year. We also know that the Commissioner will establish cut-off dates if Congress appropriates less than the Bill authorizes. The Commissioner's cut-off date would allow the redistribution of funds which are not applied for by certain districts in order for districts who could use the funds to utilize a full 100 percent of their entitlement.

As a general rule, if a project is going to be operated during the regular school year, the application should be submitted early enough to be approved prior to the beginning of the second semester of the regular school year. In no event may federal funds be obligated to a project prior to approval of the project.

District's Responsibility to Describe Project Activities and Services

The primary weakness in Title I projects submitted to date is that school districts fail to describe in sufficient detail the project activities and services planned so that anyone reading the project can know exactly what the district is attempting to do. Projects can not be approved unless the activities and services are clearly stated and related to the objectives of the project. We suggest that you follow the outline as provided in the Special Instructions mailed from this office along with your project application forms.

Cooperation With County Extension Agents

Jack Ross, Federal Extension Agent, Oregon State University, and this office have discussed the possibility of cooperative relationships between the Extension Service and Title I. You are advised that if you have an in-school Title I project which might also profitably involve the parents of the project children, the Extension Agent in your county stands ready to offer adult program service which might complement your Title I project.

Federal Surplus Property

There appears to be a continuous effort on the part of the U.S. Office of Education to dove-tail all the various programs and services offered by the Federal Government. They have asked us to remind you that the use of federal surplus property might help in reducing costs of Title I projects; thus, helping you to enrich and expand the school programs under Title I.

Cash Balances of 1966 Title I Funds and Quarterly Requests for Cash Advances

These two topics are covered for you in a recent memorandum from the Director of School Finance addressed to all ESEA Title I applicants. We urge you to refer to this memorandum. If you do not have a copy, please request same from Dr. Warren Carson, Director of School Finance, State Department of Education, Salem, Oregon.

Equipment Inventories

The title to equipment purchased under the provisions of Title I, P.L. 89-10, is vested with the local education agency, but the Federal Government maintains a continuing interest in such equipment for its useful life or until it is disposed of. Accordingly, it is the responsibility of the LEA to maintain an equipment inventory which will be subject to the local audit of Title I projects.

Annual Joint Meeting of OSBA and OASA, November 16, 17, and 18

The joint meeting of the School Board and Superintendent Associations is scheduled at the Hilton Hotel on November 16, 17, and 18. The third day of this conference will be devoted to Title I, P.L. 89-10. You will receive more detail on this conference at a later date. Please reserve these dates on your calendar.

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Index No.: I-3
Distr. To: District, County, and IED Superintendents

Info. Copies To: Title I Personnel

STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
Willard Bear, Assistant Superintendent

. E. Haddock, Director, Title I ESEA

May 1966

EARLY INFORMATION ON TITLE I, ESEA, 1967

1967 Title I, ESEA, Application Forms and Instructions

We are enclosing an advanced copy of a typed version of the FY 1967 application forms, Parts I and II, and instructions for completing same.

Important: Do not submit your 1967 application(s) on these typed versions of the forms. The rough forms are distributed to you now only for your early information. The maximum basic grants to individual school districts have not been established--pending action by Congress on amendments to Title I, ESEA. The percentage of the maximum basic grants to apply for has not been established--pending appropriations by Congress. So please use this typed version of the application form for planning only. For planning purposes you should figure on a project or projects using approximately 85 percent of your 1966 maximum basic grant. U. S. Office of Education printed FY 1967 application forms and instructions should be ready by July 1, 1966. It appears likely the final printed forms will be ready before Congress has acted on amendments and appropriations.

Criteria for Approval of 1967 Title I Projects

To assist you in planning 1967 projects, we are also enclosing part I of our criteria for approval of projects. The criteria included here is based on the Act and federal regulations. Additional criteria will be submitted to you with the printed application forms. It is anticipated the additional criteria will cover such items as expenditure for administration, equipment, construction, teacher in-service, evaluation, dissemination of information; budget detail; and project description to let you know what is expected in these areas before you prepare the final draft of your project application.

Planning 1967 Projects

Although printed 1967 project application forms will not be available until about July 1 and final data on how much money will be available at even a later date, we encourage you to start your planning with information you now have: a typed version of the 1967 application form, instructions for completing the form, some of our criteria for approval, the law itself, federal regulations, and federal guidelines.

Experience has shown us during 1966 that school districts often forget to budget for audit, evaluation, and the dissemination of information. A reasonable amount budgeted for these items, each necessary to the operation of the project, is recommended.

In addition to project objectives designed to lessen an educational deprivation in an academic area, the projects may well include supplemental services which could strengthen the opportunities for children to experience success.

Important: It is suggested that school district personnel consider planning Title I proposals in terms of a program and then make applications in the form of projects. These project applications would comprise the total program. It would give the districts more flexibility in planning activities and budget procedures and allow for more coordination in the Title I operation.

Note that instead of a statement from you regarding your cooperation with the local Community Action Agency (under O.E.O.) that the 1967 application forms provide a page to be signed by the CAA principal officer. May we suggest you read this page and consult the CAA in the planning stages of your 1967 project.

Important Considerations

In reviewing Title I, ESEA project applications for 1966-67, the Department of Education will be making several important considerations. We plan to give a project much closer scrutiny as to its size, scope, and quality in relation to the needs of educationally deprived children than we did in 1966. Projects touching any area in which the SDE has personnel assigned for consultant or supervisory responsibility will be reviewed by that person to see that the project meets state statutes, regulations, and standards.

Requests for equipment included in 1967 Title I project applications will be approved only as they may be necessary to carry out the project and also in relation to the amount and kind of equipment approved in 1966 projects.

An LEA which had an average per pupil expenditure from state and local funds in 1966 which was less than it was in 1964 (1965 if the amendment passes) must submit justification for the decrease to the SDE and have it approved prior to submitting a project application.

New project objectives should be stated in terms of expected behavioral outcomes for children, should be specific, and should be measureable for evaluation.

Projects must be planned to emphasize improvement in instructional areas for educationally deprived children and may include special supplementary services to assist in meeting primary objectives.

In planning projects, keep in mind the intent of the Act to develop action programs for educationally deprived children.

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STATE DEPARTMENT OF EDUCATION
Division of Instruction
Public Service Building
Salem, Oregon 97310

SUGGESTIONS FOR EVALUATING PROGRAM FOR DISADVANTAGED CHILDREN

Prepared by Oscar Shoemake, Consultant, Elementary Education
Lyle Riggs, Consultant, Secondary Education

Introduction

School districts conducting special educational programs for disadvantaged children and receiving financial grants under Title I of Public Law 89-10 are required under the law to carry out an annual evaluation of the program. Section 205 (a) (5) Title I, P.L. 89-10 states that, "effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs meeting the special education needs of educationally deprived children."

The purpose of this monograph is to provide suggestions for districts to use in evaluating disadvantaged child programs.

It is reasonable to anticipate that programs will vary considerably from district to district, depending upon the specific local problem and the nature of possible solutions. With this in mind, it will be necessary that any suggestions provided in this paper be general and adaptable to varied evaluation needs.

The Problem

Provisions for evaluation of disadvantaged child programs will be similar to those made for evaluating most other educational programs. It is simply planning and making provision for determining to what degree the program has been successful in meeting its goals.

The problem of selecting evaluation instruments and techniques will be unique to each project, but the guiding framework under which these items fall will be common to all.

A Basic Framework For Evaluating Programs

Evaluation procedures are normally carried out in six orderly steps as follows:

A. Define the goals or objectives.

B. Select the instruments and techniques for measuring.

C. Utilize the instruments and techniques to establish and record "benchmarks."

D. Apply the instruments and techniques with appropriate timing and weigh the results.

E. Examine the evaluative procedures and restructure, if necessary, to better evaluate.

F. Alter the program to better achieve the goals.

In order that a more comprehensive statement be provided concerning each phase of the basic framework, each step will be expanded and related specifically to programs for disadvantaged children.

A. Defining the objectives of the program. In such case we are concerned with both national and local goals for education of disadvantaged children.

The stated national goals or objectives are to strengthen and improve educational quality and educational opportunities in the nation's elementary and secondary schools and to further expand and improve educational programs by various means which particularly meet the needs of educationally deprived children.

The local district goals or objectives will emerge from the theme of the national objectives and be guided primarily by the local school's situation and philosophy.

Specific district goals or objectives will be relative to the nature of the problem concerning the educational disabilities of disadvantaged children in the school.

Educational disability of economically deprived children may result from one or more of the following conditions:

Biological

1. Malnutrition
2. Organic deficiencies: dental, vision, hearing, speech
3. Chronic disease
4. Lack of sleep and rest

Social

1. Poor health habits--personal hygiene
2. Inadequate dress and grooming
3. Social isolation due to poverty--(No dime for a coke with peers; live "across the tracks")
4. Lack of social knowledge, skills, and attitudes

Intellectual

1. Low perceptual development
2. Inadequate communication skills
3. Lack of mental stimulation

Psychological

1. Poor self-concept
2. Low motivation
3. Limited sense of deferred values or rewards

3. Selecting instruments and techniques for measuring (objectively and subjectively) the extent of progress toward the goals.

The job of the district in this phase is to develop and/or adopt instruments and techniques appropriate for measuring progress.

Employment of responsible personnel to initiate and coordinate evaluation activities is a legitimate part of the program. The district may involve groups outside the district as evaluation teams. Below is a list of instruments and data sources which may be appropriate for use in evaluating disadvantaged child programs.

1. Achievement testing. (There is strong positive correlation between economic deprivation of the child and low achievement in school.)

2. Tests for personality development and/or self-concepts. (Attitudes and values are paramount to success in learning.)

3. Teacher's individual inventory of the child's personal growth. (A subjective approach using a school-developed inventory plan supported by anecdotal records if necessary.)

4. Dropout record analysis. (Annual records to note dropout rate of children from disadvantaged homes.)

5. Analysis of school and community delinquency records.

6. Analysis of change in tardy and absence pattern. (Loss of school time by disadvantaged children due to sickness, lack of interest, truancy, etc.)

7. Records of incidences noting parental concern for school and community activities.

8. Changes noted in the participation of disadvantaged children in special school and community activities, (art clubs, music groups, community and school projects, etc.) Survey of teacher attitude before program and annually, thereafter.

Effective evaluation programs will generally include the assistance of a person or persons outside the district, both in the process of planning and conducting the evaluation activities. The use of such persons may assure greater objectivity.

Utilize the instruments and techniques to establish and record "benchmarks."

> "The importance of establishing objective measures of educational deprivation lies primarily in the relation of such deprivation to the programs which will be established for its removal. These programs must be focused on pupil need, and the law directs that evaluations and reports of progress in meeting the need be made at least annually. This type of evaluation in itself is a tremendous educational innovation and will require careful thought and consideration by those charged with administration of the programs. If progress is to be measured, then a clear baseline must be established; evaluative data must be recorded from the very beginning of the programs." (Underscoring for emphasis, ours.)
>
> Albert L. Alford "What to Anticipate"
> Phi Delta Kappan, July 1965, p. 485

D. Utilizing instruments and methods periodically and weighing the results.

1. Periodic evaluation should be conducted during the school year to accumulate information and provide resources for guidance of local staff.

2. The local school district is expected to make an annual evaluation to be summarized in a report to the State Department of Education.

E. Examining the evaluative procedures utilized and restructure if necessary to better evaluate.

The selection of more appropriate tests or the development of more efficient plans for accumulating vital data should concern the evaluators.

For example, it may be discovered after the first year that the particular achievement test used does not provide valid evidences of achievement for children with chronic language disabilities, a disability perhaps for which the program at hand does not provide.

F. Altering the program to better achieve the goals.

The program should be revised, using the knowledges gained through the evaluation to better achieve the goals.

Closing Statement

The above suggestions have been prepared prior to the release of the federal guidelines by the Commissioner of Education for state and local administration of P.L. 89-10. Section 205 (a) (6) of Title I of the Act requires "that the local educational agency will make an annual report...to the state educational agency, in such form and containing such information as may be reasonably necessary to enable the state educational agency to perform its duties under this title, including information relating to the educational achievement of students participating in programs carried out under this title, ..." (underscoring for emphasis, ours) Among the duties of the state department to which the quotation refers is transmittal of program evaluations annually to the Commissioner. It is anticipated that the federal guidelines may specify certain kinds of evaluation data to be required of all local programs. Any such requirements for use in evaluating the program nationally will of course supersede the suggestions contained in this monograph.

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STATE DEPARTMENT OF EDUCATION
Division of Instruction
Public Service Building
Salem, Oregon 97310

OBJECTIVE MEASUREMENT FOR EDUCATIONAL
ACHIEVEMENT IN PROGRAMS UNDER TITLE I, PL 89-10

(A Supplement to Bulletin 6/18/65, "Suggestions for Evaluating Programs for Disadvantaged Children"; See Item "C" page 3)

The Guidelines for measurement of achievement in programs under PL 89-10 recommend that wherever feasible the type of measurement used to establish a basis for estimating educational deprivation be uniform throughout the state. This manner of uniformity will facilitate the requirement that a state report to the commissioner be filed annually on the effectiveness of the programs of the several participating local agencies.

It is required that appropriate objective measurement of achievement be conducted as early in the program as possible to establish a basis for estimating the educational deprivation of those children who will participate in programs under Title I, PL 89-10. Subsequent objective measurements should again be carried out at the end of each school year for purposes of assessing the effect of the program upon student achievement.

This requirement is necessary in order to comply with provisions set forth in Section 205, (a) (5) of the Act. The requirement, however, does not in any way limit or restrict the additional use of other types of measurements necessary for diagnosis and program development.

Because no standardized achievement test is available for measuring achievement below the level of grade 1.5, it is recommended that a Standardized Reading Readiness Test be used at grades 1.4 and below for reasons of establishing a basis for estimating educational deprivation for children in programs under Title I, PL 89-10.

Below is a list of Standardized Achievement Tests and Reading Readiness Tests that should adequately serve the purpose for measuring the effectiveness of disadvantaged child programs. Some achievement tests mentioned below cover only grades 1-9 or 9-12, meaning that such tests, if selected by the local agency, must be used in such combinations that coverage 1-12 is made.

STANDARDIZED ACHIEVEMENT TESTS

1. California Achievement Tests, 1957 Edition, WXYZ Series, 1963 Norms
   Subject Areas: Reading, Arithmetic, Language
   Grade Level: 1 through 14
   Scoring: Manual or Machine

2. Stanford Achievement Test, 1964 Edition
   Subject Areas: Reading, Arithmetic, Language
   Grade Level: 1.5 through 9.9
   Scoring: Manual or Machine

3. Metropolitan Achievement Tests, 1958-62 Edition
   Subject Areas: Reading, Arithmetic, Language
   Grade Level: 1 through 12
   Scoring: Manual or Machine

4. SRA Achievement Series
   Subject Areas: Arithmetic, Language Arts, Reading, Science, Social Studies
   Grade Level: 1 through 9
   Scoring: Manual or Machine

5. Iowa Test of Educational Development
   Subject Areas: English, Mathematics, Natural Sciences, Social Studies
   Grade Level: 9 through 12
   Scoring: Manual or Machine

READING READINESS TESTS

1. Lee - Clark Reading Readiness Test, 1962 Revision
   Designed primarily to predict probability of success in first-grade reading.
   Grade Level: Kindergarten - Grade 1

2. The Harrison - Stroud Reading Readiness Profiles
   Consists of five group tests designed to measure specifically ability and skills that children use in beginning to learn to read.
   Grade Level: Kindergarten - Grade 1

3. Monroe Reading Aptitude Tests
   Tests analyze five factors essential to success in reading and include (1) visual tests, (2) auditory tests, (3) motor control tests, (4) tests of oral speed and articulation and, (5) language tests. The range is $5\frac{1}{2}$ to $8\frac{1}{2}$ years.

4. Metropolitan Reading Readiness
   Grade Level: Kindergarten - Grade 1
   Tests child's maturity or readiness to undertake first-grade reading work. Yields in total readiness, reading readiness and number readiness. Norms are percentiles.

In order that the local agency have some basis for making an appropriate test selection, a list of criterion is provided below.

CRITERIA FOR TEST SELECTION

1. Test selection should cover readiness and achievement testing from K-12. (Emphasis on extended lower range.)
2. Test selection should correlate well with state curriculum requirements, pertaining to the skills or subject areas covered by the test.
3. Test selection should cover at least the areas of reading, language and arithmetic.

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8/24/65

STATE DEPARTMENT OF EDUCATION
Leon P. Minear, Superintendent
Salem, Oregon 97310

RULES AND PROCEDURES FOR DEPARTMENT ADMINISTRATION OF ESEA TITLE I

Focus of Program

ESEA Title I is primarily concerned with providing funds to enable local school districts to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children.

Span of Program

The law does not specify means but rather purposes and conditions which must be met by school districts to qualify for funds. Therefore, Title I funds may conceivably be used to provide or augment any service or phase of the instructional program which an individual school system believes pertinent to the improvement of learning for educationally deprived children.

Responsibilities for Determination of Programs and Qualifications Thereof

Among the prescribed responsibilities of local educational agencies are the identification of eligible children, determination of their special needs, and proposals of projects designed to meet such needs. The Department of Education has such responsibilities as to insure that funds are used only for purposes specified by the Act; that programs and projects are of such size, scope, and quality to give promise of progress; that adequate provision is made for the participation of nonpublic school pupils; that there is adequate control of funds; that effective evaluation plans and procedures are developed; that the Commissioner is provided such report information as he may deem necessary for reports to Congress; that Title I projects are developed in cooperation with community action agencies where they exist; that programs are based on information derived from research, demonstration, or results of similar projects; that the funds are not to be used to supplant previous local and state effort; that "Civil Rights" are respected; and that the State's allocation is properly apportioned among the local educational agencies.

Policy of State Department Administration

As a general policy, Title I will be administered in keeping with the Law and Federal regulations pertaining thereto and in such ways as to support and harmonize with existing state and state-federal programs for which the Department has responsibility. In providing for additional or improved educational experiences and services which relate to existing state or state-federal programs, ESEA Title I funds should, therefore, be used only to supplement or complement such programs but not to replace them or to provide substitutes for them.

Rules and Procedures

The following rules and procedures for the administration of Title I by the Department of Education are adopted in keeping with the above policy:

1. Projects shall not be approved under ESEA Title I for which funds under an existing state or state-federal program are available unless agreement is reached between the Title I director and the special program director to the effect that special circumstances warrant exception.

2. Projects which relate to existing state or state-federal special reimbursable programs will be approved for funding under ESEA Title I only to the extent that they supplement or complement them.

3. Programs and services funded under ESEA Title I shall meet rules and standards prescribed for Oregon schools generally.

4. Title I project applications containing provisions relating to other special programs or services shall be reviewed by Department personnel responsible for such programs or services for determining the merit of the plan and compliance with Oregon law and administrative rules pertaining thereto prior to final recommendation for approval by the unit responsible for general administration of Title I.

As a means for implementing these rules the following procedures will be followed:

1. At weekly intervals, or more often if he chooses, the Title I Coordinator will circulate to designated persons in each Division a list of all newly received project applications with sufficient information to indicate the nature of each project and will withhold final action upon each project for at least five work days following. He will make a copy available at his office to anyone wishing to review a particular project application. All reactions shall be submitted to him in writing but in addition he or a Title I staff member responsible for screening the particular application will welcome a conference. Evidence indicating that all or any part of a proposed project does not meet State legal provisions or administrative rules pertaining to the project under consideration or is of questionable merit will be sufficient cause to deny or delay the project or the portion thereof which is under question.

2. A Review Committee consisting of the Superintendent, his Deputy, and the Assistant Superintendents is established for the purpose of making a final determination in cases upon which the program heads cannot agree upon proper action.

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5/23/66

Index No.: SR-1
Distr. To: Dist. Supts., County and/or IED Supts.

Info. Copies To: Elementary and Secondary Prins.

OREGON DEPARTMENT OF EDUCATION
LEON P. MINEAR
Superintendent of Public Instruction

October 1966

DON'T FORGET THE TELEVISION SPECIAL ON ESEA--
THE ELEMENTARY AND SECONDARY EDUCATION ACT

On FRIDAY, NOVEMBER 4, the Department of Education will present a second comprehensive TWO-PART television special on ESEA Titles I, II, III. This year we will also include information on the Northwest Regional Educational Research Laboratory in Portland, funded under Title IV, ESEA. Purpose of the telecast is to disseminate new information to superintendents and others involved in the preparation of project proposals. The program will be telecast on KOAC-TV and KOAP-TV, Channels 7 and 10.

PROGRAM FORMAT

PART ONE 11:20 a.m. to 12:45 p.m.

- Formal presentations by Dr. Austin Haddock on Title I; Dr. B. L. Simmons, Miss Phyllis Hochstettler, and Mrs. Beth Prideaux on Title II; Dr. James Ellingson on Title III; and Dr. Lawrence Fish, Director of the Northwest Regional Educational Research Laboratory.
- We suggest that you meet together in groups to view PART ONE.

12:45 p.m. to 2:00 p.m.

- Group discussion and formulation of questions to be telephoned to the Department of Education for answering on PART TWO.
- We suggest that one person be delegated to telephone group questions.
- Dial 364-2171 and ask for any one of the following extensions:

  1600 1605 1606 1607 1608 1609 1613 1614

- To facilitate the handling of your questions PLEASE IDENTIFY EACH ONE BY TITLE I, II, III, or IV.

PART TWO 3:30 p.m. to 4:30 p.m.

- Dr. Leon P. Minear and the program participants will return to the air for a one-hour live telecast to answer viewer questions.

IF YOU ARE NOT IN THE COVERAGE AREA OF KOAC-TV, turn to the back of this page for suggestions on how you can view the program.

SUGGESTIONS FOR VIEWING OUTSIDE THE COVERAGE AREA

If you are not in the coverage area of either KOAC-TV or KOAP-TV, you may watch the program at one of the ten viewing locations listed below. Choose the one closest to you and make arrangements for viewing by contacting the appropriate person.

VIEWING LOCATION	CONTACT PERSON	TELEPHONE NO.
ASTORIA	Mr. Ruben Jensen, AV Director Astoria School District No. 1	325-6441
BAKER	Mr. J. R. Evans, Superintendent Baker Public Schools	523-5859
BEND	Mr. R. E. Jewell, Superintendent Bend Public Schools	382-4271
LA GRANDE	Mr. Avery Millering, Asst. Supt. La Grande Public Schools	963-4171
MEDFORD	Mr. Robert E. Meinhardt Ext. 200 Curriculum Materials Director Jackson County IED	773-6211
NEWPORT	Lloyd Drake, Principal Lincoln Junior High School	265-2713
REEDSPORT	Mr. Rudy Johnson, Superintendent Reedsport Union High School	271-2141
ROSEBURG	Mr. M. C. Deller, Superintendent Roseburg Public Schools	672-2696
THE DALLES	Mr. Al Unruh, Superintendent The Dalles Public Schools	296-3165
TILLAMOOK	Mr. John Jensen, Superintendent Tillamook Public Schools	842-4415

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STATE DEPARTMENT OF EDUCATION
Division of Instruction
General Consultant Services Section
311 Public Service Building
Salem, Oregon 97310

DESCRIPTION OF PROGRAM ORGANIZATION AND ADMINISTRATION
FOR FISCAL YEAR 1967 PUBLIC LAW 89-10, TITLE I

A. Organization

I. State organization for administration

a. Description of units within the State Department of Education responsible for administration.

1. The unit within the State Department of Education in Oregon responsible for the administration of grants to LEAs for special educational programs for educationally deprived children as authorized by Public Law 89-10 is the Division of Instruction under Assistant Superintendent, Dr. Willard Bear. Specifically, the assigned administrative responsibility is in the Elementary Education and General Consultant Section of the Division of Instruction. Within the section, five Title I professional personnel and three secretaries work full time in the administration of the Title I program. The Director and eight general consultants also devote about 50% of their time to Title I activities.

In addition, the section is assisted by other sections within the Division of Instruction as well as other divisions within the Department. The Administrative Services Division assists in financial accounting, statistical services, and gathering and disseminating research data. The Business Office assists in accounting for expenses under program administration and disburses Title I advanced funds to LEAs. The Educational Development Division assists in the dissemination of research data, public information, and information to local educational agencies. All divisions, but particularly the Special Services Division, assist in the review of Title I project applications when the application proposes a service or activity related to a specific area of concern; e.g., guidance services and handicapped child programs.

2. The unit within the State Department of Education responsible for the administration of grants to state agencies for handicapped children as authorized by Public Law 89-313 is the same as that described in 1. above. Much assistance is given the Division of Instruction for the administration of Public Law 89-313 by the Special Services Division because the handicapped child is this division's specific area of concern.

3. The unit within the State Department of Education responsible for the administration of projects providing benefits to neglecte and delinquent children is the same as that described in 2. above

4. The unit within the State Department of Education responsible for the administration of projects for special programs for children of migratory agricultural workers as proposed by HR-13160 will be the same as that described in 1. above.

b. Attached is a complete organization chart of the State Department of Education showing the relationship between the Division of Instruction and the rest of the State Department of Education.

II. Cooperative relationships

a. The cooperative relationships which exist between the State Department of Education Title I administrative unit and other state agencies, organizations, or institutions in the State concerned with educational programs are as follows:

1. All Title I application forms, instructions, guidelines, bulletins, and other material pertaining to Title I administration and activities are mailed to the Deans of Education of the various colleges in Oregon, the State Board of Education, the executive secretary of the School Boards Association, the State Board of Control, the State Library, the State Extension Agent, the National Youth Corps representative, and the Coordinator, Economic Opportunity Programs. Meetings to discuss cooperative efforts between these agencies and organizations and the unit responsible for the administration of Title I, Public 89-10 have occurred from time to time and will continue as necessity dictates.

b. The procedures followed by the State Department of Education to coordinate Title I programs with community action programs are as follows:

1. Coordination with the State Coordinator of Economic Opportunity Programs, Mr. John Oberdorf (Mr. Oberdorf is also the State Technical Assistance officer on the Governor's staff), is provided by the assignment of one of the Division of Instruction's consultants to spend 35 percent of his time assisting in the coordination of activities of Title I and the Office of Economic Opportunity and its local units.

All local educational agencies have been informed that Title I projects are to be developed in cooperation with the Community Action Agency located in the area served by the LEA. Form OEA305-2 is required by all LEAs submitting proposals. The procedure for cooperation with Community Action Agencies and procedures to be followed in the event such agencies have major criticisms concerning a project are outlined in the attached GUIDELINES FOR STATE APPROVAL OF PROJECTS UNDER TITLE I, PUBLIC LAW 89-10, page 3.

III. Budget

Attached is a copy of the State Budget for the use of Title I administrative funds for fiscal year 1967 showing major categories of anticipated expenditures for salaries, services, and supplies and for capital outlay.

IV. Personnel

a. Listed below are all personnel whose salaries are to be paid in full or in part from Title I funds by name, title, percent of time devoted to the Title I program and the function he performs.

Name	Title	Percent of Time	Function
Dale Skewis	Coordinator, Title I	100%	Overall program administration; approval of projects; authorization of payments to LEAs.
Maynard Christensen	Consultant, Title I	100%	Measurement and evaluations including state evaluations and assistance to local districts on specific projects; approval of projects.
Ralph Peterson	Consultant, Title I	100%	Assistance to local districts on specific projects approval of projects.
Daniel Browne	Consultant, Title I	100%	Assistance to local districts on specific projects approval of projects.
Elton Minkler	Consultant, Title I	100%	Assistance to local districts on specific projects approval of projects.
Margie Schnack	Secretary II, Title I	100%	Secretary - Records
Vicky Barton	Secretary I, Title I	100%	Secretary - Typing
Mary Yoder	Clerk-Typist II	100%	Financial Records

In addition to personnel who are paid in full or in part from Title I funds, the following Department of Education personnel have Title I responsibilities as follows:

Name	Title	Percent of Time	Function
Austin Haddock	Director	40%	Overall administration
Willard Bear	Assistant Superintendent	10%	Overall administration
Raymond Laux	Business Manager	20%	Program and fiscal reports from the state educational agency to the commissioner of education; receipt and custody of federal funds under this program including financial and record keeping responsibilities
Leo Myers	Assistant Superintendent	10%	Acquisition and dissemination of research and other information
Milt Baum	Director of Research	10%	Acquisition and dissemination of research and other information
Guy Waldroop	Consultant, School Business Management	20%	Authorization of payment to local educational agencies
Louis Rochon	General Consultant	85%	A liaison with the state technical assistants program, OEO; assists applicants in planning and operating projects
Loren Steiner	General Consultant	50%	Assists applicants in planning and opertaing projects
Loy Barbour	General Consultant	50%	Assists applicants in planning and operating projects
Wilmur Nance	General Consultant	50%	Assists applicants in planning and operating projects
Jack Grossnickle	General Consultant	50%	Assists applicants in planning and operating projects
Irene Hallberg	General Consultant	50%	Assists applicants in planning and operating projects
Jean Spaulding	General Consultant	50%	Assists applicants in planning and operating projects
Carol Clanfield	General Consultant	50%	Assists applicants in planning and operating projects

B. Administration

I. Criteria for approval of projects

a. Attached are documents, including check lists, containing criteria used in approving fiscal year 1967 project applications.

b. Attached also is a statement of state policy with reference to Title I projects which are in conflict with state statutes, department administrative rules, or which replace or substitute for state or state-federal programs.

II. Schedule for submission of applications

a. No cutoff dates for the receipt of applications for projects under Title I of Public Law 89-10 have been established. The only deadline date for submission of a project is that the project be submitted prior to the date the project is to start and, of course, within the fiscal year of appropriation.

III. Participation of children enrolled in private schools

a. Attached is a copy of an opinion of the State Attorney General bearing on the use of Title II funds. The reasoning of this opinion applies equally to Title I funds for special educational programs for educationally deprived children enrolled in private schools.

b. In the absence of state statutes to the contrary and in accord with the State Attorney General's opinions, the Title I administration for the State of Oregon is allowing the participation of children from nonpublic schools by transporting private school children, sending employees who teach remedial or therapeutic activities to the premises of the private school, placing equipment on a loan basis on the premises of the private school, providing in-service training to private school teachers who have specific Title I assignments, providing opportunities for dual enrollment, providing special services to private school children in public school facilities, and permitting work study programs in private schools.

IV. Technical assistance and consultive services

a. Consultive services provided by the State Department of Education personnel for local educational agency officials in the planning and evaluation of Title I projects are extensive. One of the primary purposes of the entire State Department of Education is to be of service to local educational agencies. All personnel in the Department of Education are therefore available to local educational agencies for consultant service, either in the Department of Education in Salem or in the field at the location of the local school district.

Specifically, within the section of the State Department of Education responsible for the administration of Title I, there are eight general

consultants assigned to the 36 counties in the state. Each consultant is assigned to one or more counties and is responsible to each school district within his assigned region for consultive services.

General consultants contact the school districts within their assigned regions and offer their consultive services in the planning and evaluation of Title I projects. About 40% of the general consultants' time is spent in the field consulting with local educational agency officials pertaining to Title I planning and evaluation, and about 10% of their time is spent in the office consulting with these officials either by telephone or in face-to-face conferences.

In addition to general consultants' assisting local educational agencies in planning and evaluating Title I activities, the Department provides consultive services from personnel who have specific assignments in specific areas of training and experience. Examples of these kinds of services are accounting and finance, radio and ITV, instructional materials, vocational education, special education, and most of the specific subject areas.

b. Current arrangements by the State Department of Education to provide consultants to the Department Title I staff and to local educational agencies are as follows: One full day at the annual joint meeting of the State School Board Association and State School Administrators was devoted to a workshop on Title I, particularly in the areas of identifying the problem and planning strategies for action.

It is also planned, if state administrative funds are sufficient to sponsor, that either a regional or statewide meeting for local directors of Title I programs will be held to disseminate information on projects which are being launched statewide to assist local directors of Title I projects with specific problems, and to encourage them to develop continually better programs for educationally deprived children.

In addition, a special two-part statewide television program on P.L. 89-10, ESEA was presented. The purpose of the first part of the telecast was to disseminate new information to school personnel throughout the state involved in the preparation of project proposals. The purpose of the second part of the telecast was to answer questions about P.L. 89-10 telephoned to the Department of Education by viewers throughout the state.

V. Fiscal management and audit procedure

In order to inform local school officials as to proper fiscal management and accounting procedures, the Fiscal Section of the State Department of Education held meetings in each county throughout the state to explain procedures. In addition, memoranda are mailed to local educational agencies when additional information needs to be disseminated.

a. The maximum deviation allowed under state policy in a budget line item without an approved amendment to the project application is as follows: The transfer of 10 percent of the total of a line (e.g., Handbook II, Classification 100, Administration) to another line classification may be made unless such transfer could be construed to materially change the outcome of the project.

b. To transfer more than 10 percent of the total of any line item, the LEA must seek approval of the SEA. The SEA will expect such request to be made in triplicate and include:

1. Identification of line items to be reduced and a statement as to why the funds in such lines are available for transfer.

2. Identification of line items to be increased and a detail of anticipated expenditures to result from the requested transfer.

3. A statement regarding the effect the transfer will have on the original objectives and anticipated outcomes of the project.

c. Audit procedures for Title I projects at the local level are prescribed in "Minimum Standards of Audit Reports, Certificates and Procedures for Oregon Municipal Corporations."

d. State administrative funds for Title I are audited annually by the Secretary of State, Division of Audits, D. F. De Cew, Audits Supervisor. Audit procedures are defined in "Minimum Standards for Audits" prescribed by the Secretary of State.

e. Audit procedures for projects for handicapped children are the same as those in the preceding item d. because the institutions to which funds were allocated are state agencies.

f. Audits of Title I accounts are made in accordance with "Minimum Standards of Audit Reports, Certificates and Procedures," by auditors approved by the State Board of Accountancy.

g. Completed audits of Title I accounts will be available to federal auditors in the following locations:

1. State administrative audits--The Fiscal Section, State Department of Education, Salem, Oregon.

2. Local educational agency audits--The Secretary of State's office, Salem, Oregon.

3. Audits for projects for handicapped children--the Secretary of State's office, Salem, Oregon.

h. Procedure to be used in the FY 1967 for advancing or reimbursing Title I funds to local educational agencies is as follows:

1. The Title I Coordinator signs a "Project Approval" form, which authorizes the Department's Fiscal Section to approve and advance payment of funds required to meet the needs of the project until the next fiscal quarter, based on a formal application for funds submitted by the LEA. A warrant in the amount authorized is prepared and forwarded to the LEA. Thereafter payments are made on the basis of quarterly reports submitted on the "Quarterly Financial Report" form which reflects expenditures and estimated needs of the district under the Title I project for the next quarter. Quarters end: September 30, December 31, March 31, and June 30.

VI. Allocation of funds

a. Basis for determining maximum basic grants for local educational agencies is as follows:

1. The number of children aged 5-17 inclusive from families whose annual income was $2,000 or less as recorded during the 1960 census, plus the number of children aged 5-17 inclusive from families receiving Aid to Families of Dependent Children (AFDC) payments of $2,000 or more in calendar year 1965, multiplied by 50 percent of Oregon's average per pupil expenditure (current expenditures from non-federal funds) in FY 1965. Maximum basic grant entitlements to school districts will be calculated by this formula and then ratably adjusted so that entitlements will be in accord with the appropriation provided by Congress.

DRS:ms
3/2/67

STATE DEPARTMENT OF EDUCATION
Division of Instruction
Public Service Building
Salem, Oregon 97310

TITLE I, ESEA
District Name_____
School_____
Project No._____
Title I Consultant_____

GENERAL CONSULTANT CHECK LIST FOR
APPROVAL OF TITLE I, PL 89-10 APPLICATIONS

To the Consultant: This is a check list of considerations in recommending the approval of programs and project applications for Title I, PL 89-10 funds. In the left column, check if the item is included and approvable, leave blank if not. Write any pertinent comments and recommendations in the space provided and forward this check list to the Title I Consultant responsible for processing this project.

Check if included	Necessary Considerations
	PART I - BASIC DATA
_____	Item 6. Note attendance areas eligible for Title I projects.
_____	Item 7. Are the educational performance and behavioral characteristics of the children residing in the eligible attendance areas listed? Relates to Part II, Item 9.
	PART II - PROJECT APPLICATION
_____	Item 1. Title
_____	Item 2. Is this project a continuation of the project activities implemented with Title I funds in the FY 1966?
_____	Item 3. Note time schedule of project activities.
_____	Item 4. Note total funds requested for this project.
_____	Item 5, Column 1. Note proposed project attendance areas. Are these areas identified as eligible in Part I, Basic Data, Item 6?
_____	Item 5, Column 2. Note if this is a cooperative project.
_____	Item 6A. Does the number of children to participate in the project show sufficient size as to give reasonable promise of substantial progress toward meeting special educational needs of educationally disadvantaged children in the project attendance area? This relates to the activities to be provided. See Item 13.
_____	Item 7A. Are the number and type of staff members to be engaged in project activities sufficient to give reasonable promise of substantial project progress? See Item 13.
_____	Item 7B. Are the number of staff members listed to receive in-service training appropriate to the size and scope of the project?

_____ Item 9. Are project objectives realistic and related to the characteristics of the educationally disadvantaged children as reported in Part I - Basic Data, Item 7?

_____ Item 10, A and B. Note type of devices to be used in evaluating project activities and/or services. Relate to Item 13c.

_____ Item 11, A and B. Does the Summary of Activities and Services, all columns, relate specifically to the objectives stated in Item 9?

_____ Item 13b. Does the proposal describe a program of sufficient size, scope, and quality, within limits of available funds, as to give reasonable promise of progress toward meeting the special educational needs of the educationally disadvantaged children residing in the project attendance area and includes a description of:

_____ special instructional activities?
_____ service area activities to be provided?
_____ types and number of staff to be provided?
_____ equipment, supplies and material to be used?

_____ Item 13c. Do plans for evaluation include:

_____ names and purposes of tests to be used?
_____ other evaluative devices to be used?
_____ nature and degree of changes expected in participating children?
_____ type and number of staff members to be involved in evaluation?
_____ ways in which information derived from the evaluation will be disseminated?
_____ proposed utilization of evaluative information?

_____ Item 13d. Does the applicant describe adequately the degree and manner of expected participation by educationally deprived nonpublic school children residing in the project area?

_____ Item 13e. Does the proposal state:

_____ the estimated number of hours per week and;
_____ the estimated number of weeks each child will participate in project activities or services?

Based on my review of project no. ___ from the _____ district no. ____ and using this check list as a guide:

_____ I recommend approval
_____ I do not recommend approval

_____
General Consultant

_____
Date

Comments and Recommendations

(Please be sure to make your comments and recommendations under the appropriate heading. If more space is needed attach an additional sheet and identify remarks by heading number.)

1. List recommendations you would offer to strengthen the project but which are not required for its approval. These recommendations will be transmitted to the local school district (in the name of the Department) with the official project approval form.

2. Outline any revision of this project application which you consider necessary before you would recommend its approval.

3. Other

DRS:kac
8/12/66
500

DEPARTMENT OF EDUCATION
Division of Instruction
311 Public Service Building
Salem, Oregon 97310

Title I, ESEA
District Name_____
School_____
Project No._____
Gen. Cons._____

TITLE I CONSULTANT
CHECK LIST FOR APPROVAL OF TITLE I, PL 89-10 APPLICATIONS

This is a check list of considerations in recommending the approval of program and project applications for Title I, Public Law 89-10 funds. Attach to the original application. In the left column, check if the item is included and approvable, leave blank if it is not. If further investigation is necessary before approval, indicate in the margin and make appropriate comments on an attached sheet.

Necessary Considerations

Check if included

PART I, BASIC DATA - APPLICATION FORM

_____ Item 1, Columns A, B, and C complete and fiscal effort maintained.

_____ Item 2, Columns A, B, and C complete.

_____ Item 3, Columns A, B, C, D, and E complete.

_____ Item 4, Columns A and B complete.

_____ Item 5, Sources of data indicated.

_____ Item 6, Columns 1, 2, 3, and 4 complete. Eligible attendance area number or percentage is greater than that of the district (item 4).

_____ Item 7, Columns 1, 2, and 3 complete.

_____ Certification is complete.

PART II - PROJECT APPLICATION

_____ Certification is complete including date of board authorization.

_____ Item 1 is complete.

_____ Item 2 is complete.

_____ Item 3 is complete and actual project activity dates are listed.

_____ Item 4, Columns A, B, and C complete and agree with Items 8A and 8B.

_____ Item 5, Column 1 complete. Are all project schools eligible? (See Part I, Item 6) Column 2 completed only if project is cooperative.

_____ Item 6A, Columns 1, 2, 3, 4, and 5, lines 1 through 8, list number of children to participate in project. Line 9 is completed. Line 10 lists total number of children in project area.

_____ Item 6B is completed.

_____ Item 7A, Columns 2, 3, and 4 completed including totals. Personnel listed are in correct categories and agree with description of project (Item 13b).

_____ Item 8A, Columns 3, 4, 5, and 6 are complete and entered correctly. All amounts are rounded to the nearest dollar. Agrees with detailed budget.

_____ Item 8B, Column 3 complete and in agreement with detailed budget.

_____ Item 9, Objectives relate specifically to characteristics of educationally disadvantaged children cited in Part I, Item 7, Column 1.

_____ Item 10A complete.

_____ Item 10B complete.

_____ Item 11A, Instructional area activities relate specifically to objectives cited in Item 9.

_____ Item 11B, Service area activities relate specifically to objectives cited in Item 9.

_____ Item 11C, Total estimated cost is the same as total in Item 8, Column 6.

_____ Item 12, Completed including attachment of "Statement of Community Action Agency," Form OE 4305-2.

_____ Item 13a., Complete.

_____ Item 13b., includes a detailed description of:
_____ special instructional activities
_____ service area activities to be provided
_____ types and number of staff members to be included
_____ equipment, supplies and materials to be used

_____ Item 13c., Includes specific plans for:

1. Name the tests or other evaluative devices.
2. Nature and degree of changes expected in participating children.
3. Type and number of staff members to be involved in the evaluation.
4. Ways in which information derived from the evaluation will be disseminated.
5. Proposed utilization of evaluative information.

_____ Item 13d., Does the applicant describe adequately the degree and manner of expected participation by educationally deprived nonpublic school children residing in the project area?

_____ 13e., Includes:
_____ estimated hours per week each child will participate
_____ estimated number of weeks each child will participate

_____ Statement of Assurance is completed.

_____ Nonpublic school participant has filed Civil Rights Compliance Form 441.

Based on my review of project no.____ from the _____District No.____ and using this check list of criteria as a guide, I recommend approval. ☐

I do not recommend approval. ☐

_____
(Consultant)

_____
(date)

Comments and Recommendations

(Please be sure to make your comments and recommendations under the appropriate heading. If more space is needed attach an additional sheet and identify remarks by heading number.)

1. List recommendations you would offer to strengthen the project but which are not required for its approval. These recommendations will be transmitted to the local school district (in the name of the Department) with the official project approval form.

2. Outline any revision of this project application which you consider necessary before you would recommend its approval.

3. Other

Signed_____

DRS:aes
8-15-66
500

STATE DEPARTMENT OF EDUCATION
Division of Instruction
General Consultant Services Section
Public Service Building
Salem, Oregon 97310
May 12, 1966

MEMORANDUM

TO: Authorized District Agent for Title I, P.L. 89-10

FROM: Maynard L. Christensen, Coordinator Title I Evaluation

SUBJECT: 1965-66 Title I Evaluation and Baseline Information

1. Please complete the following information for each project to be attached to your project as evaluation. This information is to be based on the children identified and listed in 7A on the approved application.

2. This evaluation report is divided into two areas.

   a. Part I, Program Data
   b. Part II, Individual Project Data

3. Reporting dates:

   All districts must complete and return the evaluation to the State Department of Education not later than November 1, 1966. (We would appreciate receiving reports earlier, if possible.)

4. Testing procedures:

   Pretest or Baseline may be established for 1965-66 school year on an objective test given as far back as the fall of 1964. (Tests given nearest the project starting date would be the most valid.)

   Post-test for a project can be given during the regular test program carried on in the district. (Test given nearest project completion date should be used.)

   Test given in the spring of 1966 or the fall of 1966 may be used to establish the baseline for the 1966-67 Title I, P.L. 89-10 program in the district.

IN SUMMARY

Evaluation reports are to be returned on or before November 1, 1966, for each project conducted during 1965-66.

Baseline for 1965-66 project may be established on test given in the fall of 1964 or later.

Results from the district's regular testing program may be used to evaluate 1965-66 projects and to establish baseline on pretest information for 1966-67 programs.

TITLE I EVALUATION

Districts_____
City_____
County_____
Project Nos._____

Part I, Program Data for Combined Projects (children participating directly in the projects)

A. Evaluation Design--Record the number of projects opposite the evaluation design which most nearly describes the ones used in your Title I program.

No. of Projects	Evaluation Design
	One-group design using a pretest and post-test on the project group to compare observed gains or losses.
	One-group design using pretest and/or post-test scores on the project group to compare observed performance with local, state, national or standard norms.
	One-group design using data on the project group to compare performance with data on children in the project schools from past years.
	Two-group experimental design using the project group and a conveniently available non-project group as the control.
	Other (specify)

B. Nonpublic School Participation--Record in the space provided the number of nonpublic school children who are directly participating in the program by type of service or activities listed.

Services or Activities in which children attending schools participated:	No. of nonpublic school children participating
(1) On public school grounds only:	
During the regular school day	
Before school	
After school	
Weekends	
Summer	
(2) On nonpublic school grounds only:	
During the regular school day	
Before school	
After school	
Weekends	
Summer	
(3) On both public and nonpublic school grounds:	
During the regular school day	
Before school	
After school	
Weekends	
Summer	
(4) On other than public or nonpublic school grounds:	
During the regular school day	
Before school	
After school	
Weekends	
Summer	

C. Record by school level the number of projects that employed each of the specified types of standardized tests and other measurements for baseline data and evaluation of Title I children.

Projects in Skill Development Subjects						Projects Involving Attitudinal and Behavioral Development Objectives				
Measures	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12
1. Standardized Tests & Inventories										
a. Achievement										
b. Intelligence										
c. Aptitude										
d. Interest										
e. Attitude										
f. Others (Specify)										
2. Other Tests										
a. Locally Devised Tests										
b. Teacher-Made Tests										
c. Others (Specify)										
3. Other Measures										
a. Teacher Ratings										
b. Anecdotal Records										
c. Observer Reports										
d. Others (Specify)										

D. Insert number of children classified as dropouts (those who have withdrawn from school and to the best of your knowledge have not returned) from the total school program.

Grade	1963-1964		1964-1965		1965-1966		1966-1967		1967-1968	
	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)
8th										
9th										
10th										
11th										
12th										
Total Dropouts										
Total Schools										

E. Post High School Education

PERCENTAGE OF STUDENTS CONTINUING EDUCATION BEYOND HIGH SCHOOL*

Grade	1963-1964		1964-1965		1965-1966		1966-1967		1967-1968	
	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)	Dist. Total	Title I Sch.(s)
Total No. of Grads.										
% of Grads. Cont. Ed.*										

*A student is considered to continue his education if he enters one of the following on either a full-time or part-time basis: Post-Graduate Course, Junior College, College or University, a Vocational or Technical Institute, or a Nursing School.

District_____
City_____
County_____
Project No._____

Part II, Individual Project Data

A. List the Name and Form of the Test Instruments Used for Title I Children at each School Level Involved in the Project.

	Name of Test	Form
1. Prekindergarten-kindergarten		
a.	_____	____
b.	_____	____
c.	_____	____
2. Grades 1-3		
a.	_____	____
b.	_____	____
c.	_____	____
3. Grades 4-6		
a.	_____	____
b.	_____	____
c.	_____	____
4. Grades 7-9		
a.	_____	____
b.	_____	____
c.	_____	____
5. Grades 10-12		
a.	_____	____
b.	_____	____
c.	_____	____

B. List for each Level Below the Most Effective Activities Used in the Project.

1. Preschool-3

a.

b.

c.

2. Grades 4-6

   a.

   b.

   c.

3. Grades 7-12

   a.

   b.

   c.

C. List Problems Encountered in Implementing Project.

1.

2.

3.

4.

5.

D. Relate Any Human-Interest Stories or Incidents Involved in Your Title I Project which might indicate perceptual and/or behavioral changes resulting from project activities.

E. Place check in the proper spaces below to evaluate the two main objectives for each project.

Indicate Primary Objective_____

Indicate Secondary Objective_____

	Primary Objective			Secondary Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool						
Grades 1-3						
Grades 4-6						
Grades 7-9						
Grades 10-12						
Total						

F. Complete the following information using subjective judgment in determining group ratings for each project. Write in the number of children rated poor, fair, etc.

Children's Self-Concept

No. of Pretest Title I Project Children Baseline Rating	Poor	Fair	Good	Excellent	Superior

No. of Post-Test Title I Project Children Post-Test Rating	Poor	Fair	Good	Excellent	Superior

Children's Enthusiasm For School

No. of Pretest Title I Project Children Baseline Rating	Poor	Fair	Good	Excellent	Superior

No. of Post-Test Title I Project Children Post-Test Rating	Poor	Fair	Good	Excellent	Superior

G. Complete the Following Baseline and Evaluation Information.

Record the number of children in each standardized percentile or M score* interval for the test used on the scale below for all children participating directly in this project under Title I (Part II, Project Application, Item 7A). These are to be total battery percentiles.

1. Name of Test_____ Form____ Date Given_____Gr. Level____

Baseline

Number of Title I Project Children										
Percentile or M Score	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

2. Name of Test_____ Form____ Date Given_____Gr. Level____

Post-Test

Number of Title I Project Children										
Percentile or M Score	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

3. Convert percentile or M score information to the following:

	Title I Children Pretest	Title I Children Post-Test
Mean (Average)		
Median (Midpoint)		
Mode Group (Largest)		

H. Teacher's Statement as to the Success or Failure of the Project.

*"M" scores are used in the Portland Metropolitan Testing Area.

I. Make a general statement as to the effectiveness of Title I programs in enhancing educational opportunities, experiences, achievement and general attitude toward education.

We have attempted to make this required evaluation report as simple as possible while still complying with the requirements of the law so that you may devote as much time as possible to additional evaluative techniques to suit the felt needs of the district.

The project operators are encouraged to use any methods of additional evaluation to suit their district purposes that they think will strengthen the evaluative procedures for the project. Those reports are to be used for internal purposes only and should not be sent to the State Department of Education.

AEH:km
5/5/66

STATE DEPARTMENT OF EDUCATION
Division of Instruction
General Consultant Services
311 Public Service Building
Salem, Oregon 97310

PROJECT APPROVAL PROCEDURE

In order to expedite the approval of Title I projects for 1967, the following procedures will be taken in the steps indicated.

I Title I Secretary (Before Distribution)

A. Assemble properly if necessary

B. Stamp date of receipt

C. Record receipt of project and necessary information on project card.

D. Prepare "Notification of Project Available for Review" and distribute daily to all other divisions of the Department. Attach one copy of the Notification to the white copy of the project application and file a second copy.

E. Hold project for a period of five days and check out to designated individuals in other divisions and other sections. The projects are to be read in the Title I area. A comment form will be furnished to individuals from other divisions. The comment form should then be attached to the white copy of the project.

F. Other division personnel may recommend the project be denied or delayed at this point. They must supply their reasons on the comment sheet. Project carrying a recommendation for delay or change will be routed to Dr. Haddock for necessary action.

G. After holding a project for a period of five days, attach a check sheet on the project and put in a distribution file.

II. Title I Consultant (After 5 days)

A. Check out projects from the distribution file. Initial the project card and record the date checked out. From this time on full responsibility will be taken by the Title I consultant for the processing of the project through, to and including final approval.

B. Attach a routing slip to the green copy of the project. This slip will indicate the appropriate general consultant to receive the project and the name of the Title I consultant to whom the project should be returned after review. Attach a check sheet to be completed by the general consultant.

C. Read the project and evaluate all items including size, scope, and quality. Complete check sheet and sign. Write in the space provided any comments

and recommendations of a constructive nature that may be transmitted to the L.E.A. Hold the project until the copy sent to the general consultant has been returned.

D. After receiving the copy back from the general consultant, combine all copies and continue processing. If opinion on any item is in conflict with the general consultant, arrange for a conference in order to dispel the differences. As a result of the conference, a decision should be made as to which consultant should contact the district by telephone or letter. This will depend on the area of the project that needs further work or correction as well as the work load and schedule of the individuals. Normally the general consultant will contact the district on matters pertaining to size, scope, and quality.

E. If necessary to return the project to the district, the consultant agreed upon should write a letter and/or form letter explaining the needed corrections.

F. In case the general consultant and the Title I consultant are unable to reach an acceptable decision regarding a project, the Title I coordinator will advise the proper disposition to be made in the matter.

G. Combine the comments and recommendations made by special consultants, general consultants, and Title I consultants which will help to strengthen the project but which are not necessary for approval, for transmittal in the name of the Department to the L.E.A. Place an X in the upper right hand corner on page 1 of Part II for projects that have high merit and would be worthy of transmitting to Washington.

H. Fill out official approval form and sign. Initial the Quarterly Financial Report to signify approval. Return total package to the Title I secretary for further processing.

III. General Consultant

A. The general consultant will receive one copy of the project from the Title I consultant.

B. Read entire project concentrating on size, scope, and quality.

C. Complete check sheet, sign, and write any pertinent comments and recommendations in the space provided. (Recommendations to strengthen the project but which are not necessary for approval will be transmitted by the Title I consultant in the name of the Department to the L.E.A. along with the L.E.A.'s official notice of approval.)

D. If necessary to contact and assist the L.E.A. in developing the project to an acceptable standard, confer with a Title I consultant before the contact is made in order to help assure that all incomplete or insufficient project application material is brought to the attention of the L.E.A. on the <u>first</u> contact.

E. Attach the completed check sheet to the project and return to the Title I consultant.

IV. Title I Secretary (After it has been returned to Title I Secretary)

A. The Title I secretary will insert the proper information required on Parts I and II of the project in the area "To Be Completed by State Educational Agency."

B. Enter the amount of the project on the list compiled for Dr. Haddock.

C. Type the approval form making eight copies.

D. Stamp approval forms with Dr. Haddock's signature.

E. Distribute copies of the project and project approval form as follows:

Projects	Approval Form
White - File	1 -- Attached to file copy
Pink - Washington, D.C.	1 -- Attached to Wash. copy
Yellow - District	1 -- Attached to district copy
Green - General Consultant	1 -- Attached to general consultant copy
- County Supt.	2 -- Forward to Business Office
	1 -- Forward to IED district
	1 -- Forward to School Finance Section

F. A complete list of the projects will be compiled.

G. Send a list of approved projects to the designated divisions.

H. The Title I coordinator will choose from the list of projects one out of every five that will be sent to Washington in a completed form. The remaining projects will be forwarded to Washington after all supplemental information has been removed.

I. A letter of transmittal will accompany the copy of the projects forwarded to Washington, D.C.

AEH:km
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STATE DEPARTMENT OF EDUCATION
Division of Instruction
311 Public Service Building
Salem, Oregon 97310

Title I, ESEA
Program 71

Approval

LEA Project Application
Title I, ESEA

_____
(Date)

District Representative_____

District Name and Number_____

Street or Box Number_____

County_____ City_____ Zip Code_____

Districts included if this is a cooperative project:

District Name & No.	County	District Portion of Approved Grant

Your local project No.___, State project No._____ has been approved in the / in a supplementary amount of $_____.

An advance payment in the form of a State warrant to meet the need of this project through_____, should reach you in about 30 days. Hereafter payments will be made on the basis of quarterly reports of the expenditures and estimated needs of your district under this project. If you have inquiries concerning the payment of the advance you have requested, you should call the Business Office of the State Department of Education, telephone number 364-2171, extension 1601. If, however, your questions relate to budgeting, accounting, or reporting for Title I, ESEA funds, please contact the School Finance Section, extension 1621.

You may charge to your Title I, Public Law 89-10 account as of_____.

The advance payment will equal your request less federal cash on hand in the district from a previous fiscal year Title I, P.L. 89-10 program.

_____
Dale R. Skewis, Coordinator
Title I, ESEA

DRS:ms
10-24-66
8,200

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT,
Berkeley, Calif., June 15, 1967.

Senator WAYNE MORSE,
Chairman, Education Subcommittee,
Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: As you may recall from earlier correspondence I have long been interested in the educational problems of Indians and other minorities. I am enclosing for your information some material which may be of interest to you and your subcommittee.

I have read with interest the report on "Quality Education for American Indians, A Report on Organizational Location." It is quite obviously a well-prepared document, however, I do have several comments to make which might be of some value.

First, I do believe that it was a mistake to fail to consider the organizational arrangements relating to federally-controlled educational programs serving Micronesians, Guamanians, Samoans, Virgin Islanders, and Canal Zone natives. These populations are quite similar to continental native groups not only in the sense of being folk populations but also in the sense of being served by educational systems maintained by the Interior department.

Secondly, and more seriously, suggestions relative to the future disposition of federal programs for Indians should, I believe, arise from the Indian people themselves. It is not enough to call together a group of Indian leaders to react to federal proposals. On the contrary, a representative body of Indians (perhaps along with island representatives) should be convened to originate proposals to be considered by Congress. Only in this manner can the fears of the Indian people, along with their tendency to react negatively to new federal programs, be overcome.

Finally, the report seemed to ignore the fact that Indian tribal regions (reservations) are legal governmental units and that it might well be more feasible to turn the B.I.A.'s schools over to these units rather than to state and state-derived units. The latter have seldom shown any great degree of ability in the area of Indian education and I, for one, am not highly optimistic as regards improvement in the near future. If we believe in local control, then quite obviously the local Indian community organization is our most appropriate vehicle, at least as a transitional arrangement. The various state inter-tribal organizations might be appropriate in areas where tribes are too small to assume management of a school system.

I would hope that you and your committee might be able to visit the Rough Rock Demonstration School near Chinle, Arizona. This school demonstrates how a Navajo school board can, in my opinion, do a better job than either federal civil service people or state-derived units, as regards meeting the educational needs of Indian people.

Yours cordially,

JACK D. FORBES, Ph. D.,
Research Program Director.

Enclosures

THE EDUCATION OF THE CULTURALLY DIFFERENT: A CHALLENGE FOR INNOVATIVE EDUCATIONAL AGENCIES

(By Jack D. Forbes)

The participation of urban Negro youths of school-age in riots from Watts to New York, confrontations between Negro parents and white school boards from Oakland to Boston, school boycotts involving children of all ages, north and south, and increased concern and agitation on the part of Mexican-Americans, American Indians, and Puerto Ricans, all have recently served to focus attention upon the problem of the culturally different and the poor as they relate to educational programs in the United States. And concurrent with this evidence of "grass-roots" dissatisfaction, the compiling of statistics and research-derived data has served to focus attention upon the "educationally short-changed" sectors of the population.

Evidence that something is seriously wrong with education as it involves racial and cultural minorities and low-income groups has been mounting for years. Decades ago, scholars such as Herschel T. Manuel and Paul S. Taylor documented

the plight of the Mexican-American scholastic, but the "establishment" paid little heed. Scholars and leaders familiar with American Indians and Afro-Americans have been concerned with these groups' special educational needs for more than a century, and concern with weakness in traditional programs has been mounting for years. But it has taken the so-called "Negro Revolt" of the last decade, the recent "discovery" of the poor, and the launching of "New Frontier" and "Great Society" programs to force educators to take a new look at old assumptions.

Major periodicals, such as *The New York Times*, continually reflect the growing consensus that seems to be developing among the intellectual and governmental leadership of the nation. These groups increasingly seem to agree that the major current target for educational change consists in upgrading the schooling of low-income and culturally different children. R. Sargent Shriver, director of the Office of Economic Opportunity, recently expressed remarks typical of this growing concern when he asserted that the present elementary school system was "critically inadequate to meet the needs of children of poverty." Worried about the long-term impact of "Headstart" pre-school programs apparently being frustrated by poor follow-up kindergarten and first grade teaching, Shriver noted that Headstart is "a short-term experience, and a shot of educational adrenalin whose effects can wear off in the grinding boredom and frustration of slum classrooms." The "War on Poverty" director then called for a "Project Keep Moving" to transform slum classrooms, grade by grade (*The New York Times*, Nov. 20, 1966, p. 1).

Similar sentiments are echoed daily by leaders of varying background. James E. Allen, Jr., New York State Education Commissioner, recently told the New York City Board of Education that it must improve schools in the slums immediately. Later he urged educators from a number of states, assembling for a meeting in New York City, to consider the following topics (*The New York Times*, Nov. 28, 1966, p. 1, 42) :

"What kind of schools will turn the tide of hope in the ghettos? What patterns of cooperation involving whites, negroes, business, industry, labor and government can rejuvenate slum-area schools? What can be done to assure parents in slum areas of a more meaningful role in the schools and the education of their children?"

Recently a conference sponsored by Association on American Indian Affairs' education committee condemned the educational situation in Bureau of Indian Affairs' schools. "Thousands of American Indian children in Government-run schools are becoming hopeless 'no-culture people'," they said, and their executive director, William Byler, described the situation as "criminal." Indian children are not learning anything about the positive aspects of Indian history, said Mrs. Mary Lou Payne, a Cherokee, and the Rev. John F. Bryde, Jesuit superintendent of Holy Rosary Indian Mission, asserted that there has been a drastic rise in mental health problems among Indians in recent years, partly because "He is not effectively identified with his Indian heritage, nor can he identify with the hostile, white world facing him" (*The New York Times*, Nove. 21, 1966, p. 38). Similarly, scholars attending the American Anthropological Association's 1966 meeting condemned current practices in poverty-area schools and called for changes which will be discussed below.

Finally, Congress and federal agencies have recognized the importance of providing better educational opportunities for the culturally different and the poor by establishing a maze of new programs of an educational nature funded through the Office of Education, the Office of Economic Opportunity, the Department of Labor, the Interior Department, and the Department of Defense.

The statistics are, of course, very alarming. That 67.6 percent of Negroes are failing the Selective Service mental tests (ranging from 25 percent in Washington to 86 percent in South Carolina) is an indication of one of the practical results of educational-societal failure. School drop-out rates are another indication of failure, and these are notoriously high for American Indians (50 percent), urban Negroes, Mexican-Americans, and mainland Puerto Ricans. Although progress can be cited in recent years, the median school years completed for Indians twenty-five and older in Elko County, Nevada, stands at 7.9 years and for all non-whites in Nevada at 8.8 years (compared with 12.2 years for whites). Almost seventeen percent of the Indian adults in Elko County have *never* been to school while only 0.7 percent of Nevada whites are totally without school experience. More than five percent of Nevada non-whites, as a whole, have never been to school (Elmer Rusco, *Minority Groups in Nevada*, 1966). The average educa-

tional level (years of schooling) for American Indians nationally stands at five years (*The New York Times*, Nov. 21, 1966, p. 38, Dec. 4, 1966, p. 62).

As regards Mexican-Americans, Dr. Julian Samora (*Southwest Conference Proceedings*, April 6, 1963, p. 19) has noted that "they lag behind the non-whites and the Anglos regardless of what measure of educational achievement is used." A recent *Progress Report* of the UCLA Mexican-American Study Project (November 1966) has noted that the gap between Anglo- and Mexican-Americans is narrowing but that the latter have five years less schooling if over twenty-five years of age and four years less if over fourteen years of age.

But perhaps of greater significance in illustrating the dimensions of the problem of cultural different is the suggestion that the *quality* of the five to nine years of school to which they are ordinarily exposed is probably significantly poorer than that experienced by the majority Anglo-American population. Murray Wax, Rosalie Wax, and Robert Dumont in their study of education on the Pine Ridge Sioux Reservation constantly document the thesis that although Indian children may remain in school for a certain number of years, the last few years especially are educationally worthless and psychologically destructive. A sympton of this process is "the 'withdrawal' or 'lack of response' of pupils in the late elementary grades and the high school" cited as their greatest problem by Pine Ridge Bureau of Indian Affairs' teachers.

The phenomena of gradual alienation of "withdrawal" is also a noticeable experience in slum schools. James B. Conant (*Slums and Suburbs*, p. 26) quotes a Negro teachers as saying "We do quite well with those cihldren in the lower grades . . . But when they reach about 10, 11, or 12 years of age, we lose them. At that time the 'street' takes over. In terms of schoolwork, progress ceases; indeed many pupils begin to go backward in their studies!" I. N. Berlin (*Saturday Review*, Oct. 15, 1966, p. 79), in working with largely non-Anglo delinquent high school students in San Francisco, noted that "their hate for their white teachers and other staff often seemed overwhelming."

Achievement test results also demonstrate that not only are non-Anglo groups exposed to fewer years of formal schooling than are Anglos, but that the level of achievement involved is much inferior. The Berkeley, California, Unified School District contrasted test results from ghetto (Negro) schools with those of white schools in 1964 and uniformly the scores in predominantly non-white schools fell far below the white schools on both third and sixth grade tests.

Thus we may assert that while minority group youngsters are being exposed to a year or two of schooling more than were their parents, it is questionable that the "educational gap," in a qualitative sense, is being narrowed. The results of Selective Service tests, in-depth studies of specific schools, and other data not cited here would tend to indicate that the "gap" is as great as ever and may, in fact, be widening for some groups. The problem presented by the education of the culturally different is still very much an issue in our society.

The reaction of educators to the problem of under-achievement, alienation, and "withdrawal" as it relates to racial and cultural minority groups has been, in general, to intensify the use of traditional approaches and to focus the "blame" for failure upon the minority group. The concepts of "culturally disadvantaged youth" and "culturally deprived youth" have been coined and they serve to suggest that the minority group pupil and his family are at fault. The pupil and his subculture should be manipulated; this line of approach suggests, while the traditional school is, in effect, a finished product which has served majority group pupils well and should, therefore not be seriously challenged. Minority groups must adjust, must conform, must change, while the schools and their programs are basically sound and need no fundamental revision. As Reginald W. Major, former Chairman of the Education Committee of the San Francisco NAACP, has noted (*The Nation*, Sept. 12, 1966):

"By accepting the premise of cultural deprivation, school administrators and school boards delude themselves and the public into believing that special programs designed to compensate for an inadequate home environment are all that is needed."

Operation Headstart, the National Teacher Corps, and "compensatory" education programs are generally based upon the above assumption: that increased exposure to any school environment coupled with an intensified remedial approach will solve or at least ameliorate the problems of the "culturally deprived." This assumption may, however, be totally erroneous. The National Advisory Council on the Education of Disadvantaged Children recently reported to Presi-

dent Lyndon Johnson on the effectiveness of 250 million dollars worth of summer education projects aimed at the poor, and their study was reported as "gloomy."

"For the most part, projects are piecemeal, fragmented or vaguely directed enrichment. It is extremely rare to find strategically planned, comprehensive programs for change. . . ."

Most of the programs "took place in ordinary schoolhouse classrooms and were, at best, mild variations on ordinary classroom work. . . . [In a Southern city] the program was as uncreative and unimaginative as I have even seen. Pupils . . . dropped out in large numbers. Several teachers indicated that they felt that any kind of help which might be offered would not significantly change most of these kids."

Some of the programs were ingenious and sophisticated but "the aggregate of local efforts do not yet reflect a widely accepted strategy for creating a new, more effective educational climate for disadvantaged children." (*The New York Times*, Dec. 1, 1966, p. 38)

It may be that those who wish to deal effectively with the culturally different child will have to revise their thinking about which end of the school-pupil continuum is "disadvantaged." Are "disadvantaged" pupils attending "advantaged" schools taught by "cultzurally enriched" teachers? Or is it possible that some culturally different pupils are more "enriched" than their "culturally deprived" teachers and schools, or that all are "deprived"—schools, pupils, and teachers?

"Cultural deprivation" is not a new concept. For at least a century it has been an expression of Anglo-American racism, chauvinism, and superiority. On the assumption that American Indian groups were "backward" or "savage," young Indians were taken away from their parents and indoctrinated in white middle-class cultural values. The Indian child was assumed to have no culture, except in terms of "savage" customs which had to be uprooted. The middle-class missionaries, secular or otherwise, were to civilize the aborigines by "giving" them a culture. The Waxes and Dumont (*Education in an American Indian Community*, Social Problems monograph, 1964) describe the use of this "cultural vacuum" doctrine as it is being applied today to both Indian and non-Indian children:

"Especially in the slums inhabited by ethnic minorities the tensions of urban schools are marked similar to those [at Pine Ridge Sioux Reservation] . . . Urban educators are isolated from the cultural and social milieux of their pupils, as are reservation counterparts. Knowing little of their pupil's life, and terrified or appalled by what they do discover, they justify their avoidance with a 'vacuum ideology' of cultural deficiency and deprivation which ignores or derogates the values and knowledge that the pupils have acquired in their homes and neighborhoods."

The concept of "cultural deprivation" as it has frequently been used is simply a belief that non-Anglo minority groups do not possess a "culture" which can be utilized or enhanced by the schools. The children of the minority group are "deprived" because they are not carriers of the Anglo-middle-class heritage and the task of the school is to make up for this "deficiency." Or to put it another way, the school is to be used as a device for "assimilation," i.e., to make the United States a homogenous nation of multi-hued Anglo-Americans.

