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ABSTRACT

In January 1972, the Education Commission of the States (ECS) collected information concerning educational legislation (both enacted and proposed), outstanding educational achievements, and major educational problem areas of the States. The compilation of this data in its present form represents an updating of a similar survey conducted by ECS in June 1970. Questionnaires were sent to all State education departments and replies received from 46 States. The information received was compiled under 12 major headings (most of them are subdivided) and was reproduced verbatim in most instances. Some States sent various publications in answer to the questionnaire and, in these cases, the information was extracted and condensed. Each item is identified by State, provided with either a contact address for additional information or a legislative citation, and identified according to whether the item is an achievement, an enacted, or a proposed piece of legislation; or information about a council, committee, commission, or task force is provided. A narrative on problem areas appears in a separate section at the end of the report. The report is a record of what the respondents in each State personally consider to be the outstanding activities of their States during the period June 1970 to December 1971. A related document is ED 048 406. (Author/JF)

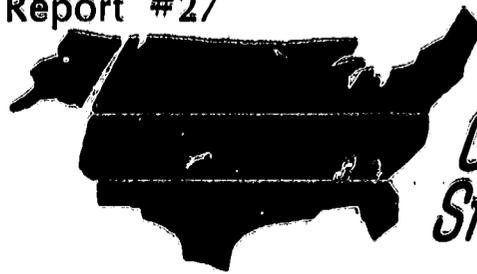
ED 063662

EA 004 343

LEGISLATION, ACHIEVEMENTS AND PROBLEMS IN EDUCATION

A Survey of the States
1972

Report #27



*Education
Commission of the
States*

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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FOREWORD

This 1972 edition of Legislation, Achievements and Problems in Education: A Survey of the States is a continuation of the efforts of the Education Commission of the States to provide channels of communication among states and to assist legislators and educators in exchanging information about significant state educational legislation, both enacted and proposed, important educational achievements, and common problems and alternate solutions.

We hope that this new and simplified edition, covering an 18-month period from June 1970 to December 1971, will prove to be a useful reference tool.

The Education Commission of the States is constantly seeking new ways to keep its member states informed. An important and well-received step in this direction in 1971 was the introduction of a new bulletin, the ECS Legislative Review, which covered current legislative activity in the states weekly when legislative activity was at its peak and monthly during the rest of the year.

An on-going concern is the expansion of our legislative information services. We welcome suggestions on how this information can be made most useful to educational policy makers.

Wendell H. Pierce
Executive Director
EDUCATION COMMISSION OF THE STATES

LEGISLATION, ACHIEVEMENTS AND PROBLEMS IN EDUCATION
A Survey of the States
Report No. 27 May 1972

Introduction

The gratifying reception of the 1971 volume of Legislation, Achievements and Problems in Education: A Survey of the States almost mandated the 1972 edition's publication. In October of 1971, the Department of Research and Information Services sent questionnaires to all state education departments. Analysis and compilation of the responses began in January of 1972. Replies were received from 46 states.

The information received has been compiled under 12 major headings (most of these are subdivided) and has been reproduced verbatim in most instances. Some states sent various publications in answer to the questionnaire and in these cases, the information has been extracted and condensed. Each item has been identified by state, either a contact address for additional information or a legislative citation, and whether the item is an achievement, enacted or proposed legislation, or information about a council, committee, commission or task force. A narrative on problems is in a separate section in the back of this book.

A new feature is the Scanning Guide on the right of each page. Each word in the Guide is keyed to the narrative which accompanies it, and, in most cases, the key words will be found in the index. It is our hope that you will be able to scan quickly for items of particular interest without having to read each entire description.

This report is in no way exhaustive or comparative of individual state activities in the field of education. It is simply an indexed record of what the respondents in each state personally consider to be the outstanding activities in their states.

Department of Research and Information Services
Russell B. Vlaanderen, Director
EDUCATION COMMISSION OF THE STATES
1860 Lincoln Street, 300 Lincoln Tower
Denver, Colorado
80203

HOW TO USE THIS REPORT

This year, we have simplified the classifications and indexing of this book to make it even easier for you to find what you are looking for.

The Table of Contents is a good general guide to the information in this book. Each item appears only once in the book although in many cases the item would logically fit into several areas. For this reason, it is advisable to consult the index in the back of the book for cross-references. Check the index, too, for narrow and specific topics, i.e. reading, intermediate units, public offenders, etc.

Should you wish to inform yourself of the activities of a particular state, you will find that state listed in the index.

The right-hand column of each page in the body of the report is your Scanning Guide, to use for a quick idea of what is on each page and for easy identification of indexed words.

In addition to the comprehensive index in the back of this book, you will find a copy of the questionnaire used in this survey, a listing of each state's chief state school officer accompanied by the correct address for each state department of education, and the correct name and address of the legislative reference bureau for each state.

Full addresses for state departments of education and legislative reference bureaus are not indicated in the column for information resources in the body of this report. The words, "State Department," "Legislative Reference Bureau," or a legislative citation indicate that the address listed in the appendix should be used. There are, of course, exceptions, and these addresses are listed in full where appropriate and available.

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	*A complete digest of higher education legislation may be ordered from our Higher Education Services Department. Ask for <u>Higher Education in the States</u> , Volume 2, Number 8 (October 1971, and Volume 3, No. 2 (March 1972): There is no charge.	
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CREDITS

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Russell B. Vlaanderen, Director
Department of Research and Information
Services

EDUCATION COMMISSION OF THE STATES
1860 Lincoln, Suite 300
Denver, Colorado 80203

A. ACCOUNTABILITY
General

STAT
Reso

Coordinated the first statewide conference on equal educational opportunities. Participants were state superintendent, board members, consultants, directors of federal education programs, directors of state-city-community agencies. Federal support.

ARIZ
Mr.
Mrs.
1017
Phoe

Accountability Advisory Committee to the Colorado Board of Education, established by legislative decree, 1971 session laws, to develop and recommend a state educational accountability program to measure quality in education.

COLO
SB 3
Paru
Mrs.
(con
Depa
Dr.
Dire
E
Stat

Educational Accountability Act of 1971 -- legislation to institute an accountability program to define and measure quality in education, and thus to help the public schools of Colorado to achieve such quality and to expand the life opportunities and options of the students of this state; further, to provide to local school boards assistance in helping their school patrons to determine the relative value of their school program as compared to its cost.

COLO
SB 3
Chap
Revi
Arti
SB 4
Chap
Revi
Arti

Reporting by State Board of Education on educational programs conducted with federal funds.

CONN
PA 3

ACCOUNTABILITY
General

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

ated the first statewide conference on educational opportunities. Participants include state superintendent, board members, principals, directors of federal education programs, directors of state-city-community relations. Federal support.

ARIZONA
Mr. Henry Arrendondo
Mrs. Eloise Banks
1017 North Third Street
Phoenix, Arizona

Achievement
ACCOUNTABILITY
equal education

Accountability Advisory Committee to the State Board of Education, established by Executive Order, 1971 session laws, to study and recommend a state educational accountability program to measure quality of education.

COLORADO
SB 33
Part of 123-41
Mrs. Kay DePew, Chairman
(contact through State Department) or
Dr. Arthur Olson
Director, Assessment and
Evaluation Unit
State Department

Committee
ACCOUNTABILITY
assessment

State Educational Accountability Act of 1971 -- to institute an accountability program to define and measure quality in education, and thus to help the public of Colorado to achieve such quality and to expand the life opportunities and life of the students of this state; further, to provide to local school boards assistance in their school programs to determine the relative value of their school program as compared to its cost.

COLORADO
SB 33 now Section 1,
Chapter 123, Colorado
Revised Statutes 1963,
Article 41.
SB 41 now Section 1,
Chapter 123, Colorado
Revised Statutes 1963,
Article 43.

Enacted Legislation
ACCOUNTABILITY
assessment

Study by State Board of Education on educational programs conducted with federal

CONNECTICUT
PA 382

Enacted Legislation
ACCOUNTABILITY
finance

A. ACCOUNTABILITY
General

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

The adoption by the State Board of Education of goals for education; emphasizes the need for goals and objectives inasmuch as clarification (on a statewide level) of goals and objectives of public education is essential if public education is to enjoy continued confidence and support of parents. K-Col. State support.

FLORIDA
Cecil Golden
Associate Commissioner
Planning and Coordination
State Department

Achievement
ACCOUNTABILITY
goals

Special committee to study school accountability. The state department of education has been directed by the legislature to pilot test a program of accountability in three districts.

IDAHO
Wayne Phillips
State Department

Committee
ACCOUNTABILITY
pilot study

Helped Allegany County school system conduct a survey of public opinion regarding their school system. Elementary and secondary levels. Local and state support.

MARYLAND
Mr. Paul M. Arbogast
State Department

Achievement
ACCOUNTABILITY
survey

Study of Legislative Approaches to Educational Accountability. Legislative activity relative to educational accountability is increasing. Both the costs and effects deriving from legislation enacted to increase accountability should be studied in a search for creative legislative approaches to the subject.

MONTANA
State Department

Proposal
ACCOUNTABILITY
study
legislation

A. ACCOUNTABILITY
General

The accountability program for education in Nebraska is based on permissive state legislation and a State Board of Education policy which commits the agency to a goal oriented response. Statewide educational goals have been derived in public discussions at "listening posts" throughout the state. State Board adoption of the goals in June 1971 has led to a host of actions by agency personnel. Professional staff members have examined the function they now perform in relation to the goals. The policies of the State Board are undergoing modification based on the goals. Professional discussions are scheduled statewide to derive criteria for determining goal attainment. Evaluation techniques are being searched and researched for adaptation to a process of measuring achievement and technical assistance is being furnished to local districts to help them derive a local educational goal statement. The first report of relative goal attainment will occur by July, 1973. Elementary and secondary levels. ESEA Title IV, SB 402, and state support.

The State Department of Education has received a legislative mandate to develop an educational management system for accountability capabilities for implementation on a statewide basis.

<u>ACCOUNTABILITY</u> 1	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Accountability program for education in Nebraska is based on permissive state legislation. A State Board of Education policy directs the agency to a goal oriented program. Statewide educational goals have been established in public discussions at "listening sessions" throughout the state. State Board approval of the goals in June 1971 has led to actions by agency personnel. Local staff members have examined the way they now perform in relation to the policies of the State Board and modifications based on the goals. Local discussions are scheduled to derive criteria for determining achievement. Evaluation techniques are being developed and researched for adaptation to the needs of measuring achievement and assistance is being furnished to districts to help them derive a local goal statement. The first relative goal attainment will be achieved by July, 1973. Elementary and secondary schools. ESEA Title IV, SB 402, and other.</p>	<p><u>NEBRASKA</u> Dr. Francis E. Colgan Director, Program Planning Department of Education 233 South 10th Street Lincoln, Nebraska 68508</p>	<p><u>Achievement</u> <u>ACCOUNTABILITY</u> goals evaluation</p>
<p>Department of Education has received legislative mandate to develop an accountability management system for accountabilities for implementation on a statewide basis.</p>	<p><u>OHIO</u> State Department</p>	<p><u>Enacted Legislation</u> <u>ACCOUNTABILITY</u> management system</p>

4

A. ACCOUNTABILITY
General

STATE
Resource

A new practice that Oklahoma is now testing is the ARTA program (A Road to Accountability). It involves a pay incentive plan for the public school teachers. Objectives are set for achievement of the students, and in the event that they go beyond the established rates, the teacher is regarded monetarily. The program is being used in selected districts in the state. Elementary level. Title III, ESEA.

OKLAHOMA
Mr. Grover
Title III,
Will Rogers
Oklahoma Ci

Finding and establishing suitable methods of instituting accountability across the state in order to upgrade the quality of education in Oklahoma has been proposed by the state legislature.

OKLAHOMA
Senator Geo
State Legis

Freedom of Information act. Proposed by Representative Hyatt.

SOUTH CAROL
HB 1628
State Legis
State House
Columbia, S
29211

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Oklahoma is now testing (A Road to Accountability). A tentative plan for the public objectives are set for students, and in the event the established rates, the monetarily. The program affected districts in the level. Title III, ESEA.</p>	<p><u>OKLAHOMA</u> Mr. Grover Bratcher Title III, ESEA Office Will Rogers Building Oklahoma City, Oklahoma</p> <p><u>Achievement</u> <u>ACCOUNTABILITY</u> goals teachers salaries</p>
<p>ing suitable methods of ability across the state the quality of education proposed by the state</p>	<p><u>OKLAHOMA</u> Senator George Miller State Legislature</p> <p><u>Proposed Legislation</u> <u>ACCOUNTABILITY</u></p>
<p>n act. Proposed by</p>	<p><u>SOUTH CAROLINA</u> HB 1628 State Legislature State House Columbia, South Carolina 29211</p> <p><u>Proposed Legislation</u> <u>ACCOUNTABILITY</u> freedom of information</p>

A. ACCOUNTABILITY
General

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

The State Department of Education has received a mandate to establish a master plan defining broad goals and objectives for all levels of education in the state; elementary, secondary and higher. These goals and objectives are to be expressed in terms of what men should know and be able to do as a result of their educational experience. The Regents are to continuously evaluate the efforts and results of education in the light of these objectives. The newly reorganized Department of Education together with the Management Team and appropriate task forces involving the public are now in the process of working toward creating this master plan.

RHODE ISLAND
Joseph A. Thibeault
Community Relations Officer
Department of Education
199 Promenade Street
Providence, Rhode Island
02908

Achievement
ACCOUNTABILITY
goals
evaluation
task force
master plan

Added emphasis has been placed on communicating with the public with particular concern for keeping the General Assembly fully informed of all activity within the Department of Education.

RHODE ISLAND
Joseph A. Thibeault
Community Relations Officer
Department of Education
199 Promenade Street
Providence, Rhode Island
02908

Achievement
ACCOUNTABILITY

An advisory committee of 100 members was also established by the Education Act of 1969 which is currently functioning as a liaison facility between the Board of Regents and all segments of the public.

RHODE ISLAND
Joseph A. Thibeault
Community Relations Officer
Department of Education
199 Promenade Street
Providence, Rhode Island
02908

Achievement
ACCOUNTABILITY
committee

6

A. ACCOUNTABILITY
General

STATE
Resource

Development and/or refinement of methods to determine accountability and the provision of supportive resources. Proposed by Texas Education Agency.

TEXAS
Texas Education Agency

Equalizing educational opportunity for Texas School Children. Proposed by Texas Education Agency.

TEXAS
Texas Education Agency

Article 8 of the new Constitution of Virginia, which became effective July 1, 1971, provides that the State Board of Education shall prescribe standards of quality, subject to revision only by the General Assembly; subject to criteria and conditions prescribed by the General Assembly, shall divide the state into school divisions of geographical area and school age population to promote realization of standards of quality; shall base budget on prescribed standards of quality; and shall report to the Governor and General Assembly school divisions which have failed to establish and maintain schools meeting the prescribed standards of quality.

VIRGINIA
Article 8
Virginia Constitution

Standards of quality for public school systems in Virginia were approved by State Board of Education on August 7, 1971 in compliance with Article 8 of the new constitution. K-12. State support.

VIRGINIA
Fendall R. Ellis
Special Assistant for
Evaluation and Planning
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
Methods to revision by Texas	<u>TEXAS</u> Texas Education Agency	<u>Proposal</u> ACCOUNTABILITY
for Texas Education	<u>TEXAS</u> Texas Education Agency	<u>Proposal</u> ACCOUNTABILITY equalization
of Virginia, 71, provides shall prescribe revision only to criteria General Assembly, 1 divisions of population to of quality; standards of Governor and which have schools of quality.	<u>VIRGINIA</u> Article 8 Virginia Constitution	<u>Enacted Legislation</u> ACCOUNTABILITY school district organization finance
School by State 971 in new rt.	<u>VIRGINIA</u> Fendall R. Ellis Special Assistant for Evaluation and Planning State Department	<u>Achievement</u> ACCOUNTABILITY standards of quality

A. ACCOUNTABILITY
General

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Establishing goals for the Washington common school system. During the spring of 1971, a modified Delphi technique was used as the basis of a three-phase questionnaire survey to gain data for the construction of goals. A wide geographic and occupational cross section of Washington citizens participated in the process. The representative sample of 866 included teacher, administrators, students, PTA presidents and school board members, business-labor-professional workers, higher education, and staff of the Superintendent of Public Instruction. These participants were asked to look ahead to the coming decade and share their thinking about what students ought to know, feel, and be able to do as a result of K-12 school experiences. Priorities were set, consensus established, and minority opinions stated. State support.

WASHINGTON
Alfred Rasp, Jr.
Division of Curriculum and
Instruction
State Department

Achievement
ACCOUNTABILITY
Delphi technique
survey

Governor's Commission on Education: Chairman, William R. Kellett. The commission has completed its study which was prior to July 1970.

WISCONSIN
William R. Kellett
Governor's Office

Commission
ACCOUNTABILITY
study
finance
governance

8

A. ACCOUNTABILITY
General

STATE
Resource

Accreditation of Schools. Any public or nonpublic school may file an application for state accreditation with the Department on forms provided by the Department. The application shall include information on curriculum and instruction, staff, instructional supportive services, ancillary services and programs, administration and school facilities and such other subjects as the state superintendent requires. The state superintendent shall establish criteria for the following levels of accreditation: (a) Accreditation 1 which is achieving a fundamental program, (b) Accreditation 2 which is achieving a substantial program, and (c) Accreditation 3 which is achieving an exemplary program. On the basis of its application, the state superintendent shall designate the accreditation level of each applicant, or, if he finds that an applicant does not meet minimum standards for accreditation, he shall designate the applicant as non-accredited. Any public or nonpublic school that does not apply for accreditation shall be designated as non-accredited.

WISCONSIN
118.145
State D

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Any public or
an application for
the Department on
Department. The appli-
cation on curriculum
instructional supportive
services and programs,
facilities and such
the superintendent
superintendent shall
the following levels
accreditation 1 which
program, (b)
achieving a substan-
accreditation 3 which is
program. On the basis
state superintendent
accreditation level of
finds that an
minimum standards
shall designate the
ed. Any public or
not apply for
designated as

WISCONSIN
118.145
State Department

Enacted Legislation
ACCREDITATION

A. ACCOUNTABILITY
General

STATE
Resource

Assessment of Educational Progress. Providing for the annual assessment of progress toward meeting the educational goals and objectives as established by the State Board of Education for Delaware elementary and secondary schools. Such assessment shall include testing of individual student achievement and attitudes and collection of other data on student, school and community variables in all the reorganized school districts of the state. Using procedures which will incorporate student, school, and community variables which correlate with achievement and attitudes, analyses will be performed to determine academic progress of each school system, each individual school, and each individual student tested. Test and data collection instruments are to be uniform throughout the state and are to be administered by the State Department of Public Instruction under rules and regulations adopted by the State Board of Education. Proposed by State Board of Education and State Superintendent of Public Instruction.

DELAWARE
Dr. Howard E.
Assistant Su
Auxilliar
and
Dr. Wilmer E.
Director, Pl
and Evalu
State Depart

Statewide educational assessment plan begins in 1972 by assessment in reading. Grades 2-4. State support.

FLORIDA
Dr. J. W. Cr
State Depart

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>ional Progress. Providing sment of progress toward nal goals and objectives e State Board of Education ary and secondary schools. l include testing of indi- vement and attitudes and data on student, school and in all the reorganized the state. Using procedures te student, school, and which correlate with tudes, analyses will be ne academic progress of each individual school, student tested. Test and ruments are to be uniform and are to be administered ment of Public Instruction lations adopted by the tion. Proposed by State and State Superintendent on.</p>	<p><u>DELAWARE</u> Dr. Howard E. Row Assistant Superintendent, Auxilliary Services and Dr. Wilmer E. Wise Director, Planning, Research and Evaluation Division State Department</p>	<p><u>Proposed Legislation</u> <u>ASSESSMENT</u> goals</p>
<p>l assessment plan begins t in reading. Grades 2-4.</p>	<p><u>FLORIDA</u> Dr. J. W. Crenshaw State Department</p>	<p><u>Achievement</u> <u>ASSESSMENT</u> reading</p>

A. ACCOUNTABILITY
General

STATE
Resource

Educational Accountability Act of 1971.
Purposes of act -- (1) to provide for implementation and further development of education assessment procedures as required by Chapter 70-399, Laws of Florida; (2) to provide for the establishment of educational accountability in the public education system of Florida; (3) to assure that education programs operated in the public schools of Florida lead to the attainment of established objectives for education, (4) to provide information for accurate analysis of the costs associated with public education programs, (5) to provide information from an analysis of the differential effectiveness of instructional programs.

FLORIDA
Chapter 71-197
Laws of Florida

Assessment of Performance. This proposal would establish programs and procedures for assessing the efficacy and efficiency of the Office of the Superintendent of Public Instruction, Educational Service Regions, and local school districts. It would also develop procedures for the yearly assessment of the levels of performance in local school districts. The results of these assessments would be made public. It is believed that the publication of the assessment results should increase the possibility of voters supporting educational bond issues as well as providing a firm guide for the allocation of resources. Proposed by the office of the Superintendent.

ILLINOIS
Miss Ann Charters
Governmental Relations, O
Room 302, State Office Bu
Springfield, Illinois 62

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>lity Act of 1971. to provide for imple- development of education as required by Chapter a; (2) to provide for educational accountability n system of Florida; cation programs operated of Florida lead to the hed objectives for educa- nformation for accurate associated with public) to provide information e differential effectiveness ams.</p>	<p><u>FLORIDA</u> Chapter 71-197 Laws of Florida</p>	<p><u>Enacted Legislation</u> ASSESSMENT accountability</p>
<p>nce. This proposal would procedures for assessing iciency of the Office of Public Instruction, Educa- , and local school districts. procedures for the yearly ls of performance in local results of these assess- blic. It is believed that assessment results should ty of voters supporting s as well as providing a ocation of resources. of the Superintendent.</p>	<p><u>ILLINOIS</u> Miss Ann Charters Governmental Relations, OSPI Room 302, State Office Building Springfield, Illinois 62706</p>	<p><u>Proposed Legislation</u> ASSESSMENT</p>

A. ACCOUNTABILITY
General

STATE
Resource

The Michigan Assessment of Educational Progress is a first step toward rectifying the first shortcoming -- that of inadequate monitoring of the student's progress. MAEP can provide the statewide foundation for effective local monitoring of progress, and the sort of "checkpoints" that will help local educators decide when and how they must revise their educational approach.

MICHIGAN
Roger Tille
Director
School Law
Affairs
State Depart

State Testing Program. Grades 5-8. ESEA III.

MISSISSIPPI
Mr. Clyde H
Supervisor,
Services
State Depart

Educational Assessment. Develop an educational assessment program to measure objectively the adequacy and efficiency of educational programs offered by public schools in this state. The program shall include, without limitation, because of enumeration, methods by which pupil achievement in fundamental course areas, as set forth in s.118.01(1), and other areas of instruction commonly offered by public schools, will be objectively measured each year. Assessments shall be undertaken at several grade levels on a uniform statewide basis.

WISCONSIN
Section 443
Wisconsin S

Reading Test Statutes (Achievement tests are given annually to all 3rd graders). State support.

ARIZONA
Mr. Harvey
State Depart

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Assessment of Educational Progress toward rectifying the first stages of inadequate monitoring of progress. MAEP can provide a foundation for effective local assessment progress, and the sort of data that will help local educators know they must revise their teaching.</p>	<p><u>MICHIGAN</u> Roger Tilles Director School Law and Legislative Affairs State Department</p>	<p><u>Achievement</u> <u>ASSESSMENT</u></p>
<p>Program. Grades 5-8. ESEA III.</p>	<p><u>MISSISSIPPI</u> Mr. Clyde Hatten Supervisor, Guidance Services State Department</p>	<p><u>Achievement</u> <u>ASSESSMENT</u></p>
<p>Assessment. Develop an educa- tional program to measure objectively the efficiency of educational pro- grams in public schools in this state. The program will include, without limitation, the methods by which pupil achievement in fundamental course areas, as defined in 18.01(1), and other areas of learning only offered by public schools, will be measured each year. Assess- ment will be undertaken at several grade levels on a statewide basis.</p>	<p><u>WISCONSIN</u> Section 443. 115.28 (10) Wisconsin Statutes</p>	<p><u>Enacted Legislation</u> <u>ASSESSMENT</u></p>
<p>Statutes (Achievement tests are administered to all 3rd graders). State</p>	<p><u>ARIZONA</u> Mr. Harvey Stern State Department</p>	<p><u>Achievement</u> <u>EVALUATION</u> reading</p>

A. ACCOUNTABILITY
General

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

State Department of Education has created a comprehensive evaluation unit to evaluate past performance and determine success or failure.

CALIFORNIA
State Department

Achievement
EVALUATION

Statewide plan for cooperative process evaluation for all elementary schools. K-6. State support.

DELAWARE
Mr. William J. McCormick
State Department

Achievement
EVALUATION

Mandated for evaluation of the output of programs.

FLORIDA
State Department

Achievement
EVALUATION

Analysis of Classroom Practices in Maryland. The project was designed to help local school districts and the Maryland State Department of Education identify various modes of classroom instruction and then determine priorities for future improvement. The evaluation instrument selected for implementing the project was "Indicators of Quality" available through the Institute of Administrative Research at Columbia University. Grades 3-6; 10-12. State support.

MARYLAND
Dr. James L. Fisher
Consultant in Music
Maryland State Department
of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Achievement
EVALUATION
instruction

The establishment of a school evaluation center with a file of performance objectives, three to five test items to measure the achievement of each objective, training materials for teachers, and a computer program to deliver a continuous system of comprehensive achievement monitoring. Grades 1-12. Title III ESEA. State and local support.

MINNESOTA
Daniel Eckberg, Director
Hopkins School District
1001 Highway #7
Hopkins, Minnesota 55343

Achievement
EVALUATION
teacher training
data processing

A. ACCOUNTABILITY
General

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Management-by-Objectives Systems. The basic skills, vocational and occupational skills, academic and professional skills and research, planning development and evaluation programs formulated management-by-objectives systems organized to express long-range goals to be realized during a period of 0-10 years, short-term goals to be realized during a period of 0-5 years and specific program objectives to be accomplished during the period of one year. These management-by-objectives systems are designed to encourage efficient use of time and effort and to provide a clear method for self-evaluation.

MONTANA
State Department

Achievement
EVALUATION
goals

Development of a state level evaluation system which involves LEAs choosing priorities in four subject areas from a comprehensive list of goal statements. Districts will translate goals to behavioral objectives and develop crm for each objective. Graduate Senior, 12th grade. ESEA V, Section 402.

NEW MEXICO
Sandra Taylor
Coordinator of Evaluation
State Department

Achievement
EVALUATION

The educational Administration Review Committee composed of the Director of Finance and ten members from the House and Senate, is continued with the specific responsibility of studying the "effectiveness of the elementary and secondary educational program."

OHIO
Paul E. Spayde
Assistant Superintendent of
Public Instruction
State Department

Committee
EVALUATION
study

14

A. ACCOUNTABILITY
General

STATE
Resource

Education Accountability. In cooperation with the state board of education, to study the correlation of student achievement in the public schools to the costs of certain programs. Legislative Council.

UTAH
Lewis Lloyd, Di
Utah Legislativ

SJR 14 creates interim committees on education, natural resources, tax, alcohol and drugs, and social service. Education Committee will consist of five senators, six representatives and two public members. The committee shall study matters relating to goals for higher education and personnel policies affecting teachers. Additional topics may be assigned to the committee by the President of the Senate and Speaker of the House.

OREGON
State Legislatu
SJR 14

Management by objectives -- State board of education established eleven goals to be reached by 1975.

SOUTH CAROLINA
Dr. Cyril B. Bu
State Superinte
Education
State Departmen

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
eration with study the in the public ograms.	<u>UTAH</u> Lewis Lloyd, Director Utah Legislative Council	<u>Council</u> <u>EVALUATION</u> study finance
on education, d drugs, and ee will con- ntatives and shall study er education teachers. to the Senate and	<u>OREGON</u> State Legislature SJR 14	<u>Enacted Legislation</u> <u>GOALS</u> committee study higher education teachers personnel policies
board of to be	<u>SOUTH CAROLINA</u> Dr. Cyril B. Busbee State Superintendent of Education State Department	<u>Achievement</u> <u>GOALS</u>

A. ACCOUNTABILITY
Information Systems

STATE
Resource

Automated Data Processing: To prepare to serve anticipated automated data processing (ADP) needs of Colorado local districts by appropriating \$400,000 for the establishment of a regional ADP service center. Proposed by State Department of Education.

COLORADO
Mr. Robert M. I
Assistant Commi
Office of Manag
Services
State Departmen

Florida inventory of school facilities system -- a computer-based facilities inventory system for long-range planning and decision making. K-12. State support.

FLORIDA
Dr. C. E. Chick
Bureau of Schoo
State Departmen

The SDE has established its own data processing center with a full complement of accompanying services. K-12. Federal and state support.

MARYLAND
R. A. Stagmer
Acting Data Cen
State Departmen

The SDE Data Center has implemented applications integrating the financial and statistical data files for vocational rehabilitation providing total management information for that division.

MARYLAND
R. A. Stagmer
Acting Data Cen
State Departmen

The SDE Data Center has revised the system to process teacher certification to complement the new department philosophy in certification.

MARYLAND
R. A. Stagmer
Acting Data Cen
State Departmen

<u>ACTIVITY</u> <u>Systems</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
Processing: To prepare to serve automated data processing (ADP) to local districts by appropriate for the establishment of a regional center. Proposed by State Department	<u>COLORADO</u> Mr. Robert M. Little Assistant Commissioner Office of Management Services State Department	<u>Proposed Legislation</u> <u>DATA PROCESSING</u> appropriation
Inventory of school facilities system -- and facilities inventory system for planning and decision making. Support.	<u>FLORIDA</u> Dr. C. E. Chick, Chief Bureau of School Facilities State Department	<u>Achievement</u> <u>DATA PROCESSING</u> facilities
Established its own data processing and full complement of accompanying support. Federal and state support.	<u>MARYLAND</u> R. A. Stagmer Acting Data Center Manager State Department	<u>Achievement</u> <u>DATA PROCESSING</u>
Center has implemented applications for financial and statistical data and vocational rehabilitation providing pertinent information for that division.	<u>MARYLAND</u> R. A. Stagmer Acting Data Center Manager State Department	<u>Achievement</u> <u>DATA PROCESSING</u> vocational rehabilitation
Center has revised the system to include certification to complement current philosophy in certification.	<u>MARYLAND</u> R. A. Stagmer Acting Data Center Manager State Department	<u>Achievement</u> <u>DATA PROCESSING</u> teacher certification

16

A. ACCOUNTABILITY
Information Systems

STATE
Resource

The computerized system for school district budget analysis and state equalization aid entitlement determination analyzes each school district general fund budget and determines how much state equalization aid a district should receive. The system for estimation of the state equalization level makes possible a rapid determination of the state equalization level based on district-by-district estimation of interest and income distribution, county equalization aid payments and foundation program costs. The computer system for calculating the foundation program schedules produces the schedule tables in a reproducible form, thus eliminating extensive typing and proofreading. Together, the 3 systems reduce by 10 weeks the time which has been spent on these activities.

MONTANA
State Depart

SB 180 Centralizes all data processing and management systems under the responsibility of the Department of State Administration. Signed March 15, 1971, no effective date.

MONTANA
State Depart
SB 180
82-3303.330

HJR 12 requests the state superintendent to computerize all relevant statistical data to compute public school foundation program schedules. Signed March 1.

MONTANA
HJR 12

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>r school district equalization aid en- alyzes each school et and determines how d a district should stimation of the state ossible a rapid deter- lization level based timation of interest ounty equalization n program costs. The ating the foundation the schedule tables us eliminating reading. Together, weeks the time which activities.</p>	<p><u>MONTANA</u> State Department</p>	<p><u>Achievement</u> DATA PROCESSING equalization foundation</p>
<p>ca processing and the responsibility Administration. effective date.</p>	<p><u>MONTANA</u> State Department SB 180 82-3303.3306</p>	<p><u>Enacted Legislation</u> DATA PROCESSING management systems administration</p>
<p>superintendent to statistical data foundation program l.</p>	<p><u>MONTANA</u> HJR 12</p>	<p><u>Enacted Legislation</u> DATA PROCESSING foundation</p>

A. ACCOUNTABILITY
Information Systems

STATE
Resource

Agricultural Occupations. In coordination with Montana State University and the Montana Chamber of Commerce, Data Processing Services designed an instrument to collect data on current and future agricultural work needs. In fiscal 1971, data were collected from 2,500 off-farm suppliers, a total of 5,000 producers will be involved in the second state of the program. For the first time, schools will know what is needed for job-related education.

MONTANA
State Department

Uniform Migrant Record Transfer System. The Office of the Superintendent of Public Instruction provided local project centers with information about migrant children through the use of the Uniform Migrant Transfer System. Pertinent information on health status, educational achievement levels and migratory patterns was made available through the use of a teletypewriter in the office. The teletype system is linked with a computer and data bank in Little Rock, Arkansas.

MONTANA
State Department

The State Board shall adopt rules and regulations governing the purchasing and leasing of data processing services and equipment for all school districts.

OHIO
State Department
Section 3301.

<u>TY</u> <u>Systems</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
<p>occupations. In coordination with iversity and the Montana orce, Data Processing Services rument to collect data on re agricultural work needs. data were collected from suppliers, a total of 5,000 be involved in the second ogram. For the first time, ow what is needed for job- on.</p>	<p><u>MONTANA</u> State Department</p>	<p><u>Achievement</u> DATA PROCESSING vocational agricultural</p>
<p>Record Transfer System. The uperintendent of Public vided local project centers n about migrant children through Uniform Migrant Transfer ent information on health onal achievement levels and rns was made available through letypewriter in the office. stem is linked with a computer n Little Rock, Arkansas.</p>	<p><u>MONTANA</u> State Department</p>	<p><u>Achievement</u> DATA PROCESSING migrants</p>
<p>shall adopt rules and regu- ng the purchasing and leasing ing services and equipment districts.</p>	<p><u>OHIO</u> State Department Section 3301.07</p>	<p><u>Enacted Legislation</u> DATA PROCESSING administration</p>

18

A. ACCOUNTABILITY
Information Systems

STATE
Resource

HB 1103 changes term of office of chairman of State Board of Education to begin on July 1 instead of August 1. Requires State Board of Education to develop a statewide plan for data processing systems to guide local school districts. After July 1, 1971, school districts prior to installing or using automated data processing systems shall submit plans of such systems to the State Board of Education for approval and compliance to statewide plan.

OREGON
Ronald F. Thaheld
Legislative Liaison
State Department

Development of training modules (2-inch color video tape) for large systems management for use by state government agencies such as Departments of Education. Available Fall 1972. K-College. State and federal support.

FLORIDA
Rodney F. Smith
Assistant Chief
Bureau Curriculum
Instruction
State Department

The establishment of a Management Information Systems Unit in the MSDE to provide over-all guidance to the development of and coordination for a system responsive to the real needs of management for information supportive of its decision making role. Federal and state support.

MARYLAND
Leonard D. Garlick
Division of Research
Evaluation and
Information Systems
State Department,

Beginning of implementation of new Pupil Data System in Maryland Public Schools. The system provides for continuous pupil accounting (enrollment and attendance) from date of entrance to date of withdrawal. Prekindergarten through grade 12. Federal, state and local support.

MARYLAND
R. Christine Hogan
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Office of chairman to begin on Requires to develop a processing systems districts. After districts prior to ted data submit plans of Board of compliance</p>	<p><u>OREGON</u> Ronald F. Thaheld Legislative Liaison State Department</p> <p><u>Enacted Legislation</u> DATA PROCESSING planning boards</p>
<p>modules (2-inch color ems management for encies such as Available Fall 1972. ral support.</p>	<p><u>FLORIDA</u> Rodney F. Smith Assistant Chief Bureau Curriculum and Instruction State Department</p> <p><u>Achievement</u> <u>INFORMATION SYSTEMS</u> management systems</p>
<p>agement Information to provide over-all t of and coordination the real needs of supportive of Federal and state</p>	<p><u>MARYLAND</u> Leonard D. Garlick Division of Research Evaluation and Information Systems State Department, Room 1105</p> <p><u>Achievement</u> <u>INFORMATION SYSTEMS</u></p>
<p>n of new Pupil blic Schools. The uous pupil accounting) from date of awal. Prekindergarten , state and local</p>	<p><u>MARYLAND</u> R. Christine Hogan State Department</p> <p><u>Achievement</u> <u>INFORMATION SYSTEMS</u> pupil data</p>

A. ACCOUNTABILITY
Information Systems

STATE
Resource

Information System for Decision Making. The staff of the Research, Planning, Development and Evaluation program developed a model for a permanent planning and evaluation capability and prepared an operational manual describing a system for implementation of the model. The system was pilot-tested in 2 federal programs, ESEA Title III and ESEA Title I. Applications in an urban setting were tested in an ESEA Title III program, "Project MAGIC," operated by School District No. 1 in Butte. Applications in a rural setting were tested in an ESEA Title I cooperative tutorial program in School Districts No. 39 and No. 39F in Simms and School District No. 2 in Sun River. Specifications for system revision were developed and the operational manual was modified on the basis of logs of project activity, critiques and data from local district and state office personnel.

MONTANA
State Depar

<u>Systems</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>for Decision Making. The rch, Planning, Development gram developed a model for a and evaluation capability erational manual describing mentation of the model. The ested in 2 federal programs, ESEA Title I. Applications g were tested in an ESEA "Project MAGIC," operated No. 1 in Butte. Applica- etting were tested in an rative tutorial program in o. 39 and No. 39F in Simms t No. 2 in Sun River. Speci- em revision were developed 1 manual was modified on the roject activity, critiques 1 district and state office</p>	<p><u>MONTANA</u> State Department</p>	<p><u>Achievement</u> INFORMATION SYSTEMS planning evaluation operational manual</p>

A. ACCOUNTABILITY
Information Systems

STATE
Resource

Chautauqua Project. A model program, utilizing a systems management approach, aimed at increasing the holding power of small rural and rural-urban school districts. The treatment model is based upon causal factors of withdrawal such as: low achievement, unrealistic curricula that does not prepare the child for life, unrealistic self-concept and lack of adult model for motivational and emotional needs, and economic factors that prohibit students from participating in extracurricular activities and peer group relationships. The treatment components consist of remedial instruction, the development of a life skills program, counseling and a work experience program. Grades 7-12. Federal ESEA Title VIII, \$463,000, 1971-72.

NEW YORK
Richard E. M.
Project Dire
Chautauqua P
BOCES, P. O.
Fredonia, Ne

State Department of Education has received mandate to create and implement a systematic program of gathering, processing and analysis addressed to every level, aspect and form of education in the state, especially as that information relates to current and future educational needs so that current needs may be met with reasonable promptness and plans formulated to meet future needs as they arise. A greater emphasis has been placed on research and planning within the department of education and already a Master Information System has been devised to fulfill the requirements of this mandate.

RHODE ISLAND
State Depart

Basic Educational Data System (BEDS) -- initial step in Management Information System.

SOUTH CAROLINA
Dr. W. E. P.
Office of P
State Depart

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>model program, management approach, aimed at increasing power of small rural districts. The treatment of social factors of withdrawal, unrealistic curricula, and the child for life, and lack of adult model educational needs, and prohibit students from curricular activities and sports. The treatment includes remedial instruction, the life skills program, counseling program. Grades 7-12. Cost, \$463,000, 1971-72.</p>	<p><u>NEW YORK</u> Richard E. Miga Project Director Chautauqua Project BOCES, P. O. Box 250 Fredonia, New York 14063</p>	<p><u>Achievement</u> INFORMATION SYSTEMS dropouts counseling work experience</p>
<p>Education has received mandate to develop a systematic program of assessment and analysis addressed to the current form of education in the state that information relates to educational needs so that they can be met with reasonable promptness to meet future needs as they change. Emphasis has been placed on assessment within the department by a Master Information System to fulfill the require-</p>	<p><u>RHODE ISLAND</u> State Department</p>	<p><u>Achievement</u> INFORMATION SYSTEMS needs assessment planning research</p>
<p>Master Information System (BEDS) -- initial assessment System.</p>	<p><u>SOUTH CAROLINA</u> Dr. W. E. Ellis Office of Research State Department</p>	<p><u>Achievement</u> INFORMATION SYSTEMS management</p>

A. ACCOUNTABILITY
Needs Assessments

STATE
Resource

Planning Grant: Needs Assessment, Science.
K-12. Title III, ESEA.

IOWA
State Depart

The development of an Inventory of
Educational Needs to be used on a statewide
basis. Grades 1-12. Federal and state
support.

MISSISSIPPI
Dr. Frank L
Assistant S
of Educa
State Depart

The Nevada Department of Education has
implemented a student performance based
needs assessment program field test on a
statewide basis. The needs assessment pro-
gram is an integral component of the compre-
hensive planning system. The field test is
designed to yield information about the per-
formance of third grade children in reading
and mathematics and to yield information
about third grade student self-concept and
attitude toward school. Grade 3, applica-
ble to all grade levels or other student
groupings. Federal support.

NEVADA
State Depart

Virginia Educational Needs Assessment
Study (Volumes I and II). K-12. Funded
Title III; under mandate from USOE, Title
III must conduct a statewide needs assess-
ment each year. Virginia chose the cognitive
domain as the first phase of its assessment
with some emphasis on the affective domain.
Phase II, the psychomotor domain, is currently
being conducted.

VIRGINIA
Dr. Milton
Bureau of E
Research
Curry Memor
Educatio
University
and
Virginia St

<u>Y</u> <u>ents</u>	<u>STATE</u> Resource	Category <u>PRIMARY TOPIC</u> Subtopics
Needs Assessment, Science. ESEA.	<u>IOWA</u> State Department	<u>Achievement</u> NEEDS ASSESSMENTS planning science
f an Inventory of to be used on a statewide 12. Federal and state	<u>MISSISSIPPI</u> Dr. Frank Lovell Assistant State Superintendent of Education State Department	<u>Achievement</u> NEEDS ASSESSMENTS
ment of Education has dent performance based program field test on a The needs assessment pro- al component of the compre- system. The field test is information about the per- grade children in reading and to yield information e student self-concept and school. Grade 3, applica- levels or other student cal support.	<u>NEVADA</u> State Department	<u>Achievement</u> NEEDS ASSESSMENTS planning reading mathematics
onal Needs Assessment and II). K-12. Funded mandate from USOE, Title a statewide needs assess- Virginia chose the cognitive rst phase of its assessment is on the affective domain. ychomotor domain, is currently	<u>VIRGINIA</u> Dr. Milton Jacobson Bureau of Educational Research Curry Memorial School of Education University of Virginia and Virginia State Department	<u>Achievement</u> NEEDS ASSESSMENTS cognitive domain affective domain psychomotor domain

A. ACCOUNTABILITY
PPBES (Planning, Programming, Budgeting
and Evaluation Systems)

STATE
Resource

A Budgeting and Evaluation System for the Public Schools. It is the purpose of this article to develop for the public schools a budget format which will present educational programs in terms of pupil achievement and relate these programs to expenditures. A manual shall be developed.

COLORADO
State Depart

Program Planning, Budgeting and Evaluating Systems (PPBES) Act. Provides for the development of program planning, budgeting and evaluation system for the public schools which must be used by each school district by July 1, 1973, and requires Board of Cooperative Services to adopt a budget and an appropriation resolution and to follow certain provisions of the school district budget law.

COLORADO
Amends 123-
State Depart

Florida Educational Management by Objectives System (FEMBOS) utilizes a discrepancy model for education evaluation which includes a student assessment, cost analysis and resource allocation resulting in improved management information for decision making. K-12. State support.

FLORIDA
Dr. Gilbert

PPBS model project with target date of system-wide implementation by 1975-76. Community Colleges. Local, state and federal support.

FLORIDA
Thomas Bake
Division of
State Depart

Mandate for the study by the State Board of Education of programmed budgeting by local school corporations with a 1977 implementation if feasible.

INDIANA
P. L. 309
Acts of 197

Programming, Budgeting (s)	<u>STATE</u> Resource	Category <u>PRIMARY TOPIC</u> Subtopics
n System for the e purpose of this e public schools a present educational l achievement and expenditures. A	<u>COLORADO</u> State Department	<u>Enacted Legislation</u> PPBES evaluation
ng and Evaluating vides for the develop- budgeting and evalua- c schools which must strict by July 1, 1973, perative Services to ropriation resolution visions of the school	<u>COLORADO</u> Amends 123-34-5 State Department	<u>Enacted Legislation</u> PPBES evaluation BOCS
ement by Objectives a discrepancy model which includes a analysis and resource mproved management making. K-12.	<u>FLORIDA</u> Dr. Gilbert Gentry, Chief	<u>Achievement</u> PPBES
arget date of system- 75-76. Community nd federal support.	<u>FLORIDA</u> Thomas Baker Division of Community Colleges State Department	<u>Achievement</u> PPBES community colleges
the State Board of udgeting by local a 1977 implementation	<u>INDIANA</u> P. L. 309 Acts of 1971	<u>Enacted Legislation</u> PPBES school corporation

B. ADMINISTRATION
Facilities

STATE
Resource

Provides for a study for the implementation of a State insurance program for all public school buildings.

GEORGIA
SB 34

Study on feasibility of maximizing use of school grounds and facilities by non-school groups after school hours and during vacation periods. Proposed in state legislature.

HAWAII
James Okamura
Facilities B
State Departm

Provides for state assumption of public school construction.

MARYLAND
HB 861

School Community Centers Program. A program designed to utilize school facilities in the evenings and over the weekends to provide educational-recreational activities for youth. These programs are planned and implemented through the cooperative efforts of the state and local agencies of education and parks and recreation. The state department of education is responsible for the approval and funding of the programs. Focused on teenagers -- other age groups can participate on space available basis. State support.

MARYLAND
Mildred L. S
Director, Of
Development
Maryland Sta
Education
600 Wyndhurs
Baltimore, M

Requests the Joint Budget and Audit Committee of the Legislature to study the design and construction costs of the schools.

MARYLAND
Mr. Allen R.
Assistant Di
Administra
State Depart

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
udy for the implementation nce program for all public	<u>GEORGIA</u> SB 34	<u>Enacted Legislation</u> FACILITIES insurance study
ity of maximizing use of school ities by non-school groups after during vacation periods. e legislature.	<u>HAWAII</u> James Okamura, Director Facilities Branch State Department	<u>Proposal</u> FACILITIES study
e assumption of public on.	<u>MARYLAND</u> HB 861	<u>Enacted Legislation</u> FACILITIES construction finance
Centers Program. A program ize school facilities in over the weekends to provide eational activities for youth. re planned and implemented erative efforts of the state es of education and parks and state department of education or the approval and funding Focused on teenagers -- can participate on space State support.	<u>MARYLAND</u> Mildred L. Sowers Director, Office of Curriculum Development Maryland State Department of Education 600 Wyndhurst Avenue Baltimore, Maryland 21210	<u>Achievement</u> FACILITIES utilization
nt Budget and Audit Committee re to study the design and ts of the schools.	<u>MARYLAND</u> Mr. Allen R. Gaddis Assistant Director of Administrative Services State Department	<u>Enacted Legislation</u> FACILITIES design construction study

B. ADMINISTRATION
Facilities

STATE
Resource

The county superintendent shall recommend to traffic safety officials of the State Roads Commission or the county government appropriate locations at or near the site of the school, of school construction, or of school condemnation for the posting of flashing signs indicating the need for caution.

MARYLAND
SB 737

New legislation enables local school boards to acquire property for access roads to public school buildings through the use of condemnation proceedings when not otherwise available.

NORTH CAR
State Dep

New legislation authorizes the State Highway Commission to pave and maintain driveways leading to all public school buildings.

NORTH CAR
State Dep

A revision in the school district capital outlay program through a combination of existing plans to provide a better continuing school building law.

UTAH
Sherman G
Auxiliary
State Boa

	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
shall recommend s of the State Roads overnment appropriate ite of the school, of school condem- flashing signs ution.	<u>MARYLAND</u> SB 737	<u>Enacted Legislation</u> <u>FACILITIES</u> safety construction
cal school boards cess roads to rough the use of hen not otherwise	<u>NORTH CAROLINA</u> State Department	<u>Enacted Legislation</u> <u>FACILITIES</u> roads
the State Highway ntain driveways ol buildings.	<u>NORTH CAROLINA</u> State Department	<u>Enacted Legislation</u> <u>FACILITIES</u> driveways
istrict capital ombination of a better continuing	<u>UTAH</u> Sherman G. Eyre Auxiliary Services State Board of Education	<u>Proposed Legislation</u> <u>FACILITIES</u> capital outlay

B. ADMINISTRATION
Laws and Codes

STATE
Resource

One-man-one-vote legislation in regard to certain local school boards.

SOUTH CAR
HB 1471
HB 2153
HB 1120
SN 74
(Citation

Proposed change in Cosmetology Code so that rehabilitated Public Offenders may be trained and certified to practice within the state. Bill drafted by Senate. (Rough Draft Folder 131) Proposed by Judson R. Finley.

ARIZONA
Judson R.
Division
Rehabi
Vocational
1620 E. P
Phoenix,

Due Process required in administrative proceedings.

SOUTH CAR
South Car
Act 1, Se

Assembly Resolution 52 establishes a study commission that will report back to the legislature and describe what must be done to put the education code into proper perspective. It is presently restrictive.

CALIFORNI
Assembly

The School Code was completely rewritten.

OKLAHOMA
HB 1125

School section of South Carolina Constitution. Amending proposed by Bell and Gressette.

SOUTH CAR
HB 2248
SB 598

Recodification of school laws. Proposed by Breazeale.

SOUTH CAR
HB 1365

<u>ON</u> <u>es</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
legislation in regard to certain ards.	<u>SOUTH CAROLINA</u> HB 1471 HB 2153 HB 1120 SN 74 (Citations not clear)	<u>Enacted Legislation</u> BOARDS
in Cosmetology Code so that ublic Offenders may be trained o practice within the state. Senate. (Rough Draft Folder 131) son R. Finley.	<u>ARIZONA</u> Judson R. Finley, Ph. D. Division of Vocational Rehabilitation Vocational Evaluation Unit 1620 E. Polk Street Phoenix, Arizona 84006	<u>Proposed Legislation</u> COSMETOLOGY CODE public offenders
quired in administrative proceedings.	<u>SOUTH CAROLINA</u> South Carolina Constitution, Act 1, Section 22.	<u>Enacted Legislation</u> DUE PROCESS
tion 52 establishes a study will report back to the legis- cribe what must be done to put ode into proper perspective. restrictive.	<u>CALIFORNIA</u> Assembly Resolution 52	<u>Commission</u> EDUCATION CODE study
was completely rewritten.	<u>OKLAHOMA</u> HB 1125	<u>Enacted Legislation</u> EDUCATION CODE
of South Carolina Constitution. ed by Bell and Gressette.	<u>SOUTH CAROLINA</u> HB 2248 SB 598	<u>Proposed Legislation</u> EDUCATION CODE
of school laws. Proposed by	<u>SOUTH CAROLINA</u> HB 1365	<u>Proposed Legislation</u> EDUCATION CODE

B. ADMINISTRATION
Laws and Codes

STATE
Resource

Amends Chapter 16, Education Code, relating to the operation of all school districts on a quarterly rather than a semester basis.

TEXAS
Chapter 16,
Education Code
HB 1078, Blan

Statement of availability of funds. District clerks, superintendents and presidents of boards of education now must sign a document certifying that the district has funds available to provide an "adequate instructional program" for the remainder of a school year and the first six months of the following year before any disbursement of funds can be made. Any person who "knowingly" makes an expenditure in violation of this provision or falsifies such certificate will be liable to the district for such expenditures.

OHIO
State Departme

Suspension of a school day before required six hours have elapsed. General Statute 115-36 (a) was amended to add the phrase "or any other condition requiring the termination of classes to specified conditions which authorize suspension of a school day prior to the time when six hours will have elapsed. This gives local boards of education and superintendents more discretionary flexibility in dismissing pupils prior to the scheduled dismissal time.

NORTH CAROLINA
General Statut

The State Board shall adopt standards for defining "school day."

OHIO
Section 3313.4

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
tion Code, relating to ool districts on a semester basis.	<u>TEXAS</u> Chapter 16, Education Code. HB 1078, Blanton.	<u>Enacted Legislation</u> <u>EDUCATION CODE</u> school year division
y of funds. District and presidents of must sign a document istrict has funds available instructional program" chool year and the first ing year before any dis- e made. Any person who enditure in violation sifies such certificate istrict for such	<u>OHIO</u> State Department	<u>Enacted Legislation</u> <u>FUNDS</u>
ay before required General Statute o add the phrase requiring the termination conditions which a school day prior rs will have elapsed. of education and cretionary flexibility or to the scheduled	<u>NORTH CAROLINA</u> General Statute 115-36(a)	<u>Enacted Legislation</u> <u>SCHOOL DAY</u>
opt standards for	<u>OHIO</u> Section 3313.48	<u>Enacted Legislation</u> <u>SCHOOL DAY</u>

B. ADMINISTRATION
Laws and Codes

STATE
Resource

Parent-Teacher Conferences. Districts may designate as many as four half-days of school per year to be utilized as parent-teacher conference days. The school year set forth by the General Assembly calls for 182 school days with options for the parent-teacher conferences and two days for professional meeting days.

OHIO
HB 475

Defines student records. Requires all student records maintained by elementary and secondary schools to be confidential and open to inspection only in accordance with procedures adopted by the local school board. Establishes procedure for releasing student behavioral records for use in civil or criminal court proceedings. Amends ORS 44.040 and declares that certificated staff-student conversations are privileged and may not be revealed in court proceedings if such conversations would tend to damage or incriminate the student or his family. Authorizes suspension of certificate of staff member violates this confidence. Removes student records from the category of public records as defined by ORS 192.005.

OREGON
SB 160

State Board approved Guidelines (September, 1971) for the development of Student Rights and Responsibilities in every district - mandated by February 1972. Grades 7-12. State support.

DELAWARE
Mr. Ervin Mar
State Departm

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>nces. Districts may our half-days of school d as parent-teacher school year set forth y calls for 182 school the parent-teacher con- for professional</p>	<p><u>OHIO</u> HB 475</p> <p><u>Enacted Legislation</u> SCHOOL DAY teachers parents conferences</p>
<p>s. Requires all student elementary and secondary tial and open to inspection h procedures adopted by . Establishes procedure for vioral records for use in t proceedings. declares that certifi- versations are privileged ed in court proceedings if ld tend to damage or in- or his family. Authorizes ate of staff member nce. Removes student gory of public records 005.</p>	<p><u>OREGON</u> SB 160</p> <p><u>Enacted Legislation</u> STUDENT RECORDS conduct teachers public information</p>
<p>Guidelines (September, ment of Student Rights in every district - mandated ades 7-12. State support.</p>	<p><u>DELAWARE</u> Mr. Ervin Marsh State Department</p> <p><u>Achievement</u> STUDENT RIGHTS student responsibilities</p>

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B. ADMINISTRATION
Laws and Codes

STATE
Resource

Comparison of advantages in using privately-
versus state-school-operated buses.

HAWAII
Legislature
Henry Imanak
Transportati.
Department o
1037 South B
Honolulu, Ha

Provides for liability insurance on school buses
of not less than \$10,000 per person and \$100,000
per accident. Signed March 3, no effective date.

MONTANA
HB 171 (75-7

Legislative Commission to study Hazardous
Conditions. School bus safety.

NEW JERSEY
Assemblyman
Garibaldi
25 Forsgate
Jamesburg, N

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
in using privately- ated buses.	<u>HAWAII</u> Legislature Henry Imanaka, Administrator Transportation Department of Education 1037 South Beretania Street Honolulu, Hawaii 96814	<u>Proposed Legislation</u> TRANSPORTATION study
nsurance on school buses per person and \$100,000 rch 3, no effective date.	<u>MONTANA</u> HB 171 (75-7011)	<u>Enacted Legislation</u> TRANSPORTATION insurance
o study Hazardous safety.	<u>NEW JERSEY</u> Assemblyman Peter P. Garibaldi 25 Forsgate Drive Jamesburg, New Jersey 08831	<u>Commission</u> TRANSPORTATION safety

B. ADMINISTRATION
Miscellaneous

STATE
Resource

Development of recommendations to deal with the problem of desegregating the state-owned institutions. State support.

PENNSYLVANIA
Dr. Frederic K. Miller
Commissioner for High
Education
P. O. Box 911
Harrisburg, Pennsylvania
17126

Hudzik Report -- a comprehensive study of library services in Michigan.

MICHIGAN
Roger Tilles
Director, School Law and
Legislative Affairs
State Department

Expansion of library services recommended by State Department of Education.

MICHIGAN
Roger Tilles
Director, School Law and
Legislative Affairs
State Department

Centralizing Food Manufacturing and Review of School Lunch Program proposed by legislature.

HAWAII
Stanley Doucette, Director
School Lunch Program
1106 Koko Head Avenue
Honolulu, Hawaii 9681

Michigan State Board of Education recommends that, contingent upon realization of an increased appropriation, legislation be prepared and introduced making it mandatory that all financially needy children be provided free or reduced-price meals.

MICHIGAN
Roger Tilles
Director, School Law and
Legislative Affairs
State Department

<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
lations to deal with ing the state-owned port.	<u>PENNSYLVANIA</u> Dr. Frederic K. Miller Commissioner for Higher Education P. O. Box 911 Harrisburg, Pennsylvania 17126 <u>Achievement</u> <u>DESGREGATION</u> recommendations
prehensive study of higan.	<u>MICHIGAN</u> Roger Tilles Director, School Law and Legislative Affairs State Department <u>Achievement</u> <u>LIBRARY</u> study
ervices recommended by cation.	<u>MICHIGAN</u> Roger Tilles Director, School Law and Legislative Affairs State Department <u>Proposal</u> <u>LIBRARY</u>
facturing and Review of proposed by legislature.	<u>HAWAII</u> Stanley Doucette, Director School Lunch Program 1106 Koko Head Avenue Honolulu, Hawaii 96816 <u>Proposed Legislation</u> <u>LUNCH</u>
Education recommends realization of an n, legislation be pre- making it mandatory that children be provided meals.	<u>MICHIGAN</u> Roger Tilles Director, School Law and Legislative Affairs State Department <u>Proposed Legislation</u> <u>LUNCH</u> disadvantaged

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B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

Definition of duties of State Board of Education, including requirement of evaluation of education programs of school districts with advice of a legislative committee and requirement for board recommendations for policies and programs.

CONNECTICUT
PA 665

An Act to Amend the Education Law to permit cities with a population of between one hundred twenty-five thousand and one million to join Boards of Cooperative Educational Services. The purpose of the proposed legislative proposal is to provide regional services to school districts on a planned basis and to provide for economy and efficiency through the inclusion of all districts within the region. Developing regional undertakings of many types, E.T.V., data processing, cooperative purchasing, education of severely handicapped, services for disadvantaged youth, regional libraries, occupational education, and many other endeavors depend on volume of use for efficient and economical operations, are costly if done by a single district. Collaborative efforts make possible better education and service on a more economical basis. Proposed by State Education Department.

