

Annual Report of the Commissioner of Education Fiscal Year 1976

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Annual Report of the Commissioner of Education

Fiscal Year 1976

and
TRANSITION QUARTER
July 1 - September 30, 1976

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Joseph A. Califano, Jr., *Secretary*

Mary F. Berry, *Assistant Secretary for Education*

Office of Education

Ernest L. Boyer, *Commissioner*

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FOREWORD

This Annual Report of the Commissioner of Education for Fiscal Year 1976 has been prepared in accordance with Section 422(a) of the General Education Provisions Act (GEPA), Public Law 91-230. Chapter I is the Commissioner's assessment of the condition of education in the Nation, a mandated report. Other chapters fulfill further requirements of Section 422(a) for reports on developments in the administration, utilization, and impact of applicable programs, a report on results of investigations and activities by the Office of Education, and a statement of facts and recommendations.

The period covered in this report is the Fiscal Year 1976 (July 1, 1975 to June 30, 1976) plus the Transition Quarter (July 1, 1976 to September 30, 1976) which intervened between the end of FY 1976 and the new Federal Fiscal Year, FY 1977, which began October 1, 1976. Fiscal data have been presented for FY 1976 and the Transition Quarter (TQ) separately. Information on programs is in reference to FY 1976 or the 1975-76 "school year" unless otherwise indicated. The summary of advisory council and committee activities (Chapter VII and Appendix B) covers the calendar year 1976.

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I. INTRODUCTORY CHAPTER

1976 ANNUAL REPORT

This report contains a detailed review of the policies, programs and procedures of the United States Office of Education for Fiscal Year 1976 (July 1, 1975 - June 30, 1976) and the Transition Quarter (July 1 to September 30, 1976).

I submit it with the conviction that legislation, enabling regulations, and programs--to have real and lasting meaning--must relate to an overall philosophy and larger sense of purpose.

Thus, without commenting on the following chapters--which summarize activities of a previous Administration--I wish in this introductory chapter to outline for the Members of Congress our approach to implementing education policy, our commitment to certain guiding principles, and our long-range objectives.

Through its legislative record the Congress has set forth the role of the Federal Government in matters of education: to provide equality of access, to stimulate excellence, to encourage new initiatives, and to assess the condition of education.

Those objectives are of course shared fully by this Office, whose mission is to participate as junior partner with the States and local school districts in serving the students and education institutions of this Nation.

And in our effort to carry out the mandate of Congress with dedication and determination, we have this past year moved administratively on several fronts.

CLARIFYING THE ROLE

As a first step toward improving our services and better meeting our objectives, it was necessary to clarify the leadership mission of the Office of Education and thus define more sharply the Federal role in education.

Historically, traditionally, and Constitutionally, the primary responsibility for education in this country rests with the individual States and localities. It is they who establish policy, set academic standards, provide basic financial support, and assess educational outcome in the light of their own objectives.

However, that does not remove the responsibility of the Federal Government to focus on matters of greatest need and National urgency and to assist other jurisdictions whenever and wherever possible.

The United States Office of Education must be more than a pipeline for Federal funding. We have an obligation to exercise leadership; to bring together colleagues in common endeavor for the good of education; and to remind our constituencies from time to time that while they rightly should take pride in their achievements, they should not allow autonomy to supersede their responsibility to one another as part of a system from pre-school through graduate and professional studies.

Thus, without intruding on their authority, there is an important function for the Federal Government to perform in supplementing and assisting State and local efforts in education.

In line with that, we have begun to take care of a number of needs that cannot be met by other levels of government or that have been met, at best, sporadically.

One noteworthy example in recent years is the Education for All Handicapped Children Act. This Act not only signifies, but inscribes in law, an important new social commitment.

At the Federal level, we have, through legislation such as this, encouraged the States and localities to commit greater resources to previously neglected groups in order to ensure, as best we can, that every American has access to a quality education compatible with his or her ability and aptitudes.

And we are helping those segments of our population which, in the past, have not received a full range of services and equal educational opportunities.

REVITALIZING THE OFFICE

To give impetus to our objectives and to deliver on our commitments more efficiently, the Office of Education was reorganized. This has enabled us to fix responsibility, clarify relationships, and make day-to-day functioning of this Office more efficient.

The major administrative move I made was to divide the chief deputy's office into two parts: an Executive Deputy for Educational Programs, responsible for the Deputies and programs in the Bureaus; and an Executive Deputy for Support Services, responsible for the administrative services central to operations agency-wide.

Changes were made, also, in line functions among members of the Commissioner's staff.

The existing span of control was impossible to coordinate. Thus, aside from those prescribed by law, I reduced to seven the number of offices reporting directly to the Commissioner. Those seven offices are:

- Executive Assistant
- Executive Operations
- Education Community Liaison
- Affirmative Action
- Legislation
- Policy Studies
- Public Affairs

In order to bring to OE the energetic and imaginative leadership necessary to an effective enterprise--leadership responsive to the law, public inquiry, and Administration policies--the quality of top management in the Office has been strengthened tremendously by the appointment of outstanding talent.

All appointments were made after extensive consultations, searches, and interviews, enabling us to select from across the Nation individuals with superior backgrounds in education, administration, and public affairs.

One of our greatest needs was to institute a system of handling correspondence and assignments to ensure that OE's answers to inquiries by the Congress, by the Secretary of Health, Education, and Welfare, by the executive branch, and by the public are timely, clear, informative, and consistent.

There had been virtually no mechanism in this Office for ensuring policy coordination or tracking assignments.

Thus one of my initial key administrative moves was to create an Executive Operations Office to incorporate all policy coordination, tracking, and correspondence control functions. To head that office I appointed an Assistant Commissioner reporting directly to me.

I have also involved the Deputies in the streamlining of our correspondence procedure.

At this time I am pleased to report that our record in handling correspondence and inquiries has vastly improved in recent months as a result of regular review, reports, and follow-up. The number of overdue responses has steadily declined.

To improve this procedure even further, we are installing a new computer system to track correspondence and assignments daily.

At the same time, we have revitalized our Bureaus within OE so that we can evaluate program management through internal audits.

We have coordinated this effort with the Management Initiative Tracking System and are looking initially at the following four programs: bilingual education, education of the handicapped, student financial assistance, and equal educational opportunity.

The last named initiative will better coordinate our program procedures with the Office for Civil Rights, and it will concentrate funds to reduce the number of students in racial isolation.

Moreover, in order to coordinate further our own efforts in top priority areas and bring cohesiveness to this Office, six interbureau teams were organized: a basic skills team, a teacher education team, a teaching resources team, a gifted and talented student team, an urban high school team, and a school-community team.

The basic skills team will bring together representatives from 16 separate OE programs and staff offices to coordinate our focus on the fundamentals. We are determined to push aggressively a national literacy program to improve language usage and computation all across the land.

Led by Teacher Centers and Teacher Corps, the teacher education team will involve 11 separate OE offices working together to encourage statewide networks for the continuing education of classroom teachers.

Our five separate library, technology, and TV programs will be coordinated by the teaching resources team. The goal will be to encourage better connections between the classroom and those other educational resources. We are already planning to be joint hosts with the Library of Congress for a conference on "The Classroom, Television, and the Book."

The gifted and talented student team will coordinate our work in 14 separate offices. There are able students in every social and economic group, and we must see to it that special talents of the gifted are encouraged.

OE colleagues from a dozen separate programs will come together in the urban high school team to focus on drop-out and chronic low achievement problems. The group will encourage more flexible "schools within the school" arrangements at the upper grades and promote more academic options--including work experience.

The school-community team will assemble eight separate OE offices to bring into the school a broad range of special services and, also, to tie the school more closely to the home.

To encourage effectiveness and efficiency in program operations, we have, at the request of the Secretary of Health, Education, and Welfare, implemented a major reorganization of our regional offices. We have created in each the new positions of Regional Commissioner for Education Programs, reporting to my office, and Regional Administrator for Student Financial Assistance, reporting to the Bureau of Student Financial Assistance.

We have assembled within each regional office special staffs to provide technical assistance and information and to administer certain key programs.

Further, we have reorganized the Bureau of Higher Education by dividing it into two parts: one dealing with institutions and programs; the other, with student assistance.

OVERHAULING ADMINISTRATIVE SERVICES

One of the serious problems we encountered was that OE programs and constituents were frequently hindered by a cumbersome organization with little accountability.

In order to assure that our human and fiscal resources are well used, we have moved to strengthen OE's management structure.

We have addressed our reform efforts to several significant areas. For example, to improve OE's fiscal accountability, we have reduced considerably the number of unresolved audits within our programs and have developed an automated monitoring system.

Additionally, a new budget process has been introduced and a new travel policy has been developed to ensure that staff time and dollar resources for travel are used carefully and responsibly.

Further, we have moved to improve several procedures so that regulations are prepared and reviewed in a shorter time and are more clearly understood. We have eliminated unnecessary regulations; we have simplified and clarified others. Thus:

- Regulation review and clearance time has been cut by one half.
- Approximately 18 percent of the text of OE's Code of Federal Regulations has been eliminated.

- All OE regulations are scheduled to be recodified during the next five years.
- An extensive training program for regulation writers has been developed.
- The Regulations Office has been upgraded to division status.

Paperwork requirements of this Office had become an inordinate burden on both applicants for and recipients of OE grants and programs. To correct this we have initiated a number of key steps:

We have begun a process allowing applicants for OE programs sufficient time to prepare quality applications and plan development of their programs.

For the first time OE has published in the Federal Register a single notice of closing dates for receipt of applications for discretionary programs. For the first time applicants were given adequate notice of when their requests are to be submitted.

During Fiscal Year 1977, OE mailed 80,000 application packages, received 22,000 applications, and made 8,219 awards.

We have analyzed, with the goals of efficiency and equity, the entire discretionary grant process and will closely monitor it on a regular basis.

Even more significantly, we have reduced by six million work hours the burden of application and reporting forms on OE constituents, as well as on this Office itself.

This has resulted from elimination of a duplicate application system in the Basic Grants program (a saving of five million work hours); development of a new policy requiring from each grantee no more than one annual financial report and one annual performance report (a reduction of 300,000 work hours); elimination of 820,000 work hours in 17 other reporting documents; and development of a policy to standardize grantee reporting requirements.

We are working toward the consolidation of application procedures in OE discretionary programs with the goal of a single common application form.

STRENGTHENING RELATIONSHIPS

Mindful of the fact that the Office of Education is the principal agency designated by the Legislature to serve the educational needs and interests of the Nation, we have moved to strengthen our relationships with Congress, other Federal institutions, the media, and our constituencies.

Our relationship with the Congress is crucial to the accomplishment of our objectives. I have instituted a number of procedures in order to respond to Congressional requests promptly and accurately, to submit legislative requests for renewal or initiation of programs on schedule, and to keep Members of the Congress and their staffs informed of significant program actions and problems.

All of this is designed to create an effective working atmosphere in Congress for carrying out the Administration's and the Legislature's goals in education.

Thus, we have worked very closely with the HEW Office of the Assistant Secretary for Legislation. I have personally made 67 visits to the Hill. My deputies have met with appropriate Members and staffs in their areas. I have appeared at Congressional hearings six times since my confirmation. And members of the OE staff have been involved in 42 separate hearings.

I hope our continued liaison with the Congress over the past year is stimulating an improved relationship and rebuilding the kind of trust and openness which I believe is absolutely crucial.

If the public, too, is to be fully informed, the Office of Education must be accessible to the media and responsive to their needs.

I am pleased to note that OE's Office of Public Affairs has, in a brief time, improved relations between this Office and the media.

Increasingly, requests are being answered promptly and efficiently. Moreover, in addition to holding press conferences in Washington and elsewhere, I have granted a large number of personal interviews to the country's major publications and broadcast networks, as well as to the education press.

It is imperative that we also communicate effectively with our many education constituencies.

Our goal is to enhance the access and responsiveness of the Commissioner and the Office of Education to those constituencies in order to develop a continuing interchange of ideas on key education issues.

Thus we have consolidated OE's previously fragmented and uncoordinated liaison efforts by establishing, under the direction of an Assistant Commissioner, an Education Community Liaison Office.

Moreover, to increase the effectiveness of this new branch, we plan to install a toll-free "hot line" telephone service providing 10 hours of direct communication daily.

In the meantime, in less than one year, I have met with approximately 120 different constituency groups representing the total spectrum of education.

I have made 10 school visits in various areas of the country. And OE has already sponsored three individual State education week programs, as well as a highly successful Private School Week, held for the first time. Our American Education Week programs this year were more extensive than ever before.

IMPROVING THE OFFICE PROFESSIONALLY

The success of our programs and initiatives rests not only with improved administration, but with an atmosphere conducive to employee growth and professional achievement.

It became clear to me that trust and confidence had to be rebuilt within OE and that this Office had to become a more vital and professionally stimulating place in which to work.

For one thing, we have moved in several ways to strengthen relations between OE management and our employees' union, including monthly meetings between myself and the executive committee of the local, and bi-weekly briefings to the local by the Executive Deputy Commissioner for Support Services.

Improved morale was one aspect of the new atmosphere that I found necessary to establish. A second, and equally significant, aspect grew from my conviction that OE itself should be a model of continued learning.

Thus in November 1977 we announced the establishment within this Office of the Horace Mann Learning Center.

This new institute will:

- bring together all existing staff training and enrichment programs and coordinate a variety of new initiatives;
- offer, through formal agreements with one or more education institutions, flexible degree programs for OE employees at the associate, baccalaureate, masters, and doctoral levels;
- present specialized training programs to help OE employees develop working skills to perform their assignments more effectively and to advance themselves within the organization;

--provide national leadership on the crucial education issues of the day by becoming a place where distinguished colleagues can assemble, great ideas can be exchanged, and alternatives for the future can be discussed.

The programs include an Education in America Seminar, a Global Education Seminar, a Teacher of the Year Lecture, a student panel and an OE Forum.

The Education in America Seminar will be a year-long symposium of distinguished educators on a major theme in education. The 1978 theme will be "The American High School: A New Vision." The first speaker will be the distinguished educator, Dr. Kenneth Clark.

The Global Education Seminar will be an annual seminar on education developments at home and abroad. The initial speaker will be the former Senator and long-time friend of education, J. William Fulbright, whose vision created the Fulbright Exchange Program 31 years ago.

The Teacher of the Year Lecture will bring to OE a selected individual to speak about the importance of the classroom teacher. The student panel will enable Presidential scholars to share views on education with OE staff. And the OE Forum will provide seminars for OE staff concerning developments in their fields.

A CONCLUDING NOTE

My experience as United States Commissioner of Education has been most stimulating and eventful.

Some modest progress has been made in achieving the objectives set forth in this introductory chapter, and I am confident that in the days ahead we can do even more to promote access to excellence in American education.

Education is not simply books or buildings or equipment. It is not simply increased funding. It is not a monologue by some learned individual.

Education--at its best--is a complicated series of human partnerships in which willing students are able to develop their abilities to the fullest.

To be sure, there are many problems: the crisis in confidence felt by many Americans, the financial difficulties of local school districts, competition within the education community for limited Federal funds.

There is also a continuing debate over the role of the Federal government in education.

Despite these points of persistent tension, and despite our inability to do at once all that is asked of us, I remain optimistic about our schools and colleges.

I am confident that the Carter Administration, in full and open cooperation with the Congress and with State and local agencies, can meet the challenges of equality and quality that are the basis of our many programs and justify our modest, but significant, financial support to American education.

I take pleasure in presenting to the Members of the Congress the report that follows, and I look forward to submitting my next annual report, which will focus on the programs and legislative policies of the new Administration.

January 1978

Ernest L. Boyer
United States Commissioner
of Education

II. OFFICE OF EDUCATION MANAGEMENT AND FUNCTIONS

OE Functions and Authority

The Office of Education operates under the authority established by the General Education Provisions Act, which identifies OE as "the primary agency of the Federal Government responsible for the administration of programs of financial assistance to educational agencies, institutions, and organizations." Its mission, as stated in the Federal Register, is to provide "professional and financial assistance to strengthen education in accordance with Federal laws and regulations."

The Commissioner of Education, appointed by the President by and with the advice and consent of the Senate, heads the Office, and serves subject to the direction and supervision of the Secretary of Health, Education, and Welfare. Consistent with such organization as provided by law, the Office is divided into divisions as the Commissioner determines appropriate.

Throughout the Nation, OE operates Regional Offices in places determined appropriate by the Commissioner, after consultation with the HEW Assistant Secretary for Education. Present locations of the Regional Offices, together with the States or other areas they serve, follow:

Region I--Boston: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Region II--New York: New York, New Jersey, Puerto Rico, Virgin Islands.

Region III--Philadelphia: Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia.

Region IV--Atlanta: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

Region V--Chicago: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin.

Region VI--Dallas: Arkansas, Louisiana, New Mexico, Oklahoma, Texas.

Region VII--Kansas City: Iowa, Kansas, Missouri, Nebraska.

Region VIII--Denver: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming.

Region IX--San Francisco: Arizona, California, Hawaii, Nevada, Guam, Trust Territory of the Pacific Islands, American Samoa.

Region X--Seattle: Alaska, Idaho, Oregon, Washington.

During the fiscal year 1976 (FY '76), some restructuring occurred within the various OE bureaus. The Bureau of School Systems was renamed the Bureau of Elementary and Secondary Education and three of its divisions were eliminated while three others were added. The deleted divisions were the Division of Drug Education, Nutrition, and Health Services; the Division of State Assistance; and the Division of Supplementary Centers and Services. The added divisions are the Division of Equal Educational Opportunity Technical Assistance, the Division of State Educational Assistance programs, and the Division of Educational Replication.

In the Bureau of Postsecondary Education, the Division of Student Support and Special Programs was replaced by two new divisions--the Division of Student Financial Aid and the Division of Student Services and Veterans Programs. In addition, a new Division of Eligibility and Agency Evaluation was created.

FY '76 expansions were designed principally to improve the Guaranteed Student Loan program and other higher education loan activities.

The permanent staff paid out of OE's direct appropriations totaled 3,128 in FY '76 and 3,225 in FY '77. Positions were distributed as follows:

OE Component	FY '76	FY '77
Office of the Commissioner	268	279
Regional Offices	865	940
Office of Management	695	681
Office of Planning	118	116
Bureau of Postsecondary Education	378	431
Bureau of Occupational and Adult Education	151	145
Bureau of Elementary and Secondary Education	416	404
Bureau of Education for the Handicapped	183	183
Office of Indian Education	54	46

In addition, 35 persons held permanent positions during FY '76 (28 in FY '77) in OE-administered programs for which appropriations were made to another department or agency and then transferred to OE. For example, the Teacher Exchange and Development program's FY '76 funds were appropriated to the Department of State.

OE officials signed a collective bargaining agreement with Local 2607 of the American Federation of Government Employees (AFGE) on May 2, 1974. The agreement was renegotiated for 3 years on August 27, 1976.

Administrative Components

OE's administrative structure as of January 1, 1976 was as follows:

OFFICE OF THE COMMISSIONER: The Commissioner manages and directs the affairs of the Office of Education with the aid of staff advisers and assistants, internal advisory groups, and special staffs. Subordinate units are:

Office of the Executive Deputy Commissioner -- Administers Right To Read, Arts and Humanities, Women's Equity, Spanish-speaking, Black Concerns, and Equal Employment Programs.

Office of Bilingual Education - Includes three divisions: Elementary and Secondary Programs, Postsecondary Programs, and Program Development.

Teacher Corps.

Office of Career Education.

Office of Public Affairs -- Has three divisions: Communication Support, Information Services, and Editorial Services.

Office of Planning -- Comprises: (a) The Office of Planning, Budgeting, and Evaluation, consisting of four divisions-- Elementary and Secondary Programs; Postsecondary Programs; Occupational, Handicapped, and Developmental Programs; and Planning and Budgeting--and (b) the Office of Legislation.

Office of Management -- Manages (a) The Office of Guaranteed Student Loans, which has three divisions--Program Development, Operational Support, and Program Systems--and (b) the Finance, Grant and Procurement Management, Personnel and Training, Management Systems and Analysis, and Administrative Services divisions.

REGIONAL OFFICES: Activities in each of the 10 Regional Offices are coordinated by the Regional Commissioner of Education. The Regional Offices are organized into six organizational units: Management and Administration, Planning and Special Programs, Elementary and Secondary Education, Guaranteed Student Loans, Postsecondary Education, and Occupational and Adult Education.

BUREAU OF ELEMENTARY AND SECONDARY EDUCATION -- Formulates policy for, directs, and coordinates the activities of OE dealing with preschool, elementary, and secondary education. This bureau includes (a) two offices-- Environmental Education, and Libraries and Learning Resources, which has two divisions: Library Programs and Educational Technology--and (b) eight divisions: Equal Educational Opportunity Program Operations, Equal Educational Opportunity Program Development, Equal Educational Opportunity Technical Assistance, Education for the Disadvantaged, Follow Through, Educational Replication, State Educational Assistance Programs, and School Assistance in Federally Affected areas.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION -- Administers programs of grants, contracts, and technical assistance for vocational and technical education, occupational education, adult education, consumer education, and education professions development. This bureau comprises the Office of Consumers' Education and six divisions: Secondary Occupational Planning, Postsecondary Occupational Planning, Educational Systems Development, Vocational and Technical Education, Adult Education, and Research and Demonstration.

BUREAU OF POSTSECONDARY EDUCATION -- Formulates policy for, directs, and coordinates activities of the elements of OE dealing with programs for assistance to postsecondary education institutions and students and to international education. This bureau includes six divisions: Institutional Development, Training and Facilities, Basic and State Student Grants, Student Services and Veterans Programs, International Education, and Student Financial Aid.