"Cultural deprivation," in short, is not merely an insult to the Mexican-American, Indian, Chinese-American, et cetera, but is also a continuation of the missionary urge of white, Anglo-Saxon Protestants ("Wasps") to demonstrate the superiority of their culture by making everybody else over into their own image. Is it not a form of "cultural imperialism" made possible by the sheer political and economic dominance of the Anglo-American majority?

Not all educators who seek to force the culturally different student into an Anglo middle-class mold do so, however, because of a conscious desire to implement a superiority complex or because of a compulsive monocultural prejudice. Many have simply never thought of the United States as a culturally heterogeneous nation and, secondly, assume that minority groups must conform in order to compete in an Anglo-dominant society. But the reality of American life points in a different direction. The Chinese-American who speaks only English and who has lost contact with the Chinese community is not *better* equipped to "make a living." On the contrary, he is competitively inferior to the Chinese-American who possesses a dual culture and who can operate successfully either on "Main Street U.S.A." or in "Chinatown," and this is to say nothing of the advan-

tages that a bicultural Chinese-American has in the qualitative areas of life (access to a dual heritage in literature, philosophy, and art, for example) or in securing academic or governmental jobs which require two or more langauges.

Educators seem often to operate in a mythical world created by the nature of their middle-class contacts. Having little to do with non-Anglos or low-income people generally, they assume that the possession of Anglo middle-class skills and values will, in effect, function successfully everywhere and at every level of life. Anglo educators in much of the Southwest live, for example, in self-created Anglo oases, cut off from the Indian-Mexican reality around them. They and their fellow refugees from the Middle-West or South have created middle-class spatial and attitudinal ghettos which have little meaningful contact with at least large portions of the surrounding population. But the educator fails to suspect that it may be *his* culture which is alien and regionally irrelevant, and, therefore, he attempts to train young Navajos, Hopis, and Mexican-Americans to be middle-class Anglos. What kind of a social context will most of these non-Anglos have to make their living in? Certainly not an Anglo middle-class one.

Similarly, it is naive to assume that the majority of Afro-Americans will spend most of their time from now on in middle-class settings. Urban or rural, the average Negro is going to continue for some time to be living in essentially a Negro subculture, both in socio-cultural and economic terms. And, in any case, a Negro youth has to maintain good relations with his family, relatives, and Negro contemporaries while growing up, and he does this, and will continue to do this, through the medium of his own subculture. The schoolman who seeks to remake the young Negro (as a century of pedagogues from the New England schoolmarm—reformer of the Reconstruction Era to the modern Anglo principal in a ghetto school have tried) must not ignore the realities of American Negro life and, above all, must not regard the Afro-American subculture as simply a tragic, but temporary, inconvenience to be gradually eliminated. Ultimately the Negro community as a whole will have more to say about this question than any group of educators, black or white.

More telling than any other argument is, however, the fact that Anglo middle-class people have had their own way for at least a century. Negroes, Indians, Mexican-Americans and other racial-cultural minorities have been guinea-pigs for "experiments" in monocultural, monolingual, "vacuum ideology," "compensatory" education for as many as five or more generations, and the record is not one to inspire confidence. What is needed today is not simply more and more of the same in greater doses (that has been tried before also) but a completely different conception of the function of the school and of its relationship to cultural heterogeniety.

In a recent article (*Saturday Review*, Oct. 15, 1966), Theresa M. Miller, a clinical psychologist, states:

"It is obvious even to the untrained observer that when large numbers of children reject education and fail to learn the skills necessary for success in a society, there is evidence of maladjustment. There is some question, however, about where to find the primary patient. Is it always the child?"

There are many scholars and laymen who would answer in the negative, as does Nathaniel Hickerson (*Education for Alienation*, Prentice-Hall, 1966).

"The inability of affluent-oriented teachers in American society to understand or cope with the behavior of children from economically deprived families is often of paramount importance in alienating those children from the public schools. It is this clash of value commitments that, more than any other factor, drives our Negro, Mexican, Puerto Rican, Indian, and economically deprived Caucasian children out of the school and into the street. . . . They have been attacked at the point of great vulnerability, their own value structure."

Hickerson goes on to describe the process of pupil failure, as he sees it. First, the child is classified as a "slow learners" and assigned to a remedial program.

"All that is needed now to complete their isolation from affluent American society is to be driven away from the schools by a frontal attack upon their own systems of self-esteem and their most powerful commitments. . . . Commitment to family is belonging to something. . . . If their customs and habits are challenged by school and teacher, the children are placed in the position of having to choose between the ways of their families and a whole new set of suppositions. . . . Either father, mother, brothers, sisters, uncles, aunts, grandparents, friends, neighbors and their world is right, or the world of school and teacher is right."

Dr. Eleanor Leacock of Brooklyn Polytechnic Institute, after completing a study of slum education, reported that—

"The staggering inequalities we have found in the New York school system are caused, in large measure, by the inadequate understanding of children from low-income groups" (*The New York Times*, Nov. 19, 1966, p. 22).

The Waxes and Dumont state that "given the abdication of their elders, and confronting teachers across a gulf of difference in age and culture, the slum [and reservation] pupils organize themselves into a cohesive society" which is anti-school establishment.

"The gulf between educators and pupils is deepened by differences in language or dialect of English. The children are subjected to courses designed to teach them a dialect of English that is considered 'correct' by pedagogues, but since few of the latter have any skill in linguistics or have the assistance of . . . electronic equipment . . . the coursework is usually more productive of classroom tension than of learning."

The monocultural Anglo-American school is not merely alien to the cultural realities of many regions and communities, but it may well serve as a major *cause* for tensions which thwart the avowed educational goals of the school and at the same time produce "alumni" unfitted for participation in *any* culture.

What have been the reactions of minority groups to the "little Anglo schoolhouse"? For many years, the typical school was both Anglo-American *and* Protestant. This type of school was rejected by Irish and other Roman Catholics in favor of a separate school system, many schools in which had (and still have) an Irish, Polish or other technic flavor. Still other groups, such as Finns and Swedes, took over the public schools in areas where they were predominant and altered their character somewhat. Oriental and Jewish-Americans either set up their own schools or, more commonly, established supplementary schools where Chinese language and culture, Japanese language and culture, or Hebrew language and culture would be made available to the youth of the community. Afro-American, Indian, and Mexican-American groups have sometimes done the same thing, but usually on an informal folk-group or "ad hoc" basis.

The trend, in other words, is clear. Group after group has been forced to establish its "own" educational institution and, in effect, repudiates the public schools. The only limitation upon this development have been the group's economic and educational ability and the receptivity of the local public school to multicultural reality. To establish one's own schools demands adequate financing and the availability of suitable teachers, but it also depends upon the existence of demonstrated need. Where the public school comes under the control of non-Anglo group, or where a spirit of cosmopolitanism develops for one reason or another, the separate supplementary school may be deemed superfluous. In much of the United States, unfortunately, educational cosmopolitanism has never "arrived" and separate educational programs flourish.

It is quite common nowadays for writers to assert, as Conant does, that—

"The nature of the community largely determines what goes on in the school. Therefore, to attempt to divorce the school from the community is to engage in unrealistic thinking. . . . The community and the school are inseparable."

Likewise, it is the fashion to stress the establishment of "rapport" between the school and its clients in order to enhance pupil motivation. Frank E. Karelsen, vice president of the Public Education Association and a member of the National Advisory Council for the Education of Disadvantaged children, states:

"The most important element in the education of a child is the rapport between the child and the teacher. The parent-teacher relationship is vital to the development of the rapport. It is imperative to the educative process that parents and schools establish a close and on-going working relationship" (*The New York Times*, Oct. 17, 1966, p. 34)

The council of which Karelsen is a member found that the most important single factor which distinguished successful summer "compensatory" programs from those that failed "was the difference in the quality of the relationship—the rapport-between teacher and child" (*The New York Times*, Dec. 1, 1966, p. 38). Conant states:

"Above all, the total school experience should be such, if possible, to anchor the boy's or girl's interest in the school and in improving his or her capacity through education."

But how does one make "inseparable" the non-Anglo "community" and the Anglo-dominated school? How does one establish "rapport" between students and

teachers essentially at war with each other's values? The Waxes and Dumont suggest:

"The test of a school is, not what its masters teach, but rather the atmosphere it creates, such that children do learn the significant subject matters from each other instead of devoting their energies principally to the inhibition of scholarly learning . . . one crucial condition for the creation of this educational atmosphere [is] namely a relationship of mutual respect between teachers and pupils. . . ."

Goodwin Watson ("Forward" to Frank Riessman, *The Culturally Deprived Child*, Harper & Row, 1962) states that the starting point for improving the teaching of urban slum children is respect. "Nothing else that we have to give will help very much if it is offered with a resentful, contemptuous, or patronizing attitude."

The Waxes and Dumont provide an example of how "respect" and understanding might help:

"If educational specialists were thoroughly familiar with Sioux culture and willing to improvise experimental program with the children and their parents, they might be able to devise educational materials and techniques that would result in high rates of scholastic achievement. . . . [At present] the educators believe the Sioux children are so lacking in culture that they cannot master scholastic materials, and the children regard the teachers and their subject matters as "White" and hence legitimate targets of their hostility and indifference."

Anthropologists at the most recent (1966) meeting of the American Anthropological Association—

"Disputed the widespread assumption that children from poor neighborhoods had such limited cultural resources that they almost inevitably would achieve low grades in school. Instead, they argued that school should make more vigorous efforts to bring out the rich heritage of folk culture, especially among Negro and Puerto Rican children. This heritage is often hemmed in . . . by classroom conditions that are too impersonal or geared to the standards of children from more affluent homes" (*The New York Times*, Nov. 19, 1966, p. 22).

This position would seem to be borne out by a recent study of language in the Pittsburgh slums which revealed that slum children there used 3,200 words, including idioms, not recognized by their teachers or by educational tests. The creation of these idioms is illustrative of the cultural vitality (and cultural separateness) of the urban poor, and offers a challenge for those teachers who can translate the slum language into formal linguistic channels (*Reno Evening Gazette*, Aug. 24, 1966, p. 28).

The Association on American Indian Affairs' education committee has proposed that "far greater emphasis" be placed "on Indian values and history [in order] to give the children pride in their own race." The association's director, William Byler, also called for "turning control of schools over to the various Indian tribes as long as they meet state and federal educational requirements" (*The New York Times*, Nov. 21, 1966, p. 38).

Frank E. Karlsen, cited earlier, has proposed that—

"At the policy making level, parents must be represented in the over-all planning for the school in a joint planning board composed of an equal representation of parents and professional staff" [but he would reserve control over personnel and curriculum to the professional staff].

In a similar vein Sargent Shriver has called for the creation of "neighborhood councils and community associations, outside of parent-teacher groups, that would get parents involved in the activities of every public school."

Meanwhile, a few public schools are trying to establish "rapport" with parents and pupils by following a multi-cultural program. Public School No. 1, on the border of New York's Chinatown, is such an "intercultural school." "We want to teach our children not to be ashamed of their group's own culture but to be proud of it," assets Dr. Toby K. Kurzband, the school's principal since 1958. Almost half of the school's population is of Chinese background, about one-third are Puerto Rican, one-fifth are Negro, and one-tenth are Caucasian. A "Puerto Rican Week" was recently concluded and similar "celebrations" are planned to stress the cultural values of other ethnic groups." Many of the teachers are of non-Caucasian origin and one of them, Pun-sun Soo, is a "Chinese auxiliary teacher" who is supposed to help "establish contacts with Chinese parents" (*The New York Times*, Dec. 3, 1966, p. 41).

The minority groups themselves have very definite ideas about how the school should react to multicultural situations. Mrs. Adelina Toledo Defnder, a twenty-six year old Jemez Pueblo woman speaks for many Indians when she states in *Indian Voices* (Aug. 1966) :

"First of all and most important of all is to *understand the cultural background* of our wonderful Indian students. . . . Most teachers may not be aware of it, but most do discriminate against the Indian child. Most feel that here is a hopeless individual; this child cannot be educated. . . . His culture is difficult to understand, so the only beneficial action is to advance him onward whether he is capable or not. *This is when discrimination arises because the teacher is trying to see the Indian child in the sense of his own values.*"

Mrs. Defender urges, among other things, that—

"The Indian children should study Indian life. Pictorially in the first and second grades. Indian legends will create in the fresh minds of our Indian children the beauty of his culture. The fourth up to the ninth grades should have books on Indian history and legends presented to them as a required subject, and as part of their citizenship, in the high school level."

Finally, she states:

"The present system of teaching must not be effective for the results are so apparent. . . . There is much illiteracy on the reservations when there is no need. The difficulty does not lie in the lack of funds, but in the function of the educational system."

Mexican-American leaders, gathered together at the Southwest Conference on "Social and Educational Problems of Rural and Urban Mexican-American Youth" (Occidental College, April 6, 1963) urged among other things:

(1) "Bilingual children, or those whose cultural heritage is different from that of the broader community, must have special understanding and specialized course offerings in order that they may have successful learning experiences;"

(2) "The child's home vernacular (Spanish) should be considered a linguistic asset and not a 'language handicap';"

(3) "Schools should teach both English and Spanish in the elementary grades," and

(4) That the school develop "a program to stimulate greater pride and understanding of the cultural heritage of the Mexican-American child."

From San Francisco to New York Negro parents and community leaders are campaigning for integrated schools, where feasible, and "quality education" everywhere. The programs being proposed vary from region to region but usually include a demand for coursework in Negro and African history, greater use of material illustrating Afro-American life and culture, Negro principals in at least some schools, and greater participation in overall school planning. In some areas, such as Harlem, Negro parents have been demanding virtual control of their "own" schools, in a manner similar to the wishes of many American Indians.

Theoretically, public education in the United States is "democratic" and responsive to community needs. In fact, however, the Anglo-American has come to control the schools almost everywhere, either because of numerical superiority in a school district, gerrymandering of seats on the school board, control of the state educational apparatus, or simply because of the power and influence of the Anglo educational establishment. American Indian children either go to schools controlled by a rigid federal bureaucracy or by local white school boards. Negroes are either barred from control over their "own" schools by state action, as in parts of the South, or are a minority in a large metropolitan school district. Mexican-Americans are in a position similar to the urban Negro, except in rural areas of the Southwest where they are, as of yet, submissive even when in a numerical majority. And the same is true of most other minority groups: most educators are not *obligated*, powerwise, to serve their interests, and the non-Anglos have little voice in educational affairs. New York State Education Commissioner, James E. Allen, Jr., has frankly asserted that "most state education departments are geared to meet the needs of rural (white) children rather than those of big city slum areas because of the past orientation of state educational and legislative organs (*The New York Times*, Nov. 28, 1966, p. 1).

But Anglo-American educators and school trustees can no longer afford to ignore the demands of the culturally different. The "social dynamite" represented by dissident, undereducated groups can explode in such a manner as to harm the interests of even the powerful and the affluent. Thus self-interest demands that educators seek out ways to motivate minority group children and the path

to motivation would seem to travel through the realm of mutual respect and intercultural understanding.

I would propose the following set of propositions as fundamental bases for corrective action:

(1) Each school must be responsive to the needs and interest of the community which it serves;

(2) All sectors of the community must have a voice in educational planning and policy-making;

(3) The school must concentrate upon essential learning and dispense with irrelevant attacks upon the cultural values of minority groups;

(4) Freedom, tolerance, and cosmopolitanisms must above all be exhibited by school people as an example for the youth and adults of the community;

(5) The cultural assets of the community and the skills of minority group persons be utilized as a positive educational force by the school (i.e., mariachi music taught in the school by local Mexican musicians);

(6) The curricula of our schools should vary from region to region in order to reflect the rich diversity of American life;

(7) Bilingualism be regarded as not merely an asset, but as a necessity in the twentieth century, and all pupils should be expected to master at least two languages in the elementary grades (Spanish and English in the Southwest and New York City; Chinese and English or Japanese and English in the San Francisco Bay area, et cetera); and

(8) All teachers and administrators be required to receive training of an anthropological-sociological nature and be expected to possess or acquire the linguistic skills necessary for communication with local students and their parents.

What would the implementation of these general principles mean in practice? It would mean that no longer could Sioux or Navajo children be "processed" at the whim of federal officials who ignore local community desires, or be "taught" by monolingual English-speaking teachers bent on destroying the cultural heritage of native Americans. It would mean that schools serving Mexican-American pupils could have a Mexican flavor and a flourishing bilingual atmosphere. It would mean that black ghetto schools would have an Afro-American dimension. from mosaics on the walls to, very possibly, formal instruction in urban Negro dialect and advanced courses in Swahili, Yoruba, or Arabic. No more identical structures of cement and steel without character, and no more mass-production of a single culture and language under the guidance of educators conforming one to another as two peas in a pod! We need to render impossible the kind of situation described by Dianne Gannon (*Liberation*, July 1966):

"The Harlem child comes to school and discovers that the school is not about life as he knows it at all. It doesn't have pictures of the kinds of people he knows. It doesn't help him develop the skills he needs for the world in which he lives . . . The world of school is irrelevant at best. It forces an alien linguistic and learning style on him, and if he cannot make the adjustment of being one person in school and another in Harlem, it abandons him to the street . . . The school is a harshly foreign institution, and the Harlem child reacts pretty much like the Indian child at the government school, or like a conquered people. School is a waiting game, an endurance contest."

Moshe Smilansky, writing in the *Saturday Review* (October 15, 1966) on Israel, states that for educational programs aimed at the "culturally deprived" to succeed two conditions are necessary: "The child must have a clear picture of the meaning of the school, and the home must give its support to the school." He goes on to add that—

"For the home to be able to give its support to the school, the school must: a) accept the home as a home, b) try to understand and support its particular functions, c) *not try to change the home or to undermine it*, and d) seek a *union* with the home at the point of common concern—the successful progress of the child in school." (Italics added.)

School people in the United States, if they intend to deal successfully with *education* of the culturally different must abandon their irrevelant attack upon the *culture* of these populations. The function of our public schools should be to help individuals develop their own potentiality for self-realization and not to serve as an instrument for semi-coercive culture change. The educational goal and the culture change goal ("assimilation") are fundamentally contradictory and antagonistic. To concentrate upon forcing change is to create the kind of withdrawal, hostility, and alienation described earlier, and learning of a desirable sort will usually cease.

The argument for culturally heterogenous schools is not totally dependent upon pedagogical needs, however. Any society which gives a high value to democracy and individual freedom cannot consistently utilize the school as an instrument of enforced culture change. What kind of a democracy would utilize public schools to suppress the heritage of a minority simply because it is a minority (or because it lacks power)? What kind of a free society can use the schools as a means to diminish individual freedom and enforce conformity?

Finally, and perhaps most significantly of all, creating a system of mass-produced monocultural schools is not merely damaging to the self-confidence and self-knowledge of students drawn from the various cultural and racial minority groups. *Majority group pupils are being cheated in our schools* when they master (and I mean master) only one language, when they learn about only one side of American history, when they are exposed to only one musical tradition, when they read only one kind of literature, when they learn only one approach to the visual arts, and when they are exposed to a curriculum which has no deep roots in the soil of their region and in America (and I mean roots that go back 20,000 years, as well as back to St. Augustine and Santa Fe, New Orleans and Vincennes).

Is it foolish to suggest that *all* American students should be expected to do what every Navajo child in the elementary grades is expected to do, i.e., *thoroughly* master a new language? And why not a second *new* language in the secondary grades? Is it naive to think that pupils in the Southwest should become thoroughly immersed in the Indian-Spanish-Mexican heritage of that region, or that pupils in Louisiana should be given special access to an understanding of the Indian-French-African heritage of that state?

The problem of educating the culturally different is, then, the problem of educating *all* pupils in such a way that the school is both relevant to the individual and to the *full* heritage of the region and of the nation. True education is always cross-cultural and always cosmopolitan. Perhaps we have now arrived at a stage of sophistication sufficient to allow us to proceed with education and to dispense with a fixation upon conformity and Anglo-American superiority. But if this is the case, it will demand a radical change in the fundamental orientation of most schools, and this in turn will demand intensive analysis, experimentation, demonstration, and leadership on the part of innovative educational agencies.

A Comprehensive Program for Tribal Development in the United States

(By Jack D. Forbes*)

The programs of the United States' Bureau of Indian Affairs under the late President John F. Kennedy and now under President Lyndon B. Johnson have enabled the tribal Americans of the United States to move forward appreciably.[1] On the other hand, numerous problems remain, and perhaps the foremost of these consists in the fact that paternalism still dominates native affairs. It would seem appropriate for the United States to now proceed beyond government-planned and government-dispensed excellence into a "new frontier" of intensive tribal self-development.

With the above in mind, the following proposals are presented for consideration. They are based upon these assumptions: (1) that tribal Americans must now be given responsibility for tribal affairs, as is appropriate in a democratic state; (2) that government wardship and supervision must be phased out in order to stimulate tribal self-development; and (3) that the various tribes are not viable enough economic entities to support themselves immediately and therefore an Inter-Tribal Development Corporation is a necessity. The termination of government support and trusteeship without the establishment of appropriate native-controlled institutions would be a great injustice and would lead to the rapid impoverishment of most tribal groups.

Reorganization of Operational Procedures

The Congress of the United States should create by statute a United States Inter-Tribal Council or Assembly of Tribes to be composed of delegates chosen

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[1] See Jack D. Forbes, *The Indian in America's Past*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1964 for a discussion of the concepts of "Tribal Americans" and "Native Americans" as well as for more detailed information on current tribal affairs.

by the several tribes, with the following purposes: (A) to advise the appropriate government agencies on matters relating to tribal affairs; (B) to develop cooperative inter-tribal programs for economic and other purposes; (C) to elect the directors of an Inter-Tribal Development Corporation (ITDC); (D) to nominate the trustees of an Inter-Tribal Board of Education; (E) to nominate the trustees of a Native American Institute or University (now the American Indian Institute of Arts); and (F) to name members to the Indian Arts and Crafts Board, and other such bodies as from time to time might be created. The delegates to the Inter-Tribal Council should be elected by secret ballots prepared in English and, where appropriate, native American languages, and the elections should be held concurrently with general elections for the House of Representatives every two years.

The Inter-Tribal Development Corporation would be a non-profit, government-chartered corporation whose purposes would be to (1) aid tribes in development programs with loans, grants, and technical assistance; (2) coordinate on a voluntary basis, tribal programs; (3) initiate inter-tribal development projects; (4) provide employment for tribal Americans; and (5) reinvest income as a continuing part of development. After chartering, the United States should gradually transfer all field facilities, equipment, and programs of the Bureau of Indian Affairs to the ITDC. All civil service employees of the BIA could be given the option of transfer to other government agencies or to the ITDC.

In order to provide the ITDC with capital sufficient for meaningful development, all payments under the Indian Claims cases should be awarded to a permanent investment fund of the ITDC, as trustee for the several tribes (except perhaps where a particular tribe is willing and able to establish a capital fund with the entirety of its awards). In addition, the United States should provide an annual appropriation for the ITDC equal to the most recent appropriation for the BIA (excepting education) for ten years. Thereafter the appropriation could be gradually eliminated, perhaps during an additional ten year period.

An objection to the above procedure might consist in the argument that many tribal groups wish to have claims settled on the basis of a per capita distribution. On the other hand, a strong case could be made in support of the view that the bulk of property in the area of the United States was held collectively, both in a tribal and an inter-tribal sense, and therefore that payment should be made collectively rather than individually. And finally there is the moral and practical question of whether per capita or collective payments will best contribute to the independence and well-being of tribal Americans. A comparable question would be whether stockholders in a joint-stock corporation are best served by collectively pooling their wealth, or if they would be best served by a per capita distribution of all corporate assets. In this writer's opinion, the answer is obvious: the collective pooling of wealth is more conducive to the accumulation of additional wealth than is the activity of an individual entrepreneur.

The Bureau of Indian Affairs should be divested of its function of serving as trustee for tribal lands and the latter function should be transferred to the ITDC. At the same time, the BIA might well be integrated with a government agency designed to deal with all minority groups, in a Department of Ethnic and Cultural Affairs or in the Department of Health, Education, and Welfare. The federal Indian Schools and the annual appropriation for their maintenance should be transferred to an Inter-Tribal School System directed by the above-mentioned Inter-Tribal Board of Education. Government support could be gradually phased out and the native schools could be integrated with ordinary local public schools or be maintained by the tribes or the ITDC.

The purpose of this latter reform is to provide native parents with some real voice in the education of their children. It should be obvious that bureaucratically dominated schools (run by the federal government) are inconsistent with the United States' principle of local control of education. An inter-tribal school system would not be local but it would at least provide the native community with a direct voice in its operation; and it could serve as a transitional step towards native-controlled local school systems.

It might be argued by some persons that the above proposals would represent the giving away of public wealth and property. This, however, represents no difficulty, for the United States government has frequently given away large amounts of both property and funds to non-native corporations and individuals; and furthermore, the native groups have already paid for all of the above during the period when their wealth was being expropriated with little or no compensation.

INCREASING THE LAND AREA AVAILABLE TO TRIBES

Over the years the various tribes were usually forced onto the least desirable parcels of land, or their land area was reduced in size by unilateral government action. The result is that most tribal regions cannot support their present population; and as the native birth rate continues to grow conditions will worsen. This inadequacy of tribally used land is, however, not due to a lack of available acreage (at least not in the western United States) but is rather due to the arbitrary seizure of tribal lands by the United States and the failure to return even those portions unoccupied by non-natives. Thus the Indian Claims cases have shown that most of the western tribes possess good claims to vast amounts of so-called public domain (federally held land), but the government has not shown any tendency towards returning this land, or significant portions of it, to the tribes. Perhaps it could be held that the tribes are in fact the legal owners of those lands never legally transfered to the United States or a third party.

In any case, if the tribal land problem is to be resolved, it is necessary that (1) all further alienation of the public domain be halted until native land needs are met; (2) tribes should be allowed to refuse cash payments for illegally seized land and be able to reoccupy the land instead; provided that it has not passed to a third party; and (3) the tribes should receive at least a portion of all royalties being secured by the government from land to which the natives have a valid claim.

Many tribal groups were arbitrarily divided and placed on small, uneconomic tracts by the government. These small regions should be replaced by larger, viable units, but with the approval of the appropriate groups.

THE POLITICAL STATUS OF TRIBES

The United States government by its actions and policy has demonstrated that it does not feel obliged to respect treaties with tribal groups, and that tribal regions can be incorporated into the states without a new treaty or the consent of the group in question. In other words, the tribes, as political subdivisions, exist only at the sufferance of the government. Recognizing this situation as irrevocable (although perhaps unethical and illegal) and proceeding on that basis, it is proposed that the government provide for a gradual and healthy integration of the tribes into the national political structure by (1) seeing that each tribal region of sufficient size becomes a county or, if too small for that, a community service district or city, and (2) that such counties, districts, and cities cannot be altered or abolished by unilateral action of a state legislature.

The purpose of the foregoing is to allow tribal Americans to retain some small measure of self-government while being incorporated into the white-dominated political structure, and, more significantly perhaps, to protect native lands from excessive property taxes imposed by whites (the tax on property could, of course, be used by whites to force natives into selling land whenever federal protection is removed, or it could unintentionally have that effect).

A still better procedure would be to recognize native-held regions as Tribal Regions with their own governments, distinct perhaps from that of the tribe as a corporation. These tribal regions could then be incorporated into the several states as units equivalent to counties, but with the natives' rights fully protected by insisting upon bilateral negotiation and approval prior to integration. Those tribal regions not wishing to join a state could continue to possess a status similar to that of the Commonwealth of Puerto Rico (an "Associated Free State" of the United States) but with perhaps some provision for participation in federal elections.

It should be emphasized that the several tribes would seem to possess a legal existence recognized by law, practice, and court decision, and that they are older than the United States or any of the latter's political subdivisions. The United States does indeed possess the power, in the sense of coercive ability, to deprive the tribes of governmental functions, but it is questionable whether it possesses the legal or moral right to do so except by means of negotiation and due process of law. Finally, in a period in world history when the United States places great stress upon international law and the sanctity of treaties, it would seem inappropriate for that same government to continue to unilaterally abrogate previously-made treaties with small nations.

NATIVE VOTING

In order to encourage voting by native Americans and part-natives (tribal Americans, Mexican Americans, Puerto Ricans et cetera) it is recommended that legislation be adopted which will make it possible for persons who are otherwise qualified, to register and vote at least for federal offices in Spanish and the more important of the native languages. It would seem appropriate for the United States to encourage all citizens, whether English-speaking or not, to participate in political affairs. And this is not merely an academic issue. Continued discrimination against Spanish-speakers, for example, can have an impact upon Inter-American relations and upon the status of Puerto Rico.

In addition, the Treaty of Guadalupe Hidalgo obligated the United States government to provide Mexican Cession inhabitants with protection and security in the free enjoyment of their liberty, property and religion; and provided ex-Mexican subjects with United States citizenship. This citizenship is nowhere limited by the obligation to learn English. Finally, the treaties with Indian tribes which I have seen do not contain provisions for the legal disappearance of the native language.

The government obviously regards it as desirable that all inhabitants of the United States become English-speaking or at least bi-lingual, but this goal is quite distinct from the question of whether or not an adult non-English-speaker, at this time, should be able to participate in political affairs.

POSTSECONDARY, SPECIAL, AND VOCATIONAL EDUCATION

In November, 1961, this writer proposed the creation of a Native American University or Institute (Universidad Indigenista Americana) in order to provide college-level, special, and vocational instruction specifically oriented towards the tribal Americans of the United States and native groups elsewhere in the Americas. This comprehensive institute would not duplicate the programs of existing universities but would offer courses geared to the *specific* needs of tribal societies and folk cultures. The concept was rejected by the Bureau of Indian Affairs, primarily on the grounds that it would segregate natives, a false position since the institute would be open to non-natives both as instructors and students. The issue of segregation is, however, irrelevant, since the special needs of a group of students must always be dealt with separately from those with quite different needs. Many tribal Americans have unique problems which cannot be solved by sending the more acculturated off to schools dominated by white middle-class procedures and oriented completely towards life in an affluent non-tribal society.

The BIA has recently established the Institute of American Indian Arts at Santa Fé, New Mexico, in order to offer course-work of a secondary and post-secondary nature in the arts and crafts field. This represents a step forward, but it basically contradicts the integration concept since the school is composed of Indian students. Beyond this, however, one might ask why it is that natives need special instruction in arts and crafts and not in tribal government, tribal development, tribal enterprise management, native history and folklore, native social work et cetera? The Institute should logically be expanded into a complete institution and placed under inter-tribal administration. This can be done at little cost. A school for 2,000 full-time students living in dormitories can be built for $10 million (but a small coset when compared with other government expenditures and with the federal subsidy of Howard University, a Negro school). Such an institution could also partially or wholly replace the expensive vocational programs currently sponsored by the BIA.

Once established, a Native American University could be gradually expanded into a center for Indo-American studies with programs in Quechua, Náhuatl, Otomí, Maya, Aymara, and Guaraní studies. It could serve as a training center for leaders from all over the Americas perhaps under the supervision of the Organization of American States' Inter-American Indian Institute. It could also aid in the training of tribal-folk leaders from Oceania, Asia and Africa.

SUMMARY

Various proposals have been briefly introduced and summarized. Their ramifications have not been explored fully, but it is author's belief that they represent the application of knowledge derived from the social sciences to United States

native policy. Perhaps the fundamental principle involved is that native, folk groups should be integrated into a larger national society by the use of procedures designed to gradually lead the *entire* folk group forward. Existing policy tends, on the other hand, toward the weakening and disorganization of the folk group with resulting sociopsychological, economic, and political problems both for the group as a whole and for the individual. It is assumed that any government will wish to avoid the problems which stem from social disorganization during the period of transformation and gradual integration.

Finally, the above proposals are not presented in a dogmatic spirit but rather as stimuli for further study and discussion.

American Tribal Higher Education: A Proposal

(By Dr. Jack D. Forbes, Department of History, University of Nevada)

One of the greatest problems facing the American Indian today is the lack of trained leadership. Numerous Indian groups, from the Atlantic coast to Alaska, are composed almost entirely of people who lack prerequisite educational skills for meeting the challenges posed by poverty, poor organization, rapid social change and a sometimes indifferent Anglo-American community. Some tribal groups do not have a single college-trained member. Many others lack people trained in such essential skills as teaching, medicine, law, social work, marketing, economics and agriculture. Where a group may possess in theory a few college-trained persons it is possible that these individuals received their education in an Anglo-oriented institution which illprepared them for leadership among their own people. They may have, in fact, abandoned their people in favor of living among non-Indians.

It is clear that in spite of the fact that some Indian students are attending existing public and private colleges and universities a problem in higher education still exists. No institution is designed to really meet the fundamental needs of the Indian community. The latter needs an institution of higher learning which is both Indian-controlled and Indian-centered.

Some of the specific reasons for the establishment of an inter-tribal university are outlined below. In addition, it should be pointed out that the possession of educational institutions is vital to the development and survival of a people. The Jewish community has survived, and maintained a high level of education, according to many Jews, primarily because of its "yeshivas" (theological universities) and other schools. The American Negro would be infinitely poorer without Howard University and many other fine Negro-controlled universities. Scandinavian-Americans, Irish-Americans and other European groups have established colleges of their own while Oriental Americans have been able to use universities in China and Japan (in addition to Chinese-language and Japanese-language schools in the United States). And, of course, the dominant Anglo-American (English-speaking White) has many universities, public and private, under his control.

Most native Americans of tribal affiliation wish to preserve their identity both as "Indians" and as members of a specific tribe. In the long run this probably cannot be done without tribally-controlled schools and an inter-tribal university. The experience of other nationalities and groups throughout the world would seem to prove that a people must possess a cultural, educational and intellectual center of its own in order to survive and advance. If Tribal Americans are to preserve their identity, an inter-tribal, native-controlled university would seem to be a necessity.

A native American university would, however, do much more than merely "preserve" tribes. It could be the means for educating large numbers of Indians in an environment suitable for the development of self-confidence, both individual and collective. The present policy of sending Indian young people off to alien Anglo-dominated colleges usually serves to lower self-esteem, produce failures, and create personal confusion. And, in addition, these Indian students who "make the grade" are neither psychologically nor technically capable of leading their people forward. Often they choose to make a living among non-Indians or, if they do return home, they are sometimes alienated enough from their own people so as to be poor leaders or no leaders at all.

What is essentially needed is a post-high school institution thoroughly oriented towards tribal needs. It might very well resemble Negro "freedom schools" more than Howard University, but it could partake a little of both.

Above all, it should attempt to train large numbers of Indians, both old and young, for leadership *within* the context of the tribal community. In this manner the entire folk group can be led forward *as a unit* rather than periodically having its most promising young people drawn off into Anglo-American society.

The proposed inter-tribal university would be able to meet the following needs:

(1) *Teacher training:* It is imperative that schools serving Indian areas have as many teachers of Indian ancestry as possible. No matter how well-meaning the non-Indian teacher may be the Indian student suffers from the lack of instruction from members of his own ethnic group. Many non-Indian teachers have difficulty escaping from the century-old bias against the Indian heritage. One of the most fundamental problems facing the Indian student is his need to develop a sense of inner pride and security, and this cannot be developed unless the teachers he is in contact with are sympathetic towards the Indian past. It is clear that few pupils can come forward into society with a sound psychological orientation if their instructors have been teaching them solely an Anglo-interpreted version of history, culture, values et cetera; and yet all too commonly the Indian schools have been dominated by just such a point of view.

Furthermore, teachers being trained for Indian-area schools, whether they are of Indian ancestry or not, need a thorough grounding in American Indian history, anthropology, sociology, religion and folklore. At present few teacher training institutions are geared specifically to provide the proper orientation for such teachers. It is rather naive to believe that educational techniques which are designed to meet the needs of Anglo-American students will be sufficient to meet the needs of Indian pupils. Teachers in Indian-area schools should be familiar with the language spoken in the home by the pupils of the school, for example, but no teacher-training institution offers regular courses of any kind in Indian languages (other than in the technical field of Linguistics or in connection with special projects).

An American Indian University would, in short, gear its teacher-training program specifically to meet the needs of the Indian community and pupil. In addition, lay Indians could be trained to serve as supplementary teachers in arts and crafts, dances, tribal lore etc.

(2) To provide special training for future tribal leaders, including courses in Indian law, tribal law, Indian culture, etc. This training could be in intensive short-duration courses and could be offered in tribal areas.

(3) To train students in native American arts at an advanced level. This training could be both on-campus and in the native community.

(4) To train social workers and government personnel especially for work with Indian communities, both in regular course work and in special summer programs.

(5) To attempt to foster American Indian Studies by having strong programs in native American history, anthropology, religion, folklore, etc.

It is very important that Indian students be trained as historians, sociologists, folklorists, anthropologists et cetera, because heretofore some of these fields have been dominated by an Anglo-American point of view, often to the detriment of the Indian community. The lack of Indian historians, for example, has allowed the "white" point of view to have a virtual monopoly in historical writing. The effect has been that most if not all general works and especially school textbooks are anti-Indian or ignore the Indian. This in turn helps to mold public opinion and has blinded the general public to the Indian side of American history. Even more damaging, perhaps, is the effect Anglo-oriented textbooks and teaching has upon the young Indian student.

An American Indian University would help to train social scientists of Indian Ancestry and would stimulate American Indian Studies in general.

(6) *Agricultural Development:* the proposed university should train persons specifically to make a success of tribal agricultural enterprises by means of intensive field work geared to reservation realities, training in agricultural enterprise management, and training in the techniques for the establishment of cooperatives and in cooperative marketing procedures. This should be a "grass-roots" program which always keeps in mind the specific needs and attitudes of tribal groups.

(7) *General Training:* The proposed institution should seek to offer general college training. Majors in agriculture, home economics, forest management, pre-law, pre-medicine, pre-dentistry could all be implemented as well as in many other fields.

(8) *Pre-College Training:* Many Indian students have not received sufficient pre-college education to enter upon a full college program and thus the institution might well offer a series of college preparatory courses to rapidly make up any deficiencies which the student might lack. Furthermore, the college should offer remedial courses and have a strong guidance program to aid college-level students with academic weaknesses. In short, students should not be turned away merely because of the shortcomings of the schools to which they have been exposed.

(9) *Student Orientation:* One of the grave problems of Indian education in the United States has been the poor psychological orientation of the student due to the anti-Indian bias of those in charge. Many a young Indian has been given psychological problems by good-intentioned whites whose goal was to de-indianize the young person by depreciating the Indian heritage. Most people must be at peace with their past in orderto meet the future, and the Indian must have a sense of pride and inner security. Thus the policy of the university should be to help students in their orientation by developing a pride in the native American heritage. This does not mean that the university should depreciate the value of the non-Indian heritage or artificially preserve the Indian way of life. On the contrary, Indian people who do not suffer from inferiority complexes and insecurity will see to it themselves that those portions of the Indian heritage which are worth preserving will be preserved.

(10) *Cultural-Intellectual Center:* It is the opinion of many that the Indian heritage is a dying one and that the only thing which remains is for the Indian communities to break apart and "assimilate" with the Anglo-American. There are some, however, who feel that the Indian community is ready for a "renaissance" and not for a funeral. Such an Indian rebirth needs a cultural and intellectual center where young and alert people can breathe new life into old patterns and perhaps develop a dynamic synthesis of Indian and non-Indian thinking. The proposed college, with Indian and sympathetic non-Indian students from all over the nation, could serve as a nucleus or vehicle for such a renaissance.

Furthermore, the proposed university would attempt to make the whole nation its campus to some extent by developing educational programs designed to reach the Indian and non-Indian community at large. For example, a cinema department could be created which would produce motion pictures in native languages and in English and Spanish in order to help "awaken" the people. In this manner, Indian and non-Indian groups could be informed of the Indian heritage, of new art forms, of Indian music and dances, of new ways for solving problems, of how to develop tribal enterprises, of what other Indians are doing, and a multitude of other things. Dramatic presentations, based on Indian themes, could be presented, so as to provide the Indian community with entertainment (and education) within the framework of their own traditions. It is quite possible that a genuine Indian theatre could be developed.

It might be possible for the college to have its own radio station eventually, and via this medium Indian drama, music and news could reach a large audience. Furthermore, programs could be recorded on tape and film and distributed to radio and television stations all over the nation.

There are many other ways in which the university could serve as a cultural and intellectual center, but just one more example is as a place where conferences dealing with Indian subjects could be held at frequent intervals.

(11) *Literacy:* Many Indians are still non-literate and one of the functions of the proposed college might be to implement a program for developing alphabets for all those languages which still do not possess them. Then literacy campaigns in the native language could be carried out with all interested Indian groups. Likewise studies could be implemented to see if Indian children should not be made literate in the language of their home prior to being instructed in English. Studies have indicated, and logic would seem to agree) that people find it easier to become literate in a language which they are familiar with. Once a person is literate in his native language then it is much easier for him to become literate in an unfamiliar tongue. At any rate, this problem needs careful, unbiased study.

(12) *Spreading Knowledge of Indian Culture:* A very important function of such an institution could be the bringing about of an awareness on the part of the non-Indian community of the richness and vitality of the Indian heritage. Certainly the general culture of the United States has been much enriched by Indian influences in the past and there is no reason for believing that the native

American cannot contribute still more. An American Indian university could help to facilitate the spreading of valuable Indian traits to the general public.

(13) *Vocational Training:* Many natives are in need of training which will enable them to immediately obtain a source of income. This training could be geared to employment outside of tribal regions in part (as is the current Bureau of Indian Affairs program) but it should also emphasize the development of skills which can allow the individual to remain with his people. An example would be training geared towards the recreational-tourist potential of many tribal regions. More fundamentally, such trainees should be exposed, where possible, to a basic education which will allow them to adjust to changes in the market demand for specialized skills. Crash programs emphasizing merely the acquisition of a single "craft" skill might well be avoided.

(14) *Tribal Research:* An inter-tribal university could serve as a major and unique research center in tribal, inter-tribal, and tribal-supratribal relations the world over. Certainly, knowledge derived from study of native American tribes could be fruitfully applied elsewhere. A comparative program dealing with tribalism, and with tribal relations with supra-tribal states, might well be of international significance.

(15) *Inter-American Indian Affairs:* Most of the 30 million or more native Americans outside of the United States are in need of programs similar to those described above. An inter-tribal university could become a center for Maya, Quechua, Guarani, Aymara, Otomi, and Nahuatl studies, among others, and could serve students of non-United States origin. This program could materially aid the development of the Americas as a whole.

(16) *Overseas Programs:* An inter-tribal university might eventually wish to offer its programs to students belonging to Pacific area, Asiatic, African and European tribal or folk populations. This would implement the worldwide comparative tribal program outlined above, and would seem to offer a means for bringing tribal groups from remote areas into contact with each other. Such contact could very well result in a marked improvement in tribal patterns of self-development and self-realization.

* * * * * * *

It is absolutely essential that the above inter-tribal or native American university be controlled by native Americans. Indians have been educationally under the control of Europeans for far too long a period and there is no question but what bureaucratic administration would nullify the goals of a native university.

Nevertheless, the Federal government has recently been giving hundreds of millions of dollars each year to public and private, sectarian and non-sectarian universities, and, in addition, has been virtually subsidizing Howard University as a "national Negro university." Thus it would seem appropriate for Federal funds to be made available to aid an Indian-controlled institution. On the other hand, where Indians are concerned the government frequently demands more control than is the case with non-Indians. Thus it would probably be best for an inter-tribal university to be at least initially established with non-governmental funds.

In any case, the time would appear to be ripe for Indians and interested non-Indians to gather together to discuss the wisdom of establishing an inter-tribal university. It could be *the* major effort in the "war on poverty" in so far as tribal groups are concerned. It could also signal the dawn of a new age in which tribes can take their place as worthy members of a modern world community.

Embattled Bureaucracy—Crisis in Indian Affairs

(By Jack D. Forbes)

Officials of the ancient, creaking Bureau of Indian Affairs bureaucracy are frantically attempting to respond to an unprecedented turn of events in Washington. The Senate Committee on Interior and Insular Affairs in agreeing to the nomination of Robert L. Bennett as Commissioner of Indian Affairs, subjected the nominee to a sharply critical interrogation and issued a report accusing the BIA of "tenaciously holding onto its wards" in order to provide employment for the vast (22,000-man) Indian Bureau empire serving fewer than 400,000 tribal Americans. Bennett was asked to submit a plan of action, within ninety days after his final confirmation, leading towards the termination of federal supervision of Indian tribes.

The Interior Committee criticized the BIA for not taking concrete steps to carry out congressional intentions, expressed more than ten years ago, to end such supervision. In the last six years, complained the senators, the bureau has spent $1.5 billion with meager results and has actually expanded its top-heavy operation. Among other suggestions, the senators proposed that the bureau's vast school system might well be turned over to the Office of Education (of the Department of Health, Education, and Welfare) until such a date as the "states are prepared to take over this function."

In resigning last month as Commissioner of Indian Affairs, Philleo Nash, a Kennedy appointee, stated, "I have become convinced that the success of programs for Indian betterment through the whole government will be better served with different leadership." But what the Bureau of Indian Affairs and the various other agencies dealing with native Americans need is not just "different" leadership, but instead a whole new approach to native affairs. But is the Senate Interior Committee's approach a sound one?

"KNOW LITTLE, CARE LESS"

Most Americans know little and care less about the operations of the several U.S. agencies which deal with "native" populations. National magazines ordinarily feature at least one article an issue dealing with the Negro, but the American Indian and other native groups (Samoans, Micronesians, Aleuts, Eskimos, etc.) are fortunate to get one article a year, and many of these are optimistic *Reader's Digest*-style "here-come-the-Navajo" pieces bearing the aroma of the BIA public relations office.

It is certainly one of the most curious ironies in government that the Indian Bureau has been "solving" its native problem for more than one hundred years and always making "substantial progress" in spite of "great odds." One would think that the executive branch might have become suspicious of such claims after so many decades. It is certainly not surprising that Congress is concerned with the BIA's sad record.

The leadership of the BIA has changed frequently in the past but the same tired bureaucratic-paternalistic approach always seems to prevail, smothering generation after generation of natives. And when, periodically, Congress does begin to fear that the BIA intends to stretch "trusteeship" out for another hundred years, the only approach Congress seems to be able to devise is "termination," that is, turning the Indians loose without any viable programs guaranteeing economic self-sufficiency.

But at least the Interior Committee's hostility has had the effect of stimulating activity within the bureau. Interior Secretary Stewart Udall recently called together Bennett and BIA area directors for an unpublicized summit conference in Santa Fe. At the same time, Indian leaders, called together by the National Congress of American Indians, converged on New Mexico in the hope that crash plans being made for the Indians' future would involve Indian participation. Although prevented from attending the staff meetings, native leaders were able to force a confrontation with Bennett and Udall. As a result of a series of apparently frank exchanges, Udall promised that some type of "national Indian advisory council" (appointive) might be created. In addition, the Secretary indicated he would try to find a way to establish Indian school boards to work with the federal Indian schools.

Bennett, an Oneida Indian from Wisconsin and the first commissioner of native blood since Ely S. Parker's tragically poor administration a century ago, has more recently announced that he will work for a greater voice for Indians in Indian affairs. "Where we feel we need legislation to give the tribes more authority, we will go to Congress and ask for that legislation." The "we" in this statement (referring to the BIA) may somewhat disturb native groups because this summer Bennett is planning a series of meetings with Indians, apparently in place of Udall's "national Indian advisory council." Needless to state, meetings called by the bureau very seldom serve to reflect genuine Indian sentiment and, in the past, have usually been as fruitless as President Kennedy's much-heralded but short-lived "task force" on Indian affairs.

Based on past experience, it seems unlikely that BIA bureaucrats will pay much attention to the suggestions of their "wards" or, for that matter, of social scientists concerned with the study of tribal populations.

BUREAUCRACY LONG IN CONTROL

The American natives would have probably been much better off if, one hundred years ago, they had been allowed the option of local self-government and self-development. That would have meant, however, that the whites would have had to leave sizeable areas of good land in native hands and, of course, that was ruled out by greed. Greed forced the government to confine Indians on ever-diminishing reservations where they could not, or were not allowed to, pursue their own self-realization. Instead, the completely autocratic, almost totalitarian, Indian Bureau stepped in, and it has been in control ever since.

Many persons believed that the Indian Reorganization Act of 1935 would provide tribes with adequate self-government and prospects for self-development. It is true that the act gave tribes the right to incorporate, hire attorneys, make contracts, and borrow money, but these rights are often virtually meaningless in the face of BIA-Interior Department veto power. It is also true that the Navajo tribe, with sufficient funds and able legal guidance, has largely managed to determine its own affairs in recent years. But smaller tribes are often helpless in the face of bureaucratic hostility, red tape, and just plain mismanagement. The Northern Paiute Indians of the Pyramid Lake Reservation in Nevada, for example, can tell a story of bureaucratic fumbling that would enrage any disinterested observer.

The Pyramid Lake Indians suffered from bureau corruption and inefficiency for a century. But that story is too long to be told here. Beginning in the late 1930's, the tribe started an effort to recover land illegally occupied by squatters and to regain water illegally appropriated by farmers and ranchers. In this battle they were opposed by Sen. Pat McCarran. Every BIA official who took their side was either fired by the government or "promoted" away from Nevada. Most bureau officials did not bother to fight for their "trustees" but instead did everything they could to throw roadblocks in the Paiutes' path. The latter did manage to win some court victories, that is until the Interior Department under Oscar Chapman chose to fine the tribe's attorneys (which the department can and does do).

In the late 1950's and early 1960's, the battle for the now valuable Pyramid Lake entered a new phase. The Indians became interested in a long-term development of the lake for recreational purposes and started making plans. The value of the lake had, however, attracted the interest of a flock of greedy non-Indian promoters and speculators who sought, apparently with the aid of upper-echelon bureau employees, to get the natives to sign very disadvantageous agreements. The Paiutes chose to retain an attorney of their own choosing, Robert Leland of Reno, and under his guidance have successfully maintained control of the lake.

In the meantime, the Paiutes have been seeking to develop the tourist potential of the lake but have encountered only hindrance from the bureau. Long delays, lack of communication, alternate "deals" pushed by bureau officials, red tape, and simply bureaucratic high-handedness on the part of the BIA, coupled with high-level animosity towards Leland's legal guidance and the "independence" of the Indians, have typified the bureau's "aid."

Now, seven or eight years later, the lake is still underdeveoped and the Paiutes are still in poverty. At present they are doubly threatened by a proposed water grab by white farmers (under the guise of the California-Nevada Joint Interstate Compact Commission) and continued bureau foot-dragging in relation to lake development.

In spite of possessing many fine individual employees, the Bureau of Indian Affairs is fundamentally an oversized anti-democratic bureaucracy which lost flexibility and inventiveness decades ago. It is clearly an anachronism to maintain an agency which recently redrew a proposed bill for the distribution of *Indian* money eighty times (according to a BIA official) and then submitted the bill to Congress without *once* ever consulting the Indians involved!

THE BIA IS A "COLONIAL OFFICE"

In short, the Bureau of Indian Affairs is a "colonial office," attempting to supervise and sometimes control the affairs of some one-half-milion American citizens. Something does need to be done; now, with an old commissioner retiring, is the time to do it.

The Indians themselves have made many proposals, but all are informal ones since neither the bureau nor Congress has bothered to establish any legal machinery for obtaining representative native opinions. Guam, Puerto Rico, Samoa, Micronesia, and the Ryukyus have been granted varying degrees of autonomy and have legally-elected bodies to carry their views to Washington. But Indians, as a people, are still without a legal voice of their own.

Basically, Indians want control over their own destiny. They do not want to be simply "turned loose," because over the years they have been robbed of their land and wealth and still are in great poverty. They need help, but what most natives want is help of their own choosing, but which will enable them to help themselves, not bureaucratic spoon-feeding.

Social scientists have suggested that people cannot learn to be self-supporting and self-governing until they actually have the experience of democratically controlling their own destinies. If it is true that we learn democracy by being democratic and that we learn how to develop ourselves by being in control of our own self-development, then the existing "white man's burden" approach is all wrong.

A proposal has been made (*Human Organization*, Summer 1965) that Congress charter a United States Inter-Tribal Council and an Inter-Tribal Development Corporation and that the non-educational functions of the BIA be transferred to that agency. In addition, the federal Indian schools (now run in a completely autocratic manner) would be transferred to the control of an Inter-Tribal Board of Education and both would receive federal subsidies for a fixed period of years. These proposals, or others like them, would result in Indian control of Indian development and educational programs and might well accelerate native self-development. An Inter-Tribal University has also been suggested, along with various reforms directed at the quality and character of native education, land policies, and treaty rights. All should seriously be considered by Congress and the executive branch.

FUNDAMENTAL CHANGES ARE ADVOCATED

Recently, some 86,000 Micronesians in the United States Trust Territory of the Pacific were allowed by the Interior Department to establish a congress with considerable authority over inter-island affairs. It seems strange that after only twenty years of wardship, the Micronesians have become qualified for a "Congress of Micronesia" while stateside natives, after more than a century, still do not qualify for a similar agency. Should U. S. tribes request that they be supervised by the United Nations Trusteeship Council?

More seriously, it can be argued that the Interior Department, a land and resources agency, really has no business supervising the affairs of minority groups. As much control as possible should be vested in the Indians, Micronesians, and Samoans themselves. Then, a consolidated Office of Native Affairs (merging the Indian Affairs and various insular-affairs agencies) might well be attached to the Department of Health, Education and Welfare. The ONA would not control native groups but could serve to coordinate aid programs available to them.

As some senators have suggested, native school systems should probably be attached to the U.S. Office of Education. On the other hand, they should not be under authoritarian bureaucratic control but rather under native-controlled boards working closely with OE coordinators. There can be no place in American life for schools which are utterly removed from the supervision of the parents of the children involved. Indian-controlled schools, aided by the experienced staff of the Office of Education, could put into effect important reforms such as those proposed by Carl Whitman, Jr., a Mandan Indian now with Arizona State Univer-

sity's VISTA (Volunteers in Service to America) training program. By abandoning the naive, enforced assimilation policies of the BIA schools, significant strides can be made in native education. But this will require a complete shake-up, as members of the Senate Interior Committee have implied.

Indians have repeatedly asked Lyndon B. Johnson what place they occupy in his vision of the "Great Society." No clear answer has as yet been forthcoming. But if the Great Society is to be a democratic one, then the path would seem to be clearly marked out. Perhaps Lyndon Johnson, Steward Udall, and Congress would be wise to let the natives have a role in their own future. It is about time.

* * * * * * *

BETTER LATE THAN . . .

* * * Secretary Udall has pledged a major overhaul of Indian policy. He intends to allow tribes more autonomy and to place heavier stress on education, job training and development of economic opportunities. He also plans to submit to Congress next year a revision of the laws governing Indian affairs. The reforms are overdue.

—The *New York Times*, April 24

NEEDS IN NATIVE-INDIAN EDUCATION RELEVANT TO A REGIONAL LABORATORIES CONSORTIUM

INTRODUCTION

The following programs and projects have been identified as representing major needs if the quality of Indian-native education is to be significantly improved:

I. RESEARCH SURVEY PROJECTS DESIGNED TO SERVE AS BASES FOR SUBSEQUENT EXPERIMENTATION AND DEVELOPMENT

A. *Native Attitudes Project.*—A survey, with intensive sampling, of native attitudes and desires in relation to educational objectives, curriculum, school organization, teaching methods, and schools personnel.

B. *Innovations and Research in Native Education.*—A survey of recent and current experimentation, innovation, and research in native-folk group education with some attention to earlier experiments as background data.

C. *Native Languages and Education.*—A survey to determine the current status of native languages in the United States and its possessions (numbers of native-speakers, probable duration of language, number of mono-linguals, extent of corruption due to the taking over of English words, et cetera), the feasibility of developing literacy programs in the native tongue, extent of publications in the native language, and the usefulness of existing alphabets or syllabaries. This study would yield data on the different kinds of language problems likely to be faced in different regions.

D. *Comparative Survey of Organizational Aspects of Native Education.*—A survey designed to complement the Bureau of Research, Office of Education's proposed survey by adding data on Samoan, native Hawaiian, Micronesian, Guamanian, Canal Zone, and Virgin Islands education.

E. *Post-Secondary Native Education.*—A survey of the current status of post-secondary schooling available to natives and of the status of native-Indian students within existing post-secondary institutions. Emphasis should be placed upon Bureau of Indian Affairs' institutes and colleges and universities with large numbers of Indian-native students.

F. *Native Population Survey.*—An accurate survey of the native-Indian population designed to reveal regional distributions and major characteristics. This might be carried out as a part of the 1970 census if the Bureau of the Census could be persuaded to cooperate.

II. BASIC RESEARCH PROJECTS

A. *Native American Education.*—A comparative study of the educational practices and goals of native groups in terms of both pre-European and post-European contact horizons, the objective being to better understand native attitudes, values and educational resources.

B. *Native Value Systems and Educational Practice.*—A study or studies of native value systems as they relate to current and projected educational practice and goals.

C. *Financial Support for Native Education.*—A study of the current system of paying for native-centered schooling and of alternative plans for the future, taking into consideration probable changes in the federal government's role.

D. *Structural-Organizational Changes in Native Education.*—A study of the alternative approaches to the future organization of native education, taking account of the legal-political status of tribal-island groups and the changing relationships of states, territories and the federal government.

E. *Typology of Native Populations.*—Utilizing data supplied by several of the survey projects (above), supplemented by intensive field study, to classify native groups according to characteristics (cultural, linguistic, et cetera) especially pertinent to educational planning. This could be a survey project itself, depending on the degree of intensity and detail desired.

F. *Teacher Competence in Native Cultures.*—A study of the competence of teachers who deal with native pupils in relation to knowledge of native cultures. Aside from providing general insight into the problem, this study should point toward cultural areas where teacher knowledge is specially deficient.

III. EXPERIMENTAL RESEARCH AND DEMONSTRATION PROJECTS

A. *Development of Experimental Model Schools.*—A long-range project involving the development of experimental models for each grade-level, beginning with pre-school programs and proceeding by grade-levels to the twelfth grade, but also perhaps involving the prior testing out of model approaches developed at other centers for upper grades (Rough Rock Demonstration School, Holy Rosary Mission School, et cetera). These experimental models could be used to test innovative "packages" or approaches as well as to train teachers, teacher aides, and other persons connected with cross-cultural education.

B. *Instructional Materials Project.*—To plan and stimulate the development of additional texts, supplementary works, films, slide series, et cetera, needed for schools with native pupils. These products would then be tested for effects upon pupil self-concepts, motivation, and learning, perhaps in connection with project A (above).

C. *Adult Literary Project.*—To develop an experimental program in adult literacy with a large, non-English-speaking native population (the Navaho, for example) teaching the native language by means of films, newspapers, television, and other media, in classroom and non-classroom settings. The objective would be two-fold: to develop the most feasible approach to developing widespread literacy in a native language and to then test transfer ability to English.

D. *Micro-Teaching and Native Education.*—To develop micro-teaching "packages" for use by teachers of native pupils, probably in connection with project A (above).

E. *Native Educational Leadership Project.*—To develop the best means experimentally for inducing a high level of educational expertise on the part of folk-group leaders and to create a cadre of such persons prepared to assume greater responsibilities in native education.

IV. COMMUNICATION PROJECTS

A. *Bibliography in Native Education.*—To prepare a selected, classified guide to writings pertinent to native education.

B. *Native Education Journal.*—To publish a periodical designed to convey to all interested agencies and individuals the latest developments in native-folk

group education with emphasis upon United States educational needs. This project might well involve a cooperative effort with existing organs.

C. *Teacher's Innovative Centers in Native Education.*—To develop a center where teachers and other personnel can be brought into direct contact with new approaches, resources, and data. This center might well be connected with a model school being developed under III–A (above).

SUMMARY

It may well be that only a few of these projects can be undertaken in the immediate future, or that many of them will be regarded as being components of a program leading toward the development of experimental model schools. Likewise, there may be other projects of equal importance which have not occurred to this writer.

JACK D. FORBES,
Research Program Director.

SOUTHWEST OREGON EDUCATION CENTER
CULTURAL ENRICHMENT SERVICES,
INTERMEDIATE EDUCATION DISTRICT,
North Bend, Oreg., July 13, 1967.

HON. WAYNE MORSE,
U.S. Senator,
209 Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: The enclosed report, a copy of which is being mailed to your Portland office, is intended to inform members of Congress and other interested persons with respect to the manner in which Federal funds granted under Title III, ESEA of 1965, have been administered.

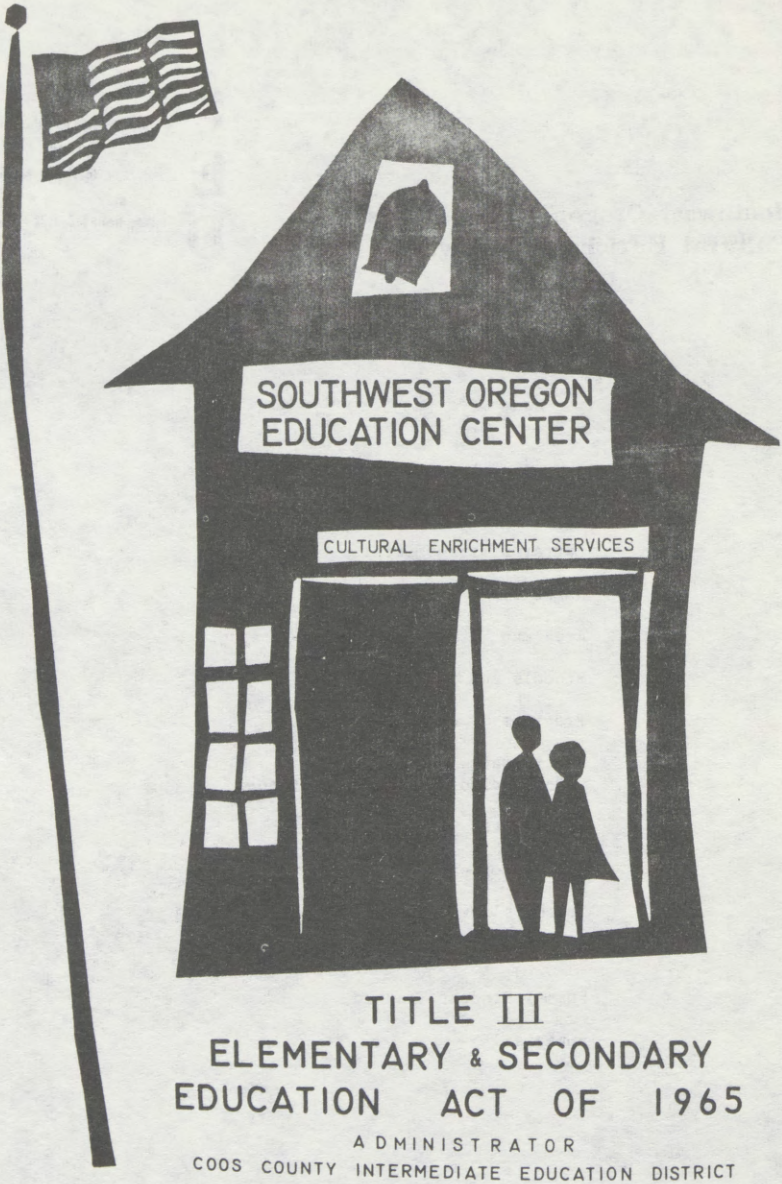
Of particular significance are the cost analyses which show that the average per pupil cost in fees was $0.52 and that the average per pupil cost in mileage was $0.08, making a total expenditure of $0.60 per pupil.

I will answer promptly any questions which may be raised by this report.

Respectfully,

DAVID T. SAUNDERS, *Director.*

Enclosure.



TITLE III
ELEMENTARY & SECONDARY EDUCATION ACT OF 1965

ADMINISTRATOR

COOS COUNTY INTERMEDIATE EDUCATION DISTRICT

I
E
D

Intermediate Education District
2405 Colorado Street
North Bend, Oregon 97459

Telephone 756-3138 Area Code 503

Southwest Oregon Education Center
Cultural Enrichment Services

FIRST ANNUAL REPORT

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Summer Student Theatre

Appraisal

July 14, 1967

Department of Health, Education, and Welfare
Office of Education
Washington, D. C. 20202

Ref: Grant No. OEC-4-6-066939-1938

Gentlemen:

Transmitted herewith is the first annual report of the Southwest Oregon Education Center, Cultural Enrichment Services, under Title III, ESEA of 1965 (P.L.89-10), as established by the above numbered grant.

The activities of the Cultural Enrichment Services have been facilitated by the use of equipment and services of the Instructional Materials Center provided by the grant, such as an offset printing press; a film inspector; a tape duplicator; films, tapes, and other supplies; kits, models, and other visual aids; and delivery service.

The report covers the academic year 1966-67 ending in the area served on or about June 9, 1967.

Respectfully,

David T. Saunders

David T. Saunders
Director

Copies of this report to
other interested persons.

INNOVATIVE AND EXEMPLARY,

the Cultural Enrichment Services programs administered under Title III, ESEA (Elementary and Secondary Education Act, PL 89-10) of 1965, by the Southwest Oregon Education Center under the supervision of the Coos County (Oregon) Intermediate Education District are presented in classrooms and other school rooms of public and private schools in southwest Oregon having grades 1 through 12 (high school) by local resource people selected for their knowledge, skills, or talents and ability to aid teachers by presenting such knowledge as supplementary to the teaching process. Federal funds were obtained through submission of a proposal by Tom Walker, Superintendent, Coos County I.E.D., for an innovative and exemplary project under Title III.

Services consist in appearing before a group of school children in a school at the express invitation of a teacher and presenting a program designed to add to the teaching process. Services are performed for a particular occasion and not on a regular or routine basis. This report contains a detailed summary of programs secured and information concerning the participants.

The area served includes all of Coos County, all of Curry County, and western Douglas County in southwest Oregon. This area embraces about 3,000 square miles running for 150 miles along the rugged Oregon coast from Brookings in the south near the California line to Gardiner just north of the Umpqua River. The area includes 66 public and 4 private schools which teach approximately 19,000 pupils under more than 1,000 teachers. Schools range in size from the little, one-room schoolhouse with four small children at Agness, 32 miles up the scenic Rogue River from Gold Beach, to Marshfield Senior High School in Coos Bay with a census of more than 1,900.

Invitations to participate were accepted by 79 persons involving 181 separate programs, most of which were still available at the end of the school year 1966-67. Programs were requested by 189 teachers in 54 schools from Upper Chetco, the farthest south, to Gardiner, the farthest north.

The first program was presented on October 24, 1966, at Coquille High School by William Downing, of Myrtle Point, a master wood carver. In May, 1967, the last full month before the close of the academic year, participants made 128 presentations throughout the area.

Evaluations from teachers and students alike indicate that programs not only were received with enthusiasm but that they filled a definite need, contributing substantially to broader cultural horizons of both students and teachers and serving the needs of school children in this dominantly rural area with many schools in relatively remote locations.

Press, radio, and television media in the area have been cooperative and helpful in publicizing the project. Programs are distributed to schools by description and are made available to teachers through school offices to provide the services through appropriate channels. Programs are correlated with distribution of films and other aids by the Instructional Materials Center, also a division of the Coos County I.E.D. and an integral part of the Southwest Oregon Education Center project. Lines of communication were established at all levels with administrators whose endorsement and support of the project enabled it to grow beyond expectations.

The program is under the direction of David T. Saunders, a resident of Oregon since 1938. Mr. Saunders has been involved with education since 1939, first as an industrial training engineer and then as a high school teacher of English, having earned his degree at Portland State College. As a training engineer he traveled extensively in the United States, Canada, Hawaii, and Australia. A veteran of World War II, he has been a revenue agent, a technical writer, lecturer, and critic. His wife and four children have remained in Portland while he is on assignment in Coos Bay.

The affirmative results of programs presented under this project are the awakening of interest and the projection beyond the self that stimulate development of the inner resources which help our school children grow into well-integrated men and women. The success of the project in its first year shows that the Center has become an important factor in providing well-rounded education for the school children of southwest Oregon.

Page 2--Thursday, Oct. 6, 1966, The Courier

Cultural Program is offered S.W. Oregon



Students in Southwest Oregon schools are being offered a program of cultural enrichment under Title III of the Federal Elementary and Secondary Act of 1965. As part of the Intermediate Education District, the Southwest Oregon Education Center is offering programs of cultural enrichment that include anything from wood carving to Swahili.

Appointed to carry out the program is David T. Saunders, educator, writer, and traveler. Saunders has been in education for more than 20 years, first as an industrial training engineer throughout the United States, Canada, and Australia. His varied background, which includes service in the Army in World War II, investigative work as a Revenue Agent, and teaching in aeronautics, is admirably suited to arrangement of the varied programs that are available through local individuals and agencies.

Programs will be taken directly into the classrooms at the request of teachers, to "promote cultural growth for the dominantly rural population of this area through the involvement of local and outside cultural agencies and individuals." Individuals, industrial and service agencies are invited and encouraged to participate in the project. Program artists and experts will be paid for their services.