NEW YORK
Robert D. Stone
Deputy Commissioner for
Legal Affairs
State Department

<u>Positions</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
of Education, of education vice of a for board grams.	<u>CONNECTICUT</u> PA 665	<u>Enacted Legislation</u> BOARDS committees duties evaluation recommendations
permit cities red twenty- Boards of e purpose is to istricts on onomy and ll districts al under- rocessing, severely ed youth, ation, and of use for are costly orative n and Proposed by	<u>NEW YORK</u> Robert D. Stone Deputy Commissioner for Legal Affairs State Department	<u>Proposed Legislation</u> BOARDS school district cooperation BOCES

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

Assembly Bill 2800 introduced by Assemblyman Walter Karabian at the request of Superintendent is designed to completely reorganize the system of educational advisory bodies in California. Existing law established 26 educational advisory bodies. These are variously identified as Commissions, Committees, Boards, Councils, etc. Some of these groups are advisory, others have policy making authority. This bill restructures 14 of the existing bodies and reduces them to 6.

CALIFORNIA
State Department

An amendment relating to the organization of Regional Planning Commissions.

TEXAS
SB 242 - Kennard
Amending Article
1011m, V.C.S.

Acts relating to Indians -- Legislation was enacted authorizing a school committee for two Indian reservations.

MAINE
Chapter 383-384
1971

Redefining of functions and role of the District School Advisory Councils.

HAWAII
Section 296-7
Hawaii Revised St

<u>Councils, Positions</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
duced by Assemblyman request of Superintendent y reorganize the system bodies in California. 26 educational advisory usly identified as Boards, Councils, etc. advisory, others rity. This bill re- sting bodies and reduces	<u>CALIFORNIA</u> State Department	<u>Enacted Legislation</u> COMMISSIONS committees boards councils organization
the organization missions.	<u>TEXAS</u> SB 242 - Kennard Amending Article 1011m, V.C.S.	<u>Enacted Legislation</u> COMMISSIONS regional planning organization
-- Legislation was hool committee ons.	<u>MAINE</u> Chapter 383-384 1971	<u>Enacted Legislation</u> COMMITTEES minorities Indians
and role of the Councils.	<u>HAWAII</u> Section 296-7 Hawaii Revised Statutes	<u>Enacted Legislation</u> COUNCILS advisory district

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B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

Broadens responsibilities of Educational Coordinating Council to include planning and evaluation of educational programs and goals at all levels. Requires Council to develop a statewide data system capable of providing information basic to policy formation by governing boards and appropriate governmental bodies. Requires Council staff members to attend meetings of the State Board of Education, State Board of Higher Education, and legislative committees related to education. Contains other provisions.

OREGON
SB 537

Legislative Council studying Manpower Training: In cooperation with the manpower planning council, to prepare recommendations for an appropriate organization of state agencies engaged in manpower training.

UTAH
Lewis Lloyd, Director
Utah Legislative Council

Family Court -- DOE Liaison to handle juvenile delinquents.

HAWAII
Mrs. Beverly Lee, DOE
1270 Queen Emma Street
Honolulu, Hawaii

Consolidated Application for ESEA Title I, II, III, Title I, Migrant, Johnson O'Malley, NDEA Title III and two state funded programs. This is in the developmental state and will be field-tested during the 1972-73 school year. K-12. Federal and State support.

WASHINGTON
Mr. Gerrard Carlstrom
State Department

National Dissemination Project -- assist USOE as secretariat after Texas

SOUTH CAROLINA
State Department

<u>Councils, Positions</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
<p>Educational le planning and grams and goals il to develop a of providing ormation by te governmental ff members to Board of er Education, ated to educa- ons.</p>	<p><u>OREGON</u> SB 537</p>	<p><u>Enacted Legislation</u> <u>COUNCILS</u> planning evaluation information system</p>
<p>Manpower Training: ver planning ations for an ate agencies</p>	<p><u>UTAH</u> Lewis Lloyd, Director Utah Legislative Council</p>	<p><u>Council</u> <u>COUNCILS</u> manpower training organization</p>
<p>to handle juvenile</p>	<p><u>HAWAII</u> Mrs. Beverly Lee, DOE 1270 Queen Emma Street Honolulu, Hawaii</p>	<p><u>Achievement</u> <u>DELINQUENTS</u></p>
<p>ESSEA Title I, anson O'Malley, funded elopmental d during 2. Federal</p>	<p><u>WASHINGTON</u> Mr. Gerrard Carlstrom State Department</p>	<p><u>Achievement</u> <u>DISADVANTAGED</u> books library innovative programs equipment</p>
<p>to -- assist USOE</p>	<p><u>SOUTH CAROLINA</u> State Department</p>	<p><u>Achievement</u> <u>DISSEMINATION</u></p>

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

Research Information Unit - one of three pilot dissemination projects in Nation (emphasizing field agent concept).

SOUTH CAROLINA
State Department

Allows local school boards and/or 20% or more of the registered voters to initiate a change in the manner in which school board is selected, including several variations of election and appointment.

INDIANA
P. L. 315
Acts of 1971

State Department of Education has established a legislative liaison office to give the legislature the information it needs, on time.

CALIFORNIA
State Department

Project Management and Reporting System. Statewide. State Support.

HAWAII
Thomas Yamasaki
Management Research
State Department

Creation of a Division of Instruction at the State Department of Education by merging with the former Elementary and Secondary Divisions. K-12. State support.

ALABAMA
J. C. Blair,
Division of Instruction
State Department

Boards of Cooperative Services. To provide state support for the 17 regional boards of cooperative services (BOCS) by appropriating annually to each BOCS a sum of \$25,000.

COLORADO
Dr. Carl Anderson
State Department

<u>Boards, Councils, Positions</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
ion Unit - one of three on projects in Nation (agent concept).	<u>SOUTH CAROLINA</u> State Department	<u>Achievement</u> <u>DISSEMINATION</u> information system
ol boards and/or 20% or tered voters to initiate anner in which school board uding several variations of ntment.	<u>INDIANA</u> P. L. 315 Acts of 1971	<u>Enacted Legislation</u> <u>ELECTIONS</u> boards
of Education has established ison office to give the nformation it needs, on time.	<u>CALIFORNIA</u> State Department	<u>Achievement</u> <u>LEGISLATION</u> information system
t and Reporting System. Support.	<u>HAWAII</u> Thomas Yamashita, Director Management Review and Audit State Department	<u>Achievement</u> <u>MANAGEMENT SYSTEM</u>
ision of Instruction at the of Education by merging with itary and Secondary Divisions. ort.	<u>ALABAMA</u> J. C. Blair, Director Division of Instruction State Department	<u>Achievement</u> <u>ORGANIZATION</u> instruction
ative Services. To provide the 17 regional boards of ces (BOCS) by appropriating BOCS a sum of \$25,000.	<u>COLORADO</u> Dr. Cal Anderson State Department	<u>Proposed Legislation</u> <u>ORGANIZATION</u> boards BOCS funding

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

The 1970 Illinois State Constitution provides for the creation of a State Board of Education with the authority to appoint the Superintendent of Public Instruction. This proposal is currently being studied by a number of different groups including the Illinois Education Association, the Illinois Federation of Teachers, the Illinois Agricultural Association, and the School Problems Commission. It is presently in its framework as yet agreed to by the various groups. These organizations are not researching and debating such elements as: (1) whether or not the board should be elective or appointive, or both; (2) the specific functions and responsibilities of the Board; and (3) the numerical and geographic makeup of the Board. There is, however, a bill filed in the House which would establish an appointive Board of eleven members to formulate general educational policies as well as rules and procedures for the Board itself. Under this bill, the Board would also investigate the necessity and feasibility of transferring certain powers and duties now held by the Superintendent of Public Instruction to the Board. The Superintendent would become the Executive Officer of the Board and as such be responsible for the implementation of the Board's policies. An amendment to HB 1903 would have the Board appoint a Commissioner of Education to replace the Superintendent of Public Instruction. The amendment would also give the Board the power to develop recommended guidelines and procedures for its own functions and those of the Commissioner and to report these recommendations to the Governor and the legislature by February of 1973.

ILLINOIS
HB 1903
 Representat
 Chapman
 Representat
 Scariand
 State House
 Capitol Buil
 Springfield

<u>Boards, Councils, Positions</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>State Constitution provides of a State Board of Education to appoint the Superintendent of Education. This proposal is studied by a number of differing the Illinois Education Illinois Federation of Teachers Agricultural Association, and the Commission. It is presently as yet agreed to by the These organizations are not debating such elements as: (1) the board should be elective both; (2) the specific functions of the Board; and (3) the geographic makeup of the board. However, a bill filed in the State House of Representatives to establish an appointive Board to formulate general educational policies as well as rules and procedures for itself. Under this bill, the Board will investigate the necessity and transferring certain powers and duties to the Superintendent of Public Education. The Superintendent will be the Executive Officer of the Board and responsible for the implementation of the Board's policies. An amendment to the Board appoint a Commission to replace the Superintendent of Education. The amendment would transfer the power to develop recommendations and procedures for its own use of the Commissioner and to submit recommendations to the Governor by February of 1973.</p>	<p><u>ILLINOIS</u> HB 1903 Representative Eugenia Chapman and/or Representative Anthony Scariano State House of Representatives Capitol Building Springfield, Illinois 62706</p>	<p><u>Proposed Legislation</u> <u>ORGANIZATION</u> boards superintendent study</p>

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

Urban Education: This bill creates a Department of Urban Education within the Office of the Superintendent of Public Instruction. The purpose of this Department is to deal with the special problems of urban education and to develop programs which will effectively combat these problems.

ILLINOIS
SB 805
PA 77-1

School District Reorganization: This proposal would create an appointive state committee and district committees to develop and implement plans for the reorganization of Illinois' 1,144 school districts. The state committee will be representative of all areas of the state-urban, suburban, and rural. The district committees will be composed of individuals from within the individual reorganization districts. The state committee would develop criteria for the reorganization of the districts and if the local districts cannot develop an effective plan, the state committee would then propose a reorganization plan. This particular plan is modeled after the Michigan Act of 1964. Changes have been made, however, to meet the participation, and allow for greater flexibility in dealing with the problems expected. It is believed that the consolidation of small districts into larger units will raise the quality of education by increasing the base of local revenue. This should produce an equalization of resources among school districts. Proposed by the Office of the Superintendent of Public Instruction.

ILLINOIS
Mr. Fre
Director
Rese
State D

<u>Boards, Councils, Positions</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>This bill creates a Department within the Office of Public Instruction. The Department is to deal with the urban education and to which will effectively combat</p>	<p><u>ILLINOIS</u> SB 805 PA 77-1631</p>	<p><u>Enacted Legislation</u> ORGANIZATION urban education</p>
<p>Organization: This proposal appointive state committee and to develop and implement organization of Illinois' 1,144. The state committee will be in all areas of the state-urban, . The district committees individuals from within organization districts. The would develop criteria for of the districts and if the not develop an effective committee would then propose a . This particular plan is Michigan Act of 1964. Changes ever, to meet the partici- or greater flexibility in problems expected. It is consolidation of small er units will raise the n by increasing the base This should produce an sources among school districts. Office of the Superintendent of</p>	<p><u>ILLINOIS</u> Mr. Fred Owens Director of Legislative Research State Department</p>	<p><u>Proposed Legislation</u> ORGANIZATION districts committee</p>

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

An Act to Reorganize the Department of Education. This measure was one of several enacted to reorganize State agencies. Its principal provisions are (1) establishment of a Department of Education and Cultural Resources which in addition to the Department of Education as previously constituted would include the Maine Education Council, the Maine Commission for Higher Education Facilities, the Advisory Council on Vocational Education, Maine representatives to the New England Board of Higher Education, the Maine School Building Authority, the Governor Baxter School for the Deaf, the Maine State Commission on the Arts and the Humanities, the State Museum, the Maine State Museum Commission, the State Historical and the Maine State Library. The statute changed the appointment of the Commissioner from State Board of Education to appointment by the Governor. This section became effective September 23, 1971. Further implementation of the reorganization plans was presented to a special session held in January 1972. The action contemplates elimination of the State Board of Education as a policy-making agency with statutory authority and replacing it with an advisory board of 15 members, 8 of whom are to be appointed by the Governor and the others selected as representatives of various educational organizations.

MAINE
Chapter

<u>Commissions, Councils, Positions</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Department of was one of several state agencies. Its (1) establishment ation and Cultural tion to the Department sly constituted would tion Council, the gher Education Facilities, Vocational Education, to the New England Board e Maine School Building Baxter School for the ommission on the Arts State Museum, the ission, the State e State Library. The ointment of the Board of Education overnor. This section ber 23, 1971. Further eorganization plans ial session held in on contemplates e Board of Education cy with statutory it with an advisory of whom are to be or and the others ives of various ns.</p>	<p><u>MAINE</u> Chapter 492, 1971</p>	<p><u>Enacted Legislation</u> ORGANIZATION state department commissioner boards councils commissions</p>

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

Reorganization of the Curriculum Section of the Division of Instruction. The Consultants and Staff Specialists in ten (10) subject matter areas have been assigned to task forces for 50% of their time; the other 50% of the time is spent in the area of the content assignment. The task forces are working on five top priorities of the State Department of Education, namely: (1) Evaluation, (2) Environmental Education, (3) Health, (4) Human Relations, and (5) Reading. K-12. State and federal support.

MARYLAND
Mildred
State D

The position of a state director of community school programs is established in the department of education. A 25-member advisory council is established. School boards are authorized to initiate programs and provide supervision. Reimbursement is provided for 50% of salaries of local directors but not to exceed \$5000 per year per director for a maximum of 67 directors. Priority granted to schools engaging in cooperative ventures.

MINNESOTA
Chapter
1971 Se

Add new feature to Minimum Education Program that would provide a minimum of one (1) instructional supervisor for each district with one (1) additional supervisor for each 200 teacher units. Proposed by Mississippi Education Association and State Department of Education.

MISSISSIPPI
C. A. J
State D

Establishes a division of educational television within the State Superintendent's Office.

MONTANA
SB 301

<u>ION</u> <u>n, Boards, Councils, Positions</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
<p>of the Curriculum Section of the struction. The Consultants and ts in ten (10) subject matter assigned to task forces for ne; the other 50% of the time area of the content assignment. are working on five top priorities partment of Education, namely: (2) Environmental Education, Human Relations, and (5) Reading. d federal support.</p>	<p><u>MARYLAND</u> Mildred L. Sowers State Department</p>	<p><u>Achievement</u> <u>ORGANIZATION</u> curriculum</p>
<p>a state director of community is established in the department A 25-member advisory council is chool boards are authorized to ms and provide supervision. Re- provided for 50% of salaries of but not to exceed \$5000 per year r a maximum of 67 directors. d to schools engaging in cooperative</p>	<p><u>MINNESOTA</u> Chapter 900 1971 Session Laws</p>	<p><u>Enacted Legislation</u> <u>ORGANIZATION</u> community schools councils</p>
<p>to Minimum Education Program vide a minimum of one (1) supervisor for each district ditional supervisor for r units. Proposed by cation Association and t of Education.</p>	<p><u>MISSISSIPPI</u> C. A. Johnson State Department</p>	<p><u>Proposal</u> <u>ORGANIZATION</u> supervision</p>
<p>division of educational tele- he State Superintendent's</p>	<p><u>MONTANA</u> SB 301</p>	<p><u>Enacted Legislation</u> <u>ORGANIZATION</u> television</p>

E. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

Adds a nonvoting student representative to the Board of Education; provides that the member shall be the student body president of one of the six units of the University System.

MONTANA
HB 481
(75-5602)

Full Staffing of Positions. Supervisory positions, many of which have been authorized by the legislature, should be funded for social studies, health and physical education, art, science, conservation education, educational facilities planning and educational television. School districts frequently request technical and consultative assistance in these areas. Presently, the Office of the Superintendent of Public instruction can provide only the limited assistance of supervisors who have other priority assignments. To attract qualified persons, competitive salaries should be budgeted. In addition, travel allowances are needed if these supervisors are to fulfill their responsibilities in assisting local schools with curriculum development and facilities planning.

MONTANA
State Department

Legislation to create one single school district for education in New Mexico from the present 89 school districts. Proposed by Senator Edmundo Delgado.

NEW MEXICO
Senator Edmundo Delgado
Capitol Building
Santa Fe, New Mexico

<u>Positions</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
ve to the sident rsity	<u>MONTANA</u> HB 481 (75-5602)	<u>Enacted Legislation</u> ORGANIZATION boards students higher education
sory posi- rized by r social on, art, cational television. technical areas. tendent ly the o have act ies avel visors s in lum	<u>MONTANA</u> State Department	<u>Proposal</u> ORGANIZATION supervision
ool from oposed	<u>NEW MEXICO</u> Senator Edmundo Delgado Capitol Building Santa Fe, New Mexico 87501	<u>Proposed Legislation</u> ORGANIZATION district equalization

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

The Education Act of 1960 mandated that the newly-created Board of Regents do the following: Establish a reorganized department of education, provide for its staffing and organization and to appoint as its chief executive officer and as chief administrative officer of said department a Commissioner of Education. Dr. Fred G. Burke was appointed Commissioner of Education in January of 1971 and immediately proceeded to work with task forces in reorganizing the department of Education. A Management Team of Assistant Commissioners was formed to work with him in overall planning and in establishing guidelines for action. Each of the six assistant commissioners has line responsibility for departmental divisions which insures implementation of plans to be carried out.

RHODE IS
State De

Reorganization of State Education Agency to enhance the internal flow of information and the external service potential.

SOUTH DA
State Su
Don Barn
State Ca
Pierre,

Decentralization of State Education Agency Staff to provide better service to LEA's. State and federal support.

SOUTH DA
State Su
Don Barn
State Ca
Pierre,

Boards, Councils, Positions

STATE
Resource

Category
PRIMARY TOPIC
Subtopic

of 1969 mandated that the
rd of Regents do the following:
anized department of education,
taffing and organization and
chief executive officer and
rative officer of said depart-
er of Education. Dr. Fred G.
ed Commissioner of Education
1 and immediately proceeded
forces in reorganizing the
cation. A Management Team
issioners was formed to work
ll planning and in establishing
tion. Each of the six assis-
s has line responsibility
divisions which insures
plans to be carried out.

RHODE ISLAND
State Department

Achievement
ORGANIZATION
commissioner

State Education Agency to
nal flow of information and
ice potential.

SOUTH DAKOTA
State Superintendent
Don Barnhart
State Capitol Building
Pierre, South Dakota 57501

Achievement
ORGANIZATION

of State Education Agency
better service to LEA's.
support.

SOUTH DAKOTA
State Superintendent
Don Barnhart
State Capitol Building
Pierre, South Dakota 57501

Achievement
ORGANIZATION
decentralization

40

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

Creation of a Technical Assistance Program staffed with specialists designed to assist local school divisions in identifying, attacking, and solving human relations, organizational, administration and instructional problems resulting from desegregation. K-12. Federal, state and local support.

VIRGINIA
Dr. Robert T. Greene
Special Assistant
Technical Assistance Program
State Department

This bill, known as the Regionalization Bill, calls for the delineation of regions, the establishment of administrative structures to govern the work of the regions and outlines the powers and duties of such bodies. The Governor is charged in the bill with the responsibility for planning and development in order to (1) achieve the objectives and policies necessary for orderly growth and development of the state; (2) facilitate intergovernmental cooperation; and (3) designate regions and provide for the creation of regional planning and development councils.

WEST VIRGINIA
HB 3
8-25-1, 8-2515
Code of West Virginia

Up until July 1971, the Department of Education, Division of State-Operated Schools, administered the educational program in schools directly operated by the state of Alaska. These included rural and regional schools and schools on Alaska military bases. Approximately 17,000 students in kindergarten through the twelfth grade attend schools ranging in sizes from ten students and one teacher to 3,000 students and 100 teachers.

ALASKA
Alaska Statutes
Chapter 46

(continued)

<u>s, Positions</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopic</u>
Program to assist ing, tions, d instruc- segregation. upport.	<u>VIRGINIA</u> Dr. Robert T. Greene Special Assistant Technical Assistance Program State Department	<u>Achievement</u> <u>ORGANIZATION</u> multi-group education desegregation
zation Bill, ons, the tructures to d outlines the The Governor esponsibility rder to (1) es necessary for the state; cooperation; vide for the development	<u>WEST VIRGINIA</u> HB 3 8-25-1, 8-2515 Code of West Virginia	<u>Enacted Legislation</u> <u>ORGANIZATION</u> regions
nt of Education, s, administered s directly opera- se included rural on Alaska mili-) students in grade attend n students and d 100 teachers.	<u>ALASKA</u> Alaska Statutes Chapter 46	<u>Achievement</u> <u>SCHOOL CORPORATION</u> organization boards

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

(continued)

At the close of the fiscal year, the administration of State-Operated Schools was transferred from the Department of Education to a separate corporation known as the Alaska State-Operated School System. A board of directors for State-Operated Schools was appointed during the fiscal year and assumed exclusive management and control of all State-Operated School matters on July 1, 1971.

ALASKA

The new board is empowered to develop a philosophy of education, principals, and goals for the State-Operated School System; select and employ the State-Operated Schools' director of education, approve the employment of school personnel and establish salaries for the certificated staff; promulgate rules and regulations covering organization, policies and procedures; submit an annual operational budget to the governor for inclusion in the regular state budget; establish, maintain, operate, discontinue, and combine State-Operated schools where it considers necessary; provide for the construction, purchase, rental, maintenance and equipment of the school facilities; and pay tuition and boarding or transportation costs of secondary students living in areas where high-school programs are not available.

During the fiscal year, administrative responsibility was shifted to the Anchorage State-Operated Schools' office. Budget, payroll, and purchasing responsibilities for all rural and on-base schools were carried out by the Anchorage Office staff.

<u>s, Councils, Positions</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopic
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ical year, the administra-
Schools was transferred
Education to a separate
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ppointed during the fiscal
sive management and control
School matters on July 1,

ALASKAAchievment

ered to develop a philo-
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ool System; select and
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employment of school per-
alaries for the certificated
s and regulations covering
and procedures; submit an
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state budget; establish,
continue, and combine State-
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ruction, purchase, rental,
ment of the school facil-
n and boarding or trans-
condary students living in
ol programs are not available.

r, administrative responsi-
the Anchorage State-
ice. Budget, payroll, and
lities for all rural and on-
ried out by the Anchorage

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
 Resource

Amends Indiana Constitution to allow General Assembly to determine the method of selecting the State Superintendent of Public Instruction, an office now filled by election every two years. (To be decided by the voters in November, 1972).

INDIANA
 PL 493
 Acts of 1971

A systematic program of offering Team Services to the public schools through the use of a systems model. K-12. Federal, state and local support.

IDAHO
 Wayne Phillips,
 State Department

Task Force proposed to strengthen Department of Education and provide greater management flexibility at school district level.

FLORIDA
 Herman Myers
 Associate Commis
 for Budget Pl
 Development
 State Department

Research Centers -- Through a \$400,000 Legislative appropriation, last year, the Department of Education established two new education and research demonstration centers, bring to four the number of state projects in this area. The new centers are the Grant School State Learning Center in Trenton and the Center for Education Technology. The Grant School project is a training and demonstration center for exemplary programs in early childhood education. The Education Technology Center aims to teach and develop new techniques in the use of educational media. K-12. Federal and state support.

NEW JERSEY
 Mr. Stanley Søle
 State Department

<u>Titles, Positions</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopic</u>
to allow General method of selecting Public Instruction, revision every two years. (in November, 1972).	<u>INDIANA</u> PL 493 Acts of 1971	<u>Enacted Legislation</u> <u>SUPERINTENDENT</u>
ing Team Services the use of a 1, state and local	<u>IDAHO</u> Wayne Phillips, State Department	<u>Achievement</u> <u>TEAM SERVICES</u> systems model
then Department of management flexi- el.	<u>FLORIDA</u> Herman Myers Associate Commissioner for Budget Planning and Development State Department	<u>Proposal</u> <u>TASK FORCE</u> districts management
\$400,000 Legisla- the Department new education and s, bring to four in this area. The ool State Learning ter for Education project is a nter for exemplary ducation. The aims to teach and use of educational ate support.	<u>NEW JERSEY</u> Mr. Stanley Salett State Department	<u>Achievement</u> <u>TEACHER TRAINING</u> early childhood education educational media research

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resour

Conducting workshops and seminars in Reading,
Drug Education, Curriculum Development, and
School Finance.

NORTH
Kay Sk
Dr. Da
Richar
H. J.
State

<u>LOCATION</u> on, Boards, Councils, Positions	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopic
workshops and seminars in Reading, Curriculum Development, and	<u>NORTH DAKOTA</u> Kay Skavanger (Reading) Dr. David Lee (Drug) Richard K. Klein (Curric.) H. J. Snortland (Finance) State Department	<u>Achievement</u> <u>TEACHER TRAINING</u> workshops seminars reading drug education curriculum finance

B. ADMINISTRATION
School District Organization

STATE
Resource

Directing the legislative council's education committee to study the composition and method of election of the Milwaukee board of school directors and related subjects. Report to 1973 legislature.

WISCONSIN
AJR 33
Representative
Brown

Development of community schools in Florida districts. K-Jr. Coll. State support.

FLORIDA
Dr. J. V.
State Director

Proposal for School District Reorganization. A School Reorganization proposal will be submitted to the 1972 legislative session. This bill would authorize and direct the State Board of Education to establish a commission for school district reorganization. Upon receipt of a proposal the State Board would have authority to make the final determination on school district boundaries. Proposed by State Board of Education.

IDAHO
Dr. Roy
State Director

Reduces the population classification of first class elementary school districts from 8,000 to 6,000; second class population to 1,000 or more but less than 6,500.

MONTANA
HB 517
(75-650)

Provides a voluntary consolidation and annexation plan for school districts and provides an effective date. Signed March 1, 1971: effective on passage and approval.

MONTANA
HB 553

<u>Organization</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopic</u>
ve council's education composition and method auke board of school subjects. Report to	<u>WISCONSIN</u> AJR 33 Representatives Grover and Brown	<u>Council</u> <u>BOARDS</u> composition
y schools in Florida State support.	<u>FLORIDA</u> Dr. J. W. Crenshaw State Department	<u>Achievement</u> <u>COMMUNITY SCHOOLS</u>
trict Reorganization. proposal will be legislative session. ze and direct the n to establish a istrict reorganiza- a proposal the State ity to make the school district y State Board of	<u>IDAHO</u> Dr. Roy Truby State Department	<u>Proposal</u> <u>DISTRICT BOUNDARIES</u> commission
classification of first districts from 8,000 population to 1,000 or 0.	<u>MONTANA</u> HB 517 (75-6503)	<u>Enacted Legislation</u> <u>DISTRICT CLASSIFICATION</u>
nsolidation and ool districts and late. Signed March 1, sage and approval.	<u>MONTANA</u> HB 553	<u>Enacted Legislation</u> <u>DISTRICT CONSOLIDATION</u> annexation

B. ADMINISTRATION
School District Organization

STATE
Resource

The Education Act of 1969 required that the Regents recommend school district size and number by March 1972. A variety of studies over the past few years combined with a recent comprehensive study by consultants engaged by the Regents have produced inconclusive and somewhat confusing evidence that redistricting in Rhode Island before goals have been established in the Master Plan would be premature.

RHODE ISLAND
Joseph A.
Community
State Depa

Provides that the board of regents may have additional time to report as to the size and number of school districts necessary within the state.

RHODE ISLAND
Chapter 13

School Division Criteria Study Commission. Studying the size and composition of school divisions in Virginia.

VIRGINIA
Mr. John B.
Director of
Statute
Drafting

Interim Study Committee of School Systems and School Standards considering district structure, including local educational agency, intermediate units, county system, and merged area community colleges.

IOWA
Mr. Gerry
Legislative

Elimination of non-high school districts.

MICHIGAN
SB 442 introduced
1971 and in
Committee
in 1972.

<u>Organization</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopic</u>
1969 required that the school district size and A variety of few years combined comprehensive study by con- The Regents have produced what confusing evidence in Rhode Island before goals in the Master Plan would	<u>RHODE ISLAND</u> Joseph A. Thibeault Community Relations Officer State Department	<u>Proposal</u> <u>DISTRICT SIZE</u> number study
ard of regents may have report as to the size districts necessary	<u>RHODE ISLAND</u> Chapter 13-H1073	<u>Enacted Legislation</u> <u>DISTRICT SIZE</u> number
eria Study Commission. composition of school a.	<u>VIRGINIA</u> Mr. John B. Boatwright, Jr. Director of Division of Statutory Research and Drafting	<u>Commission</u> <u>DISTRICT SIZE</u> composition study
tee of School Systems considering district local educational agency, county system. and colleges.	<u>IOWA</u> Mr. Gerry D. Rankin Legislative Fiscal Director	<u>Committee</u> <u>DISTRICT STRUCTURE</u> intermediate units community colleges
high school districts.	<u>MICHIGAN</u> SB 442 introduced in 1971 and in House Education Committee for consideration in 1972.	<u>Proposed Legislation</u> <u>ELIMINATION</u>

B. ADMINISTRATION
School District Organization

STATE
 Resource

Organization of educational evaluation committees in various school districts -- each to be of ten members -- no more than two to be teachers -- remainder to be parents or concerned citizens.

NEW MEXICO
 Senate Mem

Providing local districts with improved operating capacities.

TEXAS
 State Depa

Staff development and staff utilization projects in a local school administrative unit. K-12. Local and federal support.

NORTH CARO
 Wayne Brad
 Wilkes Cou
 Wilkesboro

Contracts for Assistant Superintendents. An amendment to General Statute 115-44 and General Statute 115-142(b) permits local boards of education to contract with assistant and associate superintendents for a term of from one to four years, but not to exceed the expiration date of the superintendent's contract.

NORTH CARO
 General St
 General St

Authorizes the creation of common and high school districts lying in two or more counties and establishes the machinery for the operation of such districts.

ARIZONA
 Chapter 12
 SB 49

Reorganization of Intermediate School Districts.

MICHIGAN
 State Dep
 Senate Bi
 introduce
 in House
 for consi

<u>ation</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopic
evaluation 1 districts -- - no more than nder to be ns.	<u>NEW MEXICO</u> Senate Memorial	<u>Enacted Legislation</u> EVALUATION committees
with improved	<u>TEXAS</u> State Department	<u>Proposal</u> OPERATION
utilization administrative ederal support.	<u>NORTH CAROLINA</u> Wayne Bradburn, Superintendent Wilkes County Schools Wilkesboro, N. C. 28697	<u>Achievement</u> PERSONNEL
uperintendents. An te 115-44 and permits local tract with assis- tendents for a ears, but not ate of the	<u>NORTH CAROLINA</u> General Statue 115-44 General Statue 115-142(b)	<u>Enacted Legislation</u> PERSONNEL
common and high two or more counties ery for the operation	<u>ARIZONA</u> Chapter 12 SB 49	<u>Enacted Legislation</u> REGIONS secondary districts
iate School	<u>MICHIGAN</u> State Department Senate Bill No. 365 introduced in 1971 and in House Education Committee for consideration in 1972.	<u>Proposed Legislation</u> REGIONS intermediate districts

B. ADMINISTRATION
School District Organization

STATE
Resource

The creation of 10 intermediate units, called Minnesota Educational Service Areas (MESA), to provide educational services and programs on a regional basis. Proposed by State Board of Education.

MINNESOTA
Dr. Gay
Director
State D

Regional Centers -- Last year the Department of Education began developing a program that would establish four regional service centers throughout the State. Such centers would provide a variety of services to the schools in planning, research, curriculum development, inservice training, evaluation, and dissemination of information on new and innovative programs. Establishment of the centers is anticipated in the 1972-73 school year. Proposed by State Department of Education.

NEW JERSEY
Mr. Rob
State D

An Act Permitting Cooperative Agreements Among Units for Cooperative Educational Purposes. The purpose of this measure was to provide legislation enabling school districts to join together in educational operations. Proposed by Chief State School Officer.

SOUTH DAKOTA
State S
Don Bar
State D

Establishing Area School Jurisdictional Districts.

TEXAS
Texas E

Directing the Legislative Council's education committee to study various matters relating to school districts. Report to 1973 legislature.

WISCONSIN
AJR 41
Reps. G

<u>DESCRIPTION</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopic</u>
of 10 intermediate units, ota Educational Service Areas provide educational services and regional basis. Proposed by f Education.	<u>MINNESOTA</u> Dr. Gayle Anderson, Director, Planning Section State Department	<u>Proposal</u> <u>REGIONS</u> intermediate units
ers -- Last year the Department began developing a program that sh four regional service centers e State. Such centers would pro- y of services to the schools in earch, curriculum development, ining, evaluation, and dissemi- rmation on new and innovative tablishment of the centers is n the 1972-73 school year. tate Department of Education.	<u>NEW JERSEY</u> Mr. Robert Ward State Department	<u>Proposal</u> <u>REGIONS</u> service centers
ting Cooperative Agreements or Cooperative Educational e purpose of this measure was gislation enabling school join together in educational Proposed by Chief State School	<u>SOUTH DAKOTA</u> State Superintendent Don Barnhart State Department	<u>Proposed Legislation</u> <u>REGIONS</u> multi-district units
Area School Jurisdictional	<u>TEXAS</u> Texas Education Agency	<u>Proposal</u> <u>REGIONS</u> jurisdictional districts
Legislative Council's education study various matters relating to cts. Report to 1973 legislature.	<u>WISCONSIN</u> AJR 41 Reps. Grover and Brown	<u>Council</u> <u>STUDY</u>

48

B. ADMINISTRATION
School District Organization

STATE
Resource

Study of School District Organizations.
During the past year, the Superintendent's Task Force on School District Organization reviewed and studied patterns of school district organization in Montana. On the basis of preliminary examination, it was concluded that school district organization deserves extensive study and that the involvement of people across the state would be most desirable in this endeavor. The State Superintendent recommends that the Legislature authorize and fund a statewide task force, broadly representative of educators and lay citizens, to develop and recommend for future legislative action a plan for school district organization which would insure equality of educational opportunity for Montana children and which would promote a more efficient use of school tax dollars.

MONTANA
State Department

STATE
Resource

Category
PRIMARY TOPIC
Subtopic

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MONTANA
State Department

Proposed Legislation
TASK FORCE
planning
organization
equalization

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

Program guidelines for Teachers of English for Speakers of Other Languages (TESOL) were produced -- Primary through Adult Education, a coordinated approach. Developed in State workshops. State and federal support.

Correlation of adult education programs with State priorities established in educational programs for children and youth: (1) Family Life and Human Development, (2) Reading, (3) Drug Abuse Education, (4) Human Relations, (5) School-Community Programs Pilot programs have been encouraged in these areas. State support.

Adult Learning Center established in Maryland State Penitentiary; more than 112 inmates involved regularly. 48 completed ABE; 10 passed GED. This project received the USOE Region III Certificate of Merit award for month of September, 1971. State and federal support.

Development of adult learning centers for individualized instruction at New Mexico State Penitentiary, New Mexico Boys School, and the State Girls Welfare Home. Adult basic education, grades 0-12. State and federal support.

Support and control of a Comprehensive Statewide Adult Education Program.

ADULT CONTINUING EDUCATION, NON-COLLEGESTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

Guidelines for Teachers of English for Other Languages (TESOL) were Primary through Adult Education, and approach. Developed in State and federal support.

MARYLAND
State Department

Achievement
BILINGUAL
primary
guidelines

of adult education programs with ties established in educational areas for children and youth: (1) Family Life Education, (2) Reading, (3) Life Education, (4) Human Development, (5) School-Community Programs. Programs have been encouraged in State support.

MARYLAND
State Department

Achievement
CURRICULUM
pilot programs
family life
reading
drug education

Learning Center established in Maryland Penitentiary; more than 112 inmates completed regularly. 48 completed ABE; 10 This project received the USOE Certificate of Merit award for September, 1971. State and federal

MARYLAND
State Department

Achievement
DISADVANTAGED
public offenders
individualized
instruction

of adult learning centers for continued instruction at New Mexico Penitentiary, New Mexico Boys School, and the Girls Welfare Home. Adult Education, grades 0-12. State and federal support.

NEW MEXICO
Thomas M. Trujillo
Director
Adult Basic Education
State Department

Achievement
DISADVANTAGED
public offenders
individualized
instruction

control of a Comprehensive Adult Education Program.

TEXAS
Texas Education Agency

Proposal
ESTABLISHMENT

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

STATE
Resource

Number of comprehensive (serving all educational levels) Adult Learning Centers increased from 5 to 9 during 1970-71. State and federal support.

MARYLAND
Thelma M.
Coordinat
Contin
Maryland
Educat
500 Wyndh
Baltimore

Efforts to implement recommendations of the statewide survey of Adult Basic Education completed in May, 1970.

MARYLAND
State Dep

1. Increased funding from State sources at the rate of \$10 per student registration, or \$120,000 for the fiscal year 1972.
2. Increased staff from 2 to 4 specialists, which made possible the assignment of a specialist to supervise program activities on a regional basis.
3. Developed tentative curriculum guidelines.
4. Data retrieval system in process of development.
5. Increased involvement of colleges and universities in staff development programs, offering college credit for workshops and courses.

Adult level. State and federal support.

State support for community education beyond high school.

TEXAS
Texas Edu

EDUCATION, NON-COLLEGE

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

serving all
Learning Centers
ing 1970-71.

MARYLAND
Thelma M. Cornish
Coordinator of Adult
Continuing Education
Maryland State Department of
Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Achievement
EXPANSION

mmendations of the
Basic Education

MARYLAND
State Department

Achievement
EXPANSION

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2 to 4 specialists,
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development programs,
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federal support.

ty education beyond

TEXAS
Texas Education Agency

Proposal
FINANCE

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

STATE
Resource

Telecasts--first showing of high school series in preparation for exam to earn State high school diploma. Age--over 16, non-high school graduate. State support.

MARYLAND
Miss Angel
Director,
Instruc
Maryland C
Broadca
Bonita Ave
Owings Mil
O
Mr. John F
Certificat
State Offi
State Depa

Proposals new and first applicable to 1971-72 school year, with financial implications: State participation in financing high school level classes attended by adults needing credits for earning a high school diploma. Proposed by the State Department of Education.

NEVADA
Lincoln W.
Associate
State Depa

ADULT EDUCATION, NON-COLLEGESTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

...ing of high school series
exam to earn State high
...-over 16, non-high school
...port.

MARYLAND
Miss Angela McDermott
Director, Division of
Instructional Television
Maryland Center for Public
Broadcasting
Bonita Avenue
Owings Mills, Maryland 21117
or
Mr. John Field
Certification & Accreditation
State Office Building
State Department

Achievement
HIGH SCHOOL DIPLOMA

...rst applicable to 1971-72
...nancial implications:
...in financing high school
...led by adults needing
...a high school diploma.
...ce Department of Education.

NEVADA
Lincoln W. Liston
Associate Superintendent
State Department

Proposal
HIGH SCHOOL DIPLOMA

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

STATE
Resource

This bill amends NRS 387.123 and provides for partial credit in average daily attendance for those pupils attending classes for credit for high school diplomas. For each one credit course taken, one-fourth credit toward average daily attendance can be granted. This will include not only those pupils attending schools at night to obtain a high school diploma, but also those students attending regular high school classes who cannot qualify for average daily attendance credit in any other manner. Prior to passage of this bill, Nevada had no provision for state financial support of adult education classes other than those which qualified for vocational reimbursement. Classes have had to be self-supporting and enrollees have covered the cost through tuition charges. The provision for state financial support of classes for out-of-state students working toward a high school diploma will enhance enrollments and class offerings. In implementing this law, schools have an opportunity for a great deal of flexibility in scheduling, and although schools may continue to charge tuition fees they will be nominal.

NEVADA
SB 474, Chapter 2
Effective July 1,

EDUCATION, NON-COLLEGE

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

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tuition fees

NEVADA
SB 474, Chapter 217
Effective July 1, 1971

Enacted Legislation
HIGH SCHOOL DIPLOMA
finance

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

STATE
Resource

Adult Continuation Education--The age requirement for state reimbursement for adult continuation education programs has been lowered from 21 years of age to 16. These programs provide instruction to Ohioans who have not attained a high school diploma. Lowering the age requirement will allow additional reimbursement to the districts for the many people between the ages of 16 and 21 who participate in the program.

OHIO
HB 475

Adult and Continuing Education Services.

MICHIGAN
Roger Till
School Law
Affairs
State Depa

Adult Education program is conducted in cooperation with business, industry and governmental agencies for purpose of upgrading employees. Over 100 sites are involved. Industry, State and Federal support.

MARYLAND
State Depa

Research project in Appalachian Maryland-- "Typing as a Motivational Factor and an Instructional Process in Adult Basic Education"--was conducted in conjunction with Morehead State University. 60 adults were involved. Full report and program guidelines will be available in the near future. State and federal support.

MARYLAND
State Depa

CONTINUING EDUCATION, NON-COLLEGESTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

Education--The age requirement
for adult continuation
has been lowered from 21 years
These programs provide instruction
for those who have not attained a high school
diploma. The age requirement will allow
enrollment to the districts for the
ages of 16 and 21 who
are in the program.

OHIO
HB 475

Enacted Legislation
HIGH SCHOOL DIPLOMA
finance

Continuing Education Services.

MICHIGAN
Roger Tilles, Director
School Law and Legislative
Affairs
State Department

Proposal
IMPROVEMENT

Program is conducted in
business, industry and
community for purpose of up-
grading. Over 100 sites are
operating, State and Federal

MARYLAND
State Department

Achievement
INDUSTRIAL EDUCATION

in Appalachian Maryland--
Economic Factor and an
increase in Adult Basic
Education conducted in conjunction
with the University. 60 adults
will report and program
is available in the near
future with federal support.

MARYLAND
State Department

Achievement
MOTIVATION
typing
research project

54

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

STATE
Resource

Virginia Advisory Legislative Council is studying Continuing Education.

VIRGINIA
Mr. John B. B
Director, Div
Statutory
Drafting

Legislative Action Concerning Vocational Education--New legislation should clearly define the responsibilities of the post-secondary vocational-technical centers to local boards of trustees and to the State Board of Education. The law should clarify the authority of the State Board of Education regarding budgets and the amending of budgets and should clearly define sources of funds which may be used to support post-secondary vocational--technical education center budgets. In addition, legislation should be passed which will allow high school districts to conduct local bond elections of funds which may be used for construction of post-secondary vocational-technical centers where such centers have been designated by the State Board of Education as part of a high school district. Section 75-7709, RCM 1947, which governs the establishment, financing and maintenance of post-secondary vocational-technical centers, under present laws as construed by an Attorney General's Opinion, local school districts are unable to provide matching funds for construction through voted levies.

MONTANA
State Department

ION, NON-COLLEGE

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

ouncil is

VIRGINIA
Mr. John B. Boatwright, Jr.
Director, Division of
Statutory Research and
Drafting

Council
STUDY

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al school
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MONTANA
State Department

Proposed Legislation
VOCATIONAL
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bond issue
regions

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

STATE
Resour

Strengthening of Secondary and Post-Secondary Vocational Education Programs. The staff of the Development of Vocational and Occupational Skills program directed and coordinated efforts among the state's 5 vocational-technical centers to eliminate course duplication by defining curriculum areas for which each of the centers is responsible. The staff also directed efforts in the secondary schools and at the 5 centers to expand present curriculum offerings and to improve and expand adult education offerings. The staff secured the involvement of other state agencies, such as the Employment Security Commission and the Division of Vocational Rehabilitation, in helping establish and conduct vocational education programs in the secondary schools and the 5 centers.

MONTAN
State

CONTINUING EDUCATION, NON-COLLEGESTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

Secondary and Post-
 al Education Programs.
 evelopment of Vocational
 kills program directed
 orts among the state's
 ical centers to eliminate
 by defining curriculum
 ch of the centers is
 staff also directed efforts
 hools and at the 5 centers
 curriculum offerings and
 and adult education
 aff secured the involvement
 ncies, such as the Employ-
 ssion and the Division of
 itation, in helping estab-
 ocational education pro-
 dary schools and the 5

MONTANA
State DepartmentAchievement
VOCATIONAL
improvement
regions

56

D. CURRICULUM AND INSTRUCTION
Bilingual Education

STATE
Resource

Bilingual instruction in schools.

CONNECTICUT
PA 432

Teaching of English as a second language (TESOL). (Orienting immigrant children to regular public school classroom setting). Grades K-12. State support.

HAWAII
Thomas Hale
Program Specialist
TESOL
Department of Education
1270 Queen Emma Street
Honolulu, Hawaii 96813

English Language and Cultural Orientation Program (working with immigrant children). Grades K-6. Model Cities (federal) support.

HAWAII
Mrs. Frances Shimotsu
Coordinator, ELCO
783 North King Street
Honolulu, Hawaii 96813

Bilingual Education: House Bills 1074 and 1078 establish programs, for both Chicago and Downstate, in languages other than English for students whose first language is other than English. The companion bill, HB 1075, provides that the High School Equivalency Test can be given in a language other than English to students who do not speak or understand English. All three bills received favorable action from both the Legislature and the Governor and are now Public Acts 77-1521, 77-1524, and 77-1522 respectively.

ILLINOIS
HB 1074--PA 77-1521
HB 1078--PA 77-1524
HB 1075--PA 77-1522

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<u>CONNECTICUT</u> PA 432	<u>Enacted Legislation</u> BILINGUAL EDUCATION
<u>HAWAII</u> Thomas Hale Program Specialist TESOL Department of Education 1270 Queen Emma Street Honolulu, Hawaii 96813	<u>Achievement</u> BILINGUAL EDUCATION
<u>HAWAII</u> Mrs. Frances Shimotsu Coordinator, ELCO 783 North King Street Honolulu, Hawaii 96817	<u>Achievement</u> BILINGUAL EDUCATION
<u>ILLINOIS</u> HB 1074--PA 77-1521 HB 1078--PA 77-1524 HB 1075--PA 77-1522	<u>Enacted Legislation</u> BILINGUAL EDUCATION

D. CURRICULUM AND INSTRUCTION
Bilingual Education

STATE
Resource

Massachusetts has become the first state in the nation to make bilingual education mandatory for school children with limited knowledge of English. The new Massachusetts law makes it mandatory for every school system with 20 or more children of limited English-speaking ability to provide a transitional bilingual education program for its pupils. The children would be taught their regular academic subjects in Spanish, while receiving instruction in English until they are fluent enough in English to move into regular English-speaking classes. State and local support.

MASSACHUSETTS
State Department

Bilingual Project affords proper environment for children whose first language is French. Elementary level. Title VII support

NEW HAMPSHIRE
Robert Four
Division of

INSTRUCTION
ion

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

come the first state
e bilingual education
children with limited
. The new Massachusetts
ry for every school
re children of limited
lity to provide a transitional
program for its pupils. The
ught their regular academic
while receiving instruction
y are fluent enough in
regular English-speaking
local support.

MASSACHUSETTS
State Department

Enacted Legislation
BILINGUAL EDUCATION

fords proper environment
first language is French.
title VII support

NEW HAMPSHIRE
Robert Fournier,
Division of Instruction

Achievement
BILINGUAL EDUCATION

D. CURRICULUM AND INSTRUCTION
Bilingual Education

STATE
Resource

Bilingual, Bicultural Demonstration Center: the project is to establish a bilingual education center to serve as a demonstration center for the area. An on-going program, funded by Title I and Title IV, is to be the basis for developing a true demonstration center, which will include not only the bilingual and bicultural education program for pupils, but also added emphasis on developing positive self-concepts among the children, on involving parents and the community in the program, on developing evaluative instruments for such programs, on creating new materials drawn from the local culture, on providing individualized instructional programs for each child, and on instituting a teacher in-service training program through the use of the teach, criticize, re-teach methods possible with video-tape. A research design has been developed allowing for different approaches to reading skills and utilizing a control group for final assessment. The selection of pupils for the Center will be based on pretesting. Only those bilingual children scoring at the lower end of the scale are to be included in the program. Grades 1-3. Title I, and Title III.

NEW MEXICO
Maria Spencer
Bilingual and Bi
Demonstration
Silver City Scho
Silver City, New

DESCRIPTION

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Demonstration Center:
with a bilingual
as a demonstration
on-going program,
Level IV, is to be
a true demonstration
not only the bilingual
program for pupils,
in developing
among the children,
the community in the
evaluative instruments
creating new materials
are, on providing
special programs for
training a teacher
team through the use
of re-teach methods
A research design
is being developed
for different
skills and utilizing a
assessment. The
Center will be
run by those bilingual
at the lower end of the
in the program.
Title III.

NEW MEXICO
Maria Spencer
Bilingual and Bicultural
Demonstration Center
Silver City School
Silver City, New Mexico

Achievement
BILINGUAL EDUCATION

D. CURRICULUM AND INSTRUCTION
Bilingual Education

STAT
Reso

Bilingual, Bicultural Center--The project will involve three classes of first grade children the first year in a bilingual, bicultural demonstration center for the area. Objectives for children include development of literacy skills in both languages, development of a positive self-image, increased knowledge of social studies concepts in Spanish as measured by various standardized and teacher-made tests for teachers and aides; increased ability to provide individualized instruction for each child as measured by video-taping over the project's course; development of curricular materials as measured by the product. An over-all objective is to increase parent-school relationships as measured by number of voluntary contacts. Grades 2 and 3 will be added in successive years. Three methods of teaching reading are included in the design. A control group is in the final assessment plan. Grades 1-3. Federal, Title III support.

NEW
Mela
Mont
E
West
Las

Bilingual Education--The State of New Mexico has bilingual education programs in 29 districts. These programs are using Spanish and English as mediums of instruction. In four schools Navajo, Keres, Zuni, and Tewa are being used. The 1971 State Legislature appropriated \$100,000 to support bilingual education in selected districts. Elementary level. Federal and state support.

NEW
Stat

D INSTRUCTION
ication

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

ural Center--The project
e classes of first grade
t year in a bilingual,
tration center for the
for children include
teracy skills in both
pment of a positive self-
knowledge of social
in Spanish as measured
rdized and teacher-made
s and aides; increased
e individualized
ach child as measured
ver the project's course;
rricular materials as
product. An over-all
ncrease parent-school
measured by number of
s. Grades 2 and 3
successive years.
teaching reading are
design. A control
final assessment plan.
eral, Title III support.

NEW MEXICO
Mela Leger
Montezuma Bilingual,
Bicultural Center
West Las Vegas Public Schools
Las Vegas, New Mexico

Achivement
BILINGUAL EDUCATION

ion--The State of New Mexico
ducation programs in 29
e programs are using Spanish
ediums of instruction.
Navajo, Keres, Zuni, and
sed. The 1971 State
opriated \$100,000 to
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en level. Federal and

NEW MEXICO
State Department

Achivement
BILINGUAL EDUCATION

D. CURRICULUM AND INSTRUCTION
Bilingual Education

STATE
 Resource

Pilot program involving bilingual aide for English as a second language and to increase parental involvement at primary level program-- report featured at spring conference of National Association of Elementary Principals 1971 being used as model by U. S. Office of Education, Compensatory Education Section. Grades 1-3. Federal support.

NEW MEXICO
 David York
 Superintendent of
 Tatum, New Mex

Bilingual Instruction Act -- Purpose to meet special needs of children in grades 1-2-3 who have limited English-speaking ability must have teachers who have special training in English as a second language and mother tongue of bilingual student. Each program must be approved by State Superintendent of Public Instruction, up to \$150 additional supplementary per ADM authorized (\$100,000 state funds appropriated).

NEW MEXICO
 Chapter 309
 New Mexico Laws of

House Bill 1120 repeals ORS 336,078 which requires all subjects be taught in English. Authorizes schools to conduct bilingual instruction. Requires schools to teach courses in speaking, reading, and writing of English at all grade levels to those students who are unable to profit from classes taught in English.

OREGON
 State Department

Bilingual Programs, Materials, Funding and Teachers.

TEXAS
 Texas Education Ag

	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
ual aide for nd to increase y level program-- erence of National cipals 1971 being of Education, . Grades 1-3.	<u>NEW MEXICO</u> David York Superintendent of Schools Tucumcari, New Mexico	<u>Achievement</u> <u>BILINGUAL EDUCATION</u>
urpose to meet rades 1-2-3 ing ability ecial training e and mother Each program rintendent 150 additional ed (\$100,000	<u>NEW MEXICO</u> Chapter 309 New Mexico Laws of 1971	<u>Enacted Legislation</u> <u>BILINGUAL EDUCATION</u> appropriation
6,078 which t in English. bilingual to teach and writing to those fit from	<u>OREGON</u> State Department	<u>Enacted Legislation</u> <u>BILINGUAL EDUCATION</u>
Funding and	<u>TEXAS</u> Texas Education Agency	<u>Proposed Legislation</u> <u>BILINGUAL EDUCATION</u>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Visiting Artists Program. K-12 grades.
State support.

CONNECTICUT
Mr. Anthony
Executive Director
Connecticut State Department of
the Arts
340 Capitol Building
Hartford, CT 06103

Mobile Art Display made available to all
students in State. Grades K-12. Private
support.

DELAWARE
Mr. James
State Department of Education

Artmobile (program of taking art to the
rural areas). Grades K-12. State support.

HAWAII
Stanley
Program
DOE
1270 Queen Street
Honolulu, HI 96813

Artists in the Schools (nationally renowned
artists performing in the schools). Grades
K-12. State, foundation and private support.

HAWAII
Stanley
Program
DOE
1270 Queen Street
Honolulu, HI 96813

Artists in Residence (nationally known
artists residing within school community).
Grades K-12. State, foundation and private
support.

HAWAII
Stanley
Program
DOE
1270 Queen Street
Honolulu, HI 96813

<u>INSTRUCTION</u> as	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
rogram. K-12 grades.	<u>CONNECTICUT</u> Mr. Anthony Keller Executive Director Connecticut Council on the Arts 340 Capitol Avenue Hartford, Connecticut	<u>Achievement</u> ART
made available to all Grades K-12. Private	<u>DELAWARE</u> Mr. James Gervan State Department	<u>Achievement</u> ART
of taking art to the grades K-12. State support.	<u>HAWAII</u> Stanley Yamamoto Program Specialist DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	<u>Achievement</u> ART rural
ools (nationally renowned in the schools). Grades oundation and private support.	<u>HAWAII</u> Stanley Yamamoto Program Specialist DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	<u>Achievement</u> ART
nce (nationally known within school community). te, foundation and private	<u>HAWAII</u> Stanley Yamamoto Program Specialist DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	<u>Achievement</u> ART

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Artist-Author in the School. Junior high school level. Federal (NDEA III) and local support.

NEW HAMPSHIRE
 Dr. Alice I. ...
 State Department

Arts-Communications Skills Project -- A consortium of nine school districts, working with the Education Department's Division of the Humanities and the Arts and Bureau of Reading Education, utilized the visual and performing arts as motivational forms of communication to help disadvantaged students improve achievement in communications skills, including reading and oral expression. Teams of artists, reading specialists and students were trained to carry out the project. An outside evaluation has just been completed, showing significant gain in vocabulary, oral expression and six other related areas. A proposal is now being prepared to create models based on this approach to improved communications skills for purposes of deeper exploration and the dissemination of successful practices. Elementary and secondary levels. Federal (Title I -- Special Incentive Grant) support.

NEW YORK
 Vivienne A. ...
 Jane A. ...
 State Department

DN

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Junior high
III) and local

NEW HAMPSHIRE
Dr. Alice Baumgarner
State Department

Achievement
ART

project -- A
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and the Arts
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NEW YORK
Vivienne Anderson or
Jane Algozzine
State Department

Achievement
ART
communications
disadvantaged
reading
school district cooperation

Teams of artists,
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secondary
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D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

In 1970, the Department of Public Instruction produced an innovative art curriculum bulletin entitled "Conceptual Approach to Art Curriculum Planning." This bulletin emphasizes organizing aesthetic education experiences around significant ideas which are stated as generalizations and which are then divided into a variety of conceptual statements. These generalizations and concepts provide the basis for organizing art learning experiences. The dissemination and implementation of the guide was conducted through twenty-five regional workshops throughout the state of Wisconsin. In addition, the art supervisor has been requested to present the material in several art education departments. Thus, the bulletin has been accepted as a supplementary resource in Wisconsin teacher education. The development of conceptual curriculum guides in art education is an extremely difficult task inasmuch as the major emphasis in art education has been upon the studio processes and defining the characteristics of individual creative and mental growth. Resources identifying specific concepts related to the discipline of art have been extremely limited. Thus, most concepts to be dealt with were extracted from significant writings in one or more of the various realms of man's concerns. Approximately 1200 concepts related to the arts were identified. In turn, this mode of curriculum development

WISCONSIN
Dr. Earl Coll
State Department

(continued)

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Public Instruction
Curriculum bulletin
to Art Curriculum
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of Wisconsin.
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WISCONSIN
Dr. Earl Collins
State Department

Achievement
ART
innovative practice
teacher training
information retrieval
systems

D. CURRICULUM AND INSTRUCTION
Curriculum AreasSTATE
Resource

(continued)

is extremely complex inasmuch as the teacher must coordinate a variety of resources, learning processes and evaluation, synthesizing procedures which will provide a variety of insights related to the concepts and which will allow for a reasonable variety of individual responses to the problem. In developing a guide based upon this model at the local school level, it was found that the volume of resource materials and art processes became too cumbersome and inflexible when printed, bound or placed on index cards. The recording of this information on keysort cards, provided an information retrieval system which is compact and permits the retrieval of all information related to the instructional program according to generalizations or a variety of other categories. Since each piece of information related to the instructional program is placed on a separate card and notched for retrieval according to appropriate categories, this system allows for a curriculum resource bank which is constantly evolving through the modification and elimination of the cards in the system or the inclusion of new information. A variety of printed statements and guidelines may be developed from this resource bank which may serve such purposes as lesson units for teachers or for students working independently. Grades K-12. Federal (NDEA III) and state support.

WISCONSIN

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

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WISCONSIN

Achievement

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Keaukaha Oral Language Development Plan
(teaching standard (oral) English to primary
school children in impoverished and homestead
areas). Grades K-3. Federal support.

HAWAII
Mr. Harry C. Chuck
District Superintendent
Hawaii DOE
Post Office Box 1922
Hilo, Hawaii 96720

Hawaii Communication Test (measure how well
students talk to each other). Grades 4, 8,
and 10. State support.

HAWAII
Miss Barbara Kim
Administrator
DOE
1270 Queen Emma Street
Honolulu, Hawaii 96

Hawaii English Project (specially designed
program to teach youngsters use of English).
Grades K-12. State support.