BUREAU OF EDUCATION FOR THE HANDICAPPED -- Administers programs and projects relating to the education and training of and services for the handicapped, including teacher training and research. The bureau contains four divisions: Innovation and Development, Personnel Preparation, Media Services, and Assistance to States.

OFFICE OF INDIAN EDUCATION -- Administers programs of grants to local education agencies for elementary and secondary school programs designed to meet the special needs of Indian children. This office administers special projects to improve education opportunities for adult Indians. It has two divisions: Local Educational Agency Assistance and Special Projects and Programs.

Program Effectiveness Information

The Annual Evaluation Report on Programs Administered by the U.S. Office of Education, FY 1976 describes the current available information on the effect of programs administered by the U.S. Office of Education.

Several major studies were completed or near completion during 1976. Highlights of the findings of five such studies follow.

Study of Compensatory Reading Programs Supported by ESEA Title I

A recent national study of compensatory reading projects supported by title I, ESEA in grades 2, 4, and 6 showed that supplementary services were being provided to the most educationally disadvantaged students and that students who received additional help in overcoming their reading problems tended not to fall further behind their more advantaged peers. Finally, compensatory students grew favorable toward their reading activities and toward themselves as readers at a level that equalled or surpassed that of their more advantaged peers. Meanwhile, the extent to which the improvement a compensatory student makes in 1 year holds up over the summer months and in subsequent years remains unknown. However, it is the focus of a current study.

Federal Student Financial Aid Programs and Equalization of Educational Opportunity

Research, focused upon first-time, full-time dependent students in the fall of 1976, suggests that the net price, or the amount a student must raise for educational expenses through work or loans, is fairly consistent for those coming from families with incomes of \$20,000 or less and who attend institutions charging similar tuition and fees.

If Basic and Supplemental Educational Opportunity grants are left out of the calculation and other aid remains unchanged in amount and distribution, net price rises by large absolute and relative amounts as family income falls, leaving educational opportunity substantially maldistributed. Thus it appears that the principal Office of Education grant programs have an important impact on equalizing educational opportunities along an income dimension.

A Survey of Lenders in the Guaranteed Student Loan Program

A study of commercial lenders participating in the Guaranteed Student Loan (GSL) program was completed in December 1975. These lenders, numbering nearly 10,000 nationally, make loans to students in institutions of higher education and at proprietary vocational schools. The Federally Insured Student Loan program and State loan guarantee agencies insure lenders against loss of both capital and interest if the borrower defaults on his loan obligation.

The Survey of Lenders collected data from 586 commercial banks and institutions relating to: (a) practices and procedures in dealing with borrowers, (b) lender costs and administrative burdens, and (c) short-term lender plans for increasing or decreasing program participation.

Major findings included indications that about 70 percent of lenders require a prior customer relationship with borrowers and their families. There was also strong evidence that the GSL program entails greater administrative burdens for lenders in comparison with other consumer installment loans, and that this causes higher costs and lower net yields on guaranteed loans. However, the great majority of lenders planned to continue their participation in the program, but did not plan to increase their supply of loan funds.

Evaluation of the Upward Bound Program

The Upward Bound (UB) evaluation, completed in 1976, began in school year 1973-74 with data being collected from a sample of 54 UB projects, 3,710 UB students, and 2,340 comparison students of similar backgrounds who did not participate in the program. The major findings include: (a) UB is serving appropriate kinds of students; (b) UB students did not show an increased rate of high school completion, but this rate was about 70 percent for both the UB and comparison students; (c) UB does appear to be increasing entry into postsecondary education (PSE) with 71 percent of the 1974 UB graduates entering PSE, but only 47 percent of the comparison students entering PSE; (d) the rate of entry was positively related to length of participation in UB; (e) most UB graduates who entered PSE enrolled in 4-year colleges; (f) the comparison students entered 2-year and noncollegiate institutions more than did the UB graduates; and (g) UB students applied more often for student financial aid and received larger awards than did the comparison group.

Career Education in the Public Schools

The report titled Career Education in the Public Schools, 1974-75: A National Survey was completed and forwarded to the Congress in May 1976. Mandated by Public Law 93-380, this survey showed that interest in career education was widespread in the United States but that broad implementation had just begun. Although 52 percent of the Nation's students were in districts where at least one of 15 major career education learning activities was broadly implemented, only a fifth (21 percent) were in districts where over half of the 15 activities were well established. Since the legislation which mandated this survey also authorized OE's Career Education program, the Congress presumably intended the results of the survey to provide a starting point for future measures of the results of Federal funding.

Following is a listing of major studies completed in FY 1976:

ELEMENTARY AND SECONDARY EDUCATION PROGRAMS: Study of Compensatory Reading Programs; The Impact of Educational Innovation on

Student Performance; Revision of the First Six Project Information Packages; Conditions and Practices of Effective School Desegregation.

OCCUPATIONAL, HANDICAPPED, AND DEVELOPMENTAL EDUCATION PROGRAMS: Career Education in the Public Schools, 1974-75: A National Survey; An Assessment of School-Supervised Work Education Programs, Part II; An Assessment of Vocational Education Programs for Handicapped Students; An Assessment of the State Agency Component of The Right To Read Program.

POSTSECONDARY EDUCATION PROGRAMS: Federal Student Financial Aid Programs and Equalization of Educational Opportunity; A Study of Federal Eligibility and Consumer Protection Strategies; Analysis of GSLP Data Base; Design of the GSLP Data Base; Evaluation of the Upward Bound Program; A Survey of Lenders in the Guaranteed Student Loan Program.

III. PROGRAMS TO EQUALIZE OPPORTUNITY IN EDUCATION

The primary focus of Federal assistance to the Nation's school systems is upon the needs of approximately one-fifth of the population. This fraction is composed of groups which have proved to be either excluded from, or severely limited in their access to, the education, training, and social experience our schools provide for the other four-fifths of Americans.

Broadly, the groups are: the residents of impoverished neighborhoods, urban and rural; the physically, mentally, and emotionally handicapped; and racial and language minorities.

The programs reported on in this chapter are the Federal efforts to provide States and local school districts with the kinds of assistance needed to enable them to serve students with special needs. The kinds of Federal assistance range from support of development of new methods of assessing and serving the needs of students in special groups to defraying part of the costs school districts incur in their efforts to provide assistance and services designed to increase the benefits of education for these students.

Federal commitment to equal access to education extends beyond the Nation's elementary and secondary schools. At the postsecondary level Federal assistance is concentrated on providing financial aid to students in the form of loans, grants, and federally subsidized part-time jobs. Students from middle-income, as well as low-income, families are eligible for some forms of Federal assistance.

DESEGREGATION ASSISTANCE

Federal financial assistance has been directed since 1965 to desegregation of elementary and secondary schools. Programs were authorized under title IV of the Civil Rights Act of 1964 and were augmented in 1970 by the Emergency School Assistance Program -- a concentration of existing Federal discretionary activities which was replaced by the Emergency School Aid Act of 1972 (ESAA).

Civil Rights Advisory Services

Title IV of the Civil Rights Act of 1964 (P.L. 88-352, as amended) supports technical assistance and training for school personnel in preparing, adopting, and implementing plans for the desegregation of public schools, and in meeting educational needs incident to desegregation. The FY '76 appropriation was \$26,700,000 with an additional \$325,000 made available for the transition quarter to supplement General Assistance Centers contracts.

The program provides four types of financial support:

1. Contracts with public or private organizations for General Assistance Centers (GACs) to provide technical assistance and training services to local education agencies, upon specific request, in the preparation, adoption, and implementation of desegregation plans. --During the fiscal year, 27 awards, averaging \$411,125 and totaling \$11,100,368, were made for desegregation assistance (Type A GAC's), and 9 awards, averaging \$416,667 and totaling \$3,750,000, were made for bilingual assistance (Type B GAC's). Beneficiaries included 4,100 local education agencies served, 410,000 persons trained, and 8,389,602 students indirectly served.
2. Contracts with State education agencies for provision of technical assistance to desegregating local education agencies (Type A) and for assistance with bilingual education requirements resulting from the Lau v. Nichols decision (Type B). --In FY '76, 44 awards, averaging \$123,769 and totaling \$5,445,844, were made for desegregation assistance; and 17 awards, averaging \$77,953 and totaling \$1,325,208, were made for bilingual education. A total of 2,190 local education agencies were served.
3. Grants to institutions of higher education to conduct institutes to provide desegregation and elimination of sex discrimination training services for school personnel. --In FY '76, 16 awards, averaging \$134,097 and totaling \$2,145,548, were made for desegregation training; and 11 awards, averaging \$100,859 and totaling \$1,109,452, were made for sex discrimination projects. A total of 285 local education agencies were served. Training was provided for 28,500 persons, indirectly benefiting 2,572,899 students.
4. Direct grants to local education agencies demonstrating exceptional need for desegregation assistance, for 1-year, full-time advisory specialist services. --In FY '76 46 grants were made for this purpose, averaging \$36,708 and totaling \$2,148,580.

Emergency School Aid

The Emergency School Aid Act (ESAA) (P.L. 92-318, as amended) aims

to eliminate or prevent minority group isolation and to improve the quality of education for all children. It supports a broad range of activities in districts which are desegregating by providing additional funds to which local education agencies normally do not have access. ESAA provides financial assistance for three purposes:

1. To meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools.
2. To encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students.
3. To help school children overcome the disadvantages of minority group isolation.

The legislation calls for (a) a "State apportionment" component which distributes funds to local education agencies (through basic grants and pilot projects) and to public or private nonprofit organizations, and (b) a "discretionary" component that requires set-asides for such activities as integrated children's television, bilingual education, special programs/projects, and evaluation. Teacher training, staff recruitment, curriculum revision, remedial services, minor classroom remodeling, and community projects are among typical ESAA activities.

The FY '76 "State apportionment" appropriation of \$187,050,000 under ESAA was supplemented by transfers from the discretionary grant program in the amounts of \$4,083,095 to basic grants (court orders) and \$83,826 to pilot projects. Assistance provided by the funds available to State apportionment included \$140,032,618 in 468 basic grants to local education agencies in 46 States and the District of Columbia; \$31,920,088 in 179 grants to local education agencies in 35 States and the District of Columbia for pilot projects; and \$17,197,342 in 215 grants to nonprofit organizations in 44 States and the District of Columbia for special programs.

The FY '76 "discretionary" appropriation for ESAA activities totaled \$60,950,000 -- of which \$30 million became available under a supplemental appropriation and \$3 million from a transition quarter appropriation for special projects. Assistance provided from these funds -- less the aforementioned transfers to State apportionment programs -- included \$9,148,450 in 32 grants to school systems in 8 States for bilingual projects; \$27,594,648 for emergency special projects in 14 States; \$2,571,672 for special projects in American Samoa, the Trust Territory of the Pacific Islands, Guam, the Virgin Islands, and Puerto Rico; \$8,465,870 (includes \$2,015,870 transferred to ESAA-TV from the

discretionary grant program) for two new children's TV series and the continuation of five other series; \$1,417,115 for special arts projects in 14 States and the District of Columbia; \$950,000 for special mathematics projects; \$1,413,518 for special student concerns projects; and \$2,205,037 in 14 special project grants in 8 States and the District of Columbia.

Brief descriptions of the FY '76 ESAA-TV projects follow:

- . \$2,300,000 to the New York State Department of Education for 39 additional half hour programs titled Vegetable Soup II. This series is aimed at high school-age students and will dramatize the importance of writing and speaking skills.
- . \$3,165,870 to Bilingual Children's Television, Inc., (BC/TV), Oakland, Calif., for 65 additional half hour programs in the Villa Alegre series. This is a Spanish-English series intended for both Latino and non-Latino children aged 3-9. Each program concentrates on one of five areas: food and nutrition, energy, environment, interpersonal relationships, and man-made things.
- . \$2,000,000 to WGBH/TV in Boston for 28 additional half hour programs in the series titled Rebop. This series will offer its 7-14-year-old audience the opportunity to learn about children of varying racial/ethnic backgrounds for the purpose of improving human relations.
- . \$250,000 to Community Television Foundation of South Florida (WPBT) for continuing the series Que Pasa, USA? with 10 additional half hour situation comedies focusing on the generation gap in a typical Cuban-American family.
- . \$250,000 to Connecticut Public Television, Hartford, for seven more shows of Mundo Real. This bilingual English-Spanish series for children age 7-12 is built on a continuing drama featuring the problems and opportunities faced by children in a fictional mainland Puerto Rican family.
- . \$250,000 to the Massachusetts Executive Committee, ETV, Cambridge, to develop a new series of eight half hour programs. The series will focus on the Indians of New England.

- . \$250,000 to Educational Film Center, Inc., Springfield Va., for a series of six half hour programs entitled Pacific Bridges. The series is intended for children aged 8-12 and will focus on the history of Asian-Americans.

All series produced with ESAA-TV funds are available free for both public and commercial television broadcast. However, no sponsorship is allowed when they are broadcast commercially. The following series, developed under previous contract awards, are being or have been broadcast by the Public Broadcasting Service and carried by public stations and various commercial stations around the country: Villa Alegre, Gettin' Over, Rebop, Infinity Factory, Carrascalendas, Vegetable Soup, Mundo Real, and South by Northwest.

EDUCATION OF DISADVANTAGED CHILDREN

Children in areas of low-income concentration are likely to be deprived of appropriate educational experiences because of the inability of local resources to bear the heavy costs required to meet their special educational needs. Therefore, the major Federal efforts to promote equal educational opportunity consist of funding programs directly benefiting local school districts with concentrations of children from low-income families.

The broadest of these efforts is made through title I of the Elementary and Secondary Education Act of 1965 (ESEA) (P.L. 89-10, as amended), which channels financial aid to local schools on the basis of their population of low-income children and to State education agencies for special programs they administer. Other programs, like State grants under the Vocational Education Act (described separately in this report) earmark percentages of appropriations to serve the disadvantaged.

These programs are supplementary to, not replacements for, State and local effort. They are intended to help agencies improve their educational programs to meet the special needs of deprived children. While grants are awarded only to public school agencies in the ESEA title I program, grantees must guarantee genuine opportunities for participation of nonpublic school children who live in low-income areas.

During FY '76, title I constituted approximately 34 percent of the financial aid to elementary and secondary education administered by the Office of Education. In addition to basic grants to local education agencies, State-managed title I programs provide services to migrant, handicapped, and institutionalized neglected or delinquent children. In FY '76, more than 14,000 local school districts and more than 6 million children, including 31,000 children in Bureau of Indian Affairs schools, participated in ESEA title I programs.

FY '76 appropriations to fund ESEA title I, part A programs amounted to \$1,865,962,000.*

Grants to Local Education Agencies

The basic ESEA title I, part A, subpart 1, grant entitlement to local school districts for FY '76 was computed on a county basis by multiplying the number of eligible children by 40 percent of the State average per-pupil expenditure, or not less than 80 percent nor more than 120 percent of the national per-pupil expenditure. In FY '76, a total of \$1,641,807,136 was distributed in grants to local education agencies -- amounting to approximately \$292 per child.

The program continued to concentrate on improved targeting of those schools most heavily populated with children from low-income families. Efforts were made to upgrade the ability of individual schools to identify and serve students with the most severe academic deficiencies. Local schools focused their attention on refining basic skills in reading, mathematics, and language arts. Approximately 74 percent of the funds were used for instructional services -- 83 percent of this portion was for remedial reading, mathematics, and language arts instruction and 17 percent for other instructional services. In addition to employing teachers, instructional specialists, and teacher aides, funds were also used for special summer programs and the inservice training of the title I staff.

Typical title I compensatory projects can be distinguished in the following important ways:

- . The projects provide services and resources which are in addition to those made available by the schools as part of their regular programs. They are directed only to those children identified as educationally disadvantaged and most in need of special help. Participants spend an average of 20 to 25 percent of their school day in compensatory education instruction. The average class size for compensatory instruction is significantly smaller than regular classes.
- . Parents are involved in the planning, implementation, and evaluation of the projects. Such involvement helps bridge the gap between home and school. Seeking parent opinion and advice causes programs to become responsive and

*This report does not cover the transition quarter appropriation (\$2,013,731,000) because the program is forward funded.

changes are more readily made and better understood.

OE maintains a continuous search for exemplary projects and the number investigated and approved for dissemination continues to grow. Analyses reveal that several basic characteristics are common to these exemplary projects:

- . Systematic planning.
- . Clearly stated and measurable objectives.
- . Intense treatment of deficiencies.
- . Attention to individual needs.
- . Flexibility in grouping students.
- . Coordination and training of staff.
- . Structured program approach.
- . Parental involvement.

Nonpublic school children benefit from local ESEA title I programs under various arrangements. Some local educational agencies have developed compensatory education services which are provided to the children at or near the schools they attend. Other local agencies have provided services through a procedure of dual enrollment, in which a child retains membership in a nonpublic school but attends a public school part time for compensatory services. In one State where certain local districts have not been able to provide title I services on an equitable basis to children enrolled in nonpublic schools, the statutory provisions for a "bypass" were invoked and steps were initiated for the provision of services through an alternate means.

Migrant Children

Special provisions are made in title I, part A, of ESEA to meet the special educational needs of migratory children of migratory agricultural workers and migratory fishermen. After a thorough assessment of the needs of its migratory children, each State submits each year to the Office of Education a comprehensive plan and cost estimate for its statewide migrant education program. Funding is on an allotment basis, computed through a formula utilizing statistics made available by the Migrant Student Record Transfer System. These statistics provide the full-time equivalency of migrant, school-age children residing in each State. This grant is entirely separate from the basic title I allocation.

Like other title I programs, the migrant program is intended to serve children having the greatest need. Since those who follow the crops are deprived of a full-term regular school, "currently migratory" children have been given priority by statute over "formerly migratory" children -- those whose parents or guardians have ceased to migrate and who are presumably enrolled in a full-year school program. "Formerly migratory" children are eligible to participate in funded projects for 5 years after their family has taken up residence in a given community. Approximately 28 percent of the students enrolled in projects funded by OE fall into the "formerly migratory" category with the remaining 72 percent identified as "currently migratory." Of these children, 93 percent are in elementary and secondary school programs.

Typical program activities conducted under this title I authority include: remedial instruction; health, nutrition, and psychological services; cultural development; and prevocational training and counseling. Special emphases have been given to diagnostic instruments for migrant children; more effective use of educational materials and teaching methodologies in their behalf; expanded participation and programs for migrant students at the secondary school level, including tutorial assistance and afterschool programs during regular and summer school; expansion of existing programs for non-English speaking migrant children through accurate assessment of oral language skills and a prescription of bilingual approaches; encouragement of all State education agencies and LEA's to increase participation of parents in every migrant project; adaptation of the Migrant Student Record Transfer System for listing of reading and mathematics skills; encouragement of teachers to use such data in planning reading and mathematics instruction for these children; and development of compatibility among the States regarding the accrual and awarding of secondary school credits to migrant children.

In FY '76, 14,193 schools with title I migrant programs received funds totaling \$97,090,478. Forty-six States and Puerto Rico participated; 515,900 children directly benefited.

Neglected or Delinquent Children

ESEA title I contains provisions to meet the special needs of institutionalized neglected or delinquent children. Grants are made to State agencies directly responsible, under State law, for providing free public education, not beyond grade 12, for children 5-21 years of age who reside in institutions for neglected or delinquent children as well as for children in adult correctional institutions. Funding is on an allotment basis and is entirely separate from the basic title I allocation.

Projects supported under this special program typically emphasize remedial courses, individualized instruction, and inservice teacher

training. All programs are designed to influence favorably the attitudes of these children and the understanding of individual staff members. Many varied approaches are used in meeting the needs of the children -- group therapy, reward techniques, early release of selected children, and cooperative programs which permit institutionalized children to participate in community activities, including local schools. Efforts are made to integrate these institutionalized children into the mainstream of school and community life.

In FY '76, there were approximately 50,000 children living in 592 State-administered or supported institutions who benefited from an allotment of \$27,459,444 for services under title I. All 50 States, the District of Columbia, Puerto Rico; and the Virgin Islands, participated in this program.

Special Incentive Grants

An incentive for States and local communities to increase their financial support for elementary and secondary education is provided in part B of title I of ESEA. Grants are made directly to State departments of education. The entitlement of a State is based upon an "effort index" measuring the State's public education expenditure relative to personal income and the degree that the index exceeds the "effort index" for the Nation as a whole.

States in turn make the funds available to local school districts on the basis of their relative effort and need for assistance. Promising or exemplary projects -- usually expanded regular title I activities conducted by the LEA's and addressed to the needs of deprived children -- are approved by the State education agencies (SEA's).

A total of \$16,538,000 was appropriated for Special Incentive Grants in FY '76.*

Payments for State Administration

Title I ESEA programs are administered through the Office of Education by State education agencies in the 50 States, the District of Columbia, Puerto Rico, The Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

Each State education agency oversees local projects and assures the Federal Government that its title I allotment is being used to meet special needs of educationally deprived children in low-income areas and of children in State-operated or supported schools for handicapped, neglected, or

*This report does not cover the transition quarter appropriation (\$24,769,000) because the program is forward funded.

delinquent children. Up to 1 percent of its total title I allocation or grants or \$150,000 (\$25,000 in outlying areas), whichever is greater, is available to the SEA to monitor and provide technical assistance to LEA's within the State. The total amount available for State administration in FY '76 was \$19,956,714.

