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AUTHOR Dana, Richard H.  
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ABSTRACT

A model for program evaluation with pertinent data from a variety of methods applied in six settings is described. The settings include two university clinical psychology programs at Alabama and Kansas; the Memphis Internship Consortium; the University of Arkansas Student Development Center component of the Counseling Unit; and two county social service agencies, Benton and Washington counties in Arkansas. The evaluations of the clinical psychology training programs are described in some detail herein to augment (and antedate in methodology) the separate presentations of programs in the other four settings. The model format includes entree to setting, shared planning, participation in data collection by setting personnel, informal oral feedback with all setting participants, formal feedback between researcher and program, and a continuing relationship between researcher and program. The model encourages a continuity of relationship between researcher and program to stimulate shared involvement over time, increasing the likelihood that findings will have an effect upon future program practices. Methods include interviews with participants, group meetings with participants, stream of behavior accounts and occupancy counts of behavior settings, needs assessment data, time logs of activities and concurrent feelings of program participants, and questionnaire data. These methods separate persons and settings so that feedback of findings may be individualized, and personally relevant data as well as program relevant data may be provided to participants.  
 (Author/IS)

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A Model, Methods, Data, and Applications

Richard H. Dana

University of Arkansas

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R. H. Dana  
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

For several years I have been concerned with the description of training and service delivery settings in which human service workers, including clinical psychologists, find themselves. The handout (Table 1) indicates the settings that have been described. I want to briefly mention the three components of this table by way of introduction. First, you will note a progression from academic training settings through clerkship and internship settings and finally to service delivery settings in the community. Second, the research process has been largely shared with students, undergraduates and graduates, as part of formal seminar work, honor's program, and otherwise since I believe that we need to infuse academic knowledge with an awareness of the everyday problems of doing research in training and service delivery settings. Third, the methodology varies with the setting and, in general, the more structured the methods the shorter the time period for the evaluation process. For example, the university programs were looked at in one day while the clerkship, internship and social service agencies used a one week time log as the data base, either alone or with additional interview or paper-and-pencil measures. Finally, where the evaluation process proceeded by interview alone and was consequently subjective, the time period was generally extended.

These studies follow what I would label as an action research model (Lewin, 1946). An outside researcher collaborates with a client system in an interactive cycle of analysis, fact-finding, conceptualization, planning, execution, and evaluation. This model has been labeled more precisely as

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a "contingency design" (Ketterer & Perkins, 1977). The four ingredients of this design are a systems analysis perspective, a theory-generating methodology, collaboration between outside researchers and staff, and specific utilization strategies. The systems analysis perspective provides for relations between persons and the environmental context or setting as the focus for the study.

A theory-generating methodology serves to identify relevant variables, use multiple methods, and makes pertinent group comparisons. Collaboration implies a warp-and-woof of relationship between researchers and agency personnel that begins before the research process and continues long after the research is completed. Utilization strategies include the use of multiple audiences for feedback, needs assessment prior to evaluation, a linkage of research and data via feedback, a timing of research and feedback to (hopefully) ensure utilization of data, and clear, precise, tailored messages from researchers to agency personnel.

Table 2 presents a rough goodness-of-fit between "contingency design" characteristics and the four program evaluation studies herein reported. Since this table is an exercise in after-the-fact dovetailing, I would rather direct your attention to Table 3 which depicts the process of program evaluation in these four settings. This process includes entree to the setting, shared planning, participation by setting persons in data collection, informal oral feedback, formal written feedback, and a continuing relationship with the setting. Explicit in this representation is that there is something of enduring value for the setting that comes directly from the evaluation experience. That "something" may be a set of recommendations that are acted upon by setting administrators, (counseling center), a concern with the research as a continuing monitoring system as well as an

entirely new research process (internship), and descriptive material that can be used in describing the program for potential students (university). The intent of these procedures is to provide some sense among program personnel that they own and can make use of the evaluation experience over a period of time.

With this cursory introduction to the overall research process I would like to describe the evaluations of university programs since these two of the six settings are not dealt with by the other papers. This research odyssey began with an internship site visit to the University of Alabama Medical Center and some brief words with Dr. C. J. Rosecrans regarding the typical one-way communication from academic program to internship. In an effort to provide feedback to university programs, a now controversial survey of internship directors succeeded in identifying programs that provided competent interns. Since programs were ranked it became of interest to specify some of the ingredients of graduate clinical training in specific programs that led to a positive evaluation by internship directors. Accordingly two highly-rated programs, Alabama and Kansas, were selected and contacted for permission to study their program. During the previous year a methodology had been developed and piloted as well as following set of training goals or clinical skill components:

(a) acquisition of clinical skills; (b) communication of clinical skills  
(c) professionalization; (d) autonomy; (e) flexibility; and (f) personal integration. This list of training goals came out of my own experience and represent neither consensus nor empirical origin. It constitutes a framework for the development of a methodology in order to examine program functioning and thus has primarily an heuristic value.

The methodology for university program evaluation was an adaptation of Roger Barker's eco-behavioral approach (Barker, 1968) that was essentially an indexing of program activities to Barker categories and a subsequent clustering of these data into the clinical skill or training goal components. The heart of this indexing occurred in the practicum and case conference settings which were subjected to a stream of behavior analysis that indicated faculty and student input in the form of case presentations, didactic content, questions, comments, disposition statements, evaluation, and affect. These data were obtained in one-minute time samples with substantial scorer reliability. Comparison of structural components across training settings both within and between programs was feasible. Table 4 suggests how this juxtaposition between Barker categories, data categories, and training goals was accomplished. Table 5 looks at the final product in which program components and training goals are directly compared. The data from this entire process together with interview content was then assembled into a description of the program that highlighted the training values (Dana, 1976a; Dana 1976b).

I would suggest that the application of any systematic coding to the behavioral contents of training settings is both novel and necessary. We need to be able to describe training procedures as they articulate with program goals in order to evaluate the quality of clinical training. Moreover, these evaluations could have been accomplished just as readily using program goals germane to each program rather than those previously mentioned. In fact, it might be useful to compare generalized training goals with program-specific training goals as frames-of-reference for organizing program data. For example, the University of Alabama has developed their

own set of training goals which include therapy, assessment, teaching and training, personal development as therapists, personal growth, identification with the profession, and the development of an individual professional identity.

I stress the use of program-specific training goals since it is ultimately necessary for program evaluation to be part-and-parcel of the ongoing accountability process within a setting. These studies were all gratuitous or "imposed" since they did not emerge as the results of program deficits as defined by program administrators in any instance. One of the desired outcomes of all of these studies is to encourage a transition to in-house accountability paradigms. Such accountability is more than sheer documentation of the training or services provided. Routine program evaluation can be the basis for planned and continuous changes in order to meet the demands for novel and altered training and/or services without disruption of the system itself.