HAWAII
Mrs. Margaret Oda
Director
General Education
State Department

Communication skills through authorship.
Elementary level. Federal (Title III, ESEA)

IDAHO
Dr. Andrew Smith,
Superintendent
Lewiston, Idaho 835
or
Dr. Lewis Smith
University of Idaho
Moscow, Idaho 83843

<u>DESCRIPTION</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
Development Plan (1) English to primary overlapped and homestead Federal support.	<u>HAWAII</u> Mr. Harry C. Chuck District Superintendent Hawaii DOE Post Office Box 1922 Hilo, Hawaii 96720	<u>Achievement</u> <u>COMMUNICATION</u>
Test (measure how well other). Grades 4, 8,	<u>HAWAII</u> Miss Barbara Kim Administrator DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	<u>Achievement</u> <u>COMMUNICATION</u> testing
(specially designed students use of English). support.	<u>HAWAII</u> Mrs. Margaret Oda Director General Education State Department	<u>Achievement</u> <u>COMMUNICATION</u>
through authorship. Federal (Title III, ESEA)	<u>IDAHO</u> Dr. Andrew Smith, Superintendent Lewiston, Idaho 83501 or Dr. Lewis Smith University of Idaho Moscow, Idaho 83843	<u>Achievement</u> <u>COMMUNICATION</u>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
 Resource

Problem Solving Project -- The project was developed with the aim of encouraging discussion and evaluation of current adolescent attitudes, thoughts, and problems; of learning, acquiring and using communication skills; of developing problem-solving skills; and of learning how to identify, listen to and respond to the ideas and thoughts of others. It provides a positive step toward helping students learn to deal with problems which confront them and through the process to learn to make realistic choices. Approximately 15 school districts are involved in the problem-solving project. Secondary level, grades 7-12. Federal (ESEA, Title III), guidance, counseling, and testing support.

NEW YORK
 John P. Stebbins
 Associate in Edu
 Bureau of Guidan
 State Education
 55 Elk Street
 Albany, New York

Humanities-Communication Arts Consortium -- Nine districts participated in summer workshops to help improve the art of communication through a variety of humanities media. Language facility and improved vocabulary were direct outcomes. Grades 6-12. Federal, state and local support.

NEW YORK
 John P. Stebbins
 Associate in Edu
 Bureau of Guidan
 State Education
 55 Elk Street
 Albany, New York

Plan and Support for Developing Communication Skills in Texas Public School Students. Proposed by the Texas Education Agency.

TEXAS
 Texas Education A

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>e project was ouraging current s, and problems; ing communication -solving skills; fy, listen nd thoughts of ve step toward l with problems gh the process to es. Approximately ved in the problem- level, grades 7-12. idance, counseling,</p>	<p><u>NEW YORK</u> John P. Stebbins Associate in Education Bureau of Guidance State Education Department 55 Elk Street Albany, New York 12224</p>	<p><u>Achievement</u> <u>COMMUNICATION</u> problem solving</p>
<p>Consortium -- Nine mer workshops to nication through . Language ary were direct ral, state and</p>	<p><u>NEW YORK</u> John P. Stebbins Associate in Education Bureau of Guidance State Education Department 55 Elk Street Albany, New York 12224</p>	<p><u>Achievement</u> <u>COMMUNICATION</u> humanities</p>
<p>ng Communication Students. on Agency.</p>	<p><u>TEXAS</u> Texas Education Agency</p>	<p><u>Proposed Legislation</u> <u>COMMUNICATION</u></p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Legislation has provided a hundred thousand dollars in new money for districts to help with inservice teacher training costs for education in the dangers of drug misuse. In addition, the legislation provides for a department information depository of materials in the expanding field of drug education. Grades K-12. State support.

CALIFORNIA
State Depart

Statewide Drug Awareness Week, May, 1971 -- All students in grades 5 and 6 throughout the State involved in Drug Awareness Program. Grades 5-6. State and federal support.

DELAWARE
Mrs. Edith V

Statewide Drug Education Program -- Noted as exemplary by the USOE in 1971. Grades K-12. Federal and state support.

DELAWARE
Mr. Ervin Ma
State Depart

An Act to amend Title 14, Delaware Code, by creating a new Chapter 42 relating to education; providing for the Drug Abuse Act of 1971 establishing a program of Drug, Narcotic, Alcohol, and Tobacco Education; providing for the Superintendent of Public Instruction to administer the program; and requiring a course in Drug Abuse Education for teacher certification. State and local support.

DELAWARE
Laws of Dela
Vol. 58, Cha
i.e., HB-411
126th G A.

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
a hundred thousand districts to help training costs for of drug misuse. ion provides ion depository ding field of -12. State	<u>CALIFORNIA</u> State Department	<u>Enacted Legislation</u> DRUG EDUCATION inservice teacher training drug misuse
Week, May, 1971 -- and 6 throughout g Awareness ate and federal	<u>DELAWARE</u> Mrs. Edith Vincent	<u>Achievement</u> DRUG EDUCATION
Program -- Noted in 1971. Grades support.	<u>DELAWARE</u> Mr. Ervin Marsh State Department	<u>Achievement</u> DRUG EDUCATION statewide curriculum
Delaware Code, by relating to the Drug Abuse a program of Drug, bacco Education; tendent of Public the program; and g Abuse Education . State and local	<u>DELAWARE</u> Laws of Delaware Vol. 58, Chapter 254 i.e., HB-411 as amended, 126th G. A.	<u>Enacted Legislation</u> DRUG EDUCATION drug abuse education

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STAT
Reso

New programs such as environmental education and drug abuse education have been adopted, complete with teacher education programs and curriculum materials. Grades K-12. State support.

FLOR
Dr.
Bure
Stat

Survey of Student Health and Drug Abuse. Legislative support.

HAWA
Miss
Prog
H
DOE
1270
Hono

The State Board of Education shall develop and implement a program of drug education prior to the sixth grade in all public schools as soon as practicable. Grades K-6. State support.

MARY
Mr.
Assi
A
Stat

Provides that whenever a student seeks information for any form of drug abuse, no statement whether written or oral made to an educator shall be admissable against the student. (HB 455)

MARY
Mr.
Assi
A
Stat

Drug Counseling Guidelines for educators working with drug involved students: Provides a suggested framework for professional educators in a helping relationship with students seeking help for drug problems; based on a recently adopted law which provides privileged communication in such counseling/information-seeking sessions. Grades K-12. State support.

MARY
Dr.
Cons
Stat

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<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
ntal education been adopted, n programs des K-12.	<u>FLORIDA</u> Dr. J. W. Crenshaw, Chief Bureau of C & I State Department	<u>Achievement</u> DRUG EDUCATION drug abuse education environmental education teacher inservice training
rug Abuse.	<u>HAWAII</u> Miss Jeanne Paty Program Specialist, Health Education DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	<u>Proposed Legislation</u> DRUG EDUCATION drug abuse education health education
shall develop ug education l public e. Grades	<u>MARYLAND</u> Mr. Allen R. Gaddis Assistant Director of Administrative Services State Department	<u>Enacted Legislation</u> DRUG EDUCATION statewide curriculum
ent seeks rug abuse, no oral made to le against	<u>MARYLAND</u> Mr. Allen R. Gaddis Assistant Director of Administrative Services State Department	<u>Enacted Legislation</u> DRUG EDUCATION drug abuse education
r educators udents: Provides fessional onship with g problems; aw which tion in eeking e support.	<u>MARYLAND</u> Dr. John S. Jeffreys Consultant in Guidance State Department	<u>Achievement</u> DRUG EDUCATION guidance

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Drug Education Program All grades.
Federal support.

MISSISSIPPI
Dr. James Parkman
Drug Education
State Department

Drug Education Program. Elementary and
secondary levels. Federal support.

NEW HAMPSHIRE
Don Campbell
Division of Instr
State Department

Drug Education -- With approval of a \$340,000
appropriation from the State Legislature
for development and operation of drug
education programs, more than 60,000
New Jersey teachers have been trained in
drug education and the Department has developed
drug curricula in all of the State's
secondary schools. Grades 7-12. State
support.

NEW JERSEY
Dr. William Burca

<u>ION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
1 grades.	<u>MISSISSIPPI</u> Dr. James Parkman Drug Education State Department	<u>Achievement</u> DRUG EDUCATION statewide curriculum
ementary and support.	<u>NEW HAMPSHIRE</u> Don Campbell Division of Instruction State Department	<u>Achievement</u> DRUG EDUCATION
oval of a \$340,000 e Legislature on of drug an 60,000 en trained in rtment has developed e State's 7-12. State	<u>NEW JERSEY</u> Dr. William Burcat	<u>Achievement</u> DRUG EDUCATION statewide curriculum

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

The College Volunteer Program supported 12 Crisis Centers in 1970-71 and is currently funding 9 Crisis Centers in 1971-72. A unique feature of Crisis Centers related to the State Education Department is that they are organized and primarily operated by members of the youth community. The fulfillment of youth needs, expressed in the following statement by one of the original crisis centers in New York State, is fundamental to the role which most centers play: Today's youth are often confronted with many problems, some of which are drug abuse, legal difficulties, pregnancy problems, emotional disturbances, family and peer group conflict. In seeking solutions to such problems, many young people:

NEW YORK
Armand H.
Coordina
College
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State De

- A. are unaware of existing forms of assistance,
- B. distrust existing organizations and members, or
- C. find that there is no assistance available to them.

We find that many of the youth we deal with feel discriminated against; they feel that proper forms of assistance are being denied or withheld. Such feelings cause youth to reject the whole society. There is then a need for an agency or organization to bridge the gap between troubled youth and existing agencies, services, and appropriate professionals. In addition to providing referrals to existing medical, legal, and social service agencies, the centers were developed to provide immediate crisis intervention

(continued)

ODI

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

NEW YORK
Armand H. Altman
Coordinator
College Volunteer Program
to Combat Drug Abuse
State Department

Achievement
DRUG EDUCATION
counseling
guidance
students

D. CURRICULUM AND INSTRUCTION
(Curriculum Areas)

STATE
Resource

(continued)

in drug situations or other crises. These two areas are still the highest priority for the crisis centers. However, as the centers evolve, the staff is beginning to become involved in other areas. For example, some of the centers have contacted local medical schools and physicians and have established and are successfully operating free medical clinics. Staff members are also being utilized as resource people to local community and school groups for drug education workshops. Some of the more established centers which have developed comprehensive training programs are traveling to other centers throughout the State and providing inservice training and assistance to the new centers. High school and College level. Supported in 1970-71 by state funds; in 1971-72 by NIMH.

NEW YORK

Curriculum Development -- Over \$1 million was appropriated to the Department for the development of curriculum materials in the areas of drug education (350,000 each year of the biennium), consumer education (\$100,000 each year), and environmental education (\$100,000 each year). This marks the first time the Legislature has earmarked funds for curriculum development. These funds will be used to develop, field test and distribute curriculum guides for teachers and curriculum materials for students in these increasingly important areas of instruction.

OHIO
State Department

INSTRUCTION
as)

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

or other crises. These
the highest priority
ers. However, as the
staff is beginning to
other areas. For example,
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successfully operating
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ing programs are traveling
roughout the State and
training and assistance
High school and College
n 1970-71 by state funds;

NEW YORK

Achievement

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Department for the develop-
materials in the areas of drug
each year of the biennium),
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tion (\$100,000 each year).
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curriculum development.
used to develop, field
curriculum guides for
ulum materials for students
ly important areas of

OHIO
State Department

Enacted Legislation
DRUG EDUCATION
consumer education
environmental
education
appropriation

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

It has been proposed that adequate means be found to provide drug education throughout the State. Proposed by the Oklahoma Education Association.

OKLAHOMA
 Representative
 Abbott
 State Legislature

Support and Expansion of Drug Education and Crime Prevention Programs.

TEXAS
 Texas Education

Project ECO, An Environmental Curriculum Opportunity. Grades K-12. Federal (Title III, ESEA) support.

IOWA
 State Department

Conservation Education -- Outdoor Laboratory. Senior high school level. Local support.

IOWA
 Mr. Harold Lind
 Delhi, Iowa 52

Initiated by a State Board of Education resolution the Department working cooperatively with citizen and education groups developed a series of recommendations for instituting a State program in environmental education. Grades K-12. Federal, state, and foundation support.

MARYLAND
 Dr. James Lath
 Environmental
 Project Dir
 State Department

Environmental Ed-Community Environmental Ed & Curriculum Development for secondary students and the School Environmental Education (SEE) project for elementary students. State support -- Environmental Education Act.

NEW HAMPSHIRE
 William Ewert,
 Division of In
 State Department

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
e means be throughout oma	<u>OKLAHOMA</u> Representative Lonnie Abbott State Legislature	<u>Proposed Legislation</u> DRUG EDUCATION
cation and	<u>TEXAS</u> Texas Education Agency	<u>Proposed Legislation</u> DRUG EDUCATION crime prevention
riculum al (Title	<u>IOWA</u> State Department	<u>Achievement</u> ENVIRONMENTAL EDUCATION
Laboratory. support.	<u>IOWA</u> Mr. Harold Lincoln Delhi, Iowa 52223	<u>Achievement</u> ENVIRONMENTAL EDUCATION conservation education outdoor education
ucation g coop- tion ommendations in environ- Federal,	<u>MARYLAND</u> Dr. James Latham Environmental Education Project Director State Department	<u>Achievement</u> ENVIRONMENTAL EDUCATION
onmental secondary ental entary ronmental	<u>NEW HAMPSHIRE</u> William Ewert, Division of Instruction State Department	<u>Achievement</u> ENVIRONMENTAL EDUCATION

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Environmental Education Laboratory -- The laboratory is a natural site in the Sandia Mountains developed for teaching purposes. The project has objectives for teachers and students. Teachers through in-service training will display improved ability to relate classroom curriculum to the learning resources of the natural environment and to teach large concepts centered on thematic strands such as change, continuity, variety, similarities, interaction patterns and adaptation. Measurement will be by staff observation. Students will display increased knowledge of man's interdependence with the natural environment as measured by teacher observation of his wise use thereof, and by pre- and post-tests of his knowledge. A teacher's guide has been developed and will be updated. Fifth grade level. Federal (Title III), local and state support.

NEW MEXICO
John Cox
Environmental Education
Department
Albuquerque Public Schools
Albuquerque, New Mexico

<u>DESCRIPTION</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
<p>laboratory -- The site in the Sandia teaching purposes. s for teachers and gh in-service proved ability to um to the earning environment and to ered on thematic ontinuity, variety, patterns and will be by staff ll display n's inter-al environment servation of his wise and post-tests of his uide has been ated. Fifth grade I), local and state</p>	<p><u>NEW MEXICO</u> John Cox Environmental Education Department Albuquerque Public Schools Albuquerque, New Mexico</p>	<p><u>Achievement</u> <u>ENVIRONMENTAL</u> <u>EDUCATION</u> outdoor education teacher inservice training</p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
 Resource

Tri-State (Florida, Maryland, North Carolina) Environmental/Ecological Education Planning Project -- In view of such urgent problems as waste disposal, air and water pollution, overpopulation and the deterioration of our natural resources, a cooperative project has been started to develop a plan by which state-level personnel will offer assistance in the area of environmental education to the public schools in the 3 states. Institutions of higher education will be asked for help in preparing teachers for the new program. The Division of Science Education is now in the process of developing a Master Plan for North Carolina. Grades K-12. Federal support.

NORTH CAROLINA
 Paul H. Taylor
 Director
 Division of Science
 Education
 State Department

It has been proposed that ecology education be included in the educational program throughout the State. Proposed by the Oklahoma Education Association.

OKLAHOMA
 Representative
 Lonnie Abbott
 State Legislature

Initiated study group on Environmental Education. Grades K-12. State support.

TENNESSEE
 Commissioner
 State Department

TION

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

nd, North Carolina)
education Planning
urgent problems as
ter pollution, over-
ration of our natural
project has been
by which state-
assistance in the
ation to the public
Institutions of
sked for help in
new program. The
ion is now in the
ster Plan for
12. Federal

NORTH CAROLINA
Paul H. Taylor
Director
Division of Science
Education
State Department

Achievement
ENVIRONMENTAL EDUCATION
statewide inter-agency
cooperation

ecology education
onal program
posed by the
tion.

OKLAHOMA
Representative
Lonnie Abbott
State Legislature

Proposed Legislation
ENVIRONMENTAL EDUCATION
statewide curriculum

Environmental
State support.

TENNESSEE
Commissioner E. C. Stimbert
State Department

Achievement
ENVIRONMENTAL EDUCATION

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Environmental Education -- Schools which have never taken children into the woods to study Mother Earth from the roots up and children who have never learned to read tomorrow's weather in the stars, and clouds, and touch of the wind have a lot of catching up to do. They're 21 years behind Tyler. School children in this East Texas town began making over-night treks to a lakeside camp back in 1949, a generation before environment became a headlined problem and ecology a topic for speeches and quiz programs. Camp facilities -- six winterized buildings, seven summer cabins, two crafts shelters, water and sewer systems, and developed waterfront areas -- were built by the Smith County Youth Foundation. The Tyler Board of Education leases the facilities for \$1 a year plus maintenance. In return, the schools may occupy the camp from September 1 through May 31. Grades 5 and 6. Local support.

TEXAS
Jim Plyler, S
Tyler ISD
Box 237
Tyler, Texas

An innovative curricular practice at the Webster Elementary School called "The Life Involvement Model" shows great potential. This project develops the entire curriculum from the community environment, i.e., the playground, the industries, and the mountain outdoor camp provide the "stuff" out of which science, social studies, math, reading, writing and other experiences are emerging. Community resources are also being utilized by students in solving their problems. Grades K-6. Title I, ESEA, state and local support.

UTAH
Ronald Harman
Webster Eleme
9228 West 270
Magna, Utah

<u>INSTRUCTION</u> as	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopic
<p>ation -- Schools which have en into the woods to study the roots up and children rned to read tomorrow's rs, and clouds, and touch lot of catching up to do. ehind Tyler. School ast Texas town began treks to a lakeside camp neration before a headlined problem and r speeches and quiz programs. six winterized buidlings, s, two crafts shelters, stems, and developed water- e built by the Smith County The Tyler Board of Education ies for \$1 a year plus eturn, the schools may occupy ember 1 through May 31. ocal support.</p>	<p><u>TEXAS</u> Jim Plyler, Superintendent Tyler ISD Box 237 Tyler, Texas 75701</p>	<p><u>Achievement</u> <u>ENVIRONMENTAL</u> EDUCATION outdoor education</p>
<p>icular practice at the School called "The Life shows great potential. ops the entire curriculum environment, i.e., the dustries, and the mountain de the "stuff" out of ial studies, math, reading, experiences are emerging. s are also being utilized by g their problems. Grades A, state and local support.</p>	<p><u>UTAH</u> Ronald Harmansen, Principal Webster Elementary School 9228 West 2700 South Magna, Utah 84044</p>	<p><u>Achievement</u> <u>ENVIRONMENTAL</u> EDUCATION community resources interdisciplinary curriculum</p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
 Resource

The Cispus Environmental Education Center, located in Gifford Pinchot National Forest, serves as a living classroom for thousands of students year-round. Once a job corps center, the camp's facilities include: a gym, dormitories, an infirmary, a mess hall, shops and education buildings. According to Louis Bruno, the Washington State Superintendent of Public Instruction, "Education, particularly environmental education is our goal". For that, the student may venture outside the buildings into the woods, or by a pond, or face the dynamic river system close by. Children from varied groups have participated in this program -- some handicapped, some potential dropouts, some disadvantaged, and some "gifted". Cispus Environmental Education Center provides an inspiring setting for environmental, ecological, and outdoor awareness study for many citizens of tomorrow's world. Grades K-Adult. State support.

WASHINGTON
 Lloyd Row
 Director
 Cispus En
 Randle, W
 or
 Dave Kenn
 Superviso
 Environme
 Progra
 Box 527
 Olympia,

Statewide comprehensive K-12 Health Curriculum Guide. Grades K-12. State support.

DELAWARE
 Mrs. Edit
 Departmen
 Instru
 Dover, De

Educational Services: Act requires Department of Health and Rehabilitative Services to establish education programs for all persons under 21 years of age under its care.

FLORIDA
 Chapter
 Laws of

<u>ION</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
<p>Education Center, National Forest, for thousands a job corps es include: a gym, a mess hall, shops According to Louis Superintendent cation, partic- ion is our goal". enture outside s, or by a river system ried groups have m -- some handicapped, me disadvantaged, Environmental n inspiring ecological, and many citizens s K-Adult. State</p>	<p><u>WASHINGTON</u> Lloyd Rowley Director Cispus Environmental Center Randle, Washington 98377 or Dave Kennedy Supervisor Environmental Education Programs Box 527 Olympia, Washington 98504</p>	<p><u>Achievement</u> <u>ENVIRONMENTAL EDUCATION</u> outdoor education dropouts handicapped disadvantaged gifted</p>
<p>2 Health -12. State support.</p>	<p><u>DELAWARE</u> Mrs. Edith Vincent Department of Public Instruction Dover, Delaware</p>	<p><u>Achievement</u> <u>HEALTH EDUCATION</u> statewide curriculum</p>
<p>requires Department e Services to s for all persons its care.</p>	<p><u>FLORIDA</u> Chapter 71-350. Laws of Florida</p>	<p><u>Enacted Legislation</u> <u>HEALTH EDUCATION</u></p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Authorizes the State Board of Education to prescribe a comprehensive course of study in health and physical education for all grades and grade levels in the public school systems and to establish standards for its administration. Said course shall include instruction in alcohol, smoking and health and drug abuse education. (March 30, 1971)

GEORGIA
Senate Bill 132

Health Problems: This act presents an extensive and comprehensive program of health education. Firstly, it establishes as a basis of curricula for all elementary and secondary schools a number of areas including: human ecology, human growth and development, prevention and control of disease, public and environmental health, safety education and disaster survival, mental health and illness, personal hygiene, alcohol, drug abuse and use, tobacco, nutrition and dental health. Secondly, the act empowers the Superintendent of Public Instruction to deal directly with a number of areas of health education (e.g., developing cooperative training programs between school districts and universities, establishing guidelines for local schools in establishing the comprehensive health program). Thirdly, the act creates an advisory Committee to assist the Office of the Superintendent in developing and implementing the health program.

ILLINOIS
HB 2547
PA 77-1405

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
<p>Board of Education to provide course of study in health education for all grades in public school systems and provide for its administration. Include instruction in alcohol, and drug abuse education.</p>	<p><u>GEORGIA</u> Senate Bill 132</p>	<p><u>Enacted Legislation</u> <u>HEALTH EDUCATION</u> drug education statewide curriculum</p>
<p>The act presents an extensive program of health education. It is as a basis of curricula in secondary schools a number of areas of health education including human ecology, human disease prevention and control environmental health, disaster survival, smoking, personal hygiene, alcohol use, tobacco, nutrition and so on. The act empowers the State Board of Public Instruction to deal with all of these areas of health education and to provide for training programs for teachers and universities, and to provide for local schools in the comprehensive health program). The act also provides for an advisory Committee of the Superintendent in administering the health program.</p>	<p><u>ILLINOIS</u> HB 2547 PA 77-1405</p>	<p><u>Enacted Legislation</u> <u>HEALTH EDUCATION</u> drug education statewide curriculum</p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
 Resou

Comprehensive Health Education Design and Curriculum -- The Health Education Curriculum provides a conceptual-behavioral frame of reference necessary to meet changing educational needs. It is designed around six major concepts which deal with both the external and internal environments at four general age levels. The concept of the design as well as the context, learning activities and experiences and resources for each level can be modified to fit the individual learner at any level. Grades K-12. State and federal support.

MARYL
 Miss
 Speci
 Ed
 State

A nutrition course in St. Paul provides sequential, in-depth nutrition education following the recommendations of the 1969 White House Conference on Food, Nutrition and Health. Grades K-12. Federal, state and local support.

MINNE
 Mrs.
 Nutri
 St. P
 Depart
 615 C
 St. P

Establishment of Physical Education Demonstration Center Program in cooperation with the President's Council on Physical Fitness and Sports. Grades K-12. Federal, state and local support (minimal).

NORTH
 Floyd
 Divis
 Ed

Senate Bill 574 by Christie -- creating the Governor's Commission on Physical Fitness.

TEXAS
 Texas

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
n Design Education ual- necessary needs. It concepts rnal and general he design ing nd resources ed to fit y level. cal support.	<u>MARYLAND</u> Miss Doris E. Terry Specialist in Health Education State Department	<u>Achievement</u> <u>HEALTH EDUCATION</u>
ul provides on education s of the on Food, s K-12. port.	<u>MINNESOTA</u> Mrs. Susan Christopherson Nutritionist St. Paul Public Schools Department of Home Economics 615 City Hall St. Paul, Minnesota 55102	<u>Achievement</u> <u>HEALTH EDUCATION</u> nutrition
ucation in cooperation on Physical K-12. Federal, imal).	<u>NORTH CAROLINA</u> Floyd Woody, Consultant Division of Health, Physical Education and Safety	<u>Achievement</u> <u>HEALTH EDUCATION</u> physical education physical fitness
-- creating Physical	<u>TEXAS</u> Texas Education Agency	<u>Commission</u> <u>HEALTH EDUCATION</u> physical fitness

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Mathematics Laboratory Approach. Elementary level. Local support.

CONNECTICUT
Southeast School
Newington, Connecticut

Individualized Mathematics for slow learners. Secondary level. State and local support.

IDAHO
Dr. Jay W. Casper
Superintendent
Idaho Falls, Idaho

Mathematics Goals and Activities K-6, Parts 1, 2, and 3 -- This 3-part publication of the Mathematics Division contains over 600 student behavioral objectives for mathematics, grades K-6. In addition, activities are included for each objective to assist teachers in successfully teaching mathematics to students. The publication lends itself to individualized instruction and a non-graded program because of its reference to levels instead of grades. Grades K-6. State, local and federal support.

NORTH CAROLINA
John W. Ogle, Consultant
Division of Mathematics
State Department

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
approach. Elementary	<u>CONNECTICUT</u> Southeast School Newington, Connecticut	<u>Achievement</u> <u>MATHEMATICS</u>
s for slow learners. and local support.	<u>IDAHO</u> Dr. Jay W. Casper Superintendent Idaho Falls, Idaho 83401	<u>Achievement</u> <u>MATHEMATICS</u>
ivities K-6, Parts t publication of the ains over 600 student r mathematics, grades ities are included for teachers in success- es to students. The to individualized aded program because ls instead of grades. l and federal support.	<u>NORTH CAROLINA</u> John W. Ogle, Consultant Division of Mathematics State Department	<u>Achievement</u> <u>MATHEMATICS</u>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
 Resource

The Educational Achievement Act (Senate Bill 174) was passed in 1969. The Act was amended by House Bill 1295, 1971 Session Laws. The purpose of the Educational Achievement Act is to stimulate the development and implementation of pilot programs in reading to improve the educational achievement of the educationally disadvantaged children in Colorado. In addition, it is intended that the pilot programs will be evaluated and the most successful and promising will be made available for replication in other school districts and ultimately provide a vehicle for reading improvement throughout Colorado. Twenty-three projects are in the third year of operation and three performance contracts are in operation the second year. Grades 1-12. State support. Future support is in doubt.

COLORADO
 E. Byron Parks, Consultant
 Special Programs Unit
 State Department

Remedial Reading: Act establishes a program whereby school districts may apply to Department of Education for funds to be used in a remedial reading program.

FLORIDA
 Chapter 71-273
 Laws of Florida

Special reading program for children with problems. Elementary level -- grades 1-6. State and local support.

IDAHO
 Harold Shockley, Principal
 and
 Marshall T. Keating
 Superintendent
 Lena Whitmore Elementary
 School
 Moscow, Idaho 83843

<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics	
<p>(Senate bill t was amended Laws. The vement Act is implementation improve the educationally do. In e pilot he most e made er school e a vehicle out Colorado. e third year of contracts are Grades 1-12. is in doubt.</p>	<p><u>COLORADO</u> E. Byron Parks, Consultant Special Programs Unit State Department</p>	<p><u>Achievement</u> <u>READING</u></p>
<p>hes a program ply to Department ed in a remedial</p>	<p><u>FLORIDA</u> Chapter 71-273 Laws of Florida</p>	<p><u>Enacted Legislation</u> <u>READING</u> finance</p>
<p>ldren with grades 1-6.</p>	<p><u>IDAHO</u> Harold Shockley, Principal and Marshall T. Keating Superintendent Lena Whitmore Elementary School Moscow, Idaho 83843</p>	<p><u>Ach' .vement</u> <u>RF JING</u></p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

A rural school Right to Read program.
Elementary level. Federal, state and local
support.

IDAHO
Mr. William
Hawthorne E
Boise, Idaho
or
Dr. Stephen
Superintendent
Independent
Boise Ci
Boise, Idaho

Reading Clinic. Elementary level. Title
I, ESEA.

IOWA
Leroy F. Pe
421 Clearvi
Burlington,

Model Reading Program -- A reading program
started in a junior high school and a
senior high school in which one-half hour
every day all activity in the school
stops and everyone -- principals, teachers,
students -- reads something. Basic to the
program is the idea that a literate
individual is not someone who knows how
to read but someone who does read.
Grades 7-12. State and federal support.

MARYLAND
Dr. Richard
Consultant
State Depar

<u>DESCRIPTION</u> <u>Needs</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
Right to Read program. Federal, state and local	<u>IDAHO</u> Mr. William G. Quinney Hawthorne Elementary School Boise, Idaho 83705 or Dr. Stephenson Youngerman, Jr. Superintendent Independent School District of Boise City Boise, Idaho 83702	<u>Achievement</u> <u>READING</u>
Elementary level. Title	<u>IOWA</u> Leroy F. Peace 421 Clearview Avenue Burlington, Iowa 52601	<u>Achievement</u> <u>READING</u>
Program -- A reading program for high school and a model in which one-half hour activity in the school time -- principals, teachers, parents something. Basic to the idea that a literate person is someone who knows <u>how</u> to read. <u>one</u> who <u>does</u> read. State and federal support.	<u>MARYLAND</u> Dr. Richard M. Petre Consultant in Reading State Department	<u>Achievement</u> <u>READING</u>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
 Resour

Reading Resources Center -- A Reading Resources Center was established in the State Superintendent's Office and is maintained by the Reading and Language Arts supervisor. This center contains research articles on reading-language arts; microfiche on all major publications related to reading and tests available for review for teachers; and over 20 publications which provide titles of films, remedial reading guides, ideas for the diagnosis of reading problems and lists of classroom activities. This material is available for distribution and use to all schools in the state on either a permanent or short-term loan basis.

MONTAN
 State

Language Arts: The New Mexico Reading Council was formed on October 8, 1971. The Council Coordinator sees this as the beginning of a statewide, cooperative effort to attack the reading problems in every school district in the state. The New Mexico Reading Council members will be called upon to encourage cooperation among the business community, parent/teacher groups and educators throughout the state in support of the Right to Read Program. Members will be asked to act as consultants in the planning phase of the project. Grades K-12. Federal support.

NEW ME
 Dr. Way
 Educat
 Commun
 State

DESCRIPTION

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

-- A Reading Resources
in the State Super-
s maintained by the
s supervisor. This
articles on reading-
e on all major pub-
ding and tests
teachers; and over
provide titles of
guides, ideas for
problems and lists
This material is
ion and use to all
either a permanent
s.

MONTANA
State Department

Achievement
READING
resource center

Mexico Reading Council
, 1971. The Council
s the beginning of a
effort to attack the
ry school district in the
Reading Council members
encourage cooperation
unity, parent/teacher
roughout the state
to Read Program.
o act as consultants
f the project.
upport.

NEW MEXICO
Dr. Wayne Weimer
Education Specialist
Communicative Arts Unit
State Department

Achievement
READING
language arts

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Small group remedial reading program for Mexican American and Indian children -- selected as one of the top ten model programs in the U. S. by the U. S. Office of Education involves bilingual and bicultural concepts with parental involvement. Grades 1-6. State and federal support.

NEW MEXICO
Mr. Frank I
Superintend
Pojoaque, N

SPED -- Behavioral objectives banks have been developed in the area of reading are presently being field tested in the schools.

NEW YORK
Jane Algozz
Reading Edu
State Depart

Three Right to Read Prototype Schools -- Elementary schools were selected in three districts for participation in redesigning or strengthening the developmental reading program. The Right to Read Task Force teams acted as consultants in policy making, planning, and developing the reading plans. Greece, Yonkers and Cassadagua Valley were the participating districts. Grades K-8. Federal, state and local support.

NEW YORK
Jane Algozz
Reading Edu
State Depart

The Regents Position Paper in Reading -- A new position paper has been published in support of individualizing the teaching of reading, using diagnostic-prescriptive approach which will meet the learner's needs, interests and learning modality. It places the responsibility for the elimination of illiteracy directly on our schools. Grades K-12. State support.

NEW YORK
Jane Algozz
Reading Edu
State Depart

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
<p>ding program for ian children -- op ten model the U. S. lves bilingual with parental . State and</p>	<p><u>NEW MEXICO</u> Mr. Frank Lopez Superintendent of Schools Pojoaque, New Mexico</p>	<p><u>Achievement</u> <u>READING</u> bilingual education</p>
<p>atives banks have been reading are presently e schools.</p>	<p><u>NEW YORK</u> Jane Algozzine, Chief Reading Education State Department</p>	<p><u>Achievement</u> <u>READING</u> behavioral objectives</p>
<p>prototype Schools -- selected in three tion in redesigning velopmental reading Read Task Force teams policy making, planning, ing plans. Greece, Valley were the . Grades K-8. Federal,</p>	<p><u>NEW YORK</u> Jane Algoziine, Chief Reading Education State Department</p>	<p><u>Achievement</u> <u>READING</u> task force</p>
<p>per in Reading -- A new published in support teaching of reading, iptive approach which needs, interests and places the responsibility illiteracy directly on our State support.</p>	<p><u>NEW YORK</u> Jane Algozzine, Chief Reading Education State Department</p>	<p><u>Achievement</u> <u>READING</u> individualized instruction diagnostic- prescriptive</p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Bureau of Reading Education: Administrator's Workshop -- Regional workshops are conducted for administrators to strengthen and improve school reading programs. K-12 Administrators.

NEW YORK
 Jane Algoz
 Reading Ed
 State Depa

Safety Ed-Driver Ed-3 phase program including simulation and multi-media classrooms. Secondary level. Federal and local support.

NEW HAMPSH
 John Grove
 Division o
 State Depa

HJR 60 requests the Governor to appoint a commission to study driver education programs in the State.

MARYLAND
 State Depa

Safety Education -- Special financial support to enable New York State to implement the requirements of the National Highway Safety Act of 1966 has been introduced. Supported by the State Traffic Safety Council.

NEW YORK
 Julian Riv
 23 East 26
 New York,

S-672A: Resolution creating a special commission to study feasibility of establishing a driver improvement program or a traffic school program in the State of Rhode Island.

RHODE ISLA
 State Depa

ESEA III Project "Sea Beside Us", an exemplary science program in the Milford District, recipient of a national award in 1971. Grades K-12. Federal support.

DELAWARE
 Mr. John P
 State Depa

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Administrator's s are conducted men and improve 2 Administrators.	<u>NEW YORK</u> Jane Algozzine, Chief Reading Education State Department	<u>Achievement</u> READING
rogram including assrooms. Secondary port.	<u>NEW HAMPSHIRE</u> John Groves Division of Instruction State Department	<u>Achievement</u> SAFETY EDUCATION driver education
to appoint a ucation	<u>MARYLAND</u> State Department	<u>Enacted Legislation</u> SAFETY EDUCATION
inancial support mplement the Highway Safety ed. Supported ouncil.	<u>NEW YORK</u> Julian Rivo 23 East 26th Street New York, New York 10010	<u>Proposed Legislation</u> SAFETY EDUCATION
a special ty of establishing or a traffic F Rhode Island.	<u>RHODE ISLAND</u> State Department	<u>Commission</u> SAFETY EDUCATION driver education
Js", an exemplary d District, in 1971.	<u>DELAWARE</u> Mr. John Reiher State Department	<u>Achievement</u> SCIENCE

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STAT
Reso

Bureau of Science Education -- During the course of a seven-year period, the State Education Department has developed an outstanding course of study in earth science which is inquiry and process oriented and is based upon the achievement of goals and objectives stated in behavioralized terms. The emphasis in the course is upon the development of learning-how-to-learn skills. The earth science course serves as a subject matter vehicle for implementing the development of high level learning-how-to-learn skills. A significant feature related to the development of this course was the organization of tryout centers throughout the state. These centers were composed of teachers from schools which were geographically close to each other. The teacher from a given center met on the average of twice a month for sessions which lasted one-half day or more. Each teacher in each center was, in effect, the chairman of a particular "wheel" function related to the program development, e.g., feedback resulting from trying out the experimental versions of the program, the development of laboratory investigations, the preparation of field guides, the development of inservice education programs and the like. The teachers from each of the centers participated in three of four statewide meetings during a given year. When they met on a statewide basis, those teachers who had taken on specific tasks and even the chairman of similar wheel function activities in their

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D. CURRICULUM AND INSTRUCTION
Curriculum Areas

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local centers met as a statewide committee for that particular function, e.g., the development of inservice education programs for other earth science teachers. By the end of the seven year period about two hundred teachers had been actively involved in the development of the statewide earth science program. The financing of the tryout effort was jointly borne by the State Education Department and the local school district. By the end of the period many of the teachers involved wanted to stay organized in some way in order to continue the effort to improve the learning-how-to-learn approach exemplified in the State Earth Science Course. Subsequently they reorganized themselves into a professional group of science teachers who are dedicated to applying research in science education to action in the schools as an organization known as Research in Science Education (RISE). They are currently committed to an effort which is directed toward the individualization of the State Earth Science Program and more generally to the individualization of learning in science and other disciplines. As a group the members of RISE are a valuable resource to the State in the ongoing development of a variety of modes of individualizing learning. They are particularly developing auto-tutorial software/hardware systems geared to achieving the individualization of learning. In con-

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zation known as
on (RISE). They
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They are partic-
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NEW YORK

Achievement

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

(continued)

junction with this overall effort, they are developing special diagnostic and evaluative instruments designed to measure achievement of learning how to learn skills on increasingly sophisticated levels of competence. But most importantly, this group continues to forge ahead in the development of new ideas, approaches, and ways to individualize the learning process -- and in the process they are serving effectively as change agents for improving the State's educational system.

NEW YORK

Aviation Science Project -- Aviation Science is a broad-based high school laboratory science course designed to give students an insight into the many facets of aviation. Included as a part of the course is a cross-country flight of approximately 40 miles for the student. Secondary level. State and local support.

NORTH CAROLINA
Paul H.
Director
Division
State D

Social Studies Mini-Courses. High School level. Local support.

CONNECTICUT
Miss He
Guilford
Guilford

Humanities Program. Secondary level. State and local support.

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Dr. S.
Superin
Independ
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Boise,

<u>INSTRUCTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>rall effort, they diagnostic and designed to measure g how to learn skills ticated levels of importantly, this ge ahead in the eas, approaches, and the learning process -- ey are serving effective- or improving the State's</p>	<u>NEW YORK</u>	<u>Achievement</u>
<p>ect -- Aviation Science school laboratory ed to give students any facets of aviation. the course is a cross- roximately 40 miles ondary level. State</p>	<u>NORTH CAROLINA</u> Paul H. Taylor Director Division of Science Education State Department	<u>Achievement</u> SCIENCE aviation innovative program
<p>ourses. High School</p>	<u>CONNECTICUT</u> Miss Helen Quinlan Guilford High School Guilford, Connecticut	<u>Achievement</u> SOCIAL STUDIES AND HUMANITIES mini-courses
<p>Secondary level. ort.</p>	<u>IDAHO</u> Dr. S. Youngerman Superintendent Independent District of Boise Boise, Idaho 83702	<u>Achievement</u> SOCIAL STUDIES AND HUMANITIES

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Project: A program to improve Social Studies Instruction in the Ottumwa Schools. Grades K-12. Title III, ESEA

IOWA
 State Department

"Poet in the School". Elementary level. NDEA III.

NEW HAMPSHIRE
 Dr. Alice Bau
 Division of I
 State House A
 Concord, New
 03301

Diversified Arts Program. Junior high school level. Federal, NDEA III support.

NEW HAMPSHIRE
 Dr. Alice Bau
 Division of I
 State House A
 Concord, New
 03301

"Guns into Plowshares" -- transforming rifle range to humanities area including a theater. Junior high school level. Federal and NDEA III support.

NEW HAMPSHIRE
 Dr. Alice Bau
 Division of I
 State House A
 Concord, New
 03301

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
cial Studies s. Grades	<u>IOWA</u> State Department	<u>Achievement</u> SOCIAL STUDIES AND HUMANITIES teacher training
level.	<u>NEW HAMPSHIRE</u> Dr. Alice Baumgarner Division of Instruction State House Annex Concord, New Hampshire 03301	<u>Achievement</u> SOCIAL STUDIES AND HUMANITIES
high school	<u>NEW HAMPSHIRE</u> Dr. Alice Baumgarner Division of Instruction State House Annex Concord, New Hampshire 03301	<u>Achievement</u> SOCIAL STUDIES AND HUMANITIES
forming rifle ng a el. Federal	<u>NEW HAMPSHIRE</u> Dr. Alice Baumgarner Division of Instruction State House Annex Concord, New Hampshire 03301	<u>Achievement</u> SOCIAL STUDIES AND HUMANITIES

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

Participation in a project sponsored by the National Humanities Faculty. Sixteen schools in the U.S. have been chosen to participate in 1971-72. It is a 3-year project entitled, "The Question of Authority," seeking the insights which a broad range of disciplines can offer. Each school is receiving consulting services from nationally known persons in musicology, art and drama, anthropology, and philosophy. Secondary level. Foundation support.

NORTH CAROLINA
J. A. Freeman
Principal
Hugh M. Cummings
2200 North Meban
Burlington, North
27215

Development of curriculum materials on India. Grades 7-12. State and federal support.

TENNESSEE
Commissioner
State Department

Humanities -- This seventh grade course in the humanities focuses the student's attention on what it means to be human through the study of literature, music, art, philosophy, history, architecture, drama, and dance. During the course, students develop insights into two key questions: Who am I? What is valuable to me? Edgewood Independent School District (San Antonio) students represent three ethnic groups: 92 percent Mexican American, 6 percent Anglo, and 2 percent black. Traditional learning patterns, moving from the known to the unknown, are followed. Each student is encouraged to explore his own family background, folklore, and community customs as a beginning point. Later, he moves into the unfamiliar culture of other countries and other people. Grade 7. Local support.

TEXAS
Joe Cardenas
Superintendent
Edgewood ISD
5853 West Commer
San Antonio, Tex

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Project sponsored by the County. Sixteen schools chosen to participate in a year project entitled, "Unity," seeking the range of disciplines is receiving con- ditionally known persons in drama, anthropology, and every level. Foundation</p>	<p><u>NORTH CAROLINA</u> J. A. Freeman Principal Hugh M. Cummings High School 2200 North Mebane Street Burlington, North Carolina 27215</p>	<p><u>Achievement</u> SOCIAL STUDIES AND HUMANITIES</p>
<p>Curriculum materials on state and federal</p>	<p><u>TENNESSEE</u> Commissioner E. C. Stimbert State Department</p>	<p><u>Achievement</u> SOCIAL STUDIES AND HUMANITIES</p>
<p>Seventh grade course in the student's attention on learn through the study of philosophy, history, and dance. During the project insights into two key questions: What is valuable to me? School District (San Antonio) sent three ethnic students: Mexican American, 6 percent African American. Traditional learning from the known to the unknown. Each student is taught his own family back- ground and community customs as a contrast. When he moves into the study of other countries and cultures. Local support.</p>	<p><u>TEXAS</u> Joe Cardenas Superintendent Edgewood ISD 5853 West Commerce San Antonio, Texas 78237</p>	<p><u>Achievement</u> SOCIAL STUDIES AND HUMANITIES intergroup education</p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resou

Programs and support for extending cultural awareness and social understanding of Texas public school students.

TEXAS
Texas

Humanities -- The McAllen Humanities Program is one of 10 in the nation offered consultant support by the National Humanities Faculty, which regularly sends specialists from The University of Texas at Austin, University of Georgia, and other sources to work with students and teachers. The program is divided into two courses, an 11th grade unit in American Studies and a 12th grade unit in Development of Western Thought. In each, the two teachers work closely with a small number of students in order to bring out as much individual expression as possible. When the class studies classical sculpture for example, students actually work in clay and other materials in order to develop an appreciation for the sculpture's art. They also work in painting, drama, photography, and make video-tape and slide-tape interpretations of themes and works introduced in the course. Grades 11-12. Federal and state support.

TEXAS
Rodney
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	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ding cultural ding of	<u>TEXAS</u> Texas Education Agency	<u>Proposed Legislation</u> SOCIAL STUDIES AND HUMANITIES cultural awareness
nities Program ered consultant ties Faculty, sts from The University to work with ogram is lth grade 12th grade Thought. closely with order to bring ion as possible. al sculpture work in clay o develop an 's art. They photography, tape inter- introduced Federal	<u>TEXAS</u> Rodney D. Cathey Superintendent McAllen ISD 110 South Tenth Street McAllen, Texas 78501	<u>Achievement</u> SOCIAL STUDIES AND HUMANITIES

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

The Wisconsin Department of Public Instruction's publication Knowledge, Processes and Values in the New Social Studies, deals with the three germane aspects of a social studies program: (1) the nature of knowledge, (2) inquiry and problem solving (processes) techniques, and (3) values and valuing. This publication was designed primarily for use in preservice and inservice experiences and is serving as a useful tool for instructional leaders in social studies education. Contained within this document are specific examples of teaching strategies which classifies this work as something over and above a philosophical statement. Implementation of the ideas contained in Knowledge, Processes and Values in the New Social Studies is being carried out through inservice experiences conducted by the Department of Public Instruction, the Wisconsin Council for the Social Studies, and the State Social Studies Curriculum Committee. Further, in this first year of the bulletin, it is being used as a methods text in nineteen of our teacher education institutions. Grades K-12. NDEA III and state support.

WISCONSIN
Dr. Mike
NDEA III
State Dep

Requirement of public high schools to give instruction in the essentials and benefits of the free enterprise system.

ARIZONA
Chapter 8
House Bi

Urges the teaching of consumer education in all Montana public schools. Signed March 1.

MCNTANA
HJR 2

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>of Public Instruction's Processes and Values s, deals with the a social studies of knowledge, solving (processes) es and valuing. igned primarily d inservice ng as a useful eaders in social ained within this amples of teaching ies this work as a philosophical on of the ideas <u>Processes and Values</u> s is being carried periences conducted lic Instruction, the e Social Studies, and Curriculum Committee. ear of the bulletin, thods text in nineteen institutions. nd state support.</p>	<p><u>WISCONSIN</u> Dr. Mike Hartoonian NDEA III State Department</p>	<p><u>Achievement</u> SOCIAL STUDIES AND HUMANITIES inservice training</p>
<p>gh schools to give tials and benefits system.</p>	<p><u>ARIZONA</u> Chapter 86 House Bill 299</p>	<p><u>Enacted Legislation</u> STATEWIDE CURRICULUM free enterprise</p>
<p>onsumer education hools. Signed</p>	<p><u>MONTANA</u> HJR 2</p>	<p><u>Enacted Legislation</u> STATEWIDE CURRICULUM consumer education</p>

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STATE
Resource

New educational goals and patterns for a series of changes in curriculum have been approved by the State Board to be effectuated through the Secretary of Education, designed to give greater flexibility in curriculum planning consistent with high quality of education and subject to the approval of the local boards of education. Grades K-12. State, local and federal support.

PENNSYLVANIA
 Mr. John L. Kennedy
 State Department

An Occupational Awareness Program. Grades 5-8. Federal and local support.

MARYLAND
 Jan W. Jansen
 Garrett County Communi
 College

Calling Careers (Telecast and Teachers Manual being produced) to examine a wide range of career possibilities. Grade 6. State support.

MARYLAND
 Miss Angela McDermott
 and
 Mr. James L. Reid
 Assistant State Superi
 Division of Vocational
 Technical Education
 State Department

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

PENNSYLVANIA
Mr. John L. Kennedy
State Department

Achievement
STATEWIDE CURRICULUM

MARYLAND
Jan W. Jansen
Garrett County Community
College

Achievement
VOCATIONAL EDUCATION
occupational education

MARYLAND
Miss Angela McDermott
and
Mr. James L. Reid
Assistant State Superintendent
Division of Vocational and
Technical Education
State Department

Achievement
VOCATIONAL EDUCATION
career education

D. CURRICULUM AND INSTRUCTION
Curriculum Areas

STA
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Career and Attitude Development Grade Kit K-6:
This program is designed to investigate that area of attitude development at the elementary level variously called occupational attitudes toward the world of work, career development or occupational information. This is a developmental program of attitude development which, instead of adding to the curricula of the elementary school, will and can be implemented within the existing framework of the school. The occupational attitude program is developed around a series of concepts with suggested activities and materials designed to (1) promote the student's understanding of various occupations, (2) provide occupational information, (3) explore the world of work, and (4) assist the student in finding out about himself as part of the preparation for decision making. Such a program at the elementary level is designed to lay the ground work for later occupational planning by the student as part of a comprehensive occupational education program Grades K-6. Public Law 90-576.

WYO
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Subtopics

Development Grade Kit K-6:
 designed to investigate that
 development at the elementary
 called occupational attitudes
 of work, career development
 information. This is a
 gram of attitude development
 adding to the curricula of
 school, will and can be imple-
 existing framework of the
 occupational attitude program is
 a series of concepts with
 ies and materials designed
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 ns, (2) provide occupational
 explore the world of work,
 e student in finding out
 part of the preparation for
 Such a program at the
 is designed to lay the
 ater occupational planning
 part of a comprehensive
 ation program. Grades K-6.

WYOMING
 Mr. Paul Sizemore
 Comprehensive Education
 Curriculum Coordinator
 State Department

Achievement
VOCATIONAL EDUCATION
 career education
 innovative programs

D. CURRICULUM AND INSTRUCTION
Diagnostic-Prescriptive Education

STATE
 Resource

Student Analysis System -- The system is designed to predict the probability of an elementary student dropping out of school before completing the twelfth (12th) grade. The significant characteristics of third and fourth graders, including age, sex, achievement, and socio-economic variables, are compared with similar characteristics of high school graduates and school dropouts. The degree of similarity is, therefore, the basis for a probability co-efficient determined for each student. A student with a co-efficient larger than 50 percent (.500) is considered a potential dropout. The value of the system lies: (1) in early identification of potential dropouts, (2) in the isolation of correlates of dropout characteristics at the local district level, and (3) in the opportunity to develop pupil retention programs with benefits for all students. Grades 3-12. State and federal support.

COLORADO
 Dr. Frank
 Youth-C
 State

Pupil Retention Programs -- A special legislative project concerning the establishment of Pupil Retention Programs has been proposed by the Legislative Study Committee on Public Education. The project proposes to encourage local education agencies and boards of cooperative services in the development of enriched pupil retention programs at both the elementary and secondary levels. In order to assure that local programs will focus on the preventive aspects of the problem and the utilization of the Student Analysis System, expenditures of project funds are largely limited to the retention effort, rather than reclaiming the

COLORADO
 Dr. Frank
 Direct
 Youth-

<u>Education</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>e system is designed an elementary before completing a significant fourth graders, nt, and compared with gh school . The degree the basis for etermined for a co-efficient is considered ue of the system ation of e isolation of eristics at the in the retention l students. al support.</p>	<p><u>COLORADO</u> Dr. Fred E. Holmes, Director Youth-Community Relations State Department</p>	<p><u>Achievement</u> DIAGNOSTIC-PRESCRIPTIVE EDUCATION dropouts</p>
<p>A special legislative ishment of Pupil proposed by the on Public Education. urage local s of cooperative of enriched pupil he elementary and o assure that the preventive ne utilization om ERIC enditures lanned to the aining the</p>	<p><u>COLORADO</u> Dr. Fred E. Holmes Director Youth-Community Relations</p>	<p><u>Proposal</u> DIAGNOSTIC-PRESCRIPTIVE EDUCATION</p>

D. CURRICULUM AND INSTRUCTION
Diagnostic-Prescriptive Education

STATE
Resource

Project: A Diagnostic and Educational
Center for Learning Problems. Grades 1-2.
Title III, ESEA.

IOWA
State Department

Project: Formulating and Testing Diagnostic
Procedures Need for Individualized Instruction.
Grades K-8. Title III, ESEA

IOWA
State Department

Pupil Appraisal -- Teams of school principals,
counselors, consultants, and classroom teachers
work together to evaluate the child's
physiological, psychological, and sociological
well being at North East Independent School
District in San Antonio. Originally formed
under a three-year Title III grant in 1967,
the center is now supported by local funds
in combination with a grant from Santa Rosa
Hospital and the Texas Criminal Justice
Council. Each child is diagnosed under
criteria set up by the new State Plan for
Special Education: medical, psychological,
social, reading skill, and language disorders.
A separate building of 19 rooms away from the
regular school classrooms is used. Federal,
local, and state support.

TEXAS
Ivan W. Fitzwater
Superintendent
North East ISD
10214 Sommers Drive
San Antonio, Texas

Mental Health in Public Schools: To study the
need for training counselors and teachers to
recognize and deal with mental health problems
in the public schools.

UTAH
Lewis Lloyd
Director
Utah Legislative Council

<u>Education</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ational Grades 1-2.	<u>IOWA</u> State Department	<u>Achievement</u> DIAGNOSTIC-PRESCRIPTIVE EDUCATION
ng Diagnostic ized Instruction.	<u>IOWA</u> State Department	<u>Achievement</u> DIAGNOSTIC-PRESCRIPTIVE EDUCATION individualized instruction
ool principals, classroom teachers child's and sociological endent School inally formed rant in 1967, local funds om Santa Rosa Justice sed under te Plan for psychological, guage disorders. s away from the sed. Federal,	<u>TEXAS</u> Ivan W. Fitzwater Superintendent North East ISD 10214 Sommers Drive San Antonio, Texas 78217	<u>Achievement</u> DIAGNOSTIC-PRESCRIPTIVE EDUCATION special education
s: To study the and teachers to health problems	<u>UTAH</u> Lewis Lloyd Director Utah Legislative Council	<u>Council</u> DIAGNOSTIC-PRESCRIPTIVE EDUCATION mental health

D. CURRICULUM AND INSTRUCTION
Individualized Instruction

STATE
Resource

Project Individually Prescribed Instruction.
 (IPI) Intermediate Level. Title III, ESEA.

IOWA
State Dep

The establishment of an open innovative school providing flexible individualized learning experiences in an environment that includes cross-age grouping; racial, economic, and cultural integration of students; and extensive use of community resource people and volunteers. Grades K-12. Title III ESEA, Hill Foundation, state and local support.

MINNESOTA
Dr. Wayne
Principal
St. Paul
1885 Univ
St. Paul,

An entire school program designed to promote higher levels of learning in students by encouraging and stimulating the development multiple talents through individualized creativity reports excellent results after three years in the program. Grades K-6. Title III, ESEA, state and local support.

UTAH
Gilbert S
Principal
Project
Bella Vi
2131 East
Salt Lake

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
struction. I, ESEA.	<u>IOWA</u> State Department	<u>Achievement</u> <u>INDIVIDUALIZED</u> INSTRUCTION prescriptive education
ntive alized ment racial, of students; ource 2. Title nd local	<u>MINNESOTA</u> Dr. Wayne Jennings Principal St. Paul Open School 1885 University Avenue St. Paul, Minnesota 55104	<u>Achievement</u> <u>INDIVIDUALIZED</u> INSTRUCTION innovative programs
to promote nts by velopment alized ts after es K-6. support.	<u>UTAH</u> Gilbert Stevenson Principal Project IMplode Bella Vista Elementary School 2131 East 70th South Salt Lake City, Utah 84121	<u>Achievement</u> <u>INDIVIDUALIZED</u> INSTRUCTION

D. CURRICULUM AND INSTRUCTION
Individualized Instruction

STATE
Resource

U-SAIL, Utah's System Approach to Individualized Learning, is a Title III project involving eight school districts in Utah. The basic system is developing an individualized instructional program K-12 with four subsystems:

UTAH
Mrs. Ca
Project
1421 So
Salt La

Subsystem A: An administrator inservice professional development program

Subsystem B: An inservice staff development program

Subsystem C: A system to develop teacher management and self-instructional packages

Subsystem D: An instructional management information system

The goal of the project is to bring children, administrators, teachers, programs, and materials together in an educational involvement that will optimize development of human living skills. Grades K-12. Title III, ESEA, state and local support.

An open school featuring non-graded personalized instruction based on a teacher-student information retrieval system as a basis for continuous progress learning. The program includes a new staff utilization model with an instructional cabinet composed of division leaders and learning experience designers with a student critique group. Grades 7-9. Title III, ESEA, state and local support.

UTAH
Dr. Cli
Princip
San Rid
2075 We
Roy, Ut

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
<p>Approach to Individualized Project involving eight The basic system is ed instructional systems: Administrator inservice ional development</p> <p>Service staff development</p> <p>Plan to develop teacher ent and self-instructional s Instructional management tion system to bring children, programs, and materials involvement that will man living skills. SEA, state and local</p>	<p>UTAH Mrs. Carma Hales, Director Project Center 1421 South 2200 East Salt Lake City, Utah 84108</p>	<p>Achievement INDIVIDUALIZED INSTRUCTION inservice training management information</p>
<p>Non-graded based on a on retrieval Continuous progress cludes a new staff Instructional on leaders designers with a Grades 7-9. local support.</p>	<p>UTAH Dr. Cliff LeFevre Principal San Ridge Junior High School 2075 West 4600 South Roy, Utah 84404</p>	<p>Achievement INDIVIDUALIZED INSTRUCTION</p>

D. CURRICULUM AND INSTRUCTION
Individualized Instruction

STATE
 Resource

Individualizing learning through "media" has as its objective to enable rural area teachers to more nearly meet the intellectual needs of the individual learner through development of an instructional program making maximum use of instructional media in large, small and individualized learning situations. (Vans carry equipment as needed to rural schools). Grades 4-6. Title III, ESEA.

WISCONSIN
 Mr. Roland
 CESA 11
 La Crosse C
 La Crosse,

Developing Learning Activity Packages for Continous Progress/Individualized Instruction: Learning Activity Packages (LAPs) are one kind of vehicle in an instructional management system designed to allow for continuous progress-- individualized instruction. Through the use of LAPs, students may choose from a variety of learning activities those which they believe are most appropriate for their own unique learning styles. In addition, because they move through the activities at different rates, students may make continual progress in educational growth without gaps of unlearned material, and/or without unnecessary overlaps in their programs. Grades K-14. Federal funding.

WYOMING
 Mr. Paul Si
 Comprehensi
 Curriculum
 State Depart

DESCRIPTION

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Resource

Category
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Subtopics

through "media" has
rural area teachers
intellectual needs of
rough development of
making maximum use
large, small and
situations. (Vans
to rural schools,
SEA.