In FY '76, State agencies continued to monitor local education agencies for compliance with their assurances and applicable Federal regulations. In addition, States increased their efforts to emphasize the improvement of program quality including the identification and dissemination of exemplary projects and practices. New statutory requirements concerning parent advisory councils have resulted in the need for increased leadership and technical assistance activities by State personnel. Finally, the development of proposed evaluation models and a national reporting system for title I placed new demands on State administration resources.

Handicapped Children

Provisions are made in ESEA title I, part A, to meet the special educational needs of children in State-operated and State-supported schools and other institutions for handicapped children. In FY '75, children who were previously reported in the average daily attendance of a State agency but currently participating in a special education program at the local level became eligible to continue to receive Federal support. Grants are made directly to State agencies responsible for providing free public education to meet the special needs of handicapped children. Institutions qualifying for allocations range from those which provide full-year residential programs to those which provide special itinerant services on a part-day basis for handicapped children enrolled in a regular day school or confined to their home because of severe handicapping conditions. In each instance, a substantial part of the cost is borne by a State agency rather than a local agency except for handicapped children who have left a State agency and now attend a local school. Federal funding is on an allotment basis and is entirely separate from the basic title I allocation.

Participating institutions serve one or more categories of handicapped children, including mentally retarded, hard-of-hearing, deaf, speech impaired, visually impaired, seriously emotionally disturbed, and crippled or otherwise impaired children.

The versatile provisions of this legislation support the development and expansion of many services. Funds may be used to strengthen the instructional program by adding specialized teachers, consultants, evaluation specialists, speech pathologists, and teacher aides, and to

provide inservice training to the staff. Programs may be expanded by the development of diagnostic centers, preschool programs, language development laboratories, occupational training centers, summer camp programs, and teacher exchange projects. Additional services which can be made available include counseling of parents, curriculum enrichment activities, orientation and mobility instruction, transportation assistance, mobile unit services, and special afternoon or evening classes.

Approximately \$95,869,000 was allocated to the 50 States, the District of Columbia, Puerto Rico, and Guam under this program in FY '76. Allocations to States, based on reported average daily attendance of handicapped children, ranged from a low of \$207,564 for Nevada to \$10,014,256 for New York.

The funds were administered by 136 State agencies, which supervised projects at approximately 3,700 institutions and 2,500 local education agencies. The average daily attendance reported by these institutions was 188,077 for the 1975-76 school year, the attendance year upon which FY '76 allocations were established. Handicapping conditions were represented in the program as follows: 113,006 mentally retarded children; 22,939 deaf and hard-of-hearing children; 24,453 emotionally disturbed children; 5,705 crippled children; 9,518 visually handicapped children; and 12,456 children with other health impairments.

FOLLOW THROUGH

FY '76 was the 9th year of operation for Follow Through, an experimental program designed to test various approaches of early primary education being developed to increase the achievement of disadvantaged children who have been enrolled in Head Start and similar preschool programs. The goal of these approaches is to enable children enrolled in the program to emerge from the primary grades confident of their ability to learn and equipped with the skills and concepts that form the basis of later learning.

The approaches of 20 sponsors -- typically universities or learning laboratories -- are used in most Follow Through projects. Each approach employs a different mix of strategies in comprehensive instructional support, support services, and parental involvement. All stress reading and language skills, classification and reasoning skills, and perceptual motor development.

In accordance with the authorizing legislation, each approach is supported by comprehensive services including dental and health services, social services, and nutritional improvement. Optimum use is made of school and community resources. Parent participation is encouraged through such means as policy advisory committees (PAC's) composed primarily of the low-income parents of participating children.

The goal of the Follow Through experiment is to determine which approaches are best suited to the needs of low-income children. Some 75,700 low-income children were funded in 164 local projects during the 1976-77 school year. Per-pupil cost averaged \$593.

Some highlights:

- . 41 project sites used a classroom instructional approach, with emphasis on accelerated acquisitions of basic skills. Sponsors employing an approach with this emphasis are University of Oregon, University of Pittsburgh, University of Kansas, and Southwest Educational Development Laboratory.
- . 42 project sites used an eclectic classroom instructional approach developed by one of the following sponsors: University of Georgia, Prentice Hall, University of Arizona, High Scope Educational Research Foundation, Fordham University, Northeastern Illinois State College, Hampton Institute, University of California at Santa Cruz, and Western Behavioral Sciences Institute.
- . 42 sites used a classroom instructional approach stressing learning through inquiry and discovery. Model sponsors included Far West Laboratory for Educational Research and Development, Bank Street College of Education, University of North Dakota, and Educational Development Center.
- . 15 sites employed models emphasizing parent education. Sponsors were University of Florida, Georgia State University, and Clark College.
- . 13 sites were self-sponsored, i.e., they developed their own educational models.
- . 11 sites formerly associated with sponsors are currently unsponsored.

The FY '76 appropriation for Follow Through was \$59 million -- \$6.7 million for 1975-76 school year operations and \$52.3 million for 1967-77 operations. All program activities were funded: site support, \$44,673,000; sponsor grants, \$10,799,000; research and evaluation, \$2,294,000; and miscellaneous project costs (supplementary training toward college degrees for paraprofessionals at project sites, State technical assistance and dissemination, and specialist utilization), \$1,231,000.

For FY '77, \$59 million was appropriated to Follow Through. The 162 projects which applied for renewal will probably be able to maintain their services for the 1977-78 school year; approximately 12 of them may expect additional funds to demonstrate educational practices which have been judged successful.

EDUCATION OF THE HANDICAPPED

With the enactment of Public Law 94-142, the Education for All Handicapped Children Act, the Nation's bicentennial year saw the launching of a new era in education of the handicapped.

Coming on top of a previous major revision of the Education of the Handicapped Act--adopted a year earlier in Public Law 93-380--the new legislation was hailed as constituting a 'Bill of Rights' for a group of Americans who traditionally have been treated as second-class citizens. Among other things this landmark legislation establishes as national policy the guarantee that every handicapped child will be entitled to a free, appropriate public education.

The far-reaching impact of this policy is suggested by the fact that although far more has been done to improve education for the handicapped during the past decade than in all the previous 190 years of the Nation's history, neglect is far from ended. Reports from the States indicate that of the approximately 8 million children in the United States who are handicapped by some form of mental or physical impairment--mental retardation, speech problems, emotional disorders, deafness, blindness, orthopedic impairments, specific learning disabilities, or other health defects--about 45 percent still do not receive the special education services they need.

Even so, education of the handicapped has never been stronger, in part because of advances made at the State and local levels, and in part because of a wide range of OE-administered Federal programs. Most of these programs are authorized by the Education of the Handicapped Act, which in FY '76 received appropriations as follows:

<u>Program</u>	<u>FY '76 appropriation</u>	<u>Transition quarter appropriation</u>
State grant program	\$100,000,000	\$200,000,000
Deaf-blind centers	16,000,000	--
Regional resource centers	10,000,000	--
Projects for the severely handicapped	3,250,000	--
Early childhood education	22,000,000	--

Personnel preparation (special education manpower development)	40,375,000	--
Recruitment and information	500,000	--
Research and related activities	11,000,000	2,500,000
Media services and captioned films	16,250,000	8,000,000
Specific learning disabilities	5,000,000	--
Regional vocational, adult postsecondary	2,000,000	--
	<u>\$226,375,000</u>	<u>\$218,500,000</u>

Education of the handicapped also receives earmarked funding under other OE-administered programs. FY '76 special allocations to the States for education of the handicapped under title I of ESEA (described on pages 27-28) totaled \$95,869,000. A 10 percent set-aside for services to the handicapped under the Vocational Education Act amounted to \$42,269,000. Finally, a 15 percent set-aside program under the former title III of ESEA, now a part of title IV of ESEA as amended by P.L. 93-380, provided some \$14,000,000 for special education in FY '76.

State Grant Program

To assist in the initiation, expansion, and improvement of programs and projects for handicapped children at the preschool and elementary and secondary levels, nonmatching grants are awarded to the States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, the Trust Territory of the Pacific Islands, and the Bureau of Indian Affairs. Part B of the Education for the Handicapped Act (EHA) authorizes these grants. They are intended to promote increased State programming for children on a comprehensive basis involving various Federal programs and local resources, to constitute a source of full Federal support for a limited number of children.

The FY '76 appropriation of \$100 million supported local projects under the State grant program in the 1975-76 school year in which an estimated 450,000 children participated directly and at least as many additional children benefited from testing and screening services only.

States have considerably improved their planning capabilities with the administrative set-aside under part B of EHA. Currently there is need to build State financial and professional resources as schools strive to meet recent court mandates to provide appropriate education services to all children, including the handicapped.

The Education of the Handicapped Amendments of 1974 stipulate that part B payments to States may be used for the early identification and assessment of handicapping conditions in children under 3 years of age. They also provide that procedures be established to ensure that handicapped children, to the extent appropriate, be educated with children who are not handicapped. Separate schooling, special classes, and other means of removing handicapped children from the regular education environment are to be a last resort.

Deaf-Blind Centers

Grants or contracts to public and nonprofit private organizations to establish and operate centers for educational and diagnostic services to deaf-blind children are authorized under part C of EHA.

An estimated 5,900 to 7,000 children have a combination of visual and hearing impairments, largely as a consequence of rubella epidemics in the mid-1960's, that require specialized intensive professional services, methods, and aids if these deaf-blind children are to achieve their full potential. Of these children, nearly 6,000 have been identified. More than 4,000 are in full-time educational programs; 600, in less than full-time programs; over 300 receive home services; and about 1,900 participate in summer school services. Some 1,000 such children are either in institutions for the retarded or at home, getting no educational services.

The Federal program seeks to help State and local education agencies and the private sector pay for the high cost of educating deaf-blind children. Because of this high cost and the wide geographic distribution of the target population, a regional center approach is utilized to coordinate limited national resources.

The program funds 10 regional centers for deaf-blind children. Nine of these are multi-State centers and one is a single-State center. Centers are authorized to initiate ancillary services as necessary, and in FY '76, some 250 subcontracts were negotiated with State education agencies, local education agencies, State departments of health and welfare, and private agencies for this purpose. Regional centers monitor the subcontracts and provide technical assistance, coordination, case-finding, and screening services.

Centers are located at Talladega, Ala.; Sacramento, Calif.; Denver, Colo.; Watertown, Mass.; Lansing, Mich.; Bronx, New York City; Raleigh, N.C.; Dallas, Tex.; Seattle, Wash.; and Austin, Tex.

The 10 deaf-blind centers received a Federal appropriation of \$16 million in FY '76. This is about one-third the total funding from State, local, and Federal Government sources. Federal per-pupil

costs of the full-time services provided for 4,000-plus children in the 1975-76 school year averaged \$3,100. Other direct beneficiaries of center services were 551 children who underwent initial diagnosis and 2,328 children who received periodic reassessment services, 2,457 parents who were counseled, and 1,617 staff members and parents who were given inservice training.

Regional Resource Centers

Regional Resource Centers (RRC's) facilitate the development of the best practices among States and LEAs in identification, appraisal, and educational programming for handicapped children. Program strategies focus upon demonstrations, dissemination, training, limited financial assistance, and staff expertise. Regional Resource Centers act as backup agents where State and local services are nonexistent or inadequate. The services are designed to provide demonstration and, in that process, achieve the catalytic effect of influencing practices to enable more children to be placed in regular class programs.

Contracts are awarded for 3 years by competitive request for proposals. Candidates are institutions of higher education and State education agencies or combinations of such agencies and institutions, including one or more local education agencies. The program is authorized under part C of EHA.

The FY '76 appropriation for Regional Resource Centers was \$10 million. Contracts were awarded to State education agencies, colleges and universities, and local education agencies for the delivery of appraisal and educational services designed to build an intra-State capacity. Assistance was provided to the States in developing and implementing:

1. Programs that assure "full service" goals in the least restrictive environment and maintenance of an individualized educational program.
2. Temporary support of experimental and demonstration models.
3. Personnel support, including technical assistance in needs assessments, needs analysis, strategy development, training, disseminating "state-of-the-art" information, child evaluation, and monitoring and tracking systems.
4. Appraisal with consideration for nondiscriminatory processes and procedures.

5. "Child-find" procedures and development of child-find systems.

An estimated \$2.5 million was applied to the operation of 15 Direction Service Centers. These centers provided general one-stop information services to match the child's total needs with available services and attempted a multidisciplinary effort to integrate the specialized services needed by the child. They accounted for the child's needs over time and maintained service records on each child referred.

In FY '76 approximately 90,000 handicapped children received services from 13 RRC's and a coordinating office. The marginal increase in numbers served over the FY '75 report is related to the increased capacity on the part of States and LEA's to respond to their own needs. This building of capacity has been the objective and intent of RRC services. Also, technical assistance was provided in developing 50 comprehensive State plans. Ten national or regional conferences were conducted on topics related to identification, diagnosis, appraisal, and educational programming of handicapped children.

Projects for the Severely Handicapped

Efforts to provide education for all handicapped children are hampered by educators' lack of knowledge about how to educate the severely handicapped child. Programs lack both experience and valid models.

To counter these deficiencies, OE in FY '74 began a new program of contracts, awarded annually at the discretion of the Commissioner by national competition, for projects designed to provide services to severely handicapped children and youths. Authorized under part C of EHA, this program's purpose is to establish, encourage, and promote programmatic practices designed to meet the education and training needs of severely handicapped children and youths so that they may become as independent as possible. Their requirements for institutional care would thereby be reduced and they would be assisted toward self-development. Eligible contractors are State departments of education, intermediate or local education agencies, other public departments or agencies, institutions of higher learning, and private nonprofit agencies or organizations.

An estimated 1,405,964 children are classified as severely handicapped--460,000 severely and profoundly mentally retarded, 900,000 seriously emotionally disturbed, 5,064 deaf-blind, and 40,900 multi-handicapped. Of these, only some 352,000 receive services from Federal, State, local, and private sources.

The FY '76 appropriation to fund projects for the severely handicapped totaled \$3.25 million. Awarded to 28 contractors, project activities were structured to facilitate mental, emotional, physical, social, and language development of severely handicapped children; to promote parental participation in meaningful intervention techniques with their handicapped children; to create community sensitivity and understanding of such children; and to deinstitutionalize children and youth to less restrictive environments when appropriate. Each project pays specific attention to new ways of training teachers to work with severely handicapped children.

A typical model demonstration project developed under this program will be able to identify and diagnose the particular needs of severely handicapped children and provide counseling services to parents and teachers as well as appropriate direct education and training services. It would also include inservice training and curriculum development and would be suitable for replication in other communities if successful.

Located in 21 States, the 28 model projects are within reach of every section of the Nation.

Early Childhood Education

The Early Childhood Education program supports demonstration and outreach projects to stimulate the development of comprehensive educational services for handicapped children up to 8 years of age with a primary focus on the preschool-age level. Part C of EHA authorizes the program.

Grants and contracts are awarded on a matching basis (90 percent Federal, 10 percent local) to help States and local education agencies build their early childhood services for handicapped preschoolers and their families. Grantees are public and nonprofit private organizations.

The Federal strategy is to work cooperatively with States through the public and private nonprofit agencies to demonstrate a wide range of educational, therapeutic, and coordinated social services to help establish competent State and local programs incorporating the best of tested practices. Awards are made annually at the Commissioner's discretion and are of three types:

Operational grants (demonstration projects), 3-year duration, for planning and initial implementation of service delivery. Must include parent participation, child assessment, project evaluation, inservice personnel training, interagency coordination, demonstration, and dissemination.

Outreach grants, available on a 1-year basis for up to a 3-year maximum, to the most successful projects which have completed the demonstration phase of operation and have the assurance of support from other funding sources to continue the direct services for the children. The purpose of the outreach projects is to help other agencies provide services modeled upon those developed during the demonstration phase.

State implementation grants, available on a 1-year basis, to State education agencies (SEA's), to enable them to accelerate provision of services for young handicapped children and their families in accordance with the State's planning. Personnel trained and experienced in early/special education can be hired, for instance, to provide coordination and resources for the early childhood activities which might not otherwise be available within the SEA.

An additional related activity is the provision of technical assistance to the demonstration projects through TADS, the Technical Assistance Development System, Inc.

During FY '76, 101 demonstration projects, 68 outreach projects, and 14 State implementation grants were funded. The total appropriation was \$22 million. Seven of the handicapped children's early education projects became the first in BHE to be validated by the Joint Dissemination Review Panel of the Office of Education and the National Institute of Education.

The legislation establishing the program stipulated that an evaluation of its effectiveness be carried out. During FY '76, the final report of the contractor funded to assess the program's effectiveness, the Battelle Institute of Columbus, Ohio, was published. Twenty-nine randomly selected projects with more than 2 years' experience with the program were studied as to: child progress, parent satisfaction and participation, placement of graduates, and verification of replications. The conclusions were positive overall.

The report states, "Viewing all handicapping conditions and domains, it is not uncommon for children to have gained 1½ to 2 times more from pre- to posttest than would have been expected in the absence of project experiences. For several cases (for example EMR (educable mentally retarded) children in the Personal-Social domain) the ratio of actual to expected gains is even larger."

The median direct cost per child was about \$1,000.

Approximately 75 percent of the graduates were in public school settings. Almost 64 percent of these graduates were in regular placement--half of them with ancillary services provided.

The report notes that 97 percent of the parents said they perceived changes in their children since entering the program, which they attributed to the effects of the project. Local contributions in the randomly selected sample of projects studied were considerably higher than the required 10 percent minimum.

Personnel Preparation (Special Education Manpower Development)

The Bureau of Education for the Handicapped (BEH) is attending to the mandate of the Education of the Handicapped Act (EHA) Amendment of 1975, P.L. 94-142, that first priority be given to handicapped children who are not receiving any education, and second priority to the most severely handicapped children within each disability who are receiving inadequate education.

At least 200,000 more teachers and support personnel are needed in preschool, elementary schools, and secondary schools if all handicapped children are to be served in the least restrictive environment. The current increment of 30,000 new teachers each year only meets the demand created by attrition in the field and the need to fill new positions. For 1976-77 alone, in order to expand and improve existing programs, the projected need was 46,572 new personnel. The addition of only 30,000 new teachers falls short of the projected requirement by 16,572 teachers. It is important to note that while training for regular education teachers has not been a specific mandated priority, the Bureau of Education for the Handicapped has recognized the importance of this training and allocated funds for it since fiscal year 1974. For FY '76 the BEH provided \$7,648,000 for preservice and inservice training of regular educators and administrators. Approximately 11,543 different individuals participated in short-term institutes and long-term training programs supported by these funds.

The special education manpower development program authorized by the Education for the Handicapped Act seeks to stimulate institutions of higher education, State education agencies, local education agencies, and nonprofit agencies to develop appropriate personnel. It provides financial assistance to prepare teachers, supervisors, administrators, researchers, teacher educators, speech pathologists and audiologists, and other special support personnel--such as specialists in physical education and recreation, paraprofessionals, vocational and career educators, and volunteers, including parents. Upon completion of their programs' requirements, these educators

and other specialists either work directly with handicapped children or prepare other educators and specialists who will work with them. The program has two main purposes--to increase the availability of qualified personnel and to improve the capacity and capabilities of the agencies it funds to provide required training in both preservice and inservice settings.

Grants are awarded annually at the Commissioner's discretion under national competition. Institutions of higher education, State education agencies, local education agencies, and other non-profit agencies and institutions are eligible. The program is authorized under part D of EHA.

The FY '76 appropriation of \$40,375,000 for the special education manpower development program funded 414 different agencies and institutions with 698 training grants.

Program priorities included early childhood education, severely handicapped, paraprofessional, physical education, recreation, interdisciplinary programs, general special education, vocational/career education, preservice and inservice training of regular educators, developmental assistance for postdoctoral training programs, and model implementation through special projects. Of the funds allocated in FY '76, institutions of higher education received 68 percent; State education agencies, 16 percent; local education agencies, 2 percent; and other nonprofit agencies, 14 percent.

Recruitment and Information

The Recruitment and Information program authorized under part D of EHA was formed to serve two special groups--parents of handicapped children and persons interested in special education. At the heart of the program is a National Information Center for the Handicapped which provides a wide range of informational and technical services to individuals and to groups, including referral services that help parents of handicapped children locate appropriate educational programs for their children.

Nonmatching grants and contracts are awarded annually at the Commissioner's discretion.

The FY '76 appropriation of \$500,000 was allocated in three awards:

- . A continuation contract to the National Association of State Directors of Special Education, Washington, D.C., for maintenance and improvement of the National Information Center for the Handicapped (NICH). NICH maintains a computerized national

directory of special education programs and facilities. Operating through health and welfare councils, 12 referral centers assist parents in obtaining the most appropriate services for their handicapped children. Information is disseminated through CLOSER LOOK newsletters to approximately 100,000 parents and educators.

- . Another continuation contract to Grey North, Inc., Chicago, for television, radio, and print campaigns to make parents aware of the services handicapped children need and to direct them to the NICH. The quality of the media campaigns has been recognized at international film and TV festivals, and at 800 TV and 4,000 radio stations which have provided the equivalent of \$10 million in public service time.
- . A grant to the Federation for Children with Special Needs, Boston, Mass., to conduct a "walk-in," personalized information and referral center operated by members of categorical organizations.

Research and Related Activities

The support of research and research-related activity focused on the education of handicapped children has been a recognized Federal responsibility since the passage of the Cooperative Research Act in 1954. Over the intervening years broad and diverse activities have been supported in this area. As the program evolved, the limitations of support are only that supported activities must:

1. Be applied research or research related.
2. Focus on educational issues.
3. Be specific to a handicapped population.
4. Relate clearly to the objectives of the Bureau of Education for the Handicapped.