The artists and experts who will offer their talents to students will not necessarily have degrees or teaching certificates but will be qualified to present programs arranged by the Center. The purpose of the project is to help our school children to a better understanding of the American way of life through exposure to the fine arts, modern industrial methods, and everyday living.

The Southwest Oregon Education Center will serve Coos County, Curry County, and western Douglas County. Individuals with talent are invited to communicate with the center at the Courthouse in Coquille.

The World, Coos Bay, Ore., Tuesday, Oct. 11, 1966

SWO Cultural Enrichment Program Eyed By Educators

Thirty-four years from now, the world will enter the year 2,000. Children in the first grade now will be 40 years old then—leaders in the community, state and nation.

What kind of education do they need now to prepare them for this challenge?

This was the question posed by Thomas Walker, superintendent of Coos County Intermediate Education District (IED), at a meeting in Coos Bay recently to form a Cultural Advisory Committee.

This educational need is the underlying reason for offering to schools in Southwestern Oregon a cultural enrichment program, designed to meet the widening scope of demands being made upon educators as they try to determine in which direction to point their teaching skills.

The advisory committee would act as liaison between Southwest Oregon Education Center (SOCE), a division of the IED, and the community. It also would search out and recommend to David Saunders, director of Cultural Enrichment Services with SOCE, artists and experts who have something of value to offer school children and to work with him in the follow-up of programs. SOCE embraces schools in Coos, Curry and Western Douglas counties.

The cultural enrichment program, as Saunders explained his concept of it, is not a fine arts project. Rather, he noted, it seeks to improve the students' knowledge of the culture of modern society and goes beyond the social graces and lessons in traditional cultural areas.

It includes lessons in the deeper meanings of today's culture relative to problems encountered in the modern world, tries to relate what is taught in the classroom to practical experience by exposing the students to opportunities to enlarge their outside interests and thus develop greater inner resources.

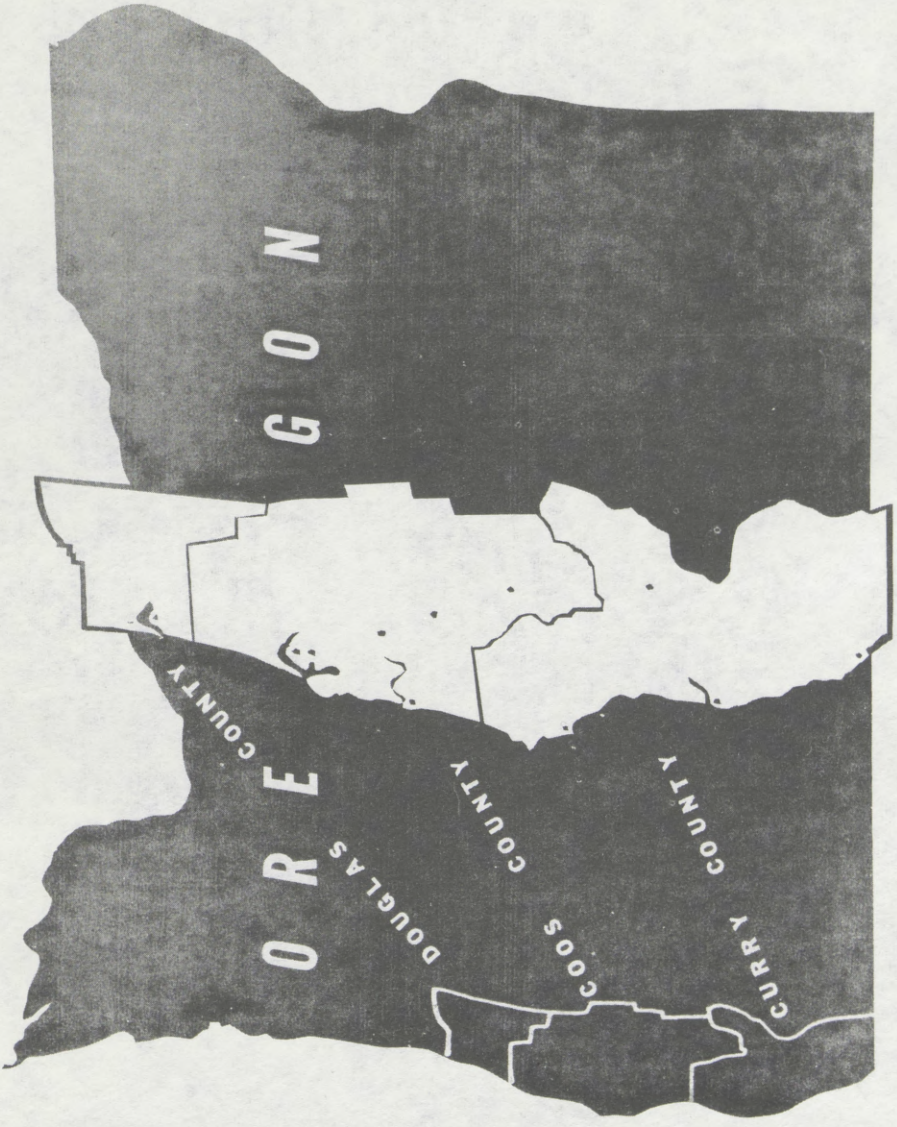
Programs in process include taxidermy, Indian artifacts, Japanese dance, painting, music, gems and minerals, graphoanalysis, sculpture, weaving, ceramics. Also available are wood carving, grooming, Alaska, Africa, pottery wheel, pidgin languages and Australia.

Instructional materials available through the program include teaching aids to supplement work of teachers in the areas of meteorology, electricity, astronomy, microscopy, graphic arts, light, scale models, optics, mathematics, chemistry, photography, sound, color and biology.

The ultimate aim of the enrichment service is to provide a continuing type of program to retain the student's interest and give him contact with others in the field of his choice. It would develop new pride in himself and open new areas of interest to him.

The enrichment program is being offered by IED under a federal grant through the Elementary and Secondary Education Act of 1965.

The program would be implemented through utilization of local persons who have some talent or ability to pass on to the students. Also included would be leaders in the business world who could define and outline specific problems met in modern merchandising and how these problems are solved; instruction in good grooming, for boys as well as girls; broadening of such classes as drivers education through explanation of accident and liability insurance; and other facets of living in today's society.


GON
ORE
COUNTY
DOUGLAS
COUNTY
COOS
COUNTY
CURRY

Southwest Oregon Education Center School Census

COOS COUNTY	Grades Included	ADM	No. of Teachers
Coquille School District 8			
Elementary Schools			
Fairview	1-5	64	3
Jefferson	1-6	290	14
Lincoln	1-6	279	14
Riverton	1-5	63	3
Washington	1-6	297	14
Coquille Jr. High School	7-9	433	28
Coquille High School	10-12	369	29
Coos Bay School District 9			
Elementary Schools			
Allegany	1-6	43	4
Blossom Gulch	1-6	549	27
Bunker Hill	1-6	309	16
Charleston	1-6	291	17
Coos River	1-6	126	5
Eastside	1-6	340	17
Englewood	1-6	276	15
Greenacres	1-6	112	6
Madison	1-4	351	16
Market	1-4	167	12
Michigan	5-8	530	28
Millington Building	-8	56	7
Milner Crest	1-6	297	16
Sumner	1-6	129	6
Marshfield Jr. High	7-8	298	17
Millicoma Jr. High	7-8	426	20
Marshfield High School	9-12	1963	110
North Bend School District 13			
Elementary			
Bangor	1-6	371	14
Glasgow	1-6	137	6
Hillcrest	1-6	447	18
Lakeside	1-6	158	6
Roosevelt	1-6	223	11
Sunny Hill	1-6	321	13
North Bend Jr. High	7-9	755	40
North Bend High School	10-12	646	38
Powers School District 31			
Powers Elementary School	1-8	190	9
Powers High School	9-12	88	9

Southwest Oregon Education Center School Census

COOS COUNTY	Grades Included	ADM	No. of Teachers
Myrtle Point School District 41			
Elementary Schools			
Arago	1-6	59	7
Bridge	1-8	131	8
Broadbent	1-6	50	5
Dora	1-6	31	3
Maple	1-2	129	7
Myrtle Crest	4-8	487	24
Spruce	2-3	115	7
Myrtle Point High School	9-12	458	31
Bandon School District 54			
Elementary Schools			
Bandon Heights	1-2	179	8
Ocean Crest	3-6	325	16
Harbor Lights Jr. High	7-8	140	8
Bandon Senior High School	9-12	309	19
COUNTY TOTALS			
Elementary 35		7922	
Junior High 5		2053	
High School 6		3833	
CURRY COUNTY			
Port Orford-Langlois District 2			
Elementary Schools			
Langlois	1-8	207	9
Port Orford	1-8	318	14
Pacific High School	9-12	241	15
Gold Beach School District 3			
Elementary Schools			
Gold Beach	1-3	244	12
Riley Creek	4-8	357	19
Agness School District 4			
Agness Elementary School	1-5	7	1
Ophir School District 12			
Ophir Elementary School	1-8	163	10
Brookings-Harbor School Dist 17			
Elementary Schools			
Azalea	5-8	490	20
Kalmiopsis	1-4	540	23
Brookings Harbor High	9-12	462	27

Southwest Oregon Education Center School Census

CURRY COUNTY		Grades Included	ADM	No. of Teachers
Upper Chetco School Dist 23				
Upper Chetco Elementary		1-8	49	2
Gold Beach Union High Dist 701				
Gold Beach Union High School		9-12	339	21
COUNTY TOTALS				
Elementary	9		2376	
Junior High				
High School	3		1042	
DOUGLAS COUNTY				
Gardiner School District 9				
Gardiner Elementary School		1-8	157	10
Reedsport School District 105				
Elementary Schools				
Highland		KG-5	476	25
Pioneer		KG-8	410	19
Ash Valley School Dist 125				
Ash Valley Elementary		1-8	20	1
Reedsport Union High Dist 713				
Reedsport Union High		9-12	515	35
COUNTY TOTALS				
Elementary	4		1063	
High School	1		515	
TOTALS IN AREA SERVED				
Elementary Schools	48		11361	
Junior High Schools	5		2053	
High Schools	10		5390	
	63		18804	
Total Teachers			1014	

PROGRAMS BY CATEGORY

Commercial Services
- Insurance
- Taxidermy

Arts and Crafts
- Wood Carving
- Pottery wheel
- Handicrafts appreciation
- Bottle collecting
- Tissue parchment
- Spray paint pictures
- Indian pottery
- Bottle collecting
- Batik
- Tropical fish
- Driftwood sculpture
- Knitting
- Hooked rugs
- Origami
- Weaving
- Weaving
- Spinning
- Wood, leather burning
- Tissue parchment
- Yarn and driftwood
- Cone craft
- Ribbon flowers
- Plastic carving
- Ceramics
- Corsage making
- Local clay pottery
- Hooked rugs
- Leather tooling
- Interior design
- Gift ideas
- Gift ideas
- Wood carving
- Block printing
- Leather tooling
- Plastic casting (demonstration)
- Plastic casting (participation)
- Casting with plaster

Fine Arts, Dance
- Japanese dance
- Ballet movements for poise
- Choreography

Fine Arts, Music
- Music clinic
- Music festivals

Fine Arts, Painting and Sculpture
- Oil painting
- Sketching
- Oil painting
- Water colors
- Oil painting
- Painting with oils
- Perspective, composition
- Pastel
- Charcoal, pencil
- Textile painting
- Water colors
- Crayon drawing
- Charcoal sketching
- Oil painting
- Sculpture
- Print making

Fine Arts, Dramatics
- Television/theatre

Home Economics
- Cake decorating
- Meat handling
- Cake decorating
- Cake decorating
- Sugar molding
- Sewing knit and stretch fabrics

Cake design and decorating

Health and Safety, Industry
- Pollution in Coos Bay

Health and Safety, Physical
- Grooming for girls
- Clothing for girls
- Dating and behavior for boys
- Posture
- Self-confidence
- Cosmetology
- Grooming for girls
- Survival
- Dating and behavior for girls

Industry
- Paper making

Language
- Old English literature
- Graphoanalysis
- Graphoanalysis
- Story hour, primary
- Story hour, 3 and 4
- Medieval literature
- Pidgin English (Pilot program)
- French
- Spanish

Science, Botany
- Orchids
- Mushrooms
- Wildflowers, Coos and Curry
- Useful shrubs and flowers
- Wild plants

Science, Earth
- Minerals identification
- Gems and minerals
- Minerals and fossils
- Sand dunes

Science, Life
- Oregon birds
- Oysters
- Game and fish (15 sections)
- Marine biology
- Wildlife and conservation
- Snakes

Science, Mathematics
- Mathematics

Science, Optics
- Photography
- Pinhole photography

Social Studies, USA
- Alaska
- Alaska
- Indians of SW Oregon
- Menominee Indians
- Navajo Indians
- Coos County Indians
- Coos Indian Tribe
- Indian basket craft and culture
- Alaska as I Saw It
- USA Out West
- USA Back East
- Amazing New York
- American Indian Cultures

Social Studies, History
- French history, WWII, D-Day
- History of Empire, Oregon
- Escape from Libby Prison (Civil War)
- Ships history, Coos Bay
- Medieval history
- Reformation history
- History of SW Oregon

- Guinea, Africa
- Hong Kong

Social Studies, World
- Russia
- Australia (Pilot program)
- Africa (Pilot program)
- Baja California
- Holy Land
- Mexico
- The Arctic
- Mexico and Guatemala
- Panama
- Surinam
- East Africa and Big Game
- Mauritius
- Australia
- Vietnam
- Thailand
- Around the World
- West Canada
- East Canada
- Southeast Canada
- Guadalajara Loop
- Egypt Today
- Only One of Its Kind (American School, Alexandria)
- Farming in Egypt
- Ruins, Ruins Everywhere (Luxor)
- High Tension Line (Israel)
- Communist Yugoslavia
- Camping in Europe
- Magnificent Switzerland
- You'd Like Norway

PARTICIPANTS AND PROGRAMS

ED PUBLICOVER, Coos Bay Business man and amateur artist, he enjoys demonstrating to children the basic precepts of art. He is closely associated with the Coos Bay Art Museum

Insurance - Explains the purposes of the various types of insurance and the principles and theories involved

Sketching - Shows how to sketch, using basic forms first and sometimes progressing to figure sketching

Oil painting - Illustrates the basic principles of oil painting using prints of famous paintings. Covers, as much as time allows, the different schools of style

Water colors - Presents a basic program on primary colors together with mixing and application to paper. Also includes a study of the use of acrylic paints which are soluble in water. Students participate in these art programs

REV. L. C. SCHWANZ, Coquille

Taxidermy - Demonstrates taxidermy as a hobby. Has a display of specimens, materials used in work, and explains general practices of the trade. Tries to create a desire to note details of our world about us for more enjoyment and a desire to conserve what we have.

WILLIAM P. DOWNING, Myrtle Point Mr. Downing has his own shop in Myrtle Point where he spends all his time carving commissions for clients, such as plaques, coats of arms, emblems, and frames, mostly in bas-relief. Mr. Downing served five years apprenticeship in England where he was born and raised, and since retirement has returned to this craft full time.

Wood Carving - Mr. Downing gives a talk on the lost art of hand carving. He shows a variety of completed items and some of the tools used. Allows a question and answer period.

JOHN CONNORS, Coos Bay

Pottery Wheel - Mr. Connors demonstrates the actual use of the wheel to form pottery. Shows basics of how to make shapes, handles, spouts. Explains the use of tools and how to develop original ideas in design. Students participate

RUTH KONKA, North Bend Ex-kindergarten teacher, Mrs. Konka now operates a gift shop in her home, concentrating on finding unusual and beautiful handcrafts

Handicrafts - Shows the creative ability of various artists in handcrafted items: wood carvings made with saw and hatchet; driftwood bowls, Indian crafts, paper items, imported figurines. Encourages students to develop hobbies

LEANORE RUNN, Coos Bay

Bottle Collecting - Shows about 40 bottles from her collection of at least 500. Speaks with authority and humor on the various types of bottles and what makes them of interest to collectors. Explains tools necessary and good places to prospect for old bottles

ZERVA GLASSCOCK, Bandon. An ex-teacher who has always enjoyed puttering with her hands, she experiments with new craft processes enjoying the unpredictable results.

Spray painting - Uses dried leaves, flowers, and grasses as patterns and shows how to build a spray paint picture by actually doing one in the classroom.

Tissue parchment - Makes a paper similar to rice paper which can be used in making stationery, place mats, greeting cards.

IDA RONDEAU, Coos Bay. Mrs. Rondeau has taken special courses in Indian Pottery, and spent much time in research of Oregon Indians and their pottery.

Indian Pottery - Complete instruction on pottery techniques, how to prepare local clay to the right consistency and finish a pot or figure using the same techniques as the the Indians did. Students make small objects and fire them.

Bottles - Methods of locating and what to look for in collecting old bottles. Colors, shapes, characteristics and uses are explained.

Minerals and fossils - Includes field trips in local area. Location and identification of local agate, petrified wood, fossils; demonstrates gold panning. Also covers Indian arrow heads, including Indian method of making arrowheads of obsidian.

VERNITA PRICE, North Bend.

Tropical fish - the setting up of an aquarium, stocking, heating, food are explained. Species of fish are described, and the anatomy and habits of tropical fish are covered.

BERTHA BERGSTROM, Port Orford. Having become interested in driftwood after seeing some wood sculpture at a Carmel art show, Mrs. Bergstrom has followed her hobby for several years. She owns the Neptune Motel in Port Orford, where she is close to a steady supply of driftwood on the beach.

Driftwood sculpture - Demonstrates driftwood sculpture from the conception of the developmental idea to completion, including tools, materials, and finishing process.

EVELYN MACDONALD, Port Orford.

Knitting - Explains needle sizes and uses, types of yarn and suitability for garments. Shows samples and demonstrates actual knitting process.

Hooked rugs - Illustrates the various types of rugs and processes of dyeing material, as well as methods and needles used in creating various types of rugs. Students participate.

HARUKO CONN, Charleston. A native of Japan, Mrs. Conn explains and answers questions about Japanese life and demonstrates the art of Origami.

Origami - Japanese art of paper folding. The students work along with Mrs. Conn in folding various shapes and designs from squared paper. She explains the significance of the various designs in the Japanese culture.

LAURA SAUNDERS, Portland.
Japanese dance - Dressed in the native costume, Miss Saunders does a series of authentic Japanese dances, explaining the meanings and symbolism.

DEE LITTRELL, Coos Bay. Local dance teacher and charm course instructor.
Ballet movements for poise - Working to music, she uses the five basic ballet position to demonstrate the graceful method of moving the body and head. Used in conjunction with the gymnastics program.

MARILYN GRANNELL, Charleston. Co-owner with her husband of the White Whale, art gallery and coffee house in Charleston.
Choreography and television/theatre - An accomplished dancer, Mrs. Grannell uses records selected by the class, and explains the technique of choreography. She discusses the technicalities of television production, use of mike and cameras, stage settings, and make-up.

LIZ COKE, North Bend.
Painting with oils, perspective and composition, pastels, charcoal and pencil drawing - Techniques and methods, as well as tools and styling are covered in Mrs. Coke's programs, in which she encourages students participation.

DONNA KYSAR, Coos Bay.
Textile painting and cake design and decoration - Tube painting on a variety of materials is illustrated, and students participate. Design and use of color in decorating cakes, as well as methods and materials are shown.

LILLY MESSERLI, Bandon.
Cake decorating - A professional, Mrs. Messerli emphasizes the fun to be had in decorating as a hobby. Illustrates techniques and allows students to participate.

OLIVER WALDVOGEL, Bandon. Starting in the meat business at 16, Mr. Waldvogel spent 38 years covering all phases of the business.
Meat handling - Emphasizing the cuts of meat, determination of quality or grade, curing meat, and the importance of cleanliness in handling meat.

LOUISE HARGENS, Coos Bay.
Cake decorating - Demonstration of the effects that can be achieved. Ideas for cakes for different occasions. Preparation of decorative icings, methods of coloring. Students participate.

LAVONA WATERMAN, Bridge.
Cake decorating, sugar molding, graphoanalysis - Demonstrates the art of making frosting flowers, shows how to mark and design cakes. Children learn the art of making panorama eggs and other decorations from sugar molding. Uses flash cards to illustrate the various types of handwriting and the meaning of certain traits that appear in handwriting. Analyzes students' handwriting.

GEORGE ULETT, Coquille
Plastic carving - Internal carving in blocks of plastic with instructions in how to paint, shape, and finish the block after carving.

WILL SPEER, Gold beach.
Indian basket craft - Presents a demonstration of North American Indian baskets and basket making. Shows the raw materials, such as grasses and plants, and preparation of them for basket weaving.
Local clay pottery - Clay is dug, prepared basically, shaped into a simple form and after drying slowly is fired in an open firepit following the old Indian method. Students participate.

ROY BONE, Coos Bay.
Hooked rugs - Shows hooked rugs in various stages of completion, explains cutting and dyeing of materials and techniques.
Leather tooling - Exhibits tools and samples of work. Demonstrates lacing, as well as tooling techniques and finishing with color. Students participate.

DOROTHY VAUGHAN, Coos Bay. A prominent local artist and decorator, Mrs. Vaughan owns with her husband Vaughan Interiors and is active in the Coos Bay Artists League.
Interior design - Color and decor in interior furnishings.
Block printing - Demonstrates silk screen, woodcut and lithograph printing processes. Students participate by making a print.
Oil painting - Covers the history and styles of oil painting from cave walls to contemporary. Actually starts an oil in the second half of the program, demonstrating supplies and techniques.
Modern Religious Prints - A special tour offered by the Coos Bay Art Museum. Students were given the opportunity to view the special collection of religious prints on view at the museum with Mr. and Mrs. Vaughan and Ed Publicover acting as guides.

MARGARITA BRODIE, Norway. Mrs. Brodie is postmistress at Norway.
Gift ideas - Covers many varieties of craft ideas for making gifts, including art foam, eggshell craft, dolls. She has an interesting collection of U.S. plate block and United Nations stamps.

BEULA CHOAT, Coos Bay.
Wood carving, block printing, water colors, crayon drawing, charcoal sketching, oil painting, sculpture and leather tooling - Mrs. Choat's talents cover many fields. She demonstrates the tools and techniques used in all the above art forms and encourages student participation.

JAMES ALDRICH, Empire. Owner of the Empire Paint Co.
Plastic casting and casting with plaster - The use of plastics in making decorative articles from original designs and from molds, and the casting of plaster in molds are shown. Students participate by making plastic coasters.

FANNIE HOPSON, Bandon.
Sewing on knit and stretch fabrics - Proper handling and sewing of the new knit and stretch fabrics popular with young girls is the art illustrated by this program. Students participate.

DALE LONG, Charleston. Marine scientist with the University of Oregon Institute of Marine Biology.
Effects of Pollution in Coos Bay - Discusses and shows slides of a 3-year study of pollution effects in the local area.
Marine biology - Gives an illustrated talk on local marine life using colored slides. Discusses economy of the sea as to biological, physical, chemical and other environmental factors. Conducts field trips at local beaches.
Survival - Discusses and demonstrates some of the do's and dont's for survival when lost.
Sand dunes - Slides of the sand dunes area and the economy of the dunes as to the water table.

KATHLEEN MCNUTT, Coos Bay. Wife of a Coos Bay lawyer, mother, model, and charm school instructor, Mrs. McNutt has worked extensively with young people teaching proper social behavior and grooming.
Grooming - Emphasizes the importance of cleanliness in good grooming. Hair care, skin care, posture and individuality in dressing are covered. Students participate.
Clothing - Selection of clothing to do the most for the individual as well as to be in fashion. Explains the proper use of accessories.
Dating and behavior - Manners and morals are discussed with ample time allowed for a question and answer period and free discussion.

JOANIE DOSS, Coos Bay. An active and experienced model, Mrs. Doss feels her eight years in training and professional modeling give her a special rapport with students.
Posture - Proper stance and walking, correction of figure faults through posture.
Self-confidence - The importance of and development of self-confidence.
Cosmetology - Use and mis-use of all types of cosmetics are discussed.
Grooming - Skin and hair care, personal grooming and wardrobe selection are covered. Students participate.

MYRON ANDREWS, Coos Bay.
Paper making - An employee of Menasha 's paperboard division, Mr. Andrews uses colored slides to show the paper-making equipment and process and shows raw materials and finished products.

CLARA RADCLIFFE, Port Orford. Mrs. Radcliffe has a B.A., an M.A., and 30 hours toward a Ph.D. in English literature.
Old English literature, medieval history, Reformation history. Slanted to high school students, her program is a specialty in Old English literature but covers also medieval literature, history, and other aspects of the Reformation, especially in England

ESTHER LEACH, Bandon. A life-long interest in textiles led to her interest in weaving. Starting with a small loom, the Leaches found weaving such a fine family hobby that they bought a large loom.

Weavnng - Starting with simple paper strips or colored straws, depending on the age group, Mrs. Leach moves up through more intricate weaves. Covers the commercial and historical aspects of weaving, types of looms, and various textiles. Each student participates in some weaving.

RUTH BARNHART, North Bend. First president of the Coast Weavers Guild, Mrs. Barnhart has received more than 65 blue ribbons on handwoven fabrics in competitive exhibitions. She has taught weaving since 1950 and has had considerable professional training.

Weaving - Demonstrates methods of weaving using different types of looms. Has samples of work from different looms.

Spinning - Usually done in conjunction with the weaving program. Methods of spinning fibers, silk, cotton, linen, cedar bark, and wool are shown. Also includes a dye chart showing how familiar materials such as onion skin can be used in dyeing fibers for weaving. Students participate.

RICHARD COLLINS, Coos Bay.

Wood or leather burning - Starting with a basic sketch, shows how to shade and highlight with wood burning tools. The same technique is used to demonstrate leather burning.

Oil painting - Shows how to paint with oils from a light sketch.

CARYL SWEET, Coos Bay. An elementary teacher presently occupied with raising a family, Mrs. Sweet enjoys all types of art and crafts, and uses her talent in such work as 4-H and Campfire.

Tissue parchment and driftwood pictures - Assists students in making craft paper using colored tissue paper. The finished product can be used for bulletin boards, flowers, greeting cards. Driftwood pictures are created using the wood background with brads and yarn outlining a basic sketch.

Story hours - Made up of children's classics as well as new, best-loved stories and poems. Can be slanted to the various seasons and holidays or special topics upon advance notice.

SADIE LARSEN, North Bend. Mrs. Larsen indulges her interest in craft work by working with 4-H, Junior Garden clubs, Junior Grange and the Senior center.

Cone craft and ribbon flowers - Using dried seed pods, grasses, and cones students are shown how to create interesting, beautiful and imaginitive objects from native materials. Materials supplied by the IED are used by the children in learning to make ribbon flowers and to create a small corsage.

GERALDINE SLATTERY, North Bend. Ceramics, flowers, and photography occupy her time. With her husband, she is co-owner of Jack's Photo and Ceramic Shop.

Ceramics - Displays all phases of ceramics from greenware to the finished product. Illustrates the use of glazes and pours a mold while explaining the clays.

Corsage making - Students learn to create corsages from cones, pods, feathers, ribbon and even candy.

Photography - Covers care of camera and film, principles of composition, mounting photographs, and techniques of good picture-taking.

SUSAN WOLGAMOTT, Coquille.
Indians of Southwest Oregon - Mrs. Wolgamott draws on her own Indian heritage to talk about life among the Indians of Southwest Oregon. She uses many and varied artifacts to point out differences and similarities among tribes. She also discusses early pioneers of Coos and Curry Counties.

AUGUSTINE LLOYD, North Bend.
Menominee Indian Culture - Mrs. Lloyd was born on the Menominee Indian reservation in Wisconsin and is 5/8 Menominee Indian. She appears dressed in authentic costume and dicussses Menominee culture.

LOLA IAMES, Coos Bay.
Navajo Indians - Based on her life and experiences shared with the Navajo Indians while living on the reservation as a teacher and employee in the trading post. Through their language, history, religion, and culture, she shows their true way of life.

MRS. JAMES MAPLE, Empire. Born in Empire in 1896, Mrs. Maple has spent most of her life in the Bay area and has made a study of its history.
Coos County Indians - Tells about the local Indian tribe, especially the Kusan family, how they lived, their beliefs and customs.
Empire history - The early days of Empire, its founding, growth, and decline to almost a ghost town.
Civil War History - Concerned particularly with the incident of the escape of Northern prisoners from Libby Prison through a tunnel they dug. This story was told to Mrs. Maple by her grandfather, one of the escapees. She shows several Civil War articles passed down by her grandfather.
Coos Pioneer Museum tour - Field trip. Mrs. Maple conducts a tour of this local museum, of which she is a former curator.

BILL BRAINARD, Coos Bay.
Coos Indian Tribe - Displays artifacts, such as beaded work, baskets. He is thoroughly acquainted with Indians of this area by research and information from older members of his family. He is a member of the Coos Tribal Council.

MARY WOODRUFF, Port Orford.
American Indian cultures - General information and discussion of old Indian cultural areas to point out how American culture today relates to Indian culture of the past. Discusses family life, tribal controls, government, and religion.

VICTOR WEST, North Bend. Mr. West started a hobby of maritime research in 1938 and is now a recognized authority on maritime history and is a member of several world societies.
Shipwrecks and shipping in the Coos country - Discusses and shows pictures of vessels wrecked along the souther Oregon coast. Discusses the shipbuilding that was part of the Coos Bay economy for 90 years. Many of his slides date back to the late 1800's.

BERTHA BYRD, Coquille. A Master Graphoanalyst, Mrs. Byrd has spent many years in the study of handwriting analysis.

Graphoanalysis - Demonstration of how traits of character are indicated by handwriting. Makes a cursory analysis as time permits of each student's handwriting.

MADELEINE JOHNSON, Coos Bay. A native of France (Brittany), Mrs. Johnson returned to France for a visit in 1965.

French language and history - Speaking to classes in French, Mrs. Johnson assists with idioms, pronunciation, and forms.She also helps students understand French customs and culture. Living within 16 miles of Normandy beaches at the time of D-Day, she makes history of that period come alive.

MARIA PARRISH, Coquille.

Spanish - Born in Mexico, Mrs. Parrish is qualified to speak to classes in Spanish and to assist with idioms, pronunciation, and forms. She also covers customs and culture and displays many Mexican artifacts.

HARRY STAGE, Coos Bay. A retired entomologist, Mr. Stage traveled extensively around the world working in mosquito control and other projects. His programs are made up from his collections of hundreds of color slides, artifacts, and objects of art. He also cultivates orchids.

Orchids - 36 color slides and specimen plants.
The Arctic, Hudson Bay and Northern Norway
Mexico and Guatenala; Panama; East Africa and Big Game
Mauritius; Australia; Viet Nam;Thailand; Around the World.

AL QUALMAN, Coos Bay. Retired oyster culturist and real estate developer.

Mushrooms - Covers types, culture, and edibility.
Oysters - Related particularly to the oyster industry and development in Coos County. Covers biology and ecology of oysters as well as the commercial aspects.
Snakes - Biology, ecology, and conservation. Balance of nature. Identifies various varieties and habits.

ROSAMOND HESS, Wedderburn. Myrtlewood shop owner.

Wildflowers of Coos and Curry Counties. Useful shrubs and flowers. Wild plants. From a file of more than 800 slides, shows 60 to 90 slides of wildflowers of the area. Discusses conservation. Shrubs and flowers used as medicine and food by Indians and early settlers. When possible, specimens are shown and bulletin board material developed.

OMER GUERIN, North Bend. A retired mining engineer, Mr. Guerin is an active collector of minerals and a member of the Coos County Mineral and Gem Club.

Gems and minerals - Covers the fundamentals of mineral identification in non=technical terms. Students are encouraged to bring rocks to class for identification, particularly rocks of the local area.

HENRY PUTNAM, Coos Bay. A noted collector and historian of agates and valuable minerals.

Gems and minerals - Discusses cutting and polishing of gem stones, their identification and location.

HILDA REIHER, North Bend. A retired teacher and co-owner of Bayview Myrtlewood Shop in North Bend.

Oregon birds - Uses 40 slides to identify Oregon birds. Shows feeding trays, bird houses, food charts, and samples of nexting materials.

ED TROYER, North Bend. Local outdoor show TV personality and businessman.

Game and fish - Biology, ecology, and management. Mr. Troyer shows and narrates films on hunting, fishing, outdoor life, game and fish management and conservation. Programs can be adapted to any subject or grade level.

LANS LENEVE, Langlois. Descendent of an early Oregon pioneer family, Mr. Leneve has been active in sportsmen's clubs and all forms of outdoor activities. He has quthored an outdoor column as well as a book for sportsmen and is recognized as an authority on Oregon game.

Wildlife and conservation - Disucsses Oregon game animals and birds with emphasis on the necessity for protecting our natural resources.

Coos-Curry History - Early life of the pioneers, problems of daily living, transportation, industry, disastrous fires and floods in the local area.

ROY W. HENDRICK, Brookings. A retired teacher, Mr. Hendrick has traveled extensively throughout the world and has taken thousands of colored slides including 1500 last year from Egypt to Norway. His programs are based on selections from his collection. On one of his presentations to the school children at Upper Chetco, he was accompanied by a visitor from Egypt.

Alaska as I Saw it; West Canada; East Canada' USA Out West; USA Back East; Amazing New York; Guadalajara Loop; Egypt Today; Only One of its Kind (American School, Alexandria, Egypt); Farming in Egypt; Ruins, Ruins, Everywhere (Luxor); High Tension Line (Israel); Communist Yugoslavia; Camping in Europe; Magnificent Switzerland; You'd Like Norway.

Let's Just Talk - a program on mathematics emphasizing its importance in the modern world.

Pinhole Photography - Shows students how to make a pinhole camera, demonstrating the optical principles of a lens, and how to take and develop photographs with it. Students are provided with the materials.

AUDREY LOFTUS, Coos Bay. A resident of Alaska for 40 years, Mrs. Loftus has written three books on the Athabascan Indians as well as several magazine articles. She is a graduate of the University of Alaska.

Alaska - Mrs. Loftus draws on her background for a series of anecdotes on Alaska's interior native people and for general information on our 49th state.

DOROTHY LOFTUS, Coos Bay. At the age of six months, Mrs. Loftus pioneered in Alaska with her parents and lived there for 41 years. She has made many trips to Alaska over the Alcan Highway.

Alaska - A large and beautiful as well as historically important collection of slides, artifacts, and other exhibits forms the basis for her programs on Alaska. History and culture are emphasized. A dynamic and colorful speaker, Mrs. Loftus has captured the imagination of students wherever she appeared. She was one of the first participants to travel the difficult road, especially in winter, to Agness.

GEORGE WELCH, Bandon.
History of Southwest Oregon - Some of Mr. Welch's family came to Oregon more than 100 years ago. He has a large collection of old-time pictures of steam boating, early logging, mining, and historical personalities. He has made an exhaustive study of the history of the Coos Bay area and in collaboration with the Center is presently compiling material for a book on Southwestern Oregon History stressing human interest factors.

MARY BUSTERUD, Coos Bay. Mrs. Busterud is a civic leader in the Coos Bay area and has been active in many community activities.
Russia - Mrs. Busterud visited Russia in 1965 and speaks on Russian culture, cities, schools, and libraries.

ARLAN FISCHER, Coos Bay.
Baja California - Mr. Fischer acquired slides, artifacts, and other exhibits on an expedition to Lower California. He narrates his story of the journey, occasionally using simple Spanish which he translates. A question and answer period follows.

CHESTER FARR, Coos Bay.
Mexico; The Holy Land - Slides taken in trips through these countries form the basis of Mr. Farr's lectures. He also shows artifacts from each country.

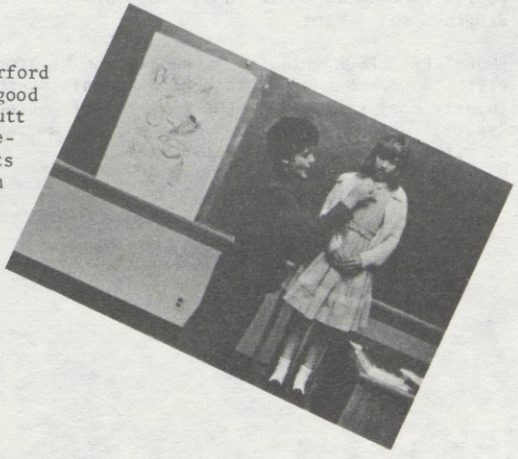
DAVID SAUNDERS, Coos Bay. Director, Cultural Enrichment Services. Presented three pilot programs early in the school year.
Australia - Color slides of Australia, particularly the Sydney area. Artifacts such as boomerangs, emu eggshell. Discusses Australian culture flora, and fauna, topography, climate.
Africa - Displays zebra skin, hippo teeth, other artifacts. Discusses East Africa and big game. Gives simple lesson in Swahili.
Pidgin English - Discusses pidgin languages, particularly Merlanesian Pidgin, and their place in language systems. Reads in Melanesian Pidgin a short story.

REV. ROBERT PATTERSON, missionary, Christian Missionary and Alliance Church On a visit to Coos Bay spoke to a high school assembly on China and particularly Hong Kong with respect to culture, economy, and politices. Spent several years in China and Hong Kong as a missionary. Spoke on the subject with admirable objectivity.



John T. Ogren, teacher, three mothers, and the five children in the little school at Agness, Oregon, in the mountains 32 miles up the Rogue River from Gold Beach, listen in rapt attention while Dorothy Loftus talks about Alaska.

Kathleen McNutt at Port Orford shows each girl the fine good grooming points. Mrs. McNutt is the most frequently requested of all participants and has visited nineteen of the schools served by the Center.





Susan Wolgamott's artifacts are enjoyed by school children who learn much about the history of Southwest Oregon from Mrs. Wolgamott's knowledge of Indian life and customs.



Children watch with close attention while Bill Downing demonstrates the ancient but nearly lost art of wood carving.



Roosevelt School
North Bend Oregon
May. 9, 1967

Dear Mrs. Loftus,
I liked it when you showed us the gold you got. I liked all you told us about yourself when you were young and all the men went to see the fur coat and it was a mastodon. I also liked when you showed us where you lived. I liked when the men took 3 day to build a swing through the permafrost. You must have had fun when you showed us slides. You showed dogs a lot and I liked it. Thank you for taking us to Alaska.

Your friend,
Dennis

Grade 5
ALASKA:PIONEERING SSA-2
Mrs. Dorothy Loftus
Typical of many letters received by this participant.

Laird Walker

Grooming

I thought that the discussion on grooming was very good. I thought she brought out the points very good and tactfully. Also I think Mrs. McNutt is a very good person to do this because she does use tact when bringing out many of the things. Also she is not so stiff in her talking that she does not allow a laugh here & there. I think she covered all of the points I would have liked for her. So I enjoyed it very much and would like to express my thanks.

Behavior

I thought she did a very good job with the subject of Behavior because it is probably a very difficult subject to discuss with a group of students she was not familiar with. I thought it was very good.

Millicoma Junior High School
Grades 7, 8
GROOMING, BEHAVIOR HSP-1,3
Kathleen McNutt

Typical of many letters
from students.

Riverton School
Riverton, Oregon
May 19, 1967

Dear Mr. Bone.
I liked your reigs. and cutter when you cutten the material thank you to come to our school I liked your picture it was intereting to learn, how you paint your picture first then dye your material to get your colors. It was so nice to have you come

Love,
Debra Lynn Parshall

Grades:Primary, elementary
Special education classes(MR)
HOOKED RUGS FAC-26
Roy Bone

Marshfield Jr. High
Coos Bay, Ore.
Nov. 7, 1966

Dear Mr. Saunders,

Mrs. Sandberg's 6 & 7 period class would like to sincerely thank you for coming to visit us and telling us about Africa. Your talk was interesting and exciting because you showed us actual things (proved to us that a Zebra's skin is not black and white). Your paper on the Swahili language was interesting because it helps make us understand another culture better. All the information you gave us will surely help several people with some of their reports about Africa and help us all on our test on Africa!

Thank you again!

Sincerely yours,
Dicky Sue Shalton
6 & 7 period
Class Secretary

Junior High School
AFRICA
Director's Pilot Program
Mr. Saunders

BOARD OF EDUCATION
(District No. 13)
William Shannon, Jr., Chairman
Wesley Murto
George H. McKenzie
Robert A. Emmett
Leland A. Roundtree
Rudolph Buselmeier
Edwin A. Troyer, Jr.

ADMINISTRATIVE ASSISTANT
Robert E. Bright

NORTH BEND PUBLIC SCHOOLS
HENRY H. HARTLEY
Superintendent and Clerk
TELEPHONES: 503—756-4012; RES. [redacted]
AIRPORT WAY
NORTH BEND, OREGON 97459

May 1, 1967

PRINCIPALS
R. V. Wilson
High School
Robert S. Bordner
Junior High
Lewis Holt
Roosevelt Elementary
Chester Arterburn
Hillcrest Elementary
Ora Burkes
Bangor Elementary
Ethel Cochran
Sunny Hill Elementary
Henry Scheirman
Glasgow Heights Elementary
Kenneth Stobie
Lakeside Elementary

North Bend High School
Career Day, April 14, 1967
15 programs were presented
for two periods each.

Mr. David Saunders, Director
Cultural Enrichment Services
Southwestern Oregon Education Center
2405 Colorado St.
North Bend, Oregon

Dear Mr. Saunders:

Many thanks for your participation in our Career Day through the provision of cultural enrichment programs. I am sorry I did not have opportunity to observe any of them as reports from students indicate they were very popular. I am convinced that they contributed greatly to the success of our Career Program.

I have been severely criticized by our students for allowing them opportunity to witness only one presentation during the afternoon. I attempted to get myself "off the hook" by indicating their classroom teachers could also request these programs. If we were to do this same type program again we would have to provide opportunity for each student to observe several presentations as a measure of self defense.

We are working on the evaluation sheets you left with us and will return them as soon as possible. Again, thank you for your help and cooperation and for the high quality of programs you presented for us.

Sincerely,

Carroll Cone

Carroll Cone
Director of Counseling

On March 31, 1967, a program on the subject of Dating and Behavior, Code HSP-3 was presented at Bandon High school by Kathleen McNutt.

Grade level - Junior and Senior Number in audience - 25

Was the program effective? *As always - very effective*

Did the program hold the students' attention? *100%*

Suggestions for improvement, modification, or change: *As suggested previously, Mrs. McNutt should appear at least every month. Her talk was informative, educational, helpful, enlightening, and much knowledge was conveyed. Between the topics "Clothing and Dating" - three or four appearances would be necessary.*

What follow-up activities have been planned or pursued? *Will have Mrs. McNutt return in April and May.*

/s/ Anne Madison

* * *

On April 3, 1967, a program on the subject of Vietnam was presented at Marshfield High School by Mr. Harry H. Stage.

Grade level - sophomores Number in audience - 120

Was the program effective? *Very*

Did the program hold the students' attention? *Yes - definitely*

Suggestions for improvement, modification, or change: *None*

What follow-up activities have been planned or pursued? *Discussions on understanding other people.*

/s/ Ora K. Niemela

On May 12, 1967, a program on the subject of Egypt Today, Code SSW-19 was presented at Upper Chetco school by Mr. R. Hendrick.

Grade level - 3rd and 4th Number in audience - 15

Was the program effective? *Yes. Very !*

Did the program hold the students' attention? *Yes*

Suggestions for improvement, modification, or change: *I can't suggest any changes. The children were enthralled right through and asked numerous questions afterwards.*

What follow-up activities have been planned or pursued? *We had been studying Egypt for two weeks previously, and are continuing the study. The students are so keen we will continue for the remainder of the school year.*

/s/ Dorothy Round

* * *

On March 8, 1967, a program on the subject of Mexico, Code SSW-5, was presented at North Bend Junior High by Mr. Chester Farr.

Grade level - 9 Number in audience - 18

Was the program effective? *Yes*

Did the program hold the students attention? *Yes*

Suggestions for im provement, modification, or change: *None*

What follow-up activities have been planned or pursued? *This lecture ends a six-week study of Mexico in conjuntion with Spanish.*

/s/ Jane P. Schultz

On May 29, 1967, a program on the subject of Egypt Today, Code SSW-19, was presented at Azalea School by Mr. R. Hendrick.

Grade level - 7th Number in audience - 100

Was the program effective? *Yes*

Did the program hold the students' attention? *Yes*

Suggestions for improvement, modification, or change: *We considered it a rare privilege to not only have Mr. Hendrick - but also his guest, an honest-to-goodness Egyptian.*

What follow-up activities have been planned or pursued? *A study of Egypt in Social Studies classes.*

/s/ *LouElla Kurle*

* * *

On June 1, 1967, a program on the subject of Sand Dunes, Code SCE-4, was presented at Bunker Hill school by Mr. Dale Long.

Grade level - 4 Number in audience - 50

Was the program effective? *Yes and no*

Did the program hold the students' attention?

Suggestions for improvement, modification, or change: *The vocabulary was a little over their heads at points.*

What follow-up activities have been planned or pursued? *None*

/s/ *Gail Munnecke*

On May 31, 1967, a program on the subject of Indians of Southwest Oregon, Code SSA-3, was presented at Blossom Gulch school by Susan Wolgamott.

Grade level - 3 Number in audience - 75

Was the program effective? *Yes*

Did the program hold the students' attention? *Yes*

Suggestions for improvement, modification, or change: *I would suggest no change. Mrs Wolgamott has many interesting items of display and the children showed a keen interest.*

What follow-up activities have been planned or pursued? *The day following, one class went to the local museum.*

/s/ *Beth Andersson*

* * *

On January 27, 1967, a program on the subject of Hunting the Hippo, Code SSW-2 was presented at Michigan Avenue school by Mr. Saunders.

Grade level - 7 and 8 Number in audience - 24

Was the program effective? *Extremely so*

Did the program hold the students' attention? *They were fascinated.*

Suggestions for improvement, modification, or change: *None*

What follow-up activities have been planned or pursued? *This was a conclusion for our past two weeks study of Africa .*

/s/ *Mrs. Avnell Mayfield*

P.S. Mr. Saunders presented a fascinating program that captured the interest of everyone. He spoke on their level and encouraged discussion. The students were really excited about the whole program and especially enjoyed examining the articles he brought to show.

On April 21, 1967, a program on the subject of Art, Code FAP-8, was presented at Michigan Avenue school by Liz Coke.

Grade level - 6 Number in audience - 30

Was the program effective? *Yes*

Did the program hold the students' attention? *Yes*

Suggestions for improvement, modification, or change: *None*

What follow-up activities have been planned or pursued? *None*

/s/ Barbara Reynolds

* * *

On April 4, 1967, a program on the subject of Weaving and Spinning, Code FAC-15, was presented at Bunker Hill school by Ruth Barnhart.

Grade level - 3 Number in audience - 44

Was the program effective? *Very*

Did the program hold students' attention? *Yes*

Suggestions for improvement, modification, or change: *The program gave my students a very rich experienee. J. Watkins*

This program enriched our unit on clothing to a great extent and brought them to a good climax for the unit. W. Landess

What follow-up activities have been planned or pursued? *We wrote an experience chart together. We reviewed with much more interest and enjoyment.*

/s/ J. Watkins

W. Landess

On February 14, 1967, a program on the subject of Pioneering in Alaska, Code SSA-2 was presented at Kalmiopsis school by Mrs. Dorothy Loftus.

Grade level - 4 Number in audience - 158

Was the program effective? *Very*

Did the program hold the students' attention? *Yes*

Suggestions for improvement, modification, or change: *The only improvement I could suggest would be to allow this speaker more time. Her wealth of experience, information, and enthusiasm captivated students and teachers alike.*

What follow-up activities have been planned or pursued? *Discussion, pleasure reading, library research.*

/s/ Mrs. Roberta Smilnak

* * *

On February 13, 1967, a program on the subject of Graphoanalysis, Code LNE-2 was presented at Harbor Lights Junior High by Mrs. Bertha Byrd.

Grade level - 7 Number in audience - 75

Was the program effective? *Yes*

Did the program hold the students' attention? *Very well*

Suggestions for improvement, modification, or change: *The program was presented very well. The only suggestion I would have would be to use more student examples. Examine one volunteer's writing. There is so much for Mrs. Byrd to give, that certainly an hour is not time enough.*

/s/ Miss Karen Moore

On February 1, 1967, a program on the subject of Wood Carving, Code FAC-1 was presented at North Bend High School by Mr. Bill Downing.

Grade level - senior high Number in audience - 50

Was the program effective? *Yes, very much so.*

Did the program hold the students' attention? *Yes*

Suggestions for improvement, modification, or change: *Due to shortness of time, the finishing touches could not be demonstrated, but the whole demonstration was excellent. The program held the attention of the students even more than the oil painting program which they experienced earlier this year. Mr. Downing is an excellent demonstrator and I hope more schools will take advantage of his program.*

What follow-up activities have been planned or pursued? *A unit on carving in either leather, wood, soap, etc. according to students' economic ability.*

/s/ Heide Cummings

* * *

On December 15, 1966, a program on the subject of Pidgin English, Code LNF-1, was presented at Millicoma Junior High by Mr. Saunders.

Grade level - 8 Number in audience - 49

Was the program effective? *Yes*

Did the program hold the students' attention? *Yes*

Suggestions for improvement, modification, or change: *The program held the students' interest and was geared to their level.*

What follow-up activities have been planned or pursued? *Panel discussions on our English language and a movie.*

/s/ Sue Gohlinghorst

	School District Name	#	Appearances Ave.Aud. Per Prd.	Pgrms. Prsntd.	Fees	Audience	Cost/Pupil Fees	Total Cost Mileage	Cost/Pupil Mileage
Coos	Coquille	8	19	27	$ 895.00	968	.92	158.82	.16
	Coos Bay	9	34	227	7167.00	14060	.51	591.65	.04
	North Bend	13	36	57	1662.50	3239	.51	126.98	.04
	Powers	31	41	4	110.00	203	.54	47.90	.24
	Myrtle Pt	41	37	10	795.00	1361	.59	43.15	.03
	Bandon	54	40	39	1280.00	2646	.49	343.41	.13
Curry	Agness	4	4	22	535.00	111	4.82	295.35	2.67
	Brookings	17C	46	13	425.00	1049	.41	276.79	.26
	Gold Bch	3C							
	Gold Bch	UH1	26	6	245.00	390	.63	78.65	.20
	Ophir	12	18	7	175.00	129	1.36	101.40	.79
	Pt Orford	2CJ	40	10	260.00	476	.55	83.40	.17
	Chetco		12	3	75.00	37	2.03	4.80	.13
W.D.	Reedspt	U13	110	13	365.00	1878	.20	65.10	.04
	Reedspt	105C	52	16	420.00	1194	.35	86.35	.07
	Ash Val	125							
	Gardiner	9	34	8	260.00	480	.54	53.30	.11
	Private		27	22	640.00	832	.77	62.50	.08
	Extra T		40	2	80.00	200	.40	1.80	.01
Districts									
	Coos	6	34	363	11884.50	22434	.53	1296.51	.06
	Curry	7	25	61	1715.00	2192	.78	840.39	.38
	W. Doug.	4	66	37	1045.00	3552	.29	204.75	.06
	Private		27	22	640.00	832	.77	62.50	.08
	Extra T		40	2	80.00	200	.40	1.80	.01
	TOTALS		35	486	15389.50	29253	.52	2411.35	.08

T = Total R = Requesting NR = Not Requesting

	School District Name	#	No. of Teachers T	No. of Teachers R	Cost Per Teacher	No. of Periods	Cost Per Period	Cost Per Appearance	No. of Schools T	No. of Schools NR	No. of Schools R	Cost Per School
Coos	Coquille	8	105	8	$ 111.88	51	$ 17.55	$ 33.15	7	2	5	$ 179.00
	Coos Bay	9	339	69	103.87	413	17.35	31.57	17	1	16	447.94
	North Bend	13	146	25	66.50	89	18.67	29.17	8	1	7	237.50
	Powers	31	18	3	36.66	5	22.00	27.50	3	1	2	55.00
	Myrtle Pt	41	92	9	88.33	37	21.48	79.50	8	3	5	159.00
	Bandon	54	51	20	64.00	66	19.40	32.82	4	-	4	320.00
Curry	Agness	4	1	1	535.00	28	19.10	24.31	1	-	1	535.00
	Brookings	17C	70	11	38.63	23	18.47	32.69	3	1	2	212.50
	Gold Bch	3C	31						2	2	-	-
	Gold Bch	UH1	21	3	81.66	15	16.33	40.83	3	2	1	245.00
	Ophir	12	10	1	175.00	7	25.00	25.00	1	-	1	175.00
	Pt Orford	2CJ	38	7	37.14	12	21.66	26.00	5	1	4	62.50
	Chetco	23	2	2	37.50	3	25.00	25.00	1	-	1	75.00
W.D.	Reedspt	U13	37	8	45.62	17	21.47	28.08	1	-	1	365.00
	Reedspt	105C	34	12	35.00	23	18.26	26.25	2	-	2	210.00
	Ash Val	125	1						1	1	-	
	Gardiner	9	10	5	52.00	14	18.57	32.50	1	-	1	260.00
	Private		11	3	213.33	31	20.65	29.09	4	3	1	640.00
	Extra T			2	40.00	5	16.00	40.00	1		1	80.00
Districts												
	Coos	6	751	133	89.36	660	18.00	32.79	47		38	418.01
	Curry	7	173	25	68.60	88	18.35	29.75	16		10	171.50
	W. Doug	4	82	25	41.80	54	19.35	28.24	5		4	261.25
	Private		11	3	213.33	31	20.65	29.09	4		1	640.00
	Extra T			2	40.00	5	16.00	40.00	1		1	80.00
	TOTALS			189	81.42	839	18.34	31.66	73		54	284.99

SUMMER STUDENT THEATRE

The Southwest Oregon Education Center instituted a Summer Student Theatre as an innovative and exemplary project under Title III, ESEA of 1965, for instruction in the dramatic arts. The project began on June 19, 1967, and continues for ten weeks under the direction of ROD GAYTON.

One hundred forty-two school students currently enrolled in schools served by the Center under the Cultural Enrichme Services project, funded by Title III, ESEA of 1965, have registered. Classes are held at Marshfield High School, Coos Bay. Elementary students have the morning session, and high school and junior high school students have the afternoon session.

The Summer Student Theatre will produce THE WIZARD OF OZ with two casts. The students are doing all of the work incidental to production of plays - casting, producing, directing, stage and house management, posters, scenery. props, programs. The performances of the play will be open to the public free of charge.

The Summer Student Theatre is in keeping with the innovative and exemplary nature of the Cultural Enrichment Services provided by the Southwest Oregon Education Center under Title III. It contributes to cultural enrichment for school children in this area where the opportunity to participate in dramatic productions is not available to all schools. This opportunity has been made available to any student enrolled in area schools through the Summer Student Theatre.

APPRAISAL

It is evident from the foregoing report that the funds provided by the Federal Government for this Cultural Enrichment Services project under Title III, ESEA of 1965 (P.L.89-10), have been carefully administered, that the intent of the project has been carried out at a reasonably low cost per student, and that school children in the area served have benefited from programs that have brought to these schools otherwise unavailable knowledge of our own and other cultures.

Effective use of the Instructional Materials Center, an integral part of the Southwest Oregon Education Center, has been made by correlation of instructional materials available with programs on the basis of relationship to the subject matter.

THE UNIVERSITY OF THE STATE OF NEW YORK,
THE STATE EDUCATION DEPARTMENT,
Albany, N.Y., June 27, 1967.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: Enclosed is a report on the ESEA Title IV, Graduate Research Training Programs. This report may prove of assistance in your current efforts to evaluate ESEA Titles.

Sincerely,

LOUIS T. DILORENZO,
Director, Research Training Program.

Enclosure.

MEMORANDUM TO JOHN D. COLBY, U.S. OFFICE OF EDUCATION, FROM LOUIS T. DILORENZO, NEW YORK STATE EDUCATION DEPARTMENT, RE APPRAISAL OF ESEA TITLE IV GRADUATE RESEARCH TRAINING PROGRAMS, JUNE 15, 1967

This year 788 full-time students at 55 universities attended graduate training programs for educational researchers initiated under Title IV of the Elementary and Secondary Education Act of 1965. The cost of these programs was more than four and a half million dollars or better than 60 percent of the total 1966–67 appropriation for training programs and program development under ESEA.

A full-scale, definitive evaluation of these programs would at this time be both premature and impossible; any new program requires a period for adjustment and "learning from experience." However, it is appropriate that there be some appraisal of what is being done, a preliminary consideration of program operation that can serve as a guide for the inevitable program modifications. This report is such a preliminary appraisal, a set of reactions to the current graduate training programs in light of their intended purpose.

The purpose of the research training programs, it is asserted, is the over-all furtherance of the goals of the Elementary and Secondary Education Act—"to strengthen and improve educational quality and educational opportunities"—through the preparation of personnel trained to apply the principles, skills, and findings of research to the immediate problems of the schools. The bases for the reactions are a study of the proposals of the 85 funded programs; an analysis of the ratings and comments of those who reviewed the proposals; the visitation of a select group of programs for interviews with the directors, staff members, and trainees; and the personal experience of directing one of these training programs, a cooperative undertaking involving 11 universities, local school units, and a state education department. Before examining the programs, further consideration of their purpose is in order.

SUBSTANTIATION OF INTENT

The assertion that the research training programs are to further the over-all goal of the Elementary and Secondary Education Act is substantiated by a review of the Act and the hearings of the House and Senate Subcommittees on Education which preceded its passage. It is, to begin with, highly significant that the 89th Congress did not make the research training authorization a part of the Higher Education Act, which it also enacted in 1965, but included it in ESEA Title IV, the amended Cooperative Research Act. While the Higher Education Act has as its goal the improvement of programs, staff, instruction, and research at the college level, ESEA is to benefit the elementary and secondary schools. This crucial difference provides the framework for the kinds of research training programs to be funded under Title IV. It also points toward the ultimate goal, the *direct influence* of those trained in effecting changes in instruction and organization in the elementary and secondary schools.

The contention that this *direct influence* is the goal of the training program is well supported by testimony before the House and Senate Subcommittees. In his extended statement on the proposed legislation, then U.S. Commissioner of Education Francis Keppel noted that the innovation necessary for the United States to meet the challenge of educating larger and larger numbers of people in a changing society and an expanding world of knowledge "must be

based on the results of sound research rather than on fashion, fad, and fancy." For this it would be necessary to train researchers and make the results of research and development readily available to the schools. Commissioner Keppel saw the regional laboratories to be created under ESEA Title IV as providing one means "for the conduct of research, for the articulation of the results of research into forms that can be used in classrooms, for continuous testing of these forms, for the training of teachers in their use, and for making them available to local school systems." The problem of staffing these laboratories and providing the other research personnel needed in the years ahead could, he felt, be met by the creation of training opportunities at the laboratories and at other institutions throughout the Nation.

Dr. Flanders of the University of Michigan also stressed the importance of improving education through innovation and evaluation. "Federal research funds," he stated, "have had a unique role to play in the encouragement of local responsibility for the improvement of education. I am convinced that much more should be done to help local school districts conduct educational research, apply research findings, and evaluate innovations scientifically." Dean Stiles and Mr. Totaro, Placement Officer, of the University of Wisconsin expressed a similar opinion:

"Local supporters of educational research strongly recommend the broadening of the Cooperative Research Act to authorize support for centers for multipurpose educational research, for development and demonstration programs, for broadening the types of educational agencies eligible to conduct research, and to increase the investment in the program *to assure that the most pertinent research findings may be implemented in the Nation's schools with dispatch.*" (Italics not in original.)

This concern for the transfer of research into school practice was voiced by Committee Chairman Carl Perkins of Kentucky as he interrogated Dr. John Carroll of Harvard. "We are proposing in Title IV," said Representative Perkins, "to amend the Cooperative Research Act to provide training in the field of research and to provide for greater dissemination of that material into the elementary and secondary classrooms. Just how will these proposals assist the youngster in the elementary schoolroom in Charleston, West Virginia?"

Similar emphasis on the dissemination and application aspects of research are found in the statements of other witnesses before the House and Senate Subcommittees. Dr. Samuel Brownell, Detroit Superintendent of Schools and former U.S. Commissioner of Education, observed:

"One of the great deficiencies in educational research, to date, has been the lack of the important phase of field testing of preliminary research findings. In agriculture, health, and industrial research the essentiality of this aspect of research is well established. It is equally essential in education to find out the practicality and to demonstrate the effectiveness of laboratory or limited research findings."

Vermont Commissioner of Education John Holden stated:

"In supporting Title IV, as I do, I would like to underline the importance of one phrase which already stands in the Cooperative Research Act: 'And for the dissemination of information derived from educational research.' Here is the weakest link in our whole chain of effort to improve education. . . . Any fundamental change to be made within the next few years in our schools will have to be made by their present teachers and administrators. If they now had a balanced understanding of the products of educational research, what valuable changes would be occurring?"

At another point, Indiana Representative John Brademas raised a question as "to what extent . . . it is true that we have made advances in educational research, the results of which are lying on the shelves and are not being translated into practice in the schools of the country?" To this Dr. Carroll replied, "I would say to a considerable extent. I think we could point to a number of findings of various sorts which could be translated into the classroom."

That the research activities to be supported under Title IV should be linked with the other programs of the Elementary and Secondary Education Act was put most succinctly by Mr. Frank Karelson representing Americans for Democratic Action:

"While ADA fully supports the Educational Research and Training amendments to the Cooperative Research Act of 1953, we strongly urge that the com-

mittee report recommend that the research funds not be just research in a vacuum, but that the funds be designed to fully implement the purpose of Titles I, III, and V."

Consideration of the requirements for the evaluation of Title I local school programs for disadvantaged children and for the development and evaluation of Title III Supplementary Educational Centers bears out the need for research personnel oriented toward the transmission of research findings to school personnel and the solution of practical problems in actual school situations.

The activities to be pursued by persons trained in Title IV programs are best described as applied research. As suggested by some of the testimony cited, educational research has oftentimes been a thing apart from school operation. It has developed as a distinct speciality which has had only limited communication with or influence upon educational practices. Before examining the Title IV Research Training Programs in operation, it is necessary to consider the traditional orientation of educational research, for this tradition must be recognized as an influencing factor in the extent to which the intent of the program is attained.

TRADITIONAL EDUCATIONAL RESEARCH

It must first be acknowledged that the objective of direct influence upon the school is not a new one in educational research. In 1915, the National Association of Directors of Educational Research, the first professional organization in the field, incorporated this goal in its constitution. It specified that members were to be researchers in local schools and that the efforts of the Association were to be directed toward the solution of practical problems faced by educators. It was not long, however, before these researchers realized that they would have to develop the tools of their trade if they were to be effective in the resolution of school problems. This need produced today's refinements in research design, psychometrics, statistics, and data processing; it also produced a new cult of methodologists for whom the tool replaced the task in importance.

It was in the early days of educational research that psychology came into its own as an academic discipline. As efforts were concentrated on basic studies in learning, psychology offered high hope for education, and, in time, psychologists rather than schoolmen came to take the lead in educational research. With university psychologists dominating the field, the body of educational research has been overwhelmingly of a single disciplinary approach and, reflecting the university milieu in which it has evolved, it has been basic research rather than applied. Theoretical constructs, concepts, and hypotheses have come to overshadow educational problems. Researchers have been more concerned with detailing the psychological phenomena of the learning situation than with pursuing the educational problem to its solution.

There can be no question that theoretical research is the proper domain of the university professor extending the frontiers of knowledge in his chosen discipline. Neither can there be any question of the importance of theoretical research and the need of increasing support for such research and for the training of university researchers. However, one can question the compatability of traditional university research with the school-oriented research envisioned in the Elementary and Secondary Education Act.

The contrast between traditional research in education and a broader, more functional educational research which would include the development and dissemination activities of the "research engineer" has been recognized since the institution of the research training provision of Title IV. In 1965, in a preliminary draft for a Cooperative Research Project, "Roles for Educational Researchers," David L. Clark of the University of Ohio listed three salient aspects of the new legislation: The first was a broadening of the disciplinary base. "No one seriously contends," observed Dr. Clark, "that psychology is *the* vehicle for examining educational phenomena. It is expected that the new training programs will draw upon and involve the total range of discipline and cognate areas in the university." The second was the modification of the settings for research. It was noted that in contrast to the institutional restrictions of the previous Cooperative Research Program, through Titles I and III, ESEA tapped not only the university but very significantly the school system itself as a base for research and research-related activities. The third aspect was the extension of

the research role beyond university-based new-knowledge production to such areas as evaluation, invention, and design. "In effect," Clark summarized, "the research training program is expected to encompass research and research-related roles which will 'make the ESEA go'."

Having cited these expectations, Dr. Clark predicted three ways in which the proposals for training programs would conflict with the objectives of the ESEA.

"1. The programs will be dominated by a psychological approach to the training of researchers for education.

"2. The programs will emphasize the training of the researcher who will be based in a university setting attempting to produce new knowledge, broadly conceived, about education.

"3. The programs will be planned, executed, and evaluated with only modest reference to changes in the field which have been provoked by recent developments in education."

These predictions afford another framework for the examination of the federally supported research training programs.

THE RESEARCH TRAINING PROGRAMS

A review of the 85 training proposals approved for 1966–67 showed them to be very similar in content. Most consisted of a brief introductory statement as to the current and future need for increasing numbers of educational researchers followed by a listing of courses, an enumeration of university offices and facilities, biographical sketches of staff members to be involved, and a budget.

Of the 85 proposals, 58 failed to make any reference whatsoever to the Elementary and Secondary Education Act as a whole, to Titles I, III, or V, to the Research and Development Centers, or to state education departments. Eighteen proposals included single references to ESEA in terms of the need for researers "to evaluate Title I programs" or "to work with the laboratories." Only 9 proposals gave any indication of how the requested training programs related to or would make use of the programs and agencies affected by ESEA.

The U.S. Office *Guidelines for the Educational Research Training Program* specified that the "goals of the training programs should be made explicit and that the particular competencies to be developed should be related to these objectives." However, conspicuous by their absence from the proposals were the behavioral or operational statements of objectives so frequently advocated by educational researchers themselves as essential for sound program development and assessment.

Related to this was the infrequency of new courses or innovative training plans geared to the ultimate goal of applying research techniques in the solution of school problems. The dissemination and development roles of the educational researcher were, for the most part, completely overlooked in the program plans. The courses listed were, in keeping with traditional educational research, concentrated in the field of psychology. That this should be the case is not surprising when one considers that, as shown in table 1, page 10, psychology is most frequently the area of specialization of the program director. The following distribution parallels Sieber's findings on the departments or divisions most active in research in graduate schools of education. Thirty-two percent of the deans responding in the Sieber study ranked Educational Psychology first in research activity while 16 percent ranked Curriculum first, and 11 percent ranked Administration most active.

TABLE 1.—*Fields of specialization research training program directors*

Field	Number	Percent
Psychology	34	40
Curriculum	12	14
Administration	10	12
Foundations of education	10	12
Sociology	6	7
Special education	5	6
Statistics and measurement	4	5
Not classified	4	5

The traditional orientation of the research training programs is further emphasized by the fact that 77 of the 85 approved programs are at the doctoral level.

The lack of new approaches to the training of educational researchers had been noted by those reviewing the proposals. Originality was the one criterion on which more than 50 percent of the proposals were given a below average or average rating. The distribution of reviewers' ratings for originality and 13 other criterion items is given in table 2, page 11.

Distribution of reviewers' ratings of the 85 graduate research training proposals funded in 1966–67 [1]

Item	Below average		Average		Below and average curriculum, percent	Good		Excellent		Good and excellent curriculum, percent
	Number	Percent	Number	Percent		Number	Percent	Number	Percent	
Originality	22	17	48	37	54	48	37	12	9	46
Economic efficiency	12	10	36	29	39	50	41	24	20	61
Interdisciplinary effort	13	10	38	29	39	50	39	28	22	61
Criteria for trainee selection	8	7	37	32	39	49	43	20	18	61
Practicum	14	12	27	23	35	38	33	38	33	66
Methods and tools	5	4	36	30	34	42	35	38	31	66
Utilization of staff	9	8	29	25	33	51	43	29	25	68
Educational significance	10	8	29	22	30	43	33	48	37	70
Subject area	11	9	26	21	30	45	37	41	33	70
Staff qualifications	15	12	23	18	30	47	37	41	33	70
Program director's availability	12	11	21	19	30	41	37	36	33	70
Program director's qualifications	14	11	23	18	29	47	37	43	34	71
Clarity	12	10	14	11	21	42	35	53	44	79
Facilities	6	5	18	14	19	48	38	54	43	81

[1] Variation in number due to reviewers' omissions.

Among the proposals reviewed were some which did recognize the interrelatedness of the research training and other provisions of ESEA and which stated as objectives the training of applied researchers who would function at the elementary and secondary levels. Visitations were made to nine of the programs functioning under these proposals. These visits included interviews with the directors, staff members, and trainees in the programs and, where possible, attendance at seminars or class meetings.

As would be expected with several schools of varying size in different parts of the country, there was variation in both academic facilities and academic climate. At the same time, there were some common characteristics among the programs.