WISCONSIN
Mr. Roland Solberg
CESA 11
La Crosse County Courthouse
La Crosse, Wisconsin 54601

Achievement
INDIVIDUALIZED
INSTRUCTION
media

ty Packages for
ualized Instruction:
s (LAPs) are one kind
onal management
for continuous progress--
n. Through the use of
from a variety of
which they believe are
own unique learning
ause they move through
nt rates, students
ss in educational
learned material,
y overlaps in their
Federal funding.

WYOMING
Mr. Paul Sizemore
Comprehensive Education
Curriculum Coordinator
State Department

Achievement
INDIVIDUALIZED
INSTRUCTION
continuous progress
curriculum
learning activity
packets

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
Resour

Instructional Use of the Computer. High School level. Local support.

CONNEC
Miss A
South
South

Project: Implementation of PLAN (individual instruction using computer). Grades 1-5. Title III, ESEA.

IOWA
State

Drop-out Returnee Project. Senior high school level. Federal and local support.

MARYLA
Richar
Baltim
Sch

Dropout Prevention: The Utah legislature provided \$225,000 for experimental programs designed to increase the school's holding power on potential school dropouts. The focus of the program is a new area of services to meet the specialized need of these students.

UTAH
SB 173

"Youth Tutoring Youth" program was established at Tomah Public Schools. Twenty-one school students identified as potential school dropouts were selected under the Office of Economic Opportunity Poverty Guidelines to serve as tutors for 42 boys and girls who needed extra help in the first six grades. High school level. ESEA, Title I, National Youth Corp.

WISCON
Ms. Ga
Title
State

AND INSTRUCTION
Practices

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

se of the Computer. High
Local support.

CONNECTICUT
Miss Ann Duffy
South Windsor High School
South Windsor, Connecticut

Achievement
COMPUTERIZED
INSTRUCTION

mentation of PLAN
(struction using computer).
ticle III, ESEA.

IOWA
State Department

Achievement
COMPUTERIZED
INSTRUCTION
individualized
instruction

ee Project. Senior high
Federal and local support.

MARYLAND
Richard Essers
Baltimore County Public
Schools

Achievement
DROPOUT PROGRAMS

ion: The Utah legislature
00 for experimental programs
rease the school's holding
ial school dropouts. The
rogram is a new area of
t the specialized need
ts.

UTAH
SB 173

Enacted Legislation
DROPOUT PROGRAMS
appropriations

g Youth" program was established
Schools. Twenty-one school
ified as potential school
selected under the Office of
munity Poverty Guidelines to
s for 42 boys and girls who
elp in the first six grades.
vel. ESEA, Title I, National

WISCONSIN
Ms. Gail Krc
Title I Office
State Department

Achievement
DROPOUT PROGRAMS

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
 Resource

Operation PASCAL: PASCAL is a five-year, two district, multi-community, five-component effort to develop a model school program which will substantially reduce the incidence of dropouts. In addition, it will contact, through its personnel, previous dropouts who will hopefully re-enter the secondary programs. Management, Cultures, Learning Difficulties, Occupational Life Training, and Integrative Support programs comprise the five Components. Each of these components is developed in complete detail in order that the respective Task Force Leaders can place the program into immediate operation at any given time. Grades 1-12. Public Law 90-247, Title VIII.

WYOMING
 Dr. Roy St
 Director,
 121 North
 Riverton,

Programs for Children. Legislative Council is performing a study and analysis of child support, training, educational and health programs in Utah.

UTAH
 Lewis Llo
 Utah Legi

Development of innovative educational programs.

CONNECTIC
 PA 430

Continuous Progress Secondary Program, Concord High School, Alfred I. duPont District. Grades 9-12. State and local support.

DELAWARE
 Dr. Willi
 Concord H
 2501 Ebr
 Wilmingto

Non-graded School. Elementary level. Title III, ESEA and local support.

IDAHO
 Dr. Darre
 Superinte
 Snake Riv
 Blackfoot

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ive-year, two component effort m which will ce of dropouts. rough its will hopefully Management, Occupational upport programs ach of these ete detail in orce Leaders iate operation Public Law	<u>WYOMING</u> Dr. Roy Strawser Director, PASCAL Project 121 North 5th West Riverton, Wyoming 82501	<u>Achievement</u> <u>DROPOUT PROGRAMS</u>
ive Council is of child support, n programs in	<u>UTAH</u> Lewis Lloyd, Director Utah Legislative Council	<u>Council</u> <u>EVALUATION</u> study
ional programs.	<u>CONNECTICUT</u> PA 430	<u>Enacted Legislation</u> <u>GENERAL</u>
rogram, Concord District. Grades	<u>DELAWARE</u> Dr. William J. Bailey Concord High School 2501 Ebright Road Wilmington, Delaware	<u>Achievement</u> <u>GENERAL</u>
level. Title	<u>IDAHO</u> Dr. Darrell K. Loosle Superintendent Snake River District Blackfoot, Idaho 83221	<u>Achievement</u> <u>GENERAL</u> non-graded school

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
Resource

Unitized Elementary Program. Elementary level. Local support.

IOWA
Superintendent
102 East State
Mason City,

School Within a School. Middle school level. Formerly Title III, ESEA support now local support.

IOWA
Superintendent
Box 128
Keokuk, Iowa

S.A.D. #3 -- 4-day week: Maine S.A.D. #3, with State Board approval, is now implementing an experimental four-day school week in an effort to provide a significant amount of time for the inservice training of teachers in preparation for individualizing their instructional program. The four-day school week affects all of the students, K-12, from the eleven towns of the school district. The students will be involved in the four-day week from September through Christmas until March and every fourth week thereafter until June. Each day in school will be extended by 35 minutes of instructional time. Friday of each week will be reserved for inservice training of teachers. The idea is to focus the resources of the school district on improving their educational program. The inservice education program is being funded through a Title III, ESEA proposal to "Strengthen Individualized Learning and Responsibility Development". The proposal establishes twenty pilot classrooms at all levels in which teachers receive specialized training prior to the beginning of school. However, the inservice program on the fifth day of the week involves the participation of all S.A.D. #3 teachers and administrators. Grades K-12. State and local support.

MAINE
Albert Brews
Superintendent
Unity, Maine
or
Dr. Horace M
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
mentary chool level. now local	<u>IOWA</u> Superintendent R. Bickert 102 East State Mason City, Iowa 50401 <u>Achievement</u> GENERAL unitized programs
S.A.D. #3, with ementing an ex- n an effort to time for the in- preparation for nal program. The of the students, he school district. the four-day week until March and il June. Each day minutes of in- h week will be re- teachers. The f the school dis- onal program. The being funded through Strengthen Individ- ity Development". pilot classrooms receive special- ning of school. on the fifth day ipation of all rators. Grades	<u>IOWA</u> Superintendent Robert Leland Box 128 Keokuk, Iowa 52632 <u>MAINE</u> Albert Brewster Superintendent Unity, Maine or Dr. Horace Maxcy, Jr. State Department <u>Achievement</u> GENERAL four-day week inservice training individualized instruction

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
Resource

Through State Department of Education leadership, the local school systems were encouraged to write curriculum objectives in performance language. Trained 100 Maryland administrators to write program objectives in performance language. Areas of science, math, and the arts and humanities. Grades K-12. Federal and state support.

MARYLAND
 Dr. James La
 Dr. Thomas R
 Dr. James Fi
 Curriculum C

A number of new developments are currently taking place in the area of curriculum. Among the most significant are: (1) completion of a bulletin entitled New Perspectives in Intergroup Education which sets forth guidelines to assist local boards of education in developing programs on ethnic and cultural minorities K-12; to be distributed to all 25 local school systems, piloted during 1971-72, and revised for final publication in the fall of 1972; (2) work of a committee on the formulation of criteria for use by local boards of education in evaluating and selecting instructional materials for schools which will insure that proper recognition is given to ethnic and cultural minorities; (3) distribution of the first State comprehensive health education curriculum K-12 to all 24 local school systems for piloting and evaluation during 1971-72, and revision in the summer of 1972 prior to final publication; (4) inclusion of material in the health education curriculum for implementing a program of drug education in the public schools by instructors trained in the field of drug education; (5) dissemination to all the 24 local school

MARYLAND
 Louella Wood
 State Depart

(continued)

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>cn leadership, uraged to write ce language. s to write language. ts and hu- nd state support.</p>	<p><u>MARYLAND</u> Dr. James Latham Dr. Thomas Rowan Dr. James Fisher Curriculum Consultants</p>	<p><u>Achievement</u> GENERAL behavioral objectives arts and humanities mathematics</p>
<p>urrently taking Among the ion of a in Intergroup nes to assist oping programs K-12; to be systems, d for final 2) work of criteria for n evaluating als for schools gnition is ities; (3) mprehensive o all 24 and evaluation e summer of (4) inclu- cation gram of drug v instructors ation; (5) school</p>	<p><u>MARYLAND</u> Louella Woodward State Department</p>	<p><u>Achievment</u> GENERAL drug education health education environmental education individualized instruction intergroup education</p>

L. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
Resource

(continued)

systems of drug abuse counseling guidelines for educators; to be implemented and evaluated during 1971-72; (6) development of guidelines for the initiation of comprehensive State environmental education program in all elementary and secondary public schools; guidelines include twelve recommendations which identify the actions to be taken in implementing the program; (7) trend in a number of local school systems toward more individualized instruction on both the elementary and secondary levels; (8) trend toward the offering of a number of mini-courses ranging from a period of one week to a full semester as a means of providing more relevant curriculum to meet student needs and requests.

MARYLAND

The St. Cloud Center for Pregnant Girls. A comprehensive area learning center for school-age pregnant girls. Non-residential and not located in a school building, these centers attempt to serve the total educational, health and welfare needs of school-age pregnant girls, married and unmarried. Grades 7-12. Federal, state and local support.

MINNESOTA
Lydell Taylor
Director
State Cloud
13th Avenue
St. Cloud,

"Activity Centered Classroom". Elementary level. Title I support.

NEW HAMPSHIRE
Mary Tridinger
Division of
State Depar

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
 Resource

Approval of new program for comprehensive high school in Metropolitan Nashville-Davidson County, Tennessee. Grades 10-12. State and local support.

TENNESSEE
 Dr. Elbert Bro
 Metropolitan N
 Davidson Co
 Nashville, Ten

Released Time for Enrichment -- Lockhart Junior High School is offering enrichment time incentives to some 675 sixth, seventh, and eighth graders who complete more than the minimum required work in a given period of time. The math incentive program now in its third year, enables students to work at their own pace, pass periodic tests to determine progress, and seek the help of teachers when they need it. In this way, many students complete junior high math ahead of the usual schedule and then move into senior high algebra and geometry while still attending junior high classes in other subjects. The enrichment program in English, which got underway in September, 1970, offers a different type of incentive. Each Wednesday, students who have completed the required work in grammar and reading may spend two-45 minute periods in activities ranging from editing the school newspaper to acting in a one-act play. Other enrichment activities include interpretive reading, talent contests, speed reading, word games, debate, and art. Junior high school level. Local support.

TEXAS
 Luther E. Hart
 Superintendent
 Lockhart ISD
 Box 120
 Lockhart, Texa

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English,
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Wednesday,
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45 min-
om editing
one-act
nclude
s, speed
Junior

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

TENNESSEE
Dr. Elbert Brooks, Director
Metropolitan Nashville-
Davidson County Schools
Nashville, Tennessee 37204

Achievement
GENERAL
comprehensive
high school

TEXAS
Luther E. Hartmen
Superintendent
Lockhart ISD
Box 120
Lockhart, Texas 78644

Achievement
GENERAL
enrichment
English
mathematics

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
Resource

Mini-Courses -- The Robert E. Lee High School mini-courses are a kind of intellectual rejuvenation break in the middle of the school year, allowing Tyler students and teachers alike to focus their attention on topics which interest them the most. Teachers list their "dream courses" to be taught during a three week period and students sign up for them strictly on an interest basis, ignoring the usual prerequisites and grade point requirements. Sophomores and seniors, high average scholars and barely passing students may sit side by side in the mini-courses. Interest is the intellectual key and flexible scheduling the administrative passport to the mini-course program. High school level, grades 9-12. Local support.

TEXAS
Jim Pyle
Superintendent
Tyler ISD
Box 237
Tyler, Texas

A Model for A Human Resources Program for use in an open space, team organized, innovative high school in Columbia, Maryland; emphasizing counselor role differentiation, counselor involvement in curriculum, and extension of guidance functions into the total school program. Grades 9-12. State support.

MARYLAND
Dr. John S.
Consultant
State Department of Education

<u>INSTRUCTION</u> <u>Resources</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
<p>Robert E. Lee High School of intellectual the middle of the Tyler students and s their attention st them the most. cream courses" to be week period and them strictly on an ng the usual pre- point requirements. , high average ssing students may e mini-courses. ectual key and e administrative ourse program. des 9-12. Local</p>	<p><u>TEXAS</u> Jim Plyler Superintendent Tyler ISD Box 237 Tyler, Texas 75701</p>	<p><u>Achievement</u> <u>GENERAL</u> mini-courses flexible scheduling</p>
<p>resources Program for team organized, in Columbia, Maryland; role differentiation, in curriculum, and functions into the Grades 9-12. State</p>	<p><u>MARYLAND</u> Dr. John S. Jeffreys Consultant in Guidance State Department</p>	<p><u>Achievement</u> <u>GUIDANCE AND</u> <u>COUNSELING</u></p>

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
 Resource

Annapolis Guidance Project: The development of guidance services in direct relation to assessed local school and community needs; yielding a model of guidance services which extend beyond counselors, to involve teacher-advisors, paraprofessionals, peer counselors, graduate students, and a variety of student group activities. Grades 10-12. State, local and University of Maryland support.

MARYLAND
 Dr. John S. Jeffr
 Consultant in Gui
 State Department

Group Techniques in Guidance and Counseling
 A series of training activities aimed at providing basic understanding of group process and laboratory experiences directly with students, as well as advanced practice, for counselors and other pupil services practitioners, administrators and teachers. All grades. State and federal support.

MARYLAND
 Dr. John S. Jeffr
 Consultant in Gui
 State Department

Group Guidance and Differentiated Staffing Project. Grades 7-12. Federal and local support.

MARYLAND
 James E. McLeaf
 St. Mary's Count
 of Education

STATE:
Resource

Category
PRIMARY TOPIC
Subtopics

MARYLAND
Dr. John S. Jeffreys
Consultant in Guidance
State Department

Achievement
GUIDANCE AND COUNSELING

MARYLAND
Dr. John S. Jeffreys
Consultant in Guidance
State Department

Achievement
GUIDANCE AND COUNSELING

MARYLAND
James E. McLeaf
St. Mary's County Board
of Education

Achievement
GUIDANCE AND COUNSELING
differentiated staffing

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
Resource

Area Guidance Consultant -- A three-year project designed to employ one area guidance consultant with secretary and mini-grant funds, for improvement of the guidance programs for grades K-12 in every Suffolk County public and non-public school district. A representative of the Advisory Council will supervise his activities, which will involve work with professional associations, program evaluation, interpretation of guidance services to the community and stimulation of innovative guidance programs and procedures. Grades K-12. ESEA, Title III, Guidance, counseling, and testing, \$55,629.

NEW YORK
Dr. Alfred St.
Area Consultant
Suffolk County
201 Sunrise H
Patchogue, New

Privileged communications between student and guidance counselors. Proposed by Breazeale, St. Regis.

SOUTH CAROLINA
House Bill 103

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>ee-year ea guidance i-grant funds, programs for ty public A ouncil will ill involve ns, program dance services of innovative Grades K-12. ling, and</p>	<p><u>NEW YORK</u> Dr. Alfred Stiller Area Consultant Suffolk County BOCES #2 201 Sunrise Highway Patchogue, New York 11772</p>
<p>student d by</p>	<p><u>SOUTH CAROLINA</u> House Bill 1039</p> <p><u>Proposed Legislation</u> GUIDANCE AND COUNSELING</p>

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
 Resource

Learning about Learning -- The overall learning about learning curriculum project now being developed is a transportable package of written and visual materials beamed toward the nine to eleven year old child. Its working base was formed during the three-year Unlimited Potential Project funded by Title III of the Elementary and Secondary Education Act. The curriculum is divided into five areas: (1) help the child understand himself, his environment, and his relations with other people; (2) help him understand the learning process and how to use it; (3) help him to become a problem-solver; (4) bridge the gap between his understanding of how to solve a problem and academic work, and (5) help him to create the structures in life which enable a person to work with his mind. High school level. Federal, state and local support.

TEXAS
 Harold Hitt
 Superintendent
 San Antonio ISD
 141 Lavaca Street
 San Antonio, Texas

Guidance and counseling allotment of one counselor for each 20 CTU's. Proposed by the Texas Education Agency.

TEXAS
 Texas Education Agency

Media Center-Model. High School level. Local support.

CONNECTICUT
 Principal
 Orchard Hill High School
 North Haven, Connecticut

Project Film Now (film study). Senior high school level. Title III, ESEA.

IOWA
 State Department of Education

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

TEXAS
Harold Hitt
Superintendent
San Antonio ISD
141 Lavaca Street
San Antonio, Texas 78210

Achievement
GUIDANCE AND
COUNSELING
learning skills

TEXAS
Texas Education Agency

Proposed Legislation
GUIDANCE AND
COUNSELING

CONNECTICUT
Principal
Orchard Hill High School
North Haven, Connecticut

Achievement
MEDIA

IOWA
State Department

Achievement
MEDIA
film study

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
Resource

Telecasts -- First instructional television scheduled for summer months (1971) for schools in Maryland. Grades K-12. State support.

MARYLAND
Miss Angela M
Director
Division of I
Television
Maryland Cent
Broadcasti
Bonita Avenue
Owings Mills,

Instructional Television -- The Department's expanding ITV services received an allocation of \$4 million from the General Assembly for the biennium -- a substantial increase over the \$2.2 million appropriated for the last two years.

OHIO
House Bill 47

The Bureau of Teaching Materials has automated the educational motion picture film services. The system used the computer to book the films to public schools and state supported institutions. Management information including a film catalog and catalogs for each school division are available in the form of printouts from the computer file. Grades K-12. State support.

VIRGINIA
Ralph H. Lewi
Supervisor
Bureau to Tea
State Departm

Educational Television -- formerly a Service, has been given Divisional status with the view of strengthening usage on a statewide basis under Department leadership. Grades K-12. State and local support.

VIRGINIA
Mrs. Mary Ann
Director
Educational T

ON	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
onal television (1971) for K-12. State	<u>MARYLAND</u> Miss Angela McDermott Director Division of Instructional Television Maryland Center for Public Broadcasting Bonita Avenue Owings Mills, Maryland 21117	<u>Achievement</u> MEDIA television
The Department's ved an allocation al Assembly for l increase over d for the last	<u>OHIO</u> House Bill 475	<u>Enacted Legislation</u> MEDIA television
ials has automated re film services. to book the films supported insti- tion including for each school e form of print- Grades K-12.	<u>VIRGINIA</u> Ralph H. Lewis Supervisor Bureau to Teaching Materials State Department	<u>Achievement</u> MEDIA management information
ormerly a Service, tatus with the on a statewide ership. Grades ort.	<u>VIRGINIA</u> Mrs. Mary Ann Franklin Director Educational Television	<u>Achievement</u> MEDIA

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
 Resource

Vocational Guidance TV Project (NEWIST). This vocational guidance TV project is producing and broadcasting 32 twenty minute instructional TV lessons. It is aimed at assisting students in their search for self-understanding in relationship to their future and acquainting them with more than 20 broad employment clusters. High school level. Vocation Education, Part D, 1968.

WISCONSIN
 Mr. James Kis
 Director
 Post Office
 CESA #9
 Green Bay, WI

Visual Literacy Curriculum Center: Curriculum Center providing material and methods information for film study as an entity in itself and as an interdisciplinary tool. Teachers have been trained in camera and film (8mm, 16mm, TV, slides, slide-tape, still prints) techniques as well as teaching strategies making use of the above. Students will study psychosociological effects of film, creative and expressive aspects of film, and literacy corollaries of film. Grades K-12. Title III, ESEA.

WYOMING
 Mr. Andy Pr
 Director
 Carbon County
 Center
 Post Office

OASIS -- Exemplary Open Access Middle School Program, Newark District. Grades 6-8. Federal, state and local support.

DELAWARE
 Mr. Hellmut
 Wilmer E. Sh
 1500 Capitol
 Newark, Delaw

Continued development and expansion of the middle school concept. Grades 5-8. State support.

FLORIDA
 Dr. J. W. Cro
 State Departm

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
(NEWIST). This is producing and instructional assisting students standing in and acquainting employemnt Vocation Educ-	<u>WISCONSIN</u> Mr. James Kissenger Director Post Office Box 711 CESA #9 Green Bay, Wisconsin 54305	<u>Achievement</u> MEDIA television
ter: Curriculum methods infor- tity in itself and Teachers have n (8mm, 16mm, prints) techniques making use of y psycho- creative and d literacy -12. Title	<u>WYOMING</u> Mr. Andy Prather Director Carbon County Instructional Center Post Office Box 367	<u>Achievement</u> MEDIA film study
Middle School des 6-8. rt.	<u>DELAWARE</u> Mr. Hellmut F. Bab Wilmer E. Shue Middle School 1500 Capitol Trail Newark, Delaware	<u>Achievement</u> MIDDLE SCHOOL, INTERMEDIATE UNIT
nsion of the 5-8. State	<u>FLORIDA</u> Dr. J. W. Crenshaw State Department	<u>Achievement</u> MIDDLE SCHOOL INTERMEDIATE UNIT

D. CURRICULUM AND INSTRUCTION
Innovative Practices

STATE
Resource

Enactment of Act 102 providing for the establishment of 20 intermediate units in the Commonwealth, to provide programs and services adopted by the intermediate unit as provided in the Act. Grades K-12. State, local and federal support.

PENNSYLVANIA
Dr. Harry Gerla
State Department

Del Mod System. Grades K-12. Private and state support.

DELAWARE
Mrs. Charlotte
Del Mod System
Post Office Box
Dover, Delaware

Modular Flexible Scheduling. Senior high school level. Local support.

IOWA
Robert Hoogeveen
Principal
1700 Fourth Street
Sheldon, Iowa

Model Open Education Program - Lore Elementary School, Wilmington. Primary level. State and local support.

DELAWARE
James Stephenson
Lore Elementary
4th & Woodlawn
Wilmington, Delaware

Completely Open Elementary School planned and staffed to begin in January, 1972. Grades K-6. State and local support.

DELAWARE
Milton K. Mark
Cobb Lower School
Chestnut Hill
Newark, Delaware

<u>ON</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
ng for the iate units in programs and mediate unit des K-12. port.	<u>PENNSYLVANIA</u> Dr. Harry Gerlach State Department	<u>Enacted Legislation</u> <u>MIDDLE SCHOOL,</u> <u>INTERMEDIATE UNIT</u>
. Private and	<u>DELAWARE</u> Mrs. Charlotte Purnell Del Mod System Post Office Box 192 Dover, Delaware	<u>Achievement</u> <u>MODULAR SCHEDULING</u>
Senior high	<u>IOWA</u> Robert Hoogeveen Principal 1700 Fourth Street Sheldon, Iowa 51201	<u>Achievement</u> <u>MODULAR SCHEDULING</u>
- Lore on. Primary ort.	<u>DELAWARE</u> James Stephenson Lore Elementary School 4th & Woodlawn Avenue Wilmington, Delaware	<u>Achievement</u> <u>OPEN SCHOOL</u>
School planned ary, 1972. support.	<u>DELAWARE</u> Milton K. Markley Cobb Lower School Chestnut Hill Road Newark, Delaware	<u>Achievement</u> <u>OPEN SCHOOL</u>

D. CURRICULUM AND INSTRUCTION
Intergroup Education

STATE
 Resource

New Perspectives in Intergroup Education: State Department personnel and selected teachers from local school systems worked cooperatively to develop guidelines and instructional activities for an interdisciplinary program in cultural and ethnic education. Grades K-12. State and federal support.

MARYLAND
 Mr. James A. Ad
 Specialist in S
 and
 Mrs. Velma Jone
 Advisory Specia
 Civil Rights
 State Departmen

Two elementary schools in the Minneapolis School system will be reorganized with all primary pupils attending one, and all upper elementary pupils attending the other. Each school will serve as a resource center for a racially integrated age group and will be staffed by additional diagnostic and remedial specialists. Grades 1-6. Title III, ESEA, state and local support.

MINNESOTA
 James P. Kenned
 Director
 Minneapolis Pub
 807 Northeast B
 Minneapolis, Mi

Achievements in the area of providing equal educational opportunities for minority students in Minnesota include: (1) the adoption by the State Board of Education of a "Policy Statement on Educational Leadership Role for Department of Education and Board of Education in Providing Equal Educational Opportunity", (2) the adoption by the State Board of Education of "Guidelines Relating to Equality of Educational Opportunity and Desegregation, Intra-Cultural and Inter-Cultural Quality Education", and (3) the inclusion of a component concerning human relations training in all programs leading to certification in education. Grades K-12. Federal and state support.

MINNESOTA
 Archie Holmes,
 Equal Education
 Section
 State Departmen

	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
<p>ucation: lected s worked es and inter- and State</p>	<p><u>MARYLAND</u> Mr. James A. Addy Specialist in Social Studies and Mrs. Velma Jones Advisory Specialist for Civil Rights State Department</p>	<p><u>Achievement</u> <u>INTERGROUP EDUCATION</u></p>
<p>neapolis with all all upper ther. Each enter for nd will be and . Title t.</p>	<p><u>MINNESOTA</u> James P. Kennedy Director Minneapolis Public Schools 807 Northeast Broadway Minneapolis, Minnesota 55413</p>	<p><u>Achievement</u> <u>INTERGROUP EDUCATION</u></p>
<p>ding equal ority 1) the ucation onal Education ng Equal adoption f "Guide- cational tra- ty of a ons to es K-12.</p>	<p><u>MINNESOTA</u> Archie Holmes, Director Equal Educational Opportunities Section State Department</p>	<p><u>Achievement</u> <u>INTERGROUP EDUCATION</u></p>

D. CURRICULUM AND INSTRUCTION
Intergroup Education

STATE
Resource

Project Catalyst -- Project Catalyst, a Title IV Civil Rights Program, links Region XII Education Service Center at Waco and 24 of its school districts into a unified effort to solve problems arising from desegregation of the public schools. Some 102 teachers and administrators from school districts having at least 15 percent Negro students participated during the first year, a figure which increased to 270 in June, 1970. Teachers, all levels. Title IV.

TEXAS
Mack Mullins
Executive Director,
Region XII
Education Service C
Box 6428, BU Statio
Waco, Texas 76706

DESCRIPTIONSTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

ject Catalyst, a Title
 , links Region XII
 r at Waco and 24 of
 to a unified effort
 ng from desegregation
 Some 102 teachers
 school districts
 ent Negro students
 first year, a
 to 270 in June, 1970.
 Title IV.

TEXAS
 Mack Mullins
 Executive Director,
 Region XII
 Education Service Center
 Box 6428, BU Station
 Waco, Texas 76706

Achievement
INTERGROUP EDUCATION

D. CURRICULUM AND INSTRUCTION
Performance Contracting

STATE
 Resource

Performance Contracting.

HAWAII
 Ichiro Fukumo
 Administrator
 Planning Sect
 Post Office B
 Honolulu, Haw

A series of laws to promote cooperative programs by two or more local school corporations for special education and other programs.

INDIANA
 PL 318
 PL 319
 PL 261
 Acts of 1971

Performance Contracting -- Moneys for experimentation and demonstration programs in public schools.

MINNESOTA
 Act No. 134,
 Public Acts of

Guaranteed Performance Contracting -- Under the leadership of the State Department of Education, seven local school divisions in Virginia implemented a reading program utilizing the concept of performance contracting. Instruction, evaluation, and management support were contracted to outside agencies. The first year's results were inconclusive, but the project is being continued a second year under local auspices.

VIRGINIA
 Dr. Robert V.
 Special Assis
 Federal Pr
 State Departm

ON

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

HAWAII
Ichiro Fukumoto
Administrator
Planning Section
Post Office Box 2360
Honolulu, Hawaii 96804

Proposed Legislation
PERFORMANCE CONTRACTING

cooperative
school
education and

INDIANA
PL 318
PL 319
PL 261
Acts of 1971

Enacted Legislation
PERFORMANCE CONTRACTING
special education
school corporations

Moneys for exper-
n programs in

MINNESOTA
Act No. 134,
Public Acts of 1971.

Enacted Legislation
PERFORMANCE CONTRACTING
finance

tracting -- Under
Department of
ol divisions in
ing program
rformance
evaluation,
contracted to
t year's
but the project
l year under

VIRGINIA
Dr. Robert V. Turner
Special Assistant for
Federal Programs
State Department

Achievement
PERFORMANCE CONTRACTING
reading

D. CURRICULUM AND INSTRUCTION
Staffing

STATE
Resource

Reorganization of staffing patterns. Grades K-12. State support.

ALABAMA
J. C. Blair
State Department

Completion of theory and practice text on differentiated staffing. (Available -- Spring 1972.) Grades K-12. Private support. (Written on leave to Yale University from Florida Department of Education).

FLORIDA
Rodney P. Smith
State Department

Differentiated Staffing, Mason City, Iowa. Elementary level. Local support.

IOWA
Superintendent
102 East State
Mason City, Iowa

The reorganization of an elementary school in a rural area utilizing the concepts of differentiated staffing, involvement of the staff in the total educational process of the school district, and a continuous progress curriculum. Grades K-6. Title III ESEA, Hill Foundation, State and local support.

MINNESOTA
Richard T. Hegre
Director
Staples Elementary
Staples, Minnesota

Differentiated Staffing -- During 1971, New Jersey secured Federal funds for the development of differentiated staffing programs in local school districts. Currently, the program is operable in 20 districts which have expressed interest in improving individual teacher performance through better staff utilization. Grades K-12. Federal and state support.

NEW JERSEY
Dr. Carl Swanson
State Department

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ing patterns. Grades	<u>ALABAMA</u> J. C. Blair State Department	<u>Achievement</u> STAFFING
d practice text on (Available -- -12. Private leave to Yale Department of	<u>FLORIDA</u> Rodney P. Smith State Department	<u>Achievement</u> STAFFING differentiated staffing
, Mason City, Iowa. l support.	<u>IOWA</u> Superintendent R. Bickert 102 East State Mason City, Iowa 50401	<u>Achievement</u> STAFFING differentiated staffing
n elementary school ng the concepts of , involvement of the ational process of the continuous progress . Title III ESEA, and local support.	<u>MINNESOTA</u> Richard T. Hegre Director Staples Elementary School Staples, Minnesota 56479	<u>Achievement</u> STAFFING differentiated
-- During 1971, New funds for the tiated staffing programs ts. Currently, the 20 districts which have mproving individual ough better staff 12. Federal and	<u>NEW JERSEY</u> Dr. Carl Swanson State Department	<u>Achievement</u> STAFFING differentiated

116

D. CURRICULUM AND INSTRUCTION
Staffing

STATE
Resource

Cooperative sharing of staff by small high schools to provide greater variety of course offerings and enrich curriculum for rural high schools. Grades 9-12. State and local support.

NEW MEXICO
Gordon King,
of Schools
Hagerman, New

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
small high ety of course for rural ate and local	<u>NEW MEXICO</u> Gordon King, Superintendent of Schools Hagerman, New Mexico	<u>Achievement</u> <u>STAFFING</u>

D. CURRICULUM AND INSTRUCTION
Textbooks, Materials

STATE
Resource

To make an appropriation for the purpose of purchasing free textbooks for fiscal year ending September 30, 1971.

ALABAMA
House Bill
Act No. 19

Textbook Allocation Flexibility: Amends Florida Statutes to permit district school boards to use up to ten percent of state textbook allocation for instructional materials that are not on state-adopted list.

FLORIDA
Chapter 7
Laws of F.

Resolution to amend New Mexico constitution by repealing article 20, Section 17, requiring a uniform system of textbooks.

NEW MEXICO
Joint Reso

Liberalizing Instructional Resources Availability.

TEXAS
Texas Educ

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
n for the purpose of ks for fiscal year 71.	<u>ALABAMA</u> House Bill No. 190 Act No. 190	<u>Enacted Legislation</u> <u>TEXTBOOKS, MATERIALS</u> appropriation
xibility: Amends mit district school percent of state instructional on state-adopted	<u>FLORIDA</u> Chapter 71-62 Laws of Florida	<u>Enacted Legislation</u> <u>TEXTBOOKS, MATERIALS</u>
y Mexico constitution , Section 17, requiring tbooks.	<u>NEW MEXICO</u> Joint Resolution	<u>Enacted Legislation</u> <u>TEXTBOOKS, MATERIALS</u>
nal Resources	<u>TEXAS</u> Texas Education Agency	<u>Proposed Legislation</u> <u>TEXTBOOKS, MATERIALS</u>

D. CURRICULUM AND INSTRUCTION
Year-round School

STATE
Resource

Incentive Program for Year-round Schools: Alaska House Bill No. 467, sponsored by Representatives Mike Miller, Juneau; Mike Bradner, Fairbanks; and Helen Fischer, Anchorage; encourages the development of year-round school programs. It will be considered during the legislative session. Introduced during the 1971 legislative session, the bill is purely permissive, allowing school districts to study and plan and possibly adopt a rescheduled school year on a voluntary basis. The bill would provide districts wishing to study the concept an amount equal to one percent of their foundation support allocation or \$25,000, whichever is less, to be used for a program feasibility study or planning, or both. The bill further provides an additional ten percent of the district's foundation support allocation for each of the first three years during which a continuous year-round school program is operational, and five percent for each year thereafter.

ALASKA
Representative M
Box 1494
Juneau, Alaska
Representative M
915 Kellum Street
Fairbanks, Alaska
Representative H
2023 Wildwood Lane
Anchorage, Alaska

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Schools:
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ALASKA
Representative Mike Miller
Box 1494
Juneau, Alaska 99801
Representative Mike Bradner
915 Kellum Street
Fairbanks, Alaska 99701
Representative Helen Fischer
2023 Wildwood Lane
Anchorage, Alaska 99503

Proposed Legislation
YEAR-ROUND SCHOOL
extended school year

D. CURRICULUM AND INSTRUCTION
Year-round School

STATE
Resource

Extended School Year: Programs may be established including but not limited to trimester or quadrimester programs or staggered attendance designs, so as to provide year-round utilization of school plants while maintaining a minimum attendance of 180 days per fiscal year for each pupil and further providing that such programs may be mandatory or optional for such purposes as continuing, accelerating, supplementing, enriching, and extending any existing or future programs, and further providing that no pupil shall be denied participation in interscholastic activities because of his selection or assignment to a particular school term. Such rules shall also provide that all proposed programs that are to be supported by funds of the State of Delaware shall have prior approval by the State Board of Education and that each proposal shall describe a method for evaluation of the services of the program. Proposed by the State Board of Education and the State Superintendent.

DELAWARE
State Department

Development of the quinmester program as the answer to year-round school. Grades K-12. State support.

FLORIDA
Dr. J. W. Crenshaw
State Department

SECTIONSTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

programs may be
not limited to
programs or
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rd of Education
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DELAWARE
State DepartmentProposed Legislation
YEAR-ROUND SCHOOL
extended school year

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FLORIDA
Dr. J. W. Crenshaw
State DepartmentAchievement+
YEAR-ROUND SCHOOL
extended school year

D. CURRICULUM AND INSTRUCTION
Year-round School

STATE
 Resource

Year-Round School: Act amends statutes to grant district school boards authority to operate a 12-month program on a quin-mester plan (present statute refers only to a quarter system of operation); act also amends statutes to require school plant surveys at least every five years, rather than every ten years.

FLORIDA
 Chapter 71-272
 Laws of Florida

Special Legislative Projects and Proposals:
 Full-Year School Incentive Bill -- The purpose of this proposal is to encourage interested school districts to study the feasibility of implementing a full-year school plan. The present proposal is aimed specifically at, but not limited to, 20 school districts which are currently experiencing severe financial crisis. The proposal also provides transition funds for school districts which decide to initiate a full-year program. No single plan of full-year school is suggested under this proposal because of the varying situations found in different school districts. Reasons for investigating the feasibility of full-year school include the rising cost of education, overcrowding of classrooms, mobility of the population, accumulation of new knowledge, problems encountered in urban education, and the reluctance of taxpayers to vote more money for education. Proposed by the Office of the Superintendent of Public Instruction.

ILLINOIS
 Miss Jean Flynn
 Governmental Re
 Room 302
 State Office Bu
 Springfield, IL

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>atutes uthority a quin- rs only ; act chool e years,</p>	<p><u>FLORIDA</u> Chapter 71-272 Laws of Florida</p>	<p><u>Enacted Legislation</u> <u>YEAR-ROUND SCHOOL</u> extended school year</p>
<p>Proposals: - The purpose interested sibility of plan. The ically l districts severe also hool te a full- full-year proposal s found Reasons y of full- ost of rooms, mulation ntered in nce of education. perintendent</p>	<p><u>ILLINOIS</u> Miss Jean Flynn Governmental Relations, OSPI Room 302 State Office Building Springfield, Illinois 62706</p>	<p><u>Proposed Legislation</u> <u>YEAR-ROUND SCHOOL</u> extended school year finance</p>

D. CURRICULUM AND INSTRUCTION
Year-round School

STATE
Resource

Outstanding Educational Achievements and Practices since July 1970: "45-15 Continuous School Year Plan" -- This program was initiated in June 1970 by the Valley View Elementary District. Under the plan, every pupil (K-8) attends school for 45 consecutive days and then goes on vacation for 15 days. This schedule is maintained for the entire year so that the student completes the required 180 class days. This is not a statewide program. There is, however, a proposal currently under consideration which would authorize school districts interested in such programs to study their feasibility. Grades K-8. Local support.

ILLINOIS
James D. Bingle
President
Valley View Board of
Valley View, Illinois

Planning Grant: Year Round School. Grades K-12. Title III ESEA.

IOWA
State Department

An elementary in a rural area began a 12-month use of facilities and year-round schooling using a 45-15 day school schedule. Curriculum revision and evaluation procedures are integral parts of the program. Grades 1-6. Title III, ESEA, state and local support.

MINNESOTA
Pius Lacher, Superintendent
Mora Public Schools
Mora, Minnesota

Extended School Year -- Last year the Department of Education began developmental work on a variety of extended school year models. The Department hopes to secure funds from the Legislature this year to provide ESY planning grants to selected local districts. Grades K-12. State support.

NEW JERSEY
Mr. Bruce Campbell
State Department

<u>INSTRUCTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>1 Achievements and 1970: "45-15 Plan" -- This program 1970 by the Valley ct. Under the plan, ends school for 45 hen goes on vacation chedule is maintained that the student 180 class days. le program. There is, urrently under ould authorize school n such programs to y. Grades K-8.</p>	<p><u>ILLINOIS</u> James D. Bingle President Valley View Board of Education Valley View, Illinois</p>	<p><u>Achievement</u> YEAR-ROUND SCHOOL extended school year 45-15 plan</p>
<p>Round School. Grades</p>	<p><u>IOWA</u> State Department</p>	<p><u>Achievement</u> YEAR-ROUND SCHOOL extended school year</p>
<p>ral area began a 12- es and year-round 15 day school schedule. nd evaluation procedures the program. Grades , state and local support.</p>	<p><u>MINNESOTA</u> Pius Lacher, Superintendent Mora Public Schools Mora, Minnesota</p>	<p><u>Achievement</u> YEAR-ROUND SCHOOL extended school year 45-15 plan</p>
<p>-- Last year the Depart- an developmental work on school year models. The ecure funds from the to provide ESY planning cal districts. Grades</p>	<p><u>NEW JERSEY</u> Mr. Bruce Campbell State Department</p>	<p><u>Achievement</u> YEAR-ROUND SCHOOL extended school year</p>

D. CURRICULUM AND INSTRUCTION
Year-round School

STATE
 Resource

Pentameter Calendar: School districts now have the option of conducting an instructional program on a pentameter basis. Under a pentameter plan, the school district must provide for five sessions of not less than 45 days in each. A student would then attend school at least four of the pentameters. Districts already have the option of adopting semester, trimester or quarter calendars.

OHIO
 House Bill 475

Year-Round School: This proposed legislation would provide the means for establishing a year-round educational program based on local needs, and a method for reimbursement of educational costs for the number of days exceeding the 180 days of instruction presently mandated. The State Administration and the Department of Education.

PENNSYLVANIA
 Dr. David H. Kurtzman
 Secretary of Education
 Box 911
 Harrisburg, Pennsylvania

Year-Round School concept is gaining momentum and public support rapidly. Legislators, department officials and school boards are examining possibilities for feasibility studies in several districts in the Commonwealth. Grades K-12. Local support.

PENNSYLVANIA
 Mr. George H. Love
 State Department

Extension of time-Commission established to study feasibility of extending school year. H-1050.

RHODE ISLAND
 State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>icts now structional der a ct must ss than hen</p> <p>ve the ster</p>	<p><u>OHIO</u> House Bill 475</p>	<p><u>Enacted Legislation</u> YEAR-ROUND SCHOOL extended school year</p>
<p>egislation ishing a ed on local ent of f days ion inistration</p>	<p><u>PENNSYLVANIA</u> Dr. David H. Kurtzman Secretary of Education Box 911 Harrisburg, Pennsylvania 17126</p>	<p><u>Proposed Legislation</u> YEAR-ROUND SCHOOL extended school year</p>
<p>ng momentum lators, ards are ility e Common- rt.</p>	<p><u>PENNSYLVANIA</u> Mr. George H. Love State Department</p>	<p><u>Achievement</u> YEAR-ROUND SCHOOL extended school year</p>
<p>lished school</p>	<p><u>RHODE ISLAND</u> State Department</p>	<p><u>Commission</u> YEAR-ROUND SCHOOL extended school year</p>

D. CURRICULUM AND INSTRUCTION
Year-round School

STATE
Resource

Extended School Year including alternatives
to four quarter system.

TEXAS
Texas Educati

A three-year feasibility study on year-round
schools culminated in several research and
development proposals. The study included
pilot projects during 1970-71 which investigated
problems in curriculum development, individualized
instruction, and differentiated instructional
staff roles. A pilot project was initiated on
a staggered 45-15 plan in three elementary
schools and one middle school, involving
approximately 3,000 pupils. Grades K-12. State
and local support.

VIRGINIA
Charles E. Cl

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
cluding alternatives	<u>TEXAS</u> Texas Education Agency	<u>Proposed Legislation</u> YEAR-ROUND SCHOOL extended school year
y study on year-round several research and The study included 1970-71 which investigated development, individualized differentiated instructional project was initiated on in three elementary school, involving pils. Grades K-12. State	<u>VIRGINIA</u> Charles E. Clear	<u>Achievement</u> YEAR-ROUND SCHOOL

E. EARLY CHILDHOOD EDUCATION
General

STATE
Resource

To provide that the county boards of education shall have the power to establish and maintain kindergartens and playgrounds for children within their jurisdiction.

ALABAMA
House Bill No. 95
Act 1935

Initiate a statewide kindergarten program on a limited basis. Proposed by the Mississippi Education Association and the State Department of Education.

MISSISSIPPI
C. A. Johnson
Executive Secretary
Mississippi Education
Association
219 North President
Jackson, Mississippi

Early Childhood Education: The Superintendent of Public Instruction recommends that the Legislature make provision for the establishment of a statewide early childhood education program. Funding for the program should be the responsibility of the state since early childhood education provides an essential foundation for a child's total education experience.

MONTANA
State Department

Early Childhood Education: Through a Legislative appropriation of \$90,000, the Department of Education is making exceptional progress toward development of a comprehensive early childhood program which will provide the mechanism for combined pre-school education and day care facilities throughout the State. Grades Pre-kindergarten. Federal and state support.

NEW JERSEY
Mrs. Florence Fox
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ALABAMA House Bill No. 95 Act 1935	<u>Enacted Legislation</u> ESTABLISHMENT
MISSISSIPPI C. A. Johnson Executive Secretary Mississippi Education Association 219 North President Street Jackson, Mississippi	<u>Proposed Legislation</u> ESTABLISHMENT
MONTANA State Department	<u>Proposed Legislation</u> ESTABLISHMENT finance
NEW JERSEY Mrs. Florence Foster State Department	<u>Achievement</u> ESTABLISHMENT finance

E. EARLY CHILDHOOD EDUCATION
General

STATE
Resource

Early childhood education made a recent thrust in giving kindergarten programs a high priority. Ages 3-5. State and local support.

PENNSYLVANIA
Mrs. Charlotte Gar
State Department

Early Childhood Education for 4 year-old non-English speaking children. Proposed by the Texas Education Agency.

TEXAS
Texas Education Ag

As a result of legislation passed during the 1971 session an early education program has been inaugurated in West Virginia to include, by 1973-74, all five year olds in the State. In addition permissive legislation was passed to enable counties to establish programs for three and four year olds if they so elect. During the opening months of the 1971-72 school year, approximately one-third of the five year olds in West Virginia are being provided an early education program. Ages 3-8 years. State and federal support.

WEST VIRGINIA
Dr. Daniel B. Tayl
State Department

Regional early childhood education demonstration centers were established in the State to develop innovative programs in early education and to serve as preservice and inservice centers for the preparation of early childhood education personnel. Ages 3-6 years. State, federal and Appalachian Regional Commission support.

WEST VIRGINIA
Dr. Daniel B. Tayl
State Department

<u>ON</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ade a re`ent en programs State and	<u>PENNSYLVANIA</u> Mrs. Charlotte Garman State Department	<u>Achievement</u> ESTABLISHMENT
or 4 year-old en. Proposed cy.	<u>TEXAS</u> Texas Education Agency	<u>Proposal</u> ESTABLISHMENT bilingual education
passed during ducation program t Virginia to ve year olds in missive legisla- ounties to e and four year ing the opening l year, the five year eing provided Ages 3-8 upport.	<u>WEST VIRGINIA</u> Dr. Daniel B. Taylor State Department	<u>Achievement</u> ESTABLISHMENT
ucation established ovative and to serve centers for ildhood 3-6 years. ian Regional	<u>WEST VIRGINIA</u> Dr. Daniel B. Taylor State Department	<u>Achievement</u> ESTABLISHMENT inservice training

E. EARLY CHILDHOOD EDUCATION
General

STATE
Resource

Evaluation Guide for Early Childhood Education Training Programs has been developed. Grades K-3. State support.

ALABAMA
Mrs. Louise
Division of
State Depart

Early Childhood Education: To encourage provision of prekindergarten educational programs for Colorado four-year old learners, by providing \$465,000 for distribution on a 3-1 matching basis to local districts which submit approvable ECE program proposals. Proposed by the Colorado Department of Education.

COLORADO
Mr. E. Dear
Assistant C
Office of C
Educatio
State Depart

State-supported Kindergarten, available only since September, 1968, now in operation in every District, available for all children in the State, September, 1971. Grade Kindergarten. State and local support.

DELAWARE
Mrs. Patri
State Depart

Kindergarten Economics Program. Elementary level. NDEA Title III-A and local support.

IOWA
Mr. John K
1800 Grand
Des Moines

Kindergarten: Development of kindergarten programs and curriculum guides for 28 school systems; Special teacher training program in conjunction with Southwestern educational laboratory; Concentration on disadvantaged 5-year olds. Grade kindergarten. State and local support.

NEW MEXICO
Blanche Co
Director
Elementary
State Depart

<u>ON</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Childhood has been state support.	<u>ALABAMA</u> Mrs. Louise Higgins Division of Instruction State Department	<u>Achievement</u> EVALUATION
To encourage en educational year old 5,000 for ing basis submit approv- Proposed of Education.	<u>COLORADO</u> Mr. E. Dean Coon Assistant Commissioner Office of Continuing Education State Department	<u>Proposed Legislation</u> EXPANSION finance
en, available , now in t, available ate, September, State and	<u>DELAWARE</u> Mrs. Patricia McBath State Department	<u>Achievement</u> EXPANSION
gram. Elementary and local support.	<u>IOWA</u> Mr. John Kilgore 1800 Grand Avenue Des Moines, Iowa 50307	<u>Achievement</u> EXPANSION
of kindergarten ides for 28 school raining program estern educational on disadvantaged garten. State	<u>NEW MEXICO</u> Blanche Collie Director Elementary Education State Department	<u>Achievement</u> EXPANSION teacher training disadvantaged

E. EARLY CHILDHOOD EDUCATION
General

STATE
Resource

Kindergarten: Funds were appropriated for 35 new kindergarten centers during the first year of the biennium and for approximately 20 additional centers during the second year of the biennium. While this appropriation was somewhat longer than the amount recommended by the Advisory Budget Commission, it is substantially smaller than the minimum amount necessary to enable the State Board of Education to achieve its major long-range goal in early childhood education -- to provide opportunity for every five-year-old in North Carolina to be enrolled in a publicly supported kindergarten by the 1975-77 biennium.

NORTH CAROLINA
State Department

Kindergarten program -- pilot program expanded in state.

SOUTH CAROLINA
Mrs. Theo P. Har
Office of Genera
State Department

State aid to school districts with kindergarten programs on basis of 1/2 ADA (Average Daily Attendance) requires elementary districts to establish kindergarten program or file exemption with the State Department of Education. Exempts first year operational costs for kindergarten programs from budget limitation.

ARIZONA
Chapter 177
Senate Bill 1

Kindergarten: A bill will be presented for 100 percent funding of Public School Kindergartens. Proposed by the State Board of Education.

IDAHO
Roy Truby
State Department

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>appropriated for during the first for approximately the second year this appropriation the amount recommended submission, it is sub- the minimum amount State Board of major long-range education -- to every five-year-old in lled in a publicly the 1975-77</p>	<p><u>NORTH CAROLINA</u> State Department</p>	<p><u>Enacted Legislation</u> EXPANSION finance</p>
<p>pilot program expanded</p>	<p><u>SOUTH CAROLINA</u> Mrs. Theo P. Hartin Office of General Education State Department</p>	<p><u>Achievement</u> EXPANSION pilot program</p>
<p>icts with basis of 1/2 ance) requires establish ile exemption of Education. ional costs for om budget</p>	<p><u>ARIZONA</u> Chapter 177 Senate Bill 1</p>	<p><u>Enacted Legislation</u> FINANCE</p>
<p>l be presented for b) School b) ERIC State</p>	<p><u>IDAHO</u> Roy Truby State Department</p>	<p><u>Proposed Legislation</u> FINANCE</p>

E. EARLY CHILDHOOD EDUCATION
General

STATE
Resource

Permits the State Department of Education to count each kindergarten pupil in Garrett County as 100% provided the program offered is approved by the State Superintendent of Schools.

MARYLAND
House Bill 117

Achievement in state support for kindergarten programs. Grade Kindergarten. State support.

TENNESSEE
E. C. Stimbert
Commissioner of
State Department

Project: Home Start II (preschool instruction at home with parent cooperation.) Preschool age. Title III ESEA support.

IOWA
State Department

Project Patrol is an innovative dynamic approach to preserve the achievement and motivation of pre-school children. The strategy gives parents a structured situation to obtain important information and share with each other experiences about their children. Pre-school age. Title III, ESEA support.

WISCONSIN
Mr. Thomas B. Bl
CESA 3
Municipal Building
Jillett, Wisconsin

Task Force on Early Childhood Education -- Recommendations completed November 11, 1971.

CALIFORNIA
Mrs. Jeanada Noel
Bureau Chief
Dr. Dorothy Block
Staff Consultant
Bureau of Compens
Preschool Edu
Programs
State Department

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Department of Education en pupil in Garrett the program offered Superintendent	<u>MARYLAND</u> House Bill 117	<u>Enacted Legislation</u> FINANCE
Support for kindergarten garten. State support.	<u>TENNESSEE</u> E. C. Stimbert Commissioner of Education State Department	<u>Achievement</u> FINANCE
(preschool parent cooperation.) ESEA support.	<u>IOWA</u> State Department	<u>Achievement</u> PARENT PARTICIPATION
innovative dynamic achievement -- children. The structured important information experiences about school age. Title III,	<u>WISCONSIN</u> Mr. Thomas B. Bluett CESA 3 Municipal Building Jillett, Wisconsin 54124	<u>Achievement</u> PARENT PARTICIPATION
Childhood Education -- November 11, 1971.	<u>CALIFORNIA</u> Mrs. Jeanada Nolan, Bureau Chief Dr. Dorothy Blockmore, Staff Consultant Bureau of Compensatory Preschool Educational Programs State Department	<u>Achievement</u> TASK FORCE

F. FINANCING OF PUBLIC EDUCATION
Bonds and Taxes

STATE
Resource

Assessment equalization. Proposed in four bills.

SOUTH CAROLINA
SB 231 - Schur
HB 1413 - Lour
HB 1762 - Lour
HB 1969 - Harw
State Legislat
State House
Columbia, South
29211

To authorize Alabama Public School and College Authority to sell and issue \$15,000,000 aggregate principal amount of additional bonds for capital improvements for public educational purposes.

ALABAMA
House Bill No.
Act No. 2428

Taxes and Budget: House Bill 1942, an act dealing with fire safety code bonds, empowers school districts which have levied a tax for fire prevention and safety programs to issue bonds without the necessity of referendum. Such bonds cannot be in less than \$100 denominations or bear interest rates exceeding 7% per annum. These bonds are to be paid from the fire and safety tax levy.

ILLINOIS
PA 77-580
HB 1942

Relating to the investment of public funds from the sale of school bonds, providing that earnings of interest shall be used either to retire the indebtedness or used for financing the construction or equipping of the school building.

IOWA
Senate File 44

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Proposed in four	<u>SOUTH CAROLINA</u> SB 231 - Schumacher HB 1413 - Lourie HB 1762 - Lourie HB 1969 - Harwell State Legislature State House Columbia, South Carolina 29211	<u>Proposed Legislation</u> ASSESSMENT equalization
School and and issue ipal amount ital improve- l purposes.	<u>ALABAMA</u> House Bill No. 1799 Act No. 2428	<u>Enacted Legislation</u> BONDS
11 1942, an y code bonds, hich have levied nd safety hout the uch bonds cannot nations or ng 7% per be paid from y.	<u>ILLINOIS</u> PA 77-580 HB 1942	<u>Enacted Legislation</u> BONDS safety
of public funds ds, providing hall be used edness or used ion or equipping	<u>IOWA</u> Senate File 442	<u>Enacted Legislation</u> BONDS construction

F. FINANCING OF PUBLIC EDUCATION
Bonds and Taxes

STATE
Resource

Continuing authority to issue school bonds to limit of bonded indebtedness without referendum in eight districts.

SOUTH CAROLINA
House Bill 216
House Bill 201
House Bill 157
House Bill 214

To validate in certain cases elections heretofore in municipalities or counties for the purpose of authorizing any special tax under the Constitution.

ALABAMA
Senate Bill No
Act No. 163

Provide for the collection and enforcement by the Department of Revenue certain taxes of the several counties for public school purposes.

ALABAMA
Senate Bill No
Act No. 346

To amend Title 51, Section 910, Code of Alabama 1940, to provide for the further distribution of certain revenues as collected by the Department of Revenue.

ALABAMA
House Bill No.
Act No. 1414

"Budget Provisions, Foundation Act" -- eliminates the qualifications of "tax-paying" from voting requirements in bond and budget elections.

COLORADO
Article 38 of
Chapter 123

	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
bonds out	<u>SOUTH CAROLINA</u> House Bill 2160 House Bill 2013 House Bill 1578 House Bill 2147	<u>Enacted Legislation</u> BONDS
ns ties pecial	<u>ALABAMA</u> Senate Bill No. 144 Act No. 163	<u>Enacted Legislation</u> TAXES
cement taxes chool	<u>ALABAMA</u> Senate Bill No. 289 Act No. 346	<u>Enacted Legislation</u> TAXES
e of ther	<u>ALABAMA</u> House Bill No. 1813 Act No. 1414	<u>Enacted Legislation</u> TAXES
ue.		
-- ux-	<u>COLORADO</u> Article 38 of Chapter 123	<u>Enacted Legislation</u> TAXES bonds elections

F. FINANCING OF PUBLIC EDUCATION
Bonds and Taxes

STATE
Resource

Millage Election and Ceiling: Act amends statutes, removing all obsolete references to freeholders, thereby eliminating requirement that electors voting in school district millage elections be freeholders; act also amends statutes to authorize a tax levy be each district school board of ten mills, plus any additional millage sufficient to fund the following: (1) voted local capital improvements; (2) required debt service; (3) commissions to tax assessor and tax collector; (4) any deficit in state funding of required retirement matching; (5) any decrease in Federal forest funds; (6) the amount of money necessary to replace any decrease in federal impact funds under PL 81-874; the amount of money necessary to replace any deficiency in Cuban refugee funds under P, 87-510, Migrant and Refugee Assistance Act of 1962; (7) cost of liability insurance due to waiver of sovereign immunity; act is significant in that millage above ten mills may be levied by district school board for specific purposes without vote of the electors, except for capital improvements.

FLORIDA
Chapter 71-263
Laws of Florida

<u>EDUCATION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>ing: Act amends olete references iminating voting in school be freeholders; to authorize a school board ditional millage llowing: (1) voted s; (2) required ons to tax r; (4) any of required any decrease (6) the amount lace any decrease nder PL 81-874; sary to replace efugee funds nd Refugee 7) cost of o waiver of s significant mills may be board for vote of the tal improvements.</p>	<p><u>FLORIDA</u> Chapter 71-263 Laws of Florida</p>	<p><u>Enacted Legislation</u> TAXES</p>

F. FINANCING OF PUBLIC EDUCATION
Bonds and Taxes

STATE
Resource

Homestead Exemption: Act amends statutes by increasing homestead exemption from \$5,000 to \$10,000 for persons 65 years of age or older who have been residents of the state for five consecutive years prior to claiming such exemption; increase applies only to property taxes levied by district school boards for current operating purposes; after 1972, Legislature is directed to appropriate directly to each school board an amount of money equal to actual net loss of school funds.

FLORIDA
Chapter
Laws of

Debt Limitation: HB 2375 -- This bill raises the debt limitation of school districts maintaining K-8 or 9-12 programs from 2 1/2% to 6% of the value of taxable property. It also raises the debt limitation of school districts with K-12 programs from 2 1/2% to 12% of the value of taxable property. HB 2375 was passed by the Legislature and approved by the Governor and is now Public Act 77-1346.

ILLINOIS
HB 2375
PA 77-1

Legislative Tax Study Committee working on School Finance and General State Income.