Within these broad limits, the bureau's research programing is devoted to the production of information and materials which advance the cause of equal educational opportunity for all handicapped children.

Grants and contracts are awarded at the Commissioner's discretion under national competition. States, State and local education agencies, institutions of higher education, and public or private education or

research agencies and organizations qualify for grants and contracts. The program is authorized under part E of the Education of the Handicapped Act.

In FY '76, including the transition quarter, 166 grants and contracts were awarded under this program -- 93 for new activities and 73 for continuation of projects begun in previous years. Total appropriations amounted to \$13.5 million (FY, \$11 million; transition quarter, 2.5 million).

These projects represent the following types of activities: programs for crippled and other health-impaired children, for emotionally disturbed children, for the mentally retarded, for hearing-impaired, and for visually impaired children. Other programs classified as non-categorical also received support. Approximately 55 percent of the total funds available was used for research activities; the remaining 45 percent assisted demonstration and development efforts.

Allocations of funding relating specifically to Bureau priorities were: (a) Public Law 94-142 activities, \$1,033,757; (b) Early Childhood, \$2,437,503; (c) Full School Services, \$6,746,109; (d) Career Education, \$1,290,964; (e) Severely Handicapped, \$2,506,610; and (f) Personnel Development, \$1,537,731.

A small sample of these projects includes:

Ray Nickerson
Bolt, Beranek, & Newman

Research on Computer Based
Speech Diagnosis and Speech
Training Aids for the Deaf

E. Roy John
New York Medical College

Diagnosis and Remediation
for LD

Janet Wessel
Michigan State University

Programmatic Research and
Demonstration Project in
Physical Education for the
Severely Mentally Retarded

Andrew Halpern
University of Oregon

Evaluation of Retarded
Student Achievement in
Career Education Programs

Richard Blanton
Vanderbilt University

Sensory Discrimination,
Generalization, and Language
Training of Autistic Children

Patricia Kiser
Purdue University

Programed Instruction in
Clinical Assessment and
Remediation

Ray Kurzweil
Kurzweil Computer Products

Formative Evaluation and
Engineering of the Kurzweil
Reading Machine

R. Lynn Bondurant
Smithsonian Institution

Museum Guidelines for Educa-
tional Programs for Handicapped
Students

Wendy Perks
National Committee - Arts for
the Handicapped

Arts in Education of the
Handicapped

Media Services and Captioned Films

The Media Services and Captioned Films program, authorized under part F of EHA, produces and distributes education materials, trains persons in the use of media adapted to instruction of the handicapped, conducts demonstration projects, and furnishes technical assistance to the States. A National Center for Educational Media and Materials for the Handicapped and a system of 13 Area Learning Resource Centers and special offices are primary agencies in the design, development, adaptation, evaluation, and distribution of the materials, techniques, and services found most effective in educating handicapped children. In addition, the Captioned Films program originated in 1958--to promote the general welfare of deaf persons by captioning and distributing cultural and educational films--is continued.

The program was funded by an FY '76 appropriation of \$16,250,000 and a transition quarter appropriation amounting to \$8 million.

The FY '76 appropriation of \$16,250,000 was allocated for 74 awards:

- . Captioned Films--46 awards to purchase, caption, and distribute 91 new general interest titles and 72 new education titles which served over 3 million persons of all ages who have hearing impairments.
- . Captioned and Cable TV--two awards, one for broadcast 5 nights a week over public television of a captioned version of ABC news, the other for continued development of a closed caption system to serve

approximately 13 million people. Over 130 stations were showing the captioned news program in FY '76 and the FCC approved the use of Line 21 of the broadcast signal for the closed caption system.

- . The National Center on Educational Media and Materials at the Ohio State University, Columbus, and the aforementioned system of 13 Area Learning Resource Centers -- 18 awards, to help States develop services in media development, media training, media information, and media delivery.
- . National Theater of the Deaf, Waterford, Conn.--one award to provide cultural, educational, and vocational benefits to the deaf population.
- . Recording for the Blind, New York City--one award to provide free tape duplications of textbooks to visually handicapped students on all educational levels.
- . One award was given to Telesensory Systems of Palo Alto, Calif., to disseminate the Optacon (a special aid that permits blind persons to read ink print) to blind students throughout the country.
- . Three awards went to WGBH-TV of Boston, WNET of Alexandria, Va., and American Institutes of Research of Boston, to develop public awareness programming designed to create a better understanding of handicapped persons by the general population.
- . Two awards were made to Bolt, Beranek, & Newman, Inc., Boston, Mass., and RMC Research Corp., Mt. View, Calif., to demonstrate the use of computer assisted instruction as a means to educate handicapped children in the mainstreaming process.

Specific Learning Disabilities

An estimated 1 to 3 percent of the U. S. population aged 3 to 21 years have impairments in one or more of the processes involved in understanding or using spoken or written language -- commonly known as "learning disabilities." Although often of average or better than average intelligence, these persons are limited in their ability to read, write, or grasp mathematical principles because of some specific learning disability, such as dyslexia, minimal brain

dysfunction, central nervous system dysfunction, or minimal aphasia.

As a group, learning disabled children make up the largest category of handicapped children not served in education programs. By even the most conservative estimates, no more than 25 percent are in an appropriate educational setting.

The Specific Learning Disabilities program, authorized under part G of the Education of the Handicapped Act, seeks to stimulate State and local comprehensive identification, diagnostic, and prescriptive educational services for all children with specific learning disabilities through the funding of model programs as well as supportive technical assistance, research, and training activities. It also provides for early screening programs to identify these children and for dissemination of information about the learning disabilities programs.

Grants and contracts are awarded annually at the Commissioner's discretion under national competition to applicants from local education agencies, State education agencies, public and private nonprofit agencies and organizations, and institutions of higher education.

The FY '76 appropriation for the Specific Learning Disabilities program was \$5,000,000. It was allocated to 40 model demonstration programs located in 29 States, the District of Columbia, and Puerto Rico. Of these 40 model demonstration programs, 27 were new projects and 13 were continuation projects. The average grant award was \$125,000. In addition to title VI-G funds, the demonstration programs depend upon local and State education agencies and/or universities for additional support.

Approximately 42 percent of the demonstration programs are located in local school districts; 25 percent, in State education agencies; 25 percent, university-based; and the remainder, affiliated with public or private nonprofit education and research agencies and organizations. Nearly one-third of the projects are in urban areas; and 17 percent, in rural communities; the rest -- over 50 percent -- serve a combination of urban, rural, and suburban populations.

From another viewpoint, 40 percent of the demonstration programs serve elementary grade students only, 25 percent serve secondary students only, while the remainder serve both categories.

Each demonstration program has the following components:

1. A model program which includes: (a) a screening effort to identify learning disabled children, (b) provision of diagnostic services to these children where needed, (c) provision of prescriptive instruction to these children, (d) training of teachers and administrative staff, and (e) an evaluation of the project's objectives and goals.
2. A determination of the validity of the model.
3. Coordination with appropriate State and community agencies.

After validation each program serves as a model for State and national replication through the dissemination of information on specific, adaptable program components and materials. The projects are supported by technical and developmental assistance. In FY '76 a contract for \$400,000 was awarded to the National Learning Disabilities Assistance Program, Merrimac, Mass., to provide direct support services to the projects in such areas as program management, evaluation, organization development, communication and information services, and dissemination and diffusion of validated information. A third-party evaluation of program impact was successfully completed by the American Institutes for Research, Palo Alto, Calif.

Reports for FY'76 from the demonstration programs indicate that an estimated 42,800 learning disabled children received direct services in terms of diagnosis and instruction. In addition, 16,770 teachers underwent specialist training. Regular classroom teachers, principals, administrators and paraprofessionals were trained in the diagnostic/prescriptive remediation of learning disabilities and in program development and management. Some 24,500 parents were directly involved in program support activities or in parent training activities. These figures do not include data from the 1,053 schools or districts which are replicating the demonstration programs in whole or in part.

Seven States--California, Nebraska, Ohio, Indiana, Kentucky, Minnesota, and Wyoming--were funded to initiate statewide models or to continue statewide replication activities.

Of the 14 projects funded in FY '74 for more than 1 year, it is expected that 9 will apply for validation by the USOE Review Panel in FY '77. Oklahoma's secondary project has been validated.

Projects in FY '76 were diverse in design and in populations served. Materials were developed and distributed to parents; counseling and parent participation, as well as community involvement, were

stressed as integral components of program effectiveness. The communications network between the model programs and the public expanded through the use of professional journals, other publications, articles, and the newsletter which reported on each program's activities.

Regional Vocational, Adult, and Postsecondary Education Programs for Handicapped Persons

Historically, State and Federal public education agencies have been involved in the education of handicapped persons through the secondary level. Beyond that range, the role of the education agencies has usually diminished. However, the need for special support services for handicapped persons continues throughout postsecondary and adult education.

Research shows that many handicapped persons are capable of performing satisfactorily in postsecondary programs provided they are supplied with certain critical support services. These support services include interpreting, notetaking, tape recording, brailleing, wheelchair attending, counseling, tutoring, job counseling, placement, and followthrough.

Under the Education Amendments of 1974, section 625, the Commissioner is authorized to make grants to, or contracts with, institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit education agencies for the development and operation of specifically designed or modified programs of vocational, technical, postsecondary, or adult education for handicapped persons.

In effecting this authorization, priority consideration is given to: (a) programs that serve areas encompassing two or more States or large population centers; (b) programs that adapt existing programs of vocational, technical, postsecondary, or adult education to the special needs of handicapped persons; and (c) programs designed to serve areas where a need for such services is clearly demonstrated.

In FY '76, 13 grants were awarded under this authority to: St. Paul Technical-Vocational Institute, Seattle Central Community College, California State University at Northridge, San Diego Community College District, Metropolitan State College, Southern Illinois University, Delgado College, Queensborough Community College, State University of New York at Buffalo, Teachers College (Columbia University), University of North Dakota, Wright State University, and Oregon College of Education.

The \$2,000,000 FY '76 appropriation served approximately 2,300 persons.

A wide range of courses is being pursued by handicapped persons served by participating institutions. Technical and vocational courses include bookkeeping, forestry, optical technology, cabinet making, data processing, welding, and many others. Examples of baccalaureate and graduate study are chemistry, child development, art, education, prelaw, physical education, and premedical.

BILINGUAL EDUCATION

As many as 3.6 million children in the United States may lack the English language skills necessary to benefit fully from the typical school situation. Another 4.1 million children speak English but come from homes where a second language is spoken. Thus some 7.7 million children need or could profit from the use of a language other than English in the classroom.

Of these 7.7 million children, 4.3 million are American Indians or Eskimos, Asian Americans, or Spanish speaking, 2.2 million are principally from families of European origin, and 1.2 million are from other language groups. Spanish-speaking children are by far the largest single group, comprising 5.4 percent of the total elementary and secondary enrollment in the United States in 1972, while oriental and American Indian enrollments were each 0.5 percent. Approximately 85,000 American Indian children speak no English when they enter the first grade.

The Office of Education lists opportunities for the non-English-speaking or limited-English-speaking child among its high priorities in working toward equality of opportunity for education. Bilingual education is stressed in a number of major OE programs, the principal ones being under the Bilingual Education Act, which is title VII of the Elementary and Secondary Education Act. Particularly designed to meet the needs of children aged 3 to 18, title VII authorizes financial assistance to:

- . Local education agencies to (a) develop and conduct school programs to meet the needs of children of limited English-speaking ability and (b) demonstrate effective ways to help these children to achieve competence in English as well as in subject areas. Institutions of higher education (including junior or community colleges) may apply jointly with local school agencies to participate in such programs.
- . Local education agencies, State education agencies, and institutions of higher education to conduct teacher training programs.
- . Local education agencies and institutions of higher education to operate a materials development center or dissemination/assessment center.

The Commissioner is also authorized to make payments from title VII funds to the Secretary of the Interior to carry out programs of bilingual education for Indian children on reservations served by elementary and secondary schools operated by the Department of the Interior.

A basic principle of the bilingual approach (as distinguished from teaching English as a second language) is that the child's mother tongue is used in addition to English as a medium of instruction throughout the entire curriculum. Respect for the ethnic and cultural background of the child is inherent; the student learns about the history and culture associated with the other language as well as those of the United States.

The title VII bilingual program is forward funded. Consequently, funds appropriated and obligated in one fiscal year are used by grant and contract recipients the succeeding year; for example, FY '77 funds will be used during FY '78, that is, academic year 1977-78.

For school year 1976-77, a total of \$96,066,512 was allocated. This includes \$59,362,448 awarded to local education agencies for 425 classroom demonstrations, of which 176 were new starts. The demonstrations cover 18 languages, including 35 Native American, 17 Asian and Pacific, and 16 Indo-European languages. As estimated 185,000 students were directly served by these demonstrations. Projects are located in 41 States, the District of Columbia, Puerto Rico, Trust Territory of the Pacific Islands, and the Virgin Islands.

The Office of Education, through a contract with the American Institutes for Research (AIR), identified four bilingual projects that could serve as models to project planners and managers. The criteria for project effectiveness included instruction in English-language skills for children limited in those skills, instruction in the customs and cultural history of their home cultures, and instruction in their home languages to the extent necessary to allow them to progress effectively through school. Furthermore, project participants had to show statistically and educationally significant gains in English-language skills, as well as in subjects taught in the home language. Clearly definable and describable instructional and management components were required. Finally, startup and continuation costs had to be within reasonable limits.

Candidates for the models search came from program staff of ESEA title II and of other ESEA titles which support bilingual education projects; from the files of previous searches for effective projects; and from State bilingual education officials, school districts, and regional educational laboratories.

In FY '77, grants will be awarded to at least 16 LEA's as an experiment to see whether the four model projects can be replicated elsewhere. The Office of Planning, Budgeting, and Evaluation will let a contract to evaluate the replicability of the four models on the 16 sites.

The bilingual project models identified by AIR and approved by the Dissemination Review Panel of the Office of Education as appropriate for national dissemination follow.

Bilingual Education Program
Alice Independent School District
Alice, Tex.

Spanish - In 1973-74, the project served 528 children in grades K-4 in four schools.

Aprendemos en Dos Idiomas
Title VII Bilingual Project
Corpus Christi Independent School District
Corpus Christi, Tex.

Spanish - In 1973-74, the project served 1,500 children in grades K-12 in eight elementary schools, one junior high, and one high school. (Validation of the program was for grades K-4 only.)

St. John Valley Bilingual Education Program
Main School Administrative District #33
Madawaska, Maine

French - In 1973-74, the project served 768 children in grades K-4 among the three school districts that cooperate in the project.

While the classroom demonstration projects included some inservice training and curriculum development, they reached only a small number of students. The Education Amendments of 1974 require local education agencies to expend at least 15 percent of their award for more deliberate and systematic teacher training. These efforts should increase the capacity of the Nation's education system to serve the special needs of the non-English-speaking student.

It is estimated, for example, that for Spanish-speaking children about 85,000 teachers are needed. To help correct this deficiency, approximately \$23,504,065 million was received by local education agencies and institutions of higher education in 1976 to develop a variety of training programs. These training programs include such modes as:

- . Inservice Training. --In conjunction with ongoing classroom projects, approximately \$10,232,000

was received by local education agencies to train administrators, parents, counselors, teachers, and aides participating in the projects. Career development is stressed in these training programs.

- . Graduate fellowships -- 697 fellowships were awarded in 38 universities in 16 States for a total of \$4 million. Trainers of teachers are the recipients of these monies for either a master's or a doctor's degree in bilingual education. These fellows and those who succeed them in the coming years promise to be a significant resource for increasing the number of bilingual education teachers at the local classroom level.
- . Professional and Institutional Development-- To enable institutions of higher education to develop or expand and improve their bilingual education training capabilities, \$6 million was granted to 35 institutions of higher education. In addition, \$3,275,000 was also granted to the same institutions to support 750 stipends.

In the past, the development of bilingual education materials has been largely a local responsibility with the exception of a few materials development centers. Now, the Office of Bilingual Education is able to operate a large network of centers, with the resource centers providing immediate services on effective practices and procedures to local education agencies, the material development centers providing materials in the languages of the target groups being served, and the dissemination and assessment centers assessing, publishing, and distributing the materials developed.

In 1976, 14 materials development centers were awarded \$5,425,000; 15 resource centers, \$5,000,000; 3 dissemination and assessment centers, \$1,575,000. For the first time, an orderly and logical division of labor has been established to obtain bilingual instructional materials when they are needed in the classroom.

Although title VII is the best known source of funding for bilingual education projects, other sources within OE and elsewhere in HEW also support a variety of bilingual programs and others which mix a bilingual approach with teaching English as a second language.

INDIAN EDUCATION

An estimated 380,000 Indian children and youths attend public

schools; 48,000 are enrolled in Bureau of Indian Affairs schools; approximately 9,000 attend private or mission schools.

The educational achievement of these students is currently restricted as compared to their non-Indian peers. For example, only 50 percent complete secondary school; only 17 percent of the eligible 18-year-old Indian population attend college as opposed to the 38 percent of the general 18-year-old population, and approximately 4 percent of those Indians who do enroll in college actually graduate.

About 70 percent of the Indian school-age children are residents of eight States: Alaska, Arizona, California, Montana, New Mexico, North Carolina, Oklahoma, and Washington. However, there are 27 other States in which up to 1,000 Indian pupils reside. The diverse geographic areas in which these students live is one of the numerous factors bearing on their educational needs. Other factors are urban vs. rural needs, reservation vs. nonreservation needs.

Indian children come from typically poor environmental conditions; family income is low; their parents' educational attainment is low; and the incidence of disability from mental and physical difficulties is high. The poor academic success of these Indian children can be attributed to a number of defeating conditions, such as:

- . Success in school depends upon proficiency in reading. Indian pupils perform consistently well on nonverbal tests but underachieve on standardized tests based on measures of verbal ability.
- . Conflict between the social priorities and cultural values of the Indian community and of the school system place the Indian child between two opposing forces.
- . The poverty and limited education of many Indian parents limit their capacity to participate in and reinforce their children's learning processes.
- . Educational needs of Indian children are not always understood by public school teachers and program planners. There are not enough Indian educators and education administrators to fill the demand for their services.
- . Tests and grading standards used by many schools do not accurately chart the skills and knowledge the Indian child possesses or has built upon.

- . The social conditions of many Indian children are deficient in terms of health care and social welfare services.

In recognition of the special educational needs of American Indians and Alaskan Natives, the Congress passed the Indian Education Act of 1972 (Public Law 92-318, title IV) authorizing the U.S. Commissioner of Education to operate a wide variety of programs, including supplementary education services, model experiments, demonstrations, and dissemination activities. In keeping with a policy of Indian self-determination, parental and community participation in program development and implementation is required for all projects.

Federal assistance provided under the act is in addition to those funds which may benefit Indians and Alaskan Natives from other U.S. Office of Education (USOE) programs such as School Aid to Federally Affected Areas, Title I of the Elementary and Secondary Education Act, Head Start, Follow Through, Teacher Corps, Adult Education, and Emergency School Aid.

The Indian Education Act of 1972 addresses the public elementary and secondary education of Indian children and, to some extent, adult education. It contains five parts: (a) financial assistance to public school districts and schools on or near reservations; (b) funding for planning, pilot, and demonstration projects; (c) funding of adult education projects, primarily in the area of literacy and high school equivalency; (d) establishment of the National Advisory Council on Indian Education and the Office of Indian Education; and (e) a set-aside under the Education Professions Development Act for the training of Indian teachers.

The Education Amendments of 1974 broaden the training program for teachers of Indian children, placing it under the Indian Education Act. They also create a fellowship program for Indian students in engineering, medicine, law, business, forestry, and related fields at the professional or graduate level.

In FY '76, the appropriation for Indian Education Act programs was \$57,055,000. This amount included \$2,055,000 for program administration. An additional \$516,000 was appropriated to the latter account for the transition quarter.

Payments to Local Education Agencies for Indian Education

Part A of the Indian Education Act authorizes Federal financial assistance to local education agencies (LEA's) for elementary and secondary programs to meet the special educational needs of Indian children. Grants are made to applicant LEA's on an entitlement basis according to the number of Indian students enrolled multiplied by the State average per-pupil

expenditure. As a result of increased parental participation through parent committees -- a requirement for part A funding -- the number of eligible local school districts grew from 2,621 in FY '74 to 3,200 in FY '76. As more LEA's became eligible for part A funding, the number of grants awarded increased from 854 in FY '74 to 1,089 in FY '76.

The majority of Indian children attend schools in districts that have a low tax base and low concentration of services, but a high degree of isolation and high costs for ancillary services, such as transportation. Consequently, these districts are often unable to provide special programs for educational or cultural enrichment without additional funding.

The amount available for part A in FY 1976 was \$35 million. Besides funds for local educational agencies, a part of this amount was reserved for grants to Indian-controlled schools located on or near reservations which are neither LEA's nor have been so designated for more than 3 years. This non-LEA set-aside was increased from 5 percent to 10 percent by the Education Amendments of 1974, Public Law 93-380.