## References

- Barker, R. Ecological psychology. Stanford: Stanford University Press, 1968.
- Dana, R. H. High structure and high caring: An emphasis on education. Paper presented to the Dept. of Psychology, University of Alabama, April 7, 1976. a
- Dana, R. H. Evaluation of clinical training programs: A case example providing one recipe for competence. Paper presented to the University of Kansas Clinic Operations Meeting, February 11, 1976. b
- Ketterer, R., & Perkins, D. A design for evaluating consultation and education programs in community mental health centers. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, 1977.
- Lewin, K. Action research and minority problems. Journal of Social Psychology, 1946, 2(4), 36-46.

Table 1

Setting

Method

Outcome

University clinical psychology training programs (Alabama; Kansas)

a. Description of different kinds of current training programs within consistent format

Dana, R. So you want to be a clinical psychologist? Graduate training and informed choice: A student's guide to decision-making. Fayetteville, Univ. of Arkansas Printing Office, 1977.

b. Survey to indicate quality of pre-internship training

Dana, R., Gilliam, M., & Dana, J. Adequacy of academic-clinical preparation for internship. Professional Psychology, 1976, 7, 112-116.

c. Barker-type behavior setting analysis including stream of behavior accounts.

Dana, R., & Turner, L. Clinical psychology training and behavior setting methodology: A pilot study. Unpublished paper, Univ. of Arkansas, 1975.

Dana, R. Comparisons of competence training in two successful clinical training programs. Psychological Reports, 1978, 42, 919-926.

University counseling center (University of Arkansas)

a. One week time log accounts of behavior and concurrent affect for graduate assistants and senior staff

Clinical seminar project, Univ. of Arkansas, Fall 1977 (Steve Amos; Jo Ann Brandt; Pat Davenport; Martha Leatherman; Jim Willcockson; Bruce Wilson) reported in An Evaluation of Counseling Unit In-Service Training Needs, November 1977. Unpublished paper, Univ. of Arkansas, May 1978.

b. Mood Ward Atmosphere Scale (adapted) completed by graduate assistant and senior staff.

Table 1 (Continued)

Setting	Method	Outcome
Psychology Internship (Memphis Psychology Internship Consortium)	<ul style="list-style-type: none"> <li>a. Interviews with staff and interns</li> <li>b. One week time log accounts of behavior and concurrent affect by interns several times yearly (three year period)</li> <li>c. Follow-up survey relating Internship components to professional activities in process (with Ted May)</li> </ul>	<p>Dana, R., &amp; McArthur, M. Program evaluation: An evolving methodology and an internship example. Unpublished paper, 1977.</p> <p>Dana, R. &amp; Amos, D. A comparison of Memphis Psychology Internship Consortium time usage and affect values for interns during two consecutive years; Summary Paper presented at the Univ. of Tennessee Medical Center, Memphis, May 26, 1978.</p>
County Social Service agencies (Benton and Washington Counties, Arkansas)	<ul style="list-style-type: none"> <li>a. Time log for one week by all agency personnel (retrospective account)</li> <li>b. Individual 30' structured interview with all agency personnel following time log completion</li> <li>c. Questionnaire survey using one day sample of agency clients*</li> </ul>	<p>Clinical seminar project, Univ. of Arkansas, Fall 1977 - Site Report: Benton County Human Services Agency. Unpublished paper, Univ. of Arkansas, June 1978. Site Report: Washington County Human Services Agency, Unpublished paper, Univ. of Arkansas, June 1978.</p>
Community mental health center (Rawlins, Wyoming)	<ul style="list-style-type: none"> <li>a. Several visits including interviews with all staff members (May 1976)</li> </ul>	<p>Narrative description of program</p>
Residential treatment center for disturbed children, (Edgefield Lodge, Troutdale, Oregon)	<ul style="list-style-type: none"> <li>a. Three one-week visits (Spring 1976) including interviews with most staff members and consultants)</li> </ul>	<p>Narrative description of program</p>

\* Not reported in this symposium



BASIC EDUCATIONAL RESEARCH AND DEVELOPMENT

Information Contact: Patricia Graham, Director  
National Institute of Education  
1200 - 19th Street, N.W.  
Room 722  
Washington, D.C. 20208  
202/254-5740

Federal Agency: National Institute of Education

Type of Assistance: Project grants and contracts

Purpose: To improve education so that every person is provided an equal opportunity to receive an education of high quality through: helping to solve or to alleviate the problems, and achieve the objectives, of American education; advancing the practice of education as an art, science and profession; strengthening the scientific and technological foundations of education; and building an effective education research and development system

Authorizing Legislation: Part A, Section 405, of the General Education Provisions Act, Title IV, Public Law 90-247, as amended by the Education Amendments of 1972, Public Law 92-318, and the Education Amendments of 1976, Public Law 94-482

Appropriation: FY '78: \$89,600,000

For Whom: General Public

Where to Apply: (see above)

Regulations: Guidelines available as developed for specific RFPs and announcements

Local Contact: N/A

Who May Apply: Public and private, profit and nonprofit organizations, institutions, agencies and individuals including international organizations and agencies

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## Contingency Design Characteristics as Identified in Four Program Evaluation Studies

(University; Counseling Center; Internship; Social Services)

Design Characteristic	Components of Design Characteristic	Representation of Design Characteristic			
		University	Counseling Center	Internship	Social Services
SYSTEM PERSPECTIVE	Process emphasis: person and setting relationship	Transfer of variables from stream of behavior analysis matched with clinical skill components	Atmosphere Scale scores for grad assistants and senior staff	Affect values for interns and settings	Juxtaposition of what services are performed with worker and client satisfaction with services
THEORY-GENERATING METHODOLOGY	Identification of relevant variables	In terms of clinical skill components	Identifies relevant setting characteristics	Locates sources of input on training	Pinpoints sources of concern for staff and clients
	Multiple methods (See Table 1)	Yes	Yes	Yes	Yes
	Comparison of groups	Grad students across training settings	Grad assistants and senior staff	Intern groups over successive years	Administrators, workers, clients
COLLABORATION (See Table 3)		Yes	Yes	Yes	Yes
UTILIZATION STRATEGIES	Multiple audiences for feedback	Yes Students and faculty	Yes Grad assistants, senior staff, administrators	Yes Interns and staff	Yes Workers, administrators (two levels)
	Needs assessment	No	Prior to research (in house)	No	Prior to research (in house)

Table 2 (Continued)