IOWA
Mr. Ger
Legisla
Capito
Des Mo

<u>ION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ds statutes ion form 65 years of idents of e years on; erty taxes ds for current 2, Legislature rectly to f money equal funds.	<u>FLORIDA</u> Chapter 71-309 Laws of Florida	<u>Enacted Legislation</u> TAXES
his bill school districts ams from 2 1/2% property. It on of school from 2 1/2% to roperty. HB 2375 and approved by the t 77-1346.	<u>ILLINOIS</u> HB 2375 PA 77-1346	<u>Enacted Legislation</u> TAXES debt limitation
ee working on ate Income.	<u>IOWA</u> Mr. Gerry D. Rankin Legislative Fiscal Director Capitol Building Des Moines, Iowa 50319	<u>Committee</u> TAXES study finance

F. FINANCING OF PUBLIC EDUCATION
Bonds and Taxes

STATE
Resource

Relating to limitations on the property tax levy for the general fund budget of school districts, county boards of education, and joint county boards of education, and to make an appropriation to the Department of Public Instruction for allocation to school districts. (Tax Freeze Bill for 1971-72 fiscal year).

IOWA
House File 121
64th General Assembly

Provide greater fiscal independence to county boards of education and increase maximum statutory millage allowable without referendum from 25 mills to 35 mills. Proposed by the State Department of Education and the Mississippi Education Association.

MISSISSIPPI
W. S. Griffin
Director
Administration and Finance
State Department

Legislation enacted at 1971 Regular Session that permits local school boards to pay dues to the State Association of School Boards from local tax funds.

MISSISSIPPI
House Bill No. 340

The Missouri State Constitution was amended to provide that if an increased tax rate was submitted to a vote of the people and did not receive the required constitutional majority, the levy could be maintained at the previously existing rate.

MISSOURI
Article X, Section 1

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
the property tax budget of school education, and allocation, and to the Department allocation to the Bill for	<u>IOWA</u> House File 121 64th General Assembly	<u>Enacted Legislation</u> TAXES appropriations
dependence to and increase allowable mills to State the allocation.	<u>MISSISSIPPI</u> W. S. Griffin Director Administration and Finance State Department	<u>Proposed Legislation</u> TAXES
Regular school state s from	<u>MISSISSIPPI</u> House Bill No. 540	<u>Enacted Legislation</u> TAXES
tion was an increased vote of the the required e levy could usly existing	<u>MISSOURI</u> Article X, Section II	<u>Enacted Legislation</u> TAXES

F. FINANCING OF PUBLIC EDUCATION
Bonds and Taxes

STATE
Resource

The wording on the ballot for voting school levies was simplified so that it is easier to understand. The wording calls for the amount in excess of statutory and constitutional provisions and for the total amount of the levy on each hundred dollars of assessed valuation.

MISSOURI
 RS Mo. 164.031

Enabling legislation permitting county commissioners to appropriate either tax or non-tax revenue for the support of community colleges, technical institutes, and industrial education centers.

NORTH CAROLINA
 State Department

Requirement Increased: Effective June 30, 1973, Ohio school districts must have a minimum tax rate of 20 mills to qualify for the school foundation program. In addition, the charge-off millage for the calculation of state aid has been raised to 22.5 mills. Formerly, both the participation and charge-off minimum were 17.5 mills. Thirty-seven districts receiving foundation monies are below the 20 mill minimum.

OHIO
 State Department

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

MISSOURI
RS Mo. 164.031

Enacted Legislation
TAXES

NORTH CAROLINA
State Department

Enacted Legislation
TAXES
appropriations

OHIO
State Department

Enacted Legislation
TAXES
foundation

F. FINANCING OF PUBLIC EDUCATION
Bonds and Taxes

STATE
Resource

Homestead Exemption: Ohio school districts will not be penalized financially due to the "homestead exemption" clause in Am. Sub. H. B. 475. The homestead exemption was approved by the General Assembly to give property tax breaks to the state's citizens who are 65 years of age or older with annual incomes of less than \$8,000. What money is lost by the districts caused by a reduced tax duplicate will be made up with state subsidies.

OHIO
State Department

Authorizes local taxing districts to include 150 words explanation on ballots for budget elections to exceed 6 percent limitation. Explanation is in addition to the ballot question and shall be factual and not advocate a "yes" or "no" vote. Statement shall include a comparison of the dollar increase or decrease in the proposed operating budget financed entirely by local property taxes and the current year's operating budget. Amends ORS 310.060 by repealing subsection (3) which restricts the amount of a tax levy to the stated maximum rate of levy per thousand dollars of true cash value. Deletes requirement that maximum rate of levy per thousand dollars of true cash value must appear on the ballot.

OREGON
HB 1016

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

OHIO
State Department

Enacted Legislation
TAXES

OREGON
HB 1016

Enacted Legislation
TAXES
elections

136

F. FINANCING OF PUBLIC EDUCATION
Bonds and Taxes

STATE
Resource

Constitutional amendments: Three constitutional amendments are being proposed to the 1972 Legislature. The first of these calls for the approval of tax levies and bond issues by a majority of qualified voters of the county rather than the current 60% majority. The second calls for the elimination of the present wording in the constitution which restricts the use of taxes raised in each county to use within the same county. The third is an amendment to the constitution authorizing the issuing and selling of state bonds in the amount of one hundred fifty million dollars to finance a state public school building program. Proposed by the State Board of Education.

WEST VIRGINIA
Dr. Daniel B. Taylor
Superintendent of Schools
State Department

Directing the legislative council to study separate billing for school taxes. Report to 1973 legislature.

WISCONSIN
AJR 108
Representative Wilger

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

WEST VIRGINIA
Dr. Daniel B. Taylor
Superintendent of Schools
State Department

Proposed Legislation
TAXES
bonds
facilities

WISCONSIN
AJR 108
Representative Wilger

Council
TAXES
study

F. FINANCING OF PUBLIC EDUCATION
Equalization

STATE
Resource

Legislative Council directed to study funding plan in HB 249 (presented in last session).

IDAHO
Myran Schlechte
Idaho Legislative
State Capitol
Boise, Idaho 8370

School Formula: a special committee of the legislature has been working with the Department of Education to develop a 75% state funding school equalization formula.

IDAHO
Ezra Moore
State Department

Tax Equalization: Legislation would designate a school tax imposing a State property tax for public school support and abolish locally imposed property tax for school purposes. Proposed by Senator John Miller.

NEW JERSEY
New Jersey State
Legislature

A complete study of the evaluation procedures concerning Ad-Valorem taxes has been proposed in order to find a more equitable finance base for education and enact the alternative into law. Proposed by the Oklahoma Education Association.

OKLAHOMA
Representative Lo
Abbott

Rhode Island along with many other states is reexamining state financing of education in the light of the California Supreme Court opinion. Rhode Island's fiscal plight is further reason for study to be constantly underway to enable the Department of Education to respond quickly to needed changes.

RHODE ISLAND
State Department

Distribution of Educational Resources based on need and equality. Proposed by the Texas Education Agency.

TEXAS
Texas Education Ag

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
to study presented in	<u>IDAHO</u> Myran Schlechte Idaho Legislative Council State Capitol Boise, Idaho 83707	<u>Council</u> <u>EQUALIZATION</u> study
Committee of working with the develop a 75% allocation formula.	<u>IDAHO</u> Ezra Moore State Department	<u>Proposed Legislation</u> <u>EQUALIZATION</u> formula
on would designate the property to and abolish for school for John Miller.	<u>NEW JERSEY</u> New Jersey State Legislature	<u>Proposed Legislation</u> <u>EQUALIZATION</u> taxes
allocation procedures has been proposed stable finance the alternative Oklahoma Education	<u>OKLAHOMA</u> Representative Lonnie Abbott	<u>Proposal</u> <u>EQUALIZATION</u> study
other states is of education in Supreme Court financial plight is to be constantly maintenance of to be needed	<u>RHODE ISLAND</u> State Department	<u>Proposal</u> <u>EQUALIZATION</u>
Resources based used by the	<u>TEXAS</u> Texas Education Agency	<u>Proposal</u> <u>EQUALIZATION</u>

F. FINANCING OF PUBLIC EDUCATION
Equalization

STATE
Resource

Recognition of higher cost rates for urban school operation than for non-urban, non-rural school operation.

NEVADA
State Department

An Act Establishing a State-Municipal Revenue Sharing Program: The purpose of the act was to stabilize the municipal property tax burden by providing State aid in financing municipal services. A fund was established by setting aside an amount of 4% of the estimated revenue from sales, use and income taxes.

MAINE
Chapter 478

The objective of this law is a sharing of the commercial and industrial growth among all the taxing units including school districts in the metropolitan area in order to relieve the present disparities in tax resources for financing public services. Beginning in 1972, forty per cent of the commercial and industrial growth in the seven county Twin City Metropolitan Area is pooled. (All residential property, including apartments is excluded from the commercial classification). This pool of tax base is distributed by a formula based on fiscal capacity - the per capita market value of real property for each municipality as compared to the metropolitan average. Communities below the average are aided more, those above, less. The tax base allocated to the municipality is apportioned among other taxing units also operating within the municipal boundaries. When these are coterminous each gets the total amount; where they are not - if for instance parts of two or more school districts are located within one municipality, the share of the tax base each gets is proportional to their residential valuation compared to the residential valuation of the municipality.

MINNESOTA
Chapter 24
1971 Extra
Laws

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
r urban school rural school	<u>Proposal</u> MUNICIPAL OVERBURDEN
al Revenue Sharing s to stabilize the roviding State aid fund was estab- f 4% of the estim- come taxes.	<u>Enacted Legislation</u> REVENUE SHARING
ing of the commer- l the taxing units metropolitan area parities in tax vices. Beginning mercial and indus- in City Metro- idential property, rom the commercial base is distributed ty - the per capita each municipality verage. Communities hose above, less. cipality is appor- so operating within ese are coterminous they are not - if school districts y, the share of the to their residential ial valuation of the	<u>Enacted Legislation</u> REVENUE SHARING

F. FINANCING OF PUBLIC EDUCATION
Equalization

STATE
Resource

The Equal Quality Plan -- A distribution bill for State School Aid for Michigan Elementary and Secondary schools prepared by a task force of member of Michigan Association of School Administrators, proposed by the State Department of Education.

MICHIGAN
State Department

Establishing an interim committee to prepare legislation providing for the gradual shifting to the state of 90% of school district net operating costs. (L. C. Staff) Report to the 1973 legislature.

WISCONSIN
AJR 76
Representative Wah
others

Directing the legislative council's education committee to study the feasibility of adjusting equalized school aid. Report to 1971 legislature no later than January 30, 1972.

WISCONSIN
AJR 106
Representative Sw

<u>ERIC EDUCATION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
an -- A distribution 1 Aid for Michigan dary schools prepared ember of Michigan 1 Administrators, pro- epartment of Education.	<u>MICHIGAN</u> State Department	<u>Proposed Legislation</u> STATE AID
rim committee to prepare g for the gradual shifting of school district net . C. Staff) Report to	<u>WISCONSIN</u> AJR 76 Representative Wahner and others	<u>Committee</u> STATE AID legislation
ative council's education he feasibility of school aid. Report no later than January 30,	<u>WISCONSIN</u> AJR 106 Representative Swoboda	<u>Comm: ttee</u> STATE AID study

F. FINANCING OF PUBLIC EDUCATION
Facilities

STATE
Resource

The Governor's Action Force on School Construction Costs in Delaware: A Report on Recommendations for Reducing School Construction Costs in the State of Delaware -- a statewide study on building costs that recommended reducing space allowances for school facilities, updating of the bid laws, incentive payments for architects and contractors, and development of standards for structural, mechanical, and electrical components, etc.

DELAWARE
Dr. William B.
Chairman
3 Wordsworth Dr.
Hyde Park,
Wilmington, Del.
and
Mr. Robert L. D.
Director
School Services
Department of P
Townsend Buildi
Dover, Delaware

Fuel Oil and the Environment: As part of the Clean Air campaign the State Government through the Executive Branch insisted upon the use of low-sulphur-content fuel in State buildings, including schoolhouses. This shift in fuel with an increase in cost after the enactment of the Budget caused some degree of hardship in school districts. A relatively small supplemental appropriation was passed to assist institutions in meeting the new fuel bill. In the case of schools, the amounts appropriated were as small as \$300.00 and as large as \$5,000.00. The Act is referenced here, however, because of the recognition made by State Government of the pollution problem and the leadership demonstrated through public buildings with public support.

DELAWARE
Laws of Delaware
Vol. 58, Chapter
i.e., HB 345
126th General

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>chool A Report chool f building pace updating ts for velopment anical,</p>	<p><u>DELAWARE</u> Dr. William B. McCormack Chairman 3 Wordsworth Drive Hyde Park, Wilmington, Delaware 19808 and Mr. Robert L. Durkee Director School Services Section Department of Public Instruction Townsend Building Dover, Delaware 19901</p>	<p><u>Task Force</u> <u>FACILITIES</u></p>
<p>part of Government sted upon el in State . This shift after the me degree A ropriation in meeting of schools, small as). The Act use of the ment of the ship dings with</p>	<p><u>DELAWARE</u> Laws of Delaware, Vol. 58, Chapter 141 i.e., HB 345 126th General Assembly</p>	<p><u>Enacted Legislation</u> <u>FACILITIES</u> ecology</p>

F. FINANCING OF PUBLIC EDUCATION
Facilities

STATE
Resource

Passage of a bond issue referendum for \$50,000,000 for State public school construction assistance which will provide funds for the State's share for several years.

MAINE
State Department

State school construction aid was extended to all districts not previously eligible. The percentage of State aid for each district is determined by dividing the median State per pupil valuation of the unit and multiplying by 40%. No unit may receive more than 85% nor less than 15% school construction aid. This legislation was also significant in that it guaranteed the rate of State aid in effect when a project was approved and made provision for automatic updating of State aid to previously eligible districts.

MAINE
Chapter 500,

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
endum for school will provide or several	<u>MAINE</u> State Department	<u>Enacted Legislation</u> FACILITIES bonds
was extended y eligible. or each district median State t and multiply- ve more than construction so significant e of State aid approved and updating of le districts.	<u>MAINE</u> Chapter 500, 1971	<u>Enacted Legislation</u> FACILITIES state aid

F. FINANCING OF PUBLIC EDUCATION
Facilities

STATE
Resource

A major departure from the traditional means of sharing the local and state financing of public education occurred in Maryland beginning February 1, 1971. Governor Marvin Mandel sponsored the measure which was introduced into the General Assembly as House Bill No. 861 which was subsequently enacted effective 2/1/71. The State will provide \$150 million from bond funds to build elementary and secondary schools throughout Maryland. An interagency committee composed of the State secretary of the department of general services, and the State secretary of the department of general services, and the State superintendent of schools (who is chairman) decides the priorities of building projects and the State board of public works (composed of the Governor, Comptroller, and State Treasurer) approves the construction contracts. In addition to the building program, the State will pay all principal and interest for local debt service obligated for the local school building program prior to 6/30/67. The annual cost to the State is \$67 million. The interim period of 7/1/67 to 2/1/71 was financed by a more traditional sharing arrangement of a State-local school building program based on "pupils housed."

MARYLAND
State Department

Emergency School Building Aid Act: Provides for additional aid to depressed school districts for the construction of needed school facilities. Appropriates \$90,000,000 for payments of debt service on school construction bonds.

NEW JERSEY
Chapter 10,
Laws of 1971

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
means g of ginning el ced No. 861 e 2/1/71. n bond schools mmittee lepart-	<u>MARYLAND</u> State Department
of State rer) n tate cal 7. lion. was	<u>Achievement</u> FACILITIES state aid bonds debt servicing
vides districts Facilities. of debt	<u>NEW JERSEY</u> Chapter 10, Laws of 1971
	<u>Enacted Legislation</u> FACILITIES bonds debt servicing

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

Improvements in the Public School Foundation Act of 1969: (1) To raise the guaranteed level of per pupil support from the present \$460 per child to \$521 per child, an amount calculated to enable maintenance of property tax rates at present support ratio levels; (2) To utilize data from one additional year prior to immediately preceding year in determining budget limitations for districts with declining enrollments; (3) To aid districts affected by mobile home influxes by enabling such local districts to avoid the required deduction of all specific ownership tax revenue from the state entitlement; districts would retain two-thirds of mobile home taxes; (4) To require Colorado Board of Education approval of all categorical programs, for budgetary purposes; (5) To remove a "slippage" factor from unrestricted expenditure increases, by designating categorical programs financed with local property taxes as "restricted"; Proposed by the Colorado Council on Educational Development.

(6) Local school boards may review proposed land development plans in order to ensure "adequate provision for education"; (7) Local district long-term lease purchase arrangements may be included in bond redemption funds; Proposed by Senator Hugh Fowler, Colorado General Assembly.

(8) To shift the school finance burden from local property to state income taxes by limiting required local property school tax to 10 mills for general operating expenditures. State general funds would support the

COLORADO
Dr. Frank Miles
Executive Secret
Colorado School
Association
1330 Logan Street
Denver, Colorado

Dr. Paul G. Beth
Senior Consultant
Finance
Planning Unit
State Department

Dr. Paul G. Beth
Senior Consultant
Finance
Planning Unit
State Department

(continued)

<u>DESCRIPTION</u>	<u>STATE Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
<p>School Foundation to be guaranteed from the present level, an amount equal to the present value of property tax ratio levels; additional year of year in for districts (3) To aid in home influxes to avoid specific in the state to retain two- (4) To require approval of all budgetary purposes; to be derived from fees, by programs financed "restricted"; to be on</p>	<p><u>COLORADO</u> Dr. Frank Miles Executive Secretary Colorado School Boards Association 1330 Logan Street Denver, Colorado 80203</p>	<p><u>Proposed Legislation</u> <u>FOUNDATION</u> increase taxes</p>
<p>to review proposed to ensure "restriction"; (7) Local purchase arrangements to be used for to be, Colorado</p>	<p>Dr. Paul G. Bethke Senior Consultant, School Finance Planning Unit State Department</p>	<p>land development bonds</p>
<p>to ease burden from to be taxes by to be school tax to be expenditures. to be the</p>	<p>Dr. Paul G. Bethke Senior Consultant, School Finance Planning Unit State Department</p>	<p>taxes</p>

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

(continued)

difference between required local contributions and a "realistic" foundation-level guaranteed per pupil operating expenditure (approximately \$900). The state would continue categorical educational support. The proposal would require an increase of approximately 3% in state income tax collections. Proposed by Representative Robert Schaeffer, Colorado General Assembly.

COLORADO

(9) The Colorado Department of Education would assume responsibility for advising and assisting local districts to plan and construct educational facilities, and would ascertain that facility educational specifications were sufficiently comprehensive. Proposed by Senator Allen Dines, Colorado General Assembly.

Dr. Paul G. Bethke
 Senior Consultant, School
 Finance
 Planning Unit
 State Department

(10) To facilitate the sale of school bonds at decreased rates of interest, interest gained from school bond investments would be exempted from Colorado income tax;

Dr. Paul G. Bethke
 Senior Consultant, School
 Finance
 Planning Unit
 State Department

(11) Remove the one percent school tax collection fee assessed currently by Colorado county treasurers; (12) Increase maximum allowable school district capital reserve levy from 2 to 3 mills; (13) establish a school bond guarantee loan fund, thereby reducing collection risk and hopefully obtaining lower bond interest rates. Proposed by Senator Allen Dines, Colorado General Assembly.

(continued)

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

COLORADO

Proposed Legislation

Dr. Paul G. Bethke
Senior Consultant, School
Finance
Planning Unit
State Department

facilities

Dr. Paul G. Bethke
Senior Consultant, School
Finance
Planning Unit
State Department

bonds
taxes

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

(continued)

(14) To raise the guaranteed per pupil level of support from the present \$460 to \$518 per child, an amount calculated as sufficient to:

(1) decrease rate of property tax growth;
(2) maintain current levels of district educational services; (3) maintain the percent of state foundation support near the present level, and (4) encourage abolishment of pupil fee assessments in local districts. Proposed by Colorado Department of Education.

COLORADO
Dr. Cal Anderson
Assistant Commissioner
Office of Planning &
Evaluation
State Department

Foundation Program (establishment of a base or foundation for determining equal educational opportunity for all students in state). Grades K-12. State support.

HAWAII
Mrs. Margaret Oda
Director of General
DOE
1270 Queen Emma Street
Honolulu, Hawaii 96813

Relating to state aid for schools, school district property taxes, establishing a foundation program, imposing a school district income tax, providing administration by the director of revenue, adopting provisions relating to the state individual income tax, relating to the corporate income tax, and providing aid to cities, towns and counties from sales tax receipts. (Becomes effective with the 1972-73 school year).

IOWA
House File 654

<u>CON</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
er pupil level of to \$518 per child, ent to: tax growth; district tain the percent ar the present shment of pupil icts. Proposed ation.	<u>COLORADO</u> Dr. Cal Anderson Assistant Commissioner Office of Planning and Evaluation State Department	<u>Proposed Legislation</u> increase
ent of a base equal educ- udents in upport.	<u>HAWAII</u> Mrs. Margaret Oda Director of General Education DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	<u>Achievement</u> FOUNDATION equalization
ols, school lishing a school administration opting te individual orporate to cities, tax receipts. 72-73 school	<u>IOWA</u> House File 654	<u>Enacted Legislation</u> FOUNDATION taxes

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
 Resource

The Foundation Program Aid law is being revised to substantially increase the State's contribution. The state now pays approximately 43% of the maintenance expenditures of school districts. The revision in the law will increase State support to approximately 65% of maintenance expenditures for the second year of the biennium 1972-73.

MINNESOTA
 State Department

Proposal to increase support for all cost items of Minimum Education Program, including teacher's salaries. Proposed by the Mississippi Education Association and the State Department of Education.

MISSISSIPPI
 C. A. Johnson
 Executive Secretary
 Mississippi Education
 Association
 219 North President
 Jackson, Mississippi

The Missouri Legislature increased authorized funding for public elementary and secondary school purposes by \$70,000,000. This represented approximately a thirty percent increase in state funding over and above the amount authorized for the previous year.

MISSOURI
 HB 2
 HB 10

Provides for an adjustment of the existing foundation program schedule according to the scheme resulting in average increases ranging from 1 1/2 to 4 percent. (75-6905) Signed by the Governor March 17; effective on passage and approval.

MONTANA
 SB 200
 75-6905

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
being the now pays nce The State aintenance of the	<u>MINNESOTA</u> State Department	<u>Proposed Legislation</u> FOUNDATION
all rogram, posed ciation tion.	<u>MISSISSIPPI</u> C. A. Johnson Executive Secretary Mississippi Education Association 219 North President Street Jackson, Mississippi	<u>Proposal</u> FOUNDATION increase
d mentary proximately e funding zed for	<u>MISSOURI</u> HB 2 HB 10	<u>Enacted Legislation</u> FOUNDATION increase
e existing ding to the ases ranging 05) Signed by on passage	<u>MONTANA</u> SB 200 75-6905	<u>Enacted Legislation</u> FOUNDATION increase

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

New Approach to Foundation Program Scheduling:
The Superintendent of Public Instruction successfully proposed that the Forty-second Legislative Assembly adopt an escalating foundation program schedule for 1971-73 biennium. The escalating schedule reflects the economic realities of yearly increases in school costs and growth in state income and taxable valuation of property. Increases in operating costs for the second year of the biennium will be absorbed partially by the corresponding increase in foundation program revenues; because the foundation program represents budgeting authority, school districts will experience more even budgeting and thus more even voted levy requirements.

MONTANA
State Department

<u>DN</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
cam Scheduling: struction forty-second scalating 1971-73 ile reflects / increases cate income y. Increases nd year of artially by oundation oundation thority, e more even ed levy	<u>MONTANA</u> State Department	<u>Achievement</u> FOUNDATION

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

Restructuring of Foundation Program Schedules and Full Funding of State Obligation: Existing foundation program schedules generally do not provide for adequate funding of minimum educational programs in Montana. Consideration should be given to restructuring the foundation program schedules on the basis of information provided by the Legislative Council's study of the foundation program adequacy and by studies currently underway in the Office of the Superintendent of Public Instruction. In addition, the foundation program for the 1973-75 biennium should be fully funded. In the 1971 fiscal year, the state equalization aid payment of 29.5 million dollars was 8.7 million dollars short of financing the total state obligation for the equalization of the foundation program as prescribed under Section 75-6919 R.C.M., 1947. Estimates indicate that the 1972 fiscal year state equalization aid payment will be 5 million dollars short of financing the total state obligation.

MONTANA
State Department

Bateman Act: Revises the formulas for State aid to schools under the State school incentive equalization aid law and is designed to raise the level of State school aid from the existing 28% to 40%.

NEW JERSEY
Chapter 234
Laws of 1970

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

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MONTANA
State Department

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NEW JERSEY
Chapter 234
Laws of 1970

Enacted Legislation
FOUNDATION
increase
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F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

Increase to state guaranteed basic support in second year of the biennium if sales tax receipts increase more than 7%, because inflationary pressures to costs can be supported by higher sales tax receipts from higher priced purchasing.

NEVADA
State Department

The Education Subcommittee of the Nevada Assembly Ways and Means Committee devised legislation in the 1971 session containing a mechanism that would "trigger" additional money for public schools for the second year of the biennium if certain specific, definitely knowable financial conditions were found to exist at the end of the first year. As a result of this innovative legislation, authored by Assemblymen Frank Young and Jack Schofield of the Subcommittee, and the better than anticipated Nevada economy in 1971, every school district in Nevada will have \$7 per pupil more to spend next year.

NEVADA
State Department

The equalizing of educational support among both the school districts and counties of the State. Foundation payments would be based upon the valuation behind each pupil as well as the number of pupils in each school district. Proposed by an interim Education Committee of the Legislature.

NORTH DAKOTA
H. J. Snortland
State Department

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>basic support if sales tax , because s can be receipts from</p>	<p><u>NEVADA</u> State Department</p>	<p><u>Proposal</u> FOUNDATION taxes</p>
<p>the Nevada tee devised on containing er" additional the second n specific, conditions l of the first novative nblymen l of the han anticipated school district oil more to</p>	<p><u>NEVADA</u> State Department</p>	<p><u>Achievement</u> FOUNDATION increase</p>
<p>support among counties of s would be nd each pupil ls in each an interim gislature.</p>	<p><u>NORTH DAKOTA</u> H. J. Snortland State Department</p>	<p><u>Proposal</u> FOUNDATION equalization</p>

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

A basic change proposed in School Foundation Funding is a modified switch from classroom unit to a pupil method of calculating state aid. Special and vocational classes will continue to be funded on a classroom unit basis. Initial payments of Ohio school districts under the new budget began March 1. Ohio school districts will now receive state aid on a pupil basis rather than on a teacher basis. Basic foundation aid will be computed by multiplying the number of student in grades 1-12, plus one-fourth the number of students enrolled in a joint vocational school, by \$600, and the number of children in kindergarten, by \$300. Child study, occupational or physical therapists, speech and hearing therapists, special education supervisors and special education coordinators will be funded on the basis of their salary on the state salary schedule, plus (a) 15 percent of the salary for retirement, and (b) a \$600 unit allowance. Under the new Foundation formula, the categories of special education, vocational education and transportation will not be subject to charge-off.

OHIO
HB 475

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

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OHIO
HB 475

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F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

Reimbursement to county boards of education will be on a \$6 per pupil basis instead of an amount for each approved teacher unit. Special education units operated by the county board of education would be eligible for funding under the school foundation program. County boards would provide local districts with supervisory services at the ratio of one supervisory teacher for the first 50 classroom teachers and one supervisory teacher for each 100 additional classroom teachers. Reimbursement for payments to county boards for supervisory services will be made by making deduction from each local school district's foundation payment proportionate to the ratio of each local district's ADM to the total county ADM.

OHIO
HB 475

Amending Chapter 26, Subchapter 26.65(a), Education Code, providing eligibility for certain educational units through the Foundation School Program.

TEXAS
SB 455
(by Bates)

The basic school foundation program in West Virginia underwent a major revision during the 1971 legislative session. The new school support formula which emerged will provide for program growth and at the same time assure more equitable educational opportunities for youth and children in West Virginia irrespective of where they may live. Grades K-12. State support.

WEST VIRGINIA
Dr. Daniel B. Taylor
State Department

<u>CATION</u>	<u>STATE</u> Resource	Category <u>PRIMARY TOPIC</u> Subtopics
<p>ards of education asis instead ved teacher unit. rated by the ould be eligible l foundation ld provide local services at the acher for the and one h 100 additional rsement for or supervisory king deduction rict's onate to the t's ADM to</p>	<p><u>OHIO</u> HB 475</p>	<p><u>Enacted Legislation</u> FOUNDATION reimbursement</p>
<p>pter 26.65(a), ligibility for hrough the</p>	<p><u>TEXAS</u> SB 455 (by Bates)</p>	<p><u>Enacted Legislation</u> FOUNDATION eligibility</p>
<p>program in ajor revision session. The which emerged owth and at quitable or youth ia may live.</p>	<p><u>WEST VIRGINIA</u> Dr. Daniel B. Taylor State Department</p>	<p><u>Achievement</u> FOUNDATION</p>

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

Provision for immediate increased State assistance whenever the enrollment for a school is in excess of 3% over the previous year.

MAINE
 Chapter 90, 1971

Increase in State subsidy to local units (1971-73) for operating public schools of 22-26% over the amount appropriated for the previous biennium.

MAINE
 State Department

Provides that for the 1971 and 1972 fiscal years only the use of the most recent assessment ratio survey shall not diminish the State aid for any county or Baltimore City that would have resulted from use of the most recent survey issued as of July 1 of the fiscal year for which the State aid calculation is made. This legislation affects the current school year and the 1971-72 school year only.

MARYLAND
 HB 1018

Increased state aid -- The State Board of Education has asked that state aid be increased from approximately 17% of operating cost to 35%. Others in the State are proposing full funding of the present formula which would raise state aid from the present \$25 million to approximately \$89 million. This would provide for nearly 47% coverage of local school operating costs. Proposed by Legislators and Educators.

NEBRASKA
 State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
State t for the	<u>MAINE</u> Chapter 90, 1971	<u>Enacted Legislation</u> STATE AID increase
1 units hools of ed for	<u>MAINE</u> State Department	<u>Enacted Legislation</u> STATE AID
72 fiscal cent diminish Baltimore om use of of July 1 State aid ation and the	<u>MARYLAND</u> HB 1018	<u>Enacted Legislation</u> STATE AID
Board of id be of operating e are proposing ula which resent \$25 million his would provide school operating and Educators.	<u>NEBRASKA</u> State Department	<u>Proposed Legislation</u> STATE AID increase

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

RSA 198:20 (New) Closing of Non-public Schools. This was amended so that whenever a non-public school "or portion thereof" is closed the pupils may be counted for purposes of state aid as though they had been in attendance at the public school during the preceding school year. Effective date of this change is August 17, 1971.

NEW HAMPSHIRE
State Department

Permanent Commission on State School Support studying financial assistance to local school districts.

NEW JERSEY
Assemblyman John
Chairman
41 North Bridge
Somerville, New

Department of Public Instruction directed to study the matter of including income factors in school aid computations. Report to the 1973 Legislature.

WISCONSIN
AJR 89
Representative
and others

Legislative Council directed to study state aid programs for school districts, including income factors in school aid computations. Report to 1973 Legislature.

WISCONSIN
Assembly Substit
ment 1 to AJR
Representative K
and others.
AJR 118, Represe
Korpela and c
AJR 44, income f
Representative T
and others.

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Non-public Schools. Whenever a non-public school is closed the pupils are provided with state aid as if they were attending at the preceding school if a change is	<u>NEW HAMPSHIRE</u> State Department	<u>Enacted Legislation</u> STATE AID average daily attendance non-public education
State School Assistance	<u>NEW JERSEY</u> Assemblyman John H. Ewing Chairman 41 North Bridge Street Somerville, New Jersey 08876	<u>Commission</u> STATE AID
Commission directed study of income factors. Report	<u>WISCONSIN</u> AJR 89 Representative Slaby and others	<u>Enacted Legislation</u> STATE AID income factors study
Commission to study state income factors, including computations.	<u>WISCONSIN</u> Assembly Substitute Amend- ment 1 to AJR 89, Representative Korpela and others. AJR 118, Representative Korpela and others. AJR 44, income factors, Representative T. Thompson and others.	<u>Enacted Legislation</u> STATE AID income factors study

F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

Financial Support to Public Schools: An advisory commission was established late in 1969 to study state financial support to public schools and to make recommendations to the Governor's Office and to the Legislature. During the past few years, legislative changes in school finance procedures, both at the state and federal level, coupled with increasing property taxes and a general dissatisfaction with the low level of state financing prompted Alaskans to re-examine state financial support of public schools. The commission, funded by Title V flow-through funds, was composed of school administrators, state legislators and local government officials. A team of nationally recognized consultants on school finance was retained to work with the commission. In January of 1970, the commission recommended that the state's share of operating revenues for basic school programs be increased to an average* of 90 percent, determined on an equalized percentage basis, and that Kindergarten, vocational and special education be included for funding as part of the schools' basic programs. Additionally, the state was advised to encourage districts to develop supplemental programs to be submitted for approval and funding in the same proportion as the basic program. The recommended legislative changes were adopted by the 1970 legislature and over \$67 million in state funds was allocated for return to Alaska's 28 school districts. The first payments (July, 1970) under the new foundation program, based on a 90 percent

ALASKA
State Department

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STATE
Resource

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ALASKA
State Department

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F. FINANCING OF PUBLIC EDUCATION
Foundation, State Aid

STATE
Resource

(continued)

funding level, increased state support to public schools 90.2 percent over last year's July payments.

ALASKA

* Districts in the smaller rural areas with limited taxable real and personal property receive a higher percentage of state funds for their basic educational program.

ION

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

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ALASKA

Commission

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F. FINANCING OF PUBLIC EDUCATION
Miscellaneous

STATE
Resource

Continuation of existing Education Improvement Expense (Allocation of \$1,720 per instructional unit) with the expenditure of funds to be tailored by individual districts to meet their individual needs. Grades K-12. State support.

FLORIDA
 Dr. J. W. Crenshaw
 State Department

State budget appropriations to the department of education to be made in support of department functions rather than in support to paying for object classes (salaries, travel, contract services, supplies, communications).

NEVADA
 State Department

The General Education Act is being considered for codification this legislative year (1972). This Act contains both substantive law as well as appropriations. The substantive law is to be codified, as being relatively permanent; whereas the appropriations will be made through the General Appropriations Act for the state. Proposed by the State Department of Education and certain Legislators.

TENNESSEE
 Robert K. Sharp
 Attorney
 State Department

Governor's Study on Cost Control focusing on expenditures of State Government; economies and efficiencies that may be effected. Report published September 1, 1971. Price \$10.00. Available from the Honorable Russell H. Hippe, Commissioner of Finance and Administration, State Capitol, Nashville, Tennessee 37219

TENNESSEE
 W. Maxey Jarman
 Chairman
 Suite 505
 State Office Building
 Nashville, Tennessee 372

<u>DESCRIPTION</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
<p>education of \$1,720 the expenditure individual districts ds. Grades K-12.</p>	<p><u>FLORIDA</u> Dr. J. W. Crenshaw State Department</p>	<p><u>Achievement</u> <u>ALLOCATION</u></p>
<p>to the department support of depart- ment support to salaries, travel, communications).</p>	<p><u>NEVADA</u> State Department</p>	<p><u>Proposal</u> <u>APPROPRIATIONS</u></p>
<p>being considered ative year (1972). ative law as well ative law is to vely permanent; will be made through ct for the state. ment of Education</p>	<p><u>TENNESSEE</u> Robert K. Sharp Attorney State Department</p>	<p><u>Proposed Legislation</u> <u>CODIFICATION</u> appropriations</p>
<p>control focusing on ment; economies e effected. , 1971. Price Honorable Russell nance and Admin- ashville,</p>	<p><u>TENNESSEE</u> W. Maxey Jarman Chairman Suite 505 State Office Building Nashville, Tennessee 37219</p>	<p><u>Commission</u> <u>COST CONTROL</u> study</p>

F. FINANCING OF PUBLIC EDUCATION
Miscellaneous

STATE
Resource

Driver Training: State subsidies to driver training programs will be increased from \$30 per student to \$50 for the 1972-73 school year. In addition, the Legislature provided for subsidies to commercial driver's training schools in which students may enroll if scheduling difficulties preclude their participation in the school's program. These subsidies may not exceed \$50 per student per year and can only be paid to state licensed driver training schools.

OHIO
HB 475

An Act making supplementary appropriations to the Department of Health and Social Services and the Department of Public Safety for the purpose of funding an expanded Anti-Drug-Abuse Program. (\$476,808.00 plus \$50,000.00 to Department of Public Safety.)

DELAWARE
Laws of Delaware
Vol. 58, Chapter 247
i.e. HB-305, 126th
General Assembly

Pennsylvania Commission on School Finance: Purpose is to evaluate the present school subsidy program with reference to current and future educational needs, and set forth its recommendations.

PENNSYLVANIA
The Honorable Milton
Governor of the Commonwealth
of Pennsylvania
Governor's Office
Main Capitol Building
Harrisburg, Pennsylvania

Establish new funding formulas.

FLORIDA
State Department

A new State Aid formula for distribution of State funds was devised.

OKLAHOMA
HB 1163

<u>EDUCATION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Subsidies to driver increased from the 1972-73 school legislature provided 1 driver's training may enroll if include their 's program. These 50 per student per to state licensed</p>	<p><u>OHIO</u> HB 475</p>	<p><u>Enacted Legislation</u> DRIVER TRAINING</p>
<p>by appropriations to and Social Services ic Safety for the ended Anti-Drug- 00 plus \$50,000.00 fety.)</p>	<p><u>DELAWARE</u> Laws of Delaware Vol. 58, Chapter 247; i.e. HB-305, 126th General Assembly</p>	<p><u>Enacted Legislation</u> DRUG EDUCATION</p>
<p>School Finance: present school ence to current ds, and set</p>	<p><u>PENNSYLVANIA</u> The Honorable Milton J. Shapp Governor of the Commonwealth of Pennsylvania Governor's Office Main Capitol Building Harrisburg, Pennsylvania 17120</p>	<p><u>Commission</u> EVALUATION</p>
<p>ulas.</p>	<p><u>FLORIDA</u> State Department</p>	<p><u>Achievement</u> FORMULAS</p>
<p>or distribution 1.</p>	<p><u>OKLAHOMA</u> HB 1163</p>	<p><u>Enacted Legislation</u> FORMULAS</p>

F. FINANCING OF PUBLIC EDUCATION
Miscellaneous

STATE
Resource

State School Fund - possible increase through
 legalization of sale of mixed drinks:
 ABC bars-----House Bill 1477 - Hartnett
 Senate Bill 266 - Garrett
 Airports-----Senate Bill 462 - Brockington
 Hotels, Motels-----House Bill 1784 - Harper
 Senate Bill 438 - Brockington
 Local option-----House Bill 1173 - Joseph
 Minibottles-----Senate Bill 332 - Grimes
 Senate Bill 333 - Grimes

SOUTH CAROLINA
State Legislature

The biennial increase is 35% more than was
 appropriated for elementary and secondary
 education during the last biennium, a total
 increase of \$390 million.

OHIO
State Department

More financing for education was
 obtained for grades K-graduate school.

OKLAHOMA
HB 1181

School Lunch Assistance -- Appropriates
 \$2,000,000 for additional State school lunch
 aid and provides that school districts
 participating in the special assistance phase
 of the national school lunch program be paid
 an additional State reimbursement.

NEW JERSEY
Chapter 204 and 309,

School Lunch Program -- A biennial appropriation
 of \$2 million will help to assure that the
 schools of Ohio receive maximum federal
 subsidies for providing free and reduced price
 lunches to needy children.

OHIO
HB 475

Funding for the school lunch program was in-
 creased to extend to the capabilities of the
 program throughout the State.

OKLAHOMA
HB 1125

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
se through s: - Hartnett - Garrett - Brockington - Harper - Brockington - Joseph - Grimes - Grimes	<u>SOUTH CAROLINA</u> State Legislature <u>Proposed Legislation</u> FUNDING SOURCE taxes
han was ondary a total	<u>OHIO</u> State Department <u>Enacted Legislation</u> INCREASE
ol.	<u>OKLAHOMA</u> HB 1181 <u>Enacted Legislation</u> INCREASE
ates ool lunch cts ance phase um be paid	<u>NEW JERSEY</u> Chapter 204 and 309, <u>Enacted Legislation</u> LUNCH
appropriation hat the deral duced price	<u>OHIO</u> HB 475 <u>Enacted Legislation</u> LUNCH
am was in- ies of the	<u>OKLAHOMA</u> HB 1125 <u>Enacted Legislation</u> LUNCH

F. FINANCING OF PUBLIC EDUCATION
Miscellaneous

STATE
Resource

Food Services: An appropriation in the amount of \$2,015,821 will initiate new central supervisory management concepts and provide mandated matching funds to enable North Carolina to participate fully in federal funding for school food service programs.

NORTH CAROLINA
State Department

Increased Funds for Education of Indian Students: Through visitations, workshops, conferences and correspondence, schools eligible for Johnson-O'Malley funds were encouraged to initiate educational programs for the benefit of Indian children. In turn, the Bureau of Indian Affairs increased funding to implement these new programs. Since fiscal 1970, funding through the Johnson-O'Malley Act has increased by \$132,013 in Montana. The number of Indian students participating in these programs has increased by 751.

MONTANA
State Department

Funds Earmarked for Indian Students: Approximately 2,400 Indian students attend public schools that are not eligible for Johnson-O'Malley Act funds. State money should be appropriated to establish exemplary projects to meet the special needs of these Indian students.

MONTANA
State Department

EDUCATIONSTATE
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NORTH CAROLINA
State Department

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MONTANA
State Department

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MONTANA
State Department

Proposal
MINORITIES

F. FINANCING OF PUBLIC EDUCATION
Miscellaneous

STATE
Resource

One of the significant improvements is the recognition of the municipal overburden. For the first time payments of \$20 (\$25 for Cleveland and Cincinnati) per pupil are proposed for the eight large city districts having over 20,000 pupils (and contiguous districts) providing at least 50 percent of the pupils in such districts are classified as educationally disadvantaged.

OHIO
HB 475

"Freezes" required local effort for the 1971-72 school year and greatly reduce the escalation of required local effort for future years. It eliminates the one-third factor after four years. (April 7, 1971).

GEORGIA
HB 140

Financing of Regional Education Service Centers. Proposed by the Texas Education Agency.

TEXAS
Texas Education Agency

Provision of State Support for Programs which Meet Special Needs of the General Student Population or Needs of Special Populations. Proposed by the Texas Education Agency.

TEXAS
Texas Education Agency

Providing State Financial Support for State-Required Activities or Programs. Proposed by the Texas Education Agency.

TEXAS
Texas Education Agency

Supplemental Programs for Boarding Students. Rural students live in urban private homes, attend local high school, state reimburses host home. Grades 9-12. Local, state and federal support.

ALASKA
James Harper, Director
Division of Regional Schools
and Boarding Home Programs
Alaska Department of Education
Juneau, Alaska 99801

<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
<p>is the rden. (\$25 for are proposed having over ricts) ne pupils in educationally</p>	<p><u>OHIO</u> HB 475</p> <p><u>Enacted Legislation</u> <u>MUNICIPAL OVERBURDEN</u></p>
<p>r the duce ffort he one- pril 7,</p>	<p><u>GEORGIA</u> HB 140</p> <p><u>Enacted Legislation</u> <u>REDUCTION</u></p>
<p>rvice ucation</p>	<p><u>TEXAS</u> Texas Education Agency</p> <p><u>Proposal</u> <u>REGIONS</u></p>
<p>grams which Student ulations. ency.</p>	<p><u>TEXAS</u> Texas Education Agency</p> <p><u>Proposal</u> <u>SPECIAL EDUCATION</u></p>
<p>for ams. ency.</p>	<p><u>TEXAS</u> Texas Education Agency</p> <p><u>Proposal</u> <u>STATEWIDE CURRICULUM</u></p>
<p>urban chool, es 9-12.</p>	<p><u>ALASKA</u> James Harper, Director Division of Regional Schools and Boarding Home Program Alaska Department of Education Juneau, Alaska 99801</p> <p><u>Achievement</u> <u>STUDENT ASSISTANCE</u> rural</p>

F. FINANCING OF PUBLIC EDUCATION
Miscellaneous

STATE
Resource

Educational assistance to orphans of veterans, widows of veterans killed in action or who died from a service-connected disability, wives of totally disabled veterans, and wives and children of members of the Armed Forces missing in action, captured or interned by a foreign government. Increased from \$150 to \$300 per year.

MAINE
Chapter 516, 1971

Funding Study: Monies should be appropriated to the Superintendent of Public Instruction for a special study of Montana's public school funding structure. The recommended study should consider such alternative funding structures as voucher system, complete state funding and variations of existing methods. The study should include an analysis of the expected impact of each alternative. This analysis should reflect the opinions of associations and persons both directly and indirectly involved in Montana education.

MONTANA
State Department

State Finance Study: In-depth study of the current status of Nevada Public School System (under-way).

NEVADA
Dr. J. Clark, Dir
University of Nev
Reno, Nevada 895

House Education Committee -- Special Investigations: To ascertain the capacity and will of school districts to use state and local moneys efficiently and for the appropriate purposes.

PENNSYLVANIA
The Honorable Jam
Gallagher
Chairman, House E
Committee
Main Capitol Buil
Harrisburg, Penns

<u>TION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
phans of killed in vice- of totally and children es missing in by a foreign 150 to	<u>MAINE</u> Chapter 516, 1971	<u>Enacted Legislation</u> <u>STUDENT ASSISTANCE</u> veterans' dependents
l be appropriated ic Instruction na's public school mended study ive funding complete state esting methods. analysis of the native. This pinions of a directly and na education.	<u>MONTANA</u> State Department	<u>Proposal</u> <u>STUDY</u>
h study of Public	<u>NEVADA</u> Dr. J. Clark, Director University of Nevada-Reno Reno, Nevada 89507	<u>Achievement</u> <u>STUDY</u>
Special n the istricts s efficiently oses.	<u>PENNSYLVANIA</u> The Honorable James J. A. Gallagher Chairman, House Education Committee Main Capitol Building, Room 252 Harrisburg, Pennsylvania 17120	<u>Committee</u> <u>STUDY</u>

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F. FINANCING OF PUBLIC EDUCATION
Miscellaneous

STATE
Resource

Legislative Council: to study the philosophy, administration, and distribution of tax revenues and permanent funding of public education in the state.

UTAH
Lewis Lloyd, Director
Utah Legislative Council

Governor has established a Task Force on Elementary and Secondary Financing.

WISCONSIN
Governor's Office

State to pay tuition for students living outside the district under certain conditions.

ARIZONA
Chapter 165, SB 321

Directing the legislative council to study a voucher system for the financing of elementary and high school education. Report to the legislature upon completion of study.

WISCONSIN
SJR 105
Senators Lipscomb and
Heinzen

<u>ON</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
the philosophy, of tax of public	<u>UTAH</u> Lewis Lloyd, Director Utah Legislative Council	<u>Council</u> STUDY
Force on ing.	<u>WISCONSIN</u> Governor's Office	<u>Task Force</u> STUDY
ts living ain	<u>ARIZONA</u> Chapter 165, SB 321	<u>Enacted Legislation</u> TUITION
il to study ing of ation. completion	<u>WISCONSIN</u> SJR 105 Senators Lipscomb and Heinzen	<u>Council</u> VOUCHERS study

F. FINANCING OF PUBLIC EDUCATION
Transportation

STATE
Resource

Transportation of Pupils: Delaware supports pupil transportation from 100% State funds. An attempt will be made to introduce: (1) local school district transportation plans; (2) local participation at a 40% level for overcoming unique hazards or transporting children within the limits normally allowed.

DELAWARE

Dr. Howard E. Row or
Mr. Robert L. Durke
Director
School Services Division
or
Mr. Leon Hart
Superintendent of
Transportation

Payment for each pupil on Aid to Dependent Children is being increased from \$175 to \$200 for the enhancement of compensatory education. Taxable wealth would no longer be related to pupil transportation subsidy. Ohio's large number of urban centers, including seven of the eight large cities, will become eligible for the subsidy. Of particular encouragement is the provision for transportation to vocational programs. This action will be a welcome sequel to the prior session when the State Board of Education was authorized to place all districts in the state in new vocational districts of a size to provide comprehensive vocational educational programs. To provide for further expansion of vocational programs the funding disregards tax valuation in the financial support of vocational units. In further pursuance of the Serrano case objectives, education of the handicapped would also be provided at the same dollar level in all districts.

OHIO

State Department

State transportation aid was extended to cover all school districts including cities of the first class.

MINNESOTA

Chapter 590 of the 197
Session Laws.

<u>EDUCATION</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Delaware supports 100% State funds. An introduction: (1) local transportation plans; (2) local effort for overcoming handicapped children within the state.	<u>DELAWARE</u> Dr. Howard E. Row or Mr. Robert L. Durkee Director School Services Division or Mr. Leon Hart Superintendent of Transportation	<u>Proposed Legislation</u> <u>TRANSPORTATION</u> local participation
Aid to Dependent Children increased from \$175 to \$200 for compensatory education. No longer be related to the subsidy. Ohio's large program including seven of the states will become eligible for particular encouragement for transportation to the state. Action will be a priority session when the state is authorized to increase the state in new legislation to provide educational programs. Expansion of vocational education regards tax valuation of vocational units. The Serrano case and the handicapped would be at the dollar level in the state.	<u>OHIO</u> State Department	<u>Enacted Legislation</u> <u>TRANSPORTATION</u> compensatory education vocational education handicapped ADC
State aid extended to handicapped children including	<u>MINNESOTA</u> Chapter 890 of the 1971 Session Laws.	<u>Enacted Legislation</u> <u>TRANSPORTATION</u> state aid

F. FINANCING OF PUBLIC EDUCATION
Transportation

STATE
 Resource

Increased Reimbursement for Pupil Transportation: Pupil transportation reimbursement schedules should be adjusted to increase the amount of reimbursement made to individuals and school districts. The last adjustment of pupil transportation reimbursement schedules was made in 1941. Since that time, the cost of transporting pupils to and from school has more than tripled. Since the reimbursement schedules contain one schedule for bus transportation and another schedule for the individual providing his own transportation, an adjustment should take both schedules into consideration.

MONTANA
 State Department

Increase to state support of expenditures for pupil transportation, from 50% state support, now, to 60% in 1971-72, to 75% in 1972-73.

NEVADA
 State Department

Transportation: Additional funds beyond Advisory Budget Commission recommendations were appropriated to expand the transportation system so as to make transportation available to all school children who reside more than one and one-half miles from the school to which they are assigned.

NORTH CAROLINA
 State Department

Directing a legislative council study of costs of providing transportation for any student residing between one and 2 miles from the school he attends. Report to the 1973 legislature.

WISCONSIN
 AJR 119
 Representative Swoboda

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<u>MONTANA</u> State Department	<u>Proposal</u> TRANSPORTATION reimbursement
<u>NEVADA</u> State Department	<u>Proposal</u> TRANSPORTATION state aid
<u>NORTH CAROLINA</u> State Department	<u>Enacted Legislation</u> TRANSPORTATION expansion
<u>WISCONSIN</u> AJR 119 Representative Swoboda	<u>Council</u> TRANSPORTATION study

G. HIGHER EDUCATION
Community and Junior Colleges

STATE
Resource

New Accounting System -- Chart of Accounts for the State Junior College Program. Freshman through Sophomore grades. State support.

ALABAMA
Dr. Freddie W. Wood
Division of Research and
Higher Education
State Department

Cost category analysis of occupational programs. Community College and Vocational Centers. State and local support.

FLORIDA
Thomas Baker
State Department

MIS -- Student data element dictionary. Community College level. State and local support.

FLORIDA
Rodney Hurley
Division of Community
State Department

MIS -- Course numbering system. Community College level. State and local support.

FLORIDA
Dr. William Gager
State Department

Social work education project (identifying career level programs that have transferability). Community College and University level. Federal support.

FLORIDA
Dr. Michael Austing and
Robert Turner
Board of Regents
Department of Education
Tallahassee, Florida 3

House Bill 1153 requires State Board of Education to adopt guidelines for the orderly development and management of community colleges, including guidelines for personnel policy formulation and accounting procedures. Requires community colleges to file copies of adopted personnel policies with Superintendent of Public Instruction.

OREGON
House Bill 1153

<u>Pages</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
of Accounts for am. Freshman te support.	<u>ALABAMA</u> Dr. Freddie W. Wood Division of Research and Higher Education State Department	<u>Achievement</u> <u>ACCOUNTING</u>
Occupational and Vocational ort.	<u>FLORIDA</u> Thomas Baker State Department	<u>Achievement</u> <u>ADMINISTRATION</u> vocational
ctionary. e and local	<u>FLORIDA</u> Rodney Hurley Division of Community Colleges State Department	<u>Achievement</u> <u>ADMINISTRATION</u> management information
n. Community al support.	<u>FLORIDA</u> Dr. William Gager State Department	<u>Achievement</u> <u>ADMINISTRATION</u> management information
(identifying ve transfer- and University	<u>FLORIDA</u> Dr. Michael Austing and Robert Turner Board of Regents Department of Education Tallahassee, Florida 32304	<u>Achievement</u> <u>ADMINISTRATION</u> vocational
e Board of for the orderly community e for personnel ing procedures. o file copies with uction.	<u>OREGON</u> House Bill 1153	<u>Enacted Legislation</u> <u>DEVELOPMENT</u>

G. HIGHER EDUCATION
Community and Junior Colleges

STATE
 Resource

Provides that a proposal to organize a community college district be carried by a majority of voters in each county within the proposed district. (75-8112) Signed March 3; no effective date.

MONTANA
 House Bill 221
 75-8112

Creation of eight technical community college areas by the Legislature. Each area will have its own board and will be allowed to assess a one mill levy. State statute provisions include a 75% reimbursement from state funds for operational costs.

NEBRASKA
 LB 759

Proposal to factor state support for a vocational-technical education in junior colleges. Proposed formula 1 to 1.4 for academic compared to vocational. Proposed by the State Board for Community Colleges.

ARIZONA
 J. R. Cullison
 Associate Superintendent
 for Vocational Education
 1333 West Camelback Road
 Phoenix, Arizona 85013

Community Colleges: Act provides that each full-time faculty member of a public community college, who is paid wholly from funds appropriated from the Minimum Foundation Program fund, shall be required to teach a minimum of 15 classroom contact hours per week.

FLORIDA
 Chapter 71-253
 Laws of Florida

New funds formula for public community colleges. Proposed by Dr. Lee Henderson.

FLORIDA
 Tom Baker
 Division of Community
 Colleges
 State Department

<u>es</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
rganize a carried h county (75-3112) ate.	<u>MONTANA</u> House Bill 221 75-8112	<u>Enacted Legislation</u> ESTABLISHMENT elections
mmunity re. Each nd will l levy. de a 75% for	<u>NEBRASKA</u> LB 759	<u>Enacted Legislation</u> ESTABLISHMENT
rt for a in junior to 1.4 for 1. Proposed ty Colleges.	<u>ARIZONA</u> J. R. Cullison Associate Superintendent for Vocational Education 1333 West Camelback Road Phoenix, Arizona 85013	<u>Proposal</u> FINANCE
des that each public community om funds Foundation ed to teach a t hours per	<u>FLORIDA</u> Chapter 71-253 Laws of Florida	<u>Enacted Legislation</u> FINANCE teachers contact hours
ommunity e Henderson.	<u>FLORIDA</u> Tom Baker Division of Community Colleges State Department	<u>Proposed Legislation</u> FINANCE formula

G. HIGHER EDUCATION
Community and Junior Colleges

STATE
Resource

Wayne County Community College, Appropriations for Operation to maintain the College on an on-going basis.

MICHIGAN
Act No. 129
Public Acts of 1971

Provides that community colleges be funded by a three-mill levy in the community college district, student tuition and state appropriations, removing the funding from the foundation program. (75-8121)
Signed March 18; no effective date.

MONTANA
SB 56
75-8121

Provision for funding formula for community colleges processed within the State Department of Education.

WYOMING
#SF 230
Chapter 267
Session Laws of Wyoming
1971

Community college-university articulation agreement clarifying provisions of A. A. degree transfers to junior status at universities. Community College and University level. State support.

FLORIDA
Dr. Lee G. Henderso
Director
Division of Communit
State Department

In-service orientation conferences for community college district boards of trustees. (Game-simulation experiences)
Community college level. State and local support.

FLORIDA
Dr. Harold Kastner,
Division of Communit
State Department

A tentative policy statement on open-door admissions has been developed and distributed to institutional officials for review and comment.

MICHIGAN
State Department

<u>ior Colleges</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
y College, Appropriations tain the College on an	<u>MICHIGAN</u> Act No. 129 Public Acts of 1971	<u>Enacted Legislation</u> FINANCE
ty colleges be funded in the community college tion and state ing the funding from m. (75-8121) ffective date.	<u>MONTANA</u> SB 56 75-8121	<u>Enacted Legislation</u> FINANCE
formula for community thin the State on.	<u>WYOMING</u> #SF 230 Chapter 267 Session Laws of Wyoming, 1971	<u>Enacted Legislation</u> FINANCE formula
versity articulation provisions of A. A. unior status at ity College and ate support.	<u>FLORIDA</u> Dr. Lee G. Henderson Director Division of Community Colleges State Department	<u>Achievement</u> GOVERNANCE articulation
n conferences for strict boards of lation experiences) el. State and local	<u>FLORIDA</u> Dr. Harold Kastner, Jr. Division of Community Colleges State Department	<u>Achievement</u> GOVERNANCE boards
atement on open-door veloped and distributed cials for review and	<u>MICHIGAN</u> State Department	<u>Achievement</u> GOVERNANCE admissions

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G. HIGHER EDUCATION
Community and Junior Colleges

STATE
Resource

Prohibits community colleges from becoming four-year institutions. Signed March 18; no effective date.

MONTANA
SB 236

There is also established a technical community college state board comprised of nine members.

NEBRASKA
State Department

Establishment of a Community College Commission.

WYOMING
#HB 190
Chapter 252, Session
Wyoming, 1971

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

ng
;

MONTANA
SB 236

Enacted Legislation
GOVERNANCE

of

NEBRASKA
State Department

Enacted Legislation
GOVERNANCE
boards

mission.

WYOMING
#HB 190
Chapter 252, Session Laws of
Wyoming, 1971

Enacted Legislation
GOVERNANCE
commission

G. HIGHER EDUCATION
Control, Governance and Administration

STATE
Resource

College Admissions -- High School Counselors' articulation conferences, with representatives of public higher education and local high school counselors in seven (7) state meetings; aimed at concerns over campus racial imbalance, admissions procedures and program offerings. Grades 9-10. State support.

MARYLAND
Dr. John S. Jeff
Consultant in G
State Department

Involvement in the development of (1) data base and the development of a system of management information; (2) a study of facilities in higher education; (3) development of a labor relations team for negotiation with bargaining units as a result of recently enacted legislation permitting state employees to organize and bargain collectively. Higher Education level. State support.

PENNSYLVANIA
Dr. Frederic K.
Commissioner for
Education
Post Office Box
Harrisburg, Penn
17126

Creates State Commission for Higher Education to plan, review and coordinate the growth and development of all public post high school education.