In order to provide a more effective service program for Indian children, part of the appropriation for part A in FY 1976 was used for the following purposes:

- . To ensure that program funds would be used to address the special educational needs of Indian children as specified in the legislation, a technical review of applications for both LEA's and non-LEA's was conducted. Site visits were made to selected projects in progress and technical assistance was offered to many on request. Conferences with grantees were held to ensure the maximum dissemination of information relating to program characteristics and conditions.
- . To ensure full participation of the Indian community in the planning, implementation, and evaluation of part A LEA projects, a management reporting system was instituted which requires Indian parent committees to review and report on the management of part A LEA grants. A "Part A Parent Committee Information Kit" was developed to provide detailed information on the planning, development, and operation of part A programs.
- . To develop an information base for identifying Indian educational needs as influenced by the total educa-

tional environment, needs assessment data as they appeared on project applications from LEA's and as gathered from site visits, conferences, and project monitoring efforts were collected, reviewed, and analyzed.

Examples of the Program at Work:

The Broken Bow Public School District of Broken Bow, Okla., used part A funds for an educational and cultural enrichment program for the 781 Indian students enrolled. This program aims to increase feelings of cultural pride and self-esteem in Indian students through the following activities: (a) speech development and remediation of cultural language inadequacies; (b) counseling to enhance the opportunity for Indian students to actualize their potential; (c) cultural enrichment to enhance Indian students' appreciation and respect for their cultural heritage; and (d) language development to increase the competencies of Indian students in understanding the Choctaw language.

Special School District No. 1 in Minneapolis, Minn., used part A funds (a) to provide needy Indian students with dental care, emergency clothing, and other assistance; (b) to meet the expressed need of the Indian community by providing Indian cultural activities in the classroom with traditional Indian people; and (c) to hire school aides and social worker aides as advocates in the school for Indian children, assisting with their medical, social, and physical problems by referring them to proper sources and resources, and offering them a role model while affording school staff members opportunities to interact with and learn from Native American staff. To increase parental involvement in the classroom, the staff prepared course outlines depicting the capability of title IV instructors to offer classes dependent on expertise and experience, thereby providing the base for cultural classes. To increase attendance, the project provides Indian studies classes at 8 schools, and 36 arts and crafts classes at 16 schools.

Special Programs for Indian Children

Part B of the Indian Education Act authorizes grants to support planning, pilot, and demonstration projects; educational services not otherwise available; preservice and inservice training programs for educational personnel; dissemination of information and materials; and fellowships for Indian students in graduate and professional programs in medicine, law, engineering, business, forestry, and related fields.

In FY '76, 609 applications were received and 132 grants were awarded in 24 States. The average grant award amount was \$116,584. The amount awarded under the fellowships program was \$500,000. The \$16 million FY '76 appropriation for part B was distributed among funding categories as follows:

- . Planning, pilot, and demonstration projects: \$3,689,016 for 26 projects, particularly in the areas of public school dropouts and Indian-controlled schools for Indian students. These schools are nonpublic Indian schools which are neither on nor near reservations and therefore are not eligible for funding under the part A 10 percent set-aside for nonlocal education agencies. They provide educational opportunities for Indian students requiring innovative remedial and alternative educational approaches not available through the public school system.
- . Educational services and model programs and centers: \$7,778,235 for 73 projects supporting basic services such as counseling, tutoring, remedial programs, recreational activities, culturally based programs, and parent/community-based early childhood programs for Indian children through age 5.
- . Dissemination and evaluation programs: \$918,647 for 10 projects, to improve the educational opportunities of Indian children through the utilization of materials and programs suited to their individual lifestyles and identities.
- . Educational personnel training: \$2,933,227 for 23 projects to train teachers, administrators, and ancillary personnel to better serve Indian children. Under the law, preference must be given to the training of Indians.
- . Fellowships for Indian students: \$500,000 for 104 fellowships to Indian students in fields of medicine, law, engineering, business, forestry, and related fields.

Support has been planned for some projects which require more than 1 year to complete. Where assistance is provided for multiple year projects, grant awards are made for grant periods of a single year's duration, with continuation awards for 2nd and 3rd years subject to satisfactory performance and availability of appropriations in future fiscal years.

Examples of the Program at Work:

The Eagle Feather Day Care Center in Grand Forks, N.D., is a State-licensed day care center which serves Indian parent-students enrolled at the University of North Dakota. It has a capacity of care for 28 children age 2 to 5. The center offers quality child care through guidance and support for social-emotional development (dependency-independence, creativity,

and ease in separation), physical development (gross and fine motor), and cognitive development (physical, social, logical, and representative knowledge). It also provides staff personnel with a structured, individualized training program; furnishes those who complete the training and desire to return to the reservations with a model project for designing and organizing day care services there; coordinates Indian resources to assist in the development of a curriculum which integrates Indian values and culture into the literature, games, music, food, and crafts; and develops special educational resource materials for Indian children in a preschool setting.

The Tulsa Indian Youth Council, Inc., provides approximately 3,000 Indian youths age 2 - 21 in the Tulsa, Okla., area with a learning enrichment program. Its activities include tutoring; a library; early childhood services; cultural, recreational, and information services; and a preventative alcohol and drug education program. This council has been in operation since July 1973.

In fiscal year 1976, special emphasis was placed (a) on raising the educational achievement level of 70 seventh-grade Indian students who were 1 to 4 years below grade level; and (b) on the alcohol and drug education program. Specialists in mathematics and reading were hired to orient teachers and parents and administer a series of tests to the students. Students also received special help through clarifying lectures, time in the laboratory with special mathematics equipment, and individual counseling by an instructor. The preventative alcohol and drug education program was aimed at Indian students in grades three to six in the Tulsa area. In addition, a 24-hour model workshop for counselors of elementary school children was developed, as well as a handbook for counselors and teachers.

Special Programs for Adult Indians

Part C of the Indian Education Act supports service and developmental projects designed to improve the employment and educational opportunities for adult Indians. On the basis of national competition, grants are awarded to Indian tribes, organizations, and institutions, and to State and local education agencies.

Illiteracy and unemployment are problems of major proportion in many Indian communities. Some State estimates indicate that between 60 and 90 percent of their adult Indian populations over age 18 read at less than the fifth grade level. Lack of appropriate models and educational strategies for instructing adult Indians contribute to their lack of educational success. These educational deficiencies are further manifest in unemployment levels among Indian adults ranging from 65 percent to 90 percent of the available labor force.

In FY '76, the program received 150 applications and awarded 61 grants in 27 States. The average grant award amount was \$61,538.

To address the problems of illiteracy and unemployment among adult Indians, the \$4 million appropriation for part C was used for the following purposes:

- . To improve the educational opportunities for Indian adults -- \$1.5 million was apportioned to establish and operate Indian adult learning centers which provide basic education training programs to give Indian adults the opportunity to qualify for a high school equivalency certificate.
- . To develop innovative and effective techniques for achieving the literacy and high school equivalency goals -- \$1.5 million was allocated to projects that stress curriculum development teaching techniques, literacy equivalency testing models, consumer education, bilingual education, cultural education, and other learning activities meeting individual adult Indian needs.
- . To assist in the development and implementation of coordinated efforts to serve Indian adults -- \$1 million was disbursed for projects to develop adult Indian educational services in adult basic education and general education development (GED) in concert with other health, manpower, and social programs designed to meet the comprehensive needs of citizens in a community.

Support has been planned for some projects which require more than 1 year for completion. Where assistance is provided for multiple year projects, grant awards are made for grant periods of a single year's duration, with continuation awards for 2nd and 3rd years subject to satisfactory performance and availability of appropriations in future fiscal years.

Examples of the Program at Work:

The Yankton Sioux Reservation in South Dakota has an estimated population of 1,425 Indian people, 643 of whom are between the ages of 20 and 64. According to statistics compiled by the Bureau of Indian Affairs, the average grade level achievement is 8.4. The low educational level attained by most adults, coupled with the high unemployment rate plus socioeconomic problems, and a rapidly increasing population growth magnify the complexity of educational problems facing the Yankton Sioux.

To address the educational needs of adults on the Yankton Sioux Reservation, a comprehensive community education package, funded under title IV, part C, was assembled with the following major components: (a) an adult basic education program aimed at helping Indian adults improve basic skills in reading, writing, and mathematics, and geared to provide the adult student with easy transition into the GED program; (b) a general education development program of instruction and testing leading to a certificate of high school equivalency; (c) the Marty Indian adult high school diploma program, a cooperative effort between the Yankton Sioux Tribe and the Marty Indian School Board of Education and school administration which is open to Indian adults interested in obtaining a regular high school diploma through enrollment in evening high school classes; (d) the Yankton Sioux tribal enrichment program, which offers courses in arts and crafts, Dakota Language, speed reading, typing, fire fighting, shop and home economics; and (f) a higher education program, which offers resident undergraduate college credit through the University of South Dakota.

The Intertribal Friendship House, located in Oakland, Calif., administers an Indian adult education program in an urban Indian community through part C funding. The academic level of students served ranges from fifth grade through college graduation. The program offers adult basic education and GED classes aimed at improving the reading, writing, composition, oral communication, and other skills of American Indians who may or may not have a high school diploma. A multimedia collection of books, magazines, films, audio and video tapes, and newspapers are part of the program's resources. Counseling is provided to help students find employment and/or support for higher education. Tutorial services are also provided, and on-the-job training referrals are made to other agencies and programs in the community.

Indians in the community are encouraged to use the facilities of the Intertribal Friendship House for meetings. An open invitation has been extended to all to attend the teacher and community workshops held there. Indian guest speakers give classroom lectures and offer the means to keep the Indians in the community informed regarding Indian affairs throughout the country.

Program Administration

Part D of the Indian Education Act refers to the General Education Provisions Act (sections 400(c), 411, and part D) as authority for funds to operate the Office of Indian Education and the National Advisory Council on Indian Education. Funds so appropriated support the salaries, travel, and other administrative expenses for the Office and the Council, as well as planning and evaluation studies.

In order to work toward improving educational opportunities for Indian and Alaskan Native children and adults, the Office of Indian Education performs the following activities:

- . Staffs the Office of Indian Education at a level of 46 full-time positions, and the National Advisory Council on Indian Education at a level of 4 full-time positions.
- . Funds the 15-member National Advisory Council on Indian Education.
- . Monitors and provides technical assistance to grantees under all parts of the Indian Education Act. This includes implementing mechanisms and procedures to coordinate data collection; disseminating a media kit to aid in addressing problems faced by parent committees and school districts in providing educational services for Indian children; disseminating an evaluation manual to aid project staff in the overall measure of project performance; and designating staff to provide technical assistance to projects identified as having major difficulties.
- . Develops a delivery system to disseminate the findings of pilot, planning, and demonstration projects to school systems. Specifically, this includes identifying successful educational practices in parts A, B, and C which, when validated, can serve as models for projects that will improve the educational achievement of Indian children and adults.
- . Conducts, evaluates, and reports on a national needs assessment for Indian education. This activity is directed toward establishing a data base for future evaluation of project activities and developing a cost analysis of funding requirements to fully meet the special educational needs of Indians.

Teachers of Indian Children

The FY 1976 Education Personnel Development Act (EPDA) appropriation to train teachers and teacher aides to work with Indian children in their own communities was \$273,100 (a mandated set-aside of any EPDA, part D appropriation). However, funding for this activity is being phased out of EPDA and is being assumed by the Office of Indian Education under title IV, part B. Consequently, the five projects funded in FY 1976 were transferred to the Office of Indian Education for administration. They are:

The Navajo Division of Education Window Rock, Ariz.	\$ 40,000
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Rockpoint Boarding School Rockpoint, Ariz.	\$ 49,659
Coalition of Indian Controlled School Boards Denver, Colo.	\$ 76,663
Montana United Scholarship Service Great Falls, Mont.	\$ 70,539
University of South Dakota Vermillion, S. Dak.	\$ 36,239

POSTSECONDARY STUDENT AID

Title IV-A of the Higher Education Act of 1965 (HEA) (P.L. 89-329, as amended) provides for various programs of student financial assistance.

The Office of Education administers six major financial aid programs specifically tailored to promote equal educational opportunity for financially needy students to get college or postsecondary vocational/technical education. They are:

Basic Educational Opportunity Grant Program

Supplemental Educational Opportunity Grant Program

College Work-Study Program

Guaranteed Student Loan Program

National Direct Student Loan Program

State Student Incentive Grant Program

Basic Educational Opportunity Grant Program

The Basic Educational Opportunity Grant (BEOG) program (HEA, title IV-A-1) helps eligible persons finance their postsecondary education, providing assistance according to a uniform scale of financial need. It is open to half-time as well as full-time students doing undergraduate work at a college or attending a vocational or technical institution.

At full funding, the program would provide a maximum grant of \$1,400 per year, less the expected family contribution. Since

there was only partial funding in FY '74, grants were prorated according to a reduction formula set by law, and students who were enrolled half time or before April 1973 were not eligible to receive Basic Grants.

FY '75 was the first year the program was fully funded since its inception; awards ranged from \$200 - \$1,400. During FY '75, over 2.1 million students applied for Basic Grants. Approximately 3.3 million students had applied by February 28, 1977 and it was expected that more than 1.9 million students would receive Basic Grant awards during FY '76.

The program cost for FY '76 amounted to \$1.5 billion. The initial FY appropriation provided \$715 million and a supplemental appropriation added \$610.8 million for a total of \$1,325,800,000. The transition quarter appropriation was \$1 million. Congress has authorized this program to draw against next year's appropriation to meet program demand.

Supplemental Educational Opportunity Grant Program

The Supplemental Educational Opportunity Grant (SEOG) program (HEA, title IV-A-2, as amended) is for postsecondary students of exceptional financial need who without the grant would be unable to continue their education. The grants range from \$200 to \$1,500 a year and are made only to undergraduate students who are enrolled on at least a half-time basis. Institutions taking part in the program are required to provide a matching award in an amount at least equal to the SEOG. The matching assistance may be in the form of a basic grant, a loan, part-time work, scholarship, or other type of institutionally controlled aid, or from a State or private grant program.

The 1975-76 fiscal year was the third year of the SEOG program (successor to the Educational Opportunity Grant program). The appropriation level permitted the funding of less than half of the institutional requests made this year.

The FY '75 funding of \$240,300,000, appropriated for use during FY '76, was allocated between 243,000 initial year grants and 204,000 continuing year grants. A total of 3,406 institutions participated, including 848 proprietary schools. Funds were distributed in the following proportions in FY '76: public universities, 36.1 percent; other 4-year public institutions, 8.1 percent; 2-year public institutions, 13.9 percent; public vocational-technical schools, 1.3 percent; private universities, 13.4 percent; other 4-year private institutions, 17.4 percent; private 2-year colleges, 2.8 percent; proprietary schools, 7 percent.

Approximately 447,000 students benefited from the program during the year. Grants averaged \$520.

College Work-Study Program

The objective of the College Work-Study (CWS) program (HEA, title IV-C) is to stimulate and promote part-time employment of students with great financial need who require earnings from employment to finance their academic studies. By subsidizing the part-time employment of needy students, the program contributes to the longer term Federal goal of equality of educational opportunity at the postsecondary level. Both undergraduate and graduate students who are enrolled on at least a half-time basis in eligible institutions may participate in the program.

A statutory formula determines distribution of most CWS program funds among States and other eligible areas. Grants are made to eligible postsecondary institutions to reimburse 80 percent of wages paid to students for work arranged by the institution. Work so arranged may be either on-campus (except for students in proprietary schools) or offcampus with either a public or private nonprofit agency.

During the 1975-76 fiscal year, 3,215 postsecondary institutions participated in the CWS program, enabling approximately 973,000 students to find part-time employment. An appropriation of \$420 million plus institutional contributions of \$101,205,000 were available for use during the 1975-76 award period.

The average wage paid in the 1975-76 fiscal year, including the institutional matching share, came to an estimated \$520 per student. An estimated 45.5 percent of the students aided had gross family income of \$6,000 or less; 24.3 percent, \$6,000 to \$9,000; 16.5 percent, 9,000 to \$12,000; and 13.7 percent were from families with incomes of \$12,000 or more. Undergraduates made up 95 percent of the students who benefited from the program.

Guaranteed Student Loan Program

The Guaranteed Student Loan (GSL) program (HEA, title IV-B) helps students attending some 3,700 institutions of higher education; nearly 4,000 vocational, technical, business, and trade schools; and approximately 800 foreign educational institutions. Loans are made primarily by such lending institutions as commercial banks, savings and loan associations, and credit unions; or directly by educational institutions and States which have qualified themselves as lenders. In the federally insured phase of the program, the Federal Government protects lenders against loss under such circumstances as death or default of a borrower.

Twenty-six State or private nonprofit agencies administered their own guaranteed loan programs during the 1976 fiscal year. In this program

segment, 80 percent of a loan is reinsured by the Federal Government. The Federal Insured Student Loan (FISL) program which directly insures 100 percent of a loan, operates in the remaining States and for students who do not have access to a State program. The FISL segment accounted for 43 percent of new disbursements in FY '76 (12-month period).

Students may obtain loans up to a maximum of \$2,500 a year--with a maximum aggregate of \$7,500 for undergraduate students and \$10,000 for graduate students, including undergraduate loans. While a student is in school, during the maximum 12-month grace period after leaving school, and during periods of authorized deferment, the Federal Government pays the lending institution the interest on all loans which qualify for such subsidy, up to the legal maximum of 7 percent. Lenders receive a special allowance, not to exceed 3 percent per annum, on the average quarterly unpaid principal balance of loans made after August 1, 1969 (whether or not the loan qualified for Federal interest benefits) when authorized by the Secretary of Health, Education, and Welfare in consultation with the Secretary of the Treasury and the Director of the Office of Management and Budget.

Additional 12-month program data: In FY '76, approximately 893,000 students obtained new loans under GSL. Of the FY '76 \$452,000,000 appropriation, nearly \$284,000,000 was allocated as follows: interest benefits on new loans, \$43,732,000; interest benefits on older loans, \$158,490,000; "special allowance" to lenders as a loan market adjustment, \$77,530,000; and death and disability payments, \$4,077,000. Nearly 15,000 lenders with loans outstanding participated in the program.

Average disbursement size increased over the years as education costs rose and statutory borrowing limits were raised. In FY '76, the average disbursement was \$1,068--up \$271 from the beginning of the program in 1966.

Reduction of the number of default claims in the FISL program is a continuing management objective. Manpower for claims examination was increased, and efficient control of claims filed by lenders at the regional office level was achieved through a computerized data management system. The system's goals are to provide claims examiners with full professional time to determine that claims have been filed satisfactorily and that required due diligence has been demonstrated by the lender and therefore approval for payment can be authorized. Attributes of the system are: duplicate claims elimination, automatic calculation of interest and validation of principal (disbursement history), validation that the disbursements did not exceed the insurance commitment, elimination of all paper flow between the regional and central offices, automatic control over cancellation of claims, computer reporting to regional offices and corresponding lenders verifying payment of each claim, and the concurrent approval for payment and obligation of funds thereby preventing subsequent adjustments in the

Office of Education's financial management system. The initial effect of this system has been to reduce average claims processing time nationwide to an average of approximately 45 days from initial entry on the computer system through mailing of checks to lenders.

Regulations published February 20, 1975, give the Commissioner of Education the authority to limit, suspend, or terminate eligibility of educational institutions and federally insured lenders to participate in the GSL program. These regulations also establish requirements for participating educational institutions and set forth the standards by which they will be evaluated. Regulations published January 20, 1976, protect Federal Insured Student Loan borrowers from improper loan transactions and establish criteria to determine the amount of loss that will be paid in default claims for loans originated by school lenders.

Cases in which fraud or abuse have been suspected or identified are investigated by a newly established compliance staff for possible regulatory and/or legal action.

Followup reviews and examinations of previous GAO and HEW Audit Agency audits are conducted to assure compliance with audit recommendations.

During FY '76, for the 12-month period, \$11,899,000 was collected on defaulted loans. This amount represents an increase of 14.6 percent over FY '75. The guarantee agencies (GA) increased their collection total by 22.1 percent while the Federal Insured Student Loan program's collections were up 10.5 percent.

Collections

	FY '75	FY'76	Difference
FISLP	\$6,716,000	\$7,424,000	+ \$ 708,000
GA	<u>3,665,000</u>	<u>4,475,000</u>	+ <u>810,000</u>
Total	\$10,381,000	\$11,899,000	+ \$1,518,000

National Direct Student Loan Program

The National Direct Student Loan (NDSL) program (HEA, title IV-E, as amended) allocates funds to postsecondary institutions for long-term low-interest loans to financially needy students. These loans are to provide lower income students with an additional source of funds for access to postsecondary education and to help provide middle-income students with another source of funds with which they may choose among a broader range of institutions. The loans complement other forms of student

financial assistance such as Basic and Supplemental Educational Opportunity Grants, College Work-Study, and Guaranteed Student Loans.

Lending limits are \$2,500 for the first 2 years of undergraduate study, an aggregate \$5,000 for 4 years of undergraduate study, and \$10,000 for graduate and professional study (including loans received as an undergraduate student). Repayment of the loan extends over a 10-year period beginning 9 months after the borrower ceases study on at least a half-time basis. Interest of 3 percent starts at the beginning of the repayment period. States receive funds by statutory formula and a participating institution pays in \$1 for each \$9 of Federal funds received. The institution's loan fund is revolving so that the institution may make new loans from those repaid. Further, the NDSL program offers cancellation benefits for certain kinds of teaching services or military services in a combat zone.

The FY '75 appropriation for use during FY '76 was \$321 million for new Federal capital contributions. Under separate appropriations another \$2 million was used for loans to institutions that had difficulty in providing the 10 percent matching funds required, and over \$5 million was disbursed for teacher/military cancellation reimbursements.

An estimated 799,000 students received approximately \$551 million in NDSL loans in the 1975-76 academic year. They attended some 3,167 post-secondary institutions.