Even though the programs visited had been selected because of their seeming recognition of the need for a new approach to educational research training, they were in actuality an extension of the university-centered tradition. In general, the programs are operationally the ongoing doctoral programs of the sponsoring universities. Many of the trainees had been doctoral students prior to the initiation of the training programs; they are now pursuing previously chosen courses of study with the support of Federal grants. Most of these trainees continue to think of themselves as advanced degree candidates in a particular department—administration, guidance, curriculum, psychology, or some other speciality. They are not looking ahead to research positions in the schools. Some do not even consider research their field but think of themselves as future administrators, teachers, or college faculty members. Few of the trainees are aware of the various provisions of the Elementary and Secondary Education Act and their implications for career selection and development.

The thinking of the trainees is of course influenced by the program leadership. The directors hold established academic positions and assumed responsibility for the training programs in addition to other continuing duties. This has increased the tendency for the training programs to be engulfed in other academic programs rather than striking out in new directions. While, as pre-

viously stated, the programs visited had been selected because of their promise of innovations, very few new courses had been developed. In several cases, plans for new courses had been dropped. At only one of the universities were special sections of existing courses established for the trainees. The most frequent special provision for the trainees was a seminar at which visiting educators of note discussed their work. These seminars, made possible by the Federal funding, were universally regarded by the trainees as a highlight of their programs.

As for the goal of preparing researchers to work on school problems, the directors and their staffs found it difficult to discriminate between the training of basic and applied researchers. There was disagreement, for example, on the extent to which a researcher is responsible for disseminating research findings. There was a clear need for the delineation of research roles undertaken in Clark's Cooperative Research study.

The foregoing summary of proposals and programs confirms Clark's predictions as to the directions they would take. First, the training programs, 40 percent of which are headed by specialists in psychology, are dominated by a psychological approach. Second, the programs are university-oriented with the majority at the doctoral level. Many of the trainees are thinking in terms of college positions. There is little or no evidence among them of interest in the application of their research training in school situations. Whether or not this will change must be determined by a follow-up study, as planned by Sieber, of the professional placement of the trainees and the kind of research in which they engage. Finally, the evidence obtained from the proposals and from the program visits fulfills Clark's third prediction that the training programs would be planned, executed, and evaluated with only modest reference to recent changes in the educational field.

It must be said that the limited time for planning the research training programs and submitting applications for their support gave little opportunity for dovetailing their operation with other ESEA programs. Furthermore, the training programs were hampered by the lateness of the grants. Spirits have been further dampened by cuts in future financial support.

DIRECTIONS FOR THE FUTURE

The reduction in funds for Title IV Research Training Programs for FY68 in contrast to the 75 percent increase for Title III for that year suggests that there is some disappointment in the way the programs have developed. However, the need for research personnel persists and will increase. The question is, therefore, what can be done to strengthen the programs to fulfill their purpose.

It is apparent that, in spite of the hopes voiced for the training programs, their intent has not been fully communicated to those who plan and direct them. Before this communication can be achieved, there must be greater communication among those responsible for the administration of Title IV and the other sections of the Elementary and Secondary Education Act. For there to be interaction among the various ESEA programs, each administrative area must formulate its goals and describe, in operational terms, the programs through which they may be realized. With this explication, the ways in which one program area can complement and meet the needs of another will be made clear. For example, program descriptions for Titles I and III would lead to specification of the skills and competencies required for program operation. Such information would in turn serve as a guide for Title IV training programs which could be developed to meet actual personnel needs. One would anticipate that in the process considerable attention would be given to research development and dissemination functions. It is important that these activities be defined so that their conceptualization match the importance attributed to them. Adequate definition of research development and dissemination calls for increased support of studies like Clark's investigation of research roles. As these functions are systematically defined, Program Development monies provided under Title IV should be used for curriculum development and pilot programs in these areas.

Once those responsible for ESEA administration have improved communication, it is necessary that their corporate thinking and interrelatedness be communicated to those university personnel who will train the researchers. Securing the sympathetic support of the higher academic community will be a difficult task. Among those now directing training programs are many who doubt that research or even evaluation can take place in the schools. Many educators similarly hold that research will never make a contribution to the practitioner.

If the universities are to do their best in carrying out the training, the programs must be given greater status than they now appear to have. For this, it is of vital importance that a program not be restricted to a single department but that it be a university offering with policies formulated by a committee representative of several disciplines. It is equally important that the implementation of policy and coordination of activity be the responsibility of one individual, a faculty member of mature competency with a full-time assignment as director of the training program. Creation of a special post for the program director would attest to the faith of the university and the appointee in the program goals.

The appointment of a full-time director would also necessitate that there be not less than 20 trainee positions a year in a given program. Although this minimum size would be dictated by the salary requirements of an appointee of high academic rank, it would have the benefit of enhancing the status of the program. The current appropriation would permit 40 graduate programs with 20 trainees rather than 85 programs with an average of 9 participants as at present.

In the future, institutions applying for training program grants should be evaluated not only as to the caliber of their staff and facilities but as to the possibility of their cooperaing with Research and Development Centers, Regional Laboratories, Supplementary Educational Centers, local school districts engaged in Title I programs for the disadvantaged, and state education departments. Universities in proximity to these agencies would be able to capitalize on their experience, utilizing it in developing the training programs. At the same time, the various agencies would have available the services of the trainees in field placements and internships.

The desirability of having the universities and the trainees in close contact with the above agencies can not be overstressed. It is this association that will focus the attention of researchers on the practical problems of the schools and bring about the hoped-for contributions of research to the improvement of education.

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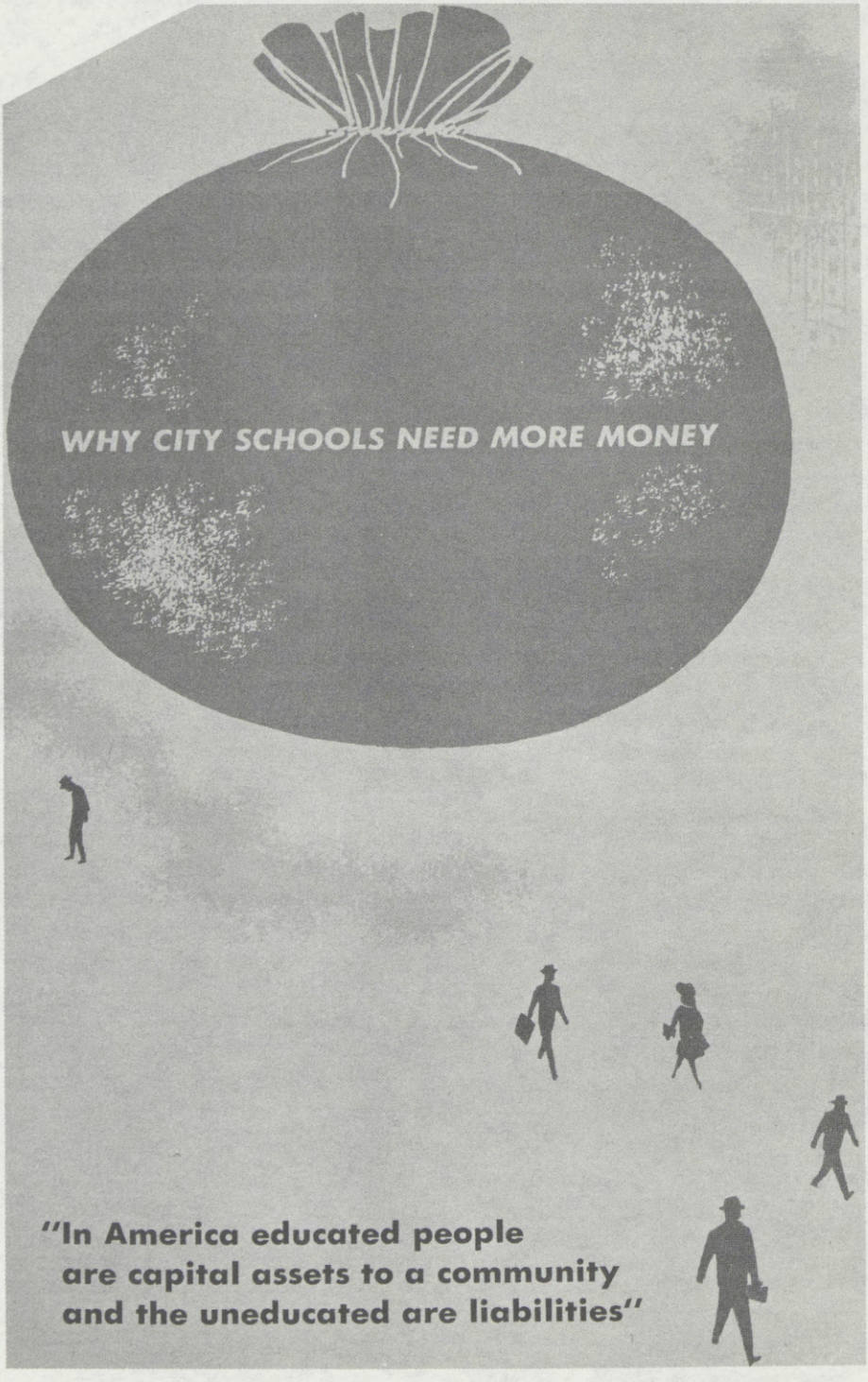

WHY CITY SCHOOLS NEED MORE MONEY
"In America educated people
are capital assets to a community
and the uneducated are liabilities"

WHY CITY SCHOOLS NEED MORE MONEY[1]

A Summary of

DETERMINANTS OF EDUCATIONAL EXPENDITURES IN LARGE CITIES OF THE UNITED STATES

by

H. Thomas James

James A. Kelly

Walter L. Garms

This Summary Distributed by

The Research Council of the Great Cities Program for School Improvement

5400 North St. Louis Ave., Chicago, Illinois 60625

2825



THE QUALITY OF EDUCATION in a particular city depends more on what can be locally afforded and on what is locally demanded than on what is needed or ideally desired; until the means are found to reverse that equation and let social policy for education determine the revenues to be allocated to education, the continuing decline of the city is certain. . . .

DECLINING FINANCIAL ABILITY to support education and increasing requirements for educational services have placed the public schools of America's great cities in a double bind so serious that only drastic increases in state and federal aid can permit city schools to meet the educational needs of their pupils.

So reported a team of Stanford University researchers in March, 1966, in a study pointing up the financial straits of urban public school systems across the country. The team, led by Professor H. Thomas James, Dean of Stanford's School of Education, found after 2½ years of research that:

1 **Per pupil costs across the country rose more than *three times as fast* as the average per capita value of taxable property in cities over a 30 year span.**

2 **Falling assessment ratios over the past 30 years are in effect shielding more and more existing property from taxation.**

3 **City school systems receive a smaller share of the local tax dollar than rural and suburban systems because of the high cost of numerous other municipal services required in large cities.**

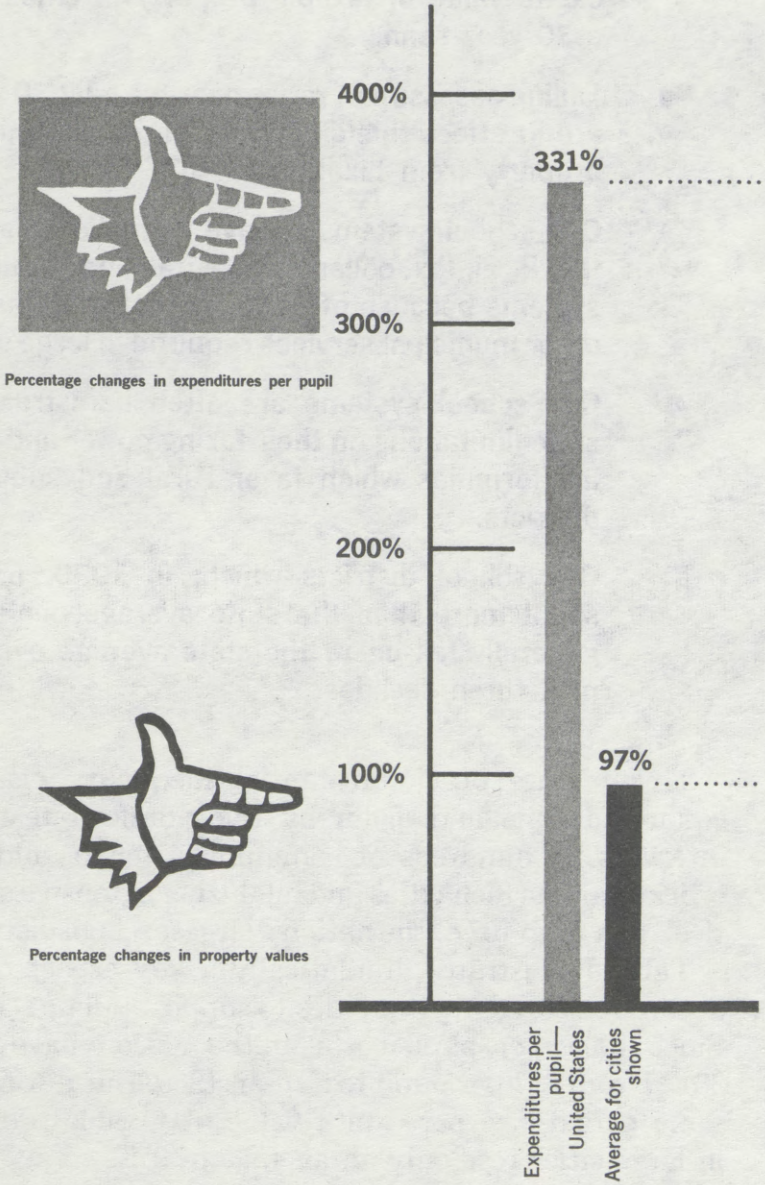
4 **City school systems are often hamstrung by state limitations on their taxing power and state aid formulas which favor rural and suburban districts.**

5 **City school districts which, in 1930, usually spent more than the state average per pupil, generally fell below the state average over the next three decades.**

This picture of circumstantial inequality was encountered time and again by the Stanford team by interviewing hundreds of community, school and city officials in fourteen cities and analyzing extensive statistical data from 107 of the nation's largest school districts.[2]

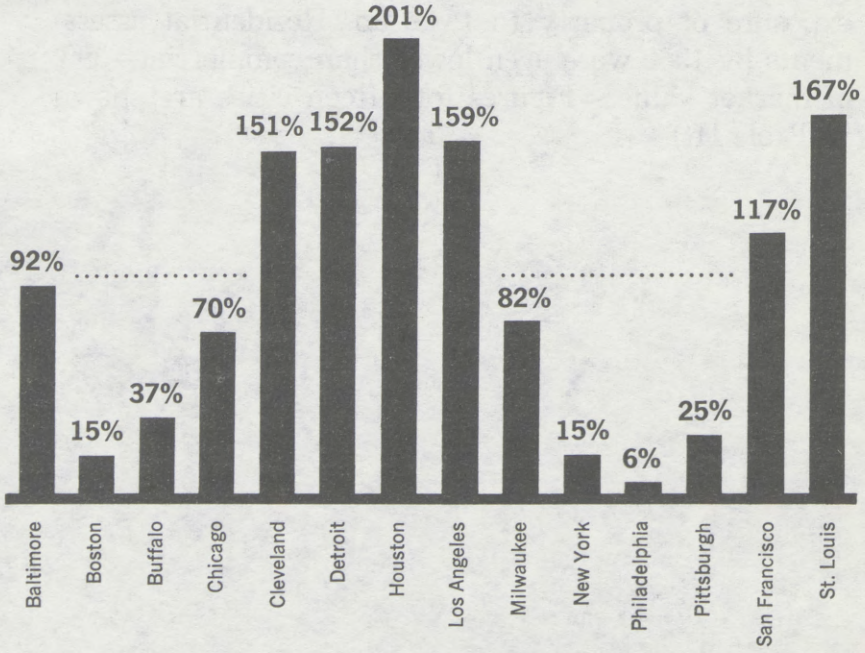
Table I illustrates dramatically a key aspect of the declining fiscal ability of cities to support public schools. Since 1930, per pupil costs in the nation have risen 331%, from $87 per pupil to $375 in 1960. But during the same period, the per capita value of taxable property in large cities rose only an average of 97%.

TABLE I: Percentage changes in property values per



capita in large cities and expenditures per pupil 1930 and 1960.

Full market values of property obtained by applying assessment ratios to assessed values; the ratios for 1930 were obtained from *National Municipal Review* (December, 1931), pp. 707-17, and ratios for 1960 were obtained by questionnaire from the school districts. Population data were drawn from U.S. Census reports.



Furthermore, in 1930 the average assessment of property in cities was 72% of market value subjecting a large proportion of property value to taxation. By 1960 average assessment had dropped sharply to 51% of current market value. In other words, what growth there was in property value tended to be undercut by limiting the exposure of property to taxation. Residential assessments by 1960 were even lower than commercial—39% of market value. (Figures for fifteen cities are shown in Table II.)

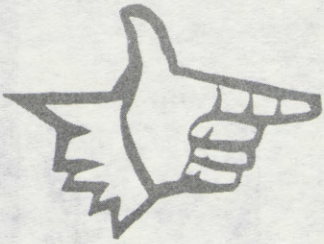


TABLE II: Ratios of assessed values to full market values in selected cities, 1930 and 1960, with assessment ratios on residential housing reported by Bureau of Census, 1962

City	Assessment Ratios		1962 Bureau of Census Ratios for Residential Property Only
	1930	1960	
Baltimore	90	64	55.5
Boston	90	66	34.6
Buffalo	80	60	N.A.
Chicago	37	55	35.5
Cleveland	80	45	35.4
Detroit	90	50	42.9
Houston	50	33	N.A.
Los Angeles	50	23	20.4
Milwaukee	73	53	48.4
New York	90	82	47.6
Philadelphia	90	68	57.7
Pittsburgh	66	55	35.8
St. Louis	65	30	35.6
San Francisco	38	25	11.8
Washington, D.C.	90	55	47.2

Source: Ratios for 1930 from *National Municipal Review* (December 1931), pp. 707-709; 1960 ratios provided by local officals; 1962 sales-based sample data, U. S. Bureau of the Census, *Census of Governments 1962, Vol. II, Taxable Property Values* (Washing, D.C.: U. S. Government Printing Office, 1963).

Through higher assessment of commercial properties, cities seem unwittingly to have promoted greater deterioration of their tax bases. The figures in Table II strongly suggest overassessment of commercial and industrial properties, relative to residential properties. This tendency doubtless encourages industry to move out of the city to a friendlier tax environment. To continue taxing arrangements which discourage the location of industries in cities needing every tax dollar possible would seem less than wise public policy.

Part of the squeeze on city tax revenues results from so-called "municipal overburden": requirements on cities to provide a much broader array of fire, police, health, welfare and other services than is necessary in smaller communities. Table III indicates the degree of competition for tax money public education in large cities faces.

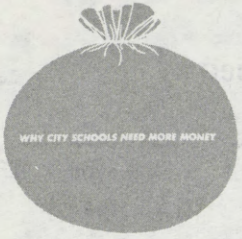


TABLE III:

Percentage of property tax levied by non-school governments

City	City Percentage	Average of Other Local Governments Within the State
Baltimore	67%	N.A.
Boston	73	73%
Buffalo	76	49
Chicago	60	44
Cleveland	58	N.A.
Detroit	57	48
Houston	64	N.A.
Los Angeles	54	49
Milwaukee	66	47
New York	77	49
Philadelphia	58	22
Pittsburgh	61	22
St. Louis	51	N.A.
San Francisco	71	49

Source: *The Challenge of Financing Public Schools in Great Cities*, the Research Council of the Great Cities Program for School Improvement, Chicago, Illinois, Table 9.



"...suburbs receive an average of $40 more per pupil in state aid than cities."

Stringent state restrictions on their taxing power frequently compounds the inability of big city school systems to meet their needs through local taxes. In seven[3] of the fourteen cities studied, states had placed limitations on school board taxing authority which did not apply to boards in smaller cities within the same states.

At the same time, most state aid plans aggravate the fiscal problems of big city school districts by favoring rural and suburban areas. In a recent study, Professor Alan K. Campbell, Director of the Metropolitan Studies Program at Syracuse University, reported that the suburbs receive an average of $40 more per pupil in state aid than cities.[4]

Both legal restrictions and discriminatory aid plans may reflect the suspicion with which rurally dominated legislatures have often viewed large cities. They also reflect the corollary view that big cities are better able to finance education than other communities and therefore require less financial discretion and less state aid.

This view, as the above should indicate, is a myth. It is true that in some cities the assessed value per pupil is above the statewide average. But this does not consider the demand for the tax dollar, which is well above the statewide average. Nor does it consider the known and exceptional needs for educational services in the large cities.

If city children required fewer and cheaper educational services, the fiscal problems of urban school systems would not be as severe. However, the opposite is the case: cities face an extraordinary demand for an expensive variety of educational services if hundreds of thousands of city children are to become productive taxpayers instead of welfare recipients. The decline of what is sometimes called the "human capital" of the cities is clear evidence of this need. Of the nation's 130 largest cities in 1940, only 39 were at or below their state norm in median years of schooling in the adult population. By 1960, 58 cities were below the median, and among the 58 were most of the nation's largest cities: New York, Chicago, Los Angeles, Philadelphia, Detroit, Baltimore, Cleveland, St. Louis, Milwaukee, San Francisco, Boston, Pittsburgh, and Buffalo.

In America educated people are capital assets to a community and the uneducated are liabilities. But when large numbers of educated persons move from city to suburb, taking all their productive skills and capital wealth with them, the city is weakened. It often happens in effect that an uneducated person moves in when an educated person moves out. As long as that pattern of exchange persists, the decline of the city is inevitable.

Some are inclined, with little evidence, to blame the city schools directly or indirectly for this unfavorable balance of trade in human capital. To do so ignores the facts that graduates of the city schools are numerous among the privileged who remain, and only rarely are graduates of city schools found among the city's underprivileged. It is probably more accurate to say that the cities *receive* human problems rather than create them. Yet the fact remains that the education levels of adult populations in cities is declining relative to state levels, and decay and danger accompany that decline.

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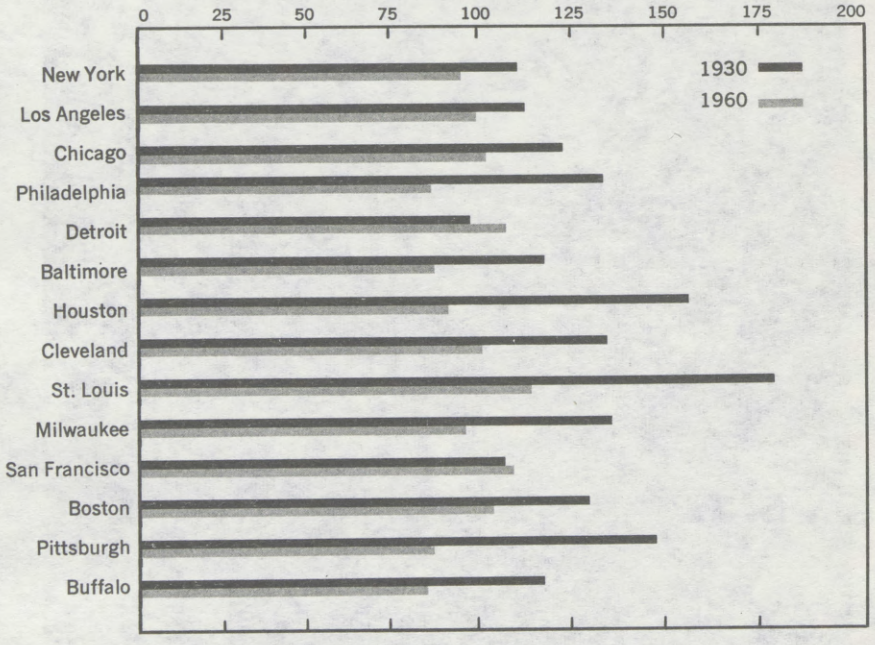
Reversing this dreary cycle is one of the urgent tasks of government today, yet Table IV indicates that expenditures per pupil in city schools decreased between 1930 and 1960 when compared to average state expenditures per pupil. That is, *per pupil* most cities spent more than the state average in 1930, but less than the state in 1960. For many cities this relative decline was dramatic; and contrary to the perception of some, recent federal aid programs are not substantially changing this situation.



TABLE IV: Current expenditures per pupil in selected cities shown as a percentage of mean state expenditure per pupil in 1930 and in 1960[a]



[a] That is, the current expenditure per pupil in each city was divided by mean current expenditure for the state in which the city is located.

Sources: City data for 1930 from U. S. Department of the Interior, "Statistics of City School Systems, 1929-1930," Chapter III, *Biennial Survey of Education, 1928-1930*, Vol. II, Table 6 (A.D.A.) and Table 13 (Total Current Expenditures). State data for 1930 from U. S. Department of the Interior, "Statisics of State School Systems, 1931-1932," Chapter I, *Biennial Survey of Education, 1930-1932*, U. S. Office of Education Bulletin No. 2, 1933, Table E, pp. 22-23. State data for 1960 from U. S. Department of Commerce, *Statistical Abstract of the United States*, 1963 (Washington, D.C.: U. S. Government Printing Office, 1963), Table 144, p. 115. City data for 1960 obtained by questionnaire from the districts.



Pointing out the "alarming" fiscal position of large city schools, the Carnegie Corporation of New York concluded in late 1966 . . .



". . . the nation is devoting many more resources to educating suburban children than city children. Or to put it another way, it is spending much more money to educate the children of the well-off than the children of the poor. *And every shred of available evidence points to the conclusion that the educational needs of poor children are far greater than those of affluent children.* By any measure one wants to use—pupil performance on tests, dropout rate, proportion of students going on to higher education—the output of the schools in the depressed areas of the cities is very much poorer than that of the suburbs. There is little reason to believe that even to equalize treatment would begin to close the gap. To achieve the substance rather than merely the theoretical form of equal educational opportunity requires the application of unequal resources: more rather than less to the students from poor homes . . . it is clear that the kind of money that is needed simply cannot be raised by the cities from local sources alone. *Much of it will have to come from increased state and federal aid.*"[4]

NOTES

[1] The full research report on which this specially prepared summary is based was entitled: *Determinants of Educational Expenditures in Large Cities of the United States*, by H. Thomas James, James A. Kelly, and Walter I. Garms, Stanford University, Stanford, California, 1966.

[2] The research reported herein was supported by the Cooperative Research Program of the United States Office of Education, Department of Health, Educa- and Welfare. Cooperative Research Project #2389.

[3] Buffalo, Chicago, Milwaukee, New York City, Philadelphia, Pittsburgh, and St. Louis.

[4] Carnegie Quarterly, Volume XIV, Number 4, Fall, 1966.

status report/1967

BALTIMORE
BOSTON
BUFFALO
CHICAGO
CLEVELAND
DETROIT
LOS ANGELES
MEMPHIS
MILWAUKEE
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1956-1967

The Research Council of the Great Cities Program for School Improvement

. . . to conduct studies of unique problems faced by the Great Cities.

Those associated with big city education have long recognized that their problems are unique. At professional meetings they have typically gathered to discuss the affairs which, while important to them, were not included on the official agenda. The acknowledged urgency of urban school affairs resulted in invitations to representatives of ten major city school systems to attend a 1956 meeting in Chicago to discuss programs for vocational education. The Great Cities Program for School Improvement was begun informally at this meeting.

As time went on, the need for a more permanent organization was realized. Thus, in February 1961, the organization was incorporated as The Research Council of the Great Cities Program for School Improvement, a not-for-profit, educational organization. Since that time, the membership has grown to include sixteen major cities. The purpose of the Research Council is to conduct studies of unique problems faced by the Great Cities in their efforts to meet the comprehensive public school needs of their citizens.

The various activities of the Research Council during the past year have been summarized in this report. The Research Council seeks to continue the development of improved educational opportunities for all children.

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HAROLD S. VINCENT, President SIDNEY P. MARLAND, JR., Vice President EILEEN C. STACK, Secretary-Treasurer CARL E. THORNBLAD, Executive Secretary

PRESIDENT'S MESSAGE

Since the formation of The Research Council of the Great Cities Program for School Improvement in 1956, the sole purpose has been the improvement of education for boys and girls. The Great Cities have endeavored to bring about this improvement through cooperative efforts involving Board Members, Superintendents, their Staffs and other recognized leaders in the profession. It has been the policy to concentrate our efforts on specific areas in which the problems are most pressing. Examples of projects in which the Council has engaged are Vocational Education, Education of the Culturally Deprived, Teacher Education, Fiscal Policy and School Building Rehabilitation.

Many of the Council programs have served as the basis for federal legislation. The Vocational Educational Act of 1963, the Elementary-Secondary Education Act of 1965 and the Teacher Corps are in part based upon studies conducted by the Research Council.

As we move into our second decade, we are looking further into the future of education in programs that will bring the full benefit of our advance technology to bear on the problems of education. An example is the Education Communication Project involving the integrated use of television, computers and instructional materials to be developed in such a way that the most effective use of these media may be focused on the teaching of the child in order that he may be an effective contributor to contemporary society.

The Executive Committee wishes to express their appreciation to the members of the Council Staff, the foundations and organizations that have funded various programs and to Board Members, Superintendents and their staffs for the contributions that have been made toward this achievement of the purposes of the Council.

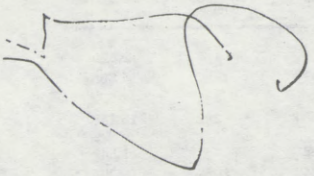
Harold S. Vincent
President



american cities

American cities possess some of the rarest treasures of art, the finest music and theater, the greatest universities, the loveliest parks, the most splended vistas, the most elegant and luxurious living, in the entire world. Yet they also contain degrading poverty, revolting slums, incredible traffic congestion, bitter racial tensions, physical decay and ugliness, political disorganization, and rising crime and delinquency.

President Lyndon B. Johnson
Economic Report of the President
January 27, 1966



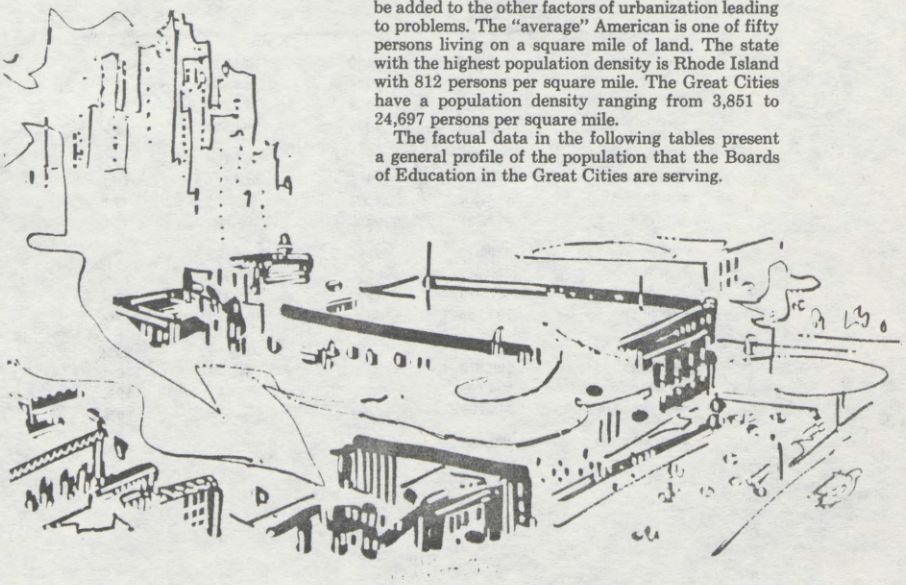
great cities

The sixteen Great Cities of the Research Council are currently caught up in a period of rapid change. Urbanization over the past several decades has been the cause of a number of problems being created in central cities while at the same time this process has denied the central cities the means with which to seek solutions.

The total number of pupils enrolled in the public schools of these sixteen cities has *increased by more than 31%* over the past ten years, while the population increase from the 1950 census to the 1960 census was only *three-tenths of one percent*. This created a tremendous demand for school buildings and services at the same time the number of taxpayers was *decreasing*.

The high density of population in the cities may be added to the other factors of urbanization leading to problems. The "average" American is one of fifty persons living on a square mile of land. The state with the highest population density is Rhode Island with 812 persons per square mile. The Great Cities have a population density ranging from 3,851 to 24,697 persons per square mile.

The factual data in the following tables present a general profile of the population that the Boards of Education in the Great Cities are serving.



Total Population Characteristics of the Great Cities U.S. Census 1950 and 1960

	1960	1950-1960 Change	1950-1960 % of Change	Population per square mile
Baltimore	939,024	− 10,684	− 1%	12,520
Boston	697,197	−104,247	−13%	14,586
Buffalo	532,759	− 47,373	− 8%	13,522
Chicago	3,550,404	− 70,558	− 2%	16,138
Cleveland	876,050	− 38,758	− 4%	11,542
Detroit	1,670,144	−179,424	−10%	11,964
Los Angeles	2,479,015	+508,657	+26%	5,447
Memphis	497,524	+101,524	+26%	3,851
Milwaukee	741,324	+103,932	+16%	8,255
New York	7,781,984	−109,973	− 1%	24,697
Philadelphia	2,002,512	− 69,093	− 3%	15,743
Pittsburgh	604,332	− 72,474	−11%	11,171
St. Louis	750,026	−106,770	−12%	12,255
San Diego	573,224	+238,837	+71%	2,944
San Francisco	740,316	− 35,041	− 5%	16,307
Washington, D.C.	763,956	− 38,222	− 5%	12,442
16 Great Cities	25,199,791	+ 70,333		

Racial Composition of the Population of the Great Cities U.S. Census 1960

	White	%	Others	%
Baltimore	610,608	65%	328,416	35%
Boston	628,704	90%	68,493	10%
Buffalo	459,371	86%	73,388	14%
Chicago	2,712,748	76%	837,656	24%
Cleveland	622,942	71%	253,108	29%
Detroit	1,182,970	71%	487,174	29%
Los Angeles	2,061,808	83%	417,207	17%
Memphis	312,799	63%	184,725	37%
Milwaukee	675,572	91%	65,752	9%
New York	6,640,662	85%	1,141,322	15%
Philadelphia	1,467,479	73%	535,033	27%
Pittsburgh	502,593	83%	101,739	17%
St. Louis	534,004	71%	216,022	29%
San Diego	528,512	92%	44,712	8%
San Francisco	604,403	82%	135,913	18%
Washington, D.C.	345,263	45%	418,693	55%
16 Great Cities	19,890,438	79%	5,309,353	21%

Public School Enrollment Characteristics 1956 and 1966

	Fall 1966	Fall 1956*	Increase	Percent of Increase
Baltimore	192,416	152,663	39,753	26%
Boston	92,127	87,802	4,325	5%
Buffalo	73,391	63,561	9,830	15%
Chicago	570,597	416,224	154,373	37%
Cleveland	152,932	119,522	33,410	28%
Detroit	297,035	280,491	16,544	6%
Los Angeles	719,325	425,187	294,138	69%
Memphis	121,723	78,736	42,987	55%
Milwaukee	125,567	84,385	41,182	49%
New York	1,084,818	899,518	185,300	21%
Philadelphia	270,449	226,190	44,259	20%
Pittsburgh	76,661	66,740	9,921	15%
St. Louis	116,798	89,182	27,616	31%
San Diego	121,878	77,831	44,047	57%
San Francisco	91,359	80,525	10,834	13%
Washington, D.C.	148,149	103,867	44,282	43%
16 Great Cities	4,255,225	3,252,424	1,002,801	31%

*Source: U.S.O.E., Current Expenditures per Pupil in Public School System: Large Cities 1956-57

Racial Composition of the Public School Enrollment of the Great Cities Fall — 1966

	Percent White	Percent Other
Baltimore	37%	63%
Boston	74%	26%
Buffalo	64%	36%
Chicago	46%	54%
Cleveland	47%	53%
Detroit	43%	57%
Los Angeles	75%	25%
Memphis	49%	51%
Milwaukee	76%	24%
New York	50%	50%
Philadelphia	42%	58%
Pittsburgh	62%	38%
St. Louis	38%	62%
San Diego	90%	10%
San Francisco	44%	56%
Washington, D.C.	9%	91%

vocational education



The development of effective programs in vocational education was the first area of concern of the Research Council beginning with an initial study in 1956. In 1959, Council assistance to cities in surveying their programs encouraged changes which recognized both vocational obsolescence and emerging occupational trends. Two Research Council publications were compiled as background material and submitted to President Kennedy's Panel of Consultants on Vocational Education. Since the enactment of the Vocational Education Act of 1963, (P.L. 88-210) which embodied recommendations of this Panel, the Council has continued to work for the mobilization of new and significant programs. During 1965, a two-year research and development project was initiated using a series of regional conferences as a central activity. This study has brought together the resources of cities, business, industry, labor, government and schools to explore approaches to better prepare young people for the world of work.

This project grew out of the enthusiasm of the Great Cities' Superintendents and Board of Education members as they reflected upon their participation in the World of Work Program. While expressing satisfaction with the Council's earlier activities, these people also realized the need for continuing concern for the problems related to vocational education. They renewed their interest at the Fall Conference of the Research Council, which was held in Los Angeles in November of 1965. The Board of Education members and Superintendents from the Great Cities unanimously approved a resolution stating that "all member cities give full cooperation to the project."

In December of 1965, a meeting of the city liaison people and central staff members was held in conjunction with the American Vocational Association Annual Conference.

At a meeting in January, 1966, representatives from city school systems, colleges, and universities, government agencies and central staff members discussed the timetable of future project activities and endorsed plans to hold the first Regional Conferences in May and August, 1966. Three planning sessions were held to plan the first series of conferences. The conference planning session groups were comprised of the city liaison representatives, selected community organization leaders, consultants and the Council project staff. The conference planning groups concluded that the conferences should be designed to elicit maximum participation of community representatives from business, industry, labor, government, minority groups, community action programs and civic groups. The significance of this decision was highlighted by one participant who stated that most new vocational education programs in the city originate with the appointment of a new member to the Board of Education. Most important, the planners emphasized that the conferences should be seen as only a preliminary to action and that it would be necessary to establish local follow-up mechanisms.

In developing the conference, the staff was urged to take a broad view of its content and potential. Thus, it was suggested that "community manpower problems" might provide a more suitable focus than vocational education in the traditional educational sense of the term. Similarly, the need to involve labor and management representatives who have "long-range vision" was considered important to conducting successful conferences. In some cases this may be a company research director, rather than the president or personnel director. When considered as a group, the conference delegations must include persons who can identify and define present and emerging manpower problems, suggest worthwhile and innovative approaches to these problems, and recommend means by which programs designed to ameliorate the problems could be implemented.

Planning sessions supported constructing of regional conferences that were addressed to and that would consider the following issues using a group discussion design.

Organizing structures for cooperative action and program development between the school and the community.
Developing vocational programs for inner city youth.
Identifying requisities for successful employment
Identification of job opportunities for students who leave school at the completion of grades 10, 11, 12, 13, and 14.
Improving the image of vocational education within the cities.

Three Regional conferences were conducted that provided the opportunity for the member city liaison representatives, with their respective city delegation comprised of selected community leaders to reflect and react to the issues presented.

A delineation of the observations derived through the conference group discussions may be categorized into the entities that involve the educational process. Each of these, the school, the community, the student, the teacher and the employer are highlighted as follows with factors derived at the Regional Conferences.

SCHOOL

Concern for the education base established prior to specialized Vocational Education experience necessitates greater articulation throughout the total school program. Improved occupational counseling programs, mental hygiene education and the organization of up-to-date curriculum commensurate to the World of Work are necessary for educators to consider. The need to provide help for the less able youngsters to develop basic skills of learning is urgent. Experimental programs should be facilitated in the school system to test new techniques and methods of instruction.

Educational leadership can bring about needed changes that can do much to improve educational inadequacies. Vocational education opportunities should be available not only to satisfy occupational goals but also for their relevance to other fields through the development of an integrated or interdisciplinary curriculum design. Such an effort could provide the vehicle for fusing so-called academic subjects with occupationally oriented subject matter.

COMMUNITY

Community involvement could lead to the improvement of vocational education. Community representatives at the conferences suggested the following:

More established use of advisory committees.

Working with industry and business in the recruitment and training of teachers and coordinators.

Establishing intern programs for teachers with industry and business.

Involving the community as a feed-back mechanism for up-grading curriculum development where related.

Affixing a high priority to the participation of community leaders that stresses their personal responsibility to help educators enhance vocational programs.

Communication of the vital social and economic role played by education in each community.

Involving the community in educational planning is basic to the recognition of the fact that significant benefits can be derived by cooperative planning and is essential to the support of the total educational program. The California Industry-Education Council was cited as an excellent example of cooperative planning at the Western Regional Conference.

STUDENT

Home environment and motivation are seen as factors of the school dropout problem. Improving the methods of identifying the potential dropout, implementing new techniques for the rehabilitation of dropouts and reducing the rising dropout rate are pertinent to the planning of educational change. As stated in one of the discussion groups in this area, "It is too late to worry about high school curriculum if the potential dropout can be identified as early as the second and third grade." This insight emphasizes the need for focusing improvement of instruction to the total spectrum of formal education as it relates to the individual's growth.

The challenges coming out of the conferences on this point were quite clear; namely, that roles must be defined and working relationships must be developed by school administrators at all levels; that a systematic framework for an individual's educational growth leading to a realistic career choice is inherent to the total education program. Furthermore, the individual differences of the students should be accommodated for by evolving greater flexibility in the curriculum through the entire continuum of formal education.

It was indicated that the U. S. Office of Education has given curriculum studies high priority for funding under section 4(c) of the 1963 Vocational Education Act and that developmental programs in this area are desperately needed. In addition, experimental programs designed to develop a concept of the World of Work in the early grades seems imperative as a basis for career choice. This should be established commensurate with realistic views equated to the aspirations of the student. This could tend to improve the vocational readiness that an individual can achieve and afford the optimum number of our school population to make the transition from formal education inclusive of higher education to the World of Work.

TEACHER

Instructional personnel are aptly recognized as a key aligned to the strengthening of the educational process. Several ways of doing this were suggested. Industry and business may provide help for teacher improvement on an internship or summer basis. Industry may furnish, from among its personnel, competent people interested in education on a cooperative basis. Teacher aids may serve as a partial approach to teacher shortages and to reduce class

load. The responsibility of teachers in all disciplines to transfer content to career applications is significant to the learner. In this regard concern was expressed that the educational process has suffered from rivalries between the disciplines. Teacher training programs and the development of in-service programs commensurate with societal and world of work demands are a continuous need.

EMPLOYER

The development of more effective methods of placement, follow-up and other resource information gathering that refers directly to standards for employability are necessary. Work study and cooperative programs were recognized as effective programs that fostered closer relationships with employers and that provided placement opportunities.

In the changing occupational scene mobility and adaptability are paramount and necessitate the need for balance in the basic education program with specialized vocational development.

Industry has little hope of changing the behavioral attitude of young employees and must select from those having the needed attributes.

Selection criteria have become more demanding as technology and complexity increase and low level jobs decline. The tendance is to seek an employee on the basis of his potential with the firm. Industry and business are making a large investment in education both within their organizations and by their tax support in the community. The involvement of their resources could strengthen the educational program and lead to greater satisfaction as youth and adults cope with the changing world of work.

CONFERENCE FOLLOW-UP

The liaison persons and their respective city delegations constituted the local action committee which formed the vehicle for follow-up activities in each city following the conferences. The purpose of the regional meetings was to stimulate the local group to consider new approaches to vocational education which could be implemented in their home city. As a follow-up to the conferences, each liaison person provided a list of conference outcomes as envisioned by his city delegation. This post-conference assessment, coupled with a series of follow-up meetings provided the baseline for the second phase of the project.

The follow-up meetings conducted by the Research Council attempted to formulate a viable rationale that would encompass the expressed desire of the vocational educators to improve present vocational education programs as well as identify long-range goals which would be applicable to the educational systems in the member cities. This necessitates the identification of all factors that relate to the administration and implementation of programs that would treat the issues and problems prevalent to vocational education.

Priority areas in the reorganization and development of a new approach involve the areas of curriculum, personnel, guidance, facilities and communication. An organizational procedure was evolved that would allow each city to identify an area or areas of interest that it could select within the categories enumerated and which would provide a basis for cooperative planning that could be modified to meet the needs of each city.

Examples of activities undertaken in this regard include a Midwestern Regional Conference that was addressed to the development of a proposal that investigated the present status of vocational and technical education teachers in relation to shortages, recruitment procedures and certification.

A Western Regional follow-up conference was addressed to the topic of formulating a "Career Development" curriculum plan and resulted in a document which outlined the philosophy, objectives, approaches and priorities for a multi-level "Career Development" curriculum.

A cooperative three-day conference was conducted with the Research Council, the Chicago Public Schools and the Illinois State Board of Vocational Education to assist Chicago in the development of educational specifications for a Career Development Campus. A rationale and statement of objectives for the Chicago plan for "Career Development Education" was written as a result of this activity and was presented to the Chicago Board of Education for consideration.

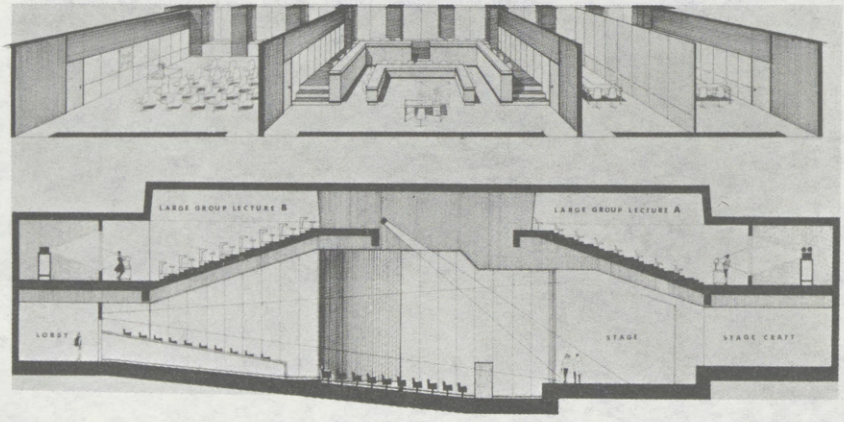
A proposal has been drafted by the Public Schools of New York City for the development of a curriculum for occupational education in the secondary schools of that city. The proposal stresses an interdisciplinary and flexible scheduling design.

San Diego is actively engaging in an evaluation survey of its total educational program. The purpose of the survey is to identify the direction for the development of curriculum changes that will embrace vocational education on the secondary level utilizing "Career Development" as a framework. A Career Development Advisory Committee has been formed in San Diego and is presently seeking to design a program that will enhance the San Diego school system and will meet the needs of all the students in that city.

The Research Council anticipates that vocational education will continue to be of concern to all member cities. To facilitate the investigation of this area of education, the Research Council encourages the initiation of research and development activities and will continue to serve as a center for the dissemination of materials.

school facilities

Perspective of Typical Classroom and Seminar Complex



Section

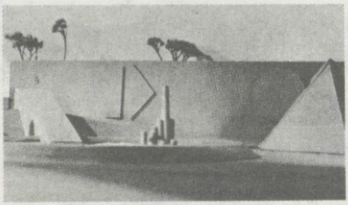
At the end of 1966, the Educational Facilities Laboratories devoted its annual report to ". . . today's most perplexing problem in educational facilities — the schoolhouse in the city." In commenting on the *New Life for Old Schools* study, the report states:

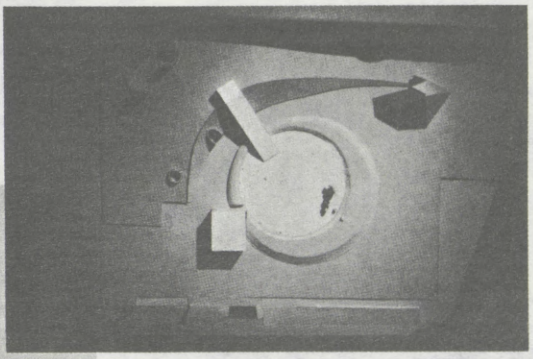
"Not every American city will be in a position to undertake vast construction programs to create new schools to meet the new challenges of urban education . . . Most will have to live with buildings of relatively recent vintage (and some of not-so-recent vintage) too valuable to discard but inadequate for the new educational programs they must house.

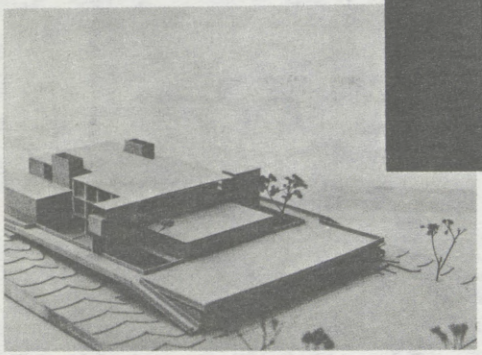
"Recognizing that fact, EFL in 1964 inaugurated a self-administered project aimed at developing improved approaches to the modernization of out-moded urban school plants. The project, conducted in cooperation with the Research Council of the Great Cities Program for School Improvement, so far has sponsored an airborne tour of school renovation projects in four states and Canada, sponsored a series of conferences to explore creative solutions to the problem, and held an architectural design competition for the renovation of Chicago's Hyde Park High School.

"The winning design, developed by Orput-Orput and Associates of Rockford, Illinois, reflects the project's objectives. The remodeled school will accommodate the latest teaching techniques and electronic teaching aids. At the same time, the remodeled structure will be easily adaptable to future changes in educational program. The heart of the redesigned school will be a resource and independent study center twice as large as the present library. And the school's little-used auditorium will be converted to include two large-group teaching spaces equipped with the latest audio-visual devices.

"Future projects include a design study in Pittsburgh in cooperation with the Department of Architecture, Carnegie Institute of Technology, for the development of two prototype renovation schemes, one for an old school in a stable city neighborhood, the other for a school in a redevelopment neighborhood . . . Another design competition is tentatively scheduled for New York and two other cities in 1967. And a special project group has been formed to encourage industry to develop new building products suitable to renovation projects."







TYPICAL STUDY MODELS DEVELOPED BY THE STUDENTS AS PART OF THE LIBERTY SCHOOL DESIGN PROBLEM.

The Pittsburgh Design Study has come to a successful conclusion and booklets presenting the results are in preparation. A $2,000,000 architectural design competition is underway in New York with the program designed to introduce into a schoolhouse built for a traditional pattern of education the space and flexibility required to accommodate new concepts of the learning process which have been developed for the Intermediate School. The winning designs will be announced in mid-May of 1967 to coincide with the national convention in New York City of the American Institute of Architects.

Other member cities are meeting with the project director to discuss ways of cooperating with the project. The new product development group is currently developing guidelines for action.

A conference report, *New Life for Old Schools*, originally published in the spring of 1965, continues to be a popular document. A newsletter reporting on project development is mailed periodically to more than 1200 educators and architects. A report on the winning entries in the Hyde Park High School competition was published in the fall of 1966. A twenty-minute, sound, color motion picture was previewed at the Research Council's 1966 Fall Conference in Milwaukee. The film was featured at the American Association of School Administrators national convention in Atlantic City in February of this year and is now available for general showing. As of March, 1967, more than 130 requests had been honored representing an audience of 3000.

In late March staff representatives from the member cities met in Atlanta, Georgia, for a one-day session on "Research for Modernization." This meeting preceded a two-day conference in Atlanta of the Metropolitan School Facilities Planning Group sponsored by the U. S. Office of Education. The interest in the subject of school modernization is indicated by the requests for materials received by the Council from school officials in all parts of the world. Requests for information and letters of appreciation for the help derived from the research have come from all fifty United States, Canada, Venezuela, Puerto Rico, and European countries. The importance of the program is summarized in the concluding remarks of the EFL report cited earlier:

"The schoolhouse in the city cannot by itself become the dominant element in urban social planning. But the schools, as reflected by the buildings in which they operate, can be a magnet to hold or attract those who have the choice. Or, they can speed the exodus and compound the urban issues with which the nation is grappling."

fiscal policies



The Research Council cooperated with Professor H. Thomas James and the United States Office of Education whose fiscal study, *Determinants of Educational Expenditures in Large Cities of the United States*, was completed during 1966.

Led by Professor James, Dean of Stanford's School of Education, the research group interviewed countless community leaders and city and school officials in the Great Cities. They also conducted extensive statistical analyses of data from 107 of the nation's largest school districts.

The following statement partially summarizes their findings

The quality of education in a particular city depends more on what can be locally afforded and on what is locally demanded than on what is needed or ideally desired; until the means are found to reverse that equation and let social policy for education determine the revenues to be allocated to education, the continuing decline of the city is certain.

Declining financial ability to support education and increasing requirements for educational services have placed the public schools of America's great cities in a double bind so serious that only drastic increases in state and federal aid can permit city schools to meet the educational needs of their pupils.

The discouraging picture of the economic ability of large cities to finance education must be considered in light of the known need for educational services. If, for example, school children in cities require far fewer educational services, and cheaper services, than other children, the fiscal problems would be partially counterbalanced. However, just the opposite is the case; cities face extraordinary demands for an expensive array of educational services required if tens of thousands of city children are to become productive taxpayers instead of welfare recipients.

In 1963 the Research Council set forth eight policies that offered promise for a solution to the fiscal need of the school systems of the great cities. Four years later these policies remain effective and promising but for the most part they have not been implemented.

They are as follows:

1. The financial support of public education should be a responsibility shared by all citizens and all levels of government.
2. The state program for financial support should *recognize* the complex needs of the city school systems but the *determination* of the needs should be the responsibility of the local boards of education.
3. The measure of the local school district's ability to contribute to the support of education should be in terms of the total burden of local government cost borne by the local tax base.
4. Local boards of education should be free from unreasonable restrictions in the administration of fiscal affairs, from undue controls by other governmental agencies, and from cumbersome legal procedures at state and local levels which thwart effective expressions of citizens.
5. The fiscal procedures for adequate school support should provide the school districts with direct access to taxes which can be administered best locally and indirect access to those which can be administered best at the state level.
6. The state fiscal plan should include objective procedures to provide adequate funds for operating expenses and capital outlay and debt service payments.
7. The federal government should participate in the support of education when the national interest requires it and when local and state resources are insufficient to provide an acceptable educational program.
8. The level of financial support of public education should be kept responsive to the fluctuations of inflation and deflation in the price structure of the economy.

These policies call for dynamic participation of all levels of government in supporting public education; these policies permit citizens complete access to their true economic ability; and finally, they provide for the equalization of tax burden for the support of public education.

The public school systems in the Great Cities face a crucial challenge to provide the kind of education that is necessary to meet the social, economic and technological changes taking place today in America. This challenge cannot be met without a renewed determination by the citizens. It cannot be met without adequate financial support to provide the school systems with the necessary vigor to accomplish the task expected of them.



state and federal programs

The Research Council acknowledges the increasing concern of all levels of government—local, state, and federal—in education affairs. Noting the potential of this development for service to the public interest, the Council has endeavored to promote an exchange of information between its members and interested parties at all governmental levels. In this regard, the Council has been particularly active in the areas in which it maintains on-going projects: vocational education, instructional materials, teacher education, the culturally deprived, school facilities and fiscal policies. It is hoped that these cooperative efforts will contribute to the continuous development of worthwhile education programs.

In its 1963 publication *Fiscal Policies to Meet the Needs of the Great City School Systems in America*, the Research Council of the Great Cities Program for School Improvement enunciated the following policy:

> "The federal government should participate in the support of education when the national interest requires it and when local and state resources are insufficient to provide an acceptable educational program.
>
> "These policies call for dynamic participation of all levels of government in supporting public education . . ."

Since that time there have come into effect several federal programs which have had as their purpose the curing of some of the disabilities in education which are peculiarly encountered in the Great Cities. These programs provided partial answers to repeated studies and reports made on behalf of this Council which pointed to the mounting numbers of children in the Great Cities, who, because of economic and cultural deprivation, could not hope to achieve educational equality with their peers without major supplementary opportunities beyond those customarily available.

Had revenues been available from local resources or from state grants, it must be assumed that these supplementary programs would have been in widespread operation without the federally supported programs. In fact, many efforts in this field had already been instituted in the Great Cities, but because of the inadequacy of available revenues these programs were of token nature. Such programs, along with others, provided the basis for the formulation of the federal Elementary and Secondary Education Act itself and the rules and regulations implementing that Act. Financing of these supplementations by federal participation is now a significant part of the operation of the schools in these cities.

This pattern of limited local and state resources with the resulting federal participation may be expected to expand in other directions. They have been expanded and amended in each succeeding session of the Congress. Educational legislation enacted by the 89th Congress will continue programs for the educationally disadvantaged through fiscal 1968. The 90th Congress will be faced with the critical problem of funding the programs authorized.

Educational legislation has been a major part of the Great Society program. The 89th Congress, in its second session, passed four major pieces of legislation that will have an effect on education.

The most dramatic legislative enactment providing direct benefits to the public schools is in the amendment and extension of the Elementary and Secondary Education Act, Public Law 89-10. This particular law, while related to the economically and educationally deprived youngster, effects almost every school district in the nation.

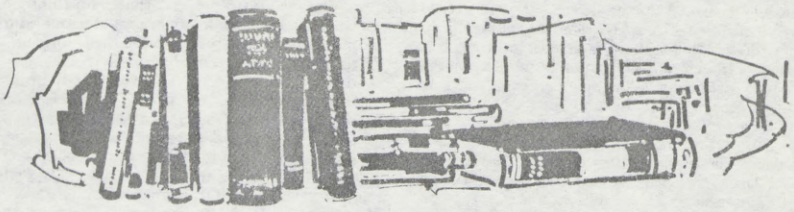
The other three enactments, the Economic Opportunity Act, the Higher Education Act, and the Demonstration Cities Act, all have elements that recognize that education must be part of the major

thrust to upgrade the total society. The Economic Opportunity Act is limited largely to those areas that are impacted by poverty and falls under a dual administration with other units of government. The Demonstration Cities Act will affect from sixty to seventy of the largest cities in the nation and is noteworthy because of the requirement that education facilities and programs must be a major ingredient of any model city proposal. The Higher Education Act extends numerous benefits to all in our society who are interested in education beyond high school.

The Elementary and Secondary Education Act was enacted during the first session of the 89th Congress. This act was the largest single authorization ever made by the federal government for elementary and secondary education.

Title I of the 1965 Act authorized aid to school districts based on the number of children from low-income families and the average state per pupil expenditure for education. Title II provided aid for the purchase of text books and library materials; Title III authorized grants for supplementary communitywide educational centers to provide services that individual schools could not provide; Title IV the Cooperative Research Act; and Title V authorized funds to help strengthen state departments of education. The Act also extended the impacted areas program which provided funds for operation (P.L. 81-874) and construction (P.L. 81-815) of schools in districts where 3% or more of the children had parents who lived or worked on federal property.

instructional materials



Recognizing that traditional instructional materials are frequently inadequate for the needs of urban children, the Research Council organized a Committee on Instructional Materials in 1964. This group has encouraged the development and exchange of city-prepared materials and stimulated publishers to a greater awareness of urban curriculum demands. The Committee has established a close working relationship with American Textbook Publishers Institute and, in response to a request from them, prepared a report entitled *Suggestions for Instructional Materials Designed to Meet the Needs of Urban Youth.* Steps to implement this report and advance the cooperative relationship between the groups were taken at a joint conference in Los Angeles in November of 1965. The Council is currently concerned with applying the potential of multi-media materials and instructional television to urban school settings.

A recent report of the Committee on Instructional Materials made late in 1966, contained the following statement concerning educational television:

> Television serves an increasingly important roll as a media for improvement of the educational programs of the Great Cities. The Committee on Instructional Materials believes that a cooperative approach directed toward a more effective use of educational television can be of value to the member cities.

Among the areas of mutual concern that the committee viewed as most promising for cooperative action by the Great Cities are:

1. The more effective use of the expanded services for television instruction which are offered by regional, state, and national agencies.
2. The efficient utilization of technological improvements in the programming of education television.
3. The development among member cities of a practical method of exchanging locally produced video taped lessons and accompanying teacher guides.



In addition to television, and computer assisted instruction, the use of video tapes and other technological advances in the area of education were among items of concern at the Joint Conference of the Great Cities Research Council and the American Textbook Publishers Institute in Los Angeles in 1965. The following statement from one of the summation speeches of the Conference indicates the direction the activity of the two groups may take in the future.

> Another challenging aspect of the conference was the forecast concerning what instructional media will be like in the future. Computer instruction is just around the corner, and it is now being utilized by airlines and the armed services. It was pointed out that within five years, computerized instruction is going to be financially feasible for use in the public schools of this country. The idea of making video tapes and films immediately available on a screen to pupils and teachers from a central location hundreds of miles away is just about to be implemented. New types of test scoring machines and even a talking pen are now available.

Dr. Everett Chaffee, Associate Superintendent, Division of Instructional Services in the Los Angeles School Districts, speaking for the Great Cities at the Conference made the following statements regarding the work of the Research Council and the American Textbook Publishers:

> Tremendous strides have taken place in the last year or two in the availability of materials to meet the needs of urban areas. New York City, for example, has prepared a list of more than 200 separate textbooks which depict American cities as they really are and devote proper attention to racial and ethnic groups. There is ample evidence that publishers are making a serious effort to implement the suggestions made in our publication *Instructional Materials To Meet The Needs Of Urban Youth.*
>
> Those of us in education are aware of the fact that the textbook must now be supplemented by audio and visual aids and various other media. As you talk to the publishers, it is very evident that they are very conscious of this fact. For example, the statement was made that publishers are not committed merely to what is placed within the covers of a conventional book. They are interested in publishing ideas, regardless of how they are packaged.

As a result of discussions with publishers, we are convinced that new procedures must be formulated for more effective evaluation and selection of educational materials. Textbook industry representatives have told us time and time again that "your processes are too slow; they are antiquated; they are not coordinated." For example, it is now often necessary not only to adopt a textbook but also the films, soundstrips or records which accompany it. Many of us have not made the necessary adjustments to coordinate the evaluation of the various elements in this type of instructional materials package. Present textbook adoption procedures are often too slow in a rapidly changing era. We in the Great Cities need to work on this problem and to establish more effective procedures for evaluation of textbooks.



We are also convinced that more funds must be made available in a more rapid manner for the purchase of newly marketed instructional materials. Evidence clearly points to the fact that these materials fail to receive their share of the educational dollar. It is not too unrealistic for schools to spend from $30 to $40 per pupil in place of the present inadequate $5 to $10 for this important aspect of instruction.

The challenge facing both publishers and educators was stated by Dr. Kenneth Lund, Senior Vice President of Scott, Foresman and Company in the closing remarks of the Conference.

> The challenge for the publisher is to produce materials that would help children and teachers to know each other, to tolerate each other and most of all to appreciate each other. Unless this can be accomplished, some of our big dreams for education will certainly go unrealized.
>
> It is possible to train children on occasion to do most things. However, I think publishers and educators must continually assess our practices and determine appropriate tasks for children, not because they are possible, but because they are appropriate.

The excellent rapport existing between the educators and the publishers is such that they are truly partners in the educational enterprise. With this background of experience in dealing with private industry, the Research Council hopes to move forward in the future in an effort to bring the resources of television, computers and instructional materials to bear on the problems of education in the Great Cities in a combined effort.

education communications

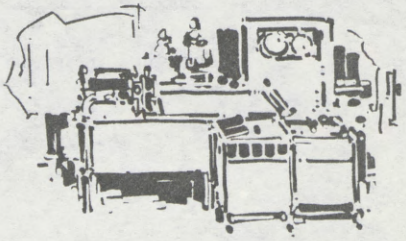


The Educational Communications Project will assist the member school districts of the Research Council in the coordination of research and development efforts to meet their communications information needs. The project will be conducted in several parts. The first part will consist of a status study of the current use of computers, television and various resource materials being used by each of the Great Cities. At this time an inventory of the computer equipment and a survey of computer programs has been made. An inventory of the use of educational television is currently underway, as is a study of instructional materials being used by the large cities.

Phase II of the first part of the study calls for the creation of several task forces consisting of specialists in the several areas from member cities. These task forces have been formed to consider (1) computers and data systems, (2) instructional television, (3) instructional materials. The focus of these task forces will be on significant problems related to the development of an adequate communications system within and between member school systems. In addition to the three task forces, a committee will be formed to coordinate the efforts of the Educational Research Information Center (ERIC). It will be the job of the task forces to seek agreement on priorities, problems and needs in the development of an educational communications system that will integrate the use of computers, instructional television and resource materials.

With the information available from the inventories and the task force reports, it will be possible to plan an approach to a feasible, educational communication system that will enable the Great Cities to engage in the development of such a system on a cooperative basis; thereby, making the system economically feasible and saving time.

monitoring education



As Title I Projects were being evaluated at the end of the first year of the Elementary-Secondary Education Act, it became quite evident that one of the weaker segments of the program was that of evaluation. There appeared to be a need for a continuing evaluation process that would allow the school to keep tuned-in to the progress of the individual pupil, as well as groups of pupils, as they continue to move through the educational system. It was obvious, working with groups of low-income children in the central cities, that existing methods of evaluation did not tell the whole story for this particular group of children.

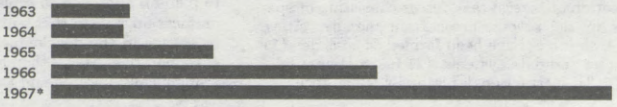
In the fall of 1966, the Research Council authorized the development of a project to improve the evaluation methods currently being used in the Great Cities. The plan now under consideration is to develop strategies of monitoring the learning process by the use of all pertinent information that is obtainable on each student. This information may be obtained in a variety of ways, and may be objective or subjective. It will be analyzed for the purpose of determining pupil progress with emphasis on planning his future educational program to overcome his deficiencies.

financial review



FIVE YEAR REVIEW

Year	Revenue	Disbursements
1963	$ 53,355.34	$ 39,208.27
1964	49,149.75	44,897.01
1965	118,760.23	88,919.04
1966	215,468.65	209,715.57
1967*	369,135.68*	314,056.26*



STATEMENT OF INCOME AND EXPENDITURES

	1966
REVENUE	
Membership Fees	$ 70,000.00
Consulative Services	525.00
Education Facilities, Laboratory	103,900.00
Standard (Indiana) Oil Co.	5,000.00
U.S. Office of Education	30,104.91
Publications	2,077.77
Interest	3,860.97
Miscellaneous	—
Total	$215,468.65
DISBURSEMENTS	
Council Operations	$ 68,995.74
Vocational Education	59,641.06
School Facilities	81,078.77
Total	$209,715.57

* The above report has been compiled from the audit reports of Arthur Young & Company, Certified Public Accountants, except the information for the 1967 fiscal year which is from the 1967 budget of the Research Council.

publications

Vocational Education

1967 WESTERN REGIONAL CONFERENCE/EDUCATION, TRAINING AND EMPLOYMENT
1966 MIDWESTERN REGIONAL CONFERENCE/EDUCATION, TRAINING AND EMPLOYMENT
1966 EASTERN REGIONAL CONFERENCE/EDUCATION, TRAINING AND EMPLOYMENT
1964 NEW PROGRAMS IN VOCATIONAL EDUCATION
1962 VOCATIONAL EDUCATION FOR TOMORROW'S WORLD OF WORK
1962 VOCATIONAL EDUCATION IN THE LARGE CITIES OF AMERICA
1959 VOCATIONAL EDUCATION IN THE GREAT CITIES OF THE UNITED STATES
1959 VOCATIONAL EDUCATION IN PREPARATION FOR THE WORLD OF WORK

Fiscal Policies

1967 WHY CITY SCHOOLS NEED MORE MONEY
1964 THE STRUCTURE OF EDUCATIONAL COSTS IN THE GREAT CITIES
1964 THE CHALLENGE OF FINANCING PUBLIC SCHOOLS IN GREAT CITIES
1963 FISCAL POLICIES TO MEET THE NEEDS OF THE GREAT CITY SCHOOL SYSTEMS IN AMERICA
1963 SOME DETERMINANTS OF EDUCATIONAL COSTS IN ELEVEN GREAT CITIES
1961 FISCAL POLICIES OF THE GREAT CITIES IN THE UNITED STATES

Instructional Materials

1966 NEW DIRECTIONS FOR THE LEARNER, THE TEACHER, AND THE INSTRUCTIONAL MATERIALS—REPORT OF THE JOINT CONFERENCE OF THE GREAT CITIES RESEARCH COUNCIL AND THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE, NOVEMBER 10-12, 1965.
1965 INSTRUCTIONAL MATERIALS TO MEET THE NEEDS OF URBAN YOUTH

School Facilities

1966 AWARDS—REPORT OF A DESIGN COMPETITION FOR HYDE PARK HIGH SCHOOL/CHICAGO, ILLINOIS
1965 NEW LIFE FOR OLD SCHOOLS

Teacher Education

1966 TEACHERS FOR THE DISADVANTAGED—REPORT OF THE SCHOOL-UNIVERSITY TEACHER EDUCATION PROJECT
1965 DEVELOPMENT OF SCHOOL-UNIVERSITY PROGRAMS FOR THE PRESERVICE EDUCATION OF TEACHERS FOR THE DISADVANTAGED THROUGH TEACHER EDUCATION CENTERS
1963 RESEARCH SEMINAR ON TEACHER EDUCATION
1963 REPORT ON SURVEY OF EXISTING PRACTICES IN TEACHER EDUCATION
1963 TEACHER EDUCATION PROJECT FOLLOW-UP OF SELECTED PRACTICES
1963 TEACHER EDUCATION PROJECT PROGRESS REPORT

Culturally Deprived

1964 THE CULTURALLY DEPRIVED
1964 PROMISING PRACTICES FROM THE PROJECTS FOR THE CULTURALLY DEPRIVED

Film Report

1966 NEW LIFE FOR OLD SCHOOLS—AN INTERIM REPORT (16MM, SOUND)

Newsletters

LEGISLATIVE NEWSLETTER
SCHOOL FACILITIES NEWSLETTER
VOCATIONAL EDUCATION NEWSLETTER



The Research Council of the Great Cities Program for School Improvement

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VOCATIONAL EDUCATION IN OREGON

ANNUAL DESCRIPTIVE REPORT 1965–66







STATE DEPARTMENT
OF EDUCATION
DIVISION:
COMMUNITY COLLEGES
AND
VOCATIONAL
EDUCATION

LEON P. MINEAR
SUPERINTENDENT OF PUBLIC INSTRUCTION
SALEM, OREGON 97310

2861

VOCATIONAL EDUCATION

IN OREGON 1965-66

ANNUAL DESCRIPTIVE REPORT

of

PROGRAM ACTIVITIES

for

FISCAL YEAR ENDING

June 30, 1966

by

The State Department of Education
Division of Community Colleges and Vocational Education

Leon P. Minear, Supt., Public Instruction

Robert O. Hatton, Assistant Superintendent

William G. Loomis, Director Vocational Education

2863

FOREWORD

The descriptive report of the Oregon Vocational education program has been developed in general conformance with an outline provided by the United States Office of Education. It will describe the progress achieved for providing occupational education at the secondary, post-secondary and adult levels for those who have need of such education.