Representation of Design Characteristic

<u>Design Characteristics</u>	<u>Components of Design Characteristic</u>	<u>University</u>	<u>Counseling Center</u>	<u>Internship</u>	<u>Social Services</u>
UTILIZATION STRATEGIES (Cont'd.)	Linkage of research and data via feedback	Yes	Yes	Yes	Yes
	Timing to ensure utilization	Unknown	Yes	Yes	
	Clear, precise tailored messages	Yes	Yes	Yes	Yes

Table 3

Components of Program Evaluation Process as Implemented in Four Settings

Component	University	Internship	Counseling Center	Social Service
ENTREE TO SETTING	by letter	by distussion with director	by memorandum	by group meeting
SHARED PLANNING	Yes	Yes	No	No
PARTICIPATION IN DATA COLLECTION BY SETTING PERSONS	paid graduate student informant re setting occupancy	all interns	all graduate assistants and administrators	all agency personnel
FORMAL ORAL FEEDBACK	to students and faculty	to interns after each data collection period	to administrators	to all personnel
FORMAL WRITTEN FEEDBACK	Yes	Yes (yearly summary)	Yes	Yes
CONTINUING RELATIONSHIP	Informal	Continuation of research process. Initiation of new research process	Continuation of research process	Unknown at present time since formal feedback has just been completed. (July 1978)

Table 4

Transliteration of Training Goals to Barker Categories and Categories Used for Data Collection.

Training Goal	Barker Category	Data Category
<u>Acquisition of clinical skills</u>	Behavior Setting Attributes: Occurrence/duration: Population Supply time Penetration Action Pattern Subscales: Teaching Participation Supply Evaluation	Total N days/hours per semester Total N different persons in this setting Person-hours per semester Maximum involvement and responsibility Case presentation; Questions/Comments Task-relevant time Didactic content Feedback on performance
<u>Acquisition of clinical skills</u>	Behavior Mechanism: Thinking Action Pattern Subscales: Teaching Supply	Disposition (Problem-solving/Decision-making) Case presentation; Questions/Comments Didactic content
<u>Personalization</u>	Action Pattern Subscales: Participation Evaluation Behavior Mechanism: Thinking	Task-relevant time Feedback on performance Disposition (Problem-solving/Decision-making)
	Pressure	Scaled ratings of occupancy requirements

Training Goal

Behavior Category

Data Category

Autonomy

Behavior Setting Attributes

Participation

Time Utilization: staff  
student

Penetration

Maximum involvement and responsibility

Flexibility

N of Behavior Settings

Variety of training experiences

Penetration

Extent of participation

Personal Integration

Welfare

Scaled ratings of concern with students

Behavior Mechanism:

Affective behavior

Frequency count

N of Personal Growth settings

Frequency count: students x settings

Table 9

A Comparison of Training Goals as Related to Behavior Settings and Program Activities: Alabama and Kansas

Acquisition of Clinical Skills		Communication of Clinical Skills		Flexibility	
Alabama	Kansas	Alabama	Kansas	Alabama	Kansas
Assessment (I,II)	Assessment (CI,CII)	Case Conferences	Demonstrations of professional competency (Tasks)	20 Behavior settings	14 Behavior settings
Psychotherapy	Observations (3 per sem)	Practicum			
Behavior Mod	Clinic Intake Team				
Practicum (I,II)	Professional Competency Tasks (1 to.3)		Consultation Services		
Special Training (Several requests per semester)	Practicum (CIII-2; CIV-2)		Practicum		
Program Specialties (minor) (12 hrs)	Juvenile Court/ Head Start				
Corrections/Child/Alcohol	CMHC (3)				
	Cottonwood				
	Ballard Center				
Practicum/Clerkship (Off-campus)	Ks Neu Inst				
Bryce Hospital	IA (3)				
Crisis Center	Advanced Practicum				
Day Care Center					
Mental Health Center					
Rape/Pregnancy/Abortion					
Ridgecrest Children's					
Veterans Admin. Hosp.					
West Ala. Rehab.					

N Training Exper  
Extent Partic.

20  
Low

14  
High

Table 5 (cont.)

Professionalization

Autonomy

Personal Integration

<u>Alabama</u>	<u>Kansas</u>	<u>Alabama</u>	<u>Kansas</u>	<u>Alabama</u>	<u>Kansas</u>
Clinic (interdisciplinary/dividualized training/ stdoc, clinic mgmt, other prof training)	Student involvement in program via 3 vertical meetings: (1) Clinic Admin (2) Operations (3) Clinical Faculty	Voting Rights, on clin faculty Choice re special training, program specialties, and practicum placement	Self-control: choice of core areas, tasks, research skill proficiencies, etc. Decision-making prerogatives: role in meetings, thesis on clinic evaluation, faculty evaluation Practicum supervisors exclusively from clin settings external to program Practicum	Support Minimum (\$2400 per yr) (Range to \$11,000) (Mdn=\$4000) Therapy Available-referral (3-5 per sem) Low stress program	Support Minimum (\$3000 per yr) Therapy opportunities; group (payment by dept of therapist selected by students) 10%-50% in treatment Course in personal growth Evaluation: Endorsement system after two years
Clinic Staff Meeting Clinic Staff Positions Clinic Manual Clinic Luncheons	Clinic Manual Activity Record Evaluation of clinic director Evaluation groups Three clinic evaluation studies Practicum				
Student Assns (ad/Clinical) Assessment (I,II) (Service Function) Peer Consultation with faculty Community Tutorial Normal Technique-oriented Meetings Program Evaluation: Training Objectives Inventory Study of Graduates Research Apprenticeship Practicum					

ADULT EDUCATION

Information Contact: Paul V. Delker, Director  
Division of Adult Education  
Bureau of Occupational and Adult Education  
U.S. Office of Education  
GSA Regional Office Building 3 - Room 5056  
7th & "D" Streets, S.W.  
Washington, D.C. 20202  
202/245-2278

Federal Agency: Office of Education, DHEW

Type of Assistance: Formula Grants

Purpose: To provide adult basic education programs up to  
12th grade competency

Authorizing  
Legislation: Adult Education Act, Title III, Public Law 91-230  
as amended by the Education Amendments of 1974, Public  
Law 93-380 and the Education Amendments of 1976,  
Public Law 94-482

Appropriation: \$90,750,000 (For FY '79)

For Whom: Adults 16 years of age or older with less than a 12th  
grade level of competence, or who do not hold a  
secondary school certificate

Where to Apply: (see above)

Regulations: 45 CFR 166, current regulations in Federal Register,  
Vol. 40, No. 79 on April 23, 1975

Local Contact: N/A

Who May Apply: SEAs

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING

Information Contact: Howard Hjelm, Director  
Research and Demonstration Division  
Bureau of Occupational and Adult Education  
U.S. Office of Education  
GSA Regional Office Building - Room 5042  
7th & "D" Streets, S.W.  
Washington, D.C. 20202  
202/245-9634

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide training for instructors of bilingual vocational training programs

Authorizing Legislation: Vocational Education Act of 1963, Title I, Part B, Subpart 3, Section 186, as amended by the Education Amendment of 1976, Stat. 2207

Appropriation: \$700,000

For Whom: Persons qualifying for training as bilingual vocational instructors

Where to Apply: (see above)

Regulations: Title 45 CFR Part 105, published in Federal Register, Vol. 42, No. 191, on October 3, 1977

Local Contact: N/A

Who May Apply: SEAs, public and private non-profit educational institutions and private for-profit educational institutions.