INDIANA
Public Law 326
Acts of 1971

Degrees: Act requires universities to award associate of arts degrees upon request.

FLORIDA
Chapter 71-178
Laws of Florida

A Council on Higher Education has been formed to serve as a forum for discussion of major issues in higher education. The group includes representation from the executive and legislative branches of State government, from institutions and governing boards, and from the State Board of Education and related groups.

MICHIGAN
State Department

<u>nd Administration</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
h School Counselors' with representatives n and local high n (7) state meetings; mpus racial cedures and s 9-10. State	<u>MARYLAND</u> Dr. John S. Jeffreys Consultant in Guidance State Department	<u>Achievement</u> ADMINISTRATION articulation admissions counseling
mpment of (1) data of a system of 2) a study of ation; (3) lations team aining units nacted ate employees to ectively. Higher upport.	<u>PENNSYLVANIA</u> Dr. Frederic K. Miller Commissioner for Higher Education Post Office Box 911 Harrisburg, Pennsylvania 17126	<u>Achievement</u> ADMINISTRATION management information facilities faculty collective bargaining
for Higher Education inate the growth and post high school	<u>INDIANA</u> Public Law 326 Acts of 1971	<u>Enacted Legislation</u> COMMISSION governance
iversities to egrees upon request.	<u>FLORIDA</u> Chapter 71-178 Laws of Florida	<u>Enacted Legislation</u> DEGREES
tion has been formed discussion of major on. The group includes executive and legis- government, from g boards, and from io and related groups.	<u>MICHIGAN</u> State Department	<u>Council</u> GOVERNANCE

G. HIGHER EDUCATION
Control, Governance and Administration

STATE
Resource

Provides that community college districts be under the supervision of the Board of Regents and that the Board appoint a director of community colleges. (75-8103, 8105, 8106, 8107, 8108, 8109, 8110) Signed March 18; no effective date.

MONTANA
SB 235
 75-8103, 8105, 8106,
 8107, 8108, 8109,
 8110

The Master Plan for Higher Education in Pennsylvania, approved by the State Board on May 14, 1971. It is a statement of educational policy for higher education to be implemented by legislation or administration. Responsibility for administration remains with the Secretary of Education although designed to meet a situation in which "a burgeoning college-age population and a growing demand for college instruction and services faced higher education resources that were inadequate to the task," it was to be a living document responsive to continual development and changes as required. Higher education level. State and federal support.

PENNSYLVANIA
 Dr. Frederic K. Miller
 State Department

State Board of Education: This proposed legislation would revise the structure of the Board, and would add responsibilities with respect to higher education programs in public and non-public colleges and universities, to insure compliance with the Higher Education Master Plan and state funding in the area of higher education. Proposed by the Department of Education.

PENNSYLVANIA
 Dr. David H. Kurtzman
 Secretary of Education
 State Department

<u>Administration</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
districts be ard of Regents ector of 8105, 8106, March 18;	<u>MONTANA</u> SB 235 75-8103, 8105, 8106, 8107, 8108, 8109, 8110	<u>Enacted Legislation</u> GOVERNANCE boards
ation in ate Board ment of ducation to r administration. on remains with ough designed burgeoning owing demand for s faced higher nadequate to g document ment and changes level. State	<u>PENNSYLVANIA</u> Dr. Frederic K. Miller State Department	<u>Achievement</u> GOVERNANCE master plan educational policy
proposed ructure of ibilities n programs es and nce with n and state education. ducation.	<u>PENNSYLVANIA</u> Dr. David H. Kurtzman Secretary of Education State Department	<u>Proposed Legislation</u> GOVERNANCE master plan boards

G. HIGHER EDUCATION
Control, Governance and Administration

STATE
Resource

Advisory Committee on the Governance of
Higher Education. Report published
December 30, 1971.

TENNESSEE
Honorable Lee Smith
Office of the Governor
State Capitol
Nashville, Tennessee
37219

<u>and Administration</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
e Governance of c published	<u>TENNESSEE</u> Honorable Lee Smith Office of the Governor State Capitol Nashville, Tennessee 37219	<u>Committee</u> GOVERNANCE

G. HIGHER EDUCATION
General

STATE
Resource

Governor's Invitational Conference on Post-High School Education in Florida. (Conference scheduled December, 1971 for increasing cooperation between public and private sectors of higher education in Florida.)

FLORIDA
Dr. William L. Maloy
Special Assistant for Education
Office of the Governor
The Capitol
Tallahassee, Florida 32304

Preliminary research within the Department on the application of the "University Without Walls" to higher education in the state. Beyond grade 12. State support.

PENNSYLVANIA
Dr. Frederic K. Miller
Commissioner for Higher
Education
Post Office Box 911
Harrisburg, Pennsylvania 17101

To provide for the creation, incorporation and operation of the Marine Environmental Sciences Consortium.

ALABAMA
House Bill 2638
Act No. 2432

Veterinary Medicine Advisory Committee: State's veterinary needs; needs of residents of site for opportunities to study veterinary medicine; placing this study in the broad context of total health and other educative commitments. (Report due by January 1, 1972)

FLORIDA
Dr. Kenneth Penrod
Chairman
Vice Chancellor for Medical
and Health Sciences
Board of Regents
Collins Building
Tallahassee, Florida 32304

A provisional report on engineering education in Michigan has been completed, reviewed in public meetings, and approved for publication.

MICHIGAN
State Department

A study of needs of engineering technology programs is in process.

MICHIGAN
State Department

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ce on orida. 1971 en gher	<u>FLORIDA</u> Dr. William L. Maloy Special Assistant for Education Office of the Governor The Capitol Tallahassee, Florida 32304	<u>Achievement</u> <u>CONFERENCE</u>
Department rsity on in the support.	<u>PENNSYLVANIA</u> Dr. Frederic K. Miller Commissioner for Higher Education Post Office Box 911 Harrisburg, Pennsylvania 17126	<u>Achievement</u> <u>ESTABLISHMENT</u> university without walls
orporation ronmental	<u>ALABAMA</u> House Bill 2638 Act No. 2432	<u>Enacted Legislation</u> <u>CURRICULUM</u> marine environmental sciences
mittee: of residents udy veterinary the broad er educative nuary 1, 1972)	<u>FLORIDA</u> Dr. Kenneth Penrod Chairman Vice Chancellor for Medical and Health Sciences Board of Regents Collins Building Tallahassee, Florida 32304	<u>Committee</u> <u>CURRICULUM</u> veterinary medicine study
ring education reviewed d for	<u>MICHIGAN</u> State Department	<u>Achievement</u> <u>CURRICULUM</u> engineering
technology	<u>MICHIGAN</u> State Department	<u>Achievement</u> <u>CURRICULUM</u> engineering needs assessment

G. HIGHER EDUCATION
General

STATE
Resource

A report on nursing education needs in Michigan has been prepared and published.

MICHIGAN
State Department

Requires all units of the University System and all private colleges and universities granting any degree in education to establish a course in drug and alcohol education. Signed March 15; no effective date.

MONTANA
State Department

Teaching Hours: Act provides that each full-time faculty member of any institution (state universities) under the supervision of the Board of Regents, who is paid wholly from state funds, shall be required to teach a minimum of 12 classroom contact hours per week.

FLORIDA
Chapter 71-365
Laws of Florida

Development of a numerical code for all faculty and administrative positions at state institutions in preparation for a proposed annual five-year manpower supply and demand projection. Higher education level. State support.

PENNSYLVANIA
Dr. Frederick K. Mi
Commissioner for Hig
Education
Post Office Box 911
Harrisburg, Pennysl
17126

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
Education needs in pared and published.	<u>MICHIGAN</u> State Department	<u>Achievement</u> <u>CURRICULUM</u> nursing needs assessment
the University colleges and any degree in a course in ation. Signed e date.	<u>MONTANA</u> State Department	<u>Enacted Legislation</u> <u>CURRICULUM</u> drug education
provides that each ber of any iversities) under e Board of Regents, om state funds, teach a minimum ct hours per week.	<u>FLORIDA</u> Chapter 71-365 Laws of Florida	<u>Enacted Legislation</u> <u>FACULTY</u>
ical code for istrative positions in preparation for e-year manpower jection. Higher te support.	<u>PENNSYLVANIA</u> Dr. Frederick K. Miller Commissioner for Higher Education Post Office Box 911 Harrisburg, Pennsylvania 17126	<u>Achievement</u> <u>FACULTY</u>

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G. HIGHER EDUCATION
General

STATE
Resource

Development of final phases of a campus-wide tele-communication system at Millersville State College and plans to join with the Office of Administration. The project is significant because it involves Basic Education, Higher Education and the Office of Administration in a joint effort to develop a model of coordinated systems and intermediate unit boundaries as they will exist in 1971-72. All grade levels. State support.

PENNSYLVANIA
Dr. B. Anton Hess
State Department

Independent Colleges Board: Act establishes a board to set standards for and to license non-public colleges and universities, with rules and regulations subject to approval of State Board of Education.

FLORIDA
Chapter 71-128
Laws of Florida

Scholarships: Act eliminates present general scholarship loan program for preparation of teachers and nurses and establishes a new, broad scholarship loan program. Student registration or tuition fees at state universities and public community colleges are increased \$3.00 per quarter or \$4.50 per semester to assist in funding new scholarship programs.

FLORIDA
Chapter 71-372
Laws of Florida

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
campus- ans to ation. e it	<u>PENNSYLVANIA</u> Dr. B. Anton Hess State Department	<u>Achievement</u> MEDIA intermediate units basic education
istration odel of ate unit 1971-72.		
establishes to license ies, with approval	<u>FLORIDA</u> Chapter 71-128 Laws of Florida	<u>Enacted Legislation</u> NON-PUBLIC boards
esent general paration of nes a new, Student state y colleges or \$4.50 g new	<u>FLORIDA</u> Chapter 71-372 Laws of Florida	<u>Enacted Legislation</u> STUDENT ASSISTANCE

G. HIGHER EDUCATION
General

STATE
Resource

Constitutional Resolution: Proposing an Amendment to the Constitution pledging credit of the State and providing for the issuance of bonds not exceeding four million dollars for loans for Maine students in Higher Education. The resolution was approved by the voters in the referendum election on November 2, 1971. The amendment increases the guaranteed capacity of the Maine Guaranteed Student Loan Fund to approximately 180 million.

MAINE
Chapter 4
Constitutional Resolu

Financial Aid Film based on a televised broadcast which provides dramatization and panel reactions to financial aid problems in the categories of: College financial aid packages, State scholarships and locally available financial assistance. Secondary level. State support.

MARYLAND
Dr. John S. Jeffreys
Consultant in Guidance
State Department

State Education Assistance Authority -- educational loans.

SOUTH CAROLINA
House Bill 1874

Resolution creating a special legislative commission to study the feasibility of having state financing of a medical school or exploring other options available to the state to meet its needs or medical manpower.

RHODE ISLAND
H 1940-A

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Proposing an tion pledging roviding for the eeding four million ne students in solution was the referendum 971. The aranteed ranteed Student y 180 million.</p>	<p><u>MAINE</u> Chapter 4 Constitutional Resolution</p> <p><u>Proposed Legislation</u> STUDENT ASSISTANCE bonds</p>
<p>on a televised dramatization hancial aid s of: College tate scholarships hancial assistance. upport.</p>	<p><u>MARYLAND</u> Dr. John S. Jeffreys Consultant in Guidance State Department</p> <p><u>Achievement</u> STUDENT ASSISTNACE film</p>
<p>e Authority --</p>	<p><u>SOUTH CAROLINA</u> House Bill 1874</p> <p><u>Enacted Legislation</u> STUDENT ASSISTANCE</p>
<p>cial legislative easibility of a medical options avail- its needs or</p>	<p><u>RHODE ISLAND</u> H 1940-A</p> <p><u>Commission</u> STUDY medical school finance</p>

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G. HIGHER EDUCATION
General

STATE
Resource

Student Fees: Resolution raises full-time registration fees from \$150 to \$190 per quarter for undergraduates; from \$175 to \$240 for graduate students. Out-of-state tuition raised from \$300 to \$350 per quarter. (Out-of-state tuition is paid in addition to registration fee.)

FLORIDA
SCR 4-C

500 35?

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

ises full-time
to \$190 per
from \$175 to
Out-of-state
\$350 per quarter.
d in addition

FLORIDA
SCR 4-C

Enacted Legislation
TUITION

H. NONPUBLIC, PRIVATE, PAROCHIAL EDUCATION
State Aid

STATE
Resource

Implements a constitutional amendment ratified at the general election held on November 3, 1970, which authorized the General Assembly to provide for grants to citizens who are students attending private colleges or universities in this state; provides for grants of \$400 per academic year, to be administered by the Georgia Higher Education Assistance Authority. (Effective date -- July 1, 1972).

GEORGIA
Act 803

Senate Bill 1195 would establish a voucher system which would provide students of non-public schools with textbooks, health services, psychological services, guidance and counseling, and remedial and therapeutic programs. The parent of non-public school students would apply to the public school in their district for these services. The local public school would then be reimbursed through the Office of the Superintendent of Public Instruction for the services rendered.

ILLINOIS
Representative Eugene
Schlickman
State House of Representatives
Capitol Building
Springfield, Illinois

Senate Bill 1196 would provide special assistance for non-public school students of low income families. This program would also be based on a voucher system of payment, but in this case the parent would apply directly to the Superintendent of Public Instruction. The amount of the grant is to be equal to that received by public school students of low income families.

ILLINOIS
Representative Eugene
Schlickman
State House of Representatives
Capitol Building
Springfield, Illinois

PAROCHIAL EDUCATIONSTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

al amendment ratified
eld on November 3, 1970,
ral Assembly to
izens who are students
s or universities in
grants of \$400 per
nistered by the
Assistance Authority.
, 1972).

GEORGIA
Act 803

Enacted Legislation
FINANCE
student assistance

establish a voucher
e students of non-
books, health services,
uidance and counseling,
tic programs. The
ol students would
l in their district
local public school
through the Office
Public Instruction

ILLINOIS
Representative Eugene
Schlickman
State House of Representatives
Capitol Building
Springfield, Illinois 62706

Proposed Legislation
FINANCE
student assistance
vouchers

provide special
school students
This program would
r system of payment,
nt would apply
ndent of Public
of the grant is to
by public school
amilies.

ILLINOIS
Representative Eugene
Schlickman
State House of Representatives
Capitol Building
Springfield, Illinois 62706

Proposed Legislation
FINANCE
student assistance

H. NONPUBLIC, PRIVATE, PAROCHIAL EDUCATION
State Aid

STATE
Resource

Senate Bill 1197 would provide grants for innovative educational programs sponsored by public-non-public schools. A special Educational Development Fund would be established to finance these programs. Proposed by the Elementary and Secondary Non-Public Schools Study Commission.

ILLINOIS
Representative Eugene
Schlickman
State House of Representen
Capitol Building
Springfield, Illinois

A law which provides vouchers to parents of children in non-public schools to help defray tuition costs. The law has been petitioned to referendum.

MARYLAND
State Department

Aid to Non-Public Schools -- Some \$61 million has been allocated by the General Assembly for payments to parents who have children attending nonpublic schools. Total annual payments may not exceed \$90 per child or 40 percent of the cost to educate a child in a given school district, whichever is less. Payments will be made twice a year. Funds not expended on parental grants will be used to provide auxiliary services, such as library materials, guidance services and therapists to the nonpublic schools.

OHIO
HB 475

Non-Public Education -- An Act creating an authority for the purpose of avoiding increased costs of public education by providing partial reimbursement for non-public education.

PENNSYLVANIA
Act 92 (1971)

SPECIAL EDUCATION

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

grants for
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Secondary
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ILLINOIS
Representative Eugene
Schlickman
State House of Representatives
Capitol Building
Springfield, Illinois 62706

Proposed Legislation
FINANCE
innovative programs

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MARYLAND
State Department

Enacted Legislation
FINANCE
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OHIO
HB 475

Enacted Legislation
FINANCE
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auxiliary services

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PENNSYLVANIA
Act 92 (1971)

Enacted Legislation
FINANCE
student assistance

H. NON-PUBLIC, PRIVATE, PAROCHIAL EDUCATION
State Aid

STATE
Resource

Pupils of non-public schools are made eligible for tax credits for educational costs if the non-public school meets the requirements of the compulsory attendance laws, is not operated for profit, and adheres to the provisions of the Civil Rights Act of 1964. Tax credits during calendar years 1971 and 1972 may be as much as \$100 per pupil unit. Escalating of this amount begins in calendar year 1973.

MINNESOTA
Chapter 944 of the
1971 Session Laws

Provides that the school committee of a town shall provide transportation for both public and private school pupils who reside so far from school as to make attendance impractical. It also provides for transportation to be provided beyond the town limits under certain conditions.

RHODE ISLAND
Chapter 270-H2352

For calculating a district's foundation allocation, the average daily membership of pupils enrolled in approved vocational classes in licensed proprietary schools may be counted where standards as to facilities and staffing are comparable, as determined by the superintendent of public instruction, to those established by the state board of education for public schools.

OHIO
Section 3317.02

PAROCHIAL EDUCATIONSTATE
ResourceCategory
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Subtopics

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MINNESOTA
Chapter 944 of the
1971 Session Laws

Enacted Legislation
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RHODE ISLAND
Chapter 270-H2352

Enacted Legislation
TRANSPORTATION
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OHIO
Section 3317.02

Enacted Legislation
VOCATIONAL
foundation

H. NON-PUBLIC, PRIVATE, PAROCHIAL EDUCATION
Licensing, Regulation, Supervision

STATE
 Resource

Legislative Council is studying Licensing Private Schools: the need for licensing and regulation.

UTAH
 Lewis Lloyd, Director
 Utah Legislative Council

Provides for registration and regulation of technical and business schools; creates a state board of private technical and business schools to oversee the operation of such schools and adopt regulations for their operation.

ARIZONA
 Chapter 86
 HB 118

Proposal to Establish Regulatory Powers Over Certain Private Business and Trade Schools for the Protection of Delaware Subscribers. According to present Delaware law, the only regulation over any non-public educational institution occurs in the case of an institution wishing to be incorporated in Delaware and offer at least the Associate degree. Elementary and secondary schools, business colleges, trade schools, and others are not regulated by the educational agency of the State. Legislation is being introduced which would begin to modify this pattern by establishing certain specific statutory requirements for the licensing of private business and trade schools. The State Board of Education would be assigned responsibility for expanding the statute into administrative regulations and the State Superintendent of Public Instruction would be the assigned administrator for the program. The State Superintendent would be advised by a committee of five persons. One permanent

DELAWARE
 Dr. Howard E. Row
 Assistant Superintendent
 Auxiliary Services
 State Department

(continued)

AL EDUCATION
vision

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Licensing
licensing

UTAH
Lewis Lloyd, Director
Utah Legislative Council

Council
LICENSING
study

Regulation of
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ARIZONA
Chapter 86
HB 118

Enacted Legislation
REGULATION
registration
vocational

Powers Over
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DELAWARE
Dr. Howard E. Row
Assistant Superintendent
Auxiliary Services
State Department

Proposed Legislation
REGULATION
vocational

H. NON-PUBLIC, PRIVATE, PAROCHIAL EDUCATION
Licensing, Regulation, Supervision

STATE
Resource

(continued)

member of this committee would be the president of the Delaware Technical and Community College System; the other five members would be from business and trade colleges, from industry and from some computer-based program. Proposed by the State Board of Education and the State Superintendent of Public Instruction.

DELAWARE

Provides that students from private schools may take part in honors programs.
(April 13, 1971)

GEORGIA
HB 64

Creates a State Private School Accrediting Commission to regulate private post-high school occupational training institutions.

INDIANA
PL 313

Extension of Degree Granting Privilege -- Recognizing the need to expand postsecondary education by all proper means, the Regents of the University of the State of New York approved the granting of degree powers to proprietary schools which meet their standards. In their desire to broaden career opportunities and to recognize the valuable contribution of occupational skills to American life, the Regents acknowledge that the profit motive per se should not disqualify an institution from recognition by the Regents. Instead, the quality of education provided should be the primary consideration. The authorized degree designation will be Associate in Occupational Studies which describes a two-year program of study limited to work in occupational areas. Post-secondary level.

NEW YORK
Lawrence Gray, Chief
Bureau of Two-Year
Programs
State Department

<u>PAROCHIAL EDUCATION</u> <u>n, Supervision</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
would be the president l and Community College members would be from ges, from industry ased program. Proposed ucation and the State Instruction.	<u>DELAWARE</u>	<u>Proposed Legislation</u>
from private schools programs.	<u>GEORGIA</u> HB 64	<u>Enacted Legislation</u> REGULATION honors programs
School Accrediting private post-high ning institutions.	<u>INDIANA</u> PL 313	<u>Enacted Legislation</u> REGULATION
ing Privilege -- expand postsecondary means, the Regents State of New York degree powers to n meet their standards. en career opportunities able contribution of merican life, the the profit motive lify an institution Regents. Instead, provided should be n. The authorized be Associate in ch describes a two- nited to work in e-secondary level.	<u>NEW YORK</u> Lawrence Gray, Chief Bureau of Two-Year College Programs State Department	<u>Achievement</u> REGULATION degrees vocational

H. NON-PUBLIC, PRIVATE, PAROCHIAL EDUCATION
Licensing, Regulation, Supervision

STATE
Resource

Calls for a study of proprietary schools offering vocational or technical training. Signed by the Governor, March 3.

MONTANA
SJR 30

An Act to Amend the Education Law, Pertaining to Certain Private Schools -- The bill provides for the registration of all private schools with the exception of some categories which are exempt; such as schools providing kindergarten, nursery, elementary and secondary education, institutions of higher education, schools which train handicapped individuals, schools which are operated by employers or organizations of firms for the training of their own employees without a charge and schools such as dancing, music, fine art and the like. The basic purpose of this legislation is to permit the Education Department to establish minimum standards or a floor below which no school which offers occupational training may operate. The intent of the legislation is to eliminate an inequity which currently exists in that if a school teaches an occupation which is classified as a trade, industrial occupation or personal service occupation they cannot do so without first securing a license from the Commissioner of Education. At the same time, other occupational schools in the field of business or data processing may operate with or without Department approval. This proposed legislation would blanket all of those schools which are below college degree level under one basic law if those schools teach occupational training. Proposed by the State Department of Education.

NEW YORK
 Robert D. Stone
 Deputy Commissioner for
 Legal Affairs
 State Department

EDUCATION
Supervision

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Schools
training.

MONTANA
SJR 30

Enacted Legislation
SUPERVISION
study

Pertaining
bill provides
the schools with
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of Education.

NEW YORK
Robert D. Stone
Deputy Commissioner for
Legal Affairs
State Department

Proposed Legislation
SUPERVISION
vocational
registration
standards

I. PUPIL PERSONNEL
General

STATE
Resource

Prohibits the denial of admission of any child to any public school in this state under certain conditions.

ALABAMA
HB 2823
Act 1418

Permits a child to be excused from compulsory school attendance if a district judge determines that such attendance is not in the best interests of the child. No effective date.

MONTANA
SB 219
(75-6303)

An act permitting excusal for religious purposes -- not to exceed one hour per day -- not to interfere with academic program -- not to be held on school property.

NEW MEXICO
Chapter 238
New Mexico Laws
1971

Pupils: Voluntary fingerprinting. Vaccination not necessary when affidavit that contrary to religious beliefs.

SOUTH CAROLINA
HB 1258
HB 1690

Immunization of School Children: Act requires immunization of children, prior to entry into school, against polio, smallpox, diphtheria, rubella, pertussis and tetanus; may be required for other communicable diseases; provides for exemption on religious grounds.

FLORIDA
Chapter 71-283
Laws of Florida

Abuse or Maltreatment of Children: Act requires that any physician, nurse, teacher, social worker or employee of a public or private facility serving children who has reason to believe that a child has been subjected to abuse shall report, or cause reports to be made, to Department of Health and Rehabilitative Services; abuse includes neglect or malnutrition.

FLORIDA
Chapter 71-21
Laws of Florida

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
mission of any child s state under certain	<u>ALABAMA</u> HB 2823 Act 1418	<u>Enacted Legislation</u> ADMISSION accountability
ed from compulsory strict judge determines in the best interests date.	<u>MONTANA</u> SB 219 (75-6303)	<u>Enacted Legislation</u> EXCUSAL
or religious purposes er day -- not to gram -- not to be	<u>NEW MEXICO</u> Chapter 238 New Mexico Laws 1971	<u>Enacted Legislation</u> EXCUSAL
inting. Vaccination t that contrary to	<u>SOUTH CAROLINA</u> HB 1253 HB 1690	<u>Enacted Legislation</u> FINGERPRINTING immunization exemption
children: Act requires prior to entry into lpox, diphtheria, nus; may be required ases; provides for nds.	<u>FLORIDA</u> Chapter 71-283 Laws of Florida	<u>Enacted Legislation</u> HEALTH immunization exemption
children: Act requires teacher, social worker private facility ason to believe that to abuse shall report, , to Department of vices; abuse includes	<u>FLORIDA</u> Chapter 71-21 Laws of Florida	<u>Enacted Legislation</u> HEALTH child abuse

I. PUPIL PERSONNEL
General

STATE
Resource

Married, pregnant Students: Act amends statutes to give married, pregnant and previously pregnant students discretion as to whether or not they attend school, with district school boards having discretion to assign them to most appropriate school program best suited to the students' individual needs.

FLORIDA
Chapter 71-21
Laws of Florida

New legislation adds measles (rubeola) to list of required vaccines for school admission.

NORTH CAROLINA
State Department

Regulation of school lunch programs.

CONNECTICUT
PA 702

Amends the compulsory school attendance act to provide that children between their 7th and 16th birthdays shall be enrolled in a public or private school.

GEORGIA
HB 634

Requires school districts to adopt and distribute written rules regarding student conduct and discipline in compliance with minimum standards developed by the State Board of Education. Prohibits students from threatening or willfully injuring other students or teachers. Modifies provisions for assessment of damage to school property caused by pupil and for action to recover such damages (not to exceed \$1000 plus costs).

OREGON
SB 11

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
Act amends statutes and previously pregnant whether or not they t school boards having o most appropriate to the students'	<u>FLORIDA</u> Chapter 71-21 Laws of Florida	<u>Enacted Legislation</u> HEALTH pregnant students married students
s (rubeola) to list hool admission.	<u>NORTH CAROLINA</u> State Department	<u>Enacted Legislation</u> HEALTH immunization
programs.	<u>CONNECTICUT</u> PA 702	<u>Enacted Legislation</u> LUNCH
l attendance act tween their 7th and olled in a public	<u>GEORGIA</u> HB 634	<u>Enacted Legislation</u> SCHOOL AGE
o adopt and distribute dent conduct and th minimum standards d of Education. eathening or willfully teachers. Modifies of damage to school nd for action to recover l \$1000 plus costs).	<u>OREGON</u> SB 11	<u>Enacted Legislation</u> STUDENT DISCIPLINE conduct damages

J. SPECIAL EDUCATION
Disadvantaged, Compensatory, Educationally
Handicapped

STATE
Resource

Educational programs for severely educationally handicapped children who exhibit autistic-like tendencies. This is a two teacher program with six aides. Twelve children are enrolled. Unique in that little is known how to deal with such children, and few public schools have attempted to educate them. Grades-elementary. Federal (ESEA, Title VI-B), state and local support.

COLORADO
Ted White, Director
Special Education
Denver Public Schools
Denver, Colorado

Kailua Learning Center (incorporates compensatory education program and provides instructional aid for special education students). Grades K-12. State funds and Act 299.

HAWAII
Mr. Kengo Takata
Deputy District Super
Windward Oahu. Distric
45-955 Kamehameha Ave
Kaneohe, Hawaii 9674

Compensatory Education -- State enters into a \$23 million performance pact with eligible school districts.

MICHIGAN
Act. No. 134, Public
Acts of 1971.

Carolina Boys Camp (for Emotionally Disturbed). This is a project to provide service to boys excluded from the public school system. The camp is based on a Texas model pioneered by Mr. Campbell Lockmiller.

NORTH CAROLINA
Mr. Ron Carroll
c/o Carolina Boys Cam
Candor, North Carclin

Periodic Evaluation and reporting by state board to district boards of programs dealing with education of disadvantaged children. Requirement for State Board to periodically review with Joint Standing Committee on Education fund disbursement, etc. for disadvantaged education.

CONNECTICUT
PA 52

<u>Educationally</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
ly educationally autistic-like er program with enrolled. ow to deal with chools have les-elementary. ce and local	<u>COLORADO</u> Ted White, Director Special Education Denver Public Schools Denver, Colorado	<u>Achievement</u> AUTISTIC CHILDREN
ates compensatory nstructional aid Grades K-12.	<u>HAWAII</u> Mr. Kengo Takata Deputy District Superintendent Windward Oahu District 45-955 Kamehameha Avenue Kaneohe, Hawaii 96744	<u>Achievement</u> COMPENSATORY EDUCATION
enters into a \$23 igible school	<u>MICHIGAN</u> Act. No. 134, Public Acts of 1971.	<u>Enacted Legislation</u> COMPENSATORY EDUCATION performance pact
ally Disturbed). ervice to boys system. The pioneered	<u>NORTH CAROLINA</u> Mr. Ron Carroll c/o Carolina Boys Camp Candor, North Carolina	<u>Achievement</u> DISTURBED CHILDREN special education
ng by state grams dealing children. periodically ttee on e. for	<u>CONNECTICUT</u> PA 52	<u>Enacted Legislation</u> DISADVANTAGED evaluation

J. SPECIAL EDUCATION
Disadvantaged, Compensatory, Educationally
Handicapped

STATE
Resource

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State-supported Experimental Programs for
 Educationally Disadvantaged (Delaware Senate
 Bill 171 Programs) 1969-72. Grades K-10.
 State support.

DELAWARE
 Robert C. Hawkins
 State Department

Ach
 DISA

State plan for educating the disadvantaged.
 Federal support.

FLORIDA
 Dr. William Gager
 Division of Community Colleges
 State Department

Ach
 DISA
 plan
 com

Governor's Conference on Post-High School
 Education Opportunities for the Disadvantaged.
 (Conference proceedings available in limited
 number).

FLORIDA
 Dr. Harold Stahmer
 Conference Planning Office
 105 Anderson Hall
 University of Florida
 Gainesville, Florida 32601

Ach
 DISA
 pos
 con

A project for the motivation and orientation
 of educationally disadvantaged. Community
 College level. Federal and local support.

MARYLAND
 J. N. Carsey
 Charles County Community
 College

Ach
 DISA

Special Education -- Proposed legislation
 would provide for the development of quality
 education programs for children handicapped
 because of environmental factors. Proposed
 by Senator Alfred Beadleston.

NEW JERSEY
 Senator Alfred Beadleston
 New Jersey State Legislature

Pro
 DISA

The State Board is required to adopt rules
 pertaining to classifying students as
 educationally disadvantaged for purposes
 of identifying certain school districts to
 qualify for the "municipal overburden."
 (Section 3317.02)

OHIO
 State Department

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 DISA
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<u>Educationally</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
grams for aware Senate des K-10.	<u>DELAWARE</u> Robert C. Hawkins State Department	<u>Achievement</u> <u>DISADVANTAGED</u>
advantaged.	<u>FLORIDA</u> Dr. William Gager Division of Community Colleges State Department	<u>Achievement</u> <u>DISADVANTAGED</u> planning community colleges
gh School Disadvantaged. e in limited	<u>FLORIDA</u> Dr. Harold Stahmer Conference Planning Office 105 Anderson Hall University of Florida Gainesville, Florida 32601	<u>Achievement</u> <u>DISADVANTAGED</u> post-high school conference
orientation Community l support.	<u>MARYLAND</u> J. N. Carsey Charles County Community College	<u>Achievement</u> <u>DISADVANTAGED</u>
gislation nt of quality handicapped s. Proposed	<u>NEW JERSEY</u> Senator Alfred Beadleston New Jersey State Legislature	<u>Proposed Legislation</u> <u>DISADVANTAGED</u>
adopt rules nts as purposes istricts to burden."	<u>OHIO</u> State Department	<u>Enacted Legislation</u> <u>DISADVANTAGED</u> municipal overburden

J. SPECIAL EDUCATION
Disadvantaged, Compensatory, Educationally
Handicapped

STATE
Resource

Aid to the Educationally Disadvantaged.
School districts with more than 50 youngsters
who receive aid to dependent children (ADC)
will now receive \$200 for each of these
children subject to having an approved program.
During the past biennium, the subsidy was
\$175 per child with a qualifying number of
100 ADC youngsters.

OHIO
HB 475

Resource Center -- Adams #50, Westminster.
A four-teacher team, differentiated role,
educational program for children who are
educationally handicapped. Each of the four
teachers has a specific role to perform as
a team member -- one is a diagnostician, one a
programmer, one an implementor, and one an
evaluator. They deal with approximately
60 children. Elementary grade level.
Federal (Title VI-B), state and local
support.

COLORADO
John Flynn, Director
of Special Education
Adams County School
District #50

Project TOLD -- Project "TOLD" (Tutors of
Language Disorders) helped 336 Abilene children
in the most direct way possible. It gave them
young friends for teachers. These children,
held back in school by difficulty in learning
to work with words, are the reluctant victims
of language disability. They needed more help,
more time, and more individual attention than
regular classroom teachers could give.
Project "TOLD" was funded under Title III of the
Elementary and Secondary Education Act for a
three-year period. It is now continuing
with volunteer student tutors who receive
academic credit in education for their work.
All grades. Title III.

TEXAS
A. E. Wells, Superior
Abilene ISD
Box 981
Abilene, Texas 796

<u>TION</u> <u>, Compensatory, Educationally</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
<p>tionally Disadvantaged. with more than 50 youngsters o dependent children (ADC) \$200 for each of these to having an approved program. iennium, the subsidy was th a qualifying number of s.</p>	<p><u>OHIO</u> HB 475</p>	<p><u>Enacted Legislation</u> <u>DISADVANTAGED</u> ADC subsidy</p>
<p>- Adams #50, Westminister. am, differentiated role, am for children who are dicapped. Each of the four ecific role to perform as one is a diagnostician, one a n implementor, and one an deal with approximately mentary grade level. -B), state and local</p>	<p><u>COLORADO</u> John Flynn, Director of Special Education Adams County School District #50</p>	<p><u>Achievement</u> <u>EDUCATIONALLY</u> <u>HANDICAPPED</u> differentiated staffing</p>
<p>project "TOLD" (Tutors of s) helped 336 Abilene children t way possible. It gave them teachers. These children, ol by difficulty in learning s, are the reluctant victims ility. They needed more help, re individual attention than teachers could give. s funded under Title III of the condary Education Act for a . It is now continuing udent tutors who receive n education for their work. e III.</p>	<p><u>TEXAS</u> A. E. Wells, Superintendent Abilene ISD Box 981 Abilene, Texas 79604</p>	<p><u>Achievement</u> <u>LANGUAGE</u> <u>DISABILITIES</u></p>

J. SPECIAL EDUCATION
Disadvantaged, Compensatory, Educationally
Handicapped

STATE
Resource

House Bill 322 concerns learning disabilities. It amends that section of the School Code dealing with "maladjusted children". It lowers the age of eligibility from 5 to 3 and broadens the concept to include children with "specific learning disabilities". Children with specific learning disabilities are those who suffer from a disorder in one or more of the basic psychological processes involved in learning and understanding the language. These disorders would include perceptual handicaps, brain injury, dyslexia, and developmental aphasia.

ILLINOIS
HB 322
PA 77-1318

Definition of "Handicapped" Children. Section 75-7801, R. C. M., 1947, recognizes that special education is required for children who are mentally or physically handicapped, but the special needs of children handicapped by learning disabilities are not recognized in the statute. Section 75-7801 should be amended to include a definition for children with learning disabilities so that they may be provided with the special education necessary if their maximum potential is to be realized.

MONTANA
State Department

Initiation of state approval of programs for children with learning disabilities. Grades K-12. Federal, state and local support.

VIRGINIA
James T. Micklem,
Supervisor
Special Education
State Department

<u>y, Educationally</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
<p>ng disabilities. School Code dren". It from 5 to 3 and le children with es". Children lities are those one or more ocesses involved the language. perceptual exia, and develop-</p>	<p><u>ILLINOIS</u> HB 322 PA 77-1318</p>	<p><u>Enacted Legislation</u> <u>LEARNING DISABILITIES</u></p>
<p>hildren. Section gnizes that special ldren who are apped, but the dicapped by learning ed in the statute. nded to include h learning be provided with ry if their alized.</p>	<p><u>MONTANA</u> State Department</p>	<p><u>Proposed Legislation</u> <u>LEARNING DISABILITIES</u></p>
<p>of programs for lities. Grades al support.</p>	<p><u>VIRGINIA</u> James T. Micklem, Supervisor Special Education State Department</p>	<p><u>Achievement</u> <u>LEARNING DISABILITIES</u></p>

J. SPECIAL EDUCATION
Disadvantaged, Compensatory, Educationally
Handicapped

STATE
Resource

Directing the legislative council's education committee to study the educational facilities and practices in Wisconsin's reformatory, rehabilitative and penal institutions.

WISCONSIN
AJR 46
Representatives Brown
and Miller

Six Phase Program: Wyoming is experiencing significant progress in the establishment and expansion of educational programs and services for children with special needs. The specific activities include a planned sequence of in-service training workshops, summer institutes, extension courses, summer traineeships, academic year fellowships and sequential consultation to assist the development of programs in individual school districts. The sequence of activities is regionalized within the State and will consist of six phases. Phase I will be conducted throughout the school year within a region and will be followed by Phase II in the summer. Phase III and IV will follow into the next school year and summer with Phase V and VI following in the school year and summer. At the culmination of this sequence, the districts within a region will have established programs and will have regionally-trained persons to carry on in-service programs to maintain and improve the services to children with special needs. Phase I and II are the lead-in activities and will progress from region to region with the other phases following. Grades K-12. Title I, ESEA Title III, ESEA Title VI, Part B, PL 90-576.

WYOMING
Mr. Thomas L. Morris
Director
Curricular Services Unit
State Department

<u>ory, Educationally</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
Council's education tional facilities reformatory, stitutions.	<u>WISCONSIN</u> AJR 46 Representatives Brown and Miller	<u>Committee</u> <u>PUBLIC OFFENDERS</u>
is experiencing establishment and grams and services eds. The specific sequence of in- summer institutes, aineeships, academic ial consultation programs in The sequence d within the State es. Phase I will school year within d by Phase II in the ll follow into the with Phase V and ear and summer. sequence, the ll have established onally-trained persons rams to maintain children with special he lead-in activities on to region with the ades K-12. Title I, /I, Part B, PL 90-576.	<u>WYOMING</u> Mr. Thomas L. Morris Director Curricular Services Unit State Department	<u>Achievement</u> <u>SPECIAL NEEDS</u>

190

J. SPECIAL EDUCATION
Disadvantaged, Compensatory, Educationally
Handicapped

STATE
Resource

W. O. R. K. Kit -- Special Needs Student: Same basic format as above with emphasis placed at the occupational level attainable by the Special Student. The W. O. R. K. Kit -- Special Needs contains 75 cards. (vocational) Grades 7-12. PL 91-230, Title VI, Part B, PL 90-576.

WYOMING
Mr. Curt Hiltbrunner
Program Director
Office of Exceptional Child
State Department

<u>ry, Educationally</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
eds Student: Same phasis placed at able by the Special -- Special Needs al) Grades 7-12. PL 90-576.	<u>WYOMING</u> Mr. Curt Hiltbrunner Program Director Office of Exceptional Children State Department	<u>Achievement</u> <u>VOCATIONAL</u>

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

Continuum Design. During 1970-71 The Maryland State Department of Education developed a plan and pilot program entitled: "A Design For A Continuum" of Special Education Services to meet the needs of handicapped children throughout the State. The unique feature of this plan is that the handicapped child will receive specialized services while retaining his affiliation with the regular classroom. The philosophy of this plan further stresses the elimination of categorical labeling (educable retarded, specific learning disability, emotionally disturbed, etc.). The first year results of the study indicate the following: Handicapped children in experimental schools received more services than their counterparts in control schools, and furthermore, handicapped children were served in the new design. Teachers and administrators showed more positive changes in their attitudes toward handicapped children. The changed organizational patterns provided administrators, regular education teachers and special education teachers with more services to meet the needs of the handicapped. (See other MARYLAND items under (Exceptional Children)).

MARYLAND
Mr. Stanley Mopsik
Acting Coordinator
Office of Special
State Department

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

The Maryland
developed a plan
design. For A
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Exceptional

MARYLAND
Mr. Stanley Mopsik
Acting Coordinator
Office of Special Education
State Department

Achievement
CONTINUUM

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

A production and distribution center for all kinds of educational and instructional materials for visually handicapped children. Such materials include audio-tapes, audio-tapes with compressed speech, Braille books and materials, large print books, and thermoform replications of objects. A unique aspect of the center is that it also provides to teachers assistance in choosing and utilizing materials and inservice education relating to the educational needs of visually handicapped children. All grade levels. Federal (ESEA, Title VI-B) support.

COLORADO
Buck Schrotberger
Consultant, Visually
Handicapped and Physically
Handicapped
State Department

Creating a State Commission for the Deaf.

TEXAS
HB 1293
By Boyle and
Braecklein

Amending Chapter 11, Subchapter A, Education Code, relating to the authorization for school districts to conduct special education classes for deaf children.

TEXAS
SB 561
By Brooks

Amending Chapter 11, Subchapter A, Education Code, relating to a program for education of deaf adults.

TEXAS
SB 294
By Hightower, et al.

Implementation of legislative mandate to provide educational programs for hearing impaired children. Federal, state and local support. Ages 2-20.

VIRGINIA
James T. Micklem,
Supervisor,
Special Education
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>center for all instructional materials children. Such as, audio-tapes with books and materials, perform replications of the center is chers assistance materials and inservice educational needs of n. All grade e VI-B) support.</p>	<p><u>COLORADO</u> Buck Schrotberger Consultant, Visually Handicapped and Physically Handicapped State Department</p>	<p><u>Achievement</u> BLIND resource center</p>
<p>for the Deaf.</p>	<p><u>TEXAS</u> HB 1293 By Boyle and Braecklein</p>	<p><u>Enacted Legislation</u> DEAF commission</p>
<p>ter A, Education ization for school education classes</p>	<p><u>TEXAS</u> SB 561 By Brooks</p>	<p><u>Enacted Legislation</u> DEAF</p>
<p>ter A, Education for education of</p>	<p><u>TEXAS</u> SB 294 By Hightower, et al.</p>	<p><u>Enacted Legislation</u> DEAF adult education</p>
<p>e mandate to provide ring impaired child-al support. Ages</p>	<p><u>VIRGINIA</u> James T. Micklem, Supervisor, Special Education State Department</p>	<p><u>Achievement</u> DEAF mandated programs</p>

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

Requires the state board of regents for education to include mentally retarded and/or multi-handicapped persons in the category of exceptional child.

RHODE ISLAND
Chapter 210-S344

Programs for the Gifted. Elementary grades.
Title III, ESEA.

IOWA
Ramon N. Fisher
Elementary Coordinator
900 Sumner Avenue
Humboldt, Iowa 5054

Office of Education for the Gifted. As a means for meeting the needs of the intellectually gifted, the New York State Education Department has been focusing upon the individualization of learning. In order to generate the resources needed to develop a statewide system of individualized learning in all of the schools of the state by July 4, 1981, the Department has been organizing regional individualized learning councils around the state. These councils have been involved in providing the leadership required to implement the individualization of learning in their geographical areas. They develop plans and actions -- strategies and tactics -- for implementing individualized learning on a current and long range basis. They organize clearing-houses of information on the availability of human and non-human resources; they identify programs which are developing in the schools of their area and they provide energy, initiative, and support to assist schools, colleges and other institutions committed to

NEW YORK
Roger W. Ming
Supervisor
Education for the Gifted
State Department

(continued)

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>rd of regents for education carded and/or multi- the category of exceptional</p>	<p><u>RHODE ISLAND</u> Chapter 210-S344</p> <p><u>Enacted Legislation</u> DEFINITION</p>
<p>1. Elementary grades.</p>	<p><u>IOWA</u> Ramon N. Fisher Elementary Coordinantor 900 Sumner Avenue Humboldt, Iowa 50548</p> <p><u>Achievement</u> GIFTED</p>
<p>r the Gifted. As a means of the intellectually tate Education Department the individualization of generate the resources atewide system of g in all of the schools , 1981, the Department gional individualized nd the state. These olved in providing the implement the earning in their hey develop plans and and tactics -- for imple- learning on a current They organize clearing- on the availability of sources; they identify eloping in the schools provide energy, t to assist schools, stitutions committed to</p>	<p><u>NEW YORK</u> Roger W. Ming Supervisor Education for the Gifted State Department</p> <p><u>Achievement</u> GIFTED individualized learning councils teachers inservice training certification BOCES</p>

(continued)

individualized learning. They spearhead the development of inservice education programs which are integrated with teacher preparation programs of colleges and universities. Preservice teachers being trained to individualize do their cadet "teaching" in schools that are committed to the implementation of individualized learning. As the cadets do so, they along with the specialists in individualized learning from the colleges provide an ongoing program of inservice education for the staff of the schools that are actively engaged in individualized learning approaches. This collaboration of the State Education Department with the regional individualized learning councils, the schools and colleges are being integrated with an extensive state experimental teacher certification program which is based upon performance rather than on the completion of prescribed curriculum. The organization and functioning of the individualized learning councils is being directly tied in with the state's regional development of compacts of intermediate educational agencies known as boards of cooperative educational services (BOCES). The councils, in effect, are dynamic resource groups which collaborate with the BOCES in the implementation of individualized learning. The achievements and practices which have developed since July, 1971 will continue to grow as they integrate more and more with

NEW YORK

(continued)

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STATE
Resource

Category
PRIMARY TOPIC
Subtopics

g. They spearhead the
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ng" in schools that are
mentation of individual-
cadets do so, they along
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for the staff of the
ely engaged in individ-
aches. This collabor-
cation Department with
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educational services
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collaborate with the
tation of individualized
ements and practices which
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e more and more with

NEW YORK

Achievement

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

(continued)

related practices: humanized education, open education, continuous progress (K-graduate school) ungraded schools, differentiated staffing, external degree programs. They are also being accelerated with increasingly greater and more effective use of educational technology. Grades K-graduate school. State and local support.

NEW YORK

Handicapped Children's Nature Study Center. Elementary grades. Title III, ESEA.

IOWA
Mr. David Lanaghan
1523 South Fairmont
Davenport, Iowa 5

State Board directed to prepare plan and feasibility studies for programs for seriously handicapped children to be submitted to the Joint Study Committee on Education.

CONNECTICUT
Special Act 92

Helped special education section of the Division of Instruction in implementation and evaluation of a pilot study of the "Design of Continuance of Services" (An innovative program developed to help students with special learning difficulties). Elementary level. State and federal support.

MARYLAND
Dr. Thomas E. Finc
State Department

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

EPDA Project. "The Training of Regular Educators, Parents and Ancillary Personnel to Work With Handicapped Children". In order to assess the feasibility of the continuum concept and design, a two year pilot study was implemented in four schools in the State. The services provided in these four pilot schools include: (1) a diagnostic-prescriptive teacher and aide (2) a resource room teacher and aide and (3) increased ancillary services. The goals and objectives of the continuum design are concomitant with those of this project. Support for both child and teacher is of importance in order to maintain as many children as possible in regular classrooms, eliminate categorical labeling and provide each child, regardless of his educational needs and learning styles, the opportunity to benefit from interaction with his peers. Grades K-3. Federal support.

MARYLAND
Dr. Roger Meehan
Rockland Elementary School
8510 High Ridge Road
Elicott City, Maryland 2104

Senate bill 1124 amends the School Code to provide for the annual registration, with the Office of the Superintendent of Public Instruction, of children 3-21 years of age who are ineligible to attend public school, special education facilities because of the nature or severity of their disability.

ILLINOIS
SB 1124
PA 77-716

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Regular Personnel ". In of the two year our schools ided in these a diagnostic- a resource creased nd objectives omitant with for both child order to main- e in regular l labeling ss of his tyles, the raction deral</p>	<p><u>MARYLAND</u> Dr. Roger Meehan Rockland Elementary School 8510 High Ridge Road Elicott City, Maryland 21043</p>
<p>ol Code to ion, with the Public ars of age who school, ause of the bility.</p>	<p><u>ILLINOIS</u> SB 1124 PA 77-716</p> <p><u>Enacted Legislation</u> REGISTRATION</p>

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

Curriculum development for the education of Educable Mentally Handicapped. Teachers of educable mentally handicapped children from three school districts are developing guidelines for developing curriculum. The model that is being developed is being field tested in their own classrooms. The guide will be disseminated throughout the state through regional institutes coordinated by the Colorado Department of Education. All grade levels. Federal (ESEA, Title VI-B), State and local support.

COLORADO
Larry Reynolds
Administrator in Charge
Special Education
Adams County School

Project: Basic Communication Skills Development for the Trainable Mentally Handicapped Through the Motivation of Music. Grades K-12. Title III, ESEA.

IOWA
State Department

Under Am. Sub. HB 475, Ohio school districts are now responsible for the transportation of educable mentally retarded children to school. The State Board of Education has been given the responsibility of setting guidelines for EMR transportation.

OHIO
HB 475

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>the education of ped. Teachers of ped children from developing guide- culum. The model being field tested The guide will be e state through nated by the cation. All grade tle VI-B), State</p>	<p><u>COLORADO</u> Larry Reynolds Administrator in Charge of Special Education, Adams County School District #1</p>	<p><u>Achievement</u> RETARDED curriculum</p>
<p>ion Skills ble Mentally tivation of e III, ESEA.</p>	<p><u>IOWA</u> State Department</p>	<p><u>Achievement</u> RETARDED music</p>
<p>o school districts e transportation of children to school. on has been given ing guidelines</p>	<p><u>OHIO</u> HB 475</p>	<p><u>Enacted Legislation</u> RETARDED transportation</p>

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

Retarded Children - The opinion handed down by the U. S. District Court for the Eastern District of Pennsylvania, Pennsylvania Association for Retarded Children - Nancy Beth Bowman, et. al., versus the Commonwealth of Pennsylvania, et. al., will cause major changes in the Public School Code of 1949, as amended, with respect to the public education of retarded children. Previous delays in accepting certain retarded children until eight years of age are now negated, as well as denying "uneducables" and/or "untrainables" a public education by institutionalization under the Department of Public Welfare. This option will require drastic educational change affecting approximately 100,000 retarded children.

PENNSYLVANIA
Civil Act No. 71-42
U. S. District Court for
the Eastern District
of Pennsylvania

Growth and development of special education programs, especially in the areas of the mentally retarded and the gifted. All public school levels. State, local and federal support.

PENNSYLVANIA
Dr. William H. Ohrtman
State Department

The development of a full range of services for exceptional children in a multi-county rural area. The help given these children will consist primarily of individualized instruction through a diagnostic-prescriptive process conducted by teachers, tutors, and specialists. Grades pre-K, K-12. Title III and Title VI, ESEA, state and local support.

MINNESOTA
Dr. Marvin Hammarback
Director
119 1/2 North Broadway
Crookston, Minnesota 55716

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>handed down by the Eastern District Association for Bowman, et. al., sylvania, et. al., Public School respect to the children. Previous retarded children now negated, as and/or "untrain- institutionalization Welfare. This educational change retarded</p>	<p><u>PENNSYLVANIA</u> Civil Act No. 71-42 U. S. District Court for the Eastern District of Pennsylvania</p>	<p><u>Enacted Legislation</u> RETARDED equalization</p>
<p>ial education reas of the ed. All public nd federal</p>	<p><u>PENNSYLVANIA</u> Dr. William H. Ohrtman State Department</p>	<p><u>Achievement</u> RETARDED gifted</p>
<p>e of se vices multi-county ese children vidualized ic-prescriptive tutors, and 12. Title III local support.</p>	<p><u>MINNESOTA</u> Dr. Marvin Hammarback Director 119 1/2 North Broadway Crookston, Minnesota 56716</p>	<p><u>Achievement</u> RURAL individualized instruction diagnostic-prescriptive</p>

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

House Bill 323 lowers the age of special education eligibility for maladjusted, educable mentally handicapped, trainable mentally handicapped, and speech defective children from 5 to 3 years.

ILLINOIS
HB 323
PA 77-1319

New legislation permits public school personnel to provide instruction to handicapped children under the age of six years (ages one to five).

NORTH CAROLINA
State Department

ITV Series. In an effort to acquaint both regular and special class teachers with diagnostic and prescriptive teaching techniques the Maryland State Department of Education is developing a 15 tape Instructional Television Series. The series will focus on teacher attitudes, learning styles of children, math and reading, language development, and behavioral management. Project Impact, EPDA and the ITV Series are projects that support the Continuum Design by enabling increased services for handicapped children in terms of number scope and quality. Grades K-3. State and federal support.

MARYLAND
Miss Lucy Hession
Project Director
State Department

Helped ITV Division in conducting several formative evaluation activities for the ITV Series. Elementary and secondary levels. State support.

MARYLAND
Mr. Lillstrom
State Department

<u>Children</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
s the age of special y for maladjusted, ndicapped, trainable , and speech defective years.	<u>ILLINOIS</u> HB 323 PA 77-1319	<u>Enacted Legislation</u> SCHOOL AGE
its public school personnel on to handicapped children years (ages one to five).	<u>NORTH CAROLINA</u> State Department	<u>Enacted Legislation</u> SCHOOL AGE
ffort to acquaint both class teachers with riptive teaching and State Department of ing a 15 tape Instruction- . The series will focus , learning styles of eading, language develop- management. Project ITV Series are projects tinuum Design by enabling or handicapped children cope and quality. Grades ral support.	<u>MARYLAND</u> Miss Lucy Hession Project Director State Department	<u>Achievement</u> TELEVISION diagnostic- prescriptive teacher training
in conducting several activities for the ary and secondary levels.	<u>MARYLAND</u> Mr. Lillstrom State Department	<u>Achievement</u> TELEVISION evaluation

200

J. SPECIAL EDUCATION
Exceptional Children

STATE
Resource

Specialized facilities for transportation of handicapped students. Proposed by Judson D. Finley, Ph.D.

ARIZONA
Judson R. Finley, Ph.D.
Division of Vocational
Rehabilitation
Vocational Evaluation U
State Department of Edu
1620 Polk Street
Phoenix, Arizona 85006

Vocational Education for the handicapped -- Vocational horticulture program at the state hospital for the mentally retarded to make students employable at Greenhouse operations and small farms in such occupations as Greenhouse and nursery, grower, landscape maintenance and floral assistant -- purpose -- to test feasibility for spread of practice. Ungraded. State and local support.

NEW MEXICO
Charles Morrison
State Superintendent
Agriculture, Vocatio
Education Division
State Department

Project Impact: Eighty teachers were trained to function in two specific programs of the continuum design. The teachers engaged in a comprehensive three week summer workshop and three weeks of practicum experience during the school year. Goals of the project were: (1) Alter attitudes of participating teachers so that they may view children as individuals and not as categorical (educable, emotionally disturbed, learning disabled beings. (2) Provide teachers with diagnostic techniques so as to determine children's strengths and weaknesses. (3) To stress diagnosis through teacher rather than diagnosis through testing. (4) To stress continuous communication with the regular classroom teacher and ancillary personnel. Grades K-3. Federal, Title VI, Parts B and D, support.

MARYLAND
Mr. Bill Coviello
Project Director
Federal Programs Specia
State Department

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
transportation of osed by Judson	<u>ARIZONA</u> Judson R. Finley, Ph.D. Division of Vocational Rehabilitation Vocational Evaluation Unit State Department of Education 1620 Polk Street Phoenix, Arizona 85006	<u>Proposal</u> TRANSPORTATION
e handicapped -- gram at the state etarded to make nhouse operations upations as wer, landscape stant -- purpose -- ead of practice. support.	<u>NEW MEXICO</u> Charles Morrison State Superintendent for Agriculture, Vocational Education Division State Department	<u>Achievement</u> VOCATIONAL horticulture
achers were trained to rograms of the continuum ged in a comprehensive and three weeks of g the school year. (1) Alter attitudes so that they may view l not as categorical turbed, learning ide teachers with diag- determine children's (3) To stress diag- er than diagnosis tress continuous ular classroom teacher Grades K-3. Federal, upport.	<u>MARYLAND</u> Mr. Bill Coviello Project Director Federal Programs Specialist State Department	<u>Achievement</u> WORKSHOP diagnostic- prescriptive teacher training

J. SPECIAL EDUCATION
General

STATE
Resource

Allows trustees of school districts to establish and maintain a special education class or program for mentally retarded or physically handicapped persons not less than 21 or more than 25 years of age; provides that such programs will be eligible for financial assistance in accordance with 75-7813, 7815, (75-7806, 7816) Signed March 1; no effective date.

MONTANA
HB 450

House Bill 1076 prevents the assignment to special education classes of children whose first language is other than English until tests in the student's own language show that this action is necessary.

ILLINOIS
HB 1076
PA 77-1523

School districts may contract with public, private or volunteer agencies for training and services for handicapped children.

MINNESOTA
Chapter 689 of the
Session Laws.

Legislation to provide equal educational opportunity for handicapped children. Proposed by the State Department of Education.

MAINE
Beverly Trenholm,
Guidance and Special
State Department

Evaluation of special education programs.

CONNECTICUT
PA 326

<u>ON</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
school districts to in a special education mentally retarded or ed persons not less 25 years of age; programs will be eligible tance in accordance with (7806, 7816) Signed ve date.	<u>MONTANA</u> HB 450	<u>Enacted Legislation</u> ADULT EDUCATION
vents the assignment to lasses of children whose ther than English until c's own language show that ssary.	<u>ILLINOIS</u> HB 1076 PA 77-1523	<u>Enacted Legislation</u> DIAGNOSTIC bilingual
y contract with public, r agencies for training ndicapped children.	<u>MINNESOTA</u> Chapter 689 of the 1971 Session Laws.	<u>Enacted Legislation</u> EDUCATION CONTRACTS
ide equal educational dicapped children. Proposed ment of Education.	<u>MAINE</u> Beverly Trenholm, Director Guidance and Special Education State Department	<u>Proposed Legislation</u> EQUALIZATION
al education programs.	<u>CONNECTICUT</u> PA 326	<u>Enacted Legislation</u> EVALUATION

J. SPECIAL EDUCATION
General

STATE
Resource

A legislative provision to update and keep current with costs the State's share of public school expenditures for transportation and special education. The percentage of State aid is determined by dividing the median state per pupil valuation by the State per pupil of a district and multiplying by 75%. No district may receive more than 97% nor less than 13% assistance.

MAINE
Chapter 512, 1971.

The base support of special education both for gifted and handicapped children was broadened.