Included is an informal review of important developments, trends and a coordinated picture of the total program. Emphasis is placed on state-level operations, statewide developments and those activities for which the State Department is primarily responsible. Very little is mentioned about the activities of all the individual school districts involved in this program, but it should be remembered that these activities that occurred at the local level, where the training was actually provided, is the most significant of all.

This report has been prepared primarily for the United States Office of Education; however, it may be useful to all other persons with special interest and responsibility for developing vocational education programs in Oregon.

Leon P. Minear

Leon P. Minear
Superintendent of Public Instruction

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* Member of the State Board of Education

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VOCATIONAL EDUCATION IN OREGON
1965-66

1. Impact of Vocational-Technical Programs on Manpower and Employment Needs in the State:

Vocational education programs were conducted during the year with much greater emphasis being placed on the importance of relating them more closely to manpower and employment opportunities in the state. Information was received in advance from the Employment Service on the total statewide skill survey. This skill survey which accounted for better than 90 percent of the total wage and salary employment in the state gives the number currently employed and number needed to 1970 by specific occupations. In some cases the occupations within the same industry at the same skill level were grouped together.

With this information it has become possible to continue work in developing vocational education programs that are oriented toward meeting the needs of workers in specific occupations or clusters of occupations. A system is being developed for confirming on a continuous basis that vocational education programs are more attuned with the world of work. Preliminary clusters of related occupations that appear to have common knowledge and skills have been developed for secondary education purposes. This was accomplished by identifying the occupations within each cluster, indicating the number employed, and the number needed for each occupation. These occupations are being analyzed for skill or knowledge requirements in order to provide for vocational education programs based on the needs of these occupations.

a. Educational Levels and Groups of Persons Served:

Approximately 17,400 students are enrolled in vocational education programs for gainful employment at the secondary level, which is about 14 percent of the total students enrolled in high schools in Oregon today. This is an increase of about 1,300 over the previous year. The majority of these students are enrolled in agriculture and office education programs. In addition, 7,500 are enrolled in home economics for useful employment.

In 1965 Oregon community colleges enrolled over 25,000 students with a full-time equivalency of almost 8,000. This is an increase of 61 percent over 1964-65 and double the enrollment of 1963-64. Individual student enrollment in vocational education courses exceeded that of lower division transfer courses by better than 5 to 1. However, the enrollment was almost evenly divided on the full-time equivalency basis. The largest enrollment in post-secondary programs was in trade and industrial and technical and office education programs. Including all educational agencies in the state vocational education preparatory enrollment was 29,500 and 20,700 for supplementary education programs for 1966.

b. Occupations or Occupational Fields:

Vocational education preparatory enrollment information by occupations and occupational groups was gathered for the first time this year. This information is not completely accurate and valid, since the enrollment data is based on student occupational objectives, which had to be interpreted by the instructors of the various educational agencies. However, it does indicate the impact of some vocational education programs in some occupational areas. For example, the following occupational needs are at least partially being met as indicated in the following:

Occupations	1965-66 Vocational Enrollment	1970 Need
Agriculture Production	4,647	4,085
Agriculture Services	903	480
Agriculture Equipment or Machinery	319	1,272
Forestry	51	148
Marketing Occupations	1,404	12,500
Medical Laboratory Assistant	44	92
Dental Technician	13	
Dental Assistant	101	282
Practical Nurse	332	251
Clerical	2,935	12,792
Bookkeeping	2,828	4,894
Stenographic	3,481	3,018
Highway Engineering Aide Technician	178	118
Computer Programmer	86	60
Draftsmen	447	574
Electronic Technician	383	197
Detectives and Policemen	210	643
Machinists	297	912
Welders	202	495
Electricians, NEC	150	488
Airframe & Powerplant Mechanic & Repairmen	72	183
Auto Mechanics	593	882
Auto Body & Fender	85	262
Electronic Mechanic	247	312
Industrial Mechanic	181	185

Source: Oregon Department of Employment Skill Survey

c. Different Areas in Communities of the State:

Oregon's largest labor market is the Portland Metropolitan Area which includes Multnomah, Washington, and Clackamas counties with a population of 780,000 and the Willamette Valley area with a population of 510,000. These two areas provide employment for about two-thirds of Oregon's workforce. Coastal, southern, and eastern areas of the state which are most sparsely populated make up the other third of the employment opportunities. Vocational education enrollments in these areas follow the same pattern very closely.

2. Extent to which Program Objectives for Expanding and Improving Vocational and Technical Education for High School Students Were Achieved During the Past Year:

Growth of the vocational programs at the high school level is indicated by enrollment statistics which show an increase from 23,691 students enrolled in vocational programs in 1964-65 to a total of 24,821 in 1965-66. These figures which include enrollment in office education show an increased enrollment of 1,130 students in grades 9-12.

Based on a projection of high school enrollment it has been planned that by 1975 vocational programs need to be expanded to provide occupational education for 40,000 students in grades 11-12 with a large percentage of the increase taking place in the immediate future. This projection is based on the assumption that at least 50 percent of the students in grades 11 and 12 can benefit from vocational-technical programs in high school.

Because of the population distribution in the state, providing vocational education for youth in the sparsely populated areas continues to be a special challenge. At the present time there are 219 high schools in the state with 70 such schools enrolling 75 percent of the students while 149 schools enroll the remaining 25 percent.

Local districts have been encouraged to coordinate vocational program offerings on an area basis, thus collectively providing sufficient student potential for the economical operation of vocational programs. Planning was continued during the year for ultimately expanding the number of area high school facilities from 2 to 20. Three areas were involved in planning coordinated vocational-technical facilities during the year. They were the Portland School District which has twelve high schools, the Milwaukie Union High School District with three high schools, and Jackson County with some seven separate school districts concerned.

The limited availability of funds for constructing and operating area vocational facilities has hampered the efforts to provide such programs.

Under the leadership of the state staff a number of suggested vocational education curriculum guides for secondary curriculum patterns are being prepared. These guides are being directed toward broad based curriculums aimed at a cluster of closely related occupations for which vocational programs can be developed at the high school level. It is intended that, whenever practical, the curriculum patterns so developed will be articulated with the post-high school vocational-technical offerings at the community colleges in the state.

The development of the curriculums is being carried out by vocational education personnel and persons from business, industry, and agriculture who are intimately associated with the occupations for which the curriculums are designed. Examples of the occupational areas for which guides are being developed are landscape horticulture, office education, electricity-electronics, graphic reproduction, and building construction. It is planned that once developed, the curriculum guides will be available to those schools interested in establishing vocational programs,

to simplify the initiation of these programs, and to provide criteria for evaluation.

Agriculture

To meet the needs of agricultural employment, a new curriculum pattern has evolved for vocational agriculture. The core of the curriculum will continue to be production agriculture, much of which will be gained through experiences with crops, livestock, and mechanics, in the school laboratory or on the farm. Emphasis is being placed on the basic principles which prepare students for both on-farm and off-farm employment.

Supervised occupational experience is an integral part of the instructional program, and all students enrolled in vocational agriculture are expected to plan and participate in supervised occupational work experiences. Such experience consists of production enterprises, farm placement, or cooperative placement experiences in off-farm agricultural establishments.

In the past year 94 secondary vocational agriculture programs with a total enrollment of 6,179 students were conducted which required the services of 110 instructors. To date, 33 high schools have submitted proposals for expanding programs to include instruction for off-farm agricultural occupations.

A new agriculture curriculum in landscape horticulture was established in the Portland Public Schools System. Three of the 12 Portland high schools -- Jefferson, Franklin, and Marshall -- are participating in the program. The area instructional center for the curriculum has 17,000 square feet of greenhouse space plus nursery grounds and classroom facilities.

At the present time 39 agriculture programs operate school farms, 7 have nursery laboratories, 18 have land laboratories, 17 have greenhouses, and 13 have forest laboratories. This past year three school districts employed full-time adult teacher aides to supervise the land laboratories.

Office and Clerical

During the year office education programs were operated in 40 high schools in the state under the provisions of the 1963 Vocational Education Act. A total of 8,771 students were enrolled in 11 office education subjects. During the year the school districts in Albany, Ashland, Cascade, Eugene, Grants Pass, Gresham, Hermiston, La Grande, Lebanon, Newport, Milwaukie, Silverton, Springfield, and Tigard received approval to operate programs under the 1963 Act.

Improvement in office education programs has taken place with the addition of equipment for teaching shorthand classes. The State Department has cooperated with 15 high schools in the purchase of dictating and transcribing equipment for shorthand laboratories.

In addition to equipment purchases to upgrade business education, developmental work was done on an office education curriculum manual for secondary schools in the state. It is anticipated that by the spring

of 1967 the manual will be made available to school administrators interested in initiating, expanding, and improving such programs in their schools. The manual will encompass the newer concepts in office education such as accounting systems and data processing.

Distribution and Marketing

The distributive education program in the state realized an increase of 65 percent over the previous year. The number of students increased from 928 in 1964-65 to 1,422 in 1965-66. The increase was a direct result of additional funds being made available for the program and a revision of the program in the participating schools.

During the year plans were made for starting new distributive education programs in Coos Bay, Albany, Springfield, Taft, and Newport. Existing programs were improved with the addition of simulated stores and equipment.

A publication presenting developmental work in distributive education entitled "Suggestions for Curriculum Development in Distributive Education in Oregon High Schools" was prepared as an aid toward the development of an articulated program in distributive education from the high school through the community college. Plans were also made for the development of a suggested curriculum guide for secondary schools. The work on the curriculum guide will continue next year and will culminate in a formal program and curriculum manual for the use of school administrators and instructors. It is anticipated that the manual will be ready for use by school administrators in March 1967.

Diversified Occupations

The need to provide vocational education for students in small high schools stimulated the interest in expanding the diversified occupations program in the state. Guidelines for initiating D. O. programs were drawn up and published in the State Guide for Secondary School Administrators. One State Department staff member was assigned the responsibility of coordinating the revision of the program.

To stimulate interest in diversified occupations programs, the state staff, along with special consultants who have had recent experience with most of the local D. O. programs, met with school administrators in northwestern Oregon counties. As a result of the interest shown by these school administrators, three special workshops for 51 selected high school teachers were held. The purpose of the workshops was to develop the teacher's capabilities to serve as teacher-coordinators and D. O. teachers in the local schools.

During the latter part of the year five diversified occupation cooperative work-experience programs were being developed in local high schools in three counties. Four schools in Columbia County are cooperating on a coordinated program whereby a full-time D. O. coordinator who will coordinate the programs in the four cooperating schools and serve as a consultant to the local teacher-coordinators.

Provisions were made for the development of a guide for supervisors and instructor-coordinators of work-experience programs at the secondary and

post-secondary levels. The information necessary for initiating and coordinating work experience programs as well as the necessary contractural agreements between school, student, and employer will be included in the state guide.

Trade and Industrial

Extensive planning resulted in the establishment of six new trade and industrial curriculums in high schools not previously offering vocational education. Three schools started broad based electricity-electronics vocational curriculums; two schools initiated curriculum patterns aimed at the cluster of mechanical occupations; and one school instituted a program for students who plan to enter occupations closely related to metal working.

A cooperative effort between Clatsop Community College and surrounding high schools in Clatsop County resulted in vocational instruction on the college campus for high school students. The college facilities and instructors were utilized for instruction of occupational specialty courses in auto mechanics and electronics. The students are transported from their local schools to the college on a part-day basis. High school credit is granted for the instruction and experiences received at the college.

During the year a pilot electronics program involving coordinated curriculum development and instruction was planned for the Springfield High School. The instructor responsible for the courses in the electronics curriculum will spend a portion of the school year developing curriculum and course materials. The materials developed will then be used and tested by this instructor in an actual classroom situation. This plan will be cyclical in nature with curriculum development and classroom teaching of the materials taking place alternately.

The initiation and the expansion of trade and industrial programs were encouraged in schools where student enrollment appeared large enough to justify the necessary expenditure. A number of small schools were encouraged to develop cooperating programs with other high schools within reasonable commuting distance. By this means a larger student potential for trade and industrial programs will be drawn together to make the operation of the programs more feasible.

Health Occupations

A curriculum for students preparing to enter one of the health occupations, or to continue health occupations education at a post-high school institution, was developed for high school students. As a result of preliminary planning it is anticipated that at least two high schools will initiate this vocational curriculum in the ensuing year.

A special high school program in health occupations was initiated and conducted for students with special needs. The hospital aide program included cooperative work experience in a number of selected occupational areas. Further description is included in this report under programs for persons with special needs.

Home Economics

The homemaking programs in the 68 schools approved for reimbursement enrolled 7,200 students taught by 84 instructors. These programs continue to offer a minimum two-year broad homemaking program, with a possible third and fourth years available in most schools. A definite trend toward advanced specialized one-year or one-semester courses seems to be an emerging pattern. Requests for more help in developing this type of curriculum are constantly being received.

The increase in wage earning classes was slight. Two high schools started new programs, and a second class was added by each of two schools which had wage earning programs continuing for the second year. Classes identified as exploratory the first year were reidentified the second year with specific occupations, i.e. Homemaker Aide and Food Services.

Enrollment in wage earning offerings at the high school level increased from 153 to a total of 177 students, including eight boys enrolled in a second year curriculum. With the exception of one school, which did not continue to offer the wage earning program due to lack of interest in on-the-job employment, the classes for gainful employment were received with greater enthusiasm the second year. Some schools had requests for more sections but could not offer them due to limited facilities and lack of qualified instructors. Courses offered for gainful employment in six high schools this year included Culinary Careers, Foods-Related Occupations, Homemaker Aide, Commercial Foods, Commercial Clothing, and one pre-employment course including on-the-job work experience for students with special needs.

3. The Extent to which Program Objectives for Expanding and Improving Vocational-Technical Programs for Post-High School Students Were Met:

Presently, there are ten community colleges and three high school districts offering post-high school vocational programs. Planning continued during the year on several new community colleges which when completed will bring the total number to 18 in the state.

Mt. Hood Community College, new this year, will begin classes in the fall term offering college transfer courses and a limited number of vocational programs. A special community college district has been formed in Clackamas County where vocational-technical education programs will begin during the 1966-67 academic year.

Vocational education expansion and improvement at the post-secondary level is indicated by the increased enrollment in existing curriculums and by the number of curriculums being added at the various institutions. Vocational enrollment in preparatory programs in community colleges has increased from 17,087 in 1965 to 20,661 in 1966.

Agriculture

Plans were made for a new agriculture curriculum for farm equipment service occupations to be initiated at Lane Community College. The curriculum was developed with the advice of a special state-level advisory committee consisting of farm equipment dealers and representatives of

manufacturing in response to a recognized need for employees in this industry. A statewide survey indicates a need for 1,272 additional workers in farm equipment sales and service occupations.

Treasure Valley Community College has planned curriculums in landscaping and public grounds management and outdoor recreation and conservation technology which are to be added to the curriculum offerings next year. The recently formed Mt. Hood Community College has also done some preliminary planning for the establishing of a landscape horticulture curriculum in the coming year.

Health Occupations

A one-year Medical Assistant curriculum was instituted at Salem Technical-Vocational Community College in the fall of 1965. The curriculum is designed to prepare individuals to perform supporting duties in medical offices, such as assisting with physical examinations, serving as receptionists, and other office responsibilities. Eighteen students completed the one-year program which was developed cooperatively by the staff of the State Department and the college. Curriculum development and revision was carried out concurrently with the operation of the program so that continued operation will more fully meet the needs of future students enrolling in this course.

Even with increased enrollment in the practical nursing programs of 136 over the previous year, the need for practical nurses continues to be unmet due to expansion, extension, and improvement of health care services. Cooperative planning by the state staff, local institutions, and the Oregon State Board of Nursing personnel was carried out with the express purpose of increasing enrollment and the improvement of instruction.

Plans were made during the year to initiate practical nurse curriculums at Umpqua and Mt. Hood Community Colleges beginning in the fall of 1966. Salem Technical-Vocational Community College and Lane Community College have developed plans to increase the availability of clinical facilities and instructional personnel, which will make increased enrollment a reality in the coming year. Curriculum development work was carried out at Treasure Valley Community College. This work, coupled with the addition of full-time instructional personnel, made an increase in enrollment possible.

Exploratory work leading to the establishment of an associate degree nursing program at Portland Community College in 1967 was completed. An advisory committee was appointed and several meetings were held. Developmental program planning is in process and nearing completion. Services of a knowledgeable consultant were used to assist local staff with the task of defining steps in program development. State staff has worked closely with local staff and the advisory committee. Salem and Lane Community Colleges have also explored the possibility of establishing associate degree nursing programs. These programs will be coordinated with the one developed by Portland Community College.

Exploratory planning has been initiated in program areas of occupational therapy assistant, physical therapy assistant, and medical record technician. Preliminary arrangements have been completed for the formation of a state level advisory committee to assist in developing a pilot occupational therapy assistant training program.

Trade and Industrial

Portland Community College offered a four-week preparatory course in power sewing operation which replaced the previous two-week basic and two-week advanced program. The change provided an improved program which more adequately prepared power sewing machine operators. A total of 57 persons enrolled in the revised course during the year, nine of which were high school girls who were enrolled in a commercial clothing class and attended the power sewing class one-half days for a period of two weeks. More than half of the trainees obtained immediate employment on jobs using power sewing equipment.

A marine technology curriculum offered at Clatsop Community College this past year was the result of cooperation and planning of the State Department of Education, local community college administration, marine technology advisory committee, and specialists in marine technology.

The marine technology curriculum was developed in accordance with findings of a feasibility research project conducted last year. The curriculum was developed to supply the trained technicians needed by the maritime industries. The development of the curriculum at Clatsop Community College is especially suited to the locality as the area's major occupations center around these industries. Instruction within the program includes experiences made available by the proximity of the Columbia River and Pacific Ocean as well as the related marine industries in and around Astoria, Oregon.

The trade and industrial curriculums developed last year are indicative of the diverse manpower needs of Oregon. Two new and very original curriculums were developed by the Salem Technical-Vocational Community College. One is a well drilling operators program, and the other for log scalers. Both programs were developed in close cooperation with the respective industries involved, and include cooperative work-experience as an integral part of the curriculum.

With the assistance of a state advisory committee, which has been studying fireman training needs at the post-high school level for more than two years, a two-year preparatory curriculum leading to an Associate in Science degree was introduced at Salem Technical-Vocational Community College. Twelve students completed the first year. As the program enters its second year, a full-time instructor-coordinator has been employed. A state fireman training curriculum guide to aid in extending the curriculum to other areas of the state is being developed and published.

Because of limited occupational opportunities in the sparsely populated eastern part of the state, it has been determined that one preparatory fire protection program would, for the next few years, adequately serve that part of the state. On this basis, a two-year preparatory curriculum

reflecting strongly the forest protection needs of the area has been planned for Central Oregon College. It is anticipated that the curriculum will be offered in the coming year.

The Oregon School Maintenance Instructors Association, in cooperation with the State Department staff, is exploring the feasibility of initiating either a two-year associate degree or a one-year certificate program for custodians. Tentatively being considered are programs for Portland Community College and one other center in the state.

The Law Enforcement Curriculum, designed to prepare persons for careers in law enforcement occupations and upgrade and improve the competency of employed law enforcement personnel, previously offered at only two community colleges, has been added to the offerings of a total of seven community colleges.

Of the 14 students graduating from the two-year programs initiated in 1964 at Clatsop and Treasure Valley Community Colleges, 12 students entered directly into a job for law enforcement agencies.

Preparatory programs offered at four of the seven centers enrolled a total of 190 preparatory students, twelve of whom are women. Of the number enrolled, approximately one-half are part-time students working at jobs other than in law enforcement. The other three centers offer only adult supplementary courses for employed law enforcement personnel.

This past year a nine-month instructional materials development program was initiated at Portland Community College to train people in the use of office machines, audio-visual media processes, and materials. Most of the people completing the curriculum received immediate employment in the local school system. It is expected that employment opportunities in industry will increase for future graduates. Enrollment in the beginning class was 15.

Other successful programs started at Portland which were requested by local industries to meet their increasing employment needs included:

Welding curriculum - enrollment in this program has made necessary the hiring of five additional staff members. The curriculum is designed to prepare the student for welding certification.

Automotive Mechanics and Machinist curriculum - these curriculums have had substantial enrollment increase since starting last March, but the growth has been limited by the existing facilities. This problem is expected to be solved in the near future.

Several meetings have been conducted between the staff members of Portland Community College and local high schools. Purpose of the meetings was to increase articulation between the community college and high school programs. It is anticipated that students will be able to earn community college credit through courses offered in high schools in the near future. Special emphasis will be placed on articulating certain curriculums at Benson Polytechnic High School with those at Portland Community College.

4. The Extent to which Program Objectives for Expanding and Improving Vocational-Technical Programs for Persons Already in the Labor Market Were Achieved:

Expansion and improvement in the adult supplementary offerings by Oregon community colleges and secondary schools in the state was realized by an increase and diversification in the types of supplementary education offered for persons already employed. The extent of expansion and improvement in the various instructional areas are discussed below. Total enrollment in adult supplementary programs for the year was 20,661. This is an increase of 3,574 over the previous year.

Trade and Industrial

The total enrollment in trade and industrial adult supplementary courses as compared with the previous year shows a substantial increase. Included in the enrollment figures are supplementary courses in the health occupations field, the technical occupations field, and trade and industrial occupations. In 1965 the total enrollment was 3,256 students. In 1966 the enrollment, excluding apprentice-related instruction, increased to approximately 5,400 students, an increase of nearly 61 percent. The occupational classifications showing the largest growth were in health services and mechanics and repairmen - more specifically in the automotive occupations.

The enrollment in the apprenticeship program has remained relatively stable during the year. Major emphasis has been devoted to upgrading and revising apprentice-related training materials. Those apprentice materials receiving attention and revision were: Carpentry, Sheet Metal Worker, Maintenance Electrician, and Auto Mechanic.

The state staff consulted and worked with the major heavy duty equipment industries in the state and the Bureau of Apprenticeship and Training in developing an apprenticeship training program for heavy duty tractor and equipment mechanics. The need for such a program has been indicated by requests from the major heavy equipment manufacturing and sales firms in Oregon. It is anticipated that the potential apprentice enrollment in a program of this type is likely to grow to 500 apprentices.

A study to determine the implications that new educational techniques, materials, and media will have for providing improved related instruction for apprentices has been initiated. Special attention has been given to the concept of the transmission of related training instruction from a central location in the state to outlying communities.

The expansion of in-service firemen programs in the state is reflected by the activities of two community colleges. Portland Community College, in response to a request from the Portland Metropolitan Area and Multnomah County Area Advisory Committee on Fire Protection, initiated a successful in-service advanced training program in which 180 firemen were enrolled. The committee is preparing evaluative standards for determining credit to be allowed for experienced firemen which would be applicable toward an associate degree in the Fire Science Technology Curriculum being planned by the college.

Similar in-service fire training courses were offered at Salem Technical-Vocational Community College in which 40 fire department officers were enrolled. In addition, basic firemen training courses were attended by a total of 240 volunteer firemen.

Law enforcement adult supplementary courses offered at the community colleges during the year were attended by a large number of persons engaged in law enforcement occupations. Approximately 200 police officers were enrolled in the courses not previously offered in five of the state's institutions. A survey completed in May indicated that 48 percent of those enrolled in the courses intend to complete the requirement for an Associate of Science degree at the various community colleges.

Agriculture

The adult supplementary program in agriculture offered by the secondary school districts continued on approximately the same basis as in the past, although there was a 34 percent increase in enrollment over the previous year. Twenty-seven secondary school districts offered a total of 57 courses in which 774 agriculture workers were enrolled. In addition, three young farmer programs were conducted by these local school districts.

Supplementary adult classes were offered at seven community colleges. A total of 266 persons were enrolled in these classes during 1966. All the needs for adult supplementary education in agriculture were not met, but planning was done on ways to expand and improve the adult supplementary program at the community colleges.

Home Economics

General adult homemaking classes continue to be popular, with a total enrollment of 8,177 students in all types of supplementary homemaking classes. At Portland Community College, where a home economics coordinator is employed, there is a growing demand for parent education courses. Advisory committees assist in promoting these kinds of educational courses.

One community college had a very successful program based upon the University of Chicago's program, "Basic Concepts for Parents," which offered the "Parenthood in a Free Nation" series of courses. Another community college held a series in child development and family relations seminars which included the "Changing Roles of Today's Parents" and "Stepping from Elementary to Junior High School." Requests for repeating these classes have been received.

The community leadership series for PTA groups, offered in the Portland Metropolitan Area for several years, brought a request for a similar leadership course open to other community agencies, i.e., the Credit Union League and Cooperative Pre-School Association. Portland Public Schools, in cooperation with the Department of Special Services, offered Speech and Hearing Program courses for parents of children with "hesitant speech."

Courses entitled "Career Horizons for Women" predominantly for women over thirty-five who contemplate entering or returning to the work force

were offered by Portland Community College. The courses gave the women the opportunity to examine their experience, abilities, and interests in relation to existing or potential job openings. In cooperation with the counseling department at the college, the students were given the opportunity to take tests to assist them in assessing their individual abilities and aptitudes. During the year 153 women availed themselves of this classroom experience and counseling service.

Home economics courses played a significant role in improving the home and family living of parents and children in the Portland Model School Project funded by a grant from the U. S. Office of Education. The Portland Community College supplied the home economics instruction for 463 parents of children living in the city's poverty pockets. A total of 38 classes were offered in the following family living concepts: Increasing the Value of the Food Dollar; Improving Appearance and Hygiene; Family Health, Budget and Management; Beginning Sewing; Explorations in Human Behavior; and Home Problem Solving.

Distribution and Marketing

In response to a demand for adult supplementary education by the Oregon Real Estate Board and persons employed in the real estate business as brokers and salesmen, a new state-suggested real estate curriculum was developed. A complete curriculum manual or guide for initiating and operating a real estate curriculum is in the developmental stage.

The curriculum, developed in close cooperation with the Real Estate Board and a state advisory committee, provides both an occupational preparatory curriculum program and a certificate curriculum consisting of a series of adult supplementary courses designed for persons already employed in the real estate business.

5. The Extent to which Program Objectives for Expanding and Improving Vocational-Technical Education Programs for Persons with Special Needs Were Achieved:

Research studies conducted in the state reflect the need to provide realistic educational programs for a large group of students with socio-economic and academic problems that inhibit maximum development in school. Recent statistics indicate that approximately 22 percent of Oregon youth become dissatisfied with their educational environment and leave high school before completing grade 12. It has been estimated that as many as 25 to 40 percent of the students that do remain in school, because of interest, ability, economic or social problems, achieve little by being there and would drop out of school if it were not for family, peer groups, or social pressures that oppose such action.

Special vocational programs are being developed to provide for these youth the type of meaningful education so important to them at this crucial stage in their life and at the same time prepare them for a productive place in the work force.

Vocational funds have been used, as well as time of the state vocational staff in cooperation with school officials in five geographic areas in

the state and the University of Oregon, to develop a proposed personalized education program for the school dropout or potential dropout. The program is for the out-of-school or the in-school youth, both boys and girls, who have failed to benefit substantially from their high school educational experience. It is designed to reorient, on an experimental basis, a minimum of 19,500 high school age youth within the next five year period. After the five year experimental period, the program will be expanded, providing funds are available, to reach and help the balance of the socio-economically and academically deprived youth in the state. Participants in the program will receive intensified guidance and counseling, occupational orientation and instruction, and appropriate on-the-job work experiences. Steps will be taken to identify the students' educational weaknesses and suitable remedial instruction will be included in the reorientation process. For those youth whose living environment is unsatisfactory, adequate home environment will be provided as well as the physical and cultural needs of these underprivileged.

A number of students, considered to have special needs, are served continuously by regular vocational programs. Although such students are recognized and provided with special educational and experimental treatments, they are not set apart or grouped into special categories. It is recognized that these students do exist and are being assisted even though they may not be identified as those being served by the special provisions of the 1963 Act.

Home Economics' Special Needs Programs

Portland Community College, in cooperation with the Department of Special Services, Portland Public Schools, continued and expanded a series of classes for parents of children with "hesitant speech." This program was initiated during the 1964-65 school year. Two series of classes for parents with elementary children were held in two locations within the school district. A new series for high school students and their parents was initiated by the Adult Family Life Education Division of the community college.

Salem Technical-Vocational Community College offered a series of three six-week courses under the topic of Understanding the Child. These courses provided training in day care for persons employed or seeking employment in day care centers and nursery schools. The Willamette Valley Migrant League referred one-third of the 57 enrollees in these classes who were persons with special needs.

A six-week workshop for 12 mothers receiving Aid for Dependent Children was sponsored by Southwestern Oregon Community College. The course was designed to assist mothers to improve their homemaking skills, financial planning, and for self-improvement.

In cooperation with a local planning group, Clatsop Community College provided courses for underprivileged adults. Basic education in reading and writing was correlated with development of an understanding of basic homemaking skills. Nutrition, child care, personal grooming, clothing construction and care, laundering, and the use of household equipment were taught. On request of the men and women in the group, a discussion class in family relations and counseling was included to help the family members understand the role of the family in the school and community life.

Health Occupations' Special Needs Program

A one-year hospital aide program was operated during the year at Jefferson High School in Portland for senior students with special needs. A total of 23 students, boys and girls, were enrolled in the program which may be considered a broad-based approach, since in the program students are introduced to a broad spectrum of health and health related occupations. The learning experiences were carried out in classroom and cooperative work experiences in local hospitals. Students obtained work experience in the following hospital departments: physical therapy, laundry, housekeeping, central supply, maintenance, and the business office. Students had an opportunity to rotate through most of the work experiences. The program is for students lacking motivation for regular vocational programs at Jefferson High and were considered to be potential school dropouts.

Developmental Program in Reading and Study Skills

Southwestern Oregon Community College developed and operated a special reading and study skills program for entering community college students who had inadequate educational preparation to succeed in the regular vocational programs. Through diagnostic procedures the students' weaknesses are identified and the latest techniques and equipment are utilized to bring the students' verbal, comprehensive, symbolic, and perceptual skills to a level whereby they can enter and succeed in a vocational program.

Vocational Decision-Making

Under a grant from the U. S. Office of Education, the guidance department of Blue Mountain Community College has been engaged in an experimental program designed to assist college students in making more realistic educational and career decisions. The program includes group and individual testing as well as individual self-analysis by the student. Of major importance is an improved technique of providing occupational information needed by the student in making career decisions and an analysis of the decisions made by the student while in school and after leaving school. The program is also designed to test the effect of the counseling provided by the college, with control and experimental group receiving varying degrees of counseling and counselor influence. This program was initiated and carried on in cooperation with the director of the Research Coordinating Unit for vocational education, which is located at Oregon State University.

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6. The Work-Study Program:

A procedure manual for the work-study program was developed early in the year and was sent to all community colleges and high schools in the state. The manual contained the necessary rules, regulations, and procedures for making application for work-study programs. The manual contained student eligibility, limitation of hours, and amount of compensation. This was determined to be $1.25 per hour. Suggested job areas and supervision requirements were listed. Steps for making application for the work-study program were outlined.

The work-study program got a slow start in 1964-65 due to the late funding. Only 42 students received work-study funds. Two other deterring factors prevented educational agencies from making application for the work-study program: (1) many community college students in need of the work-study program are older than the maximum age limit of 21, and (2) many of the local high schools applied for funds under the neighborhood youth corps Title IB of the Economic Opportunity Act of 1964. Apparently more funds were available through this source and there seemed to be fewer restrictions in making application for these funds.

Oregon's allotment for the work-study program for the 1965-66 school year was $247,689. Funds used during the academic year amounted to $90,188, and $143,765 was obligated to employ work-study enrollees on a full-time basis during the summer months.

Seven hundred twelve students participated in work-study programs during 1965-66 as follows: summer 1965, 5 community colleges and one high school with 178 participating students; 1965-66 school year, 6 community colleges and 6 high schools with a total of 534 participating students; summer 1966, 7 community colleges and 7 high schools requested funds for 534 additional students. This was approximately the number of participating students projected; however, there were fewer schools participating than anticipated.

7. Impact of Area Vocational School Construction Under Vocational Education Act of 1963:

Three community college building projects funded in 1964-65 were completed in time to accommodate classes in the fall of 1965. These new facilities in part replaced inadequate temporary facilities but primarily made available new vocational education opportunities at the post-high school level. All of the new facilities were used to capacity as soon as they were put into use. The 23 shops and laboratories and 9 classrooms included in the projects have an indicated capacity of slightly over 700 full-time day students but, due to the pressure of enrollments, are actually accommodating an estimated 900 students.

Construction contracts for two community college building projects being funded under the Vocational Education Act were let near the end of the 1965-66 year. Both of the buildings were designed specifically to accommodate vocational programs for which long-term needs had been identified.

The project for Blue Mountain Community College in Pendleton was planned to complement the building completed the previous year and permit bringing on one campus all vocational programs except for health occupations. The building provides shops or laboratories for instruction in welding, auto body work, power plants, fluid mechanics and power transmissions, heavy equipment maintenance, and machine tool processes. A physics laboratory for all vocational programs and a learning resource center with programmed materials, audio-visuals, and reference libraries for individual student use are also included. The project was eligible for $232,600 in federal funds, but only $100,000 was available. The facility will serve two counties in the Eastern Oregon area.

Portland Community College's project consisted of a three-story building designed primarily to accommodate the heavy shops of the trade and industrial education program. The construction is part of the first phase of building a new campus and will, for the most part, permit offering programs not presently available in public institutions in the area. Instructional areas include building construction, auto body, metal fabrication, welding, specialized automotive shops and laboratories, materials testing, machine tools, metals testing, and truck and heavy equipment. A feature of the instructional layout is the provision of learning resource rooms convenient to all instructional areas. This project was eligible for $739,500 of federal funds in contrast to the $500,000 available. The facility will primarily serve the Portland area, but will also accommodate students from the surrounding areas until such time as other institutions can offer equivalent programs.

Detailed planning was carried on during the year for two high school area vocational facilities, one as a department of a new high school in Portland and the other as a separate facility to serve the students of three public high schools and one private high school in the Milwaukie area. The local districts plan to request federal vocational funds for the projects in the first half of 1966-67. The funds to be requested are approximately double the amount it is anticipated will be available.

8. Additional Vocational and Technical School Facilities Constructed:

Complete information on construction projects carried on by the high school districts in the state is not currently available. Most new facilities serve a dual purpose in that they are used partly for vocational classes and partly for industrial arts and other non-vocational classes.

During the year seven high schools constructed new classrooms and shops for the agriculture programs. In addition, other agriculture education facilities have been provided, including greenhouses, small animal laboratories and nursery, forestry and land laboratories. These instructional facilities have greatly contributed to orienting the programs more closely to employment opportunities and have permitted offering the instruction to more students.

Corvallis High School constructed a new shop building that will replace inadequate vocational and industrial arts shops and provide for new instructional areas. The building will accommodate vocational programs in auto mechanics, agriculture, building construction, welding, electronics, and drafting. Federal funds were not available to participate in financing the project.

Near the close of the fiscal year Portland Community College began construction on two buildings which include instructional areas for vocational education programs. A "Business-Technology-Science" building will accommodate approximately 1340 vocational students: 800 in business education, 325 in technical education, and 215 in trade and industrial education. Of the total building area of 75,000 square feet approximately 70 percent is for vocational purposes and includes 20 laboratories and 13 classrooms. Occupations represented are drafting, office and clerical, electronics, instrumentation, appliance repair, and graphic reproduction. The second building is to serve primarily as a central heating and maintenance plant and includes 2,400 square feet of instructional area for 40 students in building maintenance and in landscaping. The facility is also planned to serve as a laboratory for practical work experience. Total area of the building is to be 21,900 square feet. Approximate total cost of the buildings will be about $3,000,000 and will be financed with state and local funds except for $622,000 provided under the Higher Education Facilities Act. The projects were eligible for approximately $630,000 of federal vocational funds; however, no federal funds were available.

Treasure Valley Community College constructed an additional building which included laboratory facilities for 35 students each in practical nursing, distributive education, and law enforcement. The area devoted to vocational education totaled about 2,500 square feet. Funds were not available for the institution's application for $51,000 of federal vocational funds.

9. Staffing of State Agency to Carry Out Administration and Supervision of State Planned Programs:

Staffing the State Department of Education with vocational education personnel has continued to be a major problem. This is due to a critical shortage of qualified personnel and low state salary schedules which are not too competitive with local educational agency salaries. Approximately one-half of the state vocational staff is new due to replacements and/or additions. Staff members were replaced in the following positions during the year: Business Education Supervisor, Distributive Education Consultant, Curriculum Consultant, and Agriculture Consultant. New positions added and filled during the year were a trade and industrial consultant and a health education consultant. All approved staff positions were filled by the end of the year.

One goal for 1965-66 was initiation of a comprehensive statewide leadership program for vocational education personnel. The vocational education staff of the State Department of Education has developed a proposal to provide a systematic program of leadership training for vocational education in Oregon. Oregon State University staff are consulting on the project. Revision of the proposal is currently being completed with initiation of a program planned for February 1967. Cooperation is being solicited from appropriate Oregon institutions of higher education and other agencies.

The staffing patterns of the Division were studied in order to provide more efficient leadership and service to local educational agencies. A suggested organizational chart was developed which provides for three major activity areas as follows:

1. Program planning
2. Program operation
3. Program services

The chart lists tentative responsibilities and activities with state staff assignments.

Provisions have been made for the staff of the Division of Community Colleges and Vocational Education to work closely with the Secondary Education staff of the Division of Instruction through the State Department of Education. Projects funded with federal vocational monies have been jointly reviewed by both staffs.

The two divisions are coordinating activities in the area of curriculum development, especially in orientation, exploratory, and related courses to occupational-centered curriculums. Other divisions within the department have assisted in program development and operation during the year. The Administrative Services Division has given technical advice and assistance in planning and implementing the record and report systems. The Special Services Division has assisted in providing coordinated guidance and counseling programs and has maintained certification approval standards. Professional assistance has been given by the Educational Development Division in reviewing research proposals and developing communication aides.

10. State's Activities in Strengthening Programs of:

a. Teacher Training

There were 380 secondary vocational teachers employed during the year which is an increase of 42 over the previous year. There were 498 post-secondary teachers in vocational preparatory programs which is an increase of 233. Teachers of adult education increased by 219 for a total of 709.

Teacher training programs in vocational education enrolled 554 in preservice training with 127 completing program requirements. This total includes office education which was added this year. The projected need for vocational teachers continues to be much greater than numbers presently enrolled.

Agriculture

Vocational Agriculture experienced one of its greatest shortages this year in that only 11 graduates completed their certification requirements for teaching vocational agriculture. This is less than one-half the present need. It has been necessary to employ 15 out-of-state vocational agriculture instructors and as of July 1, 1966, two teaching positions were still unfilled.

Eleven secondary schools cooperated with the School of Education at Oregon State University by making their schools available as practice teaching centers. The internship program for teacher education is becoming more important each year. This past year four students participated in the internship program. To help alleviate the teacher shortage an accelerated teacher education program was established during the 1966 fiscal year which qualified two additional persons for certification.

During the year, five in-service classes for vocational agriculture instructors were conducted throughout the state. In-service training demands were not adequately met due to the lack of state staff for planning and coordinating the in-service program. In addition to in-service classes, 31 vocational agriculture instructors participated in a two-week workshop for curriculum development.

Home Economics

The one institution meeting requirements for training vocational home economics teachers is Oregon State University. This year 41 students were registered for student teaching, with 38 of them graduating, as compared to the previous year's 73 student teachers. This drop was probably due to the rush of students to finish before the new certification laws became effective in October 1965. However, this has created a shortage of homemaking teachers for the current year. There is a definite shortage of teacher education personnel on the staff at OSU. Until additional staff members can be added, changes in the current program will be limited. Specialization in the development of new programs are needed to strengthen the teacher education programs in home economics.

In-service plans were made for the annual state homemaking teachers' conference which will be held August 22-24 in Portland. Preregistration indicates 100 to 120 homemaking teachers will attend the three-day program. Some time will be spent on long-range plans for home economics education in Oregon, as well as sharing of new teaching techniques.

The Oregon State University summer school offerings in home economics encouraged teachers to strengthen understanding of new programs to meet the needs of a changing society. One hundred sixty-five individuals enrolled in summer classes for either the four-week seminars or eight-week summer courses.

OSU also sponsored a three-day in-service continuing education program in the spring, with an area supervisor from California as consultant. Approximately 20 leaders in home economics education from two private colleges offering home economics education, the heads of department in four community colleges, and a city supervisor attended. Over 100 homemaking teachers participated in the full Saturday session. Emphasis was given to the development of wage earning programs, as well as to information relating to specialized units (i.e., Senior Homemaking non-lab. class).

A one-day workshop for adult teachers of home economics classes was held in Portland, with six clock hours of credit toward renewal of certification being given to over 80 instructors. Portland Public Schools provided an afternoon and evening fall in-service workshop for the 90 teachers in the city system. An interior designer, an architect, an electrical engineer, and the home economist from General Motors were the consultants for this program on living in the space age.

Requests by participants in two in-service training courses from one community college and adjoining districts resulted in a two-weeks summer workshop for teachers from the entire state. Twenty-three teachers attended this workshop in beginning and advanced clothing construction and methods of teaching adults.

Because of the shortage of instructors in Bishop Method of clothing construction, one community college offered two preservice training courses for adult teachers during the year.

One community college cooperated in three training sessions for Peace Corps trainees by providing facilities and help in planning and conducting classes in the home economics-related phases.

One teacher educator and one community college supervisor from Oregon participated in the Seminar for Home Economics Educators in Gainful Employment Programs. This was held in March at the Center for Research and Leadership Development in Vocational and Technical Education at Ohio State University. Two Oregon homemaking teachers attended the six-weeks Child Development Training Program for Vocational Homemaking Teachers workshop in Nebraska. The local districts in which these teachers work expect to develop extensive programs in child development with training in wage earning courses.

Distribution and Marketing

The state staff in cooperation with Oregon State University has developed a teacher education program for distributive education which will be initiated next year. One full time teacher educator for distributive education has been employed. This new program should be a great assist in helping expand distributive education programs in Oregon.

Office and Clerical

Office education was included for the first time this year in vocational teacher training. There were 149 enrollees in preservice training of which 24 completed program requirements. Nineteen of these were placed in secondary schools and the remainder took office jobs. It is anticipated that 28 more will complete program requirements next year; however, a greater number than this will be needed for high schools alone. Expanding office education programs in community colleges will need an additional number which will increase the anticipated shortage for next year.

An in-service workshop "Organization and Coordination of Cooperative Work Experience for Office Occupations Programs," was planned by the state staff. Twenty secondary office education teachers who were interested in cooperative work experience programs as they apply to office education through the Vocational Education Act of 1963 were enrolled.

Trade and Industry

The need for Trade and Industrial Education instructors continues to be much greater than the supply. During the year there were 194 preservice and 265 in-service part-time and full-time instructors enrolled in training programs.

Under the administration of the state staff and in cooperation with the State System of Higher Education, three new programs were initiated and offered during the year to keep both secondary and post-secondary teachers abreast with educational processes and developments. Such programs were "Siminar in Programmed Instruction," "Advanced Electronics Workshop for Technical Instructors," and "Instructional Television Techniques Workshop."

Two one-day workshops were held for 75 apprenticeship instructors at Oregon State University. Resource people from Oregon's universities and industries were used in presenting a very successful program. It is anticipated that this type of workshop will continue on an annual basis and be expanded to other apprenticeship programs.

Four quarterly in-service two-day workshops for 45 state fire training instructors were conducted. Major emphasis was placed on familiarizing instructors with new audio-visual techniques including 8mm single concept loop film. The pattern these workshops generally followed is to alternate: one session being devoted to production of

instructional materials, the other to teaching demonstrations using materials so produced.

In cooperation with the State System of Higher Education, three in-service workshops were conducted for 53 high school teachers to give them a background in cooperative work experience methods and procedures. Areas emphasized included the diversified occupations, distributive education, and office and business. Prerequisite to enrollment was eligibility for vocational certification.

Health Occupations

Cooperative planning between the state staff and the Oregon State Board of Nursing was initiated to develop a teacher education project of four one-week workshops for instructors of practical nursing beginning in 1967. The major objective of workshop series is to prepare the instructors to implement a patient-centered practical nursing curriculum. During the year there were seven preservice and nine in-service instructors enrolled in training programs.

The Oregon State Board of Nursing is planning to revise the minimum curriculum requirements for the practical nursing program. Through the involvement of the instructors in the workshop series, the Board of Nursing anticipates receiving recommendations to consider in planning the revision of curriculum requirements.

A representative advisory committee was appointed and activated to assist in planning, coordination, and implementation of the practical nurse teacher education project. This project will be closely correlated with a practical nursing curriculum improvement project which will be ongoing at the same time.

Teacher Education Study

All activities for the vocational and practical arts teacher education study directed by Dr. Borosage, Michigan State University, have been completed. Conclusions and recommendations are not available as Dr. Borosage is still in the process of completing the final report. Vocational teacher educators at Oregon State University and the staff of the Division of Community Colleges and Vocational Education cooperatively assisted in the study.

b. Vocational Guidance Programs and Services

Counseling and guidance services for the counseling, testing, follow-up, and placement of vocational education students was provided by local educational agencies that received federal funds for operating vocational education programs. The personnel employed by the local educational agencies to carry out these guidance and counseling functions met the certification requirements pertaining to such personnel at high school and post-high school levels as outlined in the State Plan.

Several secondary schools developed plans to improve their vocational guidance programs by implementing instroduction to vocational education courses in which the students would be exposed to a large number of occupations and an exploration of the total world of work. Students would study the requirements and the expectations, the satisfactions and the rewards of a large number of occupations by large occupational groups.

There were 562 counselors employed during the year in 220 high schools. There were also 35 counselors employed in 10 community colleges. Teacher training institutions had 380 preservice and 450 in-service enrollees in guidance and counseling training programs. Eighty students completed minimum program requirements during the year. There still seems to be a shortage of guidance and counseling personnel in the state as over half of those that complete the program requirements are employed out-of-state.

Through the cooperative efforts of the Division of Continuing Education and the State Department a vocational guidance consultant has been secured for the purpose of working with both community colleges and high schools in problems pertaining to guidance and counseling. This program is carried on in cooperation with the Guidance and Counseling Service of the State Department and emphasizes vocational planning for Oregon youth.

c. Curriculum Development

The state staff assisted in the development of vocational education curriculum patterns at the secondary and post-secondary level institutions. Curriculum patterns, aimed at gainful employment, were developed in cooperation with the Division of Instruction and other State Department of Education staff. Persons representative of the occupations involved and personnel at the secondary and post-secondary level were utilized to assist in their development. The intent is to articulate the secondary school pattern to the post-high school offerings in the same instructional area.

The trend in this development pattern was toward a broad-based approach -- that is, a curriculum designed to prepare a student either for entry into, or continued post-high school education, in an occupation aimed at one of a group of closely related occupations. The curriculums were kept broad based at the high school level to provide more latitude and flexibility for entering one of several jobs in an occupational area in which a student had been trained. Students would be enrolled in these broad-based curriculums on the basis of their occupational objectives, interests, aptitudes, and abilities.

The state staff has developed a Guide for the Organization and Administration of Vocational Education Programs in Secondary Schools. The purpose of this guide is to assist school administrators in planning and developing vocational education programs and to encourage and promote inclusion of vocational education in the total program of

studies. General criteria and standards are outlined for approvable occupational preparatory programs as required by the Oregon State Plan for Vocational Education. The guide describes a suggested pattern for occupational education for various sizes of school and indicates the limitations of smaller school districts to offer a complete vocational education program. The guide explains the various aspects of cooperative work-experience programs as well as adult education supplementary programs. Included in this report is a description of various types of programs for youth with special needs.

Curriculum patterns developed during the year for secondary schools are as follows: Landscape Horticulture, Office Education, Electricity-Electronics, Graphic Reproduction, Building Construction, Health Occupations, Nursing, Marketing and Distribution Occupations, and Guidelines for Diversified Occupations Program. Curriculums developed in cooperation with the community college personnel were: Farm Equipment Service occupations, Associate Degree Nursing, Well Drilling, Log Scaler, and a certificate program for Custodians. The above programs are explained in more detail in Sections 2 and 3.

Home Economics

The state staff is developing a curriculum guide for the wage earning phase of the home economics program. The purpose of this guide is to further assist local districts in developing the programs recommended in the Guide for Organization and Adminstration of Vocational Education Programs in Secondary Schools, which is described under item 2. A brochure, "Home Economics Education Geared to Homemaking and Wage Earning" (see attachment #16), has been prepared as a preliminary step for helping teachers to interpret the total homemaking program.

A working draft of the handbook entitled Guidelines for Adult, Post-High School Home Economics Education was developed by a committee of adult homemaking instructors. At the one-day adult homemaking teachers' workshop over 80 teachers worked with the materials and received copies to use. Additional suggested course outlines are ready to be printed as supplementary working materials to be added to this handbook.

One community college is inaugurating a transfer credit program with the Division of Higher Education and has received approval of seven lower division courses in home economics through Oregon State University. As soon as the community college has its own facilities, additional laboratory courses will be added. It will be possible for girls to complete the first two years at the community college and transfer to OSU in any of the home economics majors.

The Portland Community College home economics supervisor has been on the Community Council Day Care Committee and the Metropolitan Committee for Advancement of Pre-School Education. As a result of these contacts, it is believed that the time is right for the

Portland Community College to seriously consider the development of a day care center to serve a triple purpose: (1) Facilities would be available for students to leave their children while attending school. (2) Students in child development courses and child care training programs would have a laboratory for observation and practice. (3) With all the new emphasis on preschool education, there seems to be a need for training of assistants and helpers for day care centers. One-and two-year programs will be developed in this field.

Agriculture

To enable agriculture instructors to provide effective instruction for a changing and dynamic agriculture, it has been necessary to develop a new curriculum for agriculture education. Through the cooperation of the teacher education staff, State Department of Education staff, and vocational agriculture instructors, an instructional pattern will begin with one year of "Agriculture Principles." This class, in most school districts, will be followed by a core of instruction in production agriculture and related mechanics, this being followed by specialty courses in Farm Operation and Management, Landscape Horticulture, Forestry, Farm Equipment Service, and Agricultural Service Occupations. The number of any specialty courses offered in any one school district will depend upon the needs of the students and the enrollment.

During the year a committee consisting of representatives of the Oregon Nurserymen's Association and vocational agriculture instructors was established to prepare courses of study in landscape horticulture for secondary, post-secondary, and adult education. Also, through the use of a state advisory committee, a curriculum was developed and approved for the farm equipment and service training program established at Lane Community College.

The annual conference for vocational agriculture education was conducted by the Agriculture Education staff. Approximately 130 secondary and post-secondary agriculture teachers, and numerous high school and community college administrators attended and participated in the program. New programs and self-evaluation guidelines in line with the expanded program serving off-farm agricultural occupations were presented.

Trade and Industrial

The trade and industrial staff worked closely with the Oregon State Apprenticeship Council and the Bureau of Apprenticeship and Training of the U. S. Department of Labor in developing curriculums for apprenticeship. Throughout the past year work has continued on the revision of the industrial maintenance apprenticeship curriculum, carpenter apprenticeship curriculum, as well as the preliminary development of a new curriculum for the heavy duty tractor and equipment mechanic apprenticeship, and consulting with the federal office of trade and industrial education concerning the truck mechanics apprenticeship curriculum to be developed on a national basis.

Health Occupations

Planning was in process last year to sponsor a curriculum improvement project at the state level beginning in the fall of 1966. The project was related to the practical nursing program and the development of a patient-centered curriculum guide. A qualified person has been hired full-time for the duration of the project to coordinate this activity beginning September 1966.

Present curriculums are mostly disease and/or procedure oriented. The current approach to teaching in nursing programs is patient-centered. A major change in the total curriculum pattern will be to establish a program so that all aspects, classroom and clinical practice, will coincide with the regular college calendar. Also, appropriate general education courses will be recommended for inclusion in the total curriculum pattern. At the conclusion of the project, it is anticipated that a comprehensive state curriculum guide for practical nursing will be published. The guide will demonstrate the patient-centered approach to teaching the nursing courses. This project will be closely correlated with the workshop series for practical nursing instructors.

Additional developmental work was done on the broad-based health occupations curriculum guide designed for use at the secondary level.

Business Education

Teachers enrolled in a Distributive Education Workshop participated in the development of materials for a handbook on work experience education, "A Guide to the Organization and Operation of Work Experience Education Programs." A consultant has been secured on a part-time basis to complete the handbook on work experience education and finish the development of the office occupation curriculum started last summer.

A consultant was appointed part-time to develop an outline for a comprehensive curriculum in a two-year secondary Distributive Education program. The overall development will be an articulated program in Distributive Education for a two-year post-secondary program. The post-secondary program would, in many cases, serve students that did not take Distributive Education in high school. The curriculum will encompass team teaching, flexible scheduling, and project-teaching for both preparatory as well as cooperative Distributive Education.

d. Describe the State's Activities in Strengthening Programs of Research, Leadership Training and Experimental, Developmental, and Pilot Programs

Research activities during the year have been directed toward continuing the studies of the needs for vocational education in selected geographic areas of the state. In addition to seven studies conducted on a countywide or inter-district basis in 1965, eight area studies were undertaken during the past year. The geographic areas in which the vocational needs were assessed are: Southwestern Oregon counties of Coos and Western Douglas; Clatsop and Tillamook counties; Central Oregon Area including all or part of five counties; Curry County;

Douglas County, Klamath County; East-Central Linn County; and the Gresham-Reynolds school district.

Either completed or in process are vocational education "need" studies in areas in which 70 percent of the population of the state resides. These studies are being carried out in close cooperation with the Oregon Department of Employment.

The major purpose of the area vocational studies was to determine the need for vocational programs in terms of (1) student potential for program enrollment, (2) employment opportunities in the area, and (3) the availability of existing vocational programs, facilities, and instructional personnel. The final report of the studies including findings and recommendations are being completed and are not yet available.

In addition to the area studies, a study to determine the feasibility of establishing an area vocational center in Jackson County was undertaken. This second phase study now being completed followed an assessment of the needs for vocational programs in Jackson County that was carried out last year.

Flexible Scheduling Study

The Department of Education assisted Benson and Girls Polytechnic High Schools in Portland in a study of the feasibility of developing and initiating a flexible scheduling pattern for these schools. The study was a cooperative venture between the Portland Public Schools and Stanford University as part of the Stanford School Scheduling System Project funded by the U. S. Office of Education and the Carnegie Foundation.

Statewide Study of Systematic Planning

Work has continued on the development of the Statewide Study of Systematic Vocational Education Planning, Implementation, and Evaluation Project funded under a grant supplied by the U. S. Office. The development of a workable system to cluster occupations with regard to common knowledges and skills required in related occupations has received major attention. The refinement and improvement of previously developed data gathering devices has also been continued. Plans have been made to continue in the coming year phase II of the project, that is, the utilization of the "system" in a selected geographic area. The Portland Metropolitan Area has been tentatively selected and plans are being made with the administration of the Portland Public Schools for carrying out the continuation of the project.

Vocational Education Research Coordinating Unit

The Vocational Education Research Coordinating Unit which is located on the Oregon State University campus continued servicing the vocational education program in the state through coordinated effort with the State Department of Education. The coordinating unit is

continuing in its service role in matters of research, development, implementation, and evaluation of vocational education in the state.

The major objectives of the Unit are:

* To identify research problems and researchable issues in vocational education

* To stimulate and encourage quality inter-disciplinary research with implications for vocational education research

* To develop procedures for dissemination of information pertinent to vocational education research and development.

* To encourage the implementation of research findings into education programs and practices

The coordinating unit has been utilized to review proposals for research projects submitted to the Department. The unit provides assistance in research design matters pertaining to the proposals. Work has been done by the Research Coordinating Unit on developing an information retrieval system for sorting, storing, and recovering data needed for vocational program planning. The development of the "data bank" supplements and augments for Oregon the information retrieval system being established at the National Center for Vocational Research at Columbus.

Diversified Occupations Materials Study

Plans were made to locate and identify instructional materials sources for classes related to the Diversified Occupations program that was revitalized during the year. The resource materials will be utilized and their use evaluated during the 1966-67 school year. The plan calls for projecting this development into the next year for the purpose of orienting instructors in other programs statewide.

Home Health Aides Need Study

A research proposal for a project designed to identify employment opportunities for Home Health Aides in the Central Willamette Valley has been developed. In addition to the identification of employment opportunities, the project will also be concerned with the analysis of the home health aide occupation in terms of the knowledges, skills, and attitudes needed by persons that will be employed in this occupation. One important feature of the proposal is the investigation of the effectiveness of the high school dropout in preparing and performing on the job in an effective manner. Included in the proposed project is an evaluation of the curriculum and the product of the curriculum - the student - in an on-the-job employment situation. It is planned that this project will be initiated at Lane Community College by January 1966.

Home Economics Pilot Proposal

A research consultant has been retained part-time to develop a model proposal for establishing an innovative pilot program at the secondary level in child development and family life. It is planned that several such pilot programs may be initiated in a number of the high schools during the coming year.

Vocational Agriculture Studies

Eight research studies dealing with vocational agriculture were completed during the year by graduate students at Oregon State University. In addition, a study to determine the employment opportunities and the needs in landscape horticulture was initiated by the state staff in cooperation with the Oregon Nurserymen's Association.

Leadership Development

During the year a training program for the development of an experimental leadership training program for Oregon was planned. This program, previously mentioned in part 9, was developed cooperatively by the staff of the State Department and the staff members of the School of Education, Oregon State University and the Division of Continuing Education, Oregon State System of Higher Education. The three agencies have appointed personnel to coordinate the leadership program. The plan, to be initiated during the 1966-67 fiscal year, incorporates leadership education and experience for persons active in vocational education for a number of years, those actively engaged in vocational education since the enactment of the Act of 1963, and those either persuing an education program designed to prepare them to serve more adequately as administrators and coordinators of vocational education.

e. Evaluation of Programs

The state staff has assisted local schools in evaluating vocational programs for the purpose of keeping programs up to date so that they might meet the needs of the labor market and to re-orient program objectives in light of the changing employment opportunities. School administrators in the state were encouraged to define goals or objectives of their vocational programs and to determine how well their vocational programs were meeting these goals. Local schools continue to use advisory committees as a means of evaluating effectiveness of their vocational programs.

The Division of Community Colleges and Vocational Education and the Statistical Services Division of the State Department of Education have been working together in gathering statistical data on vocational education programs. Plans are being developed in which electronic data processing equipment and procedures may be used to more efficiently and effectively compile and use the statistical data gathered.

State staff assisted local educational agencies by reviewing the curriculum plans and content of course outlines which must be submitted

before the curriculum or courses are offered by the institutions. Before these new programs can be initiated there must be assurance that a representative advisory group has been consulted that is knowledgeable as to the program needs. This procedure is utilized for determining program effectiveness for preparatory and supplementary offerings at the high school and post-high school level.

Plans have been developed during the year to set up an evaluation system which will measure accomplishments in relationship to broad goals. Plans include setting up goals in terms of funds and other resources available and developing standards and criteria for measuring accomplishments in relationship to the allocation of the various resources. Standards for measuring these accomplishments may be by determining if vocational programs are training the number of persons needed, or the number who need or desire training, and whether those trained are placed and find satisfaction in their jobs. The major problem in development of a system is in determining and developing ways to measure the accomplishments toward the goals and objectives established. A staff member has been assigned to work part-time with a committee in the development of this evaluation system.

11. Legislation Enacted that Affects Vocational and Technical Education in the State:

The Oregon State Legislature meets on a biennial basis and did not meet during this fiscal year. Therefore there was no legislation enacted during the year that effected vocational and technical education.

12. Activities and Cooperative Accomplishments with Other Agencies:

A cooperative working relationship has continued to expand and grow between the State Department of Education and many other public agencies, both federal and state. There has been a free exchange of information between the several agencies concerned with manpower needs, occupational information, vocational education programs, and other education needs.

The agreement between the Oregon State Board of Education and the Oregon State Department of Employment was made September 21, 1964, as required by the Vocational Act of 1963. The State Department of Employment is scheduled to complete the statewide skill surveys by September 1966, as mentioned in item 1. The State Department of Education plans to use this occupational outlook information to develop vocational education programs on the basis of clusters of occupations that have similar skill and knowledge requirements. The statewide survey includes information from 29 of Oregon's 36 counties and accounts for 94 percent of the total wage and salary employment in the state. Collecting data for this total statewide skill survey has been in the process for the last two years. Advance information on the survey has been supplied to the State Department of Education to be used on the local level as well as in planning statewide programs.

The State Department of Employment has been extremely cooperative in developing information in a form usable for educational purposes. This was made available for local, area, and county surveys that were conducted to

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help develop local vocational education programs. The State Department of Employment has also provided the services of labor analysts and other consultants to assist in the collection of data on vocational education needs, to make occupational analysis, and to assist in outlining occupational clusters. A close working relationship continues between the staffs of the educational agencies both at the state and local level. Information concerning training programs, courses available in educational agencies, and information about persons being trained has been exchanged at the local level.

The Agriculture Education staff continued to work with many agriculture groups and organizations concerned with the development of agriculture education in Oregon. The Bureau of Land Management and private industry worked extensively with local school districts in developing forestry laboratories. The Oregon State Extension Service cooperated with teacher education and state staffs in conducting in-service training classes for vocational agriculture instructors.

The Home Economics supervisor has been a consultant to the Family Life Committee of the Governor's Committee on Children and Youth and has been a member of the planning committee for the biennial conference for the Governor's Committee on Children and Youth. This will be the first conference preparing for the 1970 White House Conference on Children and Youth and will develop its program in the family life and child development areas.

The Small Business Administration has made available program information and materials for distributive education workshops and distributive education educators at both the secondary and post-secondary level. The State Business Education staff worked with the Bureau of Labor in advising coordinators, teachers, administrators, teacher trainers, and university groups of the provisions of the state labor law and assists in distributing the various reports of the Bureau to the schools which offer cooperative work experience programs.

A closer working relationship and more frequent communication has been established with the Oregon State Board of Nursing, Oregon State Board of Health, and other related agencies. These organizations and groups have important contributions to make in assisting with the planning of health occupation programs.

The State Fire Marshal's office was authorized to offer fireman training in the state under previous legislation. Cooperative plans have been formulated to avoid duplication of effort. For example, it is tentatively planned to coordinate the training activities by having the Fire Marshal's office serve basic programs for volunteers concentrated on manipulative skills, and for the Department of Education, through community colleges, to place major emphasis on the preparatory programs.

A cooperative relationship has been maintained with many other agencies in the over-all guidance and direction of vocational programs. Such agencies are the State Real Estate Department, State Public Welfare Commission, U. S. Department of Agriculture, State Soil Conservation Service, and State and Federal Apprenticeship Agencies.

13. Outstanding Strengths and Weaknesses of the State Program:

An inherent strength of the vocational program in the state is a strong determination on the part of a significant number of state and local educators to accept the challenge that is facing vocational educators and to capitalize on the provisions for improving the role of vocational education made possible by the enactment of the Vocational Education Act of 1963.

Another strength is the cooperative interest and attitude between the personnel of the various divisions within the State Department and the staff of the Division of Community Colleges and Vocational Education that will make optimum utilization of the Act.

A major strength is the cooperative development of new vocational curriculums with personnel from high schools, community colleges and the state staff. There has been a persistence to develop these curriculums based on employment needs and to articulate the various vocational programs between high school and post-high school levels.

Still another strength is the interest that educators, leaders in business, agriculture, industry, and the general public have shown in participating in projects of investigation, development, demonstration, and pilot programs. These projects are designed to promote and demonstrate quality vocational education for persons needing such education.

Another strength of the state program has been the preparation of teachers who are willing to accept, expand, and improve instructional programs to meet current employment needs in their occupational area.

The extent of activity of the various vocational service programs differs at high school and post-high school levels. Agriculture, distribution and marketing, office education, and home economics have strong programs at the secondary level with less emphasis being given at the post-high school level. Trade and industrial education has more extensive programs at the post-secondary level with a limited number of high school programs. Plans for vocational programs in these weak areas were developed during the year.

A major weakness continues to be the shortage of quality vocational administrative supervisory and instructional personnel at all levels, state and local. Personnel for vocational guidance and research and development is also very limited.

Another major problem is the lack of adequate facilities and equipment for programs. The tremendous number of students seeking vocational education at the post-high school level is forcing school administrators to seek various types of temporary rented quarters. Many programs are running a late afternoon and evening program in high school facilities. This problem should be reduced if the construction budget submitted for the next biennium is approved by the Legislature.

The teacher education programs at Oregon State University have prepared quality vocational education instructors. However, the quantity of

instructors needed in all vocational areas at both high school and community colleges levels is woefully lacking.

14. Youth Organizational Activities as They Relate to Vocational Education:

Youth organizations continue to be an important activity of the vocational education programs on the high school level.

Many Oregon youth are provided leadership experiences in a meaningful context. The organizations assist in providing needed status to occupational education programs. Major activities of FFA, FHA, and DECA clubs continue to support vocational education programs as explained below:

Future Homemakers of America

The Oregon Association of Future Homemakers of America, an integral part of the regular homemaking program, had a total membership of 3,908 in 1965-66.

The nine state officers began plans for the two-day state meeting at the annual summer executive council meeting in August. One day of the executive council meeting was spent working with the 14 district officers and their advisers who represent the seven FHA districts in Oregon. Thirty people participated in this one-day training session.

The twenty-first birthday of the Oregon Association was celebrated at the annual state FHA meeting held on the Oregon State University campus, April 1 and 2. This meeting was attended by 390 delegates representing 114 chapters. Using the theme "Building Your Future," four goals were developed: (1) Ability to plan worthwhile programs of work; (2) Better understanding of career opportunities; (3) Appreciation of citizenship opportunities; and (4) Better communications with family members. Speakers included a former Oregon Assistant State Supervisor who pointed out ways chapters can build better programs of work; Oregon's Secretary of State who spoke on lowering the voting age to 18; an OSU faculty member who made delegates aware of the vast differences between opportunities for youth in the United States and in other countries; and the internationally famous speaker, Dr. John Furbay.

Elected to office at the 1965 national FHA meeting in Philadelphia, a member of the Oregon Association served as National Vice President of Pacific Region for 1965-66. She was Oregon's eighth national officer and represented the Future Homemakers of America at the AHEA national convention in San Francisco in June.

Future Farmers of America

The Future Farmers of America in Oregon has continued to be an integral part of the total agricultural education program. This past year girls were allowed to participate in district and state activities that do not lead to national contests.

Approximately 1,000 delegates, vocational agriculture teachers, parents, school administrators and other friends of the FFA attended the FFA

State Convention. A delegation of 140 FFA members, vocational agriculture instructors and guests from Oregon attended the National Convention in Kansas City.

A new awards program for Agricultural Placement was initiated to recognize students who have demonstrated outstanding performance and achievement in occupational experience programs.

Future Farmers of America chapters throughout the state made contributions to the statewide fund drive to build the $300,000 agricultural building at the Oregon Museum of Science and Industry.

A summer leadership camp was initiated and proved to be of merit which has prompted an increase in youth participation this year.

Distributive Education Clubs of America

Distributive Education Clubs of Oregon (DECO) had 19 clubs and 557 members.