Cuban Refugee Loans

The Cuban Student Loan program offers financial assistance to qualified refugees engaged in postsecondary study who are unable to obtain aid from other sources. At the start of the 1973-74 academic year, the program began phasing out. Only those who maintain eligibility and continuous pursuit of their academic endeavors are eligible for further financial aid. New loan applications under this program cannot be accepted. As far as students are concerned, the program operates under virtually the same rules as the National Direct Student Loan program -- the major exception being that repayments are made to the Federal Government, not to the institution. The program is authorized by the Migration and Refugee Assistance Act.

State Student Incentive Grant Program

All 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, and Guam are participating in the State Student Incentive Grant (SSIG) program with FY '76 funds. Authorized under title IV, part A-3 of HEA, the SSIG program helps States initiate or expand State programs of financial assistance for postsecondary undergraduates. Of the 55 States and other eligible areas joining the SSIG network since the program began in FY '74, 27 expanded ongoing programs and 27 established new ones. In 15

of the participating States, SSIG and matching State funds make up the entire State scholarship program. In the remaining States, SSIG and matching State funds supplement scholarship programs funded entirely from State resources.

SSIG funds are allotted to States according to postsecondary enrollments. States provide 50-50 matching funds out of their own resources. Some 176,000 students were expected to receive grants in FY '76, at an estimated average of \$500. By law, full-time undergraduate students are eligible to receive up to \$1,500 (\$750 Federal share) a year, with reduced amounts available to half-time students.

In FY '76, States had wide latitude in determining which students and institutions could participate, but the U.S. Commissioner of Education must annually approve each State's definition of "substantial financial need" for student eligibility. States must apply annually for SSIG funds.

The FY '76 appropriation was \$44 million, to cover both initial and continuation student awards.

Cooperative Education Program

The blending of practical work experience with classroom learning--cooperative education--has become an important feature of today's education scene. From a modest beginning in 1906, Cooperative Education has expanded at a steady, though moderate, pace. In the 1960's, the pace accelerated. From approximately 45 institutions with programs in 1960, Cooperative Education has increased in 15 years to an estimated 1,000 colleges and universities with more than 200,000 students participating. Some educators predict that by 1984 at least half of the institutions of higher education in the United States will have developed some form of Cooperative Education.

In its Cooperative Education program, authorized by title IV, part D of HEA, OE makes grants to postsecondary education institutions to plan, conduct, or expand programs that give students an opportunity to alternate periods of academic study with employment related to the student's academic or professional goals. In FY '76, 293 awards benefited 400 postsecondary education institutions in the 50 States, the District of Columbia, Puerto Rico, and the Virgin Islands; 146 of the awards were new awards, with \$4,704,000 funding; and 147 were continuing awards with \$4,264,000 funding. Appropriations amounted to \$10,750,000.

Colleges contract with outside agencies to hire students at the going pay rate. A job must relate to a student's field of study, thus providing career experience. No OE funds may be used for student salaries, and no program may receive Federal support for more than 5 years. FY '76

funding was allocated as follows: \$10 million for institutions to administer their programs, \$610,000 for training, and \$120,000 for research.

Special Programs for Students from Disadvantaged Backgrounds

During 1976-77, four programs -- Talent Search, Upward Bound, Special Services, and Educational Opportunity Centers -- authorized under title IV-A-4 of the Higher Education Act of 1965, as amended, supported 927 grantees. Total funding of \$70,296,292 included: 110 new awards for \$6,452,902 and 817 continuing awards amounting to \$63,843,390. About 299,500 persons were served by these programs.

Talent Search Program

Talent Search is a project grant program which works through institutions of higher education and public and private agencies and organizations to serve low-income youths. Its goal is to assist in improving opportunities for low-income students by identifying and encouraging qualified youths of financial or cultural need, publicizing existing forms of student financial aid and encouraging secondary school or college dropouts of demonstrated aptitude to reenter educational programs.

The FY '76 appropriation of \$6 million funded 130 projects--22 new and 108 continuing awards--at an average cost of \$46,154 per project and about \$65 per client. Some 92,200 young people received Talent Search assistance.

FY '75 funds of \$6 million aided nearly 97,000 individuals in the 1975-76 academic year. Some 46,895 persons were placed in postsecondary schools, 29,358 others were accepted for postsecondary enrollment, 4,650 dropouts were persuaded to return to school or college, 5,098 dropouts were enrolled in high school equivalency or adult education programs, and 10,984 potential dropouts were encouraged to stay in school.

Upward Bound Program

Upward Bound helps the low-income high school student who, without the program, would not consider going to college or other postsecondary school nor be able to gain admission nor successfully complete the required program of study, even if he or she wished to attend. The program is conducted by accredited postsecondary institutions, and--in exceptional cases--by secondary schools.

In a typical year an Upward Bound student may attend Saturday classes or tutorial/counseling sessions or participate in cultural enrichment activities. During the summer the student is typically a resident at a 6- or 8-week session on a college campus. Enrollees may receive stipends of up to \$30 a month. About 75 percent of the Upward Bound students are members of racial and ethnic minority groups.

During FY '76 the program aided 46,181 students--16,221 new students and 29,960 continuing students. Of the total students, 10,852 were veterans.

The FY '76 Upward Bound appropriation of \$38,331,000 funded 418 projects--29 new and 389 continuing--at an average cost of \$91,700 per project.

Since the inception of the program, 67 percent of all former Upward Bound students known to have graduated from high school have enrolled in a college or university, while another 5 percent indicated they planned to enroll in another type of postsecondary school.

Special Services for Disadvantaged Students

In its 7th year (FY '76), the Special Services program awarded project grants to institutions of higher education to finance counseling, tutorial, and other supportive services for disadvantaged students (including physically handicapped students and students with limited English-speaking ability) accepted for or already enrolled in postsecondary programs. Grants are discretionary, forward funded, and require no matching funds from the grantee.

Special Services projects typically involve academic counseling, instruction in basic skills, and tutoring.

The FY '76 appropriation for the Special Services program was \$23 million. It funded 366 projects--55 new and 311 continuing--at an average cost of \$62,842 per project and \$276 (estimated) for each of the 83,300 students expected to participate during program year 1976-77.

Educational Opportunity Centers

Authorized by the 1972 amendments to the Higher Education Act of 1965, Educational Opportunity Centers (EOC's) are located in areas with major concentrations of low-income persons. While all persons residing within the approved geographic area have access to program services, EOC's are primarily designed as resource centers to assist low-income individuals. The centers provide counseling and admissions assistance to individuals who wish to enroll for postsecondary study, plus tutoring and other special services to students already enrolled in colleges and postsecondary vocational-technical schools.

The \$3 million appropriation, expended in FY '76, funded 12 centers for an average grant of \$250,000. Eight HEW regions hosted one center each, while Regions II and VI hosted two centers each. In order to provide program assistance to widely dispersed target populations, eight of the centers established and maintained activities at a total

of 38 additional satellite locations. Some 67,000 persons were assisted by the program in FY '76.

The centers were located in Huntsville, Ala.; Los Angeles; Denver; Washington, D.C.; Boston; St. Louis; Hudson County, N.J.; Espanola, N. Mex., New York City; Dayton; Dallas; and Tacoma. Nine centers serve the needs of urban students, two serve areas that have both rural and urban characteristics, one serves a rural locale.

For program year 1976-77, a sum of \$3,150,000 was appropriated to support 13 centers, of which 9 had received funding during the first 2 years of the program.

ADULT EDUCATION

The Adult Education program is designed to serve undereducated adults 16 years of age and older who have not completed high school and are not currently enrolled. More than 52.5 million adults in the United States are in this category. Of these, approximately 15 million have less than 8 years of formal education. Compounding the problem is the addition each year of approximately 750,000 youngsters who leave school without completing the 12th grade and about 400,000 immigrants, many of whom need instruction in the English language to function adequately as U.S. citizens. The number of immigrants has been augmented by approximately 150,000 refugees from Indochina.

Experience has shown, however, that grade completion in school does not necessarily measure an adult's ability to cope with the tasks of day-to-day living in the family, on the job, and in the community.

In fiscal year 1976, an OE-funded research project completed a 5-year investigation of adult functional competencies which are essential to coping and surviving in the society of the seventies. In the process, the Adult Performance Level (APL) study redefined the concept of functional literacy and produced new estimates of the rate of illiteracy for the United States. According to the APL concept, functional literacy or competency is not simply the ability to read or write at some arbitrarily chosen low-grade level. APL research defined functional literacy as the ability of an adult to apply skills to five general knowledge areas which are important to adult living. The skills identified as important to functional literacy are communication, computation, problem solving, and interpersonal relations. These skills are applied in everyday life situations categorized into five general knowledge areas: occupational knowledge, consumer economics, health, community resources, and government and law.

The project defined 65 requirements for functional literacy. As a means of assessing how well American adults meet these requirements, national surveys of American adults were conducted. These surveys indicate that almost one of five adults is in the non-functional category. An additional 34 percent of adults are functional, but not proficient. Only 46 percent of U.S. adults are proficient in dealing with the APL functional literacy requirements.

The APL study is making marked impact on the adult education program and on education practices in general at elementary, secondary, and adult levels. More than two-thirds of the adult education State programs have identified APL-related competency education as a priority for funding. To date, over 125 special programs relating to this priority have been initiated throughout the country. In approximately 25 States competency requirements are being established for high school graduation. The American College Testing Program (ACT) has completed a revision of the national APL survey items to facilitate literacy assessments in adult and secondary education for use at State and local program levels.

Federal financial assistance for educational programs to serve the educationally disadvantaged adult is authorized by the Adult Education Act, as amended. Funds, made available through State grants, may be used in establishing or operating programs of adult basic and adult secondary education. The overall purpose of the statutory authority is to eliminate functional illiteracy among the Nation's adults and to enable them to become more employable, productive, and responsible citizens.

Effective with the enactment of the Education Amendments of 1976, each State must use at least 10 percent of its fiscal year Federal allotment for special experimental demonstration projects and teacher training programs. State advisory councils on adult education are eligible for support. The program addresses the needs of all under-educated adults with specific provisions for services to institutionalized persons (limited to 20 percent of the funds used by a State to carry out programs under the Adult Education Act) and special assistance to meet the needs of persons of limited English-speaking ability. To maximize the effectiveness of the adult education programs, cooperation and coordination are established with State health agencies and with Community Action, Work Experience, manpower, and other work-related programs as well as with other programs including those for reading improvement.

The planning and design phases of Clearinghouse ADELL (Adult Education and Lifelong Learning) were undertaken early in calendar

year 1976 and completed in March 1977. A fully operational clearinghouse is anticipated in fiscal year 1978 which will have computer-based referral/response capability as well as a communication/outreach function. A distributive network will link practitioners who are both consumers and producers of adult education and related manpower information. These consumers and producers represent Federal, State, and local adult and manpower education agencies, regional laboratories and centers, proprietary schools, professional associations, and the existing network of clearinghouses. Upon request, ADELL staff will assist in training State, local, and university adult educators in the use of the clearinghouse.

A National Advisory Council on Adult Education, as authorized by the legislation, is appointed by the President. The council advises the Commissioner of Education on regulatory and policy matters, reviews the administration and effectiveness of federally assisted adult education programs, and makes annual reports to the President containing its findings and recommendations.

Under the stimulus of Federal legislation and funding, adult education has made significant progress. Each State now has a director of adult education; in 1965, there were only 10. More than 10,000 local education agencies offer public adult education programs, and the number of 4-year institutions of higher education offering graduate programs in adult education has increased from 14 to more than 100.

For fiscal year 1976, Federal appropriations for adult education programs totaled \$67.5 million.* Allotments to the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, and the Trust Territory of the Pacific Islands ranged from \$79,863 to \$5,925,791, with an average allotment of \$1,205,357. State reports indicate that there were more than one million participants in these federally assisted adult education programs. Compilations of participant information indicate the following approximations: 18 percent were persons of limited English-speaking ability; 5 percent were females; 38 percent were unemployed; 11 percent were on public assistance rolls; 7 percent received certificates of completion at the eighth grade level; 10 percent passed the General Educational Development (GED) test or completed high school; and 7 percent enrolled in some other educational program as a result of having been enrolled in the adult basic or secondary education program.

A new national goal of lifelong learning was set forth in the Edu-

*This report does not cover the transition quarter appropriation (\$71.5 million) because the Adult Education program is forward funded.

cation Amendments of 1976. This new goal will provide the basis for broadening and strengthening the adult education concept of functional competency by including the capabilities needed to continually learn in order to solve personal, family, employment, community, and social problems.

COMPREHENSIVE EMPLOYMENT AND TRAINING

Enactment of the Comprehensive Employment and Training Act (CETA) (P.L. 93-203) introduced new concepts to the administration of federally funded manpower programs. The act establishes a flexible, decentralized system of Federal, State, and local manpower activities. CETA's major purpose is to provide the economically disadvantaged, the unemployed, and the underemployed with the assistance they need to compete for, secure, and hold jobs challenging their fullest capabilities. Manpower programs may include testing, counseling, skills training, basic or general education, and supportive services.

To effectively implement the overall manpower coordination strategy of CETA, the Office of Education has established the CETA Coordination Unit within the Bureau of Occupational and Adult Education.

The Department of Health, Education, and Welfare has a significant coordinating role to play in the implementation of CETA. The CETA Coordination Unit is the focal point for assimilating appropriate resources within OE as they relate to departmental CETA efforts. The unit plans and develops policies and strategic procedures for making use of the resources of the Office of Education and the total education community in the CETA program.

(The 1976 Manpower Report of the President contains a section on HEW/OE activities under CETA. Copies are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for \$4.20.)

IV. PROGRAMS TO IMPROVE THE QUALITY OF EDUCATION

Improvements in education are made by teachers. The programs described in this chapter indicate the variety of ways Federal assistance is used to provide teachers with information, training, and materials which enable them to stimulate and inform their students.

The range of this Federal activity reflects the complexity of the process of change in education. The development of a new teaching method and the widespread adoption of such an innovation involves every level of teaching, teacher education, and educational administration.

Many of the programs support special efforts to improve the quality of education for those groups which have suffered exclusion or discrimination in the public schools in the past.

Other programs support the efforts of educators to develop education programs related to national concerns such as drug abuse and protection of the environment. Some sponsor more intensive study of traditional subjects such as language, area studies, and science, as well as studies in response to national needs.

The improvement of television as an educational medium continues to be a major national concern. The Federal role is chiefly to support production of educational TV programs.

SPECIAL DEMONSTRATION PROJECTS

Right To Read

In fiscal year 1976, the Right To Read program received an appropriation budget of \$23.8 million under authority of title VII, Public Law 93-380, as amended by Public Law 94-194. The program supports five types of operations:

1. State Leadership and Training Projects: The goal of the State Education Agency (SEA) component of the Right To Read effort is to establish a structure to enable State and local education agencies to address the organizational, managerial, and instructional practices which inhibit reading success among both children and adults. These projects in each State provide for: State needs assessment in reading; coordination of statewide reading program activities; preparation of local reading personnel; and needed technical assistance to local education agencies (LEA).

In FY '76, 53 grants were awarded to SEA's, representing expenditures of \$4.73 million. As part of their commitment to establish reading as a priority, the grantees performed the aforementioned activities, and served as a central focus within their areas for drawing attention to reading problems and for disseminating remedial materials and services. This was the first year in which most of the State agencies functioned beyond the planning phase. The impact has been reflected in the qualitative improvement in LEA reading programs which have been influenced by the State leadership and training projects.

2. Reading Improvement Projects: The purpose of the Reading Improvement Projects program is to develop and implement innovative reading programs for preschool and elementary school children. In FY '76, 145 grants were awarded to eligible applicants, most of them with local education agencies. These grants were directed toward children who had demonstrated low performance in reading skills and constituted a Federal expenditure of \$7.55 million.

3. Reading Academies: The academies were created as a mechanism to provide appropriate reading instruction for in-school and out-of-school youths and adults who otherwise do not have access to such instruction. Academies involve the utilization of institutions and community-based groups not ordinarily used as sponsoring agencies to provide reading instruction. Satellite academy centers are established by a centrally funded academy, providing extended coverage of services without duplication of administration costs. A major emphasis in the academies is the utilization of trained volunteer tutors to work with the mature student, many times on a one-to-one basis.

4. Special Emphasis Projects: Eight projects were established to determine the comparative effectiveness of intensive instruction of reading specialists and reading teachers and providing instruction and working with elementary school children. The purpose is to determine whether or not reading specialists can provide more effective instruction than regular classroom teachers. This project will extend into FY '77 and FY '78 and is being carefully evaluated.

5. National Impact Projects: The Congress authorized National Impact Projects for the purpose of developing and disseminating innovative projects which show promise of impacting significantly on the reading deficiencies of the Nation. Activities during FY '76 include: the development of a handbook for establishing adult literacy projects; the development of issue papers on reading and literacy development; writing and dissemination of reports related

to reading instruction; a study to determine improved means of private sector involvement in literacy effort; and the initial stages of developing materials to provide inservice training to elementary school principals. Under this authority, 12 separate projects were funded for \$580,000.

Alcohol and Drug Abuse Education

The Office of Education began the national drug abuse education program in the summer of 1970, with funds from the Education Professions Development Act. The program is now authorized by the Drug Abuse Education Act of 1970 (P.L. 91-527), as amended by the Alcohol and Drug Abuse Education Act Amendments of 1974 (P.L. 93-422). The act authorized demonstration projects in schools and communities, their dissemination throughout the country, and training of school and community personnel.

From 1970-73, the program supported 57 college, school, and community demonstration projects, and 55 projects in State departments of education to develop curriculums and provide inservice training for education personnel. Since 1972, the program has also trained teams from over 3,000 local school districts and community agencies in skills for starting drug abuse prevention programs with local resources.

Since drug abuse is a symptom of underlying problems and pressures which are troubling young people, OE's prevention programs use strategies which focus on these underlying causes of drug abuse. The strategies include youth counseling; working with families; providing alternative ways to meet the needs now met by drug use; and educational programs to help students develop skills for coping with such problems as loneliness, alienation, or low self-image.

The major emphasis of the alcohol and drug abuse education program (ADAEP in 1975 and 1976 was training interdisciplinary teams of school administrators, teachers, and counselors in skills necessary to establish drug abuse prevention programs in their schools. Two weeks of training, and extensive followup assistance are provided to teams by five regional training centers operated by Awareness House, Oakland, Calif., BRASS Foundation, Chicago, Ill., Trinity University, San Antonio, Tex., University of Miami, Fl., and Adelphi University at Sayville, N.Y.

Teams composed of five to seven members learn to assess the needs of their student populations, to formulate realistic objectives and strategies for meeting those needs, and to identify human and financial resources in their school and community available for

supporting a drug abuse prevention program. Finally, each team evaluates the range of prevention materials and techniques available, and adapts those which are appropriate tools for its particular school districts.

Fiscal year 1975 funds provided training and technical assistance to 200 newly funded school-based teams. In addition, the regional training centers provided a second year of followup assistance to 586 teams trained during 1974. Funds were also provided to six preservice demonstration projects testing new ways to prepare teachers for alcohol and drug abuse prevention in schools.

A \$2 million FY '76 appropriation was available for the Alcohol and Drug Abuse Education program. The money was allocated as follows:

- . \$1.65 million for five regional training centers to provide followup training and technical assistance to approximately 700 local teams trained during previous years. Teams reported impacting over 230,000 people and raised a total of \$2.5 million in local, State, and other Federal funds to support a variety of prevention activities. A number of teams have documented decreases in destructive behavior of youth, such as drug and alcohol-related offenses, vandalism, discipline referrals, dropouts, and truancies.
- . \$295,000 for the third and final year of support for six preservice demonstration projects. This experimental program, started in FY '74, developed new curriculums and alternative student teacher experiences to give future teachers better skills for working with youths. The projects are located in colleges of education at the University of Northern Iowa; University of California at Santa Cruz; Boston College (in conjunction with Life Resources, Inc.); Mankato State College, Minn.; University of Missouri, Columbia; and the University of Houston.
- . \$55,000 for the National Action Committee for Drug Education, a national pool of consultants which provides specialized technical assistance to State agencies and OE-funded projects.

In FY '76, the ADAEP, in a cooperative effort with the Law Enforcement Assistance Administration (LEAA), applied its school team approach to problems of crime and violence in schools. Representatives of 80 schools with a history of crime, violence, and serious disruption were trained in skills to develop local strategies aimed at preventing and

reducing these problems. Under this pilot demonstration program, each school team received 2 weeks of residential training and followup assistance back in the home community. The pilot program will be completed September 30, 1977, and its results assessed by LEAA.

Environmental Education

The Environmental Education Act (P.L. 91-516, as amended by P.L. 93-278) is intended to assist the public in acquiring a better understanding of man's relationship with his natural and manmade surroundings, including the relationship of population, pollution, resource allocation and depletion, conservation, transportation, technology, economic impact, and urban and rural planning to the human environment.

Financial assistance is provided to public and nonprofit private agencies, institutions, and organizations for pilot and research projects designed to achieve these objectives through development and testing of new approaches to formal and nonformal education for all age levels and all sectors of society. Grants and contracts may be awarded for such activities as resource material development, personnel development, elementary and secondary education programs, community education programs, and minigrant projects designed to facilitate dialog and exchange of opinion and expertise at local levels on specific environmental problems and issues.

The FY '76 appropriation for Environmental Education amounted to \$3 million.

More than 1,100 applications were received and 90 grants were awarded in 44 States and the District of Columbia. The average grant for general projects was \$40,000, distributed among funding categories as follows: resource material development, 23; personnel development, 15; elementary and secondary programs, 9; community education programs, 10; and mini-grants (\$10,000 or less), 31; other, 2.