OKLAHOMA
HB 1125

Relating to mandatory education for exceptional children providing that each county, municipal or other Board of Education in the State of Alabama and the school district associated therewith shall provide not less than thirteen years of appropriate instruction and related special services for such exceptional children at public expense.

ALABAMA
Senate Bill No. 13

Mandatory Special Education -- All school districts will submit a plan by July 1, 1973, in which they will indicate how they will provide educational services for all handicapped children by July 1, 1974, and thereafter, related legislation to provide full funding of current legislation.

COLORADO
SB 78, CRS 123-22-8

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>ate and keep share of transportation percentage of State the median state te per pupil by 75%. No 97% nor less</p>	<p><u>MAINE</u> Chapter 512, 1971.</p> <p><u>Enacted Legislation</u> FINANCE formula transportation</p>
<p>ucation both ldren was</p>	<p><u>OKLAHOMA</u> HB 1125</p> <p><u>Enacted Legislation</u> FINANCE foundation</p>
<p>n for exceptional ounty, municipal the State of t associated ss than thirteen on and related ptional</p>	<p><u>ALABAMA</u> Senate Bill No. 13</p> <p><u>Enacted Legislation</u> MANDATED PROGRAMS</p>
<p>All school dis- uly 1, 1973, in hey will pro- all handicapped thereafter, e full funding</p>	<p><u>COLORADO</u> SB 78, CRS 123-22-8</p> <p><u>Enacted Legislation</u> MANDATED PROGRAMS</p>

J. SPECIAL EDUCATION
General

STATE
Resource

Handicapped Persons, Community Center Enrollment,
Purchase of Services by School Districts.
Requires school districts to purchase services
for resident school-age persons enrolled in a
community center for the mentally retarded in an
amount equal to the amount raised per pupil for
average daily attendance entitlement (ADAE) in
the district by the levy for the amount raised
per pupil in average daily attendance entitlement
in the district from the school district's
foundation levy.

COLORADO
HB 1068
Amends 71-8-2

Phase I and Phase II Comprehensive Planning
for State Mandated Special Education Programs
for all Handicapped School Age Children.
Elementary and high school level. Federal,
state and local support.

INDIANA
Gil Bliton,
Special Education Div
State Department

When a mentally, emotionally, or physically
handicapped pupil is withdrawn from a public
school because such attendance is detrimental
to his progress, the county board of education
or the Board of School Commissioners of
Baltimore City shall make some other appropriate
provision for the child's education. If no
appropriate educational program is immediately
available, interim provision for the child's
education shall be made until such time that
appropriate placement becomes available.

MARYLAND
HB 328

Mandatory Special Education, Statewide Plan
(effective July 1, 1972).

MICHIGAN
Act. No. 198, Public
Acts of 1971.

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>ty Center Enrollment, ool Districts. o purchase services ons enrolled in a ntally retarded in an aised per pupil for itlement (ADAE) in the amount raised ttendance entitlement ool district's</p>	<p><u>COLORADO</u> HB 1068 Amends 71-8-2</p>	<p><u>Enacted Legislation</u> <u>MANDATED PROGRAMS</u> funding</p>
<p>ensive Planning ducation Programs ge Children. evel. Federal,</p>	<p><u>INDIANA</u> Gil Bliton, Special Education Division State Department</p>	<p><u>Achievement</u> <u>MANDATED PROGRAMS</u> planning</p>
<p>, or physically wn from a public nce is detrimental board of education ssioners of ome other appropriate ducation. If no gram is immediately n for the child's il such time that es available.</p>	<p><u>MARYLAND</u> HB 328</p>	<p><u>Enacted Legislation</u> <u>MANDATED PROGRAMS</u></p>
<p>, Statewide Plan</p>	<p><u>MICHIGAN</u> Act. No. 198, Public Acts of 1971.</p>	<p><u>Enacted Legislation</u> <u>MANDATED PROGRAMS</u></p>

J. SPECIAL EDUCATION
General

STATE
Resource

Mandating education for trainable mentally retarded to be provided after July 1, 1971 either within the district or in another district.

MINNESOTA
Chapter 689 of the
1971 Session Laws

Amends Sections 75-7805, 7806, 7807 pertaining to the establishment of special education classes by school districts to include that at least one applicable special education class be established when there are seven or more trainable mentally retarded children in the district. Signed March 1; no effective date.

MONTANA
HB 489

Education Required -- This makes education for all handicapped children mandatory, if they are capable of benefitting by such instruction, regardless of the handicap. Effective date of this change is August 29, 1971.

NEW HAMPSHIRE
RSA 186-A:6

Establishment of Programs -- This now states that school districts shall establish programs for handicapped children as approved by the state board of education. Eligibility for such an education shall be determined by the school board in accordance with regulations prescribed by the state board of education. The local board shall pay tuition for such children if no program is provided as stipulated above. Effective date of this change is August 29, 1971.

NEW HAMPSHIRE
RSA 186-A:7

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
entally l, 1971 other	<u>MINNESOTA</u> Chapter 689 of the 1971 Session Laws	<u>Enacted Legislation</u> MANDATED PROGRAMS
pertainig cation ude that cation seven or ildren o effective	<u>MONTANA</u> HB 489	<u>Enacted Legislation</u> MANDATED PROGRAMS
ucation for if they instruction, ive date	<u>NEW HAMPSHIRE</u> RSA 186-A:6	<u>Enacted Legislation</u> MANDATED PROGRAMS
ow states sh programs d by the ity for ed by the ulations ucation. or such as f this	<u>NEW HAMPSHIRE</u> RSA 186-A:7	<u>Enacted Legislation</u> MANDATED PROGRAMS

J. SPECIAL EDUCATION
General

STATE
Resource

Tuition of Handicapped Children -- The school district in which a handicapped child resides is liable for the state average tuition as defined in this statute if such child is assigned to a public or private school within or outside the state provided it has been approved for such training by the state board of education. Effective date of this change is August 29, 1971.

NEW HAMPSHIRE
RSA 186-A:8

Facilities for the Handicapped -- Permits the Commissioner of Education to compel regionalization of classes and facilities for handicapped children; increases State aid.

NEW JERSEY
Chapter 256,
Laws of 1970

Mandatory program for handicapped children.

SOUTH CAROLINA
SB 260 (Grimes)
HB 1375 (T. Smith)

Legislation recommended proposed during Legislative Session beginning in January, 1972. Mandate for State Department of Education to provide educational programs for physically handicapped, emotionally disturbed, and mentally retarded children between the ages of two and twenty-one. Proposed by Virginia Advisory Legislative Council, Sub-committee on Handicapped Children and Adults.

VIRGINIA
The Honorable Henry
Howell, Jr., Chair
Virginia State Senate
State Capitol Building
Richmond, Virginia 2

A master plan for special education is under way to give education for the handicapped and the gifted a sense of cohesion and direction.

CALIFORNIA
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>children -- The school capped child state average s statute if such blic or private the state provided such training by ion. Effective gust 29, 1971.</p>	<p><u>NEW HAMPSHIRE</u> RSA 186-A:8</p> <p><u>Enacted Legislation</u> MANDATED PROGRAMS</p>
<p>apped -- Permits the to compel region- facilities for reases State ail.</p>	<p><u>NEW JERSEY</u> Chapter 256, Laws of 1970</p> <p><u>Enacted Legislation</u> MANDATED PROGRAMS regions</p>
<p>dicapped children.</p>	<p><u>SOUTH CAROLINA</u> SB 260 (Grimes) HB 1375 (T. Smith)</p> <p><u>Proposed Legislation</u> MANDATED PROGRAMS</p>
<p>roposed during ning in January, Department of ational programs d, emotionally retarded children nd twenty-one. sory Legislative Handicapped</p>	<p><u>VIRGINIA</u> The Honorable Henry Howell, Jr., Chairman Virginia State Senate State Capitol Building Richmond, Virginia 23219</p> <p><u>Proposed Legislation</u> MANDATED PROGRAMS</p>
<p>education is on for the ed a sense of</p>	<p><u>CALIFORNIA</u> State Department</p> <p><u>Achievement</u> MASTER PLAN</p>

J. SPECIAL EDUCATION
General

STATE
Resource

Virginia Advisory Legislative Council is studying the needs of handicapped children in Virginia.

VIRGINIA
State Department

House Bill 648 provides tuition grants to a maximum of \$500 per student for handicapped children attending non-public schools or special education facilities during the summer. The school districts providing the tuition are provided with reimbursements for payments in excess of \$100 per student.

ILLINOIS
HB 648
PA 77-1323

Definition of procedure for review and/or hearing on request by parent or guardian of programs for exceptional children.

CONNECTICUT
PA 667

Providing Special Education services for children of all school systems upon petition from local adult citizenry.

NEW MEXICO
Chapter 109
New Mexico Laws of 1971

Foundation program aids are now provided for pre-school handicapped children to school districts providing an education program for such children.

MINNESOTA
Chapter 829

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Council is ped	<u>VIRGINIA</u> State Department	<u>Council</u> NEEDS ASSESSMENT
n grants to a r handicapped schools or uring the providing the bursements per student.	<u>ILLINOIS</u> HB 648 PA 77-1323	<u>Enacted Legislation</u> NON-PUBLIC tuition
view and/or r guardian ildren.	<u>CONNECTICUT</u> PA 667	<u>Enacted Legislation</u> PARENT REVIEW
rvices for upon petition	<u>NEW MEXICO</u> Chapter 109 New Mexico Laws of 1971	<u>Enacted Legislation</u> PETITIONS
w provided ldren to education	<u>MINNESOTA</u> Chapter 829	<u>Enacted Legislation</u> PRESCHOOL foundation

J. SPECIAL EDUCATION
General

STATE
Resource

Regional Special Education Centers. In keeping with the regionalization plan of the Montana Mental Health, Mental Retardation Committee of 1965, the Special Education Instructional Materials Center for Montana has been organized to distribute materials in all 5 regions of the state. Three of these regions have satellite centers coordinated by the Instructional Materials Center located in the State Superintendent's Office. The centers have professional personnel and facilities available to help special education teachers design methods of working with individual students. The regionalization concept encourages cooperation among school districts in providing the best possible programs for the education of handicapped children.

MONTANA
State Department

Resource Center in every public school in Windward Oahu District. (An attempt to integrate special education students into the mainstream by providing them with special instructional help based on diagnosis.)

HAWAII
Mr. Kengo Takata
Deputy District
Superintendent
Windward Oahu District
DOE, 45-955 Kamehameha
Kaneohe, Hawaii 967

Directing the legislative council's education committee to study the education and transportation of handicapped children. Report to the 1972 legislature.

WISCONSIN
AJR 100
Representatives Brown
and others

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>ation Centers. In onalization plan of alth, Mental e of 1965, the Special al Materials Center organized to distribute gions of the state. s have satellite centers structional Materials e State Superintendent's have professional ies available to help achers design methods vidual students. The ept encourages cooperation s in providing the ns for the education of</p>	<p><u>MONTANA</u> State Department</p>	<p><u>Achievement</u> REGIONS</p>
<p>very public school in ct. (An attempt to ucation students into roviding them with l help based on</p>	<p><u>HAWAII</u> Mr. Kengo Takata Deputy District Superintendent Windward Oahu District DOE, 45-955 Kamehameha Avenue Kaneohe, Hawaii 96744</p>	<p><u>Achievement</u> RESOURCE CENTER diagnostic</p>
<p>ative council's education he education and ndicapped children. egislature.</p>	<p><u>WISCONSIN</u> AJR 100 Representatives Brown and others</p>	<p><u>Committee</u> STUDY transportation</p>

J. SPECIAL EDUCATION
General

STATE
Resource

Special Education -- SB 249 requires home counties of mentally and physically handicapped children to pay tuition to local school districts where such children attend regardless of whether they reside at a state institution. (75-7810) Signed March 10; no effective date.

MONTANA
SB 249

Restrictions on Units for Handicapped Children-- Delaware schools are financed on the basis of a pupil unit program. This means that the State will provide the services of a teacher and certain operating expenses for each 20 pupils enrolled in a secondary school and each 25 pupils enrolled in an elementary school. In addition to this phase of the unit program, there are especially-sized units provided for children of various mental and physical handicaps. The 125th General Assembly of the State of Delaware imposed a limitation on the growth of the special units, so that in the school year 1970-71 the State as a whole was allowed to increase its units of handicapped children by only eight and one-half percent of the previous year's number. This restriction was raised to nine percent for the school year of 1971-72 and to ten percent for 1972-73. School districts found this restriction extremely damaging to the program for mentally and physically handicapped children. The 126th General Assembly lifted a portion of the restriction through Senate Substitute No. 4 for Senate Bill No. 65. This bill removes

MARYLAND
Laws of Delaware
Vol. 58, Chapter 228;
i.e., SS-4 for SB-65,
126th G. A.

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STATE
Resource

Category
PRIMARY TOPIC
Subtopics

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MONTANA
SB 249

Enacted Legislation
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MARYLAND
Laws of Delaware
Vol. 58, Chapter 228;
i.e., SS-4 for SB-65.
126th C. A.

Enacted Legislation
UNIT SIZE

J. SPECIAL EDUCATION
General

STATE
Resource

(continued)

restriction from units for educable and trainable mentally retarded, orthopedically handicapped, blind, and deaf but held a ten percent growth restriction on children with learning disabilities and those with social and emotional maladjustments. Estimates concerning the extent of the restriction vary from just over 2,000 children, based upon reports by psychologists, to more than 4,000 children, when one applies percentages of incidence as reported by the Council for Exceptional Children and the Bureau of the Handicapped, USOE.

MARYLAND

Vocational Education for Handicapped and Disadvantaged Youth and Adults. The Development of Vocational and Occupational Skills staff provided assistance in developing 10 new vocational education programs specifically designed for youth and adults identified as handicapped or disadvantaged, making a total of 55 such programs in Montana. These programs were conducted in small rural high schools and high schools with high Indian student populations. The use of teacher aides was secured to assist handicapped and disadvantaged youth and adults succeed in regular vocational education classes and in special remedial vocational education classes.

MONTANA
State Department

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STATE
ResourceCategory
PRIMARY TOPIC
Subtopics

units for educable and retarded, orthopedically, and deaf but held a restriction on children with disabilities and those with social adjustments. Estimates of the restriction vary from 1,000 children, based upon estimates, to more than 4,000 children. The law applies percentages of restriction determined by the Council for the Handicapped and the Bureau of the

MARYLANDEnacted Legislation

Program for Handicapped and Deaf and Adults. The Vocational and Occupational Training Act provided assistance in vocational education programs specifically designed for youth classified as handicapped or physically disabled, including a total of 55 such programs. These programs were located in rural high schools and high Indian student centers. The use of teacher aides and paraprofessionals assist handicapped and deaf and adults succeed in vocational education classes and special vocational

MONTANA
State DepartmentAchievement
VOCATIONAL
adult education

K. TEACHERS AND SCHOOL PERSONNEL
Aides, Paraprofessional, Non-certificated

STATE
Resource

Directing the legislative council's education committee to study the use of teacher aides in the schools and their appropriate role in the educational system. Report to the 1973 legislature.

WISCONSIN
 AJR 87
 Representatives
 Brown and Ferrall

Project: Satellite Library Media Center (paraprofessional training). K-6. Title III ESEA.

IOWA
 State Department

To provide that certain school bus drivers, mechanics, and maintenance workers in any public school or public college may become members of the Teachers' Retirement System.

ALABAMA
 SB 250
 Act 2307

Non-Professional Salaries: Non-professional employees who earn less than \$4.50 per hour will receive a wage increase of 20 cents per hour, effective January 1, 1972. This increase is less any pay increase granted employees after June 30, 1971.

OHIO
 HB 475

Adds a cost of living index provision to the present retirement law.

MARYLAND
 SB 22

<u>certificated</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
's education teacher aides in role in the e 1973	<u>WISCONSIN</u> AJR 87 Representatives Brown and Ferrall	<u>Committee</u> AIDES study
a Center s. Title	<u>IOWA</u> State Department	<u>Achievement</u> PARAPROFESSIONAL libraries
as drivers, rs in any may become ent System.	<u>ALABAMA</u> SB 250 Act 2307	<u>Enacted Legislation</u> RETIREMENT bus drivers mechanics
professional 60 per hour 20 cents per This increase employees	<u>OHIO</u> HB 475	<u>Enacted Legislation</u> NONPROFESSIONALS salaries
ision to the	<u>MARYLAND</u> SB 22	<u>Enacted Legislation</u> RETIREMENT cost-of-living

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

Teachers:

Hospital and Medical Insurance: SB 286
Scholarships: SB 150
Tenure: HB 1414
Tuition: HB 1304

SOUTH CAROLINA

SB 286
SB 150
HB 1414
HB 1304

Senators Harrelson and Carrison, and
Representatives Duncan and Hodges.

Redefines final annual compensation as the
three highest years.

MARYLAND
HB 829

Committee to study approaches to additional
compensation for teachers pursuant to 1971
Appropriations Bill. Teacher compensation.

SOUTH CAROLINA
1971 Appropriations Bill

Restriction on Contracts -- Recently enacted
legislation had the effect of denying contracts
to all school employees except professional
educators and restricting those contracts first
to a term of one year and second to the proviso
that the contract would not be valid until such
time as funds had been appropriated in support
of the contract. There seems now to be question
concerning whether such provisions can in fact
constitute a contract. The Boards of Education
of Delaware school districts and the administra-
tors of those school districts indicate that to
recruit teachers and other school personnel,
under the terms described above, would be
extremely difficult and in some cases impossible
because of the complete lack of security offered
to those persons who would be invited to work in
Delaware. Since 76% of Delaware educators are
recruited from persons trained outside the State
of Delaware, it seems appropriate that the pro-
visions for contract as set forth in Delaware
Code, Title 14, ss. 1329 be restored.

DELAWARE
Laws of Delaware,
Vol. 58, Chapter 306,
Section 6.
i.e., SB 477, 126th
General Assembly

<u>PERSONNEL</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Insurance: SB 286</p> <p>Scholarships: SB 150</p> <p>Tenure: HB 1414</p> <p>Tuition: HB 1304</p> <p>Harrison, and and Hodges.</p>	<p><u>SOUTH CAROLINA</u></p> <p>SB 286</p> <p>SB 150</p> <p>HB 1414</p> <p>HB 1304</p>	<p><u>Proposed Legislation</u></p> <p>BENEFITS</p> <p>insurance</p> <p>scholarships</p> <p>tenure</p> <p>tuition</p>
<p>Compensation as the</p>	<p><u>MARYLAND</u></p> <p>HF 829</p>	<p><u>Enacted Legislation</u></p> <p>COMPENSATION</p>
<p>aches to additional</p> <p>s pursuant to 1971</p> <p>teacher compensation.</p>	<p><u>SOUTH CAROLINA</u></p> <p>1971 Appropriations Bill</p>	<p><u>Committee</u></p> <p>COMPENSATION</p> <p>study</p>
<p>-- Recently enacted</p> <p>act of denying contracts</p> <p>except professional</p> <p>g these contracts first</p> <p>d second to the proviso</p> <p>not be valid until such</p> <p>ppropriated in support</p> <p>seems now to be question</p> <p>provisions can in fact</p> <p>The Boards of Education</p> <p>dicts and the administra-</p> <p>tricts indicate that to</p> <p>er school personnel,</p> <p>d above, would be</p> <p>in some cases impossible</p> <p>lack of security offered</p> <p>ld be invited to work in</p> <p>Delaware educators are</p> <p>trained outside the State</p> <p>ppropriate that the pro-</p> <p>set forth in Delaware</p> <p>be restored.</p>	<p><u>DELAWARE</u></p> <p>Laws of Delaware,</p> <p>Vol. 58, Chapter 306,</p> <p>Section 6.</p> <p>i.e., SB 477, 126th</p> <p>General Assembly</p>	<p><u>Enacted Legislation</u></p> <p>CONTRACTS</p>

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

Employment and Dismissal (Tenure). The 1971 General Assembly enacted a "fair employment and dismissal act for instructional personnel." Personnel policies and practices of local boards of education will need to be revised and possibly revised to conform to the provisions of this act.

NORTH CAROLINA
State Department

Dismissal Referees -- Ohio teachers who receive notice of a board's intent to terminate their contract now have the option of having hearings before a referee or their school board. A list of possible referees is to be compiled by the superintendent of public instruction from lists of electors provided by the state bar association. Upon notice that a teacher has requested a referee, the superintendent of public instruction picks three names from the list. If the teacher and the school board cannot agree on a referee, the state superintendent is to appoint one.

OHIO
HB 475

A fair dismissal procedure to provide job security for professional educators has been proposed by the Oklahoma Education Association.

OKLAHOMA
Representative Lonnie
Abbott

PERSONNEL

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

(Tenure). The 1971
a "fair employment
structional personnel."
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NORTH CAROLINA
State Department

Enacted Legislation
DISMISSAL
fair employment

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OHIO
HB 475

Enacted Legislation
DISMISSAL

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Education

OKLAHOMA
Representative Lonnie
Abbott

Proposed Legislation
DISMISSAL

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

Personnel -- Changes Teacher Tenure Law to "Fair Dismissal Law" and revises procedure for dismissal of permanent teachers. Creates Fair Dismissal Appeals Board consisting of four members appointed by the Governor subject to Senate confirmation and prescribes review procedure for resolving dismissal cases. Requires annual evaluation of teachers and maintenance of personnel records by superintendent of districts with an average daily membership of more than 500 students. Declares state policy that State Board of Education consider professional skills and work experience as well as educational background in determining qualifications for administrative certificates. Makes other changes. Effective July 1, 1971.

OREGON
SB 131

Providing disqualification of certain employees of an institution of education during periods between academic years.

ALABAMA
HB 517
Act 88

Major reforms in teacher evaluation and dismissal. Department of Education authorized to develop flexible guidelines to aid districts in carrying out the evaluation side of the reform. New evaluation guidelines to meet AB 293 for the 1972-73 school year.

CALIFORNIA
AB 293

TEACHER PERSONNELSTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

Teacher Tenure Law to
and revises procedure
for permanent teachers. Creates
a State Board consisting of
members appointed by the Governor subject
to confirmation and prescribes review
and dismissal cases. Re-
vision of teachers and
personnel records by
districts with an average
enrollment of more than 500 students.
That State Board of
Professional Skills and
Standards as educational
performance qualifications for
teachers. Makes other
changes effective July 1, 1971.

OREGON
SB 131

Enacted Legislation
DISMISSAL

Revision of certain
provisions of education
law after academic years.

ALABAMA
HB 517
Act 88

Enacted Legislation
DISQUALIFICATION

Teacher evaluation and
standards of Education
with flexible guidelines
for carrying out the
reform. New
law to meet AB 293 for
the year.

CALIFORNIA
AB 293

Enacted Legislation
EVALUATION
dismissal
guidelines

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
 Resource

Extended Service. Over \$10 million was appropriated by the legislature to fund districts to allow extended service for teaching and administrative personnel during the summer months. Funding for the past two years has been \$8 million.

OHIO
 HB 475

Brief description of the project or proposal. The 1971 General Assembly took a major step in extending the term of principals of schools with 14 or more teachers to 12 calendar months for the second year of the biennium. It is our firm conviction that full career employment for teachers (10 calendar months of employment) should be the first priority item for education by the 1973 General Assembly. The 10-month term of employment for school employees represents a dramatic and significant shift in emphasis from a "work by day" concept to the concept of full career employment. It is the position of the State Board of Education and the State Superintendent of Public Instruction that implementation of this concept is one of the truly critical needs facing education in North Carolina today. This concept allows time for teachers, without students, to do far better and more comprehensively those things which lack of time has often forced them to do in a somewhat superficial manner in the past. The 10-month term would allow the teachers' schedule to include time to plan, time to prepare, time to think, time to work with

NORTH CAROLINA
 Eugene Causby
 Assistant State Superintendent
 for Personnel Relations
 and Public Affairs
 State Department

(continued)

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
appro- ricts to admin- months. \$8	OHIO HB 475	<u>Enacted Legislation</u> EXTENDED SERVICE funding
proposal. step schools months it is employment ployment) education month s shift in to the is the on and struction one of ion in lows b do far things em to do e past. hers' to ith	NORTH CAROLINA Eugene Causby Assistant State Superintendent for Personnel Relations and Public Affairs State Department	<u>Proposed Legislation</u> EXTENDED SERVICE

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

(continued)

parents, and time for curriculum planning. It would enable school systems to incorporate in-service education programs into the term of employment, rather than relegating this most important function to a free-time, voluntary, catch-as-catch-can operation. Implementation of the concept will lead to greater emphasis on "year-round" use of public school facilities and should lead to some early pilot projects in this area. For the teacher, the 10-month term provides (in addition to an increase in annual salary) the added security of career employment, greater stability based on the foreknowledge of what the school schedule for the year will be, and the growth in professional stature which must inevitably result from professional career employment. For the children and for the public, the many thousands of man-hours of additional effort by dedicated and effective professional personnel could well result in the most dramatic improvements and expansions in the educational process and the performance of children in our schools which have occurred in the last 50 years. Proposed by the State Department of Public Instruction.

NORTH CAROLINA

Extended Term.

1. Teachers will be provided 2 additional work days, so that the total term of employment for teachers will be 187 days during 1972-73.
2. Principals (of schools with 15 or more State-allocated teachers) will be employed for 12 calendar months during 1972-73.
3. Supervisors will be employed for 10 1/2 months instead of the present 10 months during 1972-73.

NORTH CAROLINA
State Department

SCHOOL PERSONNEL
Resources

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

for curriculum planning. School systems to incorporate these programs into the term of their operation rather than relegating this most important function to a free-time, voluntary, part-time operation. Implementation of these programs will lead to greater emphasis on the use of public school facilities and the initiation of some early pilot projects. For the teacher, the 10-month contract in addition to an increase in salary and added security of career stability based on the length of service at the school schedule for the year and the growth in professional standards that inevitably result from the expansion of employment. For the public, the many thousands of additional effort by dedicated professional personnel could well result in dramatic improvements and innovations in the educational process and the quality of the children in our schools which have not been seen in the last 50 years. Proposed legislation, House Bill 1000, Department of Public Instruction.

NORTH CAROLINA

Proposed Legislation

provided 2 additional work days to the total term of employment for principals to be 187 days during 1972-73. For schools with 15 or more State-employees, principals will be employed for 12 months during 1972-73. For schools with 10 or more State-employees, principals will be employed for 10 1/2 months during 1972-73.

NORTH CAROLINA
State Department

Enacted Legislation
EXTENDED SERVICE
work days
principals
supervisors

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

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PRIMA
Subto

Group Life Insurance for Employees of the State of Delaware. On its face value, this bill does not seem to offer great impact on the classrooms of Delaware. On the other hand, it is anticipated that this State-supported, fringe benefit will be of value in recruiting teachers to the State of Delaware and encouraging high quality teachers to remain in the State. Beginning January 1, 1972 the State of Delaware will underwrite the substantial portion of the cost of group life insurance in behalf of every State Employee. The general terms of the coverage will be salary to the next nearest, highest thousand dollars with the top limitation at \$20,000.00.

DELAWARE
Laws of Delaware,
Vol. 58, Chapter 236;
i.e., SB-274, 126th G.A.

Enact
INSUR
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reten

Requires that the Board of School Commissioners of Baltimore City and the county boards of education shall carry comprehensive liability insurance to protect the board and its agents and employees. The State Board of Education must develop standards and guidelines for the insurance policies and these will be distributed to the school systems at a later date.

MARYLAND
HB 610

Enact
INSUR

Fringe Benefits.

1. Funds were provided for employer-paid medical and hospital insurance for all employees.
2. Funds were provided for employer-paid income protection (disability) insurance for all employees.

These programs will be implemented and administered by the Teachers' and State Employees' Retirement System.

NORTH CAROLINA
State Department

Enact
INSUR

<u>REL</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ees of the State , this bill does on the classrooms , it is anticipated ge benefit will be to the State of quality teachers ing January 1, underwrite the of group life ate Employee. age will be salary ousand dollars 000.00.	<u>DELAWARE</u> Laws of Delaware, Vol. 58, Chapter 236; i.e., SB-274, 126th G.A.	<u>Enacted Legislation</u> INSURANCE recruitment retention
ool Commissioners ty boards of nsive liability and its agents d of Education elines for se will be ems at a later	<u>MARYLAND</u> HB 610	<u>Enacted Legislation</u> INSURANCE
mployer-paid ance for all	<u>NORTH CAROLINA</u> State Department	<u>Enacted Legislation</u> INSURANCE
mployer-paid ity) insurance		
nted and administered loyees' Retirement		

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

To authorize county or city boards of education to grant certain leaves to teachers.

ALABAMA
HB 111
Act 1151

Maternity Leave. Delaware has a statute that provides maternity leave for teachers qualified under tenure. The present law requires one year of absence with exceptions granted by the State Board of Education. The proposed Act will completely redefine maternity leave. It will make maternity leave mandatory for all teachers whether or not tenure has been earned and set the minimum leave time as twelve weeks. The date for the leave to begin and end will be set by the attending physician as a recommendation to the Board of Education. The Board may ask the teacher to extend the leave in one direction or another in order to coincide with a planned program in the school, such as the marking period or the semester but in no instance shall a teacher be required to take a full year of leave. The leave provisions guarantee return to employment but do not include salary during the leave period. Proposed by the State Board of Education and State Superintendent of Public Instruction.

DELAWARE
Dr. Howard E. R
Assistant Super
of Auxiliary Se
State Departmen

Legislative Research Committee: to study practice for granting educational leave for all State employees.

MAINE
David Silsby,
Assistant Direc
Legislative Res
State House
Augusta, Maine

<u>PERSONNEL</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
y boards of education teachers.	<u>ALABAMA</u> HB 111 Act 1151	<u>Enacted Legislation</u> LEAVES
has a statute that for teachers qualified law requires one year granted by the State proposed Act will ity leave. It will tory for all teachers been earned and set twelve weeks. The n and end will be cian as a recom- Education. The Board end the leave in one rder to coincide with school, such as the ester but in no e required to take e leave provisions ment but do not leave period. rd of Education and ublic Instruction.	<u>DELAWARE</u> Dr. Howard E. Row Assistant Superintendent of Auxiliary Services State Department	<u>Proposed Legislation</u> LEAVES maternity
ittee: to study ational leave for	<u>MAINE</u> David Silsby, Assistant Director Legislative Research Committee State House Augusta, Maine	<u>Committee</u> LEAVES study

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

If a suit or claim or criminal charge is brought against a principal or teacher because they intervened in any fight or physical struggle which takes place in their presence in school buildings or on school grounds, the county board of education or Baltimore City Board of School Commissioners may provide reimbursement for the reasonable expenses of legal defense of any criminal charge arising therefrom.

MARYLAND
HB 1174

Retirement of School District Employees. This bill provides that school district employees may retire at the age of 55 years if they have accumulated twenty or more years of service, and establishes a formula for calculating benefits.

COLORADO
Amends 111-2-11
(1) & (2)

School District Retirement System -- Retirement Age. Amends the law governing school district retirement system other than Public Employees' Retirement Association of Colorado (PERA) to allow men or women teachers to retire at the age of fifty-five.

COLORADO
Amends 123-19-2

<u>PERSONNEL</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>nal charge is or teacher any fight or kes place in uildings or on board of y Board of rovide onable expenses iminal charge</p>	<p><u>MARYLAND</u> HB 1174</p>	<p><u>Enacted Legislation</u> LEGAL DEFENSE discipline</p>
<p>ict Employees. hool district e age of 55 ated twenty and establishes benefits.</p>	<p><u>COLORADO</u> Amends 111-2-11 (1) & (2)</p>	<p><u>Enacted Legislation</u> RETIREMENT AGE</p>
<p>System -- e law governing system other irement (ERA) to allow etire at the</p>	<p><u>COLORADO</u> Amends 123-19-2</p>	<p><u>Enacted Legislation</u> RETIREMENT AGE</p>

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

Unused Sick Leave. Delaware Code now provides a terminal pay of one-half salary for up to 90 days unused sick leave at the time of retirement. A new law would make this fund available to the person who leaves prior to retirement under other circumstances as described in the Act and would make full payment available to the estate of a deceased employee. Proposed by the State Board and State Superintendent.

DELAWARE
Dr. Howard E. Row
Assistant Superintendent
Auxiliary Services
State Department

Liberalizing post-retirement allowance for public employees from 1.5% to 2.5%.

HAWAII
Sec. 88-90, Hawaii
Revised Statutes

Provides that a member of the Teachers' Retirement System may receive in the year in which he retires credit toward eligibility for benefits for out-of-State public school teaching service and/or non-public school teaching service up to a maximum of ten years.

MARYLAND
HB 315

CONNELSTATE
ResourceCategory
PRIMARY TOPIC
Subtopics

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DELAWARE
Dr. Howard E. Row
Assistant Superintendent
Auxiliary Services
State Department

Proposed Legislation
RETIREMENT
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HAWAII
Sec. 88-90, Hawaii
Revised Statutes

Enacted Legislation
RETIREMENT

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MARYLAND
HB 315

Enacted Legislation
RETIREMENT

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
 Resource

Retirement.

NORTH CAROLINA
 State Department

New legislation provided comprehensive liberalization benefits and included the following:

1. Reduced from 12 to 5 the number of years of service required for a member to become eligible for a vested deferred allowance, and closing of accounts because of absence from service.
2. Equalized monthly allowance to male and female members in case of early retirement.
3. Reduced from 10 to 5 years the time required for eligibility for disability retirement, and liberalized disability benefits.
4. Raised the maximum annual cost-of-living increase for retired members from 3 percent to 4 percent.
5. Increased monthly allowances for personnel who retired prior to July 1, 1967.

The Utah Education Association will propose that teacher retirement be entirely funded by the employer rather than half and half.

UTAH
 Utah Education Association
 875 East 5180 South
 Murray, Utah 84107

PERSONNEL

STATE
Resource

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PRIMARY TOPIC
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NORTH CAROLINA
State Department

Enacted Legislation
RETIREMENT

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UTAH
Utah Education Association
875 East 5180 South
Murray, Utah 84107

Proposed Legislation
RETIREMENT

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

Teachers' Salary Increase. An attempt will be made to continue a five percent annual increase for all school personnel. Parallel to this program will be other legislation to reduce the salary offered to teachers not holding at least the Bachelor's Degree (except in the vocational field) to a level 20% below the Bachelor's degree. This legislation is intended to stimulate nondegree teachers to seek the degree and thus generally upgrade the quality of teachers working for the State. Proposed by the State Board and State Superintendent.

DELAWARE
Dr. Howard E. Row
Assistant Superintendent
Auxiliary Services
State Department

Salaries -- Certain School Principals. There will be an attempt to gain substantial salary differential for principals in buildings housing 800 or more pupils. Proposed by the State Board and the State Superintendent.

DELAWARE
Dr. Howard E. Row
Assistant Superintendent
Auxiliary Services
State Department

Relating to the salary rate of \$26,000 for the superintendent of the Department of Public Instruction.

IOWA
SF 583

Salaries. As recommended by the Governor and by the Advisory Budget Commission, the General Assembly appropriated funds to provide, for all State-paid school employees, a 5% increase in salary for the first year of the biennium (1971-72), and an additional 5% for the second year of the biennium (1972-73), both increases to be computed on the salary level which existed for 1970-71.

NORTH CAROLINA
State Department

222

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

Administrative and Technical Matters. Continuation of Salary under Specified Conditions. (1) Teachers may be paid for up to 15 days when a portion of the 180-day term is suspended by action of the local board of education and approved by the State Board of Education. (2) Full pay for a school employee is assured if the employee is disabled as a result of school disturbance.

NORTH CAROLINA
State Department

Minimum Teacher Salary Schedule. The state's minimum teacher salary schedule has been increased on a two-phase basis. Beginning January 1, 1972 and effective through June 30, 1972, the minimum salary for a teacher with a Bachelor's degree and no experience will be \$5,800. The maximum salary for teachers with a Master's degree and 11 or more years of service, will be \$9,413. For the second year of the biennium, the ranges are from a \$6,400 minimum to a \$10,387 maximum. The new pay ranges reflect substantial increases over the salary schedule adopted by the previous session of the General Assembly which provided minimum salaries ranging from \$5,200 to \$8,700.

OHIO
HB 475

Teacher's Salary Proposal. The proposal is to increase the guaranteed beginning schedule to 7,000 for holders of a Bachelor's degree and 7,500 for holders of a Master's degree. Proposed by the Oklahoma Education Association.

OKLAHOMA
Representative Lonnie
Abbott

CONNEL

STATE
Resource

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PRIMARY TOPIC
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NORTH CAROLINA
State Department

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SALARIES
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OHIO
HB 475

Enacted Legislation
SALARIES

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OKLAHOMA
Representative Lonnie
Abbott

Proposed Legislation
SALARIES

K. TEACHERS AND SCHOOL PERSONNEL
Benefits, Salaries

STATE
Resource

School employees received an increase in salary amounting to 7% of the state basic salary for the 1971-72 school year. K-12. State support.

WEST VIRGINIA
Dr. Daniel B. Taylor
Superintendent of Schools
Capitol Complex
Charleston, West Virginia
25305

Amends an act providing tenure for teachers and other professional personnel of public school systems of each city having a population of more than 300,000. This act changes the time of notifying probationary teachers from April 15 to a time "at least 45 days prior to the expiration of his current annual contract term, original or renewal."
(April 5, 1971)

GEORGIA
HB 714

<u>PERSONNEL</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
n increase in the state basic ol year. K-12.	<u>WEST VIRGINIA</u> Dr. Daniel B. Taylor Superintendent of Schools Capitol Complex Charleston, West Virginia 25305	<u>Achievement</u> <u>SALARIES</u>
ure for teachers onnel of public having a ,000. This act ng probationary time "at least tion of his current nal or renewal."	<u>GEORGIA</u> HB 714	<u>Enacted Legislation</u> <u>TENURE</u>

K. TEACHERS AND SCHOOL PERSONNEL
Certification

STATE
Resource

Commission on the Certification of Teachers,
and Teacher Standards and Practices.
Proposed by the State Board of Education.

MICHIGAN
Roger Tilles, Director
School Law and Legislative
Affairs
State Department

State Board of Education approved the execution
of contracts pursuant to the Interstate
Agreement on Qualifications of Educational
Personnel. Educational personnel, K-12.
State support.

VIRGINIA
A. Gordon Brooks, Director
Division of Teacher Education
State Department

Teacher Performance Evaluation. Through a
combination of State (\$90,000) and Federal
funds the Department of Education is making
satisfactory progress in the development of
a system of teacher performance evaluation
as a method of certification. Numerous
task forces are now developing evaluation
criteria. Grades K-12. Federal and State
support.

NEW JERSEY
Dr. Ward Sinclair
State Department

The State Board of Education shall prescribe,
with and on the advice of the State
Superintendent of Schools, bylaws, rules and
regulations, for the certification of teachers
and other professional personnel. For any
certificates so prescribed and upon the
recommendation of the local Superintendent,
renewal requirements may be waived for
teachers who are fifty-five years of age
or older and who have been employed in public
or approved non-public school service for
a period of not less than twenty years.

MARYLAND
SB 83

<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics	
Teachers, s. cation.	<u>MICHIGAN</u> Roger Tilles, Director School Law and Legislative Affairs State Department	<u>Proposed Legislation</u> COMMISSION
the execution state ational K-12.	<u>VIRGINIA</u> A. Gordon Brooks, Director Division of Teacher Education State Department	<u>Achievement</u> RECIPROCITY
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K. TEACHERS AND SCHOOL PERSONNEL
Certification

STATE
Resource

New York State has approved twelve Trial Projects in its move toward seeking a certification system based on competency. State guidelines have been developed requiring:

1. Decisions to be made by consortium including representation from; school staff, school districts, higher institutions, students in training.
2. Decisions to be based on:
 - a. priorities and objectives of the schools
 - b. competencies necessary to serve in the described environment
3. Establishment of:
 - a. personalized program
 - b. management system

Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel -- adopted by the State Board of Education, July 9, 1971. These new certification standards and procedures represent a significant move toward performance-based, individualized, and career-long professional preparation programs, in which school organizations and professional associations, as well as colleges and universities, assume a major role in the preparation of teachers. Grades K-12. State and local support.

NEW YORK
Vincent C. Gazz
Director, Divis
Teacher Educ
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WASHINGTON
Dr. Wendell Al
Assistant Super
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<u>PERSONNEL</u>	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
<p>twelve Trial seeking a n competency. n developed requiring: consorcium from; school higher n training. : tives of</p> <p>ary to serve ironment</p>	<p><u>NEW YORK</u> Vincent C. Gazzetta Director, Division of Teacher Education and Certification State Department</p>	<p><u>Achievement</u> <u>GUIDELINES</u></p>
<p>the Development Preparation of School adopted by the State 1971. dards and pro- tant move toward alized, and career- n programs, ns and professional leges and r role in the rades K-12. State</p>	<p><u>WASHINGTON</u> Dr. Wendell Allen, Assistant Superintendent Teacher Education and Certification Superintendent of Public Instruction State Department</p>	<p><u>Achievement</u> <u>GUIDELINES</u></p>

K. TEACHERS AND SCHOOL PERSONNEL
Certification

STATE
Resource

Teacher Certification: Senate Bill 276 amends the Provisional Teaching Certification section of the School Code to eliminate provisional teaching certificates after July 1, 1972, with the exception of teachers who have regular certificates in other states. Provisional certification for such people will be on a two year, non-renewal basis. After July 1 1972, provisional vocational certificates will require at least 30 semester hours of credit from recognized institutions of higher learning. Provisional certificates for teachers of foreign languages will be eliminated after July 1, 1972. This bill is now Public Act 77-1184.

ILLINOIS
SB 276

Reciprocity of teacher certification. Proposed by the State Board.

SOUTH CAROLINA
Dr. Cyril B. Busbee
State Superintendent
State Department

The 48th Colorado General Assembly amended Section 123-17-17 of the Colorado Revised Statutes by passing into law HB 1024. This amendment allows that up to and including three semester hours of the six hours required every five years for professional certification renewal may be attained through successful completion of the appropriate number of approved local inservice education programs. This law is one which evolved out of the Education Study Committee under the chairmanship of Representative George Fentress. The intention of the law is to provide a pro-

COLORADO
HB 1024
Amending Section
123-17-17

(continued)

CHANNEL

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Bill 276 amends
classification section
of the provisional
act effective July 1, 1972,
for teachers who have regular
Provisional
certificates will be on a
provisional basis after July 1,
and certificates will require
additional hours of credit
for higher learning.
Teachers of
vocational schools terminated after
the effective date of this
Public Act

ILLINOIS
SB 276

Enacted Legislation
PROVISIONAL
elimination
vocational

Education. Proposed

SOUTH CAROLINA
Dr. Cyril B. Busbee
State Superintendent
State Department

Proposed Legislation
RECIPROCITY

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COLORADO
HB 1024
Amending Section
123-17-17

Enacted Legislation
RENEWAL OF CONTRACT
inservice training

K. TEACHERS AND SCHOOL PERSONNEL
Certification

STATE
Resource

(continued)

cedure through which recertification credit may be offered by a local education agency, board of cooperative services, or combination thereof, for an approved inservice program. The law requires that such inservice programs meet totally, or in part, the specific educational needs of students in the school district(s) submitting inservice plans. The outcomes of recertification credit inservice programs will focus on the growth of individual professionals toward meeting the specific student needs in the participating districts. The rules for administering the amended Section 123-17-17 were developed after submitting three tentative drafts to representative groups across the state. Professional educators at public schools and collegiate levels and lay citizens were consulted in an attempt to honestly, yet creatively, transmit the "Letter of the Law" into practice. Over eighteen hundred individuals were contacted in person or by mail. The rules as they were approved by the State Board of Education and the Colorado Attorney General are adhered to in these Guidelines and Procedures.

COLORADO

PERSONNELSTATE
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PRIMARY TOPIC
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COLORADOEnacted Legislation

K. TEACHERS AND SCHOOL PERSONNEL
Certification

STATE
Resource

Reading Education. Certification for Common-Breach Classroom Teachers shall include six credit hours in the teaching of reading, effective January, 1972 for candidates trained out of state or in unapproved programs instate. Others must exhibit specific proficiencies in teaching reading and these must be attested to by the college preparing candidate under an approved program.

NEW YORK
State Department

Amended Regulations of the Commissioner of Education to update Certification Requirements for Occupational Education Teachers. The long range thrust of the new revisions will be to encourage the establishment of full-time on-campus programs for the preparation of teachers in a variety of subjects. Existing requirements for trade teachers, for example, have not changed for more than 30 years. The present requirement calls for high school graduation and five years of journeyman experience in a trade preceded by four years as an apprentice. The revised regulations provide three alternative routes to occupational certification depending on the particular subject area. (1) A four-year baccalaureate program in which candidates take at least 36 hours of work in the occupational teaching area for which certification is sought. Another 12 hours would be devoted to teacher training courses. This program would be coupled with one year of supervised work experience, for a total of five years. (2) An associate degree

NEW YORK
Vincent Gazzetta, Director
Division of Teacher
Education Certification
State Department

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CONNEL

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PRIMARY TOPIC
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NEW YORK
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Enacted Legislation
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NEW YORK
Vincent Gazzetta, Director
Division of Teacher
Education Certification
State Department

Achievements
REQUIREMENTS
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K. TEACHERS AND SCHOOL PERSONNEL
Certification

STATE
Resource

(continued)

program in which candidates earn a two-year degree in the particular occupational area that interests them. This would include 18 hours of professional education course work and would be followed by two years of appropriate occupational experience. (3) In certain trade subjects, a program by which high school graduates would be able to take 30 hours of college work, including 18 hours of teacher preparation courses. This route would require four years of appropriate occupational experience in the area of specialization.

NEW YORK

The requirements are being adjusted so they are more appropriate to the current needs of occupational education and will provide for more options for certification and provide an adequate supply of trained teachers. All changes were arrived at after three years of study by a special committee appointed by the Commission of Education and have received approval from the Regents Advisory Committee on Teacher Certification and the State Advisory Council on Occupational Education.

<u>NEL</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
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NEW YORK

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 advisory Committee
 the State
 of Education.

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K. TEACHERS AND SCHOOL PERSONNEL
Certification

STATE
Resource

Removing Wilmington School District Authorization to Certify Teachers. Since 1921 teacher certificates in Delaware have been issued by the State Board of Education and by the Board of Education for the City of Wilmington. Legislation was enacted to remove the right of certification from the city in order to standardize certification throughout the State and also in order to make certificates held by teachers in Wilmington usable in the various Compacts for Reciprocity. (The Act is currently under challenge by the City of Wilmington and decision is awaited from the Attorney General.)

DELAWARE
Laws of Delaware,
Vol. 58, Chapter 262,
i.e., HB-33, amended
126th G.A.

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

DELAWARE
Laws of Delaware,
Vol. 58, Chapter 262,
i.e., HB-33, amended
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Enacted Legislation
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K. TEACHERS AND SCHOOL PERSONNEL
Collective Negotiations

STATE
Resource

SB 826 provides that the negotiated contract may include a provision for the binding arbitration of grievances arising under such terms of the agreement as the parties have agreed to be arbitrable.

MARYLAND
SB 826

House Bill 001 would create a State Labor Relations Board to supervise elections pertaining to public employee labor organizations and to hear and investigate charges of unfair labor practices. It would also be empowered to establish a State Public Employee Mediation Panel to arbitrate labor disputes. Under this bill, public employees, including teachers, would have all the rights of collective bargaining granted non-public employees. While the bill does not explicitly state that public employees will have the right to strike, it appears that this may implicitly be the case. Since there is no legal basis for collective bargaining by public employees in the State of Illinois, it appears certain that one of these bills, or a similar measure, will be passed by the legislature in the near future. Proposed by Representative Thomas Hanahan.

ILLINOIS
HB 001
Representative Thomas
Hanahan
State House of Repre
Capitol Building
Springfield, Illinois

Legislative Research Committee: An Act extending Collective Bargaining Rights to employees of the State and the University of Maine.

MAINE
David Silsby, Assist
Director
Legislative Research
Committee
State House
Augusta, Maine

<u>PERSONNEL</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
negotiated contract the binding arising under such the parties have	<u>MARYLAND</u> SB 826	<u>Enacted Legislation</u> ARBITRATION
a State Labor elections per- labor organizations charges of unfair also be empowered Employee Mediation spites. Under this including teachers, of collective ic employees. While y state that the right to strike, plicitly be the gal basis for blic employees in ppears certain a similar the legislature ed by Representative	<u>ILLINOIS</u> HB 001 Representative Thomas Hanahan State House of Representatives Capitol Building Springfield, Illinois	<u>Proposed Legislation</u> BOARDS mediation
tee: An Act extending s to employees of the Maine.	<u>MAINE</u> David Silsby, Assistant Director Legislative Research Committee State House Augusta, Maine	<u>Committee</u> COLLECTIVE NEGOTIATIONS study

K. TEACHERS AND SCHOOL PERSONNEL
Collective Negotiations

STATE
Resource

"Professional Negotiations Act for Teachers," recognizes the right of teachers to join organizations of their choosing; promotes cooperation and discussion between school boards and teachers; establishes professional negotiation procedures; recognizes bargaining representatives. Signed March 18; no effective date.

MONTANA
HB 424

Enactment of Act 195 permitting public employees to bargain with their employer, including education. All levels of education in the public sector. State and local support.

PENNSYLVANIA
Act 195
 Mr. Russell Johnson
 State Department

Collective Bargaining in public employment.

HAWAII
 Chapter 89, Hawaii
 Revised Statutes

Public Negotiations: to study public negotiations legislation.

UTAH
 Lewis Lloyd, Director
 Utah Legislative Council

Teacher Negotiation Bill provides for mediation and fact finding. No provision for arbitration.

IDAHO
HB 209

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
r Teachers," to join promotes n school professional s bargaining ; no	<u>MONTANA</u> HB 424	<u>Enacted Legislation</u> COLLECTIVE NEGOTIATIONS
public employees ncluding on in the support.	<u>PENNSYLVANIA</u> Act 195 Mr. Russell Johnson State Department	<u>Enacted Legislation</u> COLLECTIVE NEGOTIATIONS
employment.	<u>HAWAII</u> Chapter 89, Hawaii Revised Statutes	<u>Enacted Legislation</u> COLLECTIVE NEGOTIATIONS
public	<u>UTAH</u> Lewis Lloyd, Director Utah Legislative Council	<u>Council</u> COLLECTIVE NEGOTIATIONS study
s for provision	<u>IDAHO</u> HB 209	<u>Enacted Legislation</u> MEDIATION fact finding

K. TEACHERS AND SCHOOL PERSONNEL
Collective Negotiations

STATE
Resource

Senate Bill 1112 would create an Illinois Public Employment Board which would be empowered to establish standards and procedures for settling disputes between public employees and public employers. "Public" is defined as the State of Illinois and its political subdivisions which would include municipalities, counties, and school districts. Under this bill, only certain public employees, including teachers, would be permitted to strike. The right to strike, however, is limited in that a strike would be permitted only after all mediation, fact-finding, and arbitration provisions of the bill had been met.

ILLINOIS
SB 1112
Senator William Har
Senator Robert Cou
Illinois State Sena
Capitol Building /
Springfield, Illino

PERSONNELSTATE
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ILLINOIS
SB 1112
Senator William Harris or
Senator Robert Coulson
Illinois State Senate
Capitol Building
Springfield, Illinois

Proposed Legislation
GUIDELINES
board

K. TEACHERS AND SCHOOL PERSONNEL
Collective Negotiations

STATE
Resource

Revises teacher-board consultation law. Requires separate organizations or committees to represent teachers and administrators in discussion with the board. Discussions shall include following items: salaries and related economic policies affecting professional services, grievance procedures, and compensation beyond normal duties. Revises procedure for electing organizations to represent teachers and administrators. Deletes requirement that teachers be represented by certificated employees of the district. Provides for appointment of a mediator and fact-finder if disagreement is declared and deletes the impasse committee. Requires that mediators and fact-finding recommendations be submitted to the district board at least 25 days prior to the date fixed in the district's budget calendar for deliver of the budget message. Requires school districts to adopt budget calendars in September of each year. If requested by any party, agreements reached between the board, teachers and administrators shall be in writing. Makes other changes. Effective September 9, 1971.

OREGON
SB 314

PERSONNEL
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STATE
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September 9, 1971.

OREGON
SB 314

Enacted Legislation
GUIDELINES

K. TEACHERS AND SCHOOL PERSONNEL
Professional Practices

STATE
Resource

Any teacher or guidance counselor, and any member of the administrative or educational staff of any public, private, or parochial school, whether a recipient of financial remuneration for his services or not, who acts upon reasonable grounds in the making of any report required by law, rule, or regulation or who participates in a judicial proceeding which results from his report shall be immune from any civil liability which occurs.

MARYLAND
HB 247

Continuation of professional discipline in the areas of ethics, professional competency and professional practices, a program which is carried on by a 19-member Professional Practices Council, appointed by State Board of Education. Council is currently considering between 150 and 200 cases annually on behalf of the Department of Education. Grades K-12. State support (funded exclusively by teachers' certification fees.)

FLORIDA
Hugh Ingram, Adminis
Professional Practic
Suite 600
Tallahassee Bank and
Building
Tallahassee, Florida

Provides for a confidential relationship between a student and the school counselor, psychologist, nurse or teacher. (93-701-4) Signed by the Governor, February 27; no effective date.

MONTANA
SB 29

Professional Practices: A joint resolution instructed the Legislative Research Council to study the need for and feasibility of, legislation relating to professional practices in public schools.

NORTH CAROLINA
Joint Resolution

<u>PERSONNEL</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>ounselor, and any ve or educational te, or parochial t of financial ces or not, who ds in the making law, rule, or ates in a judicial rom his report shall iability which</p>	<p><u>MARYLAND</u> HB 247</p>	<p><u>Enacted Legislation</u> CIVIL LIABILITY</p>
<p>al discipline in ssional competency a program which is Professional ed by State Board of rently considering annually on behalf tion. Grades K-12. usively by teachers'</p>	<p><u>FLORIDA</u> Hugh Ingram, Administrator Professional Practices Council Suite 600 Tallahassee Bank and Trust Building Tallahassee, Florida 32304</p>	<p><u>Achievement</u> COUNCIL</p>
<p>l relationship school counselor, cher. (93-701-4) bruary 27;</p>	<p><u>MONTANA</u> SB 29</p>	<p><u>Enacted Legislation</u> PRIVILEGED INFORMATION</p>
<p>joint resolution Research Council feasibility of, ofessional practices</p>	<p><u>NORTH CAROLINA</u> Joint Resolution</p>	<p><u>Enacted Legislation</u> STUDY</p>

K. TEACHERS AND SCHOOL PERSONNEL
Regulations

STATE
Resource

Student Contact Hour Formula.

TEXAS
Texas Education Agency

Provides that principals or vice-principals in fifteen of the local school systems may use corporal punishment.

MARYLAND
SB 195

Provides that school security guards may intervene in elementary and secondary schools in any fight or physical struggle which takes place in their presence in school buildings or on school grounds.

MARYLAND
SB 117

New Legislation permits use of reasonable force in the exercise of lawful authority by principals, teachers, student teachers, substitute teachers, voluntary teachers, teacher aides, and assistants. (Formerly limited to principals, teachers, and student teachers.)

NORTH CAROLINA
State Department

Complete revision of criminal laws. Provides that teachers may use reasonable force on a student in order to maintain order in the school or classroom. Defines criminal trespass and use of public buildings and empowers certain individuals to order persons who are misusing premises to leave or be arrested for trespassing. Retains law that prohibits selling tobacco to minors, but repeals ORS 167.250 which prohibits minors smoking in public. Contains provision regarding loitering in or near school buildings or grounds. Contains many other provisions. Effective January 1, 1972.

OREGON
SB 40

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STATE
Resource

Category
PRIMARY TOPIC
Subtopics

TEXAS
Texas Education Agency

Proposed Legislation
CLASSROOM TIME

MARYLAND
SB 195

Enacted Legislation
DISCIPLINE

MARYLAND
SB 117

Enacted Legislation
DISCIPLINE

NORTH CAROLINA
State Department

Enacted Legislation
DISCIPLINE

OREGON
SB 40

Enacted Legislation
DISCIPLINE

K. TEACHERS AND SCHOOL PERSONNEL
Regulations

STATE
Resource

Prohibits persons other than law enforcement officers in the regular course of their duties, or persons hired by the local boards of education and Baltimore City specifically for the purpose of guarding public school property from carrying deadly weapons on public school property.

MARYLAND
HB 1327

Amending Article 4413(35) V.C.S., relating to the Commission on Fire Protection Personnel Standards and Education.

TEXAS
SB 225 by Brooks and
Herring

<u>PERSONNEL</u>	<u>STATE</u> Resource	Category <u>PRIMARY TOPIC</u> Subtopics
than law enforcement course of their duties, local boards of City specifically for public school property ions on public school	<u>MARYLAND</u> HB 1327	<u>Enacted Legislation</u> SAFETY
V.C.S., relating to Protection Personnel	<u>TEXAS</u> SB 225 by Brooks and Herring	<u>Enacted Legislation</u> SAFETY

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K. TEACHERS AND SCHOOL PERSONNEL
Training and Recruitment

STATE
Resource

Staff Development Opportunities and Plans
for TEA Employees.

TEXAS
State Department

Workshops on Systems Approach to Guidance and Counseling. Teams of guidance personnel, consisting of the director and four guidance personnel, from the cities of Buffalo, Rochester, Syracuse, Utica, and Yonkers, met for four days of training in systems. Consultant from Michigan State University, with acknowledged experience in this specialized field, and Bureau of Guidance personnel were utilized for the training sessions. Participants worked on the development of a solution to a current guidance problem through a team effort directed by the workshop consultants. The consultants will be available for followup and evaluation at specified times within a six months period following the workshop. Specific objects of the project are (1) to provide participants with a knowledge of systems analysis, (2) to develop a team of supervisor and counselors in each participating district that can demonstrate a team approach to problem solving in guidance and counseling using systems analysis, (3) to make plans for using the team approach and systems analysis in attacking guidance and counseling problems in local districts and (4) to develop plans for providing inservice training opportunities for other members of the guidance staff in the local district.

NEW YORK
John T. McGuire
Director of Guidance
Board of Education
Rochester City School
13 Fitzhugh Street S
Rochester, New York

(continued)

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
and Plans	<u>TEXAS</u> State Department	<u>Proposal</u> DEVELOPMENT OPPORTUNITIES
Guidance ce personnel, our guidance ffalo, Yonkers, met tems. Con- ersity, with specialized ersonnel sessions. opment of a problem y the work- ts will be uation at nths period ic objects le partic- ems analysis, isor and g district roach to ounseling make plans systems and counsel- and (4) to ervice r members cal district.	<u>NEW YORK</u> John T. McGuire Director of Guidance Board of Education Rochester City Schools 13 Fitzhugh Street South Rochester, New York 14614	<u>Achievement</u> GUIDANCE training team approach systems analysis

K. TEACHERS AND SCHOOL PERSONNEL
Training and Recruitment

STATE
Resource

(continued)

Each project costs approximately \$5,500.00.
ESEA, Title III, Guidance, Counseling, and
Testing.