A serious look has been taken at the growth rate of DECO to determine why Distributive Education was attracting only slightly better than one-third of their total 1,422 students into DECO. Many activities were conducted during the year to expand DECA in Oregon, including a conference with Mr. Applegate, Executive Director of DECA, Washington, D.C. It appears that these activities will increase and strengthen Distributive Education in Oregon within the next year.

A meeting of the DECO Board of Governors was held in Salem in April and it was recommended that the State Constitution be completely revised. A rough draft has been completed and the finished copy will be available this fall. The new Constitution will provide much more opportunity for individual members to accept and exert leadership responsibilities.

Five meetings of the State Officers were held during the year in Salem for the purpose of coordinating state activities and developing the State Leadership Conference. The Conference was held in Salem March 25 and 26. Eighty awards, sponsored by Sears-Roebuck Foundation and the Retail Clerks were presented to the participants of the leadership events. Participating students, local and state businessmen, school administrators and association guests attended the Awards Banquet Saturday evening, March 26, 1966. Newspapers throughout the state gave generous coverage of the Conference.

Fifteen Oregon delegates attended the National Leadership Conference of the Distributive Education Clubs of America held in Chicago. Three teacher coordinators of Distributive Education also attended the Conference, supervising the delegation during its stay.

Oregon had two national contest winners at the Chicago Conference. Two DECO members represented the state association on the Oregon Youth Council, attending monthly meetings at Salem and Portland.

15. Vocational Education Advisory Committee Activities:

A State Vocational Education Advisory Council consisting of 15 members was appointed by the State Board of Education during 1965. One meeting was held during that year to review the vocational education needs and programs in Oregon and to explain the purpose and responsibilities of the Advisory Council to the State Board.

The Council met four times during the year and reviewed aspects of the Oregon Vocational Education program including high school, post-high school, and adult education. Some of the items that were discussed by the Council and upon which they made specific recommendations are as follows:

1. High school vocational education programs in general
2. Associate Degree Nursing program for community colleges
3. Building construction criteria
4. Research projects
5. Guidelines for organization and administration of vocational education programs
6. Vocational guidance for vocational education programs
7. Biennial Budget for 1967-69

It is anticipated that these recommendations and many of the recommendations the Council will make in the future will definitely influence the expansion and improvement of public vocational education in the state.

All high school and community college vocational education programs are expected to have and use advisory committees. A function of these committees is to review local programs and recommend needed program improvements to the local educational agency vocational education. They may make recommendations concerning improvement and expansion of curriculums, facilities and equipment, and over-all organization of programs.

Many new vocational education programs that have statewide implications were developed with the assistance of statewide advisory committees. State advisory committees helped develop new vocational education programs in the following occupations areas:

1. Fireman
2. Law Enforcement
3. Practical Nurse
4. Marine and Dairy Technicians
5. Agriculture Equipment
6. Service Occupations
7. Landscape Horticulture Occupations

There was one regional advisory committee for diversified occupations involved in implementation of a program on a cooperative basis in four high schools. It is anticipated that as new curriculums are developed for specialty areas having statewide occupational needs, additional state advisory committees in these various areas will be used.

APPENDIX

TABLE I

ENROLLMENT IN VOCATIONAL EDUCATION 1962-63 to 1965-66

YEAR	TOTAL			AGRICULTURE			DISTRIBUTION			HEALTH			HOME ECONOMICS			OFFICE			TECHNICAL			TRADE & INDUSTRY			
	Prep Sec*	Prep ** P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Appr
1962-63	11,827	2,166	18,603	4,215	-	899	839	-	704	-	433	336	6,583	-	8,724	-	-	-	-	965	84	190	768	6,044	1,812
1963-64	13,592	2,395	19,188	4,817	-	762	810	7	902	-	454	287	7,807	-	9,542	-	-	-	-	1,109	38	158	825	5,856	1,801
1964-65	23,705	4,027	17,087	5,314	34	774	1,252	76	521	45	418	129	7,648	-	8,297	3,537	964	1,133	-	1,475	80	909	1,060	4,474	1,679
1965-66	24,820	4,703	20,661	6,289	72	1,062	1,404	75	416	59	436	293	7,471	-	8,205	3,467	1,472	1,436	-	1,311	86	1,130	1,337	6,834	2,329

TABLE II

INSTRUCTORS IN VOCATIONAL EDUCATION 1962-63 to 1965-66

YEAR	TOTAL			AGRICULTURE			DISTRIBUTION			HEALTH			HOME ECONOMICS			OFFICE			TECHNICAL			TRADE & INDUSTRY			
	Prep Sec*	Prep ** P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Prep Sec	Prep P-S	Suppl	Appr
1962-63	220	138	662	100	-	61	30	-	17	-	15	11	83	-	180	-	-	-	-	123	4	7	***	389	
1963-64	227	125	614	103	-	43	29	4	17	-	17	8	88	-	159	-	-	-	-	104	4	7	***	383	
1964-65	338	264	490	110	6	39	43	4	5	2	19	6	92	-	139	70	58	1	-	76	1	21	101	299	
1965-66	380	498	709	116	18	42	35	3	14	3	33	9	91	-	191	111	125	61	-	106	5	24	213	387	

* Secondary
** Post-Secondary
***Included in Technical P-S

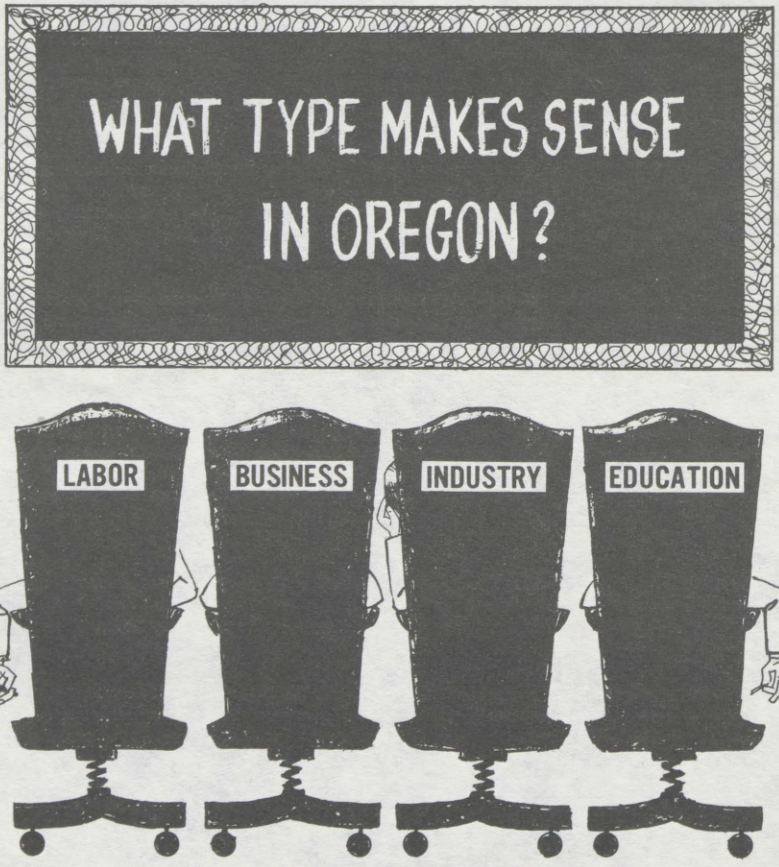
TABLE III

ENROLLMENT IN VOCATIONAL EDUCATION
1955-1966

YEAR	TOTAL		Agriculture		Distribution		Health		Home Economics		Office		Technical		Trade & Industry [4]		
	Prep [1]	Suppl [2]	Prep	Suppl	Prep	Suppl	Prep	Suppl	Prep	Suppl	Prep	Suppl	Prep	Suppl	Prep	Suppl	Appr
1955-56	12,204	21,322	3,918	816	553	552	-	-	5,715	11,009	-	-	-	-	2,018 [3]	7,383	1,562
1956-57	11,312	20,910	3,913	1,003	560	757	-	-	5,987	13,549	-	-	-	-	852	3,809	1,792
1957-58	11,860	20,785	3,837	1,441	522	1,242	61	-	6,641	12,534	-	-	-	-	799	3,836	1,732
1958-59	12,247	22,872	4,248	1,246	531	1,470	310	40	6,166	12,888	-	-	144	-	848	5,606	1,622
1959-60	12,891	22,811	4,195	1,297	697	1,287	350	143	6,255	12,490	-	-	483	156	911	5,483	1,956
1960-61	12,586	20,720	3,953	993	785	1,330	357	341	5,974	11,087	-	-	638	180	879	5,093	1,726
1961-62	13,730	19,563	4,067	1,080	787	340	441	154	6,580	9,253	-	-	912	107	943	6,938	1,691
1962-63	13,993	18,603	4,215	899	839	704	433	336	6,583	8,724	-	-	965	84	958	6,044	1,812
1963-64	15,987	19,218	4,817	762	817	902	454	287	7,807	9,542	-	-	1,109	38	983	5,856	1,801
1964-65	27,732	17,087	5,348	774	1,328	521	463	129	7,648	8,297	9,501	1,133	1,475	80	1,969	4,474	1,679
1965-66	29,523	20,661	6,361	1,062	1,479	416	495	293	7,471	8,205	9,939	1,436	1,311	86	2,467	6,834	2,329

[1] Preparatory
[2] Supplementary
[3] Includes enrollment for Oregon Technical Institute
[4] Apprenticeship

HIGH SCHOOL VOCATIONAL EDUCATION



A GROUP SUMMARY REPORT

STATE DEPARTMENT OF EDUCATION
LEON P. MINEAR
SUPERINTENDENT OF PUBLIC INSTRUCTION

HIGH SCHOOL VOCATIONAL EDUCATION

A REPORT ON THE

VIEWS - JUDGMENTS - OPINIONS

OF

MANAGEMENT - LABOR - EDUCATORS

------Meetings were held

------Problems discussed

------Solutions suggested

NOW IS THE TIME FOR ACTION

1966
Oregon Department of Education
DIVISION OF COMMUNITY COLLEGES AND VOCATIONAL EDUCATION
Leon P. Minear, Superintendent of Public Instruction
Robert O. Hatton, Assistant Superintendent
Wm. G. Loomis, State Director of Vocational Education

2911

FOREWORD

Continuing technological advances are bringing about changing occupational patterns and, hence, changing educational needs of our high school youth. This change combined with the complexities that face young people in obtaining employment, often without job skills or experience, constitutes a challenge to vocational educators to plan and operate programs that will be of maximum effectiveness.

This report is designed to give the reader a brief overview of the problem of providing meaningful vocational education in the high schools of Oregon. Community leaders in management, labor and education were asked to set down and discuss the problems they felt most important and give suggestions for solutions that make sense to them. The issues, opinions and recommendations of several groups residing in various parts of the state represent the substance of this study. The counsel and advice of those in attendance at these meetings is gratefully acknowledged.

Leon P. Minear
Superintendent of Public Instruction

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I

INTRODUCTION

Faced with the problem of determining the direction and extent of vocational education for Oregon high school youth, the officials of the State Department of Education decided to sample the views, judgments and opinions of management, labor and educators in select areas of the state. The communities of Salem, Bend, Medford, Coos Bay and Eugene were used for this study. An equal number of persons were invited from management, labor and educators. Those who attended the meetings were presented information and statistics on the current and projected employment opportunities in Oregon and the enrollment of high school and community college programs preparing persons for these jobs.

The major problem the study groups had to come to "grips" with is that in recent years young people have found it increasingly more difficult to find suitable and rewarding employment. At the same time employers have found it equally difficult to employ the unskilled and inexperienced worker and maintain a favorable position in the competitive free enterprise system. Therefore, young people must be prepared to seek employment where the manpower requirements demand a greater degree of technical knowledge and specific skills.

This report is a final summation of the statements of recommendation and conclusions reached by the composite of views, judgments and opinions expressed at these meetings. A summary of these statements appears on the next two pages.

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SUMMARY

Management, labor and educators are concerned about the problems of high school level vocational education. This was evidenced by the participation observed at the community meetings held in Bend, Medford, Coos Bay, Eugene and Salem. Had it been possible to expand this sample of public opinion to other communities of the state, it is assumed the response would not have differed greatly. The broad sample included an eastern, southern, two Willamette Valley areas and a coastal community. The only segment of the population that might influence the study somewhat is that of Portland and adjacent communities.

CONCLUSIONS

The most obvious conclusion in this study is one of action. The Division of Community Colleges and Vocational Education and local educational agencies are expected to respond to the major issues agreed upon by the groups as being of greater importance. The community leaders want to know: (1) What vocational education subjects should be taught? (2) What general education is needed? (3) How to provide adequate counseling? and (4) What makes youth employable? To provide answers to these questions the Department of Education and other responsible groups need to stimulate research.

The opinions which were given on the opinionnaire were all very definitive. In all cases the decisions reached were decisive. The five conclusions reached were:

1. Vocational education programs should be designed more toward the employment opportunities than toward the interests and aptitudes of those available for employment.

2. Vocational education should be a function of the comprehensive high school and community colleges.

3. A teacher for vocational education must have practical work experience in the occupational field he is teaching to be qualified to teach.

4. Many youth today have difficulty in choosing a career because of limited knowledge of the occupational opportunities.

5. High schools of less than 500 enrollment do not find it economically feasible to offer an adequate vocational education program. There should be a concerted effort on the part of these schools to establish cooperatively an area vocational program to serve all of the schools involved.

Conclusions reached by a subjective manner, such as those reported by the discussion groups were not as objective and thus less easily recorded. However, the conclusion reported here is the best estimate of a statement that would be agreeable to all. The qualifications are listed in the response to each item on pages 19 and 20.

1. Vocational education is needed on the high school level.

2. High schools are generally not taking care of the vocational education needs; however, some are trying.

3. There is need for high schools to plan cooperatively vocational education programs. Some may be large enough to operate their own. The smaller high school finds providing vocational education a serious problem.

4. In providing high school vocational education between two or more high schools, there are areas in the state where a cooperative venture could be activated utilizing the community college. There are other groups that may best be served by a separate facility jointly administered by a group of high schools. The best method is one that takes into account the geographic conditions and other related problems.

4

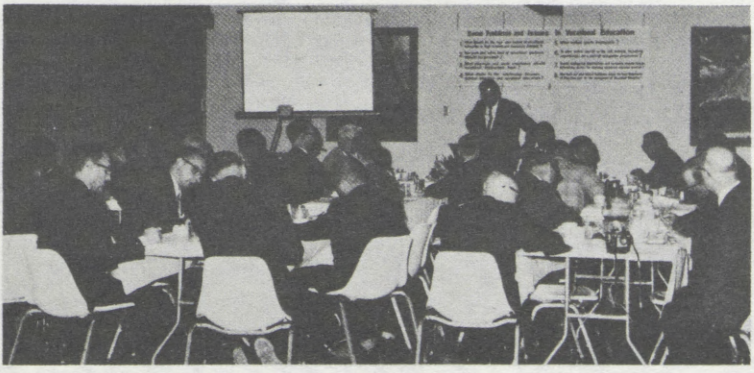
II

THE PROBLEM

We have more youth unemployed than we had during the great depression--over a million out of school and out of work. Joblessness runs about five times as high among men under 21 as among mature married men, and the situation may well get worse. The problem of what sort of vocational education really makes sense hangs in mid-air while the arm-chair philosophers argue the proposition that:

(1) Ahead of us lies a time of swift change. Even within a given job, skills shift very fast. It is commonly predicted that the very nature of the job will change three times in the career of a youngster now entering the world of work, or

(2) A radically increasing proportion of jobs will put a premium on general intellectual alertness, ability to read, compute, analyze, and solve problems, where the ability to communicate with others and work cooperatively with them is of vital importance.





Both assumptions look like a stern warning against overly specific skills training. It has been said, "The best vocational education is a good general education." Others believe that well handled vocational programs can themselves include a high element of the "general and liberal."

Whatever the solution, it is clear that vocational education for the future must make provisions for change. More important and to the point, it also seems clear that possession of specific, salable competencies is the surest guarantee that a youngster can get his toe in the economic door. Even more critical, getting--or not getting--that first job may be the most crucial event in a young person's life. There is no guarantee that all who leave our schools this year will ever acquire a job. It is just as tough as that. (8)

What then should be done?

How can we prevent such a calamity?

Where do we begin?

Who is responsible?

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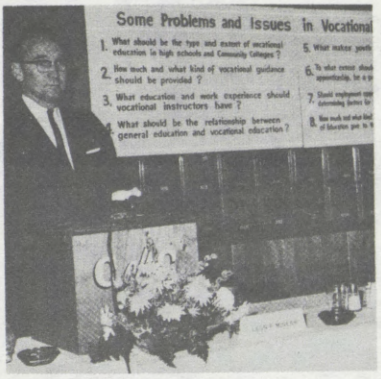
III

COMMUNITY LEADERS MEET WITH STATE OFFICIALS

These and other important questions were pondered by Leon P. Minear, Superintendent of Public Instruction, and the staff of the Division of Community Colleges and Vocational Education. It was decided to sample the opinions of management, labor and educators in the state. Five regional meetings were held in Salem, Bend, Medford, Eugene and Coos Bay, to diversify the attendance. Persons representing management, labor and education in the various communities of the region selected were invited. This random sample was thought to be somewhat representative of the state.





The purpose of these meetings were to provide a structured conference to to:

A. Acquaint them with the challenges facing vocational education in Oregon and to outline briefly the general approach the Department of Education and cooperating agencies are taking to meet these challenges.

B. Provide an opportunity for participants to help identify vocational education problems and needs, and to secure suggestions for possible solutions.

Each meeting consisted of a presentation by Dr. Minear to identify some problems and issues in vocational education.(2) Eight problems in all were presented and each person was asked to identify and rank in order what he thought to be the most important. The problems and issues were: (3)

1. What should be the type and extent of vocational education in high schools and in Community Colleges?
2. How much and what kind of vocational guidance should be provided?
3. What education and work experience should vocational instructors have?
4. What should be the relationship between general education and vocational education?
5. What makes youth employable?
6. To what extent should on-job training, including apprenticeship, be a part of occupational preparation?
7. Should employment opportunities and manpower resource needs be determining factors for planning vocational education programs?
8. How much and what kind of leadership should the Department of Education give to the development of vocational education?



The four questions which were selected as being of the greatest importance to the groups were questions 1, 2, 4 and 5. It is interesting to note that questions dealing with the specific operation of vocational programs were not scored high.

The serious questions in the minds of those attending the

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meetings were focused around the "central issue" in vocational education as it has appeared over the years. Namely:

1. What should be taught.
2. What general education is needed.
3. How to provide adequate counseling.
4. What makes youth employable.

These and many other questions were discussed by Wm. G. Loomis, State Director of Vocational Education, in his presentation of what the Department of Education has accomplished in the past, what is currently being done and what is needed to continue the planning, implementation and evaluation of vocational education in Oregon. (1)



The remarks of Dr. Loomis were supported by a department publication indicating Oregon's 5-year employment need. A copy of this publication was given to each guest. This booklet defines vocational education; points out the vocational education needs in Oregon to 1969; and briefly outlines the present number of students enrolled in vocational education programs in Oregon with suggestions where the size of schools creates problems.

Al Ringo of the Department of Education projected the above items on the screen to stimulate discussion. To give the reader a view of the subject a "thumb-nail" sketch of information presented is shown on the following pages.

IV

EDUCATION IN A CHANGING WORLD OF WORK

Definition of Vocational Education

Vocational education is that part of the total program of education designed to develop skills, abilities, understanding, work habits and appreciations needed by workers to enter and make progress in gainful employment.

The meaning of Vocational Education

Vocational education means education that is needed to prepare persons for gainful employment, and includes the processes that are necessary to implement sound vocational programs. Vocational education programs, to be successful, should have the following specific characteristics:

1. Training may be provided across the whole range of occupations in the labor market except the professional occupations which require a baccalaureate or higher degree.

2. Vocational programs are directly related to the needs of the labor market.

3. Course content is based upon a periodic analysis of the occupations for which the training is being given.

4. Vocational programs are developed and operated with the advice of persons bearing current and substantial knowledge of the occupations for which instruction is being given.

5. The programs have a clearly defined occupational objective and such objective may be either in a single recognized occupation or in a cluster of occupations in a recognized occupational field.

6. Equipment and facilities are adequate in supply and quality so that such facilities will enable those to be trained to meet their occupational objectives.

7. Training in a particular occupation or occupational field is carried to the point of developing marketable skills, attitudes, work habits, and appreciations sufficient to enable the trainee to obtain and hold a job.

8. Instruction is of sufficient duration and intensity to insure that the student is employable in the occupation for which he is trained.

9. Instruction is offered only to persons who want, need and can profit from it occupationally.

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10. Instruction is under public supervision and control.

11. The instructors are competent in the occupation or occupational area for which they are giving instruction and possess adequate professional qualifications for instruction.

12. Vocational guidance and counseling is sufficient to provide the individual with instruction for realistic vocational planning, assist him during his training, aid him in vocational placement, and provide adequate student follow-up information on those completing planned instruction and those terminating instruction prior to completion.

13. Continuous research is an integral part of the program. Research demonstrations and experiments should deal with the improvement of vocational education programs and with determining and justifying vocational program needs. Institutions of higher education are primarily responsible for experimentation through basic and applied research; local educational agencies are primarily responsible for implementation of research findings; and the State Department of Education is primarily responsible for encouragement of research, consultation and technical assistance, support of projects, and dissemination of information.

14. Evaluation of the program of instruction is made periodically, and results of evaluations are used to initiate necessary changes or improvements.

TABLE 1

OREGON'S TEN-YEAR EMPLOYMENT NEEDS
(In Thousands)

Occupational Area	1964 Employment	1974 Employment	*Ten-Year Need
Agriculture	47	41	**17
Office	101	133	63
Marketing	71	97	45
Service	59	75	34
Trade & Industrial	150	196	77
TOTAL	428	543	236

*Total Replacement and Expansion Needs
**Replacement Only

Source: Oregon Department of Employment Occupational Needs, Survey 1

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TABLE 2

OREGON'S PROJECTED VOCATIONAL EDUCATION ENROLLMENTS
(Grades 11 and 12, 1966-1975)

Occupational Area	Actual 1966	Projected 1970	1975
Agriculture	1,900	2,500	3,000
Marketing	1,400	5,100	7,700
Office	8,500	9,800	10,700
Service	100	3,400	5;600
Trade & Industrial	1,100	8,100	13,000
TOTAL	13,000	28,900	40,000*

*Assumed 50 percent of enrollment in Vocational Education reached by 1975

TABLE 3

OREGON HIGH SCHOOL ENROLLMENTS*
(Vocational Education, 1964-65)

Vocational Program	Number Enrolled	Percent of Total
Agriculture	5,300	4
Distributive Education	1,300	1
Health	50	-
Office	8,400	7
Trade & Industrial	900	1
TOTAL	15,900	13

*High School Total Enrollment - 122,000

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TABLE 4

OREGON VOCATIONAL EDUCATION ENROLLMENTS
(Post Secondary & Adult, 1964-65)

Vocational Program	Post Secondary	Adult
Agriculture	100	800
Distributive Education	100	500
Health	400	100
Home Economics	-	8,300
Office	1,000	1,100
Technical	1,500	100
Trade & Industrial	1,000	6,100
TOTAL	4,100	17,000

TABLE 5

OREGON COMMUNITY COLLEGE VOCATIONAL EDUCATION ENROLLMENTS*
(Ten Year Projection)**

Occupational Area	Actual 1965	Projected 1970	1975
Agriculture	200	700	1,100
Marketing	600	1,800	2,900
Office	800	2,500	4,100
Service	400	1,300	2,100
Trade & Industrial	1,000	3,000	4,900
TOTAL	3,000	9,300	15,100

*Full-Time Equivalent
**Source: "A Study of Oregon Community Colleges 1962-65"

In reviewing the employment potential anticipated during the next decade in Table 1 with present enrollment in the high schools and community colleges, it appears it will be impossible to produce enough graduates to fill the need. If we assume that 50% of the 11th and 12th graders were enrolled in vocational programs by 1975, there would still be a shortage of 25,000 to 40,000 qualified graduates available for the number of jobs anticipated. The target of 50% of the high school enrollment graduating in vocational programs and immediately taking employment is not likely. Even if it were--the combined trained work force coming from all public, private and migrate sources would fall short of meeting the need. To complicate the problem--the size of high schools in Oregon, indicated on the next page, shows there are many small schools that have difficulty providing vocational education.



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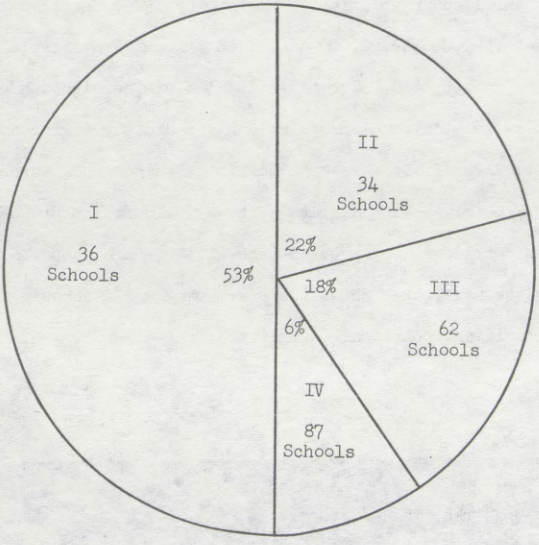
TABLE 6

OREGON HIGH SCHOOLS

Grouped by 12th Grade Enrollment



Group	Number of High Schools	Number of Students
I	36	300 to 700
II	34	140 to 299
	Minimum Base	
III	62	50 to 139
IV	87	1 to 49

70 high schools have 75% of the enrollment.

149 high schools have 25% of the enrollment.

V

OPINIONS OF COMMUNITY LEADERS

At each meeting an opinionnaire form was distributed and every person was asked to respond. A summary of the findings and a sample of the opinionnaire are shown on the next three pages.

The response to question A on the opinionnaire can be summarized in the following four statements, ranked in order of importance:

1. What should be taught?
2. What general education is needed?
3. How to provide adequate counseling.
4. What makes youth employable?

The breakdown on the following page will indicate the degree to which the community leaders agreed or disagreed to the statements on the opinionnaire. (4)

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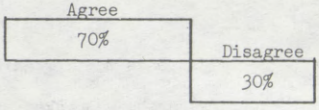
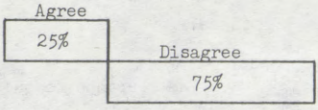
Statement

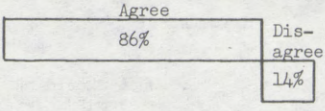
1. Vocational education programs should be designed more toward the employment opportunities than toward the interests and aptitudes of those available for employment.



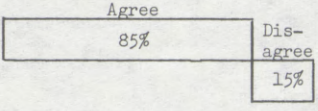
2. Vocational education should not be a function of the comprehensive high school, but should be offered at community colleges.



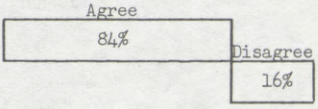
3. A teacher for vocational education must have practical work experience in the occupational field he is teaching to be qualified to teach.



4. Many youth today have difficulty in choosing a career because of limited knowledge of the occupational opportunities.



5. High schools of less than 500 enrollment do not find it economically feasible to offer an adequate vocational education program. There should be a concerted effort on the part of these schools to establish cooperatively an area vocational program to serve all of the schools involved.



STATE DEPARTMENT OF EDUCATION
Division of Community Colleges
and Vocational Education
Public Service Building
Salem, Oregon 97310
April 1966

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VOCATIONAL EDUCATION REGIONAL MEETING OPINIONNAIRE

A. In your opinion what are the three most important vocational education problems and issues? (Select by number in order of importance by the large charts.)

(1) _____ (2) _____ (3) _____

If you feel there are other important problems, please write them here.

B. Indicate your opinion on each of the following points: (Circle your answer, using the code at the top of each column of numbers to the left of the items.)

1 I strongly agree
2 I agree
3 I mildly agree
4 I mildly disagree
5 I disagree
6 I strongly disagree

1	2	3	4	5	6	1. Vocational education programs should be designed more toward the employment opportunities than toward the interests and aptitudes of those available for employment.
1	2	3	4	5	6	2. Vocational education should not be a function of the comprehensive high school but should be offered at community colleges.
1	2	3	4	5	6	3. Teachers for vocational education must have practical work experience in the occupational field he is teaching to be qualified to teach. (Assume he meets the minimum academic qualifications.) If you agree, how much experience? _____
1	2	3	4	5	6	4. Many youth today have difficulty in choosing a career because of limited knowledge of the occupational opportunities.
1	2	3	4	5	6	5. High schools of less than 500 enrollment do not find it economically feasible to offer an adequate vocational education program. There should be a concerted effort on the part of these schools to cooperatively establish an area vocational program to serve all of the schools involved.

VI

DISCUSSION GROUP DECISIONS

At each community meeting the participants were divided into small discussion groups of 8 to 12 persons each. Each group was asked to discuss the following four questions: (5)

1. Is there a need for vocational education at the high school level?

2. In your opinion, are high schools in this area taking care of the vocational education needs?

3. Is there a need for high schools to plan vocational education programs cooperatively or are high schools of any size enough to do the job alone?

4. If some vocational education programs were to be offered as cooperative ventures between two or more high schools, how should such programs be developed?

   A. By a community college in the area.

   B. As a separate area facility jointly administered by the several high schools.

   C. As an area facility administered by one district with the other districts contracting.

   D. By allocating selected occupational programs to the various high schools within an area and arranging for students from all of the high schools in the area to receive their occupational instruction in the vocational program at the appropriate high school while receiving their general education in their home school.

   E. Other.

The net result of this activity was to report back to the meeting with a positive statement on each topic. The response to these questions follows:

Question 1

Is there a need for vocational education at the high school level?

RESPONSE: There was unanimous "Yes" agreement with this statement.

CONCLUSION

Vocational education is needed on the high school level.

Question 2

In your opinion are high schools in this area taking care of vocational education needs?

RESPONSE: The majority of the groups said "No". One group was divided and others preferred to qualify their answer, e.g. "Some things are being done in this area--More could be done--Stronger counseling needed--Is progressive but still a long way to go--Needs improvement."

CONCLUSION

High schools are generally not taking care of the vocational education needs, however, some are trying.

Question 3

Is there a need for high schools to plan vocational education programs cooperatively or are high schools of any size large enough to do the job alone?

RESPONSE: The majority of the groups said "Yes." One group felt the small high school was out of the question, still others wanted to qualify their answers, e.g. "It could be done where it is geographically feasible--There is a need for cooperation--High schools in this area are able to carry out their own programs--Smaller high schools are not in a position to do it--Cooperative program needed--Yes, need for cooperation."

CONCLUSION

There is need for high schools to plan vocational education programs cooperatively. Some may be large enough to operate their own. The smaller high school finds providing vocational education a serious problem

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Question 4

If some vocational education programs were to be offered as cooperative ventures between two or more high schools, how should such programs be developed?

A. By a community college in the area.

B. As a separate area facility jointly administered by the several high schools.

C. As an area facility administered by one district with the other districts contracting.

D. By allocating selected occupational programs to the various high schools within an area and arranging for students from all of the high schools in the area to receive their occupational instruction in the vocational program at the appropriate high school while receiving their general education in their home school.

E. Other.

RESPONSE: The majority of the groups were divided between the community college and a separate facility jointly administered by the several high schools as the best possibilities for a cooperative venture. Still others qualified their answer, e.g., "There is no one best answer. Any program must be developed taking into consideration all local area problems. Area vocational schools with separate administration should have a separate tax base--depending on the geographic conditions of the area."

CONCLUSION

In providing high school vocational education, there are areas in the state where a cooperative venture can be activated utilizing the community college. There are other areas that may best be served by a separate facility jointly administered by a group of high schools. The best method is one that takes into account the geographic conditions and other related problems.

APPENDIX

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GLOSSARY OF TERMS

1. Area Vocational Education Programs Include:

   A. A specialized high school used exclusively or almost so to provide full-time vocational education in preparation for full-time work in industry.

   B. A department of a high school used exclusively or principally to provide training in at least five different occupational fields to students available for full-time study prior to entering the labor market.

   C. A technical or vocational school providing vocational education predominantly to persons who have completed or left school and who are able to study on a full-time basis before going to work.

   D. A department or division of a junior college, community college, or university providing vocational education in at least five different occupational fields, under the supervision of the state board of vocational education, and leading to immediate employment but not toward a baccalaureate degree.

2. Community College

   Community colleges are educational institutions intended to fill the institutional gap in education by offering broad, comprehensive programs in both academic and technical-vocational subjects. They are designed to provide terminal two year programs for some, serve to determine future educational needs for other students and provide means for adults to continue their academic education, vocational training, or attain entirely new skills as old occupations cease to exist and new technologies supplant them.

3. Comprehensive High School

   A secondary school with a number of departments (e.g., academic, industrial, business) offering a diversified program to meet the needs of pupils with varying interests and abilities.

4. General Education

   Means the phases of learning which should be the common experience for all and which are essential for successful communication and participation for the individual in his culture.

5. Guidance Services

   Those activities which have as their purpose helping pupils assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs; assisting pupils in increasing their understand-

Glossary of Terms (cont.)

ing of educational and career opportunities through the formulation of realistic goals. These activities include counseling pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs.

6. Survey Vocational Education

A study to obtain necessary information as a basis for the proper development of programs of vocational education. It serves to identify the needs for vocational training, recommend suitable types of classes, assist in the development of new instructional processes, and evaluate the results of work already done.

7. Vocational Education

As used in the context of this paper, means a program of education offered at any level which is designed to acquaint the learner with the necessary learnings prerequisite to successful entrance and ability to progress in the world of work.

8. Vocational Subject

Any school subject designed to develop specific skills, knowledges, and information which enable the learner to prepare for or to be more efficient in his chosen trade or occupation.

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THE BOSTON HERALD-TRAVELER CORP,
Boston, Mass., July 28, 1967.

SENATE EDUCATION SUBCOMMITTEE,
U.S. Senate Office Building,
Washington, D.C.

DEAR SIR: In view of the increased interest in the Elementary and Secondary Education Act in the wake of the recent riots, the Education Subcommittee may be interested in the enclosed editorial series on Title I of the school aid bill. The series shows how the Act reinforces the educational inequalities which it was supposed to correct because it distributes money to all the school systems—including the wealthy ones which do not need it—with the result that not nearly enough money is left over for the poor ghetto schools in relation to the need.

If I can be of any further assistance, please let me know.

Sincerely yours,

RONALD KESSLER,
Editorial Writer.

Enclosures.

[The Boston Herald, Jan. 2, 1967]

THE RICH GET RICHER—I

Not many Americans understood the historical significance of the Elementary and Secondary Education Act and especially Title I of the Act when it was first proposed. Even fewer Americans were aware of the shameful educational inequalities which the Act was supposed to correct: A child in Breathitt County, Kentucky, for example, attends a one-room schoolhouse with a pot-belly stove and no plumbing, and the average per pupil expenditure is $285. A child in New Rochelle, New York, on the other hand, attends a modern school plant with auditoriums, libraries, and a staff of remedial reading teachers, psychiatrists, and psychologists. The per pupil expenditure is $896.

One of those who did understand was President Lyndon B. Johnson. In his education message to Congress on January 12, 1965, he spoke in uncompromising terms of the part inadequate education plays in the vicious cycle of poverty. Because poor parents cannot afford to support good schools, their children receive an inferior education. Because they receive an inferior education, they are denied good jobs. And because they are denied good jobs, they cannot support good schools and their children receive an inferior education. And so it goes, round and round, generation after generation with poverty breeding ignorance and ignorance breeding poverty.

President Johnson proposed the Elementary and Secondary Education Act to break this cycle. But under his plan, New Rochelle was given about as much money—$321,000—as was Breathitt County, which receives $340,000! Such cases are the rule, not the exception, for among the wealthy suburbs given Title I money for the poor are Wellesley and Newton, Brookline and Lexington, Beverly Hills, Cal. and Scarsdale, N.Y.

We cannot believe the President intended this. In his message transmitting the Act to Congress he said, "The burden on the nation's schools is not evenly distributed. Low-income families are heavily concentrated in particular urban neighborhoods or rural areas. Faced with the largest educational needs, many of these school districts have inadequate financial resources. This imbalance has been created by the movement of high income families from the center of cities to the suburbs—and their replacement by low-income families from rural areas."

Finally, Mr. Johnson proposed a cure. "This is a national problem," he said. "Federal action is needed to assist the states and localities in bringing the full benefits of education to children of low-income families."

Federal action marked a tremendous break with the past. Americans traditionally have accepted elementary and secondary education as a local responsibility, with everyone looking after his own. But President Johnson made it clear that while this was fine in theory, it just didn't work anymore. American communities were reorganizing, with the affluent congregating in the suburbs and the poor becoming increasingly isolated in the rural areas and city ghettos. Many local governments simply didn't have the financial resources to handle the increased problems.

So the President asked us to break with tradition. The implications of his message were clear. Or at least they seemed clear at the time. He was asking

affluent Americans to continue paying for their own modern schools, and he was also asking them to help provide quality education for the children of the ghettos and the desolate rural areas.

The American people responded. Through their representatives in Washington they voted $1.34 billion for the first year of the Elementary and Secondary Education Act of 1965. Of that sum, the major share—$1.07 billion—was to be spent under Title I to aid poor school districts.

The money was to be used in a concentrated effort to help the children who need help through extra services such as remedial reading, speech therapy, counseling, social and cultural enrichment, and food programs.

To find out what effect Title I has had on poverty, this newspaper has traveled to 10 school systems throughout the country, studied the Act, interviewed the administrators of the Act in Washington, and talked with teachers and principals who are using Title I funds. The answers we have found are highly disturbing.

Although Title I has enjoyed some successes (one of the most notable being in the Boston schools) the program as a whole has had very little effect on poverty. And when one considers the provisions of the Act, this is not surprising.

While President Johnson talked about taking our billion dollars and firing it into the hard-core areas of poverty in the ghettos and Appalachias where it would do the most good, the U.S. Office of Education distributes it as if through a shotgun. The dollar bills float down in the affluent areas that contributed the money in the first place. Thus we find Wellesley, with a median income of $11,478, receiving $12,000 in Title I funds; Belmont receiving $32,000; Scarsdale, New York receiving $18,000; Brookline receives $89,000; Newton, which has one of the best school systems in the country, receiving $69,000; and Westchester County—the sixth wealthiest county in the country—being allocated more than $2.8 million. The best schools in the country are getting better, and they are doing it on poverty money.

Because America's wealthy communities are siphoning off so much Title I money, there is naturally not enough left for meaningful programs in the hard-core poverty areas. Fall River, Mass., is an economically depressed town which can afford an average per pupil expenditure of only $400. In fact, it is so economically depressed that it had to use much of the $515,069 it received in Title I funds to feed children suffering from malnutrition. There was not enough money left over to hire remedial reading teachers, even though one-quarter of Fall River's children are not reading at their own grade level.

The food, of course, is important. Children can't be expected to learn if they are constantly hungry. But the hot lunch program will have little permanent effect if the children continue to receive an inferior education. When they finish school, they will merely rejoin the cycle of poverty.

We do not believe this is what President Johnson had in mind when he first proposed the Elementary and Secondary Education Act of 1965. Nor do we believe this is what the American taxpayers had in mind when they contributed a billion dollars to this program.

The idea was to give our poor children "the full benefits of education" and thus break the cycle. Ironically, by giving just a little bit of money to both the rich and poor schools, Title I is not eliminating educational inequalities, it is reinforcing them. And by reinforcing them, it is making the rich richer and the poor poorer. In four subsequent editorials, we will document exactly how this is happening.

[The Boston Herald, Jan. 3, 1967]

THE RICH GET RICHER—II

As indicated by President Johnson, the original purpose of the Elementary and Secondary Education Act of 1965, and especially Title I of that Act, was to eliminate the educational inequalities existing in America between the wealthy suburbs, on the one hand, and the urgan ghettos and desolate rural areas, on the other. Title I is not accomplishing this goal. In fact, as we pointed out in Monday's editorial, it is reinforcing the inequalities—to such an extent that some schools in Newton, where the per pupil expenditure is $760, and New Rochelle, New York, where the expenditure is $896, are receiving Title I aid while some schools in Fall River, where the per pupil expenditure is $400, are not. And all of this is taking place at a cost to the American taxpayer of more than $1 billion.

Title I went astray because of a basic change in philosophy as the Act made its way through the committee rooms of Congress. When he first proposed the idea in his education message to Congress in 1965, President Johnson strongly implied that the wealthy suburban communities would be expected to continue to take care of their own and at the same time help out the urban and rural areas that no longer had the financial resources to support good schools. In other words, the President seemed to be calling for massive injections of federal aid into hard-core poverty districts. Hopefully, this technique would break the vicious cycle wherein poverty breeds ignorance and ignorance, in turn, breeds more poverty.

But Congress did not interpret the President's message in this way. Congress took the President's phrase, "low-income districts," and changed it to "children of low-income families." This change in emphasis from districts to individual children seems innocuous. But not when considered in context with the amazing eligibility formula Congress established. Congress ruled that any county containing 100 or more children aged 7 through 17 from families with an annual income of less than $2,000 is eligible to receive Title I funds. It further ruled that any local school system within that county is also eligible. Because almost every community in the United States, no matter how wealthy, still has a number of poor families, this meant that approximately 25,000 of the 27,000 local school districts in this country immediately became eligible for Title I poverty funds. In effect, Congress substituted a shotgun for a rifle and decided to scatter money all over the place.

This change in emphasis is what enabled Belmont, Brookline, Lexington, Marblehead, Milton, Newton, Wellesley and Winchester to receive a total of roughly $300,000 in Title I funds this year. The eligibility clause completely ignores the fact that the lowest median family income in this group is $8,295. The eligibility clause completely ignores the fact that the small number of poor children in these communities were already attending some of the best schools in the country. The eligibility clause completely ignores the fact that Title I funds enabled these communities to better their already excellent schools and thus widen the educational gap that Title I was theoretically supposed to close.

And the gap is widening. Hard-core poverty areas like Fall River are, to be sure, receiving a larger percentage of Title I funds on a population basis than wealthy communities like Newton and Wellesley. But Title I officials who are quick to point this out neglect to emphasize the disparity that exists among these communities in the all-important area of average per pupil expenditure.

Wellesley spends $700 per pupil. Newton spends $760 and Brookline spends $778, exclusive of federal aid, building construction and debt service. Fall River, which seems to be in the clutches of a permanent depression, can afford to spend only $400 per child. The $515,000 Fall River received in Title I funds seems to be a great deal of money and it is. But in terms of the enormous educational problems that exist in Fall River, it is of relatively little value. Because even with Title I funds Fall River is still spending ony $439 per pupil and that is not enough to break the cycle of poverty.

It is certainly not enough for a young, bushy-haired boy in Fall River named Danny. Danny is poor. He is suffering from malnutrition. Thanks to Title I funds, he is now getting one good meal a day. Unfortunately, lack of food is not Danny's only problem. He also has trouble reading.

Although Danny is in the sixth grade, he reads at a third grade achievement level and the only help he receives is several hours a week with a "reading coach" in a class with 13 other children. The "coach" has no degree and no training in remedial reading. She is impatient when Danny falters as he recites, and apparently she does not notice that Danny holds his book a few inches from his face, indicating both a need for glasses and better lighting in the antiquated classroom.

Fall River would like to do more for Danny. The school would at least like to hire trained remedial reading teachers. But as the administrator of Title I funds in Fall River said, "How can we spend money on academics when these kids don't have enough to eat?" So Newton and Brookline continue to improve while Fall River, already far behind, struggles against overwhelming odds to avoid falling further behind.

It is interesting to speculate what Fall River could do with the millions of dollars now being allocated in Newton, Wellesley, and the thousands of communities like them across the country. But it will alwaye be speculation unless Congress changes the distribution clause that governs Title I. That clause, and the restrictions within it that actually discriminate against poor school systems in rural states, will be closely examined in Wednesday's editorial.

Title I allocations and payments in Massachusetts

	Allocation	Payment [1] (1966–67)	Median income [2] (1960 census)
Arlington	$72,448	$72,448	$7,538
Belmont	37,888	32,191	8,372
Beverly	101,376	0	6,708
Boston	3,619,840	3,228,673	5,747
Brookline	90,368	89,697	8,380
Cambridge	370,432	210,461	5,923
Chelsea	178,432	168,609	5,298
Chicopee	131,328	71,139	6,170
Everett	100,608	81,326	5,983
Fall River	515,072	515,069	4,970
Fitchburg	140,288	99,495	5,833
Framingham	93,440	54,812	7,495
Greenfield	78,080	75,429	5,579
Holyoke	135,168	42,419	5,755
Lexington	45,824	[3] 21,386	9,043
Lowell	350,720	290,720	5,679
Lynn	481,024	233,304	6,021
Marblehead	28,662	24,511	8,295
Marlboro	36,352	20,136	6,127
Milton	20,736	17,760	8,685
Natick	27,392	11,742	7,550
New Bedford	651,520	355,380	5,019
Newton	147,200	69,478	9,008
Northampton	71,424	60,670	5,856
Quincy	185,856	185,835	6,785
Randolph	19,712	13,000	6,883
Revere	123,126	117,253	5,917
Somerville	343,040	126,386	6,024
Southbridge	40,960	33,100	5,917
Springfield	1,072,128	840,106	5,994
Waltham	89,344	13,601	6,804
Webster	35,840	0	5,792
Wellesley	36,608	12,916	11,478
Weymouth	111,872	96,410	7,003
Winchester	23,522	23,552	9,572
Woburn	51,456	8,663	6,650
Worcester	828,928	[3] 808,893	5,804

[1] Some school systems did not apply for their allocations, and others used only portions of them.
[2] One-half the families in a town have incomes lower than the median and ½ have incomes higher than the median.
[3] Payment indicated was used during 1965–66 school year. Payment for 1966–67 has not yet been approved.

[The Boston Herald, Jan. 4, 1967]

THE RICH GET RICHER—III

New Rochelle is a New York City suburb where it is not uncommon to live in a mansion. Breathitt County is a Kentucky Appalachian community where it is all to common to live in a shack. But the two communities do have one thing in common. They both received slightly more than $300,000 last year in Title I funds from the Elementary and Secondary Education Act of 1965.

Even before Title I went into effect, New Rochelle had one of the most advanced school systems in the country. It had a staff of remedial reading teachers, social workers, psychologists, psychiatrists. It had special programs for the gifted and special programs for the not so gifted. To run these programs, New Rochelle recruited the finest teachers in the country with maximum salaries of $11,750 for an M.A. and $12,800 with a Ph.D.

Before Title I went into effect, Breathitt County had 16 schools, most of them unapproachable except by foot. Inside one of these schools, a one-room wooden building called the Stray Branch School, a woman teacher instructed 16 children in grades one through six. Breathitt County had no remedial reading teachers, no social workers, no psychologists, and no psychiatrists to help this teacher and her schools had no special programs for anyone. In fact, Stray Branch had no bathroom, no history course, and precious few books. After teaching for 40 years, this highly dedicated teacher received a maximum of $5,500.

Why the gap between the two school systems? Simple enough. Money. A small percentage of New Rochelle's citizens are on welfare but most of them earn high salaries as scientists, engineers, lawyers, doctors, and corporate executives. Their median family income is $8,600 per year and because they want

the best schools for their children, they spent $896 per pupil in 1966 (exclusive of building construction and debt service), which is just about $400 above the national average.

Breathitt County doesn't have a small percentage of poor persons in its community. Practically everyone is poor and since the coal mines have closed, 77 per cent of the people are on welfare. Their median family income is $1,824, and much of the $285 they spend to educate a child is already supplied by the federal government, but it is still about $215 below the national average.

This sort of situation is what led to enactment of the Elementary and Secondary Education Act of 1965, and especially Title I of that Act. But instead of starting Breathitt County up the ladder toward the level of New Rochelle, Title I distributed about as much money to New Rochelle ($321,000) as it did to Breathitt County ($340,000). The slight edge Breathitt County enjoys over New Rochelle disappears under close examination. The way in which the two districts spent the money tells the story.

Since New Rochelle had almost everything a modern school system could want before it received Title I funds, the school administrators—well-trained in the art of spending money—developed "communications skills" classes to supplement the normal elementary school program. In the Daniel Webster School, one of the New Rochelle schools receiving Title I aid, all students in the school (rich and poor) watch rented movie strips, paint image pictures on slides illuminated by overhead projectors, and then describe their pictures into tape recorders and hear themselves talk. In another school, children learn to take pictures with a Polaroid purchased with Title I money, And so all of the money went towards improving the academic standards of this already first-rate school system.

Breathitt County officials wanted to improve their curriculum, too. And out of their $340,000, they did manage to hire their first nutritionist, their first art teacher, their first drama instructor, and their first social worker. But the Breathitt County administrators knew where most of the money had to go. They knew that the main diet of most children in the county was potatoes and beans. They knew that 80 per cent of the children had trouble paying attention in school because they were suffering from intestinal parasites. They spent their money wisely. They spent it for food.

Trying to decide which school system has been helped more by Title I is not easy. But one thing is clear. All of New Rochelle's money went into the improvement of its curriculum. Very little of Breathitt County's did. Therefore it is probably safe to assume that in academic terms, the gap between New Rochelle and Breathitt County is wider than ever before. In terms of the original purpose of the Act—which was to give the children of Breathitt County "the full benefits of education" so that they could break the poverty cycle—well, that is simply out of the question.

What in the Title I law accounts for such a poor distribution of funds? In yesterday's editorial, we explained how the Title I eligibility clause scatters the money all over the place, thus discriminating against poor districts in favor of the wealthy suburbs in any given state. But on a broader scale, there is another clause that discriminates even more in terms of state against state.

To determine how much money it will be allocated under Title, I every school district in the country first figures out as best it can how many poor children it has. But then it multiplies this figure times one-half the average per pupil expenditure in that particular state. This sounds reasonable enough but when you stop to consider the great financial gulf that separates the rural states from the industrial states it is not very fair at all.

Kentucky's average per pupil expenditure is only $320. New York's in contrast, is $786. Although Breathitt County has nearly three times as many poor children as New Rochelle, its Title I allocation in 1966 exceeded New Rochelle's by only $19,000 because Kentucky's average per pupil expenditure is so low compared to New York's.

And ironically, another clause in the Title I law prevented Breathitt County from using $100,000 of its meager allocation. This clause says, "The amount of a maximum basic grant may not exceed 30 per cent of the amount budgeted by the local educational agency for current expenditures." Because Breathitt County couldn't afford to spend much money on its schools in the first place, its original $440,000 Title I allocation exceeded 30 per cent of its budget. Congress, to its credit, has raised this restriction to 50 per cent for next year. But desperately poor Breathitt County has already watched $100,000 go off to

wealthier school districts with bigger budgets and it might still lose money under the new formula.

A third restrictive clause in the Title I distribution formula requires that the money be used only in schools with a proportion of children on Aid to Families with Dependent Children greater than the average proportion for the entire town. In other words, the money goes to the poorest schools in the town. Once again, this sounds reasonable but it ignores the fact that a poor school in one town may be a wealthy school in another town. Coming back to Massachusetts to illustrate this point, we find that in Newton, the two schools receiving Title I money have only a six per cent AFDC enrollment. Yet three schools in impoverished New Bedford with a 10 per cent AFDC enrollment are denied Title I funds.

There are more questionable clauses in the law but we think the main point is clear. Title I is not achieving its original goal. Instead of giving massive injection of Federal money into hard-core poverty districts, Congress decided to scatter the taxpayers' billion dollars over a wide area. In the one-room schoolhouse of Breathitt County and the drafty classrooms of Fall River, Title I money is used for food. In the wealthy suburbs, Title I funds are used for the latest model projectors, tape recorders, and even $48 of pencils (Belmont), a $200 typewriter (Lexington), and $500 of a custodian's salary (Newton).

As a result of this scattering of funds, the hardcore poverty districts do not have enough money to give their children "the full benefits of education" which President Johnson proposed. They receive only piecemeal benefits, while the educational inequalities which Title I was supposed to correct are reinforced and the poverty cycle is unbroken.

This is a terrible waste, because where Title I money has been concentrated to do the most good, it has shown what can be done to help the children who most need it, the subject of tomorrow's editorial.

TITLE I FUNDS SPENT FOR FOOD—APPALACHIAN SCHOOLS FIGHT HUNGER, FILTH, FUTILITY

(By Ronald Kessler)

BREATHITT COUNTY, KY.—Dusk was setting on this Appalachian community as the visitor drove into the county seat of Jackson and stopped at the best hotel, the Jefferson.

A swarthy man pulled out the key to the most expensive suite in the hotel, a $6 room with no telephone, and, after contracting a stiff neck from the drafty accommodation the visitor set out the next morning to see some schools and homes in this typical Appalachian county.

The nearest elementary school, the Stray Branch, was approachable only over a steep mountain road which proved to be too muddy to be climbed by car. A school department truck finally succeeded in climbing the mountain, and it stopped beside an unpainted wooden structure suspended over the ground on cinder blocks.

An outhouse stood at the rear of the school, since only three of Breathitt's 16 schools have indoor plumbing. Inside, one instructor was teaching 16 children from grades one through six. The two 60-watt bulbs in the ceiling provided only dim illumination, and the children had to bend over their papers to see. A pot-belly stove stood in the center of the room. There were few books in sight. On the wall was a color picture of President Johnson.

The teacher, Mrs. Dertha Watts, asked if the visitor would speak to the class. "They never see anyone from the outside; just a few words from you would mean so much," she said.

How many of you have ever heard of Boston? the students were asked. No one raised his hand.

How many have been outside Breathitt County? Four children raised their hands.

Would you like to hear about airplanes or Washington or how newspapers are made? They all shook their heads up and down.

Many of the children had blank expressions on their faces, and others bore obvious signs of malnutrition. In the back room, a pretty 16-year-old girl Drusie Ann Kinniard, was preparing a lunch of beef stew provided by the government.

She had been in her second year of high school, learning history for the first time, when her father said he didn't want her going to school any more. She never knew why. So Drusie was working mornings at the Stray Branch School, preparing meals for children who only had beans and potatoes at home.

But food is not the only problem at school. Seven-year-old Stephen Cockerhn, a blond-haired boy with a hopeless expression on his face, came to school the week before wearing old women's shoes. A school official finally succeeded in getting him some old men's boots from the precious supply of old clothes donated by people in apartment houses in New York.

Stephen walks a mile every day to school in the old boots, but some Breathitt County children are transported 45 miles by bus every day, and other Breathitt children can not go to school because they are retarded or handicapped and there are no facilities for them at school. The incidence of mental retardation is high in Breathitt County, since the county's 15,000 people—only 10 of them Negro—have been inbreeding for generations, and incest is not uncommon, which is true of many rural areas.

But Stephen Cockerhn is a normal boy with a typical home environment for the Appalachias. He lives in a splintery shack in the middle of the mud with his five brothers and sisters and his mother, Mrs. Delvena Cockerhn. Her husband had gone to Michigan a month before to try to find a job, a common occurrence in Breathitt since 77 per cent of the people are on welfare.

Ever since the coal mining companies closed up before the Depression "the main occupation here is sitting around and breathing the fresh air," according to School Supt. Mrs. Marie R. Turner. And since 95 percent of the land is mountainous (even the cemeteries are hatcheted out of the hills), farming cannot support the needs of the population.

Inside the Cockerhn shack, a pot-belly stove was burning soft coal, blackening the faces of the children. But there was no way for them to take a bath or shower and no outhouse. The windows were made of dirty rags, and the shack smelled of urine.

Mrs. Cockerhn had not paid her rent of $10 a month since the summer, and she stopped paying her $12-a-month electric bill a year ago. The refrigerator is now used only to store food, but there is not much need for refrigeration since the children have potatoes and dried beans for breakfast, lunch, and dinner, and only once every two weeks are they lucky enough to have "hog's meat." However, often the family goes for two to three days without any food and the baby sleeping in filth in a corner of the shack is then deprived even of milk.

Like 80 percent of the Breathitt County children, Stephen Cockerhn has worms and other intestinal parasites. One of his brothers has tuberculosis, a disease with a 50 percent higher incidence in the Appalachias than throughout the country.

Stephen never has heard of toothpaste, and when he gets a toothache, he suffers until the nerve dies and the tooth falls out, since he has no way of getting to a dentist, and even if he did, his mother has no money. Like most children in Breathitt County, Stephen already has lost many of his teeth.

Stephen has never been to Jackson, the county seat of 2,000 persons. But even if he had, he could not have known what a movie is, since Jackson has no movie theater, and one of the few forms of entertainment open to Breathitt residents is going on wild sprees in the hills with homemade gin.

The school superintendent says, "We need remedial reading teachers terrible bad." But much of the $340,000 allocated to the Breathitt schools last year from Title I of the Elementary and Secondary Education Act went to feed youngsters. There was little left over for remedial reading.

Despite Title I's intention, as stated by President Johnson, to balance educational inequalities, New Rochelle, N.Y., was also given more than $300,000 from Title I. The money was used to buy tape recorders, slide projectors, and Polaroid cameras, since the schools already had remedial reading teachers, psychiatrists, social workers, and psychologists.

But Mrs. Cockerhn and many of the 15.3 million people who live as she does in the Appalachias have never heard of Title I or New Rochelle or even New York City.

But she had heard of President Johnson. "I was hearing him on a radio once," she said through missing teeth.

"He talked about having war. They already killed seven people and they're going to kill some more. He said the people across the water need help."

[The Boston Herald, Jan. 5, 1967]

THE RICH GET RICHER—IV

The Boston schools are not noted for their excellence. They have been strongly criticized, both in this column and elsewhere, and most of that criticism is deserved.

But in a major program funded by Title I of the Elementary and Secondary Education Act, the Boston schools have created some of the most original and exciting projects we have seen in visits to Title I programs in 10 school systems throughout the country. The Boston program is a good example of what Title I funds can do to help children from hard-core poverty areas. It shows what Title I can do when the money is not scattered around, but is applied in a concentrated effort to bring the full benefits of education to children and thereby give them the opportunity to break the poverty cycle.

The program is called the sub-system, a nearly autonomous experimental unit consisting of four school divisions from pre-primary to high school levels within the larger school system. The elementary level is conducted in the Boardman School in Roxbury, a school with a nearly 100 per cent Negro enrollment. Visitors to the Boardman School can feel the excitement and enthusiasm in the air.

In one un-graded class with fourth, fifth, and sixth grade youngsters, a hose-thin boy peering into a microscope suddenly screamed, "I got it! I got it!"

The class had taken a field trip and collected samples of water from ponds, puddles, and water faucets in a program developed by Educational Services, Inc., of Cambridge. Each child had been given a 100-power microscope built by Bausch & Lomb. The pupils were left alone to figure out for themselves how to use them.

Now the classmates of the boy who had finally succeeded in focusing his microscope crowded around him. Some of them looked through the eye-piece and saw what he had seen: one-celled protozoa, tiny water beetles flitting through the water, baby snails, and algae. The children rushed back to their microscopes, one by one learned to focus them, and then started asking questions: "Are these things alive?" "Is it good to drink this water?" "How come they can move?" "What are these things called?"

The teacher did not answer them. Instead, he suggested how the answers could be obtained by consulting reference books, and several of the children became so interested in the phenomena they had found that they went to the public library to find out more about them.

"We believe the children learn best by discovery," said School Director Bernard H. Shulman as he described several dozen similar programs instituted by sub-system director Evans Clinchy. Children in the first grade are taught about banking, the stock market, and writing checks even before they can read. They discover relationships between numbers with colored blocks and rods. Children in the upper grades experiment with batteries and light bulbs, ice cubes, seeds, pendulums, balances, and butterflies—all Educational Services, Inc. courses. Fifth and sixth grade children learn about animals from live guinea pigs, rabbits, and gerbils (similar to hamsters) kept caged in the classrooms. Children in kindergarten and classes for slow learners discover musical concepts by taking off their shoes and socks and responding to music through their bodies in a eurythmics course.

Afternoon activity programs offer a potpourri of cultural enrichment projects including creative writing, ceramics, field trips to supermarkets and swimming. Parents are kept informed of the latest developments in school through newsletters and monthly meetings with teachers.

Teachers' horizons are constantly broadened with lectures at the school by psychiatrists, educational consultants, and professors.

Even more important, the funds from Title I have provided teachers the flexibility to innovate, to develop the proper attitudes toward culturally deprived children, and to discard the rigid thinking too often prevalent in the rest of the Boston schools. Children in many Boston schools must sit with their hands folded during most of the day, and they are not permitted to talk during cafeteria periods.

In contrast, a fifth grade class at the Boardman School recently brought in popular records from home and when they wanted to dance (and even twist) to release some of their energy, nobody objected.

This, then, is education in the sub-system, paid for by Title I funds. We believe it is what President Johnson meant when he originally proposed to bring "the full benefits of education" to children in poor school districts. It is not just re-

ceiving a solid academic background, although that is a great part of it. It involves the child's social and cultural life and his family as well. The child develops imagination, he develops enthusiasm, and if he can get enough of all of this, he will have a good chance to break the poverty cycle.

There is, of course, a catch to the Boston sub-system. Only 700 children are enjoying its benefits and Boston has 23,000 children who need this kind of help. Even if all of Boston's $3.5 million Title I grant were devoted to sub-systems of similar comprehensive programs, the city could accommodate only 4,500 of the 23,000 children.

Boston's Office of Program Development, which directs the sub-system, would like to expand the program into other schools, but it needs more money. Like many large American cities, Boston has almost taxed itself out of existence in recent years but it can still spend only $530 per pupil, exclusive of Title I funds, compared to $760 in Newton and $1,239 in Scarsdale, N.Y. The city cannot be expected to do much more. The Federal government will have to help.

But under the Title I distribution formula enacted into law by Congress, that cannot happen. Under the formula, in fact, Newton receives $69,000, Scarsdale receives $18,000, and Westchester County—the sixth wealthiest county in the country—is allocated $2.8 million, nearly as much as the city of Boston.

[The Boston Herald, Jan. 6, 1967]

THE RICH GET RICHER—V

The American people and their representatives in Congress must ask themselves just what they want to do with the billion dollars in Title I funds now being scattered all over the country. For Title I of the Elementary and Secondary Education Act of 1965 is not moving towards its original goal as defined by President Johnson.

Title I is not bringing "the full benefits of education" to children in the depressed urban ghettoes and rural areas so that they can break the poverty cycle. Instead, our investigation has disclosed that Title I:

Discriminates against poor school systems by allocating more money to states with the highest average per pupil expenditure. School systems in New York state receive three times as much money as school systems in Mississippi for the same number of poor children because New York's average per pupil expenditure is $786 as compared to Mississippi's $259.

Penalizes the most impoverished school systems by restricting grants to no more than 50 per cent (previously 30 per cent) of a school system's budget. The schools of Breathitt County, Ky., where 77 per cent of the people are on welfare, were last year denied more than $100,000 because of this clause, and this year they will still be denied part of their allocation.

Allocates money to wealthy schools with low proportions of poor children while poor schools with higher percentages of poor children are denied money. Two schools in Wellesley with two per cent of the students on Aid to Families with Dependent Children are receiving Title I funds, while three schools in New Bedford with 10 per cent on AFDC are not entitled to receive Title I funds.

Fails to accomplish its goal of providing equal educational opportunities by ignoring the main cause of educational inequalities: the vast differences in per pupil expenditures among America's school systems. A poor child attending the Fall River schools, where the per pupil expenditure is $400, or Breathitt County schools, where the expenditure is $285, will receive an inferior education; while the same poor child attending the Newton schools (expenditure $760), or New Rochelle schools ($896), will get the best education this country can offer.

This does not imply that Title I has been a waste of time. In its one year of existence it has provided valuable intelligence with which to make future plans. For one thing, Title I has proved that the warning cry, "Federal control of education!" is the reddest of red herrings. There are almost as many different programs being developed with Title I funds as there are school districts using the funds and Title I is, in a sense, the largest laboratory in the world. Wellesley, for example, is experimenting with the use of printing presses and new approaches to teaching while Newton seems to be getting results with its program of special reading and speech therapy training on an individual basis. These programs are good and should be continued. The question is, by whom?

We believe that Wellesley, with its median family income of $11,428, and Newton, with its median family income of $9,080, should not receive poverty funds. We would also like to believe that the citizens of Wellesley, Newton and the thousands of suburbs like them do not really want to receive poverty funds. And

finally, we would like to believe that these affluent communities will want to continue their worthwhile Title I programs—using their own financial resources. Only in this way will hard-pressed communities like Fall River and Breathitt County get the money needed to raise their average per pupil expenditure to the productive level of the suburbs.

We realize that the concept of wealthy communities reaching into their pockets to help the schools of poor communities is a radical break with American tradition. But the structural change of American community life during recent years has also been radical. The wealthy are congregating more and more in the suburbs. The poor are becoming increasingly isolated in the ghettos and rural areas. The old concept of each community looking out for the education of its children is a fine thing—if the community is wealthy.

In less fortunate communities, we find children whose families cannot pay for good schools, whose schools cannot give them a good education, whose education cannot get them good jobs so that they can pay for better schools. That, of course, is the poverty cycle and that is what must be broken.

The hard-pressed school districts need an all-out, comprehensive program to break the cycle. Boston's sub-system has shown what can be done. But this type of comprehensive program will not be possible for most poor districts under the present law which scatters Title I money to nearly all school districts in the country.

If Title I is to distribute money to those who really need it, the distribution formula should give primary consideration to the per pupil expenditure of each school system on a district, not a state-wide, basis. The systems with the lowest expenditures should get the most aid. The systems with the highest expenditures should get none.

Equalization of per pupil expenditures—or a start in that direction—would benefit the great majority of America's poor children now living in depressed areas and at the same time cut off aid to children in wealthy suburbs where the school systems are already providing each child with a superior education.

As in the present Act, any school system which reduces its budget would be denied Title I money. And perhaps other provisions could determine whether a school system's present per pupil expenditure bears a reasonable relationship to the median income or tax base of the town. But we believe this is a minor consideration since most communities are already spending as much as they can afford for education.

Figuring out the details of the new distribution formula will naturally be the job of Congress, and the Senate and House have the talent to do the job. The important thing is that they act this year. Because with so much money going to Vietnam, we must use what domestic money is available to the greatest possible effect.

We do not underestimate the difficulties involved. Changing Title I so that it benefits those who need it most will be a politically unpopular move for many Congressmen. It will mean taking money that is now going to their own districts and transferring it to others. But we believe Congress will act.

We believe Congress wants to help a little boy named Danny who is three years behind in reading because the Fall River schools cannot afford remedial reading teachers.

We believe Congress wants to help a seven-year-old boy named Stephen in Breathitt County who now gets enough food to concentrate on his reading, but doesn't have the books to read.

We believe Congress agrees with what President Lyndon B. Johnson said in his State of the Union Message of 1965: "Every child must have the best education our nation can provide."

We believe Congress will no longer tolerate spending one billion dollars a year for an act which reinforces the educational inequalities which it was supposed to correct, and makes the rich richer at the expense of the poor.

Office of Education's Comment on Herald's "Title I" Series

The following comments on The Herald's editorial series, "The Rich Get Richer," were prepared by the U.S. Office of Education at the request of Sen. Wayne Morse, chairman of the Senate education subcommittee, who entered both the editorials and the reply in the Congressional Record of Jan. 25:

The Boston Herald series, "The Rich Get Richer," raises a number of issues

concerning the intent and implementation of Title I of the Elementary and Secondary Education Act of 1965. The central points made are that the current formula for the distribution of funds makes little attempt to equalize expenditures among the States and that within States it distributes funds to school districts regardless of their fiscal capacity to support quality public education for educationally deprived children. The discussion of these issues in these articles reveals confusion about both the intent of the program and its operation and ignores changes made in the law in 1966 which were designed to alleviate many of the problems raised in the articles.

DISTRIBUTION WITHIN STATES

Title I is based on the premise that the children of poverty, wherever they may live, need an enriched educational program if they are to overcome the learning handicaps they bring to school with them. Funds are therefore to be concentrated in school attendance areas having high concentration of such children, regardless of the fiscal capacity of the district or county as a whole. The law thus distinguishes between poor districts or counties and poor children; it allocates funds on the basis of the numbers of poor children and assures that these funds will be concentrated in those schools which these children attend.

The procedures for allocating funds within a State are complicated and undoubtedly resulted in some inequities during the first hectic year of operation (1966). The 1966 county allocation, made by the Commissioner of Education, was based on the numbers of children, ages 5–17, from families earning less than $2000 per year, according to the 1960 census, plus the numbers of such children from families receiving income from AFDC payments in excess of $2000 per year, according to 1962 data. Because of this time lag, each county's allocation could not reflect a current head count of disadvantaged children. When it came time for the State educational agency to allocate funds to each local district within the county, it ran into the same data time-lag problem, although it had some flexibility to use other poverty indices where they were more accurate.