In FY '77, the environmental education (EE) program will focus on:

- . The continued development of basic resources to assist environmental education program design by States and localities.
- . The exploration, assessment, and design of inquiry/creative learning systems directed to the development of capabilities at the regional, State, and local levels for (a) coordinated utilization of available resources, (b) facilitation of EE assessment

and development efforts, (c) the provision of technical assistance, and (d) the improvement of learning opportunities for all age groups and sectors of society.

Teacher Corps

Teacher Corps was created by the Congress out of the realization that significant minorities and the poor in our population were gaining little or nothing from the education being offered in the Nation's classrooms. It has three basic purposes: to strengthen educational opportunities for children of low-income families, to help colleges and universities broaden their teacher preparation, and to help teacher-training institutions and local education agencies demonstrate training and retraining strategies for experienced teachers and teacher aides.

Teacher Corps efforts are directed toward the children and young adults who need the most help -- those with learning and behavior problems in the regular classroom, those who are poor, those under correctional supervision, and minority groups. Most projects are located in an inner city or a poor rural area.

Each project seeks to affect all the institutions that influence children's attitudes toward education and the way they are taught. Normally, representatives of the local school system, the community, the families whose children will be affected, and colleges and universities make the project a group effort in planning new ways to meet the needs of specific students.

One accomplishment of the program has been to attract special groups of young people into the teaching profession -- black, Indian, Spanish-speaking, and other minority members with special experience and a desire to make a difference.

During FY '76, Teacher Corps funded 159 projects at 145 colleges and universities and 173 State and local education agencies; 66 projects were new and 93 were continuing. Training was given some 1,180 new teachers and 6,000 experienced teachers. The projects used onsite instruction, providing a basis for the field testing of new ideas and concepts in teacher education -- competency-based instruction, team teaching, and identification of diagnostic and prescriptive methods. Corps members worked in regular classrooms with children who had learning and behavioral problems.

The Education Amendments of 1974 broadened the scope of the program to include demonstration projects both to train new teachers and to retain experienced teachers, beginning with new projects awarded in FY '75.

Teacher Corps appropriations were \$37.5 million for FY '76 and \$17 million for the transition quarter.

LANGUAGE TRAINING AND AREA STUDIES

Federal programs for language training and area studies serve four essential purposes--to increase the Nation's pool of specialists in foreign languages, area studies, and world affairs; to update and upgrade the professional knowledge of such specialists; to demonstrate improved curriculums and effective instructional materials; and to produce new knowledge about other nations and cultures, especially those of the non-Western world.

NDEA Support

Title VI of the National Defense Education Act of 1958, as amended, authorizes grants to and contracts with education institutions, organizations, and individuals for activities conducted primarily in the United States. Assistance includes support for modern foreign language and area studies centers, graduate and undergraduate international studies programs, fellowship support, and research in modern foreign language and area studies.

In FY '76 a total of \$13,300,000 was appropriated to this program for use during the 1976-77 academic year by:

- . 80 area study centers to train specialists for careers requiring knowledge of other countries, their languages, and cultures. Areas of specialty were East Asia (15 centers), South Asia (8), Southeast Asia (3), Soviet Union and Eastern Europe (14), Middle East (12), Africa (8), Latin America (10), International Studies (5), Canadian Studies (2), and Pacific Islands, Inner Asia, Western Europe (1 each). Phase III of the centers program, inaugurated in 1976, stressed the development of out-reach activities as a part of the core (academic) program in language and area studies.
- . 41 exemplary international studies programs (graduate and undergraduate levels). These include 13 2-year graduate projects for research and training on inter-regional issues and problems in fields such as comparative urban studies, comparative health education, international trade and business, and ecology, as well as 28 2-year undergraduate projects designed to stimulate and assist the development of an international component in postsecondary general education, with particular emphasis on general education and teacher training.
- . 842 graduate academic-year fellowships for students preparing to become specialists in foreign languages and

area studies, targeting the most significant disciplines and the world areas with training personnel shortages.

- . 32 new research and 14 continuing research contracts. Projects are concerned with the language learning process, the methodology of foreign language teaching, preparation of instructional materials on languages not commonly taught, and baseline studies and curriculum materials for international and intercultural education.

Fulbright-Hays Program

The Fulbright-Hays program provides first-hand experience, including research and study abroad, to improve the caliber of training in language and area studies in the United States. Opportunities include fellowships for individual faculty and doctoral dissertation research abroad; group projects abroad for research, training, and curriculum development; and curriculum consultant services of foreign educators to improve international and intercultural education in U.S. schools and colleges. The Mutual Educational and Cultural Exchange Act of 1961 authorizes this program.

The FY '76 appropriation of \$2,700,000 provided 46 fellowships for faculty research abroad during the 1976-77 academic year at an average cost of \$9,468; 125 grants for doctoral dissertation research abroad, average cost of \$9,961; 20 group projects abroad, with about 400 participants, average cost per participant of \$2,200; and 17 fellowships for foreign curriculum consultants, average cost of \$12,500.

The U.S. fellows participating in the program must teach or plan to teach in a U.S. institution of higher education and have adequate language skills. Awards are made with the advice of a panel of specialists in foreign language and area studies, with selections subject to review and final approval by the Board of Foreign Scholarships.

Special Foreign Currency Program

The Special Foreign Currency Program is used to strengthen American education through research and training abroad under the sponsorship of American institutions. Projects focus on foreign languages, area studies, world affairs, and intercultural understanding. Authorization is provided by P.L. 83-480, the Agricultural Trade Development and Assistance Act of 1954.

Grants are made to U.S. institutions of higher education, individual researchers, State and local education agencies, and nonprofit education organizations. A panel of outside consultants recommends approval of applications.

In FY '76 a total of \$2,200,000 (FY, \$2,000,000; transition quarter \$200,000) was appropriated to assist individuals in projects in India, Egypt, Pakistan, Poland, and Tunisia during the summer of 1976 and the academic year 1976-77. Group training and curriculum development accounted for the bulk of the FY'76 distribution--27 projects, 588 participants, average cost per participant of \$2,200, total cost \$1,293,600. Four summer and four academic year projects in advanced foreign language training involved 147 participants at an average cost per participant of \$3,240 and a total cost of \$467,280. Research and study allotments were for 18 doctoral dissertation research projects abroad, averaging \$7,670, total cost of \$138,060, and two comparative education projects, costing \$22,000.

College Teacher Fellowships

The purpose of the College Teacher Fellowship program is to increase the supply of well-trained college teachers by stimulating individuals who are pursuing doctoral degrees to prepare for college teaching and by encouraging institutions to improve their doctoral level education. This program was originally authorized and conducted under title IV of the National Defense Education Act. The present authorization is title IX-B of the Higher Education Act.

Higher education institutions apply to the Commissioner of Education for grants to support specified doctoral programs. Panels of academic consultants review the applications and recommend doctoral programs to the Commissioner for approval of fellowship awards.

Fellowships are for 3 years of graduate study, with a fourth year of study permissible. Fellows receive a stipend of \$3,000 a year, plus \$500 for each dependent. Institutions receive \$3,000 a year for each fellow actively enrolled.

No new fellowships have been awarded since FY '71 because of the current large supply of advanced degree holders and the lessening demand for their services. All fellowships were completed by the end of the 1973-74 academic year except for military veterans who had resigned their fellowships to enter military service and later returned to claim the unused portion. The FY '76 allocations of \$192,000 supported 24 veterans at 19 participating institutions during academic year 1976-77.

LIBRARY DEMONSTRATIONS

OE-supported library research and demonstrations over the past 10 years have developed nationally applicable models of alternative ways to best meet information needs. Funding is authorized for projects to develop new techniques and systems for processing, storing, and distributing information, for the dissemination of information

derived from such projects, and for improvement of education and training of library and information personnel. The aim is to stimulate developments that can be replicated. Some 259 projects have been supported at a Federal cost of \$22.4 million.

The library research and demonstration program is conducted under title II-B of the Higher Education Act. Institutions of higher education and other public or private agencies, institutions, and organizations are eligible to compete for awards. A total of \$1 million was appropriated to Library Demonstrations for FY '76.

Priority was accorded this year to demonstration projects directed toward providing better access to information for economically or educationally disadvantaged persons. Four of these projects were for institutional cooperation to serve special target groups; two, for the development of an automated library system; four, for improvement of services that libraries provide to the public; three, for innovative planning and development; and six, for education and training. Some project examples:

Yadkin Valley Early Childhood
Creative Library Program

Yadkin Valley Economic
Development District

An ongoing project for the last 3 years, the Yadkin Valley Early Childhood Library project will continue to improve and expand library services, including the supportive outreach staff for 200-plus preschool children and their parents and babysitters, and for early childhood development programs. The project has continued to encourage and seek cooperative purchasing and utilization of early childhood creative materials between libraries, Head Start, and other related organizations. Training for librarians, parents, and babysitters has been developed and provided in the educational use of creative materials, with a focus on parents that serve as part-time volunteer home visitors. The project is evaluated through pretesting and posttesting to determine if there is a measurable developmental progress.

Improving Library Education for
Selected Minorities

Arizona State University

Library training institutes studied the identifying practices that have been effective in recruiting, selecting, training, and placing Spanish-surnamed and American Indian students.

Integrated Media Training Package
Serving Senior Patrons

University of Denver

Eight videotape training packages were developed to train librarians working in small and medium-sized public libraries to provide better library and information services to older people. Topics include: introduction to aging, physical disabilities, legal information, nutrition, and health and leisure activities. The series is designed for self-teaching so that the material can be adapted to wide variety of continuing education situations.

American Indian Community Library
Demonstration project

University of New Mexico

The American Indian Community Library Demonstration Project lends technical and professional assistance to four pueblos -- Laguna, Acoma, Santo Domingo, and Cochiti -- in an effort to supply the needed impetus for each to establish and further develop its community library. This is very important as many of New Mexico Indian tribes are located on reservations in vast rural areas of the State and have little or no library services. The tribes, with their limited resources and lack of professional expertise, have been unable to organize and implement library service. With the outside assistance that this project will provide, each tribe may be able to establish and continue operation of a community library.

EDUCATIONAL INNOVATION AND SUPPORT

ESEA title IV, part C is a formula grant program under which four categorical programs were consolidated to provide State education agencies with more flexibility in the use of appropriated funds within the purposes formerly supported by the categorical programs. The four programs consolidated in the ESEA title IV, part C are ESEA, Title III: Supplementary Educational Centers and Services (except guidance, counseling, and testing); ESEA, Title V: Strengthening State and Local Educational Agencies; ESEA, Title VIII, Section 807: Dropout Prevention Projects; and ESEA, Title VIII, Section 808: Nutrition and Health.

The purposes of these four programs continued under authority of ESEA title IV, part C are to support:

1. Supplementary educational centers and services to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school programs to serve as models for regular school programs.

2. Strengthening the leadership resources of State and local education agencies, and assisting those agencies in the establishment and improvement of programs to identify and meet educational needs of the States and of local school districts.
3. Demonstration projects involving the use of innovative methods, systems, materials, or programs which show promise of reducing the number of children who do not complete their secondary school education. Such projects are to be carried out in schools which (a) are located in urban or rural areas and (b) have a high percentage of such children who do not complete their secondary school education.
4. Demonstration projects by local education agencies or private education organizations designed to improve nutrition and health services in public and private elementary and secondary schools serving areas with high concentrations of children from low-income families. Such projects may include payment of the cost of (a) coordinating nutrition and health service resources in the areas to be served by a project, (b) providing supplemental health, mental health, nutritional, and food services to children from low-income families when the resources for such services available to the applicant from other sources are inadequate to meet the needs of such children, (c) nutrition and health programs designed to train professional and other school personnel to provide nutrition and health services in a manner which meets the needs of children from low-income families for such services, and (d) the evaluation of projects assisted with respect to their effectiveness in improving school nutrition and health services for such children.

Appropriations to ESEA IV-C were \$172,888,000 for FY '76.*

One half of the funds appropriated for ESEA title IV, part C for the first fiscal year 1976, was divided among the categorical programs included in the consolidation, with the funds apportioned in accordance with the formulas for those programs. The balance of the funding, \$86,444,000, was available to the States to use at their discretion among the activities authorized.

The allotment is subdivided into three major categories. There is first the set-aside for strengthening State and local education agencies

*This report does not cover the transition quarter appropriation (\$184,522,000) because of forward funding.

which equals the larger of either (a) an amount not to exceed 15 percent of the total part C allotment or (b) the amount available to that State for strengthening purposes in fiscal year 1973. After this strengthening portion is subtracted from the part C allotment, an administrative component of 5 percent is provided.

The remaining funds are to be used for purposes of ESEA IV-C section 431(a)(1), (2), (4) (Supplementary Centers and Services and Exemplary Programs, Nutrition and Health, Dropout Prevention). Not less than 15 percent of the part C allocation, less the funds to be used for strengthening State and local education agencies, must be used for programs or projects for the education of children with specific learning disabilities and handicapped children. All of the funds (except those for strengthening the SEA) are available to LEA's through the State agencies on a competitive basis in accordance with priorities established by the States.

Program Operations

From the total amount available to title IV, part C for allotment in any fiscal year, the U.S. Commissioner of Education allots to each State an amount proportionate to the number of children aged 5-17 in the State, as compared with the total number of children in all of the States. The term "State" as used here refers to the several States in the Union, the District of Columbia, and the Commonwealth of Puerto Rico.

Direct grants are awarded to the 50 States, the District of Columbia, American Samoa, Guam, Puerto Rico, the Virgin Islands, the Trust Territory of the Pacific Islands, and to the Department of Interior for children and teachers in elementary and secondary schools operated for Indian children by the Bureau of Indian Affairs. Under P.L. 93-380, children in the overseas dependents schools operated by the Department of Defense are eligible, but the Department of Defense is not participating during program years 1976 and 1977.

Not less than 1 percent of the amount available under title IV, part C may be reserved for Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, for schools operated for Indian children by the Department of Interior, and for children in the overseas dependents schools operated by the Department of Defense.

State education agencies, the Department of Interior, and other jurisdictions are required to submit an annual program plan which, when approved by the U.S. Commissioner of Education, serves as the agreement between the States or other jurisdictions or Departments and the USOE.

Program Scope

An analysis of program reports for the first year of the consolidation grants is not yet available. A review of the States' annual program plans provides evidence of how title IV-C is being implemented, however. Forty-six State plans were reviewed and indicated the following pattern of expenditures:

Support services

Strengthening State education agencies (including SEA direct services to LEA's)	\$38,774,632 (24,863,418)
Strengthening local education agencies	2,864,780
Support funds allocated by States to LEA's for other title IV-C projects	2,162,257
Total Support	<u>\$43,801,669</u>

LEA projects

Nutrition and Health	\$ 696,214
Dropout Prevention	404,227
Handicapped	5,529,682
Dissemination-Diffusion	4,143,159
Other LEA grants	17,941,577
Administration	9,740,249
Total	<u>\$38,455,108</u>

For the LEA project grants, the priority areas most often listed were communication skills, occupational or career education, basic skills, and citizenship. Six States indicated that priorities would be determined exclusively at the local level.

Program Effectiveness and Progress

In FY '76, the first year of the consolidated grants, one-half the funds were consolidated. Annual program plans were developed and approved, State Advisory Councils were appointed, and the consolidated grant process was installed in the State agencies. From program monitoring reports, it appears that the introduction of the consolidation was accomplished without major difficulty.

Supplementary Educational Centers and Services

Finding solutions to education problems and making these solutions

available for widespread use has been the guiding purpose of title III, ESEA. The rationale for the program stems from the Task Force on Education created under Presidential appointment in 1964. The task force believed that substantial change had failed to take place in education, not because of a scarcity of new ideas and programs, but because the efforts to innovate and the mechanisms to disseminate were inadequate.

By supporting the development and demonstration of exemplary practices, the Federal Government hoped to encourage basic improvements in American education. Its strategy has been to stimulate the use of successful ideas. Educators have been given an opportunity to try out innovations so that others may observe them in operation. Each federally funded title III project has stimulated a score or more of similar new programs in other schools.

The title III program has been in two parts: grants under State plans, accounting for 85 percent of each year's title III appropriation, and grants awarded at the discretion of the Commissioner of Education, funded with the remaining 15 percent.

State Grants

Each State received a basic allotment of \$200,000 plus an apportionment according to its school-age and total resident populations. States expended the funds according to their own plans, directed to their critical needs. The chief State school officer selected the projects proposed by local education agencies to be funded, with recommendations from a State Advisory Council.

An amount of \$72.8 million was available for this activity in FY '76. The States funded approximately 700 demonstration projects in a variety of areas of State-identified concerns.

Discretionary Grants

Under the Commissioner's discretionary funds, in FY '75, 54 exemplary projects served as demonstration and training sites for school districts. In addition, 69 grants were awarded to support facilitators to promote the adoption within their respective States of the selected national demonstration projects. Another 17 grants went to local education agencies to field-test 6 packaged exemplary education programs. In addition to the primary emphasis on replication, 41 early childhood outreach programs were funded as a major new thrust to improve learning opportunities for the preschool child; 3 demonstration programs designed to provide more effective services to the victims of child abuse were implemented; 39 developmental programs to meet the special

needs of handicapped children were supported; 25 short-term training programs received support to prepare local school administrators to implement performance-based, management-by-objectives approaches, and 5 grants were made to field-test mathematics programs involving mathematics specialists in classroom instruction. The Commissioner's discretionary grant authority, sec. 306, was repealed as of June 30, 1975.

OE uses three strategies in fostering the dissemination and replication of exemplary projects:

- . The State "Identification, Validation, Dissemination" (IVD) process.
- . The implementation of a National Diffusion Network.
- . The packaging of projects for installation and replication in other school districts.

The State IVD process applies three criteria in determining the success of title III projects: effectiveness, exportability, and cost effectiveness. Validated projects become part of a pool of exemplary projects for dissemination by each State to other school districts within the State. The IVD process has resulted in 317 validated projects -- 107 in FY '73, 84 in FY '74, 79 in FY '75, and 47 in FY '76, the transition year for phasing out funding under sec. 306 and continued funding for the National Diffusion Network under sec. 422a of the General Education Provisions Act.

National Diffusion Network

The National Diffusion Network (NDN) was developed under the Commissioner's discretionary program, ESEA title III, sec. 306, which in fiscal year 1974 (school year 1974-75) placed major emphasis on the dissemination and adoption of successful educational projects. This authorizing legislation was terminated on June 30, 1975, when ESEA title III was included in the consolidation of elementary and secondary programs in P.L. 93-380. Since NDN was forward funded, FY '75 funds were used to operate the program during the 1975-1976 school year; no FY '76 funds were requested for it.

The National Diffusion Network was developed to systematically promote widespread installation of already developed, rigorously evaluated, exemplary programs which were developed with Federal funds by:

- (a) building and maintaining a national system for delivering an increasing variety of successful educational alternatives to meet the needs of LEA's at a fraction of the original development cost and
- (b) assuring that successful educational programs developed in one State are made

available for consideration by school districts in all States.

The NDN is a delivery system composed of (a) developer-demonstrator projects, exemplary educational programs approved by the Education Division's Joint Dissemination Review Panel (JDRP), and (b) facilitator projects, directed by persons who are knowledgeable about the exemplary programs in the network and who are engaged in widespread dissemination of information to local school systems within their States.

During its first year of operation (FY '74), NDN provided training for personnel in school systems that had made a commitment to install one or more of the 35 JDRP-approved programs. In FY '75 (school year 1975-76), 66 developer/demonstrator projects were funded to promote the adoption or installation of proven educational practices. State facilitator projects were funded in 31 States during the first year and in 36 States during the second year.

The network trained personnel in over 1,800 public and private school systems during the first year of operation and in about 3,200 school systems during the second year. These 5,000 school systems made commitments to install one or more NDN programs prior to receiving training. At the end of 1 year, 1,000 of the 1,800 school systems that participated had installed one or more of the NDN programs. Similar results were expected for training during the second year.

Preliminary results of the first 2 years of the network's operation indicated it is an effective system. The programs, products, and practices diffused by NDN were produced primarily by school practitioners (staff members of local school systems), and the innovations work when installed in other school systems. The programs approved by the Office of Education-National Institute of Education Joint Dissemination Review Panel are of top quality. The programs are practical and, by and large, are inexpensive so that local school systems can install them without seeking additional funds. The teachers who developed and operated the programs are professionally qualified and creditable and make excellent trainers of other teachers. A formal evaluation of the National Diffusion Network during these first 2 years of operation is being conducted by Stanford Research Institute (final report on this study expected in May 1977).

Dropout Prevention

Although there were no funds appropriated in fiscal year 1975 for dropout prevention projects under title VIII, an amount of \$2,000,000 was available in fiscal year 1976.

In September 1976, 12 grants were awarded -- 10 for a 2-year period and 2 for 1 year. Under the provisions of special funding criteria, all 12 projects are designed to assist dropouts and potential dropouts in selecting and pursuing gainful careers.

During fiscal year 1976 funds were available on a competitive basis from State education agencies under the provisions of ESEA title IV, part C for dropout prevention projects, assuming that the SEA's had established such projects as a priority for title IV-C grants.

Fiscal year 1976 was the last year in which funds are expected to be available to the Office of Education for direct grants to LEA's for dropout prevention projects under title VIII. Funds may be available from SEA's under title IV-C.