BILINGUAL VOCATIONAL MATERIALS, METHODS, AND TECHNIQUES

Information contact: Howard Hjelm, Director  
Research and Demonstration Division  
Bureau of Occupational and Adult Education  
U.S. Office of Education  
GSA Regional Office Building 3 - Room 5042  
7th and "D" Streets, S.W.  
Washington, D.C. 20202  
(202) 245-9634

Federal Agency: Office of Education, DHEW

Type of Assistance: Contracts

Purpose: To develop instructional materials and encourage research programs and demonstration projects to meet the shortage of such instructional materials available for bilingual vocational programs

Authorizing Legislation: Vocational Education Act of 1963, Title I, Part B, Subpart 3, Section 188, as amended by the Education Amendments of 1976, Public Law 94-482, Title II; U.S.C. 2418; 90 Stat. 2207

Appropriation: \$280,000

For Whom: Broad field of bilingual vocational training

Where to Apply: (see above)

Regulations: Proposed Rules, Title 45 CFR, Part 105. RFPs are published in the Commerce Business Daily.

Local Contact: N/A

Who May Apply: SEAs, public and private educational institutions, non-profit organizations, private for-profit organizations and individuals.

BILINGUAL VOCATIONAL TRAINING

Information Contact: Howard Hjelm, Director  
Research and Demonstration Division  
Bureau of Occupational and Adult Education  
U.S. Office of Education  
GSA Regional Office Building 3 - Room 5042  
7th and "D" Streets, S.W.  
Washington, D.C. 20202  
(202) 245-9634

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To assist in conducting bilingual vocational training programs so that vocational training programs are available to persons of limited English-speaking ability

Authorizing Legislation: Vocational Education Act of 1963, Title I, Part B, Subpart 3, Section 184, as amended by the Education Amendments of 1976, Public Law 84-482, Title II; 20 U.S.C. 2414; 90 Stat. 2206

Appropriation: Estimated \$1,820,000

For Whom: Persons of limited English-speaking ability

Where to Apply: (see above)

Regulations: Rules, Title 45 CFR, Part 105, published in Federal Register, Vol. 42, No. 191, on October 3, 1977

Local Contact: N/A

Who May Apply: LEAs, appropriate SEAs, IHEs, private nonprofit vocational training institutions, nonprofit organizations, and private non-profit agencies especially created to serve a group whose language as normally used is other than English

VOCATIONAL EDUCATION, SPECIAL PROGRAMS FOR THE DISADVANTAGED

Information Contact: Thaine McCormick, Chief  
State Programs and Services  
Bureau of Occupational and Adult Education  
U.S. Office of Education  
Regional Office Building 3 - Room 5112  
7th & "D" Streets, S.W.  
Washington, D.C. 20202  
202/245-3478

Federal Agency: Office of Education, DHEW

Type of Assistance: Formula Grants

Purpose: To provide vocational education programs for dis-  
advantaged persons who have not succeeded in regular  
programs

Authorizing  
Legislation: The Vocational Education Act of 1963, as amended by  
Title II of the Education Amendments of 1976, Public  
Law 94-482

Appropriation: FY '78: \$20,000,000

For Whom: Disadvantaged persons: those who have economic or  
academic disadvantages or who require special services

Where to Apply: (see above)

Regulations: 45 CFR Part 104, published in Federal Register, Vol. 24,  
No. 191, on October 3, 1977

Local Contact: N/A

Who May Apply: SEAs

U.S. OFFICE OF EDUCATION  
OFFICE OF BILINGUAL EDUCATION

BILINGUAL EDUCATION - BASIC PROGRAMS

Information Contact: Dr. Rudy Muñis  
Division of Elementary and Secondary Programs  
Office of Bilingual Education  
U.S. Office of Education  
Reporters Building - Room 421  
300 - 7th Street, S.W.  
Washington, D.C. 20202  
202/245-2609

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To develop and operate programs to meet the special needs of children of limited English-speaking ability

Authorizing Legislation: Bilingual Education Act, Public Law 90-247 as amended by Public Laws 91-230 and 93-380, the Education Amendments of 1974

Appropriation: FY '78: \$81,000,000

For Whom: Children, and in some cases, adults of limited English-speaking ability

Where to Apply: (see above)

Regulations: 45 CFR 123, published in Federal Register, Vol. 41, No. 114, on June 11, 1976

Local Contact: N/A

Who May Apply: One or more LEAs, or an IHE applying jointly with one or more LEAs (within a single application with a single budget and having a single LEA as the fiscal agent)

## BILINGUAL EDUCATION - SUPPORT SERVICES

Information Contact: Dr. R. Rudy Cordova  
Division of Program Development  
Office of Bilingual Education  
U.S. Office of Education  
Reporters Building - Room 421  
300 - 7th Street, S. W.  
Washington, D.C. 20202  
202/447-9227

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To operate three types of regional centers providing assistance to bilingual education projects: training resources, materials development, and assessment dissemination centers

Authorizing Legislation: Bilingual Education Act, Public Law 90-247 as amended by Public Laws 91-230 and 93-380, the Education Amendments of 1974

Appropriation: FY '78: \$8,000,000 for Training Resource Centers; \$10,000,000 for Materials Development and Dissemination Assessment Centers

For Whom: Children with LESA, parents of these children and educational personnel involved in or preparing for vocations in the field of bilingual education

Where to Apply: (see above)

Regulations: 45 CFR 123, published in Federal Register, Vol. 41, No. 114 on June 11, 1976

Local Contact: N/A

Who May Apply: IHEs, LEAs, IHE or LEA Consortium

## BILINGUAL EDUCATION - TRAINING PROGRAMS

Information Contact: Dr. Robert Acosta, Director  
Division of Post Secondary Education  
Office of Bilingual Education  
U.S. Office of Education  
Reporters Building  
300 - 7th Street, N.W.  
Washington, D. C. 20202  
202/245-7120

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide financial support to:  
  
training programs for interns preparing for and personnel associated with bilingual education programs, including short term institutes for said personnel;  
  
traineeships to persons accepted by the funded institution to pursue degree programs in bilingual education;  
  
training programs designed to improve existing bilingual education programs, including curricula in graduate education and strategies to recruit and retain higher education and graduate school faculties.