A section in the Elementary and Secondary Education Amendments of 1966 helps correct this situation by requiring the use of the most recent available data in the Title I formula beginning this year. States are also being encouraged to use the most up-to-date data whenever possible for making sub-county allocations. This data provides the most up-to-date information that is currently available for distributing funds to the disadvantaged areas of our major cities, and will provide a more equitable distribution within these cities. Another amendment gives States greater flexibility in defining eligible "local educational agencies" so that they can more equitably distribute available funds in accordance with local peculiarities within their State.

It should also be noted that Title I does have some equalizing effect within States. There is wide variation in per-pupil expenditures in various districts within each State. By using a uniform per-pupil expenditure figure in each State, however, Title I provides a greater amount per disadvantaged child to local educational agencies with a low per-pupil expenditure than it does to districts above the State average.

In sumary, Title I is not intended to compensate school districts for the inadequacy of their resources to meet general educational needs. Rather, its goal is to supplement their resources so that they are able to provide extra educational and related services to the children who need them most.

DISTRIBUTION AMONG STATES

The critical variable for determining how Title I resources will be allocated among States is the State average per-pupil expenditure. There is no doubt that the original Title I formula—which used one-half the State average per-pupil expenditure times the number of children defined at poverty level—provided a proportionally greater amount to those States which already had a higher rate of expenditure. The Congress, recognizing this inequity, amended Title I last year so that, beginning on July 1, 1967, one-half the State average per-pupil expenditure, or one-half the National average per-pupil expenditure (whichever is greater) will be used in computing each State's allocation. In addition, the low-income factor (currently $2000) will be increased to $3000, which will channel more resources into areas with large numbers of poor children not now counted under the formula.

In addition, if we do look at per capita income variations among States, we find that the proportion of Title I funds to State and local resources going into States with the lowest per capital income is more than twice as great as the amount going into the States with the highest incomes. The States of West Virginia, Kentucky, Arkansas, Louisiana, Tennessee, Mississippi, Alabama, Georgia, North Carolina and South Carolina all have per capita incomes below $2,000 per year and the percentage of Title I funds for these States to their expenditures for education is over 90%. On the other hand, wealthy States such as New York, Illinois, California and New Jersey with per capita incomes over $3,000 per year received amounts of money that were under 4% of their expenditures for education.

Finally, a recent article in Educational Administration Quarterly commented on this very issue. The author's conclusions are worth quoting:

"We have attempted to show that Title I of the 1965 Elementary and Secondary Education Act does indeed succeed in channeling federal government funds to the low-income regions of the country to a very substantial degree. Viewed in isolation, it is a highly progressive program with respect to its tendency of yielding more than proportional amounts to low-income areas and less than proportional amounts to high-income areas, thus tending to lessen regional income differentials.

"Furthermore, when this new program of educational grants is compared to some of the older activities of the federal government, it appears to be more oriented to directing funds to low-income regions, even more effectively than pure income transfer payments such as public assistance. In addition, the first year's allocation of education funds shows up as more "progressive" than the initial projects under the Office of Economic Opportunity.

"If the 1965 Elementary and Secondary Education Act can be considered representative of the rapidly expanding expenditure programs which have become part of the "Great Society" concept, then further reductions in regional income differentials may be anticipated as the income-equalizing programs in the federal budget become an increasingly large component of governmental finance.

"Governmental expenditures on education—with their heavy orientation to investment in human beings—may be considered in an even more favorable light vis-a-vis the more traditional welfare and income maintenance programs. This may become increasingly the case when it is realized that the new type of federal aid to education contributes both to the anti-poverty efforts, by channeling funds into low-income areas, and to raising the economic potential of the nation by increasing the productivity of its present and future labor force."

SPECIFIC COMMENTS

In addition to these general issues, there are other specific points which deserve comment.

(1) There was no change in philosophy between the time of the President's Education Message in January, 1965, and the Elementary and Secondary Education Act's passage in March. While the subheading in the Message refers to aid to "low-income school districts," the meaning of this phrase is spelled out clearly in the subsequent sentence. The President stated: "I recommend that legislation be enacted to authorize a major program of assistance to public elementary and secondary schools serving children of low-income families." The Administration bill reflected this philosophy and embodied the formula finally used in FY 1966.

(2) The 1966 Administration amendments recommended elimination of the clause which stated that a local educational agency's grant may not exceed 30% of its current budget. The Senate agreed to this recommendation, but the House raised the 30% limitation to 40%. The final amendment reflects a limit of 50%. The Office of Education would support any effort to remove this limitation, although it does not believe the amendment exerts a hardship on districts this year.

(3) The "statistics" used to support the author's arguments are misleading, and often fallacious. Take the Fall River example. The articles state that Fall River is using "much" of its allocations for food services. In actuality, the amount so used is about 18%. Fall River's program is quite comprehensive. Preschool programs account for 15% of the funds; reading, math, and music, 11%. Other items include: tutoring (10%), health, psychological, and social services (15%), and related parent services (7%).

A more serious erroneous implication is revealed in the second article, where the author states that Fall River has increased its per-pupil expenditure by only $39 as a result of Title I. But Title I is not aimed at increasing a district's

overall per-pupil expenditure; rather its intent is to increase the amounts spent on education in schools serving children below the poverty level. Fall River received $258.91 per child under the formula, not $39. This is a significant amount and one that, added to local expenditures, can assist local educational agencies to meet the most pressing educational needs of these deprived children. The total of $658.91 available from Federal and local funds per disadvantaged child in Fall River is well over the national average and compares favorably with the amounts available in our richest suburbs.

CONCLUSIONS

Finally, we cannot leave this discussion without commenting on the sweeping allegation that Title I "as a whole has had very little effect on poverty." This is simply not true. State evaluation reports of the first year's operation, now being analyzed by the Office of Education, reveal that a significant beginning has been made throughout the country in overcoming educational deprivation. The National Advisory Council on the Education of Disadvantaged Children confirms this finding. Their report dated November 25, 1966, points out:

"The single most widespread achievement of the Title I program is that it is causing teachers and administrators to focus new thinking on ways to overcome educational deprivation. In addition to this most significant accomplishment, Title I has produced important tangible change by enabling purchase of books and teaching materials where they had been sadly lacking; by enabling employment of new personnel, sometimes in specialized categories, where they were sorely needed; and by providing especially needy children with such basic prerequisites to learning as food, clothing, and medical care."

The process of improvement will be a long one; it requires not only financial resources but also a reorientation of both people and institutions to the special needs of deprived children. This is true for our central cities and rural pockets of poverty; it is also true for many suburban areas whose primary responsibility is felt by them to be to the middle-class child. Title I has forced nation-wide consideration of the problems of the disadvantaged child.

[The Boston Herald, Feb. 10, 1967]

"THE RICH GET RICHER": A REPLY

The U.S. Office of Education has issued a rebuttal to a series of editorials published in this newspaper Jan. 2 through 6 on Title I of the Elementary and Secondary Education Act of 1965. The series, "The Rich Get Richer," contended that the Act reinforces the educational inequalities which it was supposed to correct—at a cost of one billion dollars a year—by distributing money to wealthy school systems at the expense of poorer school systems which need far more money than they are now receiving. The Office of Education's comments, published on this page today, question the validity of several of our facts and figures while ignoring our central point.

The rebuttal states that Title I is based on the premise that "the children of poverty, wherever they may live, need an enriched educational program if they are to overcome the learning handicaps they bring to school with them," and that funds are therefore allocated "regardless of the fiscal capacity or county as a whole." Title I allocates money, in other words, according to the number of poor children in a town and not on the basis of the quality of the education those children are receiving.

This allocation procedure does not make sense, and that was the point of our editorials, but the Office of Education does not answer these criticisms. Neither does the rebuttal refer to the specific examples cited to support the criticisms:

That the New Rochelle, N.Y., schools have an average per pupil expenditure of $896 and already had a full staff of remedial reading teachers, psychiatrists, psychologists, and social workers before Title I was enacted, yet the schools receive $321,000 a year from the Act, and the money is used for Polaroid cameras and slide projectors.

That the Breathitt County schools in the Kentucky Appalachias can spend only $285 per pupil and have primarily one-room schoolhouses without indoor plumbing, yet the schools received only $340,000 and since they were so far behind, the money is used for free breakfasts for the large proportion of chil-

dren who are suffering from malnutrition and to hire several high school teachers, but there was no money left over for anything else.

That Title I money is distributed to wealthy school systems such as Wellesley, which has an average per pupil expenditure of $700; Brookline, with an expenditure of $778; Newton with an expenditure of $760; and Scarsdale, N.Y., with an expenditure of $1,239. After the Title I money is distributed to these towns very little is left over for Fall River, for example, which has a per pupil expenditure of $400 and needs far more money than it is getting if it is to be able to hire remedial reading teachers and other personnel which New Rochelle and Newton had 10 years ago.

A child could come from a wealthy family and he would still receive an inferior education in Fall River; while a poor child could receive a superior education in New Rochelle. These are the educational inequalities which Title I reinforces by giving even more money to the wealthy school systems and by not giving enough to the poor systems. Other provisions in the Act discriminate still further against the school systems which need the money most, as we pointed out in our editorial series, and the Office of Education has questioned specific points in this evaluation. Our answers to these points are as follows:

The amendment which will become effective in 1968 to permit allocation of funds based on the national average per pupil expenditure rather than the average for each state will be an improvement but will still mean that a rich state such as New York will receive more money for the same number of poor children than a poor state such as Kentucky or Mississippi. And the beneficial effects of the amendment will be offset by another amendment which will permit greater use of Aid to Families with Dependent Children statistics in determining eligibility and will raise the minimum eligibility level from $2,000 to $3,000, favoring in both instances the wealthy Northern states over the poor Southern states.

- Title I as finally enacted represents a change in philosophy from President Johnson's description of the legislation in his Education Message which referred to the proposal as "a major program of assistance to public elementary and secondary schools serving children of low-income families."
- "Much" of Fall River's Title I allocation is being used for food, and this is supported by the statistics cited in the Office of Education' rebuttal.
- The increase in Fall River's per pupil expenditure from Title I funds is much closer to $39 than to the Office of Education's claim of $259. The claim is based on the presumption that only children eligible to receive Title I funds are receiving them. This is not true. Thirty-one of Fall River's 34 schools receive Title I money, and because many Title I projects such as teacher aides and visual aids benefit the entire school, nearly all children in Fall River are receiving the funds.
- Title I as a whole has had very little effect on poverty despite the Office of Education's citation of a November, 1966, report of the National Advisory Council on the Education of Disadvantaged Children stating that the program "is causing teachers and administrators to focus new thinking on ways to overcome educational deprivation." The Office of Education neglected to quote the subsequent sentences in the same report: "For the most part, however, projects are piecemeal fragmented efforts at remediation or vaguely directed 'enrichment.' It is extremely rare to find strategically planned, comprehensive programs for change . . . One of the most disappointing findings was the failure of most schools to identify and attract the most seriously disadvantaged children."

The last sentence is crucial, for it contradicts the Office of Education's statement that the goal of Title I is to provide extra educational services "to the children who need them most." The children in Newton who attend remedial reading classes in carpeted rooms with walls of books are not the ones who need the funds the most. Neither are the children in New Rochelle who learn to use Polaroid cameras or the children in Scarsdale or Beverly Hills, Calif.; Wellesley or White Plains, N. Y.

The children in Breathitt County and Fall River, New Bedford and Tunicia County, Miss., are the ones who need the funds the most.

These are the children who will continue in the cycle of poverty because they will not have the education to get good jobs and they will not have the jobs to get a good education. They will continue in that cycle so long as Congress allows the one billion dollar appropriation for Title I to be scattered to the wealthy suburbs, making the rich richer at the expense of the poor.

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Congress Plans Title I Probe

Hearings on Title I of the Elementary and Secondary Education Act of 1965 will be held by the education subcommittee of the U.S. Senate committee on labor and public welfare and by the House of Representatives committee on education and labor, The Herald learned Thursday.

Within a month the House committee, headed by Rep. Carl Perkins (D-Ky.), will conduct an extensive probe of Title I stimulated by a Herald editorial series. "The Rich Get Richer," according to Robert L. Rigg, administrative assistant to Rep. Perkins. The series, published Jan. 2 through 6, charged that Title I reinforces the educational inequalities which it was supposed to correct—at a cost of one billion dollars a year.

[From the Des Moines Register, Sept. 28, 1967]

Inviting Waste of U.S. School Aid

Iowa received $18.9 million of federal aid in 1965–66 to improve education for disadvantaged children. It spent about $15 million and returned the unspent $4 million. School districts couldn't, or didn't, devise, staff, and implement $18.9 million worth of special programs in the nine months allotted them by Congress.

This experience has become a matter of concern, because subsequent state sharing in this program—Title I of the 1965 Elementary and Secondary Education Act—appears to have been limited by this first year's experience.

Inability to use up all available aid for a particular program, however, is not unusual, since Congress habitually appropriates the money after the school year is half over. Iowa returned some of its first-year funds under the 1958 National Defense Education Act. It returned almost $1 million in vocational education funds provided by 1963 legislation before establishment of area schools permitted qualification for the full share this year.

For the second year of Title I programs Congress increased the numbers of disadvantaged children for which aid would be paid, but appropriated only $1 billion to cover commitments which would have totaled $1.4 billion if paid in full. So that no state would lose money under the new formulas, Congress guaranteed each state as much money in the second and third year as it received in the first year of the program. This factor and the reduced congressional appropriations held Iowa to $15.4 million in 1966–67; it expects only $15.5 million for 1967–68. Congress has not yet appropriated 1967–68 funds.

Certain Iowa conditions made it difficult to use all the allotted Title I funds. The state allocates Title I funds according to the number of poverty-level children in each district, following approval of remedial reading and other special education programs.

In 1965, Iowa still had more than 400 rural districts operating no schools. Many of these were allocated funds—sharing was based on where the children lived, not where they attended school—but had no staff to formulate or carry out the special programs required. The 200 rural grade schools—about half of them one-teacher institutions—also generally failed to claim their share. Co-operative programs might have enabled these small schools to use their allocations effectively—had there been time to organize such programs.

All but seven of the state's high school districts submitted programs (all approved) for using $16.8 million, but almost $2 million of this was not spent. Some districts were unable in such a short time to find qualified teachers for the proposed classes. In addition to the $1 million left unclaimed by the rural grade school districts, another $1 million-plus was not claimd by the large districts. Re-allocation of such unused funds to other districts was not permitted during the first year but is permitted now.

Although one state has been reprimanded for approving the purchase of equipment for general use (rather than for special classes of the type required by Title I) in order to permit local districts to use their full allocations in that first year, widespread practices of this nature have not been brought to light.

We do not find Iowa's "lost $4 million" a matter for great concern. That sum, in the first year of Title I, was money school administrators could find no way to spend. In the second year, it was money—in effect—which Congress did not see

fit to appropriate. In terms of the national welfare, this money is probably better spent in easing crushing school problems of major cities than it would be in adding a special class in a small rural school whose children receive more individual attention as a matter of course.

The Iowa experience does, however, serve to highlight the haste and indecision—and inevitable waste—which Congress causes with its annual delay of school aid appropriations. There is no justification for handling these billions in aid in a manner which practically forces local administrators to hurry up and waste. The experience of Iowa and undoubtedly of other states with Title I encourages hasty action whatever the costs as a protection against future appropriation cuts.

THE METROPOLITAN CIVIC CLUB BULLETIN, EUGENE, OREG.

One of the Metropolitan Civic Club's new "quickie" reports will be discussed at a membership meeting Wednesday, May 17 at 7:30 p.m. at the Eugene Hotel.

Presenting the report, which does not carry recommendations, will be Mrs. Charles Endicott, one of the committee members, and Fred Mohr, member of the Research Board and advisor to the committee.

The report was designed as a description of the kindergarten project as it is now offered.

The committee, in preparing the report, developed a considerable body of information which is not included in the enclosed report. Much of this may be brought out at the meeting, committee members said.

Members are urged to note that the May 17 meeting will be at the Eugene Hotel. It will be a dessert meeting, and guests will be welcome.

REPORT ON EDUCATION FOR 5-YEAR-OLDS IN DISTRICT 4

In 1966 the District 4 Board of Directors voted to initiate a two year trial program for five year olds in eight elementary schools at a total cost of $60,000 a year. This amount was not large enough to make the budget controversial, so that it passed with little fanfare. This action also served to temporarily set aside the plan of the proponents of the district wide program. They decided to wait until the program was evaluated at the end of the trial period before resuming their campaign. The following report does not represent such a full evaluation. It is simply a factual account of what is actually happening in the District 4 in regard to five year old children.

Every administrator we interviewed in the Eugene, Springfield, and Bethel districts was completely convinced of the need for a good pre-school program. In fact, it would appear that the only reason all three districts don't have them is tax payer resistance to the cost. With no state aid, not even basic school support funds for five year olds, the increase in any school budget would be substantial. In the light of two overwhelming defeats at the polls in District 4 and one in District 52, when kindergartens were presented as a separate item, school boards are understandably reluctant to include this cost in their budgets. Therefore, the "foot in the door" policy adopted by District 4 may be the only intelligent way of accomplishing a full program in the future. In the meantime it is hoped that some state aid will become available through legislation, such as is described elsewhere in this report. (The analysis made by the school board of District 4 of the cost of initiating a district-wide kindergarten system is included is appendix A.)

To augment its program, District 4 decided to apply for federal funds under Public Law 89–10, Title 1, which deals with programs for educationally deprived children. The district was certified by the State Department of Education as being eligible for $170,000. The board voted to use a part of these monies to establish a pre-school class in each of the five schools that seemed to have the largest proportion of disadvantaged children. This money became available in January, 1966, and the classes began the next month.

At present about 650 five year olds are being reached by a free pre-school program, 460 of these in the district's classes and 180 in the federally financed classes. Thus, the children in 13 elementary attendance areas, out of a total of 29, have access to a qualified program on a volunteer basis. (Attendance is not required.) In addition there are still 11 P.T.A. sponsored kindergartens, and several other privately sponsored kindergartens in operation, none in district owned buildings.

The eight schools chosen for the district financed program were selected solely because they had classroom space available. The following schools had either extra classrooms or portable classrooms on the property; Adams, Coburg, Condon, Crest Drive (also serving Magladry), Gilham, Harris, Willagillespie, and Willakenzie. The only capital outlay was $6,600 for equipment to furnish these rooms. The balance of the $60,000 goes to pay 9½ teachers at $5,400 a year and to buy supplies at $3.20 per child. Transportation is furnished by the regular school bus runs one way each day, with parents responsible for taking children home from the morning sessions or bringing them to the afternoon sessions. Each session lasts approximately two hours and 15 minutes. Each teacher handles two sessions with the exception of one school where there are only 18 students. Twelve classrooms are being used at present.

The federally financed program is being administered in the following schools: Glenwood, Laurel Hill, Lincoln, Patterson and Whiteaker. Space for these classes was made available by using sub-standard rooms, portables, or multi-purpose rooms. Since these children need more help and attention than the average five year old, the adult-pupil ratio is much higher than in the district's program. There are five full time teachers (at $7200 a year) handling two sessions of approximately 20 children each. In addition there are eight aides, a social worker and a half time nurse assigned to the program. Transportation is provided both to and from the school, as well as for numerous field trips. Each child is given a snack every day, and general supplies are purchased at the rate of $6.40 per child. The total cost for this year is budgeted at $70,459. None of this money may be spent for capital improvements.

The balance of the $170,000 mentioned earlier in this report is currently used for other programs for educationally deprived children in District 4.

The only other restriction imposed by the federal government on the use of these funds is that they cannot be used to subsidize a kindergarten program that is available to all the children in a district. In other words, if District 4 establishes a district wide program, these funds may not be used to help defray the costs. They can be used, however, for other programs that help educationally disadvantaged children, such as salaries for special teachers, counselors, or teacher aides in schools with a large percentage of this kind of student. Thus, money already being spent for this kind of personnel could be released to support the pre-school program.

In view of the recent defeat of the school budget for 1967–68, it is hard to predict the future of the district's program. Neither the administrators nor school board members will venture a guess as to whether this $60,000 item will be deleted from the budget before the next election. Presumably the federal money will still be available for next year, but it is granted on an annual basis and could be withdrawn at any time.

Committee: Bill Rau; Bob Artz; Margaret Endicott; Allen Greene, Chairman; Fred Mohr, Advisor.

Approved by Research Board Thursday, May 4, 1967.

Approved by Board of Governors and ordered printed and distributed to the membership Tuesday, May 9, 1967.

APPENDIX A

Cost recap

Item:	Using substandard rooms	Not using substandard rooms
1. New rooms required	$550,000	$775,000
2. Personnel required	224,400	224,400
3. Equipment	35,200	35,200
4. Supplies, testing, library books	6,518	6,518
5. Instructional materials	1,900	1,900
6. Operational costs	4,180	5,890
7. Custodial service	9,520	13,525
8. Consultant service	10,640	10,640
Total	842,358	1,073,073

APPENDIX B

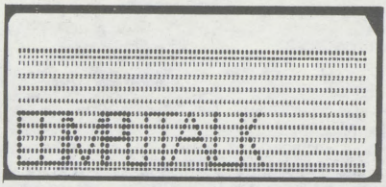
KINDERGARTEN LEGISLATION—1967 STATE LEGISLATURE

Two bills pertaining to the establishment and support of kindergartens in the school districts are still being introduced in the 1967 Oregon Legislature. To date none of the bills have been passed out of Committee.

One bill, SB35, calls for the support of a kindergarten system in the school districts through the provision of $75 per child enrolled in the kindergartens. This funding would be added to the basic school support program of the State. It would not require compulsory attendance for five-year olds. Further, it would not provide funds for new classroom construction.

The second bill, HB1070, would allow districts to establish kindergarten programs by administrative decision; i.e. without the approval of district voters.

HB1070 does not appropriate any additional revenues for the support of the kindergarten program in the state.



A NEWSLETTER for the Computer Instruction Project
sponsored by Title III, ESEA
A PACE Project

"PROJECTS to ADVANCE CREATIVITY in EDUCATION"

Edited by
Judith B. Edwards, Project Director and
Marvin L. Covey, Consultant, Federal & State Programs

Published by the Marion County
Intermediate Education District
M.L. Morey, Superintendent

Vol. I No. 4 Salem, Oregon March 31, 1967

President's Message to Congress Calls for Computer Programs

President Lyndon B. Johnson's Message on Education and Health in America delivered to the Congress on February 28, 1967, called attention to the need for finding ways of developing the potential of the computer as it might be used for educational purposes. In his statement about computers in education he said:

> "In my 1968 Budget, I propose that the National Science Foundation be given new resources to advance man's knowledge and serve the nation. Its endeavors will help our scholars better to understand the atmosphere, exploit the ocean's riches, probe the behavior and the nature of man.
>
> "The Foundation will also step up its pioneer work to develop new teaching materials for our schools and colleges. The 'new math' and the 'new science' are only the first fruits of this innovative work.
>
> "One educational resource holds exciting promise for America's classrooms: the electronic computer. Computers are already at work in educational institutions, primarily to assist the most advanced research. The computer can serve other educational purposes -- if we find ways to employ it effectively and economically and if we develop practical courses to teach students how to use it.
>
> "I have directed the National Science Foundation working with the U.S. Office of Education to establish an experimental program for developing the potential of computers in education."

* *

Computer Instruction Project Planning Phase Completed

The Computer Instruction Project officially completed its tasks on February 1, 1967, after seven months of intensive activity and planning by dozens of teachers and administrators in six western Oregon counties. This planning project culminated in the preparation and submission of an operational proposal to establish a Computer Instruction NETWORK. At the operational level, this C. I. NETWORK will become the first of its kind in the nation. On the following pages is an excellent non - technical summary of the proposal as viewed by a teacher who participated in the planning phase.

WHAT IS THE C. I. NETWORK?

by

Mary Ann Sloan *

The Computer Instruction NETWORK is a proposal prepared under a planning grant from the U.S. Office of Education and it involves schools in the Mid-Willamette and Coast regions of Oregon. This proposal has been submitted to the U.S. Office of Education, and if it is approved, the project will get underway in the summer of 1967. Public and private secondary schools in Marion, Polk, Lincoln, Yamhill and portions of Clakamas and Linn counties would be participating as well as several state institution schools and one Federal (secondary) Indian School.

The objectives of the C. I. NETWORK are such that, following the learning experiences in computer concepts as proposed in the project, students should be able to:

1. Demonstrate through verbal and written responses, and through actual practice, a working knowledge of the importance and influence of computers on present society.
2. Demonstrate comprehension of basic computer concepts through actual operation of available equipment.
3. Demonstrate through actual problem-solving activities an increased facility in logical thinking.
4. Demonstrate an awareness of advanced computer technology through listing and describing some of these techniques.
5. Demonstrate an understanding of computer vocabulary through definition and use.
6. Demonstrate through verbal, written and working knowledge, an awareness of computer operation enabling him to make wise decisions concerning career opportunities in the computer area of technology.
7. Demonstrate through ability and skills a vocational potential in computer fields of employment.

Other objectives of the Project include:

1. Providing through computer instruction courses a demonstration of a means whereby potential dropouts, underachievers, and culturally deprived students can find motivation for training in saleable skills.

* Mrs. Sloan is a High School Office Occupations Teacher at Toledo High School, Toledo, Oregon. She was district representative from Lincoln County to the Computer Instruction Advisory Committee. Mrs. Sloan wrote this summary of the C. I. NETWORK at the request of Mr. Donald E. Egge, Assistant Superintendent of Lincoln County Schools who has given wide circulation to the information concerning the computer project.

If the proposal for the C. I. NETWORK is approved as submitted, the following would be available during the next school year to all participating schools in the area:

EQUIPMENT

1. Teletypes installed for a full school year in twenty-five schools.

   These will provide, over a Teletypewriter Exchange line, access to the three computer systems in the NETWORK, as well as communication between schools. They will also serve as off-line punch devices for preparation of program tapes.

2. Six small, portable computers for classroom instruction and hands-on student use.

   These computers have their own on-line Teletype and paper tape input-output, and will be rotated through the schools participating in the Project. Programming instruction will be in machine language and assembly language.

3. One IBM 1130 installed permanently in Mobile Computer Lab.

   This more sophisticated computer, which will use paper tape input-output, will allow instruction in machine language, assembly language, and FORTRAN. The Mobile Lab will be on the road, traveling from school to school, for the duration of the project. A computer specialist will travel with the Lab to give instruction and assistance.

4. Access, via TWX line, to a highly sophisticated GE 235 computer system in Phoenix, Arizona.

   This system, besides giving students experience in the concept of "time-sharing", will have three high-level languages available: BASIC, FORTRAN and ALGOL.

5. Time available on computers in some local businesses and colleges.

6. Four logic trainers.

   These will provide classroom instruction in computer logic and circuitry.

MATERIALS

1. Simulators for demonstration.
2. Films on computer history, theory, and operation.
3. Filmstrips with sound presentation.
4. Testing materials and information.
5. Materials for classroom units of various time durations.
6. Programs for computers.

CURRICULUM UNITS

Several possible units of computer instruction will be available. Project staff will provide all materials, services, and assistance requested, but it is hoped that individual schools and teachers will experiment

and develop their own units and courses of study. Some of the units of information available will include:

1. Demonstration (1 hour minimum) by Project staff specialists.
2. One-to-three week units incorporated in a business, math, or science course.
3. A one-month unit incorporated in an existing course.
4. A one-semester course--may be an elective or be incorporated in an existing course.
5. A one-year course.
6. The social studies curriculum planning group recommended a basic introductory unit in the eighth grade of all schools, and a unit in eleventh and/or twelfth grade expanding on the implications of automation.

IN-SERVICE

1. Two identical summer workshops for twenty teachers each time.

   These workshops will include instruction in basic computer concepts and special sessions for teachers in the areas of mathematics, science, business education, and social studies. This will include curriculum development by the participating teachers. They will develop units of work which can be integrated into their special fields.
   Stipends will be offered to the forty teachers at the rate of $75 per week plus $15 per dependent per week (2 dependents).

2. Beginning in-service during the school year.

   Courses with content similar to the summer workshops will be offered free of charge during the school year. It is expected that two courses will be available each term, for ten teachers each time.

CONSULTING STAFF

The consulting staff would consist of three people -- the director, a coordinator and a computer specialist. They would offer the following services:

1. Advising, and assisting teachers and administrators on technical matters, programming, operation, and methods of teaching.
2. Assisting teachers with classroom instruction.
3. Giving demonstrations for pupils, teachers and parents.
4. Teaching class for up to three weeks (where present teacher is not yet qualified).
5. Giving assistance to teachers on curriculum planning and evaluation.
6. Scheduling, delivering and picking up loan equipment and materials.

* * * *

exciting to contemplate. There are several fundamental avenues in computer education at present. One phase of computer education involves basic instruction in the use, function and operation of the computer. A second phase involves the business, scientific and technical applications of the computer. A third phase encompasses the technology of the computer, i.e., computer theory, electronics, circuitry, maintenance and repair. A fourth phase, computer assisted instruction, is by far the most complex and relatively unexplored.

Phase one, basic computer instruction in the use, function and operation of the computer, has been successfully introduced and experimented with in school districts such as Salem and Lake Oswego here in Oregon. Usually it has been under the care and cultivation of the mathematics department, and the instruction has been confined largely to students in senior and educationally advanced mathematics. However, computer education is a broad and inclusive term and the emphasis on phase one should shift to include students from all areas of the curriculum. A probable sequence of instruction would be a one-semester course designed to accomplish phase one as described above. The second semester, as now contemplated, would launch phase two, computer applications, which would involve activities where the student would use his basic knowledge of the computer to solve problems arising in areas of business education, industrial arts, science, mathematics, etc. The instruction in phase one and in parts of phase two would use small portable computers.

As students become more sophisticated and are ready to solve problems related to other areas of the curriculum large computers can be used. One possibility is the use of a teletypewriter exchange line TWX whereby the teletype is connected to a large central computer which can be as far distant as Phoenix, Arizona, or Los Angeles, California. Using a TWX line and a time shared computer, the computer can be rented for a given amount of on-line time. This system uses different computer languages such as FORTRAN, ALGOL, or BASIC, which is a combination of the best features of the first two.

Phase three, learning about the technology of the computer, will be an outgrowth of the industrial arts-science electronics program and would occur in the more advanced electronics courses. This would include instruction on computer theory, electronics, circuitry, maintenance and repair.

Phase four, computer assisted instruction C.A.I. is under going research in different parts of the county. The Portland Public Schools System is experimenting with C.A.I. in conjunction with the A.A.A.S. elementary science program. Dr. Suppes is experimenting with a symbolic logic course for first through sixth graders and Stanford University freshmen. Computer assisted instruction will ultimately aid the classroom teacher and the individual student by providing an immediate one-to-one response and feedback to the learner while maintaining a continuous up-to-date profile chart on such things as the learner's response time, skill development, and concept development. A teletype and video display placed in the home can make such instruction available to any member of the family at any time, or if placed in a public library available to the general public.

* Mr. Bell is a science and mathematics consultant, with the Salem Public Schools, Salem, Oregon. He has had extensive teaching and administrative experience at all levels from elementary through college. He is as much at home discussing the social implications of automation as he is in coping with the scientific and technological side.

The future is exciting; the possibilities almost unlimited!

* *

A Newsletter for the Computer Instruction Network

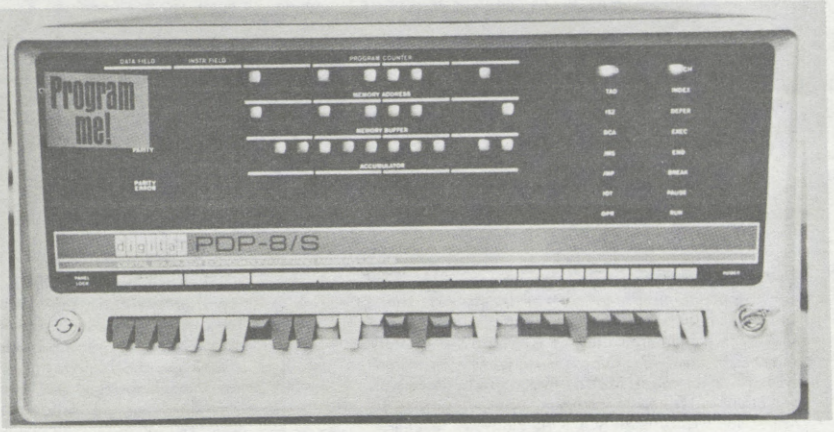
COMPUTALK

A PACE Project . . . Projects to Advance Creativity in Education

Edited by Bud Pembroke, Project Coordinator

Published by The C. I. Network / 607 Chemeketa Street / Salem, Oregon 97301

VOLUME 2, NUMBER 1 SALEM, OREGON SEPTEMBER, 1967



PDP-8/S LATEST ADDITION AND "LITTLE GIANT" OF THE C.I. NETWORK

New Computer Makes Debut at C.I. Network

By BUD PEMBROKE

A new computer has been added to the ranks of those already available to the schools of the C. I. NETWORK. The rather nondescript name given to this newcomer is the PDP-8/S. The manufacturer, Digital Equipment Corporation, places the "S" on the end of the name to denote "slow". But don't let this fool you, it is slow only in relation to its big brother, the PDP-8. For most short programs written in high school, the students won't even have the pleasure of seeing the lights blink. The cycle time for the 4096-word ("4K") magnetic core memory is 8 microseconds. This means that this "little giant" will be doing somewhere between 10,000 and 100,000 operations per second.

ONLY 10-1/2 INCHES HIGH

"Little Giant" is an apt nickname for the PDP-8/S. This computer stands only 10-1/2 inches high, 19 inches wide, and 28 inches long. However, once again, we must be careful not to

(CONTINUED on Page 4)

Programming Contest

The National Association for Educational Data Systems announces its fifth annual programming contest for high school students, with $150 and $50 prizes, plus expense-paid trip to the national convention for student and teacher. Details will be announced later.

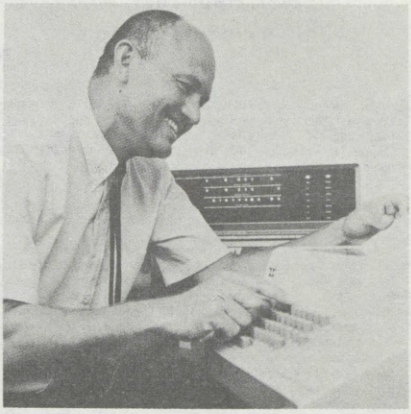
The Staff of The C. I. Network



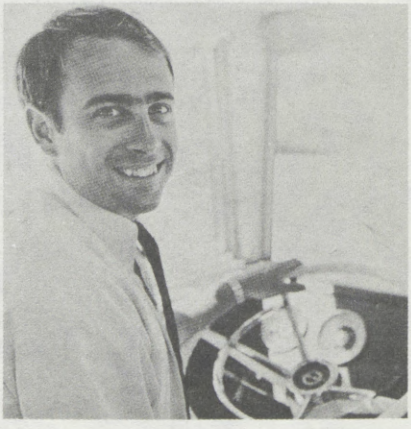
MRS. JUDY EDWARDS, Project Director, who has just completed a classroom guide for this portable computer, the ECP-18, is now in the process of planning curriculum guides and materials for each of the computers to be used in the C.I.NETWORK. Not only does she edit books, but she also writes script for, directs, and acts in a series of video tape recordings to be used in some high school classes ths fall.

Video Tapes for Schools

Work is in progress at C.I.N. on the production of a series of 20-minute video tapes, each presenting a beginning concept of computers and programming. These tapes should be available to teachers in the fall. (With necessary equipment to play back the tapes in the classroom, if the school does not have such equipment.)



BUD PEMBROKE, Project Coordinator, in addition to writing programs (some of which work as you can see above), has been: scheduling the various computers for the coming school year, working on the video tapes for classroom use, and working with the teachers that have been coming in this summer.



DAVE GILLETTE, computer specialist, is getting accustomed to a van like the one which he will drive, as the mobile 1130 compute-lab is set up in December. Until that time, he will be helping with the portable computers, concentrating on the PDP-8/S.

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Hippies, Heuristics, And Only Incidentally, Holes

By "NIC"

The recent rash of magazine articles devoted to the exploration of "The Hippie Mystique" has convinced me that if one is publishing even a newsletter, one must include an article about hippies. ("What does that have to do with computers?" I hear you say. Read on --- there's sure to be a connection!)

As food for thought, or grist for an argument, I propose that if hippies are a most disturbing form of social revolt, perhaps a disturbing change in society can be examined as a contributing factor.

Automation. No, not just automation, but computerization. The celebrated Professor S. I. Hayakawa of San Francisco State College, who led the losing campaign against digit-dialing in California, took a computer course last summer. Why? Because "It's like fighting the electric light. I don't want to find myself obsolete." Some are resigned to the inevitable defeat of personal identity, warmth, response to beauty, sensitivity, creativity,and human understanding, which they are sure suffer greatly from the increasing computerization of everyday life. And it does appear, whether or not computers are responsible, that humanism is on the decline. Human interaction does appear to be more and more replaced by machine interaction, or machine-human interaction.

Telecommunication, so vital in the emerging world of mass data storage and remote retrieval of information, ultimately means

(CONTINUED on Page 4)



DOROTHY SCOTT, our friendly secretary, is kept busy setting up appointments for the staff, with teachers who are anxious to complete their planning for the use of computer instruction in their classes this fall.

Computalk Policy

There are almost as many types of approaches to computer instruction within the project area of the C. I. NETWORK as there are schools involved. As a result, COMPUTALK plans to give its readers a chance to look at what some of the other schools are doing by featuring a different school each issue.

Computer Instruction Plans at Lake Oswego High

By CHUCK GELDAKER

I thought that I might share with the Computer Instruction NETWORK some of the plans which we at Lake Oswego High School are making for the coming year. We have had a unit on computers in our Intermediate Algebra classes for three years now and these students, even though they are not the best math students, have a tremendous amount of interest in computers. We feel that this instruction really gives them an advantage in developing a better understanding of what computers can and cannot do in our technological society. We will continue this phase of our computer instruction for the coming year. Last year, the students in Advanced Math were given a two-week unit on the computer and this will be continued also.

FULL-YEAR COURSE

A very exciting new part of our computer instruction is the full-year course called Computer Science. Although we had enrollment for two classes, we will have just one class this first year because of the experimental nature of the course. Computer Science will look at the computer from many viewpoints --- the mathematical, the technological, the cultural and the business aspects will be explored. Students in this class will get "hands on" experience on the ECP-18, and through the teletype to be installed at Lake Oswego, will get experience with the time-sharing aspect of computers. The students will be in the 10th or 11th grade, so they will be expected to apply their knowledge of computers to advantage in other courses in mathematics, science, business, etc., in the following years of their high school education.

The students in our advanced placement program learned to program the ECP-18 last year in Advanced Math class. They will use this knowledge whenever applicable in the study of the calculus.

We also intend to experiment with some of the slower students in mathematics in an effort to see what they can do in learning to write programs, etc. Since computers affect all of society, we feel that these students might also benefit from some instruction.

TEACHER IN-SERVICE

The last aspect of the computer instruction program will be an in-service course for the teachers in the district. This course will help teachers to understand the impact of computers of our society and will, in turn, help their students understand this tool which has and will continue to affect their lives in very dramatic ways. This class will be taught by a team (three teachers) from the high school and will be open to all teachers in our district. It will be a two-hour class for thirteen sessions. We hope that these teachers might be able to see how the knowledge of the

(CONTINUED on Page 4)

New Computer. . .

(CONTINUED from Page 1)

be misled by appearances. With a memory size of 4K it will not only be possible to program in a machine language, but also in high level compiler languages, such as BASIC and FORTRAN, and because of its small physical size the PDP-8/S can be easily carried right into the classroom. This computer, like all others in the C. I. NETWORK, will use a paper tape input-output.

YOU ADD TO SUBTRACT

Another interesting facet of this computer is that you do not have a "subtract" instruction as such. The PDP-8/S uses a two's complement arithmetic which means that subtraction is accomplished by adding the complement of a number. This might be best explained by taking an example in base ten. Suppose we agreed to use only the units place and any carry into the tens place is lost. This means that if we wish to subtract 3 from 9 we could do it in the conventional way:

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

Or we could add the complement of 3, which is 7, to the 9:

$$\begin{array}{r} 9 \\ +7 \\ \hline 6 \end{array}$$

Because we did agree to ignore any carry into the 10's place, the result is the same. Of course the computer does not work in a one place base 10. It uses binary arithmetic with a twelve-bit word length. However, the principle is the same.

In the author's opinion, there are only two things that keep the PDP-8/S from being the ideal classroom computer. The first is the limit on the number of students that can conveniently see the lights on the registers. The second is that the PDP-8/S uses indirect addressing. This means that at times, two addresses or words must be used to refer to a third address in the memory. However, neither of these problems is insurmountable.

If the reception accorded the "Little Giant" by the staff of the C.I. NETWORK can be used as a guide, it looks as if the teachers and students of the project area may look forward to an enjoyable year with the PDP-8/S.

Lake Oswego School. . . (From Page 3)

computer might be utilized in the subject that he teaches. We hope that teachers from every department in our school district will participate in this class.

340 STUDENTS TO USE COMPUTER

This past year, about 200 students learned to operate the ECP-18 with about 450 programs written. It is our hope that we can do even better than that this coming year. To summarize, the following chart will show the magnitude of our program for the '67-'68 school year.

Intermediate Algebra - 80 students for one month
Advanced Math - 85 students for two weeks
Computer Science - 28 students for one year
Calculus - 17 students for selected topics as needed.
Intermediate Math - 60 students for two to four weeks
Geometry - Algebra II - 45 students for two weeks
In-service Course - 25 teachers for one quarter
TOTAL 340 using five instructors

Hippies . . . (From Page 3)

a decrease in personal communication as data communication becomes mechanical and automatic.

As these seemingly inevitable changes take place, great gaps --- holes --- are left in the fabric of society.

Perhaps hippies are using the heuristic approach to the problem. Heuristic is a beautiful word used in programming computers, "pertaining to exploratory methods of problem-solving in which solutions are discovered by evaluation of the progress toward the final result". (Like a computer program which requires that the computer LEARN to win at chess by actually playing the game and examining its opponent's plays.) The heuristic approach to a problem is one that encourages further investigation and experimentation.

Perhaps in the land of no watches and no walls, the Haight-Ashbury district, solutions are being experimented with.

How do human beings relate to each other in the new age of the automobile, the jet plane, the impersonal "national data bank"? How do they adjust to increased leisure, increased emphasis on intellectual rather than manipulative skills? Are there answers? Is anyone looking for them?

There seems to be another "hole" --- in computer instruction. At all levels, people are being trained to operate and program computers, provide them with data, make them increasingly sophisticated and increasingly able to assume more and more of man's duties. But does anyone look ahead ten or twenty years to the world today's teenagers will live in? Is anyone stimulating young minds to consider the human problems created by automation?

And there will be problems! More problems than we today can even conceive of existing. For instance, in the past, the rule --- rather than the exception --- has been for a man (like his father before him) to devote his life to one line of endeavor. This will no longer be true. Even now there are occupations that did not exist fifteen or twenty years ago.

What about privacy of information? Right now, today, by typing your name and driver license number on a terminal at the Department of Motor Vehicles, your complete driving record is displayed on a screen. What happens when not only your driving record is readily available but school, financial, social, vocational and political data is at a moment's call? Who do YOU feel should have access to such files --- files that in the past have been so spread out and so deeply buried that few people would bother even to try to find them. And, what emotional problems do YOU think this "big-brother-is-watching-you" effect will have on today's youth?

If the Haight-Ashburyites are trying to tell us that something is wrong now, and if we don't change and really train for the future, what will they tell us about tomorrow? It seems to me that the only way we can help today's youth cope with tomorrow is to assist them in developing some personal strength of character and a belief in themselves. What do YOU think should be done, and how should WE do it?

COMPUTALK Invites Reaction

COMPUTALK solicits reactions to the above, ideas, anecdotes, or personal opinions relating to computers and/or computer instruction. Please mail contributions to COMPUTALK; 607 Chemeketa N.E.; Salem, Oregon 97301.

IMPROVING DHEW SUPPORT OF EDUCATIONAL PROGRAMS

A Model Authorization and Funding System for Elementary and Secondary Education

September 1967

2967

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

SEP 14 1967

Dear Mr. Secretary:

The President in his Health and Education Message to the Congress this past February 28, expressed his deep concern with the late funding of education programs in the section entitled, "A better education timetable" as follows:

> "One condition which severely hampers educational planning is the congressional schedule for authorizations and appropriations. When Congress enacts and funds programs near the end of a session, the Nation's schools and colleges must plan their programs without knowing what Federal resources will be available to them to meet their needs. As so many Governors have said, the Federal legislative calendar often proves incompatible with the academic calendar.
>
> "*I urge that the Congress enact education appropriations early enough to allow the Nation's schools and colleges to plan effectively.* I have directed the Secretary of Health, Education, and Welfare to work with the Congress toward this end."

Pursuant to the President's direction you formed a task force to develop approaches to this problem which would result in an improved system for authorizing, funding, and administering the federally-assisted educational programs.

I am pleased to submit to you a report of this task force which we believe offers promise of a constructive solution to the problem of timing DHEW appropriations for educational programs. We believe that the plan presented in this report if adopted would go a long way toward improving the effectiveness of these programs.

We recognize, of course, that the legislative recommendations implicit in this plan will have to be weighed by the President in the light of the overall requirements of the Government and the condition prevailing at the time his plans are submitted to the Congress.

Sincerely yours,

James F. Kelly
Assistant Secretary, Comptroller
Chairman of the Task Force

Honorable John W. Gardner
Secretary of Health, Education,
and Welfare
Washington, D. C. 20201

TASK FORCE ON TIMING OF DHEW APPROPRIATIONS FOR EDUCATIONAL PROGRAMS

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BACKGROUND

President Johnson has directed the Secretary of Health, Education, and Welfare to study ways and means of improving the timing of key Federal actions affecting educational programs receiving grant support. In undertaking this study the Department has recognized the need to reconcile the requirements of the thoughtful and complex Congressional authorization and appropriation cycle with the requirements of the cycles of federal, state, and local implementation. Recent studies by the Special Subcommittee on Education of the House Committee on Education and Labor,[1] and by the Council of State Governments[2] underscore the seriousness of the problems created by the disparities between these two cycles.

The Secretary established a task force of informed administrators, State legislators, and educators from States, cities, and universities to assist the Department in fully identifying and evaluating alternative solutions and developing recommendations. Because the solution ultimately recommended is a combination of several methods which we have tried and used with success in the past, the resulting report is felt to provide a basis for changes which are practical, effective and reasonable. Though the methods themselves are not new, the systematic melding of these methods into a comprehensive plan of action represents a new approach to the problem.

THE PROBLEM

The Federal process which results in the authorization, appropriation, and administration of national programs of educational support is an extended and complex process involving cooperation at all levels of government. For example, Congress must carefully consider the substance and content of new programs, and it must

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[1] House of Representatives, Committee on Education and Labor, Special Subcommittee on Education, Report No. 1, "Study of the United States Office of Education," 89th Cong., 2nd sess., 1967. Report is incorporated in appendix 1.

[2] Council of State Governments, Chicago, Illinois, Report RM-401, "Cost to the States Resulting from Delays in Authorization or Appropriation of Federal Grants-in-Aid", May, 1967.

determine a suitable level of funding. Federal agencies must develop necessary administrative rules and regulations. States must coordinate the actions of their legislatures with those of their local governments, and local school districts must plan, budget and hire necessary staff.

Nonetheless, the significance of the programs being enacted frequently induces a desire to achieve their earliest possible implementation. When the activities necessary for implementation are compressed, however, several significant problems result:

1. A tight time schedule makes it considerably more difficult for education officials to plan effectively for the development and implementation of school programs.

2. The recruitment and employment of teachers is substantially hindered if they cannot be hired at the time of the year when the most able of them are available for interviews and seeking new employment.

3. Initiation of new or expanded educational programs is unnecessarily delayed until well into the school year when they cannot produce the most effective results.

4. Community pressure for full utilization of Federal funds late in the school year often results in expenditures for lower priority school needs.

5. School districts which attempt to anticipate the amount of Federal assistance which will be available to them, at times, find themselves overcommitted when the subsequent allocation of appropriated funds results in their receiving less money than they had anticipated.

6. Public expectations for the Federally assisted program remain unfulfilled partly because school administrators are unable to utilize fully and most effectively funds which are received after the school year has begun.

7. Careful evaluation of Federally assisted programs is hampered by the lateness of available information concerning the nature and effectiveness of educational improvements which such assistance has made possible.

MAJOR ALTERNATIVES REVIEWED BY STUDY GROUP

The heavy workload of Congressional legislative and appropriation committees makes it impractical to anticipate that legislative authorization and appropriations can be speeded up to any appreciable extent. Even if such Congressional actions could be completed by July 1 of each year, it would not provide the kind of lead time necessary for effective program planning and implementation. The study group has found it necessary, therefore, to explore other alternative solutions that might improve effective program implementation within the present timing pattern of Congressional action. The following are alternatives which the study group has considered on the basis of their proven effectiveness in other programs and their possible applicability to State and local primary and secondary education programs:

1. Fund programs from a Congressional appropriation which is made a fiscal year in advance of the grant period. This arrangement has been used effectively in the support of graduate training programs, where it is necessary for colleges and universities to select students for training support several months in advance of the beginning of their training period. By approving grants between January and April from currently available appropriations for training programs to begin the following July it has been possible to permit the schools to follow a schedule in developing and conducting their training programs which conforms to the needs of both the students and the schools. Except when a Federal grant program adopts such a system at its inception, the use of this system requires for the first fiscal year of its implementation a doubled appropriation - one to support the on-going program for the current year and one to support the program for the upcoming year.

2. Establish a different 12 month period from the traditional July 1 - June 30 period for the availability of financial support for State and local program operations. This approach has proved effective with respect to research grants and some types of demonstration programs. It has the advantage of permitting operations to start at any time during a fiscal year. Federal support would be available for 12 or more months from that date both for the initial period of funding and all subsequent periods of support. This approach has only limited applicability to most continuing State and local

education programs, however, since the established operational cycle for these agencies is usually a September-August period.

3. Provide that each fiscal year appropriation shall be available for use during two fiscal years. This arrangement has worked well in a number of construction grant programs. It permits a longer lead time for the development of programs and avoids the tendency to commit funds for marginally important purposes near the end of fiscal year to prevent the funds from lapsing. This system has the disadvantage, however, of permitting a build-up of program costs in a fiscal year as a result of carry-over funds. If in a subsequent year for instance corresponding carry-over funds are not available, these costs can be sustained only with great difficulty, if at all.

4. Provide a period of time and funds for advance planning before the initiation of a new program. This arrangement provides an opportunity for both the Federal administering agency and the State and local agencies to do the necessary advance preparation for the initiation of a new program. It is a technique which was used effectively in the establishment of the Medicare program when the benefits under the program became effective 12 months or 18 months after the program was authorized.

5. Provide authority in the appropriation act of one fiscal year for the Federal agency to obligate funds for grants during that year, although actual payment would come from funds included in the appropriation for the next fiscal year. This arrangement is used in a limited way in the various HEW student loan programs. It would have the advantage of providing a firm commitment to State and local agencies at a time earlier than the beginning of the grant period without the necessity for the Congressional appropriation to be made at that earlier date.

RECOMMENDATION - THE PRINCIPLES

On the basis of its analysis of the problem, the study group has concluded that any proposal for corrective action should include the following principles if it is to prove most effective:

- The period of program authorization should be sufficiently long and stable to permit an evaluation of program effectiveness prior to consideration of extension legislation.

- Time and funds for planning on a continuing basis should be included.
- The authorizing legislation should provide a basis for making firm advance commitments of funds to State and local agencies in the spring of the year.
- A period of at least one year lead time should be provided on Congressional action to terminate, extend, or revise a Federal assistance program.

THE PLAN

In order to carry out these principles the study group recommends that the following specifications be included in legislation authorizing Federal grant assistance for State and local primary and secondary education programs:

1. The Federal assistance program should be authorized for a minimum of five years.

2. Authorizing legislation should provide that a planning and evaluation grant would be available to States and localities for each of the five years, with the amount for each year to be keyed to the level of operational funds authorized for the subsequent year.

3. The legislation should authorize grant funds for program operations for each of four years, beginning with the second of the five year program.

4. Appropriations should be advanced one year thus giving notice to officials at the Federal, State and local level of the amounts which will become available at the beginning of the next fiscal year. This will require appropriation action with respect to two years in order to put on-going programs on the new schedule. This will not constitute doubling up in as much as the funds for each year would be available for obligation only with respect to the year identified. This should give local officials sufficient notice of funds to become available so that they can with confidence enter into advance commitments for the employment of staff and long lead time equipment.

5. Recognize the school year September 1 to August 31 as the period for which the funds are available.

6. The legislation should require that an annual evaluation report be provided to the House and Senate legislative committees and that a comprehensive evaluation report be made during the fourth year.

7. The legislation should provide for Congress to consider the extension or modification of the program authorization during the fourth year in order to provide a year's lead time for State and local planning purposes.

8. The legislation should provide that appropriations are authorized to be made for one additional year (the sixth year) if legislation to authorize an extension has not been either enacted or rejected by the beginning of the fifth fiscal year of the authorization.

(See Appendix II for example of model in operation).

SUMMARY

The net effect of this recommended system would be to establish a Federal-State-local relationship which can better foster the planning necessary in order to meet pressing and long-run educational needs. In a word, this system provides for a firm commitment of Federal funds at a point in time which allows local school boards to take into account Federal as well as State and local funds in formulating their next year's school program and teacher employment requirements. It also allows for the continuing evaluation of program results with reports available to local, State, and Federal administrators and legislators, as well as providing lead time for any extension, termination, or revision of Federal assistance provisions. The study group is convinced that such a system is feasible and that in operation it would prove to be an effective and efficient arrangement for strengthening State and local education programs and for protecting and enhancing the Federal investment in such programs.

APPENDIXES

APPENDIX I House of Representatives, Committee on Education and Labor, Special Subcommittee on Education, Report No. 1, "Study of the United States Office of Education," 89th Cong., 2nd sess., 1967.

APPENDIX II Model System in Operation

APPENDIX III Report Presentation in Chart Form

[COMMITTEE PRINT] APPENDIX 1

STUDY OF THE UNITED STATES OFFICE OF EDUCATION

UNDER THE AUTHORITY OF
HOUSE RESOLUTION 614

REPORT NO. 1 OF THE
SPECIAL SUBCOMMITTEE ON EDUCATION

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES
EIGHTY-NINTH CONGRESS
SECOND SESSION



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COMMITTEE ON EDUCATION AND LABOR

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STUDY OF THE U.S. OFFICE OF EDUCATION

LATE FUNDING

The detrimental effects of late funding on the various Federal programs (and especially on those under the Elementary and Secondary Education Act of 1965 and on the several student financial aid programs) have been brought home repeatedly to the subcommittee through its Washington hearings, its series of field investigations, its national survey of local and institutional program administrators, and its day-to-day contacts with the educational community at large. Indeed, of all the problem areas identified and discussed during the course of the subcommittee's study, late funding was perhaps brought up more frequently than any other matter, and the body of comments on it displayed the highest degree of uniformity.

The roots of the problem of late funding are easily discerned. They lie in the disparity that exists between the academic calendar and the Federal fiscal calendar.

Generally, the local school agency (and the institution of higher education) conducts its planning for the academic year during the spring of the preceding academic year. Of course, sensible planning must be predicated on a firm knowledge of the fiscal resources that will be available in the following September. When Federal funds represented only a minuscule portion of the agency's overall budget, the agency could form its plans without an exact knowledge of the amount of such funds it would ultimately receive. But as the flow of Federal money has increased, the feasibility of this sort of planning has decreased. Today, many agencies and institutions simply cannot lay adequate plans for the coming academic year unless they have a firm idea of the amount of Federal support they will be granted.

For the most part, however, the congressional appropriations process does not mesh with the educational planning process. The former, unlike the latter, is not directed at all to the spring of the year; rather, it is tied to the fiscal year running from July 1 to June 30. A firm commitment of Federal funds at the very beginning of this fiscal period would lead to difficulties for local agencies, since, by necessity, they must plan during the spring months. In practice, however, actual appropriations, at least for educational assistance programs, are more likely to be made in August, September, or even October than in July. (See app. 1.) It may be said that if July commitments would lead to difficulties, commitments made in September or October—after the school year has already begun—can lead only to something akin to chaos.

Yet it is just this sort of chaos that local school agencies are, all too often, faced with in the matter of Federal funds. The funding history of the Elementary and Secondary Education Act offers the prime case in point. That act was approved by the President on April 11, 1965—during the very period when many agencies were in the process

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of drawing up their budgets for the 1965–66 school year. The appropriation for the act, however, was not approved until September 23, or more than 5 months after enactment, and nearly a month into the school calendar. Up to this point, the onus of the late funding rested on Congress alone. But after final approval of the appropriation on September 23, it took the Office of Education another month to calculate State-by-State allocations and make the first commitment of funds. And added to the difficulties stemming from late funding per se were other difficulties originating from the slowness of OE in issuing guidelines and regulations for the various programs authorized under the act. (See app. 2.) In view of all this, it is small wonder that many local agencies could not get their programs underway until January of 1966.

It was apparent to all concerned that late funding had exerted noticeable effects on the quality of the programs implemented in that first year of experience under ESEA. In fact, the National Advisory Council on the Education of Disadvantaged Children, in its first report on title I of the act, included the following among its 10 recommendations:

> There is no doubt that implementation of title I was greatly hampered this year by the nonavailability of funds until after the school year began. Most personnel in needed specialties were already under contract, and school administrators were forced to plan projects almost overnight. The pressures of time gave State departments of education little opportunity to revise substantially many quickly conceived programs. We strongly urge the Congress to enact the next title I appropriations bill as early as possible, but not later than early summer 1966, to permit more careful program development and thus assure more effective use of the funds.

Unfortunately, this recommendation, which was but an echo of what nearly every local school chief involved in the program had been saying, was not heeded by Congress in 1966. There were extenuating circumstances; the act was up for fairly major legislative amendments, which had to be considered before appropriations could be made. Due to the press of affairs, these amendments were not brought to the floor until early in October of 1966, and final agreement was not reached until October 20.

The fiscal year 1967 appropriation for title I of the amended act was contained in Public Law 89–697, which was signed on October 27. It was not until late November that the Office of Education could inform each State of its "estimated allocation." Worse still, it was almost the end of February 1967 before OE informed the States of their *actual* allotment of funds for use in the school year which had begun nearly 6 months earlier.

Moreover, disparities between "estimated" title I allocations as of November 1966 and actual allocations as of February 1967 furnish a vignette of the hazards that lie in trying to plan without a firm knowledge of the amount of grants to be made. The November estimate for the State of California, for example, was $80.7 million; but the February actual proved to be only $74.3 million, or 92 percent of the estimate. On the other hand, Pennsylvania's estimated allocation was set at $46.4 million, while its actual allotment was calculated 3 months later at $48.6 million. Differences of this magnitude between estimated and actual grants, even if they occurred in the preceding spring rather than in the middle of the school year, could not help but set planning awry.

The consternation over late funding among State, local, and Federal schoolmen can be abundantly documented from the record of the subcommittee's Washington and field hearings. On the second day of the Washington hearings, for example, there was this from Commissioner of Education Harold Howe II:

One of the problems to which I would like to call attention is the disparity between the appropriation timetable of the Congress and the planning timetable of schools and colleges. Any efforts which can be made to resolve the difficulties involved in this matter will be a boon to education. Typically, schools engage new personnel and plan during the early spring for new programs which start in September. As larger percentages of their commitments involve Federal funds, they have great difficulty in planning effectively, since these funds are not appropriated by the time decisions must be reached. Although "continuing resolutions" passed in late June are helpful, they are far from the ideal solution to this problem. If the Federal Government is going to have a significant role in school financing, it seems to me essential to look for appropriations practices which would prevent relationships with States and communities from being regularly conducted on a crisis basis.

A small sampling of other statements on this matter from representatives of the elementary-secondary level of education follows:

From the Deputy Commissioner of Education of Maine:

I have a few conclusions or suggestions that I would like to make. * * * Failure to make appropriations on time. By that I mean prior to or at the beginning of a fiscal year has proven to be costly in terms of employment of competent personnel. We have the problem, for example, of employing personnel in September or October. Under the terms and code of ethics, teacher personnel are not expected to make changes after the first of August. This has been somewhat restrictive—in terms of employment, personnel, and organizations, effectiveness in evaluating and reporting, and probably has caused higher financial outlays.

From the deputy commissioner of the Missouri State Department of Education:

An area of great concern is the late date we obtain appropriations from Congress for the various Federal programs. The U.S. Budget Office and the Office of Education further delay the actual time we receive the State allocations for the various acts.

For instance, Congress did not appropriate funds this year until October 22, 1966, and as of December 1, 1966, the Missouri State Department of Education had not received information concerning official State allocations for any of the various Federal programs.

This prevents the State department of education and the local school districts from making maximum use of provisions of the Federal programs. The degree of uncertainty concerning the appropriations, State allocations, and interpretation of new acts and amendments to existing acts limits the effective use of provisions of Federal programs and the funds appropriated by Congress.

Large-sized school districts must begin budget planning by September, and medium-sized school districts by December of the prior fiscal year for efficient operation of their educational program.

The total school budget consists of three interrelated parts: (1) Educational plan; (2) spending plan; and (3) financing plan.

Federal funds should be included as an integral part of the total school budget. The budget must be completed by February so the board of education can study the budget and recommend the tax rate to be presented to the patrons of the district.

In accordance with the budget, school districts employ personnel during April and May for the next school year.

This type of planning is essential to effectively utilize the Federal funds to improve education at the local level to the greatest degree of efficiency.

Congress should pass educational acts and make appropriations by September of the previous fiscal year in order to obtain the maximum results for funds invested.

From a spokesman for the California School Boards Association:

Congressional appropriations calendar and school district budgeting: Once again there is almost unanimous opinion that the appropriations for local school districts must be made by Congress early in the year (in California before May 15), or the appropriations should be for more than 1 year. Otherwise, the program will lack continuity, and there will be a loss of trained personnel when they feel job uncertainty due to lack of funding. California law requires that a notice in writing be sent to teachers by May 15 if they are not going to be hired for the following year. When Congress does not appropriate funds by this date, superintendents must notify the teachers that they may not be rehired. The result is chaotic.

From a Minnesota school superintendent:

Then in conclusion I just would like to say that one of the most difficult problems with Federal programs is the time of the year that appropriations are made by Congress. We do not know if the programs will be financed—or to what degree—until after the school year begins.

This makes it difficult to keep personnel from year to year, and it makes it necessary to start many programs without the needed supplies and equipment.

If we are to obtain the best results from the funds expended, the appropriations should be made a year in advance, or, at the latest, by March of each year.

We have a very difficult time on our title I and to some extent title II programs because we never know if we can hire people for the following year. Because of the shortage of teachers, they have just about their own choice of where to go. Therefore, if we do not know until September or October, we cannot hold these teachers. This means we have to go out and hire a new staff the following year and this makes the program inefficient.

I don't think under this type of situation we are getting true value for the money that the Federal Government is spending for the educational program.

From the director of Federal relations of the St. Louis public schools:

Most of the school systems were very much afraid of what would happen to the ESEA legislation in the hurried last days of the Congress. Every time we picked up a newspaper we noted some new direction in the legislation. At the same time we were committed to personnel and programs with no real assurance that the needed money would be appropriated. I suppose that there are few things on which all public school administrators agree but I am sure that they agree that they must know much earlier in the year how much money will be available for programs. The date on which funds are appropriated is not too important for the reimbursable programs like NDEA Title III and the Vocational Education Act. But the ESEA provides funds before programs start. Any program involving teachers and other personnel must be planned months in advance of the starting date. We therefore desperately need a firm commitment for program and funds in the spring of the year if the projects are to start in the fall.

From the Georgia State coordinator of title I, ESEA:

One of my areas of concern is the late date in a given fiscal year on which firm figures are available for the amount of money which may be used by the various local educational agencies.

Another concern is the altering of legislation affecting title I operations for a given fiscal year after much of the fiscal year has passed.

I would suggest that legislation and appropriations be established well in advance of the fiscal year in which they are to become effective. This would, I believe, make for better planning, more effective programs, and wiser use of the money available.

Mrs. GREEN. Thank you very much, Mr. Beemon.

May I say that in all of the hearings we have been conducting the point which you raised in your last paragraph has become abundantly clear: that Congress is still operating on the time schedule which existed prior to a major involvement by the Federal Government in education. I think that Congress has not taken notice of the problems of the school year in authorizing legislation or appropriating the funds.

Mr. BEEMON. I appreciate your recognizing that fact.

And from the deputy State superintendent of public instruction, Wisconsin:

Our school year starts with an upswing in September and ends with a downswing in June. Educational planning for this period must be done at least 3 to 6 months in advance. This leadtime is necessary not only for recruitment of personnel, but also for action to be taken on educational programs by local school boards and school electors during the annual school meetings in July. Crash programs initiated after the beginning of the school year and late appropriations cause problems.

This documentation could be extended for a great number of pages, especially if one wanted to add to this subcommittee's record the record of hearings on both the 1966 and 1967 amendments to ESEA. Rather than belaboring the point in piecemeal fashion, however, the subcommittee would present results of a questionnaire item which bears directly on it.

The subcommittee's questionnaire on ESEA was sent to approximately 3,500 local school agencies. About 2,500 completed questionnaires were returned. Item II–(H) on the questionnaire asked the local administrators: "What is the latest month you would like to have firm commitment of funds that will be available for the following school year?"

Viewed cumulatively, the responses to this item show that 18 percent of the agencies would like to have a definite commitment of funds no later than the end of February of the school year preceding the year in which the funds would be used. Thirty-three percent asked for definite allocations by the end of March; 46 percent by April 30; 58 percent by the end of May; and fully 76 percent by the end of June. Only 22 percent of the agencies felt they could get by with July or August commitments, and none, it must be assumed, favored the current practice of delaying commitments until after the commencement of the school year.

Finally, the Elementary and Secondary Education Act of 1965 as originally enacted and as first implemented afforded examples of two practices which the subcommittee feels have contributed to or exacerbated the problem of late funding.

The first of these centered on program authorizations. The authorization for title I of the Elementary and Secondary Education Act is based on a formula, and thus it must be computed anew each year to reflect changes in the several factors of the formula. Titles II, III, and V, however, were given dollar amount authorizations, but only for the first year of the 5-year period for which the programs were authorized. The original authorization language for title II is typical of the three:

For the purpose of making grants under this title, there is hereby authorized to be appropriated the sum of $100,000,000 for the fiscal year ending June 30, 1966; but for the fiscal year ending June 30, 1967, and the 3 succeeding fiscal years, *only such sums may be appropriated as the Congress may hereafter authorize by law.*

Thus, as originally enacted, titles II, III, and V of ESEA, and also title III of the Higher Education Act of 1965, required a yearly enactment of authorizing legislation before any appropriation could be made. This year-by-year method is, of course, justifiable in new and highly original programs, since it allows Congress to subject the programs to a detailed annual review. At the same time, however, it is cumbersome and slow, and it acts as a definite brake on the speed

of the appropriations process. Consequently, the subcommittee recommends that, in all save special circumstances, appropriations for education programs be authorized over a 2-year period; and further, that decisions as to the renewal or termination of these authorizations be taken 1 full year in advance of their scheduled expiration dates. In this way, appropriations would not be held up annually to wait on authorizing legislation, and the users of the programs might have a better idea of what level of support to expect under a particular program.

It should perhaps be noted that Congress is apparently already moving in the direction recommended above. Most of the new programs authorized under the Higher Education Act of 1965, for example, were given dollar-figure authorizations for a 3-year period. Again, the 1966 amendments to ESEA authorized appropriations under titles II, III, and V for fiscal years 1967 and 1968, rather than for fiscal year 1967 only.

It might also be pointed out that, as a practical matter, local school districts and colleges and universities can find little guidance with respect to the expected level of funding by reference to the authorization figures. Appropriation requests of the U.S. Office of Education for fiscal year 1968 offer an illustration. Across the board, the fiscal year 1968 request for programs for which there is a specific dollar authorization represents approximately only 58 percent of the statutory authorizations, and the subsequent requests by the Office of Education for only partial funding contribute greatly to the widespread uncertainty at the local level with respect to the level of funding. It is highly desirable that more careful consideration be given to the authorization levels established by the Congress when appropriations requests are presented.

The second area of difficulty associated with the original ESEA centered on the "crash" schedule for implementation of the programs. As noted, the law was enacted in April and was to go into full effect nationally during the school year which was to commence in but 5 months' time. After delays attributable to the deliberateness of the appropriations process and to the slowness of OE in getting out regulations, guidelines, and finally payments, many school agencies were faced with the pleasant-seeming but nonetheless pressing necessity of spending large sums of money within small periods of time, or of having that money taken away from them. And with the enactment of the Higher Education Act of 1965, the whole hurryup process was repeated, with even less leadtime in which prospective participants could familiarize themselves with the programs and plan their activities on an integrated basis.