NEW YORK

Humanistic Education Inservice Project for
Guidance Counselors. The Humanistic Education
Inservice Project is a demonstration project
to provide important skills to counselors
through cooperation of the Center for
Humanistic Education, the State Education
Department and 25 local school districts
or County BOCES. Similar proposals are
being funded for 25 districts to provide
a staff member to attend a 15-day training
session at the Center with the understanding
that at least 15 days of training will be
provided by the district representative to
his colleagues or pupils in the home district.
The project provides funds for a full-time
person at the Center to be responsible for
answering requests for professional advice
or for materials from any time of the
project participants as they begin to
implement local inservice programs. The
training sessions emphasize self-awareness,
achievement motivation and planning and
developing a program for implementation
in the local districts. Grades K-12.
ESEA Title III, Guidance, Counseling,
and Testing.

NEW YORK

Dr. E. Victor Boyd
Acting Chief
Bureau of Guidance
State Education Department
55 Elk Street
Albany, New York 12224

SCHOOL PERSONNEL
Recruitment

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

approximately \$5,500.00.
Guidance, Counseling, and

NEW YORK

Achievement

Inservice Project for
The Humanistic Education
a demonstration project
skills to counselors
of the Center for
the State Education
local school districts
similar proposals are
districts to provide
attend a 15-day training
with the understanding
of training will be
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pupils in the home district.
funds for a full-time
to be responsible for
for professional advice
from any time of the
as they begin to
service programs. The
emphasize self-awareness,
action and planning and
for implementation
acts. Grades K-12.
Guidance, Counseling,

NEW YORK
Dr. E. Victor Boyd
Acting Chief
Bureau of Guidance
State Education Department
55 Elk Street
Albany, New York 12224

Achievement
GUIDANCE
inservice training

K. TEACHERS AND SCHOOL PERSONNEL
Training and Recruitment

STATE
Resource

Development of a design for an Educational Personnel Supply-Demand Information System. A special project for design, during the next year, a system for obtaining information which will enable political bodies and educational agencies to formulate policies and plans likely to provide a supply of educational personnel equal to immediate and long-range demands and needs. A major objective of this project will be the systematic collection, storage and retrieval of facts necessary to project supply and demand on a basis of current staffing patterns, recent trends, and emerging concepts of educational service. Grades K-12. Federal support.

WASHINGTON
Dr. Wendell Allen
Assistant Superintendent
Teacher Education and
Certification
State Department

Cultural Diversity Teacher Training Program. The Communicative Arts Unit of the State Department of Education has instituted a program that provides inservice training for teachers of culturally and linguistically different children throughout the State of New Mexico. This program employs two specialists -- one to work in schools with Spanish-speaking students, and the other will be concerned with schools with Indian students. The specialists have given six school districts priority and have identified several others in need of assistance. It is felt that this program will train teachers to become sensitive to cultural differences of our various populations in order that they may recognize learning barriers of children and promote total school environmental change for these children.

NEW MEXICO
Bill Trujillo or Regina
Holyan, Cultural Diversity
Teacher Training Specialists
Communicative Arts Unit
State Department

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

educational
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project supply
staffing
rging concepts
K-12.

WASHINGTON
Dr. Wendell Allen
Assistant Superintendent
Teacher Education and
Certification
State Department

Achievement
INFORMATION SYSTEMS
staffing needs

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NEW MEXICO
Bill Trujillo or Regina
Holyan, Cultural Diversity
Teacher Training Specialists
Communicative Arts Unit
State Department

Achievement
INSERVICE TRAINING
bilingual education

K. TEACHERS AND SCHOOL PERSONNEL
Training and Recruitment

STATE
Resource

Project Alert: A three year project to result in a network of inservice education, starting with 50 approved district plans, and branching into statewide coverage. Reading Supervisors and Coordinators. State, federal and local support.

NEW YORK
Jane Algozzine, Chief
Reading Education
State Department

Teacher Institutes. Teacher institutes, formerly under the jurisdiction of the Ohio Board of Regents, are now the responsibility of the Department. The institutes will provide Ohio's elementary and secondary teachers with inservice training from state universities. The Legislature has allocated \$510,000 each year of the biennium for the institutes.

OHIO
HB 475

Teams For Change -- The principal and counselor of O'Conner Elementary School in Victoria and two guidance consultants from the Texas Education Agency took the classroom teachers through a series of inservice training sessions throughout the school year. Moving one step at a time, the guidance specialists worked with the teachers in five different areas of evaluation:

TEXAS
C. O. Chandler
Superintendent
Victoria ISD
1611 East North
Victoria, Texas 7790

- (1) Gross motor development, or how the large muscles function
- (2) Sensory motor development
- (3) Language development
- (4) Conceptual skills
- (5) Social skills

In each of these areas, the pupil was competing only against himself. That is, the teacher-counselor team determined where the children in the experimental group were functioning in each area. Grades 1-3. Local support.

<u>PERSONNEL</u> <u>ent</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
ar project to result education, starting plans, and branching Reading Supervisors Federal and local	<u>NEW YORK</u> Jane Algozzine, Chief Reading Education State Department	<u>Achievement</u> <u>INSERVICE TRAINING</u>
er institutes, formerly the Ohio Board of nsibility of the s will provide Ohio's teachers with inservice sities. The Legisla- D each year of the s.	<u>OHIO</u> HB 475	<u>Enacted Legislation</u> <u>INSERVICE TRAINING</u>
ncipal and counselor of in Victoria and two the Texas Education teachers through a ng sessions through- ng one step at a time, orked with the teachers evaluation: nt, or how the large ment	<u>TEXAS</u> C. O. Chandler Superintendent Victoria ISD 1611 East North Victoria, Texas 77901	<u>Achievement</u> <u>INSERVICE TRAINING</u>
e pupil was competing t is, the teacher- where the children were functioning in ocal support.		

K. TEACHERS AND SCHOOL PERSONNEL
Training and Recruitment

STATE
Resource

Developed three distinct types of school psychology intern training programs in 3 locations in the State.

- a. Traditional University coordinated internship combining campus seminars and practical experiences in local school system and local mental hygiene clinic.
- b. Full-time program within a large school system Department of Psychological Services which utilized the facilities of a psychoneurological diagnostic clinic.
- c. Part-time program at a State Hospital within the children's psychiatric unit. This is combined with home school system supervision of each school psychologist intern.

State support.

Planning Grant: Professional Films for Administrators, Schools and Teachers (PFAST). Grades K-12. Title III, ESEA.

Six Regional Traffic Safety Centers to upgrade teacher preparation and improve teaching techniques. High School. Federal and state support.

MARYLAND

Dr. Sheldon K. Riggs
Consultant in Psychological
Services
State Department

IOWA

State Department

NORTH CAROLINA

James Hall, Consultant
Division of Health, Physical
Education, and Safety
State Department

	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
f school ams in 3 inated intern- rs and practical system and local arge school ogical facilities nestic clinic. Hospital within nit. This is stem supervision intern.	<u>MARYLAND</u> Dr. Sheldon K. Riggs Consultant in Psychological Services State Department	<u>Achievement</u> <u>MENTAL HEALTH</u>
lms for hers I, ESEA.	<u>IOWA</u> State Department	<u>Achievement</u> <u>PLANNING</u> films
ers to upgrade teaching al and state	<u>NORTH CAROLINA</u> James Hall, Consultant Division of Health, Physical Education, and Safety State Department	<u>Achievement</u> <u>SAFETY</u>

K. TEACHERS AND SCHOOL PERSONNEL
Training and Recruitment

STATE
Resource

Eight Regional Staff Development Centers --
One training center is now established in
each of the eight educational districts. The
training centers enrolled children and each
of the 700 adult participants had an oppor-
tunity to work with children, ages 5-8, and
receive theoretical information and guidance
under direction of consultants during the
four week training period. Teachers of
children, ages 5-8. Federal, state and
local support.

NORTH CAROLINA
J. W. Jenkins, Director
Division of Early Child
Education
State Department

SCHOOL PERSONNEL
Recruitment

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

Development Centers --
are now established in
educational districts. The
enrolled children and each
participant had an oppor-
tunity for children, ages 5-8, and
information and guidance
consultants during the
period. Teachers of
Federal, state and

NORTH CAROLINA
J. W. Jenkins, Director
Division of Early Childhood
Education
State Department

Achievement
STAFF DEVELOPMENT

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L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Provides that each principal or assistant principal of every public or private high school and the director of each area vocational school shall be a deputy to the Board of Registrars for the purpose of registering as electors students within the school. (March 30, 1971)

GEORGIA
SB 36

Career Education Project. K-12. State support.

ARIZONA
Mr. Eugene Dorr
1333 West Camelback Road
Phoenix, Arizona

State-wide Career Education Design. 9-12. Federal Support.

DELAWARE
Dr. Randall L. Broyles
State Department

Maryland Career Development Project. A project consisting of seven (7) components operated by the Maryland State Department of Education in cooperation with the Baltimore Public Schools and the University of Maryland. K-Adult. Federal (Vocational Education Exemplary Funds), State, Local Support.

MARYLAND
Niel Carey,
Specialist in
Vocational Guidance
State Department

Elementary Resource Coordinator. K-6.

MARYLAND
Nancy Pinson, Specialist
in Pre-Vocational
Education
State Department

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Assistant private high area voca- to the ose of within	<u>GEORGIA</u> SB 36	<u>Enacted Legislation</u> BOARDS elections
State	<u>ARIZONA</u> Mr. Eugene Dorr 1333 West Camelback Road Phoenix, Arizona	<u>Achievement</u> CAREER DEVELOPMENT
gn. 9-12.	<u>DELAWARE</u> Dr. Randall L. Broyles State Department	<u>Achievement</u> CAREER DEVELOPMENT
ect. A components epartment of e Baltimore y of Maryland. ucation upport.	<u>MARYLAND</u> Niel Carey, Specialist in Vocational Guidance State Department	<u>Achievement</u> CAREER DEVELOPMENT
K-6.	<u>MARYLAND</u> Nancy Pinson, Specialist in Pre-Vocational Education State Department	<u>Achievement</u> CAREER DEVELOPMENT elementary resource

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Television series. 4-8.

MARYLAND
Joseph Ramach,
Specialist in
Date Processing
State Department

Career Exploration Workshop. Junior
High School.

MARYLAND
Nancy Pinson,
Specialist in Pre-Voc
Education
State Department

Work-Oriented (Cooperative) Component.
Junior High School.

MARYLAND
Nancy Pinson,
Specialist in Pre-Voc
Education
Otho Jones,
Specialist in Career
Development
State Department

Comprehensive Information and Placement
System. Senior High School.

MARYLAND
Niel Carey,
Specialist in
Vocational Guidance
State Department

Career Development Resource Notebook.
K-Adult.

MARYLAND
Niel Carey,
Specialist in
Vocational Guidance
Otho Jones,
Specialist in Career
Development
State Department

Expansion

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

shop. Junior

ive) Component.

on and Placement
chool.

ource Notebook.

MARYLAND
Joseph Ramach,
Specialist in
Date Processing
State Department

Achievement
CAREER DEVELOPMENT
television

MARYLAND
Nancy Pinson,
Specialist in Pre-Vocational
Education
State Department

Achievement
CAREER DEVELOPMENT
workshop

MARYLAND
Nancy Pinson,
Specialist in Pre-Vocational
Education
Otho Jones,
Specialist in Career
Development
State Department

Achievement
CAREER DEVELOPMENT
work experience

MARYLAND
Niel Carey,
Specialist in
Vocational Guidance
State Department

Achievement
CAREER DEVELOPMENT
information systems

MARYLAND
Niel Carey,
Specialist in
Vocational Guidance
Otho Jones,
Specialist in Career
Development
State Department

Achievement
CAREER DEVELOPMENT
resourc. notebook

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L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

State-wide Information Career Development Conference. K-Adult.

MARYLAND
Niel Carey,
Specialist in
Vocational Guidance
State Department

Established two Regional Coordinators of Career Development Activities and Programs.

Eastern Shore. K-Adult. Federal (NDEA-5A). State, Foundation (Wye) Support.

MARYLAND
(Eastern Shore)
Niel Carey,
Specialist in
Vocational Guidance
or

Joe Bishop,
Wye Institute
State Department
(Western Maryland)
Niel Carey,
Specialist in
Vocational Guidance
State Department

Western Maryland. K-Adult. Federal (NDEA-5A).

Cooperatively planned with Towson State College, and the Frederick County Board of Education an introductory college level course in the concepts of Career Development. Federal (Vocational Education Exemplary Funds), State, Local Support.

MARYLAND
James Wilson, Vocational
Technical Center
Nancy Pinson, Specialist in
Pre-Vocational Education
State Department

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
er Development	<u>MARYLAND</u> Niel Carey, Specialist in Vocational Guidance State Department	<u>Achievement</u> CAREER DEVELOPMENT conference
ordinators of es and Programs. ederal (NDEA-5A). port.	<u>MARYLAND</u> (Eastern Shore) Niel Carey, Specialist in Vocational Guidance or Joe Bishop, Wye Institute State Department (Western Maryland)	<u>Achievement</u> CAREER DEVELOPMENT regional coordinator
Federal (NDEA-5A).	Niel Carey, Specialist in Vocational Guidance State Department	
Towson State College, ard of Education vel course in the ment. Federal (Voc- r Funds), State,	<u>MARYLAND</u> James Wilson, Vocational Technical Center Nancy Pinson, Specialist in Pre-Vocational Education State Department	<u>Achievement</u> CAREER DEVELOPMENT concepts course

I. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Continued operation of an Inter-Divisional Task Force on Career Development with representation from the Divisions of Instruction, Vocational and Technical Education, Library Development and Services, Compensatory Urban and Supplementary Programs, Vocational Rehabilitation, and Research Evaluation and Information Systems. K-Adult. State Support.

MARYLAND
Niel Carey,
Specialist in
Vocational Guidance
State Department

Conducted in cooperation with the University of Maryland, the Maryland Department of Social and Employment Services, the Metropolitan Baltimore Chamber of Commerce, an Industry Visitation Career Development Workshop for teachers, administrators and counselors. State, Local, and Private Support.

MARYLAND
Otho Jones,
Specialist in Career
Development
Niel Carey,
Specialist in
Vocational Guidance
State Department

Career Development-Vocational Education took a significant step last year through approval by the Legislature of a Career Development Program which provides \$318,000, for K-12 Career Programs in three districts. The Department is now evaluating the progress of these projects with the aim of expanding the program into additional school districts.

NEW JERSEY
Mr. Stephen Poliacik
State Department

<u>Division</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
Inter-Divisional Development with Divisions of and Technical Development and Urban and Vocational Research Evaluation K-Adult. State	<u>MARYLAND</u> Niel Carey, Specialist in Vocational Guidance State Department	<u>Task Force</u> CAREER DEVELOPMENT instruction library rehabilitation evaluation information systems
with the University Department of Social the Metropolitan merce, an Industry Development Workshop for and counselors. Support.	<u>MARYLAND</u> Otho Jones, Specialist in Career Development Niel Carey, Specialist in Vocational Guidance State Department	<u>Achievement</u> CAREER DEVELOPMENT workshop
ional Education took year through approval Career Development 318,000, for K-12 districts. The ring the progress the aim of expanding onal school districts.	<u>NEW JERSEY</u> Mr. Stephen Poliacik State Department	<u>Achievement</u> CAREER DEVELOPMENT funding

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
 Resource

W. O. R. K. KIT -- General: The Wyoming Occupational Resource Kit (W. O. R. K. KIT) has been developed to meet the career information needs of the non-college bound as well as the college bound. It places in junior high schools, senior high schools, and community colleges an easily available set of reference materials related to specific occupations for all students. 7-12. PL 90-576. These materials are carried on microfilms "WORK Cards" which the student can read with the aid of a viewing device. For those occupations he wished to study further or discuss with his parents, friends or counselors, he can obtain a "print out" of the W. O. R. K. Card information with the aid of a microfilm reader-printer. The W. O. R. K. Kit -- General contains 425 cards.

WYOMING
 PL 90-576
 Mr. Paul Sizemore
 Comprehensive Education
 Curriculum Coordinator
 State Department

Career Studies Program. Junior High School
 Federal and Local Support.

MARYLAND
 James M. McCune
 Perry Hall Junior
 High School

The Chamber of Commerce of Metropolitan Baltimore has agreed to work cooperatively with the Maryland State Department of Education, Baltimore Public Schools in establishing and operating a clearing house for resources related to Career Education. Preliminary planning for such a clearing house has started. K-Adult. Federal (Vocational Education Exemplary Funds), State Local, and Private support.

MARYLAND
 Niel Carey,
 Specialist in
 Vocational Guidance
 State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
<p>The Wyoming (O. R. K. KIT) e career college bound It places in high schools, and available set d to specific 7-12. PL 90- ried on microfilms t can read with For those y further friends or print out" of ion with -printer. The ntains 425 cards.</p>	<p><u>WYOMING</u> PL 90-576 Mr. Paul Sizemore Comprehensive Education Curriculum Coordinator State Department</p>	<p><u>Achievement</u> CAREER INFORMATION</p>
<p>or High School</p>	<p><u>MARYLAND</u> James M. McCune Perry Hall Junior High School</p>	<p><u>Achievement</u> CAREER STUDIES</p>
<p>tropolitan cooperatively tment of chools in clearing house er Education. a clearing Federal ry Funds), State</p>	<p><u>MARYLAND</u> Niel Carey, Specialist in Vocational Guidance State Department</p>	<p><u>Achievement</u> CLEARING HOUSE</p>

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Installation of Computer Assisted Instruction
in Career Education. Community College.
Federal and Local support.

MARYLAND
Mr. Talmage Sexton
Charles County Communi
College

Placed responsibility on school boards for
the vocational training of youth under 19 years
of age whether or not they are still in school.

FLORIDA
Dr. Carl W. Proehl
Director, Vocational,
Technical and Adul
Education
Knott Building
State Department

Required the employment of local directors of
vocational education to give leadership to
programs in school districts and junior
colleges.

FLORIDA
Dr. Carl W. Proehl
Director, Vocational,
Technical and Adul
Education
Knott Building
State Department

Establishing a Statewide Comprehensive
Technical-Vocational Curriculum and Materials
System, proposed by the Texas Education Agency.

TEXAS
Texas Education Agenc
State Department

<u>ension</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
Assisted Instruction Community College. t.	<u>MARYLAND</u> Mr. Talmage Sexton Charles County Community College	<u>Achievement</u> <u>COMPUTER ASSISTED</u> <u>INSTRUCTION</u> community college
school boards for of youth under 19 years ey are still in school.	<u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	<u>Achievement</u> <u>CONTINUING EDUCATION</u> alternate education dropouts
of local directors of give leadership to icts and junior	<u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	<u>Achievement</u> <u>COOPERATION</u>
Comprehensive riculum and Materials Texas Education Agency.	<u>TEXAS</u> Texas Education Agency State Department	<u>Proposal</u> <u>CURRICULUM</u>

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
 Resource

Legislation enacted by the 1970 session of the Florida Legislature became effective July 1, 1970 and provided the following:

- a. Broadened the definition of vocational education to include instruction in industrial arts and vocationally oriented home economics as job exploratory education.
- b. Mandated the establishment of minimum standards for a comprehensive vocational education program to serve elementary, secondary, postsecondary and adult levels. Secondary, Post-secondary and adult. Local, state, and federal support.

Vocational Education: Act amends statutory definition of vocational education to restrict any programs of industrial arts included in the definition of vocational education to be "pre-vocational or technically oriented industrial arts"; funding a base for employment of occupational specialists established at the rate of one instructional unit for each twenty vocational education units.

Replacement of Obsolete Equipment in Vocational Schools. An attempt will be made to establish a formula for the funding of obsolete equipment in vocational programs. The initial formula will be based upon \$500 per vocational unit.

FLORIDA
 Dr. Carl W. Proehl
 Director, Vocational,
 Technical and Adult
 Education
 Knott Building
 State Department

FLORIDA
 Chapter 71-289
 Laws of Florida

DELAWARE
 Dr. Randall L. Broyles
 Assistant Superintendent
 of Instruction
 State Department

ion	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>1970 session of the effective July 1, owing: on of vocational nstruction in ocationally oriented exploratory</p>	<p><u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department</p>	<p><u>Enacted Legislation</u> DEFINITION standards</p>
<p>ment of minimum prehensive vocational serve elementary, ary and adult levels. and adult. Local, t.</p>	<p><u>FLORIDA</u> Chapter 71-289 Laws of Florida</p>	<p><u>Enacted Legislation</u> DEFINITION funding base</p>
<p>t amends statutory education to restrict l arts included in the education to be "pre- oriented industrial employment of established at the unit for each on units.</p>	<p><u>DELAWARE</u> Dr. Randall L. Broyles Assistant Superintendent of Instruction State Department</p>	<p><u>Proposal</u> EQUIPMENT funding formula</p>
<p>quipment in Vocational be made to establish of obsolete equipment The initial formula er vocational unit.</p>		

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Florida now has 39 area vocational education schools designated by the State Board under the provisions of the Federal Vocational Education Act of 1963 and as amended in 1968. Twenty-five are Area Vocational-Technical Centers and one comprehensive high school administered by school boards. Thirteen are departments of community colleges. Innovative and exemplary projects are in progress dealing with various components of a Comprehensive Vocational Education Program for Career Development in preparation for a thrust toward implementation of programs in school districts in 1971-73. Florida's vocational education information system is a concept that serves the needs of major areas of administrative responsibility. These areas include student records and enrollments, financial, curriculum, instructor, space-facility utilization, placements and follow-up of program completions. The first phase of a two-phase implementation scheduled for student records, enrollments and instructor data files began July 1, 1971 in selected schools, with state-wide implementation to be completed July 1, 1972. The increased emphasis being placed upon data management, accountability and evaluation and the greater demands for timely and accurate information for administrative decision making requires more detail and better coordinated information for managing Florida's program for vocational, technical and adult education. The Fourth Annual Vocational, Technical and Adult Educators' Conference, attended by

FLORIDA
Dr. Carl W. Proehl
Director, Vocational
Technical and Adult
Education
Knott Building
State Department

(continued)

<u>Expansion</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>vocational education the State Board under the al Vocational Education ded in 1968. Twenty-five chnical Centers and one ol administered by school epartments of community nd exemplary projects are h various components of onal Education Program in preparation for a ation of programs in 71-73. Florida's nformation system is a e needs of major areas nsibility. These areas s and enrollments, nstructor, space-facility s and follow-up of program e phase of a two-phase ed for student records, ctor data files began ed schools, with state- be completed July 1, 1972. being placed upon data ity and evaluation and r timely and accurate strative decision making nd better coordinated ng Florida's program cal and adult education. tional, Technical and rence, attended by</p>	<p><u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department</p>	<p><u>Achievement</u> <u>EXPANSION</u> innovation information systems administration conference</p>

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
 Resource

(continued)

approximately 3,000 persons, was held in Miami Beach in August, 1971. The meeting was sponsored by the Department of Education, the Florida Vocational Association, and the Florida Adult Education Association.

FLORIDA

Continued expansion of vocational-technical education, especially in the metropolitan area outside of the central cities where four new buildings are under construction or planned. In fiscal year 1971, twenty-six per cent of the high school graduates entered public vocational educational programs. Grades 9-14. Federal, state, and local support.

MINNESOTA

Robert P. Van Tries
 Assistant Commissioner
 Division of Vocational-
 Technical Education
 State Department

The growth of secondary vocational centers whereby a group of school districts cooperate to provide vocational educational programs at one of the schools. This session of the Legislature extended transportation aid to include students attending vocational centers. It is expected that 27 vocational centers will be in operation during 1971-72. Grades 9-14. Federal, state, and local support.

MINNESOTA

Robert P. Van Tries
 Assistant Commissioner
 Division of Vocational-
 Technical Education
 State Department

Relating to boards of education with vocational schools to purchase land, construct buildings, and sell such property.

IOWA

House File 66

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
eld in meeting Education, , and the on.	<u>FLORIDA</u>	<u>Achievement</u>
technical opolitan s where struction twenty-six ates onal state,	<u>MINNESOTA</u> Robert P. Van Tries Assistant Commissioner Division of Vocational- Technical Education State Department	<u>Achievement</u> <u>EXPANSION</u> programs facilities
l centers ts cooperate programs at of the on aid to onal centers. centers 72. local	<u>MINNESOTA</u> Robert P. Van Tries Assistant Commissioner Division of Vocational- Technical Education State Department	<u>Achievement</u> <u>EXPANSION</u> secondary schools transportation district cooperation
with vocational ct buildings,	<u>IOWA</u> House File 66	<u>Enacted Legislation</u> <u>FACILITIES</u>

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

The state is moving forward in the area of Vocational Education. Bond issues of \$7,500,000 for Vocational Education and \$12,250,000 for Junior Colleges provide the means for extending the Comprehensive Concept of Vocational-Technical Education and expansion of our Junior Colleges.

RHODE ISLAND
State Department

Funds to support a major upgrading of the vocational education program in the State are being requested of the Legislature. An appropriation in excess of 7.8 million dollars is being asked of the Legislature to continue support of ongoing programs to add year round utilization of vocational education facilities and the offering of it to ten thousand students. The addition of three multicounty vocational education centers and the provisions of mobile vocational training units are included in the design of the upgrading vocational education.

WEST VIRGINIA
Dr. Daniel B. Taylor
Superintendent of Schools
Capitol Complex
Charleston, West Virginia
25305

Established Vocational Improvement Fund. On May 26, 1971, the State Board of Education adopted regulations setting forth requirements for a Comprehensive Vocational Educational Program to be offered in components.

FLORIDA
Dr. Carl W. Proehl
Director, Vocational
Technical and Adult
Education
Knott Building
State Department

Increased counseling services through the employment of occupational specialists.

FLORIDA
Dr. Carl W. Proehl
Director, Vocational
Technical and Adult
Education
Knott Building
State Department

<u>Session</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ard in the area of and issues of Education and colleges provide the Comprehensive Technical Education for Colleges.	<u>RHODE ISLAND</u> State Department	<u>Achievement</u> FINANCE junior colleges expansion
upgrading of the gram in the State the Legislature. An of 7.8 million dollars legislature to continue ams to add year round education facilities to ten thousand students. Multicounty vocational provisions of mobile s are included in the vocationl education.	<u>WEST VIRGINIA</u> Dr. Daniel B. Taylor Superintendent of Schools Capitol Complex Charleston, East Virginia 25305	<u>Proposed Legislation</u> FINANCE upgrading facilities utilization
Improvement Fund. On Board of Education ing forth requirements tional Educational ffered in components.	<u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department	<u>Achievement</u> FUNDING improvement
ervices through the al specialists.	<u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department	<u>Achievement</u> GUIDANCE

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
 Resource

Installation of Vocational Guidance Services.
 Federal and local support.

MARYLAND
 Edmund H. Schwanke
 Harford Junior College

Approximately two years ago, in cooperation with the Mayor of Baltimore's Apprenticeship Committee, the Maryland Apprenticeship Council, the Maryland AFL-CIO, and several other interested organizations, an apprenticeship notebook for counselors was developed. This notebook is presently being revised and enlarged to cover the entire State of Maryland. Secondary. State, local, and private support.

MARYLAND
 Nathan Breed,
 Specialist in Industrial
 Training
 State Department

Occupational Information Project. High School level. Federal and local support.

MARYLAND
 Mrs. Media Pennington
 Howard County Board of
 Education

Vocational Video-Tape Guidance Program - live and taped interviews between perspective employers and students -- tapes of on-job experiences -- pre-vocational orientation tapes. All grades and adult. State and local support.

NEW MEXICO
 Ernest Vigil, Director
 Vocational Education
 State Department

	<u>STATE</u> Resource	<u>Category</u> <u>PRIMARY TOPIC</u> Subtopics
ce Services.	<u>MARYLAND</u> Edmund H. Schwanke Harford Junior College	<u>Achievement</u> <u>GUIDANCE</u>
operation renticeship eship Council, other enticeship oped. This ed and e of al, and	<u>MARYLAND</u> Nathan Breed, Specialist in Industrial Training State Department	<u>Achievement</u> <u>GUIDANCE</u> apprenticeship
High School	<u>MARYLAND</u> Mrs. Media Pennington Howard County Board of Education	<u>Achievement</u> <u>GUIDANCE</u> information
rogram - live pective of on-job entation ate and	<u>NEW MEXICO</u> Ernest Vigil, Director Vocational Education State Department	<u>Achievement</u> <u>GUIDANCE</u> video-tapes

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Open Door to the World of Work. A K-12 model for career counseling initiated in the 1969-70 school year which focuses upon three components: community resources, counseling service, and curriculum development and inservice training. (Approximately 3,400 pupils are served by the program). The program, by focusing upon the three major components, has provided for instructional and institutional change within the school which has strengthened school community relations thus benefiting each individual pupil involved. Grades K-12. Federal VEA, ESEA III. Guidance, Counseling and Testing.

NEW YORK
John P. Murray
Project Administrator
Buffalo Public School
City Hall
Buffalo, New York 14

EDUCATION
and Expansion

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

World of Work. A K-12 model
 being initiated in the 1969-70
 focuses upon three components:
 es, counseling service, and
 pment and inservice training.
 400 pupils are served by the
 program, by focusing upon the
 onents, has provided for
 l institutional change within
 has strengthened school
 ons thus benefiting each
 involved. Grades K-12.
 A III, Guidance, Counseling

NEW YORK
 John P. Murray
 Project Administrator
 Buffalo Public Schools
 City Hall
 Buffalo, New York 14202

Achievement
GUIDANCE
 curriculum
 inservice training

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Mid-Hudson Vocational Guidance Project. The project was established in February, 1970 as a result of the School-to-Work Study compiled by the Bureau of Guidance in the Mid-Hudson Valley. The project serves as a catalytic agency to provide new materials related to the vocational aspects of guidance and to facilitate a program of career development activities K-12 in several school districts of the Mid-Hudson Valley.

Model pilot schools have been established to demonstrate the effectiveness of the various career development activities. Graduate courses have been hand at an area college to effect teacher training. Inservice courses have been provided to up-date the knowledge of counselors concerning career guidance activities. The project is responsive to the direction of the advisory committee made up of representatives from industry, education and government.

Curriculum resource guides designed to foster the vocational maturity of elementary and early secondary school children have been developed and tested during the past two years. Grades K-12. VEA.

NEW YORK

Robert W. Schreiber, Director
The Mid-Hudson Career
Development and Information
Center

88 Sargent Avenue
Beacon, New York 12508

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

project. The
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study compiled
Mid-Hudson
catalytic
related to
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development
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NEW YORK
Robert W. Schreiber, Director
The Mid-Hudson Career
Development and Information
Center
88 Sargent Avenue
Beacon, New York 12508

Achievement
GUIDANCE
career development
inservice training
curriculum guides

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L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Authorization for Part-time Vocational Schools. Delaware was one of the pioneer states in introducing the half-day vocational center. Students attended the "home high school" in the district of their residence for one-half day of the standard academic and general high school program and were then transported to a vocational-technical center for a one-half day program. The Voc-Tech centers operated on a three-year, 1500-hour schedule. About eight years, the General Assembly enacted restrictive legislation indicating that any future vocational school would be required by law to offer a full-day's program for full-day enrollees, thus setting aside the possibility of an expansion of the "center-type" program. The statute cited here has again returned the law to the original position so that one-half day programs are possible. This would provide flexible opportunities to the State as a whole and to certain school districts in particular.

DELAWARE
Laws of Delaware
Vol. 58, Ch. 97;
i.e., HB-251,
126th G.A

<u>n</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Vocational Schools. peer states in ational center. high school" in the for one-half day general high transported to a for a one-half day rs operated chedule. About embly enacted cating that any ld be required program for ting aside the of the "center- cited here has ne original y programs rovide ne State as ol districts</p>	<p><u>DELAWARE</u> Laws of Delaware Vol. 58, Ch. 97; i.e., HB-251, 126th G.A</p>	<p><u>Enacted Legislation</u> HALF-DAY CENTER home high school</p>

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L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Task Force for Kent County, Delaware Technical and Community College and Kent County Vocational-Technical Center. The three general functions of the Task Force are: (1) Program definition -- to determine the vocational technical courses to be offered by the college and the high school; (2) Relationship -- to determine the extent of the relationships to be established among Delaware State College, Delaware Technical and Community College, Kent County Vocational-Technical Center, and the academic high schools in the Capital and Smyrna Districts; (3) Site selection -- to look at the various site possibilities for this joint venture school and select the site most suitable; to further determine the facility needs and hire an architect (by the end of June) to design such a facility.

DELAWARE
Mr. David R. Keifer, Director
Delaware State Planning Office
Thomas Collins Building
Dover, Delaware 19901

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Delaware College and Kent Center. The Task Force -- to determine courses to be the high school; determine the extent established among Delaware Technical County and the academic and Smyrna -- to look opportunities for this select the site determine the architect (by such a facility.</p>	<p><u>DELAWARE</u> Mr. David R. Keifer, Director Delaware State Planning Office Thomas Collins Building Dover, Delaware 19901</p>	<p><u>Task Force</u> HALF-DAY CENTER definition relationship site selection</p>

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Career Education -- This course, first of its kind designed to serve an entire industry -- plumbing, heating, refrigeration, and air-conditioning -- was developed in four phases: (1) a one-hour vocational exploratory class, (2) a pre-employment laboratory in plumbing and pipe fitting, (3) a pre-employment lab in air-conditioning, heating, and refrigeration, and (4) regular instruction in industrial cooperative training and distributive education classes and actual on-the-job training stations. The program, developed by the Texas Education Agency in cooperation with the industry, has been endorsed by six leading trade associations. Some 11 Texas school districts, including McAllen, now have exemplary programs in operation. Upon completion of the four-year program, students may move into industry apprenticeship programs, community college technology or mid-management programs, four-year college programs in engineering, adult education courses, or full-time employment. Grades 9-12. Federal, state and local support.

Started the development of a comprehensive information system. Secondary grades. Federal (NDEA-5A and Vocational Educational Exemplary Funds), State (Division of Instruction and Vocational Education), Local support.

TEXAS
Rodney D. Cathey
Superintendent
McAllen ISD
110 South Tenth Street
McAllen, Texas 78501

MARYLAND
Niel Carey, and
Joe Bishop
State Department
or
Herb Hilliard and Ann
Arundel
Board of Education

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>e, first of its re industry -- on, and air- in four phases: oratory class, y in plumbing ployment lab and refrigeration, industrial ributive on-the-job m, developed by cooperation dorsed by s. Some 11 ing McAllen, a operation. ear program, y apprentice- ege technology our-year ng, adult he employment. and local</p>	<p><u>TEXAS</u> Rodney D. Cathey Superintendent McAllen ISD 110 South Tenth Street McAllen, Texas 78501</p> <p><u>Achievement</u> <u>INDUSTRY</u> plumbing heating refrigeration air-conditioning</p>
<p>comprehensive y grades. al Educational sion of ucation),</p>	<p><u>MARYLAND</u> Niel Carey, and Joe Bishop State Department or Herb Hilliard and Anne Arundel Board of Education</p> <p><u>Achievement</u> <u>INFORMATION SYSTEM</u></p>

I. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Career Information Center: The program will provide development of Curriculum, instructional materials, teaching procedures, in-service training, and implementation of a functional occupational education program model in one geographic location in the state that has an established K-14 curriculum. Grades K-14. PL 90-576.

WYOMING
 Mr. Paul Sizemore
 Comprehensive Education
 Curriculum Coordinator
 State Department

Job preparatory training. Grades 7-12 (secondary), post-secondary, and adult.

FLORIDA
 Dr. Carl W. Proehl
 Director, Vocational
 Technical and Adult
 Education
 Knott Building
 State Department

Planning Grant: Mini-Vocational Mathematics Courses. Senior High School. Title III ESEA.

IOWA
 State Department

Delaware Occupational/Vocational Model, Milford District, 1970. Grades 9-12. Federal support.

DELAWARE
 Mr. Joseph English
 Milford School District
 906 Lakewood Avenue
 Milford, Delaware

Preparation of State Plan for Occupational Education.

TEXAS
 Texas Education Agency

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
The program will curriculum, instructional materials, in-service development of a functional model in one state that has an Grades K-14.	<u>WYOMING</u> Mr. Paul Sizemore Comprehensive Education Curriculum Coordinator State Department	<u>Achievement</u> INFORMATION SYSTEMS curriculum inservice training program model
Grades 7-12 and adult.	<u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department	<u>Achievement</u> JOB TRAINING
Occupational High School.	<u>IOWA</u> State Department	<u>Achievement</u> MATHEMATICS mini-course
Occupational Model, Grades 9-12.	<u>DELAWARE</u> Mr. Joseph English Milford School District 906 Lakewood Avenue Milford, Delaware	<u>Achievement</u> MODEL
Occupational	<u>TEXAS</u> Texas Education Agency	<u>Proposal</u> PLANNING

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Position Paper on Occupational Education. Issuance by the Regents of the University of the State of New York of a position paper on occupational education calling for "greater career consciousness throughout the educational system." The paper redefines occupational education as "a program for all students, not only those who desire training in specific job skills " The Regents propose that every individual have access to "occupational education programs and services beginning in early childhood and extending through all instructional levels, including adult and continuing education." In the program outlined, occupational education in the elementary grades "develops understanding of the concept of work, positive attitudes toward work and the worker and familiarity with the various kinds and fields of work. At the early secondary level, it provides exploratory and prevocational experiences leading to understanding of careers and the consequences of educational and occupational choices. In the later secondary grades, it provides skill training in clusters of occupations for job entry and/or continuation of occupational education at the post-secondary level. Post-secondary occupational education provides further opportunities to prepare for employment and directs a major portion of its attention to preparation for occupations requiring high degrees of skill and specialization. For

NEW YORK
Robert S. Secker
Assistant Commissioner
Occupational
State Department

(continued)

<u>tion</u>	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>ional Education. f the University of a position paper on lling for ness throughout The paper redefines "a program for all who desire training The Regents propose e access to programs and ly childhood and structional levels, uing education." occupational education "develops understanding positive attitudes er and familiarity d fields of work. At , it provides onal experiences of careers and the nal and occupational econdary grades, it n clusters of y and/or continuation a at the post- econdary rovides further for employment and of its attention to ons requiring high cialization. For</p>	<p><u>NEW YORK</u> Robert S. Seckendorf Assistant Commissioner for Occupational Education State Department</p>	<p><u>Achievement</u> POSITION PAPER</p>

L. VOCATIONAL EDUCATION
Development and ExpansionSTATE
Resource

(continued)

adults and out-of-school youth, occupational education provides remedial and preparatory training for employability, job security, mobility and advancement." The paper proposes the development of a comprehensive system of occupational education, to ensure that every person in the New York State has lifelong access to occupational education. Primary responsibility for leadership in a comprehensive occupational education system is assigned to the State Education Department. The State will provide "a unifying force," while local and area programs will be planned and operated within the framework of a regional planning process, with participation by all agencies operating or closely concerned with occupational programs and services. The paper also proposes greater integration of occupational and academic or general education in a redesigned total education system which has as one of its major purposes preparation for earning a living. For students who are preparing for jobs of the future, "occupational education will need to place increased emphasis on developing general learning ability as well as specific skills." The Regents recommend actual work experience and community service related to career interests for all secondary students.

NEW YORK

ision

STATE
Resource

Category
PRIMARY TOPIC
Subtopics

youth, occupational
al and preparatory
y, job security,
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of a comprehensive
ducation, to ensure
New York State has
tional education.
r leadership in
onal education
e State Education
ll provide
e local and area
and operated
a regional planning
on by all agencies
cerned with
l services. The
ter integration of
c or general education
ducation system which
urposes preparation
or students who are
future,
will need to
on developing
as well as
egents recommend
nd community
interests for

NEW YORK

Achievement

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Provides that Vocational Rehabilitation clients who are engaged in workshop activities may receive income for therapeutic purposes. These persons shall not be considered as state employees. (March 12, 1971)

GEORGIA
HB 506

Alaska Skill Center. Skills taught for major state employment needs. Secondary and Adult. State and Federal support.

ALASKA
Louis O. Ridle, Director
Vocational and Adult Edu
Alaska Department of Edu
Juneau, Alaska 99801

State-supported Occupational/Vocational Units in Secondary Schools (Delaware House Bill 509) 1970-71. Grades 7-12. State support.

DELAWARE
Dr. Daniel E. Koble, Jr.
Department of Public
Instruction
Dover, Delaware

State support for vocational education increased 31% in 1970-71 over 1969-70 and 34% in 1971-72 over 1970-71. State support.

FLORIDA
Dr. Carl W. Proehl
Director, Vocational,
Technical and Adult
Education
Knott Building
State Department

Topic of study. Legislative Council to study vocational education programs in the public school system tech colleges, vocational area centers and manpower training agencies -- determine adequacy of programs.

UTAH
Lewis Lloyd, Director
Utah Legislative Council

on	<u>STATE</u> Resource	Category <u>PRIMARY TOPIC</u> Subtopics
habilitation workshop me for e persons state employees.	<u>GEORGIA</u> HB 506	<u>Enacted Legislation</u> REHABILITATION income
s taught for s. Secondary al support.	<u>ALASKA</u> Louis O. Ridle, Director Vocational and Adult Education Alaska Department of Education Juneau, Alaska 99801	<u>Achievement</u> SKILL CENTER
1/Vocational (Delaware grades 7-12.	<u>DELAWARE</u> Dr. Daniel E. Koble, Jr. Department of Public Instruction Dover, Delaware	<u>Achievement</u> STATE SUPPORT secondary schools
al education ver 1969-70 0-71.	<u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	<u>Achievement</u> STATE SUPPORT funding
e Council to programs in the colleges, vocational training agencies -- rams.	<u>UTAH</u> Lewis Lloyd, Director Utah Legislative Council	<u>Council</u> STUDY

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L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Funds for transportation of students
enrolled in Vocational Education Courses.

TEXAS
Texas Education Agency

Rural Student Vocational Program (RSVP).
Urban work experience. Grades 10-12.
State and federal support.

ALASKA
Gary Fuller, Supervisor
Business Education
State Department

An act to amend the labor law, in relation
to training programs for minors by nonprofit
organizations. The new enactment exempts
from the prohibited occupation provisions
a minor 16-18 who has completed a work
training program of a nonprofit organization,
or a training program which is publicly
funded in whole or in part and as part of
such program the minor has received safety
instruction and training in the use of
machinery, provided that such safety programs
have been approved by the Commissioner.

NEW YORK
Chapter 433

Legislation to permit the employment of 14-15
year olds when participating in an occupational
education cooperative work experience program.
Present State labor laws limit the employment
of youth by business and industry to 16 years
and over. The proposed legislation would
permit youth 14 and 15 years who are enrolled
in an approved cooperative work experience
program to be employed for the purpose of
exploring first hand realistic world of work
experiences and/or development of skills for
employment upon leaving the education system.

NEW YORK
Senator Tarky Lombardi
Senate Post Office
State Capitol, Albany

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
ents Courses.	<u>TEXAS</u> Texas Education Agency	<u>Proposal</u> TRANSPORTATION funding
(RSVP). 0-12.	<u>ALASKA</u> Gary Fuller, Supervisor Business Education State Department	<u>Achievement</u> WORK EXPERIENCE
n relation by nonprofit t exempts provisions a work organization, publicly as part of ved safety use of afety programs ssioner.	<u>NEW YORK</u> Chapter 433	<u>Enacted Legislation</u> WORK EXPERIENCE
yment of 14-15 an occupational rience program. he employment y to 16 years tion would o are enrolled experience purpose of world of work of skills for cation system.	<u>NEW YORK</u> Senator Tarky Lombardi Senate Post Office State Capitol, Albany, N. Y.	<u>Proposed Legislation</u> WORK EXPERIENCE

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Introduction to the world of work. Grades
1-6. Occupational exploration. Grades 7-9.

FLORIDA
Dr. Carl W. Proehl
Director, Vocational,
Technical and Adult
Education
Knott Building
State Department

Youth Organization Responsibilities. Since
July 1, 1970 there has been provision in
Delaware Law for vocational youth
organizations to receive limited sponsorship
from the State Treasury. Legislation will be
introduced in January, 1972, to expand the
support of youth organizations to include all
Statewide youth groups organized in the
schools, ranging through the classical subjects,
student government, as well as vocational
education.

DELAWARE
Dr. Howard E. Row
Assistant Superintendent
Auxiliary Services and
Dr. Randall L. Broyles
Assistant Superintendent
Instruction
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
rk. Grades Grades 7-9.	<u>FLORIDA</u> Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	<u>Achievement</u> WORK ORIENTATION
ties. Since provision in with ed sponsorship lation will be expand the to include all ed in the lassical subjects, vocational	<u>DELAWARE</u> Dr. Howard E. Row Assistant Superintendent, Auxiliary Services and Dr. Randall L. Broyles Assistant Superintendent, Instruction State Department	<u>Proposed Legislation</u> YOUTH ORGANIZATIONS

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L. VOCATIONAL EDUCATION
Disadvantaged

STATE
Resource

Public Offender Program. High School.
Federal and State support.

ARIZONA
Mr. Paul Kaster, VR Counselor
Division of Vocational
Rehabilitation
2949 West Osborn Road
Phoenix, Arizona 85017

Arizona State Industrial School. Cochise
Hall Accelerated Protective Services (CHAPS).
Junior High School. State and federal
support.

ARIZONA
Mr. Al Coomer, VR Counselor
Division of Vocational
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606 Central Avenue
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Provides for "live work" for inmate trainees
enrolled in a vocational training program
administered by the State Department of
Education.

GEORGIA
SB 171

	<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
School.	<u>ARIZONA</u> Mr. Paul Kaster, VR Counselor Division of Vocational Rehabilitation 2949 West Osborn Road Phoenix, Arizona 85017	<u>Achievement</u> REHABILITATION public offenders
1. Cochise services (CHAPS). federal	<u>ARIZONA</u> Mr. Al Coomer, VR Counselor Division of Vocational Rehabilitation 606 Central Avenue Safford, Arizona 85546	<u>Achievement</u> REHABILITATION public offenders
inmate trainees ing program rtment of	<u>GEORGIA</u> SB 171	<u>Enacted Legislation</u> REHABILITATION public offenders

L. VOCATIONAL EDUCATION
Finance and Funding

STATE
Resource

Provides funds for state aid to "Career Education" Programs -- requires state board of education to establish standards and qualifications.

ARIZONA
Chapter 184
SB 5

Increase of 31.28% in funds appropriated for 1971-73 over 1969-71 for operation of post-secondary vocational-technical institutes.

MAINE
State Department

Career Education Programs -- Appropriations of \$3 million as first step toward providing each secondary student with employable skills before high school termination.

MICHIGAN
Act No. 134
Public Acts of 19

Appropriations for Vocational Education Programs. A total of \$7,000,000 should be appropriated for implementing and conducting vocational education programs at the local level during the biennium. These funds would be used on a matching basis with federal funds to conduct vocational education programs at secondary schools, post-secondary vocational-technical centers, community colleges and 3 units of the Montana University System. The demand for expanded vocational education programs far exceeds the ability of the state to support such programs at the present level of funding. In addition, \$5,000,000 should be appropriated for the construction of facilities at the 5 state designated post-secondary vocational-technical education centers since all 5 centers have enrollments which far exceed the capacity of the present facilities. Proposed by the State Department.

MONTANA
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics	
aid to "Career Education" ate board of education to qualifications.	<u>ARIZONA</u> Chapter 184 SB 5	<u>Enacted Legislation</u> APPROPRIATIONS
unds appropriated for 1971- ation of post-secondary stitutes.	<u>MAINE</u> State Department	<u>Enacted Legislation</u> APPROPRIATIONS
ns -- Appropriations of o toward providing each employable skills before	<u>MICHIGAN</u> Act No. 134 Public Acts of 1971	<u>Enacted Legislation</u> APPROPRIATIONS secondary school
tional Education Programs. ould be appropriated for ting vocational education evel during the biennium. ed on a matching basis nduct vocational econdary schools, post- chnical centers, units of the Montana demand for expanded ograms far exceeds the support such programs funding. In addition, ropriated for the es at the 5 state y vocational-technical all 5 centers have xceed the capacity es. Proposed by the	<u>MONTANA</u> State Department	<u>Proposed Legislation</u> APPROPRIATIONS expansion

L. VOCATIONAL EDUCATION
Finance and Funding

STATE
Resource

Occupational Education. An overall increase of \$10.6 million in funds for this purpose was nearly \$14 million below the amount requested for maintenance and expansion of occupational education programs. The increase allows for substantial equalization among the local education agencies in the allocation and distribution of resources, but it is inadequate for planned program expansion.

NORTH CAROLINA
State Department

Directing the legislative council's education committee to study financing methods for, and control over, vocational, technical and adult education districts and the composition of district boards and methods of selecting their members. Report to 1973 legislature.

WISCONSIN
AJR 88
Representative Brown
and others

Seeks a grant from the Department of Health, Education and Welfare for the establishment of a six-state mountain-plains educational center at the former Glasgow Air Force Base. Adopted March 18.

MONTANA
EXSR 2

Committee pursuant to S-450 (1969), S-523 (1970), and S-519 (1971), studying financial assistance to vocational education.

SOUTH CAROLINA
Legislature
State House
Columbia, South Carolina
29211

Legislative proposal for funds to operate post-secondary vocational-technical institutes on a year-round basis.

MAINE
Elwood A. Padham
Assistant Commissioner
Division of Vocational
Education
State Department

<u>STATE</u> Resource	<u>Category</u> PRIMARY TOPIC Subtopics
<p>Overall increase for this purpose the amount expansion of s. The increase ation among the e allocation but it is expansion.</p>	<p><u>NORTH CAROLINA</u> State Department</p> <p><u>Enacted Legislation</u> APPROPRIATIONS equalization</p>
<p>Council's education methods for, technical and the composition of selecting legislature.</p>	<p><u>WISCONSIN</u> AJR 88 Representative Brown and others</p> <p><u>Council</u> FINANCE METHODS control board composition study</p>
<p>Department of Health, establishment educational Air Force Base.</p>	<p><u>MONTANA</u> EXSR 2</p> <p><u>Enacted Legislation</u> REGIONAL CENTER</p>
<p>(1969), S-523 laying onal</p>	<p><u>SOUTH CAROLINA</u> Legislature State House Columbia, South Carolina 29211</p> <p><u>Committee</u> STUDY finance</p>
<p>to operate nical is.</p>	<p><u>MAINE</u> Elwood A. Padham Assistant Commissioner Division of Vocational Education State Department</p> <p><u>Proposed Legislation</u> YEAR-ROUND SCHOOLS</p>

L. VOCATIONAL EDUCATION
Evaluation, Information Services

STATE
Resource

Vocational Education Data. All vocational education student and course data have been automated. The Office of the Superintendent of Public Instruction now has fully programmed facts for decision-making and reporting. Since the 2 systems use compatible codes, Data Processing Services will be able to match course offerings with job availability forecasts.

MONTANA
State Department

Evaluation of vocational and occupations education programs.

CONNECTICUT
PA 383

Seven research projects have been approved in vocational education. The largest grant being "An Evaluation System for Vocational Education" designed to evaluate the total vocational activities on a statewide basis.

VIRGINIA
George L. Sandvig,
Division of Vocational
Education
State Department

Directing the legislative council to study the relationship between the programs offered by vocational, technical and adult education schools and other institutions of higher learning. Report to the 1973 legislature.

WISCONSIN
AJR 99
Representatives Fa
and Brown
State Department

<u>on Services</u>	<u>STATE</u> <u>Resource</u>	<u>Category</u> <u>PRIMARY TOPIC</u> <u>Subtopics</u>
All vocational course data have been of the Superintendent has fully decision-making and systems use com- pressing Services course offerings with ts.	<u>MONTANA</u> State Department	<u>Achievement</u> <u>DATA PROCESSING</u>
and occupations	<u>CONNECTICUT</u> PA 383	<u>Enacted Legislation</u> <u>EVALUATION</u>
have been approved The largest grant them for Vocational evaluate the total a statewide basis.	<u>VIRGINIA</u> George L. Sandvig, Director Division of Vocational Education State Department	<u>Achievement</u> <u>EVALUATION</u>
e council to study the programs technical and and other earning. Report	<u>WISCONSIN</u> AJR 99 Representatives Farrell and Brown State Department	<u>Council</u> <u>STUDY</u> relationships

As a part of the Survey of the States, responding State Departments of Education major problems encountered in education during 1971 and further, to list what the problems were. Because of the wide variety of answers, broad categories were used although the danger of losing detail was realized. As might well be expected, finance led all of the categories in terms of the number of times mentioned. Thirty-six states listed finance as a major educational problem in 1971. Finance was followed (in order of frequency of mention) by: education for the handicapped and gifted, planning, racial conflict, compensatory education, teacher preparation and certification, vocational education, restoring public confidence in education, state aid to private education, drug education, collective bargaining, bilingual education, and special curricula problems in various subject matter areas.

Of those states that listed finance as a major educational problem in 1971, only 10% mentioned this problem in terms of the present foundation program with emphasis on increased state aid available for the public schools, either generally or in terms of funding special education or vocational education.

The second most frequently mentioned problem -- that of special education, was education for the handicapped, although three states added to this discussion educational opportunities for gifted children. It is obvious, however, that there is a concern on the part of the states that the needs of their handicapped children are not being met. In states reporting this category as a problem mentioned the fact that less than 50% of special education services were being served within the state. Certainly, the Pennsylvania regarding the provision of services to handicapped children will make it their responsibility in this area.

The high frequency of mention of problems in the areas of planning and accountability that states are becoming more aware of the necessity of long-range planning, the need for educational data, and a method whereby cost effectiveness may be applied to education is apparent that many different approaches are being considered in implementing a system. Basic to most variations, however, is the development of some sort of management measurement of educational output on a statewide basis.

Results indicate that states are becoming more and more aware of the necessity of childhood education programs and, at the opposite end of the spectrum, an increased emphasis on education particularly as it relates to career development. The problems of the future are receiving more attention at the state level and legislation establishing programs are being contemplated. Although only two states mentioned state aid to private education, it is probably safe to assume that this is a special case in the general category of state aid.

Generally, problems of finance and special programs are being attacked through private legislation while special curricular problems are the subject of committee reports, board recommendations, or state department activities.

PROBLEMS IN EDUCATION

ates, responding State Departments of Education were asked to identify education during 1971 and further, to list what the proposed solutions of the wide variety of answers, broad categories of problems were set in detail was realized. As might well be expected, problems of finance were the number of times mentioned. Thirty-six of the 46 responding states mentioned an educational problem in 1971. Finance was followed (in decreasing order) by special education for the handicapped and gifted, planning, accountability, desegregation, compensatory education, teacher preparation and certification, early childhood education, restoring public confidence in education, governance, accreditation, drug education, collective bargaining, bilingual education, and a plethora of various subject matter areas.

Finance as a major educational problem in 1971, only four of them discussed a special foundation program with emphasis on increasing the amount of state funds, either generally or in terms of funding specific programs such as special education.

Special education -- that of special education, was discussed mostly in terms of providing services for handicapped children, although three states added to this discussion the problem of providing services for gifted children. It is obvious, however, that there is a growing awareness that the needs of their handicapped children are not being met. Many of the states mentioned the fact that less than 50% of the children in need are being served within the state. Certainly, the court decision in *Mills v. Board of Education* and the decision of services to handicapped children will make many states aware of this problem.

Problems in the areas of planning and accountability lead to the conclusion that there is a need for long-range planning, the collection of pertinent data, and the application of cost effectiveness to education. It is equally true that various approaches are being considered in implementing a system of accountability. One approach, is the development of some sort of management information system and the implementation of such a system on a statewide basis.

States are becoming more and more aware of the necessity and desirability of early childhood education, at the opposite end of the spectrum, an increased emphasis upon vocational education to career development. The problems of the inner city schools are being discussed at the state level and legislation establishing programs of compensatory education is being considered. In only two states mentioned state aid to private education as a problem, it is clear that this is a special case in the general category of finance.

Special programs are being attacked through the introduction of appropriate curricular programs are the subject of committees, task forces, state department activities.

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WEST VIRGINIA: 40,125,151,223,253
WISCONSIN: 7,8,11,49,98,99,110,128,139,153,162,164,
 189,207,210,268,269
work days, teachers: 215
work experience
 career development: 245
 dropout prevention: 20
 vocational education: 264
work orientation: 265
workshops
 teacher training: 43,200
 career development: 245,247
WYOMING: 93,98,100,110,167,168,189,190,248,260
year-round schools: 118-123,268
youth organizations: 265

SURVEY INSTRUMENT

SEPTEMBER 1971
 EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Educational Achievement Survey

I. Outstanding educational achievements and practices since July 1970 within (state) Please provide the information asked for below. A brief description of outstanding achievements and practices at all levels of education from early childhood through high school is desired. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF OUTSTANDING ACHIEVEMENTS AND/OR PRACTICES IN EDUCATION	EDUCATIONAL LEVEL	SUPPORT (Federal, State, Local, Foundation)	NAME AND ADDRESS OF PERSON TO BE CONTACTED FOR ADDITIONAL INFORMATION
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SEPTEMBER 1971
 EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

II.A. Special legislative project or proposal in (state)
 If you are aware of any special projects or proposals which the education community of your state is now or will be promoting in the state legislature, please provide the information asked below. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF THE PROJECT OR PROPOSAL	BY WHOM IT IS BEING PROPOSED	NAME AND ADDRESS OF PERSON TO BE CONTACTED FOR ADDITIONAL INFORMATION
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SEPTEMBER 1971
 EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

II.B. Significant education legislation passed since July 1970 in (state)
 Please list only those legislative enactments which have had or will have major impact on education in your state, or which are of an innovative nature such as accountability, extended school year, vouchers, etc. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF LEGISLATION	NUMBER OF BILL OR STATUTE CITATION
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SEPTEMBER 1971
 EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

II.C. Special commissions on education established by the legislature or by governor's decree since July 1970 in (state)

Please provide the following information on any special commissions on education established by the legislature or by governor's decree. If the commission's work has been completed and a report submitted, please give the name of the report and how a copy may be obtained.

NAME OF COMMISSION	TOPIC OF STUDY	NAME AND ADDRESS OF DIRECTOR
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SEPTEMBER 1971

EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

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BRIEF DESCRIPTION OF LEGISLATION	NUMBER OF BILL OR STATUTE CITATION
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SEPTEMBER 1971
EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

II.C. Special commissions on education established by the legislature or by governor's decree since July 1970 in (state)
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NAME OF COMMISSION	TOPIC OF STUDY	NAME AND ADDRESS OF DIRECTOR
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SEPTEMBER 1971
EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Educational Problems Survey

III. Major problems in education since July 1970 in (state)
For each major problem facing education in your state, please provide the information asked for below. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF THE PROBLEM	ACTION PROPOSED OR BEING TAKEN TO SOLVE THE PROBLEM AND BY WHOM
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