Authorizing Legislation: Bilingual Education Act, Public Law 90-247 as amended by Public Laws 91-230 and 93-380, the Education Amendments of 1974

Appropriation: FY 78: \$36,975,000

For Whom: Persons involved in preparing for participation in bilingual education programs

Where to Apply: LEAs, SEAs and IHEs apply to above address. Traineeship candidates and others apply through sponsoring institution.

Regulations: 45 CFR 123, published in Federal Register, Vol. 41, No. 114, on June 11, 1976

Local Contact: N/A

Who May Apply: 1) One or more IHEs applying after consultation or jointly with one or more LEAs; 2) one or more SEAs; or 3) one or more LEAs. In joint applications involving an IHE, a single application with a single budget must be submitted with a single IHE to serve as the fiscal agent.

U. S. OFFICE OF EDUCATION  
OFFICE OF INDIAN EDUCATION

INDIAN EDUCATION - GRANTS TO LEAs AND NON-LEAs (PART A)

Information Contact: Hakim Khan, Director  
Division of Local Education Agency Assistance  
Office of Indian Education  
U.S. Office of Education  
400 Maryland Avenue, S.W. - Room 2167  
Washington, D.C. 20202  
202/245-2683

Federal Agency: Office of Education, DHEW

Type of Assistance: Formula Grants (LEAs); Project Grants (non-LEAs)

Purpose: To provide supplemental programs meeting special educational needs of Indian children enrolled in public schools, grades K-12

Authorizing Legislation: Indian Elementary and Secondary School Assistance Act; Title III of Public Law 81-874, as amended by Part A of Title IV of Public Law 92-318, Education Amendments of 1972

Appropriation: FY '78: \$38,850,000

For Whom: Indian Preschool, elementary and secondary students

Where to Apply: (see above)

Regulations: Title 45 CFR Part 186; current regulations published in Federal Register, Vol. 38, No. 129, on July 6, 1973

Local Contact: N/A

Who May Apply: LEA - LEA enrolling at least 10 Indian children or in which Indian children account for at least 50 percent of the enrollment; LEAs serving Indian children in Alaska, California, and Oklahoma or those LEAs located on or in proximity to an Indian reservation are exempt from this Indian student minimum enrollment requirement

Non-LEA - Schools on or near reservations which either are not LEAs or have been LEAs for less than three years, and which enroll a substantial proportion of Indian children

INDIAN EDUCATION - SPECIAL PROGRAMS AND PROJECTS (PART B)

Information Contact: Lawrence LaMoure, Director  
Division of Special Projects and Programs  
Office of Indian Education  
U.S. Office of Education  
400 Maryland Avenue, S.W.  
Room 2161  
Washington, D.C. 20202  
202/245-7525

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide exemplary and demonstration programs for improving educational opportunities for Indian children

Authorizing Legislation: Indian Education Act, Title IV, Part B of Public Law 92-318 amending Section 810, Title VIII of the Elementary and Secondary Education Act of 1965, Public Law 89-10, and as amended by the Education Amendments of 1974, Public Law 93-380

Appropriation: FY '78: \$14,400,000

For Whom: Indian preschool, elementary and secondary school children and teachers, and Indian higher education students

Where to Apply: (see above)

Regulations: Title 45 CFR Part 187; regulations published in Federal Register, Vol. 42, No. 124, on June 28, 1977

Local Contact: N/A

Who May Apply: Indian tribes, organizations and institutions; SEAs and LEAs; federally supported elementary and secondary schools for Indians, and IHES

INDIAN EDUCATION - IMPROVING EDUCATIONAL OPPORTUNITIES  
FOR ADULT INDIANS (PART C)

2

Information Contact: Lawrence LaMoure, Director  
Division of Special Projects and Programs  
Office of Indian Education  
U.S. Office of Education  
400 Maryland Avenue, S.W.  
Room 2161  
Washington, D.C. 20202  
202/245-7525

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide adult basic education and GED programs for  
Indian adults

Authorizing  
Legislation: Indian Education Act, Title IV, Part C, Public Law  
92-318, amending Section 314 of the Adult Education  
Act, Public Law 91-230

Appropriation: FY 78: \$4,400,000

For Whom: Indian adults

Where to Apply: (see above)

Regulations: Title 45 CFR Part 188; current regulations published  
in Federal Register, Vol. 42, No. 124, on June 28, 1977

Local Contact: N/A

Who May Apply: SEAs and LEAs, Indian tribes, organizations and  
institutions

U. S. OFFICE OF EDUCATION  
OFFICE OF RESEARCH AND PLANNING

VOCATIONAL EDUCATION  
CONTRACT PROGRAM FOR INDIAN TRIBES AND INDIAN ORGANIZATIONS

Information Contact: Howard Hjelm, Director  
Office of Research and Planning  
U.S. Office of Education  
Regional Office Building 3  
Room 5042  
7th & "D" Streets, S.W.  
Washington, D.C. 20202  
202/245-9634

Federal Agency: Office of Education, DHEW

Type of Assistance: Assistance Contracts

Purpose: To make contracts with Indian tribal organizations to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Vocational Education Act

Authorizing Legislation: The Vocational Education Act of 1963, as amended by The Education Amendments of 1976, Public Law 94-482, and Public Law 95-40

Appropriation: FY '78: \$5,218,476

For Whom: Indian youth and adults

Where to Apply: (see above)

Regulations: 45 CFR Part 105, published in Federal Register, Vol. 42, No. 191, on October 3, 1977

Local Contact: N/A

Who May Apply: Indian tribal organizations eligible to contract with the Secretary of the Interior under the Indian Self-Determination Act

OTHER U. S. OFFICE OF EDUCATION PROJECTS

**ETHNIC HERITAGE STUDIES PROGRAM**

ETHNIC HERITAGE STUDIES PROGRAM

Information Contact: Dr. Stanley Wilcox, Acting Chief  
Ethnic Heritage Studies Branch  
Division of International Education  
U.S. Office of Education  
GSA Regional Office Building 3  
Room 3919  
7th & "D" Streets, S.W.  
Washington, D.C. 20202  
202/245-2293

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To develop intercultural understanding among people  
living in a pluralistic society; to promote mutual  
understanding among various U.S. ethnic groups

Authorizing  
Legislation: ESEA of 1965, as amended, Title IX

Appropriation: \$2,300,000

For Whom: (see "Who May Apply")

Where to Apply: (see above)

Regulations: 45 CFR 184 regulations published in Federal Register,  
Vol. 40, No. 98, on May 20, 1975

Local Contact: N/A

Who May Apply: Public or nonprofit private educational agencies,  
institutions or organizations