Accepting the assertion that the Federal Government is now and will continue to be a bona fide junior partner in the educational system, the subcommittee would point out that the need for immediate action has given considerable way to that for careful planning. With respect to future educational enactments, the subcommittee therefore recommends that, whenever possible, a first year of limited funding be authorized, which year will serve as a time for planning and preparation in all the affected layers of the educational complex. Under such an arrangement, the Office of Education would have ample time to form up its program staff and attend to the matter of regulations, guidelines, and general program information in a far less frenetic and

more thorough manner than has obtained; and the potential user in the educational community would be able to integrate the newly authorized assistance into its overall program rather than merely adding it to the top.

Turning from ESEA to view higher education assistance programs, and especially those affording aid to students, the deleterious effects of late funding are again quite evident. The typical institution of higher education is currently in the student assistance business in a large way. Its overall program is likely to involve its own funds—from State or private sources, or both—and funds under one or more of the several Federal programs of loans, grants, and work-study. It is becoming quite common for one student to receive an aid package made up of assistance from two or more of these multiple sources.

To figure such a package so that it meets a student's need in the most economical and useful manner, the institutional aid officer, it goes without saying, must know how much money he can count on from each source at the time of his determination. As was the case with elementary-secondary schools, the usual time for making these determinations is the spring preceding the academic year in which the aid will be used. This spring determination is especially essential in the case of freshmen-to-be, since the very matriculation of an increasing proportion of those young men and women is dependent on the assistance they might be granted.

Yet the fact remains that the institutions are not given firm commitments under the Federal student assistance programs during the vital spring months. In fact, it is not uncommon for the institution to receive its Federal funds after the academic year has already begun.

Throughout the course of the study of the Office of Education, nearly every institutional financial aid officer with whom the subcommittee held converse directed remarks to the problem of late funding, either in formal statements or informally. The following excerpts from the record of the field hearings should suffice to give the tenor of their concern:

> I would like at this time to express concern over three major problems.
>
> 1. The first of these is late notification of National Defense Student Loan Program funds.
>
> At this point I would like to stop and give the dates from 1962 to 1966, the dates on which the University of Maine received a firm commitment of National Defense funds. In 1962, we got our commitment on August 15; in 1963, on September 5; in 1964, on September 16; 1965 was a very good year, June 16; in 1966, on August 5.
>
> This causes great problems in committing money to students since we don't have a commitment ourselves as to exactly how much money we will have to loan.
>
> The U.S. Office of Education need not share the blame here. It seems that Congress insists on waiting until the 11th hour to appropriate the funds.
>
> However, the wrath of the participating institutions must be borne by the Office of Education. It would seem advisable for Congress to put the appropriation of the money for this program at the top of the calendar in order to give participating institutions an opportunity to receive a commitment of their allocation at the earliest possible time. It seems that year after year, school is about to open before a firm commitment of funds is received (assistant director of student aid, University of Maine).

> * * * the staff of HEW and those of us responsible for planning and administrating many and extensive student aid programs are severly handicapped by the disparity between the appropriation timetable and the timetable required by HEW and the colleges in planning and budgeting for student aid programs. Colleges should have a firm commitment of support funds for each student aid program not later than March preceding the next fiscal year's operations. I join other

college administrators and personnel of HEW in appealing to you to help resolve the difficulties caused by the lateness in the appropriation of support funds. Much of our present difficulty can be alleviated if we could remove the crisis method of conducting student aid programs. Inefficiency and waste, for which we could be criticized can be largely eliminated if our time and energies could be directed toward planning and coordinating multiple student aid programs (director, Bureau of Student Loans and Scholarships, University of Minnesota).

Unanimous support was given the recommendation that the Federal programs be funded earlier in the year so that colleges would be aware of the amount of support at the time awards would be made. (For instance, admissions at Illinois State University for the 1966–67 school year were closed in March 1966, before we knew what funds would be available to students.) (director, student financial aids, Southern Illinois University, reporting on a meeting of the Midwest Association of Financial Aids Administrators)

* * * the NDSL program seems to provide the greatest benefit for the largest number of students. We would urge that it be continued. Our suggestions for change are few: The most valuable change would be the firm commitment of our annual allocation somewhat earlier than in past years (dean of students, University of Missouri at Kansas City).

In its attempt to measure the effects and isolate the defects of the several Federal student aid programs, the subcommittee again resorted to the questionnaire procedure. The instrument was sent to 600 institutions of higher education, of all types and in all parts of the country, and 470 of the institutions completed and returned it. Three of the items on the questionnaire bear directly on the matter of late funding. Responses to those items would seem to confirm that concern over the matter is fully as widespread as the excerpts cited above indicate.

Item VIII (2) put this question to the institutions: "Does late funding by Congress present problems in administering your financial aid programs?" To this query, 75 percent of the reporting institutions replied in the affirmative. Moreover, the survey indicates that in the larger institutions, where the incidence of participation in Federal student assistance programs is likely to be higher, the percentage of affirmative replies is even greater. Thus, of the smallest stratum of institutions—those with student enrollment of under 600—60 percent replied that late funding was an obstacle to the efficient administration of the programs. But of the schools with enrollment between 2,500 and 9,999 students, 82 percent found this to be the case. And for the largest schools (enrollment of 10,000 and above), fully 89 percent replied that late funding was indeed a problem.

The related questionnaire item VIII(3) asked those institutions which answered the item treated above with a "yes" to comment on the problems caused by late funding. A small random sampling of these comments is appended in the interest of completing the record:

There have been occasions when the checks needed for the NDSL program have arrived after the registration period is over. We are required by State law to charge late registration fees for students who do not pay their registration fees on time.

Late National Defense last year made us cautious in committing funds to entering students in April when letters are sent. We should know our funding by February or March each year for all 3 programs to gain maximum benefit to the student.

How do you establish matching funds for an unknown budget?

Firm commitments cannot be made to students thereby creating a problem for those who preregister and for incoming students whose enrollment is dependent upon the financial aid package.

The greatest of all problems—we must know in March for the fall and spring semesters.

We can't prepare our institutional budget adequately when relying on late funds from Congress. We have to make assumptions which may prove false.

Late appropriations usually make it impossible for us to make a firm commitment to the students for the school year, thereby making it necessary for them to borrow from other sources, where the interest and repayment terms are not as satisfactory as the Federal loan programs.

We find ourselves tentatively committing funds that we might not receive.

It makes us nervous; we generally assume approval and make commitments; so far we have been lucky.

Finally from the student financial aid questionnaire, item VIII(4) asked those institutions which were troubled by late funding to indicate the latest month by which they would like to have a firm commitment of Federal funds for the next academic year. The single month cited most often was March, which was named by 30 percent of all the respondents. Cumulatively, 61 percent of the reporting institutions replied that commitments were desirable no later than the end of April, and 77 percent felt the need for commitments by the end of May.

The problem of late funding must be solved if the educational assistance programs of the Office of Education are to accomplish the purposes set for them by Congress. The subcommittee has already recommended: 2-year authorizations, with review a year before termination; and consideration of a low-funded first year for new programs to afford both OE and the potential users adequate planning time.

In addition, the subcommittee recommends that the problem of late funding be subjected to a thorough and concerted study by a joint committee to be composed of members from the House Committee on Education and Labor, the Senate Committee on Labor and Public Welfare, and from the Committees on Appropriations in both bodies. A decision must be made, and made shortly, if the best interests of American education are to be served.

EDITH GREEN.
JOHN BRADEMAS.
SAM GIBBONS.
HUGH L. CAREY.
WILLIAM D. HATHAWAY.
PHILLIP BURTON.

ALBERT H. QUIE.
JOHN M. ASHBROOK.
OGDEN REID.
JOHN N. ERLENBORN.

APPENDIXES

APPENDIX 1

APPROPRIATION ACTS FOR SELECTED PROGRAMS OF FEDERAL EDUCATIONAL ASSISTANCE

I. NATIONAL DEFENSE EDUCATION ACT OF 1958 (PUBLIC LAW 85–864, SEPTEMBER 2, 1958)

Fiscal year 1959:

Independent Offices Appropriation Act, 1959 (Public Law 85–844, August 28, 1958).

Second Supplemental Appropriation Act, 1959 (Public Law 86–30, May 20, 1959).

Fiscal year 1960:

Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1960 (Public Law 86–158, August 14, 1959).

Second Supplemental Appropriation Act, 1960 (Public Law 86–424, April 13, 1960).

Fiscal year 1961:

Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1961 (Public Law 86–703, September 2, 1960).

Second Supplemental Appropriation Act, 1961 (Public Law 86–722, September 8, 1960).

Fiscal year 1962:

Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1962 (Public Law 87–290, September 22, 1961).

Supplemental Appropriation Act, 1962 (Public Law 87–332, September 30, 1961).

Fiscal year 1963:

Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1963 (Public Law 87–582, August 14, 1962).

Fiscal year 1964:

Departments of Labor, and Health, Education and Welfare Appropriation Act, 1964 (Public Law 88–136, October 11, 1963).

Department of Health, Education and Welfare Supplemental Appropriation Act, 1964, (Public Law 88–268, February 10, 1964).

Fiscal year 1965:

Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1965 (Public Law 88–605, September 19, 1964). [(Public Law 89–16, April 30, 1965, appropriated no additional funds for NDEA in fiscal year 1965, but it authorized the use of up to $516,810 of the amount appropriated under Public Law 88–605 for making payments to institutions for cancellation of student loans.)]

Supplemental Appropriation Act, 1965 (Public Law 88–635, October 7, 1964).

Fiscal year 1966:

Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1966 (Public Law 89–156, August 31, 1965).

Fiscal year 1967:

Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1967 (Public Law 89–787, November 7, 1966).

II. HIGHER EDUCATION FACILITIES ACT OF 1963 (PUBLIC LAW 88–204, DECEMBER 16, 1963)

Fiscal year 1965:
Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1965 (Public Law 88–605, September 19, 1964).
Fiscal year 1966:
Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1966 (Public Law 89–156, August 31, 1965).
Fiscal year 1967:
Supplemental Appropriation Act, 1967 (Public Law 89–697, October 27, 1966).

III. VOCATIONAL EDUCATION ACT OF 1963 (PUBLIC LAW 88–210, DECEMBER 18, 1963)

Fiscal year 1965:
Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1965 (Public Law 88-605, September 19, 1964).
Fiscal year 1966:
Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1966 (Public Law 89–156, August 31, 1965).
Fiscal year 1967:
Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1967 (Public Law 89–787, November 7, 1966).

IV. ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (PUBLIC LAW 89–10, APRIL 11, 1965)

Fiscal year 1966:
Departments of Labor, and Health, Education, and Welfare Supplemental Appropriation Act, 1966 (Public Law 89–199, September 23, 1965).
Second Supplemental Appropriation Act, 1966 (Public Law 89–426, May 13, 1966).
Fiscal year 1967:
Supplemental Appropriation Act, 1967 (Public Law 89–697, October 27, 1966).

V. HIGHER EDUCATION ACT OF 1965 (PUBLIC LAW 89–329, NOVEMBER 8, 1965)

Fiscal year 1966:
Supplemental Appropriation Act, 1966 (Public Law 89–309, October 31, 1965).
Second Supplemental Appropriation Act, 1966 (Public Law 89–426, May 13, 1966).
Fiscal year 1967:
Supplemental Appropriation Act, 1967 (Public Law 89–697, October 27, 1966).
Departments of Labor, and Health, Education, and Welfare Appropriation Act, 1967 (Public Law 89–787, November 7, 1966).

APPENDIX 2

A. Time sequence and activity following President Johnson's signing of the appropriation acts for the Elementary and Secondary Education Act of 1965 and the ESEA Amendments of 1966

Activity	1965												1966											
	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December
Appropriation signed by President Johnson (Sept. 23, 1965)									I–II															
Draft regulations (June 23, 1965)								I–II	III V III															
Regulations published in Federal Register (Sept. 15, 1965)									I–II V	III														
Draft guidelines issued (September–October 1965)									III	I														
Final guidelines issued [1]									II	III			I											
Funds available to local school district or State department									I–II		V		III											

Activity	1966												1967											
	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December
Amendments to ESEA (1966) [2]																								
President signed appropriation (Nov. 7, 1966)												I–II III												
Regulations published (Feb. 9, 1967)														I–II III										
Notified funds available (Nov. 19, 1966)												I–II III												
Final allocations (Feb. 17, 1967)														I–II										

[1] Title V has no guidelines.

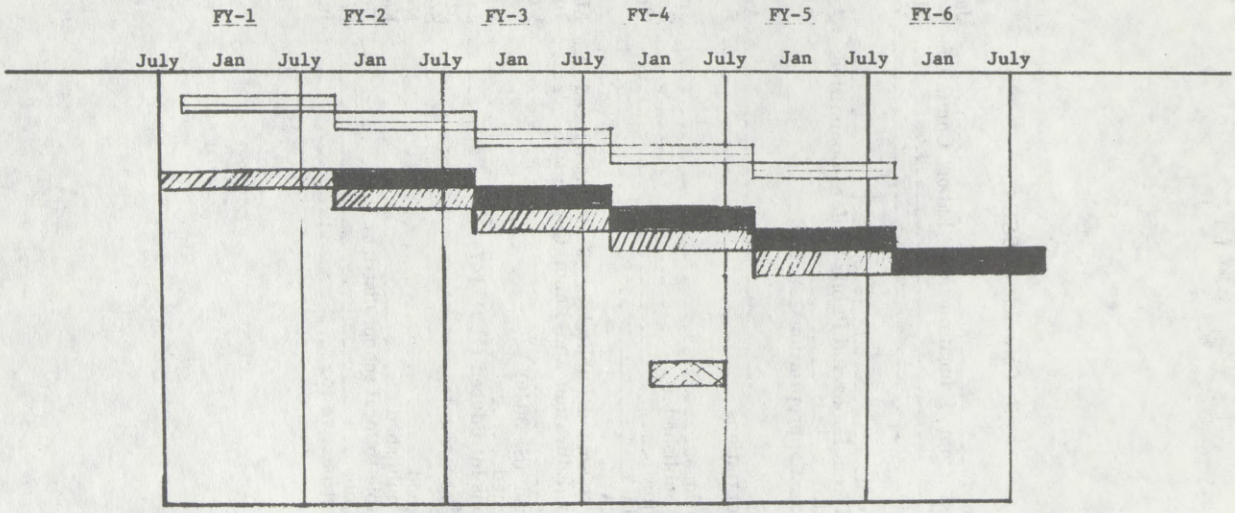
[2] All allocations retroactive to July 1, 1966.

B. Chronicle of ESEA

House:	
1. Bill introduced	Jan. 12, 1965
2. Bill reported from Education and Labor Committee (H.R. 143)	Mar. 8, 1965
3. Passed House	Mar. 29, 1965
Senate:	
1. Senate received	Do.
2. Bill reported from Labor and Public Welfare Committee	Apr. 6, 1965
3. Passed Senate	Apr. 9, 1965
4. Congress passed appropriations	Sept. 9, 1965
Presidential action:	
1. Signed	Apr. 11, 1965
2. Signed appropriations	Sept. 23, 1965
USOE action:	
1. Draft regulations	June 23, 1965
2. Regulations published	Sept. 15, 1965
3. Draft guidelines	Oct. 13, 1965
4. Final guidelines	(1)
Amendments to ESEA:	
1. H.R. 13160, to amend Public Law 89–10, introduced	Mar. 1, 1966
2. Approved by Education and Labor Committee	July 28, 1966
3. Passed House	Oct. 6, 1966
4. Passed Senate (S. 3046)	Do.
5. President signed	Nov. 7, 1966
6. Appropriations introduced (H.R. 14745)	Jan. 24, 1966
7. House passed	May 5, 1966
8. Senate passed	Sept. 28, 1966
9. President signed	Nov. 7, 1966
10. Regulations published	Feb. 9, 1967
11. Funds available to local school districts	Nov. 19, 1966
12. Final allocations	Feb. 17, 1967
13. Allocations retroactive to	July 1, 1966

[1] See preceding table.

MODEL SYSTEM IN OPERATION



APPENDIX II

EXAMPLE OF SYSTEM IN OPERATION

FY-1 Appropriate FY-1 funds for planning and evaluation grants.
Appropriate FY-2 funds for operations.

FY-2 Appropriate FY-2 funds for planning and evaluation grants.
Appropriate FY-3 funds for program operations grants.

FY-3 Appropriate FY-3 funds for planning and evaluation grants.
Appropriate FY-4 funds for program operations grants.

FY-4 Appropriate FY-4 funds for planning and evaluation grants.
Appropriate FY-5 funds for program operations grants.
Enact extension of program.

FY-5 Appropriate FY-5 funds for planning and evaluation grants.
Appropriate FY-6 funds for program operations grants.
Pursuant to new authorization.

Note: To convert an existing program to the proposed funding system it will be necessary to appropriate funds for the current year and the subsequent year in the same appropriation act. This will not constitute doubling upsince each appropriation will be available for obligation only in the designated year.

Appendix III

REPORT PRESENTATION

IN

CHART FORM

A PROPOSAL TO MAKE HEW SUPPORT OF EDUCATION MORE EFFECTIVE

A MODEL AUTHORIZATION AND FUNDING SYSTEM FOR ELEMENTARY & SECONDARY EDUCATION

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THE PROBLEM

- THE FEDERAL FISCAL YEAR AND THE FLOW OF ANNUAL APPROPRIATIONS FOR ESEA (AND EDUCATION PROGRAMS GENERALLY) ARE OUT OF PHASE WITH THE ACADEMIC YEAR
- THE EDUCATIONAL COMMUNITY CONTENDS THAT THIS--COUPLED WITH EXISTING SHORT-TERM AUTHORIZATIONS (1-2 YRS.) AND ABRUPT LEGISLATIVE CHANGES IN FEDERAL PROGRAM SUPPORT--CREATES UNCERTAINTIES AND IMPAIRS THE EFFECTIVENESS OF FEDERAL SUPPORT

STUDY OF THE PROBLEM

REPRESENTATIVES FROM STATE AND LOCAL SCHOOL SYSTEMS, STATE GOVERNMENTS, WORKED WITH HEW IN A STUDY OF THESE PROBLEMS

- THEY FOUND THAT THE PROBLEMS ARE REAL AND SIGNIFICANT
- THEY CONCLUDED THAT--

1. THE FEDERAL FUNDING CYCLE:
   - RESULTS IN INADEQUATE UTILIZATION OF ENLARGED FEDERAL SUPPORT
   - INTERFERES WITH FEDERAL/STATE COORDINATION AND STATE AND LOCAL PLANNING
2. SHORT-TERM AUTHORIZATIONS DO CREATE UNCERTAINTIES FOR EDUCATIONAL AGENCIES
3. PARTICULAR DIFFICULTIES DO ARISE DURING THE PERIOD IMMEDIATELY BEFORE AND AFTER AN AUTHORIZATION IS SCHEDULED TO EXPIRE
4. THESE FACTORS ADVERSELY AFFECT PROGRAM QUALITY AND THE ACHIEVEMENT OF PROGRAM OBJECTIVES
5. THESE SAME PROBLEMS AND UNCERTAINTIES EXIST AMONG A NUMBER OF FEDERALLY-SUPPORTED PROGRAMS

LET'S LOOK AT THE FUNDING CYCLE AND ITS RELATIONSHIP TO PLANNING AND OPERATION OF A SCHOOL YEAR

AVAILABILITY OF FEDERAL FUNDS	SCHOOL SPENDING AND OPERATING CYCLE
JAN. PRESIDENT SENDS BUDGET TO CONGRESS	JAN. SCHOOL BOARD APPROVES BUDGET (SEPT.-AUG. OP. YR.) HIRING INTERVIEWS
	APR. TEACHER AND OTHER CONTRACTS SIGNED
JULY 1 FEDERAL FISCAL YR. BEGINS ALLOTMENTS (INTERIM) MADE UNDER CONTINUING RESOLUTION	JULY SUMMER SESSION BEGINS (BASED ON PREVIOUS YR'S BUDGET)
	SEPT. REGULAR SCHOOL YR. BEGINS
SEPT.-NOV. • APPROPRIATION ACT • APPORTIONMENT BY BUREAU OF BUDGET • ALLOTMENTS TO STATES	SEPT.-NOV. OR LATER RECEIPT OF ALLOCATIONS BY STATES AND SCHOOL DISTRICTS

UNDER THE TWO CYCLES:

- SCHOOL BUDGETS ARE MADE 9-10 MO. AHEAD OF FEDERAL FUNDS
- COMMITMENTS TO SPEND OCCUR 6 MO. AHEAD OF FEDERAL FUNDS

BECAUSE OF THIS:

SCHOOLS DON'T KNOW WHETHER TO EXPECT FEDERAL SUPPORT AT THE SAME LEVEL, WHETHER TO ACCELERATE, SLOW-DOWN, STOP, ETC.

IS IT TRUE THAT AUTHORIZATIONS ARE SHORT-TERM--AND THAT ABRUPT CHANGES HAVE BEEN MADE IN FEDERAL SUPPORT FOR EDUCATION?

EXAMPLES OF LEGISLATION WITH SHORT-TERM AUTHORIZATIONS

1 YR. - ESEA-(ORIGINAL LAW ENACTED FOR ONE YEAR, 1966)
TITLE III HIGHER EDUCATION ACT
JUVENILE DELINQUENCY ACT - (ONE YEAR UNTIL 1967)
PARTNERSHIP FOR HEALTH FORMULA GRANTS - (1968)

2 YR. - ESEA AMENDMENTS OF 1966 - (1967 AND 1968)
ADULT EDUCATION ACT - (1967 AND 1968)
PARTS OF HIGHER EDUCATION ACT - (1967 AND 1968)
VOCATIONAL REHABILITATION ACT OF 1966 - (1966 AND 1967)
OLDER AMERICANS ACT - (1966 AND 1967)

EXAMPLES OF LATE STARTING DATES

ESEA AMENDMENTS OF 1966

SIGNED INTO LAW NOVEMBER 3, 1966, EFFECTIVE FOR ENTIRE YEAR, BEGINNING JULY 1, 1966

ESEA AMENDMENTS OF 1967

CHANGE IN FORMULA NOW PENDING. HOUSE BILL WOULD MAKE CHANGE EFFECTIVE FOR ENTIRE FISCAL YEAR 1968--ALTHOUGH ENACTMENT WON'T OCCUR BEFORE OCTOBER

HIGHER EDUCATION ACT OF 1965

SIGNED INTO LAW NOVEMBER 8, 1966, EFFECTIVE FOR ENTIRE YEAR, BEGINNING JULY 1, 1966

NARCOTICS REHABILITATION ACT

SIGNED INTO LAW IN NOVEMBER 1966, EFFECTIVE AS OF JULY 1, 1966

EXAMPLES OF ABRUPT CHANGES AND UNCERTAINTIES ABOUT EXTENTION LEGISLATION

- TITLE I ESEA
  FORMULA HAS CHANGED TWICE IN TWO YEARS--MAY CHANGE A THIRD TIME (IN MIDDLE OF 1968); TWO OF THREE CHANGES WILL HAVE AFFECTED ONE YEAR (1968)
- TEACHER CORPS
  SCHEDULED TO EXPIRE ON 6/30/67; EXTENDED ON 6/29
- OLDER AMERICANS ACT
  EXPIRED ON 6/30/67; EXTENDED ON 7/1
- HIGHER EDUCATION FACILITIES ACT
  EXPIRED ON 6/30/66; NOT EXTENDED UNTIL OCTOBER 1966

A MODEL SYSTEM TO CORRECT THESE PROBLEMS

- THE MODEL IS TAILORED TO ELEMENTARY AND SECONDARY EDUCATION
- IF CONGRESS AGREES AND IT PROVES WORKABLE, IT COULD BE APPLIED TO OTHER PROGRAMS
- THE MODEL IS DESIGNED TO:

1. ACHIEVE LONGER PROGRAM AUTHORIZATIONS
2. PROVIDE A TIME PERIOD AND SPECIAL FUNDS FOR PLANNING
3. IMPROVE THE FEDERAL FUNDING CYCLE
4. PROVIDE LEAD-TIME OF AT LEAST ONE YEAR FOR ANY PROPOSAL TO TERMINATE, EXTEND OR SIGNIFICANTLY REVISE THE PROGRAM

THE MODEL -

A. PROPOSAL FOR LONGER AUTHORIZATIONS

AUTHORIZATIONS WOULD BE FOR A MINIMUM OF FIVE YEARS

B. PROVISIONS FOR PLANNING AND EVALUATION

1. PLANNING AND EVALUATION GRANTS TO STATES AND LOCALITIES WOULD BE AVAILABLE FOR EACH OF THE FIVE YEARS OF AUTHORIZATION. PLANNING AND EVALUATION GRANTS AUTHORIZED FOR EACH YEAR WOULD BE RELATED TO AND IDENTIFIED WITH THE OVERALL OPERATIONAL SUPPORT GRANT AUTHORIZED FOR THE NEXT YEAR.

2. FOR NEW PROGRAMS, REGULAR PROGRAM OPERATION GRANTS WOULD BE AUTHORIZED FIRST IN THE SECOND YEAR OF THE PROGRAM, ALLOWING THE FIRST YEAR FOR PLANNING. A PLANNING GRANT WOULD BE AUTHORIZED FOR THE FIRST YEAR OF A NEW PROGRAM.

3. APPROPRIATION ACTION WOULD PROVIDE SEPARATE PLANNING AND EVALUATION GRANT FUNDS

4. THE PROGRAM ADMINISTRATOR WOULD BE REQUIRED TO FURNISH ANNUAL REPORTS TO CONGRESS AND BY THE FOURTH YEAR, A COMPREHENSIVE "EVALUATION REPORT" AS A BASIS FOR CONGRESSIONAL CONSIDERATION OF EXTENSION LEGISLATION.

C. PROVISION FOR ADVANCE FUNDING

APPROPRIATE OPERATIONAL FUNDS IN THE APPROPRIATION ACT A YEAR IN ADVANCE OF THE EFFECTIVE DATE.

- THIS WILL GIVE NOTICE OF FUNDING LEVELS AND WILL FACILITATE EARLY COMMITMENTS FOR TEACHERS
- TO CONVERT EXISTING PROGRAMS TO THE NEW TIMETABLE, APPROPRIATE FUNDS FOR EACH OF TWO YEARS
- SEPARATELY IDENTIFY THE AMOUNTS BY PERIOD OF AVAILABILITY TO AVOID DOUBLING UP

D. PROPOSED BRIDGE BETWEEN EXPIRING LEGISLATION AND EXTENSION LEGISLATION

1. PROVIDE FOR CONSIDERATION OF EXTENSION LEGISLATION IN THE FOURTH YEAR--TO ALLOW LEAD-TIME

2. APPROPRIATIONS WOULD BE AUTHORIZED FOR ONE ADDITIONAL YEAR (THE 6th YEAR) IN THE EVENT EXTENSION LEGISLATION HAS NOT BEEN ENACTED BY THE LAST YEAR OF THE THEN CURRENT AUTHORIZATION (THE 5th YEAR)

A GUIDE TO ASSESSMENT AND EVALUATION PROCEDURES

Prepared by

The New England Educational Assessment Project

A cooperative regional Project of the six New England States funded under Title V, Section 505, of the Elementary and Secondary Education Act of 1965.

Providence, Rhode Island

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3007

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PREFACE

Although most school programs are the constant subjects of informal evaluation by students, parents, and school officials, the recent proliferation of federal support programs in education has brought an increased demand for carefully planned formal evaluation at both the state and local levels.

The ability of the states to meet their obligations in this respect is dependent on successful evaluation at the local level. In order to aid local school systems in the complex work of evaluation of Title I and other special education projects, the New England Educational Assessment Project has prepared the Guide to Assessment and Evaluation Procedures.

The Assessment Project, funded under Title V of the Elementary and Secondary Act of 1965, is a cooperative effort on the part of the six New England state departments of education to develop criteria and procedures for assessing education programs and to strengthen regional education leadership through assessment. At the outset, it should be noted that the Guide is intended to be of help only in the general design of an evaluation program and in the use of some elementary instruments used in measurement. In some cases, the Guide will prove sufficient for the design of the complete assessment program. Where complex test design or statistical analysis may be necessary, the services of specialists should be recruited.

The Guide was produced through the efforts of many people. Special recognition is given to Dr. Alexander Smith of Southern Connecticut State College who prepared the first draft. Dr. John A. Finger, Jr., Acting Director, NEEAP, reviewed the bulletin and assisted with the format and design. Girard Hottleman of Massachusetts, and Marion Cooper of Maine, were responsible for editing the manuscript. The Special Education Programs Committee, representing the New England Educational Assessment Project, worked with the author and consultants from the planning stage to the completion of the Guide. This Committee included Russell Capen, Connecticut; J. Wilfrid Morin, Maine; Everett Thistle, Massachusetts; Thomas Burns, New Hampshire; Edward T. Costa, Rhode Island; and Walter D. Gallagher, Vermont.

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INTRODUCTION

Evaluation is the process of determining relative worth. This is usually done by comparing an established standard with something of unknown value. Once this has been done, the adequacy of the hypothesis under study can be stated in terms of its relationship to the established standard; i.e., the performance of the students under study is greater than, equal to, or less than the established standard, or better than, equal to, or worse than the norm which has been used for comparison. In any case, however, evaluation cannot begin until appropriate standards have been determined.

Examples:	**ESTABLISHED STANDARD**	**COMPARISON**
	Last Year's Gain	**This Year's Gain**
	achievement test shows .8 grade placement or 10 raw score points	achievement test shows 1.2 grade placement or 16 raw score points
	350 books drawn from library	423 books drawn from library
	—10 pupil hours in detention room	—18 pupil hours in detention room
	—4 pupils dropping out of school	—6 pupils dropping out of school
	6.4% pupils responding "yes" to question, "Do you ever visit the museum?"	8.7% pupils responding "yes" to question, "Do you ever visit the museum?"

Generally speaking, standards are of two kinds: those that have been established by comparison with other standards, or those that have been arbitrarily derived for local needs. Since the central problem of evaluation is to arrive at the most accurate and worthwhile judgments of value, the importance of choosing proper standards cannot be overstressed. The best evaluations are possible when they are based on quantitative data obtained from objective sources rather than from descriptive judgments obtained directly. The more objective the standard, the more valid can be the evaluation.

The process of evaluation is vitally important to the success of any special educational project, and although some highly complex statistical procedures have been developed in the quest for more accurate educational measurement, evaluation need not be thought of as a mysterious and unduly complex procedure reserved solely for highly trained specialists. The formulas suggested in the *Guide* should not discourage the project director who is not familiar with formal measurement procedures. They are included for the benefit of those who have some background in statistical procedures; but even when a statistical analysis is not attempted, if those who are involved in the implementation of special education projects follow the general guidelines of this publication, take great care that the instruments used for measurement are pertinent to the project activity and to the individual pupils involved, and seek expert assistance when necessary, a reasonable degree of success in evaluation can be expected.

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HOW TO USE THE GUIDE

The *Guide* has been prepared in workbook style for easy use. The directions and information are presented in the actual order of use. Those who use the *Guide* are advised to follow the suggested process, step by step. In the graphic illustration below, the format of the *Guide* is illustrated in outline form.

THESE STEPS MUST BE TAKEN BEFORE PUPIL PARTICIPATION IN THE PROJECT BEGINS.

Fill out the sample assessment planning chart on pages 4 and 5.

Consult page 6 as an aid to completing the assessment planning chart.

Read pages 8–15 on testing.

Complete the experimental design according to the instructions on pages 16 and 17.

THESE STEPS MUST BE TAKEN DURING PUPIL PARTICIPATION IN THE PROJECT.

Read page 19 and follow the directions regarding the construction of the evaluative procedures which must occur during the time that pupils are participating in the project.

THESE STEPS MUST BE TAKEN AFTER PUPIL PARTICIPATION IN THE PROJECT IS OVER.

Read and follow the directions given on pages 20–25 which explain the methods of summarizing and analyzing the project data.

A glossary of terms and a bibliography follow the instructional procedures.

Several blank assessment planning charts have been included with the *Guide.* Some may find it more convenient to work on a blackboard, but for most cases, the planning chart should be sufficient. In using the planning charts, it will not be necessary to fill in every box in all four columns. Fill in only those boxes which are pertinent to your project.

Now, to begin, remove one of the blank planning charts, open the *Guide* to the next page, follow the directions carefully, and begin the construction of your own assessment and evaluation procedures.

STEP I

THE ASSESSMENT PLANNING CHART

(Step I must be completed before the pupils begin their participation.)

In this section: **Page**

Listing the objectives of the project 4

Expanding the objectives 4

Translating the objectives into descriptions of behavior 5

Listing the possible methods of evaluation 5

A table of representative learning outcomes and possible methods of evaluation 6

DIRECTIONS

OBJECTIVE

On a separate piece of paper, list all the objectives of the project. Then using a separate planning chart for each objective, write the objective in the box in column A. In parentheses under each objective write the code number as listed in *Instructions for Title I 1967 Application Form OE-37003*, page 13. Extra planning charts are included in this guide.

METHODS OF EVALUATION

Expand each objective listed to include any outcome you expect or hope for, regardless of how difficult its measurement may seem. Remember, that for each objective listed, some kind of evaluation should be presented at the end of the project. The expanded objectives should be listed in the boxes in column B.

DESCRIPTION OF PUPIL BEHAVIORS

Translate each expanded objective listed in column B into brief descriptions of actual pupil behaviors. List each behavior separately and describe specifically what the pupil should do at the conclusion of the project. List the descriptions of pupil behaviors in column C.

EXPANSION OF OBJECTIVE

Consult the table of representative learning outcomes and possible methods of evaluation that follows this sample planning chart. (See page 6.) From the table, choose the methods of evaluation which apply to the specific behaviors listed in column C. List the pertinent evaluation methods in column D.

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*NOTE: In the SAMPLE ASSESSMENT PLANNING CHART, column C, some boxes have been left undesignated. This has been done to indicate that although each expanded objective has many descriptions of pupil behaviors, some limitations should be arrived at in order to place proper emphases on the more important objectives and in order to assure that the evaluation process will be constructed in a practical length.

SAMPLE ASSESSMENT PLANNING CHART (THIS MUST BE DONE BEFORE THE PUPILS ARRIVE)

OBJECTIVE (COLUMN A)	EXPANSION OF OBJECTIVE (COLUMN B)	DESCRIPTION OF PUPIL BEHAVIORS (COLUMN C)	METHODS OF EVALUATION (COLUMN D)
To improve classroom performance in reading beyond usual expectations (12)* *12 is the code number taken from OE-37003, page 13.	To improve silent and oral reading speed, reading comprehension, difficulty level, and vocabulary.	Pupil reads at measurable greater rate than in pretest. (speed)	Objective test, standardized or locally made.
		Pupil understands longer sentences with increased accuracy. (comprehension)	Objective test, standardized or locally made.
		Pupil understands more difficult sentences, paragraphs, and passages. (difficulty)	Objective test.
		Pupil reads orally with increased accuracy of pronunciation, word emphasis, inflection, sounding unknown words. (oral reading)	Checklist, objective test.
	To increase interest in reading.	Pupil indicates increased preference for reading on self report checklist or rating scale. (interest)	Questionnaire, checklist, interest inventory.
		Pupil is observed by teacher to show or express increased interest in reading on teacher rated checklist or anecdotal report. (interest)	Questionnaire, checklist, interest inventory.
		*SEE NOTE IN DIRECTIONS COLUMN	
	To improve attitudes toward books and libraries.	Pupil expresses or shows moderate or strong feelings about books or libraries. (attitude)	Rating scale, questionnaire, checklist, attitude loaded objective test.

TABLE OF REPRESENTATIVE LEARNING OUTCOMES AND POSSIBLE METHODS OF EVALUATION

(Numbers in parentheses refer to code designation taken from *Instructions for Title I 1967 Application Forms OE-37003*, page 13.)

TYPES OF BEHAVIORS (LEARNING OUTCOMES)	POSSIBLE METHODS OF EVALUATION
A Application (11-14) Concept Acquisition (11-14) Memorization of Facts (11-14) Problem Solving (11-14) Reading Comprehension (11-14) Skills (number, etc.) (11-14)	A Objective Test, Product Evaluation, Rating Scale, Checklist
B Performance (11)	B Rating Scale, Checklist, Product Evaluation
C Classroom Behavior (41-45)	C Rating Scale, Checklist, Attendance Record, etc.
D Interest (14)	D Questionnaire, Checklist, Interest Inventory, Factual Vocabulary Test (with words from various interest fields)
E Attitude (31, 32)	E Rating Scale, Questionnaire, Checklist, or Objective Test (with factual material that has attitude-loaded responses.)
F Aspiration Level (33, 34)	F Rating Scale, Interview, Simple Objective Test, Word Association Test, Open Ended Sentences (psychologist needed.)
G Adjustment (53)	G Rating Scale, Anecdotal Report, Interview, Sociogram

After you have chosen the proper methods of evaluating the expected learning outcomes of your project, write your choices in column D on the assessment planning chart.

STEP II

SELECTION AND DEVELOPMENT OF INSTRUMENTS

(Step II must be completed before the pupils begin their participation.)

In this section: **Page**

Basic information about standardized tests 8
Basic information about locally made tests 9
Basic information about rating scales 9
Basic information about checklists 12
Basic information about questionnaires 13
Basic information about anecdotal reports 14
Basic information about product analysis 15

STANDARDIZED TESTS

A Standardized Test is a test that has been given to a specified group of pupils (the norm group) and the results presented in organized fashion (tables of norms) so that a pupil who takes the test may be compared with this group. Types of interpretive scores given on norms tables are grade equivalents, intelligence quotients, mental ages, percentile ranks, and stanines. Sometimes raw scores, usually number of items correct, are converted to intermediate scores, such as standard scores, or converted weighted scores (to allow for equating raw scores from different forms of the test) before translation to these interpretative scores. Standardized tests are the most objective devices presently available for measuring factual recognition, certain skills, concepts, understandings, and problem solving, and sometimes interests, attitudes, and personality. They should be used only if found satisfactory for the project and for specific pupils involved on each of the following matters:

1. The test should be available in at least two equivalent forms (for pretest and post-test). If you wish to use the same test for selecting pupils for the project, it is best practice to use a different (third) form of the test for the selection.
2. Face validity analysis: Go over each item (question) of the test to be sure that:
   a. What the pupil actually does in getting the correct answer is the behavior that you want to test.
   b. The distractors (incorrect answers) are plausible to the pupils of your project, (or are they out of their range of familiarity?)
   c. All words and symbols or pictures are familiar to the culturally deprived (is there cultural bias?)—*unless* this is the sort of change you hope to measure.
3. Norm group analysis: Compare background and other descriptive information given by the publisher for the norm group with similar information for your project pupils. Probably this information is sparse, and you need be particular about this only if your experimental design is type 3 (Comparing gains with local, state, or national norms. See page17)
4. Appropriate score scale must be available for comparing pre-test with post-test. To see if such a score scale is presented with a test, or to select the most applicable for your project, the following suggestions are given:
   a. If there are no conversion (standard or converted) scores to which the raw scores are transposed from each form of the test, or if the publisher states that raw scores from all forms may be used interchangeably, then use raw scores.
   b. If raw scores are equated or transposed to standard, converted or grade equivalent scores by separate tables for each form of the test, then use the standard, converted, or grade equivalent scores. In addition, notice how much of a change in the standard, converted, or grade equivalent score is caused by first a one-point change, and then by a change of one standard error of measurement (as given in the manual) in raw score. This will make you more cautious in the interpretation of both individual differences in a class, and grade-to-grade differences for individuals and classes.
   c. If percentile rank scores are used, you may state only the pre-test and post-test percentile ranks for each pupil; or (as stated earlier) for a class, the highest, median and lowest percentile ranks; or, for each quarter or fifth of the class as ranked on the pre-test, the highest, median, and lowest percentile rank on the post-test. (Statistically, percentile ranks are not equal-interval scales so that the usual mean and standard deviation types of statistics are not applicable, and gains in percentile rank are not comparable.)
   d. Check with your State Department of Education concerning the type of score scale and the form to use in reporting data from standardized tests. It is required to tabulate each pupil's score on a given test statewide in reporting to the U.S. Office of Education. Therefore, the same score scale should be used throughout the state.

LOCALLY-MADE TESTS

Locally-made objective or essay type tests are necessary when standardized tests are inadequate for reasons of content, difficulty, scope, or cultural bias. Common procedures involve listing objectives and expressing them in terms of pupil behavior changes (as seen in the Assessment Planning Chart, pages 4 and 5, making a two-way blueprint of learning outcome vs. content coverage, writing items, trial administration, and assignment of scoring weights to items and parts.

The most versatile form with respect to objectivity, type of learning outcome, and discrimination possible is the multiple-choice. Points to watch:

1. An item (question) should test one idea only.
2. Language should be simple, unless complexity of language is an objective.
3. Format should be clear. Responses should be at the end of the sentence, and should be brief. Grammar should be correct for all responses.
4. Possible responses should be homogeneous and should be equally plausible to the pupil.
5. There should be three, four, or five possible responses (choices) according to the grade level.
6. The correct answer should be evenly spread among the choices (a, b, c, d, e) for the entire test.

In essay type tests, most care is needed in the phrasing of the questions and in the objectivity (consistency) of the scoring. Points to watch:

1. Wording should be simple, so that there is greater likelihood that the pupil will answer *what* is desired as well as in the desired scope and context (answer will not be too brief or too vague).
2. Scoring should consist of adding weighted parts for each question: possible points are assigned beforehand for each fact, concept, procedural step, or part-answer, with the numbers of possible points weighted according to importance. Total points for each question and for the entire test can then be treated as numerical scores to be organized and interpreted.

Since test construction is a specialized undertaking, seek assistance from the best authority available.

RATING SCALES

Rating scales may be devised to attempt to measure performance, attitude, interest, character, or personality. A rating scale allows classification along a continuum of either frequency of occurrence (always, usually, occasionally, never) or intensity (strongly agree, mildly agree, undecided, mildly disagree, strongly disagree) of reactions or behaviors. There is also a "person-to-person" (ranking) rating scale method. *In rating scales, the person doing the rating is the measuring instrument: the scale merely systematizes this human measuring.* Some brief pointers on the construction and use of rating scales are:

1. A rating scale should preferably have 5 to 9 equidistant rating points, identified by numbers usually arranged with the highest end or most desirable point the highest number. Ordinarily several scales are used in a cluster, and if clusters are to be summed or averaged this numbering must be consistent for proper weighting of the sum or average. If one scale is deemed less important than others in a cluster, its highest point can be set lower than the others; or, for consistency by the rater, all scales can be the same pointwise, but each would be multiplied by a different weight before the adding or averaging.

2. A scale must rate the same characteristic at all points.
3. Points on a scale should correspond to actual observable differences between pupils to be rated.
4. A scale may be either *descriptive,* with purely descriptive words at the points: (Value judgments are not included.)

Example:

Class participation

1	2	3	4	5
Almost never participates	Participates only with urging	Participates occasionally to about half the time	Participates most of the time	Always participates

or a scale may be *evaluative,* with value judgments implied by the words assigned to each point:

Example:

Class participation

1	2	3	4	5
Unsatisfactory, almost lacking	Poor, needs encouragement	Average	Good, above average	Enthusiastic, completely satisfactory

It is better to separate these two functions (descriptive and evaluative), as in anecdotal reports, so that the user of the results may make his own value judgments from the behaviors described.

5. Two practical arrangements of combining separate descriptive and evaluative scales are:
   a. Beside each descriptive scale insert a simple evaluative scale:

Example:

Class participation

Rate amount of participation below					Rate quality of participation below				
1	2	3	4	5	1	2	3	4	5
Almost never participates	Participates only with urging	Participates occasionally to about half the time	Participates most of the time	Always participates	Unsatisfactory	Barely satisfactory	Average	Above average	Very satisfactory

   b. After a cluster of descriptive scales insert one or two evaluative scales, in summary fashion:

Example:

Classroom behavior

1	2	3	4	5
Hardly ever interested or cooperative	Sometimes interested and cooperative	Average interest and cooperation	Usually interested and cooperative	Always interested and cooperative

Playground behavior

1	2	3	4	5
Either withdrawn or belligerent	Tends toward either withdrawal or anti-social	Average adaptation and participation	Usually dependable cooperative and/or resourceful	Resourceful and/or gets along in or leads wholesome activities

Overall behavior evaluation

1	2	3	4	5
Unsatisfactory, needs attention urgently	Requires improvement	Average	Above average	Very satisfactory

6. With each rating scale include a "familiarity indicator", where the rater can indicate how well qualified he feels he is, considering his own personal bias, degree of acquaintance with the pupil, or opportunity he has had to get an adequate and fair sampling of behavior, to allow satisfactory rating of that particular pupil.

(Beside each scale if possible; for each pupil at least)

Example:

AA Good opportunity for unbiased observation
AB Good opportunity but observation may be biased unduly
BA Fair opportunity for unbiased observation
BB Fair opportunity but observation may be biased unduly
CA Some good unbiased observation, but not enough for unconfirmed conclusions
CB Some good observation, not enough for unconfirmed conclusions, and probably biased
D Acquaintance or opportunity for observation not sufficient to make rating.
Reasons for bias are:_____
_____
_____

7. Agreement of raters. All (if possible) or a sample of raters should go over each scale together to attempt common interpretation of each point on each scale. This is particularly important if results from several raters are to be averaged in later summaries, or changes in ratings (pretest-posttest) are to be reported. Some raters avoid extremes; others may make hasty decisions or be unduly influenced (biased) by prior information or opinions ("halo effect"). If there is considerable diversity of interpretation of descriptions on a scale, the description may have to be reworded.

CHECKLIST

A checklist is a list of subjects or statements to which only two responses are possible.

1. Possible responses:
   (a) check or don't check
   (b) like or dislike
   (c) agree or disagree
2. Note that intensity of feeling is omitted. If intensity is desirable, expand the checklist into a rating scale.

Examples:

Checklist items:(agree or disagree)

_____1. I think coming to school is fun.

_____2. I seldom lose interest in this class.

_____3. I have learned a lot this year.

_____4. This class has made me a better reader.

Rating scale items:

1	2	3	4	5
Strongly Dislike	Mildly Dislike	Doesn't Matter	Mildly Like	Strongly Like

_____1. Having to go to school in the summer.

_____2. Going to school after regular hours.

_____3. Reading a book at home.

_____4. The way my teacher teaches me.

3. The descriptive checklist: a special type of checklist. The checking is usually done by the teacher, although it may be a pupil report device. Each description that applies is checked. (Examples below.)

Pupil Characteristics	**Program Characteristics**
_____Cannot unlock words	_____Needs more visual aids
_____Speech interferes with reading	_____Was planned with unclear goals
_____Needs glasses	_____Needs specialized personnel
_____Has weak phonics background	_____Lacks effective evaluation

4. Variations in the checklist. Sometimes more than two responses are possible in the nature of frequency-of-occurrence categories.

Example: never seldom often always (responses)

_____Look forward to coming to school

_____Feel the teacher is trying to help me

_____See the use of what I am being taught

QUESTIONNAIRE

The questionnaire is a series of questions, usually of the "yes"–"no" variety, that is filled out by the pupil. Occasionally, numerical answers are requested, such as "How many books did you read last year?" Questionnaires must be carefully worked out, checked, tried out, and revised in order to avoid:

1. Vocabulary that is too difficult or otherwise unfamiliar.
2. Emotional overtones, or emotionally-toned experiences (unless this is what you are trying to measure indirectly). These overtones may distort the factual information you are seeking.

Example:

(Good) Has your teacher been able to help you when you did not understand what you were to do?

(Poor) Would you want to have a teacher who did not divide her attention equally among the whole class?

3. Social stereotypes, or descriptions that the pupil will either choose or avoid because they meet with or conflict with the general approval of society. Avoid topics of sex, religion, and masculinity-femininity on this account. A pupil will rarely report himself as "bad".
4. Other generally "visible" items including those wherein the pupil will likely choose the response he thinks the teacher "wants".

Example:

I try to do my homework on time every day.

5. Negative statements. Word all statements positively, so that the pupil does not have to review the logic of the statement each time to decide whether his agreement should be recorded "yes" or "no".

ANECDOTAL REPORT

Anecdotal report is the systematic writing down of observations of pupil behavior that cannot be measured or classified by more formal tests, rating scales or other devices. Many samples of the behavior of a pupil are required for adequate assessment of social interaction, character, attitudes, interests, motivation, and aspiration level by this method. Record each observation of a pupil and your best interpretations of that observation in separate parallel columns. Avoid over-interpretation. The separate columns are both a check on your interpretation (separating "facts" from projections,) and a help to other interpreters in making their own conclusions.

Example:

Date	Setting	Actual Behavior Observed (what he did)	Implications of the Behavior (evaluation)
10/66	Classroom	Johnny was willing to read before the class for the first time.	Johnny feels more sure of himself
10/66	Lunchroom	Mary cleaned up the entire table at which she had been eating, even though some of the debris was not hers.	Mary is beginning to develop some awareness of cooperation
10/66	Schoolyard (recess)	Fred admitted he had been tagged in this morning's game of tag football, even though the score was close and he was tagged so lightly that he easily could have disputed the play.	Fred is showing evidence of fair play.

PRODUCT ANALYSIS

Product analysis is the inspecting and rating of products which pupils have made in order to measure the behavior that went into making the product. A careful list should be made of the actual behavior presumed to have contributed to the product, so that the assumptions made are justified. Products for analysis may be writing samples (for penmanship), arithmetic samples or essays (parts of classroom tests), drawings, reports, projects or objects produced in industrial arts classes.

Possible general methods to use in product analysis are:

1. Comparison of the product with a standard:

   Examples: Handwriting scale
   Teacher's sample "perfect" essay paper, with weighted parts, as described under *locally made tests* page 9. (Sometimes called "factor counting with weights".)

2. Checklist—this is sometimes called "factor counting":

   Example: Reading a passage orally in class.

   Checklist of evident qualities

   _____reads at an even pace
   _____speaks clearly and loudly
   _____is able to deal with "new" words
   _____pauses in proper places

3. Factor rating. This method might involve a mark (A,B,C,D,F) on each of several factors sought:

   Example: Drawing (blueprint type) of a tool box for industrial arts

   Factor rating (mark each line)

Dimensions	B
Lines	A
Lettering	C
Neatness	C
etc.	

4. Overall rating. This would apply to an art class drawing or an English class composition. The teacher has in mind the characteristics of a product worthy of each mark, and matches them mentally. Applied to an essay-type test question, this is considered inferior (less accurate) than the factor counting with weights described above.

5. Overall ranking. This method might apply to the same types of product as overall rating (4). The papers from the entire class are arranged in order of merit from best to worst, keeping in mind the qualities sought. Since this "keeping in mind" is not organized in orderly fashion, the method is not highly regarded as a measurement procedure. The resulting "score" is a rough rank order number.

STEP III

EXPERIMENTAL DESIGN

(Step III must be completed before the pupils begin their participation.)

In this section:

	Page
Selection of pupils	17
Sorting of pupils	17
Provisions necessary for adequate comparisons	17
Five kinds of experimental design	17

EXPERIMENTAL DESIGN

1. Select the pupils for the project. Use the following means:
   a. Recommendation of teacher. Base selection on carefully worked-out criteria or rating scales. The criteria are best developed as a cooperative effort by the teachers who will select the students. If this cannot be done, at least have all teachers review the criteria together so that baselines and interpretations will be mutually understood.
   b. Rating scales. Select the students on the basis of some criteria such as: class marks, socio-economic status, cultural rating scales, or other data obtained from rating scales.
   c. Standardized test results. The use of standardized tests is usually best understood by specialists in educational research. If a standardized test is used for selection of pupils for the project, do not use the same form of the test as a pre-test when the pupils become actually involved in the project. A second test must be used. If further information regarding the use of standardized tests is needed, consult a research specialist.
   d. Locally constructed tests. These should be used if the local situation is such that standardized tests are not available.

2. Keep a record of as many pupil characteristics as may be appropriate; i.e., sex, ability level, reading level, socio-economic classifications, etc. You may wish to show scores on rating scales or achievement tests by these classifications; that is, you may want to compare the performance of the most and least capable students, or the boys and the girls.

3. Establish how the behavior of the pupils at the beginning of a project will be compared with their behavior at the end of the project. This will assure that necessary comparative behavior will be available at the end of the project.

4. Establish the type of experimental design. The U.S. Office of Education recommends the following five types:
   a. Experimental group vs. control group. (Test the project group; test the control group; compare the results.)
   b. Pre-test—post-test gain vs. expected gain. (Predict the expected gain of the project group; test the project group at the beginning of the project; test the project group at the end of the project; compare the difference between the two tests with the original predication based on publisher's norms.)
   c. Pre-test—post-test gain vs. local, state, or national norms. (Test the project group at the beginning of the project; test the project group at the end of the project; compare the difference in the two scores with the expected difference according to already established local, state, or national norms.)
   d. Pre-test—post-test gain vs. post-test projected from last year's class. (Test the project group at the beginning of the project; test the project group at the end of the project; compare the difference in scores with the expected difference as projected from last year's class.)
   e. Post-test or gain with no other basis for comparison.

STEP IV

PUPILS ARRIVE

In this section:

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What to do at the beginning of the project	19
What to do during the project	19
What to do at the end of the project	19

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STEPS TO BE TAKEN AFTER PUPIL PARTICIPATION HAS BEGUN

1. At the beginning of the project, pre-test. Use as many of the instruments as possible that will be used in the post-test.
2. During the project, use whatever in-progress evaluation devices such as daily check-lists, anecdotal reports, etc., as you have decided upon.
3. At the end of the project, post-test.

STEP V

ANALYSIS OF PROJECT DATA

(Step V is performed after pupil participation is over.)

In this section:

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How to summarize test scores	21
How to summarize rating scales	21
How to summarize questionnaires	21
How to summarize anecdotal reports	21
How to summarize pupil count	21
How to summarize overall ratings	21

ANALYSIS OF PROJECT DATA

After pupil participation is over, the evaluator is faced with the problem of analyzing the data he has collected. This is done by comparing the data collected at the beginning of the project (pre-tests) with the data collected at the end of the project (post-tests). Four distinct procedures are required in order to complete this work, the last three of which require moderate acquaintance with statistical procedures. These last three procedures in data analysis have been reserved for the next section in the *Guide*, "Only for Use by Those with Some Knowledge of Statistics". Step 1, however, since it can be performed by most experienced teachers, is given here, separate from the statistical section.

Summarizing the data:

1. Test scores (raw, standard, grade equivalents) may be averaged and changes (gains or losses) may be averaged, but percentile ranks, by their nature, may not be averaged. You may find it convenient to give the highest, middle, and lowest percentile ranks of the students. A very meaningful way of describing group performance is to rank order the scores from highest to lowest. Then, divide the group into quartiles (four equal parts, more or less). Report the percentiles of the middle student in each of the four parts.
2. Rating scale results may be averaged, provided the scale was set up "equal interval" for each separate scale. In order to combine or average the results from more than one scale for a pupil or class, additional care should be exercised to see that extreme or intermediate ratings are uniformly desirable or undesirable for all scales.
3. Questionnaire results should be reported in number and percent of respondents.
4. Anecdotal reports and teachers' comments may be summarized into coarse categories, such as "little improvement", "slight improvement", "moderate improvement", "great improvement", or "very great improvement", giving the number and percent of the group in each category.
5. Pupil count should report number of pupils started, number finished, number improved, number no-change, and number regressed.
6. Over-all ratings, for inclusion in State Department of Education reports to the U.S. Office of Education, require for the Primary Objective, and Objective 2, etc., summarization or classification of a project as: "Little or No Progress Achieved", "Some Progress Achieved", or "Substantial Progress Achieved".

STEP VI

FOR USE BY THOSE WITH SOME KNOWLEDGE OF STATISTICS

(Step VI is performed after pupil participation is over.)

In this section:

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How to determine whether the gains made by pupils on tests and rating scales are statistically significant	23
How to determine whether the changes in questionnaire responses are statistically significant	25
The value of projects in which there has been no significant statistical change	25

1. **How to determine whether the gains made by pupils on tests and rating scales are statistically significant.**

To be considered statistically significant, any improvement or "regression" from pretest to posttest in the score of a pupil or the average score of a class must be shown to be greater than that expected purely by chance due to measurement error (standard error of measurement) of the test. The levels of chance commonly acceptable are 15, 5, or 1 time out of 100. For example, you would want to know whether a gain of 4.6 points would have occurred by chance as often as 15, 5, or 1 percent of the time.

For each level used (such as Grade 4, arithmetic reasoning) of a given test, the amounts of change may be estimated for each of these three levels of significance, and the change of each pupil or class compared with them and proclaimed as statistically significant at that level if it exceeds them, or as not statistically significant if it does not exceed them.

To estimate these minimum amounts of change required to be significant, it is necessary to compute the standard error of measurement of a difference between scores of the same pupil or class. The formulas are:

Standard error of measurement of a difference in one pupil's pretest-posttest scores on two forms of the same test $= \sqrt{2s^2_{meas.}}$

and

Standard error of measurement of a difference between mean pretest-posttest averages for a class of pupils on two forms of the same test $= \sqrt{\frac{2s^2_{meas.}}{N}}$

where

N is the number of pupils in the class

$s_{meas.}$ is the standard error of measurement (standard error of a score) of the test. (How to find it is given on page 24)

The standard error of measurement of a difference is multiplied by the appropriate multiplier (ordinate on a normal curve): 1.44 for the 15% level, 1.96 for the 5% level, and 2.58 for the 1% level, and the gains obtained in the project compared with it.

Example: Given N 20 and $s_{meas.} = 2.5$ Gain of Pupil C 6 points
Gain of Class 2.15 points

For pupil, standard error equals $\sqrt{(2)(2.5)(2.5)} = 3.54$

For class, standard error equals $\sqrt{\frac{(2)(2.5)(2.5)}{20}} = .791$

	For pupil	For class
15% level:	(3.54) (1.44) = 5.10	(.791) (1.44) = 1.14
5% level:	(3.54) (1.96) = 6.94	(.791) (1.96) = 1.64
1% level:	(3.54) (2.58) = 9.13	(.791) (2.58) = 2.04

The conclusions are that for any pupil in the class gaining or regressing 6 points the change is statistically significant at the 15% level; for any pupil gaining or regressing 7 to 9 points, the change is statistically significant at the 5% level; and for any pupil gaining or regressing 10 or more points, the change is statistically significant at least at the 1% level. Similarly, for any class with an average change of 1.14 to 1.63 points, the change is statistically significant at the 15% level; with 1.64 to 2.03 points, at the 5% level; and with 2.04 or more, at the 1% level. Pupil C "makes it" at the 15% level, and the class at the 1% level.

To find the standard error of measurement of a test ($S_{meas.}$)

a. For standardized tests: The standard error of measurement is given, usually, for each grade level, for each test or subtest in the manual accompanying the test in the section or table labeled "reliability". Sometimes this section, in recent tests, is in a separate "technical report". Be sure the scale unit is the same as the one you are using: raw score, grade equivalent, standard score, etc. If not, you must convert it to match.

b. For locally made tests: The standard error of measurement can be estimated from the following formula

$$S_{meas.} = SD\sqrt{1 - r_{rel.}}$$

where SD is the standard deviation of actual scores by the class for one testing session
$r_{rel.}$ is the coefficient of reliability of the test

To find the coefficient of reliability ($r_{rel.}$) of a locally made test:

A test's reliability may be conveniently estimated by correlating the two sets of scores for a group from a test-retest administration of the same form of test, using the Pearson Product-Moment Coefficient of Correlation, with no more than a day or two between test and retest.

Alternatively, if speed is not an important factor (each pupil actually attempts each question), either the split-half, corrected for length, or a Kuder-Richardson formula may be used. In the split-half, each pupil's paper from one administration of the test is scored in two parts: the odd-numbered items, and the even-numbered items. These two sets of "half-scores" are correlated by means of the Pearson Product-Moment Coefficient; and the result corrected from half-length by means of the Spearman-Brown Formula:

$$r_{rel.} = \frac{2r}{1+r}$$ where r is the correlation between test halves.

Probably the most convenient Kuder-Richardson formula is number 21:

$$r_{rel.} = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{K(SD)^2}\right)$$

where K is the number of items in the test

M is the arithmetic mean (average score)

SD is the standard deviation of these scores from one administration of the test to a class.

To find the reliability coefficient of a rating scale, probably the simplest method is the test-retest, as above, for each separate scale used. Possibly (with statistical consultation) the Kuder-Richardson formula given above could be used, with K = the largest number of points possible on that scale.

2. **Are the changes in questionnaire responses statistically significant?**

For example: if 15 of a class of 31 pupils responded "yes" or checked a statement in the pretest, and 21 on the posttest, is the change statistically significant? To compare this change with the three magnitiudes necessary to be significant at the 15%, 5% and 1% levels (as outlined above) a "two-by-two" table is set up:

	Posttest		
Pretest	not checked	checked	total
checked	a	b	a + b
not checked	c	d	c + d
Total	a + c	b + d	a + b + c + d

Example:

5	10	15
5	11	16
10	21	31

The number to find (called the "Critical Ratio" in this case) is found from the formula:

$$\text{critical ratio} = \frac{d - a}{\sqrt{a + d}}$$

Example: $$\frac{11 - 5}{\sqrt{5 + 11}} = \frac{6}{4} = +1.5$$

Using the same critical numbers as before:

1.44 for the 15% level, 1.96 for the 5% level, and 2.58 for the 1% level, compare your result with these critical numbers to see at which, if any, level your results are significant beyond chance. Example: Since 1.5 is not larger than 1.96, but is larger than 1.44, the change is significant at the 15% level for this class.

3. **If there is no significant change between pretest and posttest results, of what value has the project been?**

As scientific research is not judged fruitless when results are zero or "negative", neither should unsuccessful projects be considered useless. Favorable results are not necessities. It is worthwhile to know what brings no or negative results in a certain educational community. This information, when combined with results from other communities, leads to improved education on a nationwide basis.

GLOSSARY

Anecdotal Report—An organized written record of an observed incident of pupil behavior, whether in classroom, on the playground, or elsewhere.

Aspiration Level—Personal or scholastic goals of the pupil

Behavioral Change—What the pupil does after the learning situation compared with what he did before. This should be analyzed in minute detail, so that as much of the change as possible will be noted in the evaluation.

Checklist—A list of words, phrases, or statements to be checked or not checked by the observer (sometimes by the pupil) according to directions.

Converted Score—A type of standard score

Culture-free test—An ideal test (not yet completely achieved) wherein the symbols are recognized and understood equally well by pupils of any culture.

Equal-Interval Scale—A test score scale where the units are of the same width, as in a thermometer. Usual test scores are treated as if they were on this type of scale, so that scores and gains may be averaged and otherwise compared.

Evaluation—Determination of the worthwhileness of instruction or other factors on the pupil, either by direct observation or with the aid of rating scales, tests or other measurement instruments.

Homogeneous Responses—Multiple-choice test choices that are roughly equal in the eyes of the pupil with regard to grammar, logic, and general plausibility. A distractor (incorrect choice) that is too different will not be chosen and should be replaced with a better one.

Instrument—An all-inclusive term for test, rating scale, checklist, questionnaire, anecdotal report, sociogram, or other device used in measurement and evaluation.

Item—A "question" on an objective test, or a word, phrase, or statement on a checklist. Used instead of "question" because it may not be stated in question form.

Learning Outcome—A classification of the phenomena or products of learning that is of concern in composing tests and other instruments used in evaluating scholastic achievement. Learning outcomes are generally sorted and identified according to complexity and type of behavioral response by the pupil. *Factual memorizations* (often called knowledge) are thought to be less complex than *concept acquisitions,* which are less complex than deeper *meanings* and *understandings.* There is not complete agreement on the classification of learning outcomes, but in *Taxonomies of Educational Objectives* (Bloom, and others) a comprehensive start has been made in both "cognitive" and "affective" areas (affective domain includes interests and attitudes).

Locally-constructed Test—A test made by local teachers or specialists rather than by a commercial publisher. It may have local norms.

Mean—Short for the Arithmetic Mean. A numerical average that may be applied to most test scores (scores that are equal-interval rather than rank orders or percentile ranks). The scores are added and then divided by the number of scores.

Measurement—Applying a number scale to the object to be evaluated, as is done with tests, rating scales, and checklists, as an aid in evaluation.

Median—Point on a score scale below which are half the scores of the group and above which are the other half. Identical with the 50th percentile.

Non-verbal—The content of a test includes no words, word symbols, or pictures to which usual word names have been associated. The directions may be written or spoken, however.

Norms—Tables of test scores achieved by a specified group of pupils (the norm group, or norm sample). These scores are translated into grade equivalents, percentile ranks, IQ, etc. in the process of standardization of the test. It is important to know as much as possible about the other characteristics (such as ability level and socio-economic environment) of the norm group pupils, when making interpretations of your pupils' scores.

Objectives—Aim or purpose of a test or project. Preferably stated in terms of the behavioral changes expected in the pupils.

Objectivity—Characteristics of a test permitting the same score for a pupil regardless of who does the scoring. Opposite of *subjectivity.*

Open-ended Sentences—A projective method of evaluating personality and aspiration level. For example: "The trouble with the army is_____." Should be devised and interpreted by a psychologist.

Percentile Rank—Often called "centile rank". An interpretive (derived) test score indicating the percent of the group scoring *below* the pupil receiving the score. (In case several pupils receive the same score, half are counted below when computing the percent, and all receive the same percentile rank). Since they are not equal-interval scale, percentile ranks cannot be averaged by the arithmetic mean.

Quartile—First quartile is the point on a score scale below which are one-quarter of the scores of the group. Third-quartile is the point below which are three-quarters of the scores.

Questionnaire—A list of questions either requiring "yes"–"no" response or a few words or numerical information. It is analyzed by computing the percentage of pupil responding "yes", or by tabulating the other types of response.

Rank-order scale—Papers or scores arranged in order, with the best or highest labeled "1", the next "2", etc. In case of tie for third place, for example, rank both "3½" and the next "5". As with percentile ranks, ranks are not equal-interval and cannot be averaged using the arithmetic mean.

Reliability—The accuracy or consistency of a test. If retested, how close would the score be? However accurate a test measures *whatever it does measure,* it may be measuring the wrong thing, and therefore still not be valid for your purposes for the pupils you are testing. The *reliability coefficient* is the Pearson Product-Moment Correlation between alternate forms or retestings, or halves of the test (corrected for length).

Scale (score)—A numerical or category system for classifying the results of measurement. Test score scales use raw scores (number right, sometimes corrected for guessing), standard scores, converted scores, grade equivalent scores, percentile ranks, IQs, stanines, etc.

Scale (rating)—A continuum (line) with usually equally spaced points which are numbered and accompained by word descriptions or evaluations, and used in rating pupil behavior such as personality characteristics.

Significance Level—The percent of the time a change in a pupil's score would occur by chance due to the test's measurement error. Its use in selecting experimental samples from populations (inferential statistics) is of no concern here. Example: A gain or loss as great as 6 points by a pupil on a test would occur by chance error only 4 times out of 100. His change is said to be significant at the 4% level of confidence. Instead of estimating the level for each pupil, we compute the change necessary for only three levels: the 15%, 5%, and 1%. The smaller the percent, the greater the significance.

Skill—A learning outcome characterized by a combination of mental and physical operations, such as typing or map reading, that shows improvement with practice. A skill is ranked in mental difficulty along with memorization of facts rather than with understanding or problem solving.

Sociogram—A diagram for interpreting social relationships in a class. Pupils write first and second choices of friends they would like to sit next to, and the diagram consists of small circles or triangles (one for each pupil) located on a target-like map, with the most popular pupils near the center, and connecting arrows representing choices.

Standard Deviation—A statistical measure of the variability, or spread of the scores of a class. In these projects, where the entire class is described, and projections are not made for a larger population, the simpler formula is used.

$$SD = \sqrt{\frac{\Sigma X^2}{N} - M^2}$$

where ΣX^2 is the sum of each score squared
M is the arithmetic mean of the class
N is the number of pupils in the class

Standard Error of Measurement—The number of points on a score scale within which one pupil's obtained score (the score assigned when he is tested) would vary about 68 of every 100 retestings on the same test, due to inaccuracy in the testing. Just as repeated measurements are taken with a meter stick, and averaged to get the "true reading"; so, if a pupil theoretically took the same test 1,000 times, his (obtained) scores would form a normal curve with his errorless (true) score at the mean. The standard deviation of this error distribution is the standard error of measurement. Faced with but one obtained score for a pupil, we wonder how far it is from his true score. The double margin consisting of his obtained score plus and minus the standard error of measurement gives us the limits within which we may expect the true score to be 68% of the time. The same reasoning applies to measurement error inherent in class averages, pupil changes (pretest to posttest) in class averages. (See "significance level", page 27)

Standardized Test—A test for which norms have been provided. Most are commercially published.

Standard Score—An interpretive score, into which raw score is translated, that is dependent on the standard deviation of raw scores of some group of pupils for the size of its units. After tabulating the raw scores, the mean and standard deviation are computed, and the mean score renamed (usually 50) and standard deviation reassigned (usually 10) so that a pupil scoring 1½ standard deviations below the mean receives a standard score of 35. Other standard scores may use different means and standard deviations, such as 100 and 500 (College Board), 100 and 20 (Army General Classification Test), or 5 and 2 (stanine).

Understanding—A high-level learning outcome usually characterized as involving the higher mental processes and the explaining, using, and applying to new situations of ideas to be learned.

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