NATIONAL DIFFUSION NETWORK

NATIONAL DIFFUSION NETWORK

Information Contact: Lee Wickline, Director  
Division of Education Replication  
U.S. Office of Education  
400 Maryland Avenue, S.W.  
Room 3616  
Washington, D.C. 20202  
202/245-2257

Federal Agency: Office of Education, DHEW

Type of Assistance: Contracts

Purpose: To promote the widespread installation of exemplary educational programs, practices or products already developed with federal support

Authorizing Legislation: General Education Provisions Act, Section 422(a),  
Public Law 94-439

Appropriation: FY '78: \$7,000,000

For Whom: Students and instructional staff

Where to Apply: (see above)

Regulations: 45 CFR Part 193, published in Federal Register,  
Vol. 42, No. 3, on January 5, 1977

Local Contact: N/A

Who May Apply: Public or private agencies, groups or individuals who  
have developed a federally validated project

RIGHT TO READ

RIGHT TO READ - READING ACADEMIES PROGRAM

Information Contact: Thomas Hill, Branch Chief  
Reading Academies Program  
Right to Read  
U.S. Office of Education  
400 Maryland Avenue, S.W.  
Room 1154, Donohoe Building  
Washington, D.C. 20202  
202/245-8213

Federal Agency: Office of Education, Department of Health, Education  
and Welfare

Type of Assistance: Project grants or contracts

Purpose: To provide reading assistance and instruction to in-  
school as well as out-of-school youths and adults who  
otherwise would not receive such assistance and instruction

Authorizing  
Legislation: The Education Amendments of 1974, Title VII, Section 723,  
Public Law 93-380, as amended by Public Law 94-194

Appropriation: FY '78: \$4,800,000

For Whom: In-school and out-of-school youths and adults not  
otherwise receiving such reading assistance

Where to Apply: (see above)

Regulations: 45 CFR, Part 162, published in Federal Register,  
Vol. 41, No. 103, on May 26, 1976.

Local Contact: N/A

Who May Apply: SEAs and LEAs, IHEs and community and other nonprofit  
organizations.

TEACHER CENTERS

TEACHER CENTERS

Information Contact: Allen Schmieder, Director  
Teacher Centers Program  
U.S. Office of Education  
400 Maryland Ave.  
Washington, D.C. 20202  
202/653-5843

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide federal assistance for planning and operating teacher centers -- primarily directed at getting teachers more involved in their own professional development.

Authorizing Legislation: Education Amendments of 1976, Public Law 94-482, amending Title V of the Higher Education Act, Section 532

Appropriation: FY '78: \$8,250,000

For Whom: Teachers

Where to Apply: (see above)

Regulations: 45 CFR Part 197, published in proposed form in Federal Register, Vol. 42, No. 113, on June 13, 1977

Local Contact: N/A

Who May Apply: LEAs and IHEs or combinations of such agencies and institutions

TEACHER CORPS

TEACHER CORPS

Information Contact: William L. Smith, Director  
Teacher Corps  
U.S. Office of Education  
Donohoe Building  
Room 1700  
400 - 6th Street, S.W.  
Washington, D.C. 20202  
202/245-0355

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To improve the quality of instruction available to disadvantaged children, to encourage colleges and universities to broaden their programs of teacher preparation and to improve the training and retraining of educational personnel

Authorizing Legislation: Education Amendments of 1976, Public Law 94-482; Title V of the Higher Education Act, Part B-1 as amended by Public Law 90-35, P.L. 90-575, P.L. 91-230, P.L. 92-318, P.L. 93-380 and P.L. 94-482

Appropriation: FY '78: \$37,500,000

For Whom: College graduates or those with at least two years of college, as well as experienced educational personnel serving in LEAs

Where to Apply: (see above)

Regulations: Published in Federal Register, Vol. 43, No. 37, on February 23, 1978

Local Contact: N/A

Who May Apply: Accredited IHEs with a state-approved degree program, LEAs and, under special arrangements, correctional institutions

WOMEN'S EDUCATIONAL EQUITY

WOMEN'S EDUCATIONAL EQUITY PROGRAM

Information Contact: Joan E. Duval, Director  
Women's Equity Program  
U.S. Office of Education  
400 Maryland Avenue, S.W.  
Room 3121  
Washington, D.C. 20202  
202/245-2181

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants and Contracts

Purpose: To support development and implementation of capacity-  
building programs contributing to women's educational  
equity and having a possible national impact

Authorizing  
Legislation: Special Projects Act, the Education Amendments of  
1974, Public Law 93-380

Appropriation: FY '78: \$8,085,000

For Whom: Preschool, elementary and secondary education, IHE,  
and adult education programs

Where to Apply: (see above)

Regulations: 45 CFR 160f, published in Federal Register, Vol. 42,  
No. 124, on June 28, 1977

Local Contact: N/A

Who May Apply: Public and private nonprofit agencies and organizations

IV. U.S. DEPARTMENT OF THE INTERIOR

U.S. DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN AFFAIRS

INDIAN EDUCATION - ASSISTANCE TO SCHOOLS

Information Contact: Donald J. Fosdick, Acting Director  
Office of Indian Education Programs  
Bureau of Indian Affairs  
U.S. Department of the Interior  
1951 Constitution Avenue, N.W.  
Room 3510  
Washington, D.C. 20245  
202/343-2123

Federal Agency: Bureau of Indian Affairs, DOI

Type of Assistance: Direct payment through contracts

Purpose: To provide for special educational needs of Indian children attending public and previously private tribal operated schools.

Authorizing Legislation: Johnson-O'Malley Act of 1934 (48 STAT 596), Public Law 73-167, as amended by the Indian Self-Determination and Education Assistance Act, Public Law 93-638

Appropriation: FY '78: \$34.65 million

For Whom: Indian children of one-fourth or more degree Indian blood whose parents reside on or near Indian reservations under the jurisdiction of the Bureau of Indian Affairs (BIA)

Where to Apply: BIA Area Offices or above address

Regulations: 25 CFR Part 273

Local Contact: BIA Area & Agency Offices

Who May Apply: States, public school districts, and tribal contractors providing educational services to Indian children

INDIAN EDUCATION - CONTRACTS WITH INDIAN ORGANIZATIONS

Information Contact: Donald J. Fosdick, Acting Director  
Office of Indian Education Programs  
Bureau of Indian Affairs  
U.S. Department of the Interior  
1951 Constitution Avenue, N.W.  
Room 3510  
Washington, D.C. 20245  
202/343-2123

Federal Agency: Bureau of Indian Affairs, DOI

Type of Assistance: Direct payment for school operations and facilities management

Purpose: To encourage Indian participation in local school affairs and provide for the operation of schools by local Indian people

Authorizing Legislation: Indian Self-Determination and Education Assistance Act, Public Law 93-638

Appropriation: Within BIA budget

For Whom: Indian children of one-fourth or more degree Indian blood who reside on or near reservation areas under the jurisdiction of BIA

Where to Apply: BIA Area Offices

Regulations: 25 CFR Part 271

Local Contact: BIA Agency or Area Offices

Who May Apply: Tribes or tribal organizations which have been formally established within a legal framework of a recognized tribe, band, pueblo or other group

INDIAN EDUCATION.- VOCATIONAL TRAINING AND EMPLOYMENT ASSISTANCE

Information Contact: John Jollies, Chief  
Division of Job Placement and Development  
Bureau of Indian Affairs  
U.S. Department of the Interior  
1951 Constitution Avenue, N.W.  
Room 4555  
Washington, D.C. 20245  
202/343-7408

Federal Agency: Bureau of Indian Affairs, DOI

Type of Assistance: Project grants, advisory services and counseling

Purpose: To provide vocational training and employment opportunities for Indians

Authorizing Legislation: The Snyder Act of November 2, 1921, Public Law 67-85; Indian Adult Vocational Training Act of August 3, 1966, Public Law 84-959, as amended by the Indian Self-Determination and Education Assistance Act, Public Law 93-638

Appropriation: FY 78: \$15,800,000

For Whom: Same as applicant

Where to Apply: (see above)

Regulations: 25 CFR Part 34; published in Federal Register, Vol. 42, No. 199, on October 14, 1977

Local Contact: N/A

Who May Apply: Applicant must be a member of a recognized tribe, band or group of Indians, whose residence is on or near an Indian reservation under the jurisdiction of BIA

V. U.S. DEPARTMENT OF LABOR

U.S. DEPARTMENT OF LABOR  
EMPLOYMENT AND TRAINING ADMINISTRATION

MANPOWER BLOCK GRANTS (CETA, TITLE I)

Information Contact: Robert Anderson, Director  
Comprehensive Training and Employment Program  
Employment and Training Administration  
U.S. Department of Labor  
Patrick Henry Building  
601 "D" Street, N.W.  
Room 6000  
Washington, D.C. 20213  
202/376-6254

Federal Agency: Employment and Training Administration, DOL

Type of Assistance: Formula Grants

Purpose: To provide job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons by the establishment of a flexible decentralized system of federal, state and local programs

Authorizing Legislation: Comprehensive Employment and Training Act of 1973, Title I, Public Law 93-203

Appropriation: FY '78: \$1,880,000

For Whom: Persons in need of manpower services within sponsor's service area

Where to Apply: (see above)

Regulations: 29 CFR Part 95; current regulations published in Federal Register, Vol. 42, No. 201, October 16, 1977

Local Contact: N/A

Who May Apply: State and local governments, or consortia of local units

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Information Contact: Robert Taggart, Administrator  
Office of Youth Programs  
Employment and Training Administration  
U.S. Department of Labor  
Patrick Henry Building  
601 "D" Street, N.W.  
Room 3402  
Washington, D.C. 20213  
202/376-7449

Federal Agency: Employment and Training Administration, DOL

Type of Assistance: Formula Grants and Discretionary Grants

Purpose: To establish programs which may have a significant long-term impact on youth employment and enhance career opportunities for youth

Authorizing Legislation: Youth Employment and Demonstration Projects Act of 1977, Public Law 95-93, amending the Comprehensive Employment and Training Act of 1973, Title III, Part C, Public Law 93-203

Appropriation: FY '78: \$546,000,000

From Whom: Youth

Where to Apply (see above)

Regulations: 29 CFR Part 97, published in the Federal Register, Vol. 42, No. 180, on September 16, 1977

Local Contact: N/A

Who May Apply: Prime Sponsors of CETA programs

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VI. FEDERAL GOVERNMENT PUBLICATIONS

AND

OTHER PUBLICATIONS

FEDERAL GOVERNMENT PUBLICATIONS

American Education

**Content:** Preschool to adult education, demonstration projects, new research, major education legislation, grants, loans, contacts, fellowships, school and college bond data

**Frequency:** Monthly except August-September and January-February which are combined issues

**Price:** \$13.50 a year; \$1.40 single copy

**Catalog No:** HE 19.15

Congressional Record

**Content:** Verbatim official reports of debates and proceedings of the open sessions of Congress

**Frequency:** Daily (when Congress is in session)

**Price:** \$45.00

**Catalog No:** X/a: (Cong)

Commerce Business Daily

**Content:** U.S. Government Proposed Procurement, Sales, and Contract Awards. Lists "requests for proposals" (RFPs) and contract awards for all government agencies

**Frequency:** Daily, Monday-Friday

**Price:** \$105 a year; \$80 for third class mailing; no single copies sold

**Catalog No:** C57.20

Federal Register

**Content:** All regulations, guidelines, and proposed rule changes issued by all agencies of the government

**Frequency:** Daily, Monday-Friday

**Price:** \$50.00 a year

**Catalog No:** GS 4.108

### Congressional Directory

**Content:** Data on members of Senate and House listed by state and district, committee membership, terms of service, administrative assistant and/or secretary, room, telephone; officials of courts, military establishments, other federal departments, D.C. government, governors of states and territories, foreign diplomats

**Frequency:** Biannual

**Price:** Clothbound edition, thumb indexed, \$12.95  
Clothbound edition, plain \$ 8.50  
Paperback edition \$ 6.50

### Resources in Education

**Content:** Abstract information on education research which is sponsored by the Office of Education and the National Institute of Education; includes latest research findings for teachers, administrators, researchers, and the general educational community

**Frequency:** Monthly

**Price:** \$42.70 a year

**Catalog No:** 19.210

### Catalog of Federal Domestic Assistance

**Content:** Types of federal domestic assistance available, describes eligibility requirements for the type of assistance sought, and provides guidance on how to apply for specific types of assistance

**Frequency:** Annual

**Price:** \$18 (without binder)

**Catalog No:** COFA

Federal government publications may be ordered by writing to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

Payment must accompany each order; check or money order should be made payable to the Superintendent of Documents

OTHER PUBLICATIONS

Washington Information Directory

**Content:** Sources of information divided into agencies of the executive branch, congress, and private or "non-governmental" organizations; includes name of organization, address, telephone number, name and title of director and a description of the work performed by the agency, committee or organization

**Frequency:** Annual

**Price:** \$19.50

**Order from:** Congressional Quarterly, Inc.  
1414 22nd St., N. W.  
Washington, D.C. 20037

1978 Federal Funding Guide for Elementary and Secondary Education

**Content:** Description of various programs administered by the Office of Education and other federal agencies; provides narrative for each type of program, financial information, contracts, regulations, action abstracts, and other pertinent data

**Frequency:** Annual

**Price:** \$19.50

**Order from:** Education Funding Research Council  
752 National Press Building, N. W.  
Washington, D.C. 20045

VII. GOVERNMENT RELATED ABBREVIATIONS AND ACRONYMS

GOVERNMENT RELATED ABBREVIATIONS AND ACRONYMS

AEA	- Adult Education Act
ACYF	- Administration for Children, Youth, and Families
AFDC	- Aid to Families with Dependent Children
BEH	- Bureau of Education for the Handicapped
BIA	- Bureau of Indian Affairs
BOAE	- Bureau of Occupational and Adult Education
CAL	- Center for Applied Linguistics
CBO	- Congressional Budget Office
CETA	- Comprehensive Employment and Training Act
CFDA	- Catalog of Federal Domestic Assistance
CFR	- Code of Federal Regulations
CRA	- Cooperative Research Act
CSA	- Community Services Administration
DHEW/HEW	- U.S. Department of Health, Education and Welfare
DOI	- U.S. Department of the Interior
DOL	- U.S. Department of Labor
EBCE	- Experience-Based Career Education
EEOC	- Equal Employment Opportunity Commission
EHA	- Education of the Handicapped
EOA	- Economic Opportunity Act
EPA	- Environmental Protection Agency
EPDA	- Education Professions Development Act
ESAA	- Emergency School Aid Act
ESEA	- Elementary and Secondary Education Act
ETA	- Employment and Training Administration
FNS	- Food and Nutrition Service
FOB 6	- Office of Education location at 400 Maryland Ave., S.W. Washington, D.C., called Federal Office Building #6
FR	- <u>Federal Register</u>
FY	- Fiscal Year
GAO	- General Accounting Office
GPO	- Government Printing Office
GSA	- General Services Administration
HEA	- Higher Education Act
HEW/DHEW	- U.S. Department of Health, Education and Welfare
H.R.	- House of Representatives Bill
HUD	- U.S. Department of Housing and Urban Development
THE	- Institution of Higher Education
LEA	- Local Educational Agency
LESA	- Limited English Speaking Ability

NCES - National Center for Educational Statistics  
 NDEA - National Defense Education Act  
 NEA - National Endowment for the Arts  
 NEH - National Endowment for the Humanities  
 NIE - National Institute of Education  
 NSF - National Science Foundation  
 NSVP - National Student Volunteer Program  
  
 OBE - Office of Bilingual Education  
 OCD - Office of Child Development  
 OCR - Office for Civil Rights  
 OE or USOE - U.S. Office of Education  
 OHD - Office of Human Development  
 OMB - Office of Management and Budget  
 OPBE - Office of Planning, Budgeting, and Evaluation  
  
 PIP - Program Information Package  
 P.L. - Public Law  
  
 R & D - Research and Development  
 RCU - Research Coordination Unit  
 RFP - Request for Proposal  
 RFQ - Request for Qualifications  
 RIF - Reading is Fundamental  
 ROB 3 - U.S. Office of Education location at 7th & "D" Streets,  
 S.W., Washington, D.C., called Regional Office  
 Building Three  
  
 S. - Senate Bill  
 SEA - State Educational Agency  
  
 U.S.C. - United States Code  
 USOE or OE - U.S. Office of Education  
  
 VEA - Vocational Education Act  
 VRA - Vocational Rehabilitation Act

VII. CONGRESSIONAL COMMITTEES AND SUBCOMMITTEES

CONGRESSIONAL COMMITTEES AND SUBCOMMITTEES

SENATE

APPROPRIATIONS

1235 DSQB

224-3471

John C. Stennis, MS  
Robert C. Byrd, WV  
William Proxmire, WI  
Daniel K. Inouye, HI  
Ernest F. Hollings, SC  
Birch Bayh, IN  
Thomas F. Eagleton, MO  
Lowell P. Weicker, Jr., CT  
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J. Bennett Johnston, LA  
Walter D. Huddleston, KY  
Quentin N. Burdick, ND

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James R. Sasser, TN  
Dennis DeConcini, AZ  
Dale Bumpers, OK  
Milton R. Young, ND, Ranking  
Clifford P. Case, NJ  
Edward W. Brooke, MA  
Mark O. Hatfield, OR  
Ted Stevens, AK  
Charles McC. Mathias, Jr., MD  
Richard S. Schweiker, PA  
Henry Bellmon, OK

Subcommittee on Labor, Health, Education and Welfare

1108 DSOB

224-7283

Warren G. Magnuson, WA, Chairman  
Robert C. Byrd, WV  
William Proxmire, WI  
Ernest F. Hollings, SC  
Thomas F. Eagleton, MO  
Birch Bayh, IN

Lawton Chiles, FL  
Quentin N. Burdick, ND  
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Clifford P. Case, NJ  
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BUDGET

208 Capitol Hill Annex

224-0642

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James A. McClure, ID  
S. I. Hayakawa, CA  
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The Senate Budget Committee has no subcommittees.

HUMAN RESOURCES

4230 DSOB

224-5375

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Robert T. Stafford, VT

Orrin G. Hatch, VT

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Subcommittee on Education, the Arts and Humanities

4228 DSOB

224-7666

Claiborne Pell, RI, Chairman

Jennings Randolph, WV

Edward M. Kennedy, MA

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Subcommittee on Child and Human Development

A-424, 426 Annex III

224-9181

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APPROPRIATIONS

H-218 (Capitol)

225-2771

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Gunn McKay, UT  
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Bill Alexander, AR  
Yvonne Brathwaite Burke, CA  
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Silvio O. Conte, MA  
Joseph M. McDade, PA  
Mark Andrews, ND  
Jack Edwards, AL  
Robert C. McEwen, NY  
John T. Myers, IN  
J. Kenneth Robinson, VA  
Clarence E. Miller, OH  
Lawrence Coughlin, PA  
C. W. Bill Young, FL  
Jack F. Kemp, NY  
William L. Armstrong, CO  
Ralph S. Regula, OH  
Clair W. Burgener, CA  
George M. O'Brien, IL  
Virginia Smith, ME

Subcommittee on Labor-Health, Education and Welfare

2358 RHOB

225-3508

Daniel J. Flood, Chairman  
William H. Natcher  
Neal Smith  
Edward J. Patten  
David R. Obey

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Joseph D. Early  
Robert H. Michel  
Silvio O. Conte  
George M. O'Brien

BUDGET

214 HOB Annex

225-7200

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Otis Pike, NY  
Donald Fraser, MN  
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John J. Duncan, TN  
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The House Budget Committee has no subcommittees.

EDUCATION AND LABOR

2181 RHOB

225-4527

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Frank Thompson, Jr., NY  
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William D. Ford, MI  
Phillip Burton, CA  
Joseph M. Gaydos, PA  
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