Health and Nutrition

In FY '76, OE supported 3 new demonstration projects to improve health and nutrition services for children from low-income families, bringing the total number of projects supported since the program's inception in 1971 to 23. The central idea of the program is that poor health, emotional problems, and hunger may act as barriers to the physical, emotional, and educational development of children. The projects, under the leadership of local school districts, focus both Federal and non-Federal resources more effectively on the disadvantaged child. Federal programs utilized include community health centers, children and youth projects, the Indian Health Service, neighborhood health centers, the National Health Service Corps, and Model Cities' health components. Breakfast and lunch programs are provided primarily through funds from the Child Nutrition Division, Food and Nutrition Service of the Department of Agriculture.

Projects operate throughout the calendar year except where local conditions warrant a partial reduction of services during the summer. Direct health services, including dental checkups and followup services, are essential facets of the program. Another major consideration is heavy parental involvement. Parents participate in the planning and continuing evaluation of all programs. They also engage in such activities as dads' clubs, shopping trips, budget sessions, small groups meeting in homes, and PTA meetings. In some communities parents are encouraged to assist in meal supervision and to eat with their children at school.

Of six projects operating in FY '76, three were in the final year of a 2-year program and three were in the first year of a 2-year program. They involved 20 schools and reached more than 8,500 eligible children in 6 school districts. The overall program impact, however, reached many

more children. The new starts are in Detroit, Mich.; Lee County, Ark.; and Holmes County, Miss.; the continuing programs, in DeKalb, Ga.; Cleveland, Ohio; and Providence, R.I.

The FY '76 funding level was \$950,000. Now in its final year, this categorical program has reached more than 32,600 children in 92 schools in 23 school districts throughout the country.

Leadership Resources

Federal support to strengthen education leadership was provided under title V of the Elementary and Secondary Education Act. Two categories of assistance were funded: part A grants to States to enhance the leadership resources of their education agencies and to assist them to establish and improve programs, and part C grants to State and local education agencies to help them improve their planning and evaluation. (Part B authorized grants to local education agencies to strengthen their leadership resources and to help with needed new programs; it was never funded.)

The consolidation described previously was designed to take effect in fiscal year 1976. Although not required by statute to do so, the States matched nearly the full amount, contributing \$168,952,365 for the conduct of the programs covered by the legislation. For title V, the half-year portion of the appropriation amounted to \$18,725,875.

State Grants

Ninety-five percent of the title V, part A appropriation, minus a 2 percent set-aside for distribution to outlying areas on the basis of need as determined by the Commissioner of Education, went for basic grants -- 40 percent distributed equally and 60 percent, according to the number of public school pupils in each State. The remaining 5 percent of the part A appropriation is reserved for special project grants to State education agencies for interstate projects.

OE strategy in administering this program has been based upon providing technical assistance to strengthen the leadership capabilities of State education agencies. Special project grants enabled groups of these agencies to conduct experimental projects and to work together toward resolution of common high-priority problems.

States had been directing an average of more than 40 percent of their formula grant allotments toward strengthening the services they provide for local education agencies -- such services as identifying and disseminating successful practices, planning and installing up-to-date

curriculum, conducting staff development workshops, and improving evaluation. Administrative costs of the State education agencies accounted for 31 percent of the funds nationally. Program planning, development, and evaluation took up about 19 percent. The remaining 10 percent supported such other activities of the State agencies as accreditation, licensing, and staff development.

These grants have made significant contributions to strengthening and modernizing State education agencies, enabling them to administer Federal and State programs more effectively. States have been able to add manpower for leadership service that they would not have had without these funds. Major emphases during the past year which have made an impact on State leadership and services include:

- . Development and extension of comprehensive planning and evaluation both within the State education agency and for local education agencies.
- . Establishment and extension of regional centers to provide local education agencies with a greater variety of instructional equipment, materials, and services, and with technical assistance for the improvement of management.
- . Introduction of such new types of leadership and service as statewide labor negotiations, management analysis and improvement, school finance planning, and curriculum to meet emerging needs.

Special project grants enabled groups of State education agencies to work cooperatively to conduct studies and develop strategies and models for dealing with high-priority common problems. For example, through a nationwide network of eight regional interstate projects, State agencies were able to identify and attack problems common to a geographic area. Through 24 other problem-oriented projects, the States dealt with problems relating to State education agency roles and responsibilities in energy conservation, needs assessment, collective bargaining, educational accountability, competency-based teacher education, metric education, Indian education, environmental education, improving services for the gifted and talented, and enhancing management of migrant education.

Staff development was a major emphasis of these interstate projects; nearly 2,000 State education personnel attended training workshops. In addition, inservice training was provided to chief State school officers and members of State boards of education.

Planning and Evaluation Grants

With the reduction in the amount available in FY '76 for planning and evaluation, part C funds were combined with ESEA title V part A and included in the part A application. In FY '76 the States used their part C funds to continue to improve the planning and evaluation units of State and local agencies in various ways. States supported pilot models in local school districts, for example, and gave training in planning and evaluation for school personnel. Metropolitan districts participated directly in establishing planning and evaluation units.

LIBRARIES AND LEARNING RESOURCES

In fiscal year 1976, \$68,665,000 -- 50 percent of the appropriation of \$137,330,000 -- was allotted to the Elementary and Secondary Education Act, Title IV, Part B: Libraries and Learning Resources. Part B is a consolidation of the program purposes of three categorical programs, ESEA Title III: School Library Resources, Textbooks, and Other Instructional Materials; NDEA title III, authorization payments for acquisition of equipment and minor remodeling for strengthening instruction in academic subjects; and that part of ESEA title III related to testing, counseling, and guidance. The remaining 50 percent, \$68,665,000, was allotted to the categorical programs as follows: ESEA title II, \$45,951,951; NDEA title III -- acquisition of equipment and minor remodeling, \$12,663,924 -- administration, \$964,870; and the testing, counseling, and guidance provisions of ESEA title III, \$9,084,255.*

Under Part B, the Commissioner carried out a program for making grants to the States for the following purposes:

- (1) for the acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools;
- (2) for the acquisition of instructional equipment (including laboratory and other special equipment, including audiovisual materials and equipment suitable for use in providing education in academic subjects) for use by children and teachers in elementary and secondary schools, and for minor remodeling of laboratory or other space used by such schools for such equipment; and

*This report does not deal separately with the transition quarter appropriation (\$147,330,000) because of forward funding.

- (3) for (A) a program of testing students in the elementary and secondary schools, (B) programs of counseling and guidance services for students at the appropriate levels in elementary and secondary schools designed (i) to advise students of courses of study best suited to their ability, aptitude, and skills, (ii) to advise students with respect to their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (iii) to encourage students to complete their secondary school education, take the necessary courses for admission to postsecondary institutions suitable for their occupational or academic needs, and enter such institutions, and such programs may include short-term sessions for persons engaged in guidance and counseling in elementary and secondary schools, and (C) programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools.

Five percent of the amount received by the State for part B (\$50,000 in Guam, American Samoa, The Virgin Islands, and The Trust Territory of the Pacific Islands) or the amount received for administration for the fiscal year ending June 30, 1973, was available to the State for administration in fiscal year 1976.

State Distribution Formulas

The part B program operates on the basis of annual program plans from each State, approved by the U.S. Office of Education. Funds are distributed by the State to local education agencies according to the enrollments in public and nonpublic schools within the school districts of these agencies. In addition, substantial funds must be provided to: (a) local education agencies whose tax effort for education is substantially greater than the State average tax effort for education, but whose per pupil expenditure (excluding payments made under title I of the act) is no greater than the average per pupil expenditure in the State and (b) local education agencies which have the greatest number or percentages of children whose education imposes a higher than average cost per child, such as children from low-income families, children living in sparsely populated areas, and children from families in which English is not the dominant language. States designated types of high-cost children cited in the statute, and added other types such as migrants, children in small schools, and minorities.

Complete Discretion by Local Education Agencies

Under part B, each local education agency is given complete discretion in determining how the funds it receives from appropriations will be divided among the various programs for public and private school children. In fiscal year 1976, funds under part B were expended among the various program purposes as follows:

Amount of Funds Expended from Title IV, Part B Fiscal Year 1976, by Purpose*

	<u>Public</u>	<u>Private</u>	<u>Total</u>	<u>Percent</u>
School library resources and other instructional materials, textbooks	\$23,180,219	\$2,214,081	\$25,394,300	54.1
Equipment and minor remodeling	15,230,330	632,815	15,863,145	33.7
Testing, counseling, and guidance	5,416,079	295,158	5,711,237	12.2
Total	<u>\$43,826,628</u>	<u>\$3,142,054</u>	<u>\$46,968,682</u>	<u>100.0</u>

Maintenance of Effort

ESEA title IV requires that the State annual program plans must assure that the aggregate amount to be expended by the State and its local education agencies from funds derived from non-Federal sources for the program purposes of ESEA title IV for a fiscal year will not be less than the amount so expended for the preceding fiscal year. No data are available on the State and local funds expended for the purposes of the consolidated part B programs in fiscal year 1976.

Benefits for Private School Children

For the benefit of children enrolled in private, nonprofit elementary and secondary schools, title IV, section 406 requires that local education agencies shall provide secular, neutral and nonideological services, materials, and equipment, to the extent consistent with the number of private school children enrolled within the boundaries of the districts. Such benefits are to be provided after consultation by the local education agency with private school officials. Expenditures for program benefits must take into account the needs of private school

*Some Part B Fiscal Year 1976 funds were carried over to fiscal year 1977.

children. The control of funds and title to materials and equipment remain with the public agency.

If a State is prohibited by law from providing for children enrolled in private schools, the Commissioner may waive the requirements on local education agencies and make other arrangements for the provision of program benefits to these children. If the Commissioner finds that a State or local education agency has substantially failed to provide for the participation of private school children on an equitable basis, he can make other arrangements for the provision of the services.

In fiscal year 1976, two States -- Nebraska and Oklahoma -- were prohibited by law from providing part B benefits to private school children, and the Commissioner of Education made arrangements for these benefits through contracts with private agencies in these two States. All the other States and eligible areas provided the part B program benefits through the local public education agencies.

Public and Private School Pupils' Participation

Exact data on the number of public and private school children participating in the part B program are not available, but it is estimated that in fiscal year 1976, 41.8 million public school children, 93 percent of the total, and 4.6 million private school children or 95 percent of the total, participated.

Sample Projects under Part B

Two projects under title IV, part B in fiscal year 1976 show that the program purposes of part B were coordinated to good effect in two public school districts -- one in Mississippi, the other in the State of Washington. Another notable project demonstrates private school children's participation in New Mexico.

Hinds County School District, Miss.
Enrollment - 11,110
Total allotment, part B - \$34,597

Each faculty in the eight schools of the district discussed and ranked goals on a needs assessment form, according to the schools' needs. These assessments were returned to the central office where a compilation was made representing the needs of the entire district.

Hinds County submitted a project application for materials, equipment, and guidance services based on the needs determined by each of the schools. Through the project, the following were provided: films, recordings, and audiovisual equipment (including some

ETV equipment for language arts, mathematics, and social studies classes); laboratory equipment, kits, and other materials for science programs in several schools; equipment and materials for industrial arts programs and for use in arts and humanities courses; career guidance materials; and testing services.

The supervisor of Media Services and the Supervisor of Special Services for the district worked cooperatively in coordinating among the 18 schools in developing the systemwide project.

Franklin Pierce School District, Wash.

"Consolidating Career Education in the Learning Resources Center"

Number of Pupils: 8,152

Cost of project: \$27,401

The career education program, a major objective of the district's experimental schools project, funded by USOE and NIE, provided materials, equipment, and personnel for career and occupational counseling for 4 years. Some 2 years ago, the faculty and resources center specialists cooperatively developed a career center in a portion of the remodeled learning resources center for which the voters had provided levy funds. The present project updated the career education holdings and concentrated them in a single place where students have access to group and individual career counseling, an audiovisual bank of equipment and materials, a wide selection of printed materials, community resource people relating to many careers, and a work experience program. Career counselors, the resource center specialists, and the work experience supervisor are available every day for assistance to students and faculty. This project has drawn "together all those physical and human resources into a career center for the student and his teachers."

Salary for one elementary counselor to serve 459 pupils	\$ 9,000
Salary for one secondary counselor to serve 939 pupils	14,000
Materials to be used by 8,152 pupils	4,401
Total cost	<u>\$27,401</u>

Multidisciplinary Media Resources Project

New Mexico

Number of Pupils: 5,625 in public and private elementary schools

Cost: \$4,894 of \$9,716 grant

The Multidisciplinary Media Resources Project was designed to motivate reading and learning by providing a wide variety of materials and resources for public and private elementary school pupils, 70 percent of whom scored below grade level in reading. To overcome this deficiency,

advanced enrichment opportunities, supplementary content reading, and motivational materials in all academic areas were acquired. Special consideration in the selection of materials was given to the specific needs of the pupils (45 percent of whom are Anglo; 55 percent, Spanish-surnamed).

School Library Resources, Textbooks, and Other Instructional Materials

P.L. 93-380, Education Amendments of 1974, extended ESEA Title II: School Library Resources, Textbooks, and Other Instructional Materials, as a categorical program through fiscal year 1978. However, no funds are authorized to be appropriated for obligation by the Commissioner during any year of which funds are available for obligation to carry out part B of title IV. Therefore, ESEA title II is in effect suspended during the fiscal years that ESEA title IV is funded. During the first year of ESEA title IV, fiscal year 1976, 50 percent of the funds were appropriated for the consolidated programs under part B, and 50 percent for the component programs (ESEA title II, NDEA title III, and the testing, counseling, and guidance provisions of ESEA title III) as categorical programs. Fiscal year 1976 is the last year, except for carryover funds, for the operation of ESEA title II during the years ESEA title IV is funded.

In fiscal year 1976, ESEA title II operated at \$45,951,951, about 50 percent of the \$90,250,000 appropriation for the previous year. States continued to expend the highest percentage of funds for school library resources. In general, the ESEA title II program was administered as in previous years. However, in their performance reports for fiscal year 1976, some departments of education described the cumulative impact on ESEA title II in relation to all the years of the program.

The report of the Oklahoma State Department of Education states: "Title II funds have been an important and valuable support to the public schools in Oklahoma. As we look back over the years since the inception of this program, we see vast improvement in media resources in the public schools. We find teachers and administrators with changed attitudes about the effectiveness and value of media in the educational program. Probably the greatest value of this program is the fact that it has been 'seed' money to public schools and has been used to supplement weak programs and inadequate quantities of resource materials and has thus indirectly demonstrated to educators the value of such materials in the educational program. The result has been increased media budgets, better and more adequate staffing of media centers and libraries, and more and more districts adding media centers to their facilities. There

is still much improvement to be made in all areas but title II must be credited as the stimulus which caused the changes to begin.

"The greatest weakness of title II in Oklahoma has been the limited funds. FY 1976 was especially limited because of the 50 percent consolidation with title IV-B. The majority of districts were able to use the title II and title IV-B funds to enhance the media centers; therefore children still benefited from the purpose characteristic of title II. With inflation it has been difficult for LEA's to purchase more than replacement materials with the limited funds.

Title II program administration has provided leadership in setting standards in quality and quantity of media desirable in the educational program. It has provided a coordinator to work with librarians and media directors in program improvement. The overall impact of ESEA title II has been very beneficial to Oklahoma schools and its impact will be realized for many years to come."

The Pennsylvania State Department of Education includes the following statements on the cumulative impact of ESEA title II: "ESEA title II has been responsible for the development of school library media collections in the public, nonpublic, and institutional libraries of the State. Over 2,000 professional school librarians are now employed in the schools of the Commonwealth versus the 950 that were employed at the onset of ESEA title II in 1965. An annual requirement for State participation in ESEA title II is the continuous development of the library media program by the participants."

Equipment and Minor Remodeling for Strengthening Instruction in Academic Subjects in Public Schools.

P.L. 93-380, Education Amendments of 1974, extended NDEA title III, authorizing payments for acquisition of equipment and minor remodeling for strengthening instruction in academic subjects in public schools, through FY '77, and P.L. 94-482, Education Amendments of 1976, further extended NDEA title III through fiscal year 1978.

As with ESEA title II, no funds are authorized to be appropriated for obligation during any year for which funds are available for obligation for carrying out part B of title IV of the Elementary and Secondary Education Act of 1965. During FY '76, the first year of operations under ESEA title IV, 50 percent of the funds were appropriated for the consolidated programs under part B, and 50 percent for the components (ESEA title II, NDEA title III, and the testing

counseling, and guidance provisions of ESEA title III) as categorical programs. Fiscal year 1976 is the last year, except for carryover funds, for the operations of NDEA title III during the years when ESEA title IV is funded.

In fiscal year 1976, the 18th year of the program, NDEA title III operated at \$12,663,924 for acquisition of equipment and minor remodeling, and \$964,870 for administration. For public schools, it supported again the improvement of instruction in 12 academic subject areas: the arts, civics, economics, English, geography, history, the humanities, industrial arts, mathematics, modern foreign languages, reading, and sciences. NDEA title III continued as a matching program both for administration and acquisition.

The statement on the impact of the NDEA title III program in the fiscal year 1976 report of the New Hampshire State Department of Education is a good summing up of the program's effect on education in the State and the potential of its purposes in the new consolidation:

As a result of our experience with NDEA title III over a period of approximately 18 years, we feel there has been significant impact. This impact has taken the form of improved materials, facilities, and programs for classroom teachers to work within the critical subject areas. The combination of funds being made available to local school districts for the purchase of instructional equipment and the purchase of professional services in our department of work with teachers has proven to be an effective cooperative effort. Next, we feel that the matching feature of NDEA title III both on the part of the State and local communities has generated a commitment not otherwise available through 100 percent federally funded programs.

A review of our annual reports and a description of the exemplary projects we have selected to describe and include each year, as well as the publications we have submitted with our report bear real proof that this program has left its impact. In many ways we regret that NDEA title III is being phased out; however, the opportunity to combine and consolidate it with other programs previously funded through ESEA title II, ESEA title III, and ESEA title V is a challenging one. In our efforts in fiscal year 1976 we have been concerned directly with the problem of providing assistance to local school systems in planning. As is the experience in many States, I am sure the shift in gears from categorical programming to a consolidated planning requires new skills in leadership and assistance to local school systems.

The State Department of Education in California also contributed a valuable retrospective statement on title III NDEA and a provocative

comment on the consolidation as it relates to title III NDEA program purpose:

If the scope and effect of all of the title III-A NDEA projects implemented in California during the past years could be visually displayed, they would depict this program as one of the strongest motivating forces behind the current educational revolution. The new concepts, ideas, and opportunities that have been provided and promoted through the use of these funds have directly led to the new concepts now being promoted statewide through the Early Childhood Education (ECE) program and recent efforts to restructure intermediate and secondary education.

These innovations will continue to be aided and promoted under the new ESEA title IV, part B activities, but many consider the discontinuation of any matching funds requirements detrimental to the maintenance of district-level commitment to continue making positive changes in the use of new instructional equipment and materials.

Guidance, Counseling, and Testing

As originally stated in title III of the Elementary and Secondary Education Act of 1965, a grants program was authorized "...to assist the States in establishing and maintaining programs of testing and guidance and counseling." The authorization provided for "programs for testing students in the public and private elementary and secondary schools and in junior colleges and technical institutes in the State, and programs designed to improve guidance and counseling services at the appropriate levels in such schools."

Funding for these purposes in FY '76 was from the ESEA title IV, part B appropriation, which is administered under an annual program plan for each State. The FY '76 appropriation for guidance, counseling and testing was \$18,168,510. Of this amount 50 percent or \$9,084,255 was granted to States under the categorical program which originally was operated under ESEA title III. The remaining 50 percent was included under the consolidation of ESEA title IV, part B programs.

Under ESEA title III State plan programs, States have had the option of funding comprehensive programs of guidance, counseling, and testing and/or innovative or exemplary projects to serve as models for regular school programs. Many States chose to follow the latter option and focused on such priorities as elementary school guidance, career development, methods and techniques, group techniques, and inservice education.

In FY '76, under the consolidated State annual program plan authorized by title IV-B, P.L. 93-380, this program remained essentially the same, but with one major difference. Program monies were no longer available for State level supervision and leadership activities. However, funds for State level administration of guidance, counseling, and testing are available from the 5 percent provided for the administration of all programs consolidated under title IV, part B.

SPECIAL PROJECTS

The Special Projects Act, as contained in the Education Amendments of 1974, establishes several new programs and expands or consolidates some existing ones. Congress requires coverage of certain areas, but authorizes the U.S. Commissioner of Education to use his discretion in others. The Commissioner's discretionary activities may account for as much as 50 percent of the total amount appropriated in any given fiscal year. Funds reserved for mandated programs can be no less than 50 percent of the total appropriation.

The mandated programs are: Education for the Use of the Metric System of Measurement, Gifted and Talented Children, Community Schools, Career Education, Consumer's Education, Women's Equity in Education, and Arts in Education Programs.

The discretionary activities funded in FY '76 are Packaging and Field Testing and Educational TV Programing.

Metric Education Program

The Metric Education program (Education for the Use of the Metric System of Measurement) is authorized under title IV of the Education Amendments of 1974 (P.L. 93-380). It is one of seven such legislatively mandated programs under the Special Projects Act.

The program is authorized for 3 years beginning with fiscal year 1976 and extending through fiscal year 1978. The authorization is \$10,000,000 per fiscal year, but its appropriation was only \$2,090,000 for each of the fiscal years 1976 and 1977.

The purpose of the Metric Education program is "To encourage educational agencies and institutions to prepare students to use the revised metric system of measurement (as opposed to the customary system used in the United States) with ease and facility as a part of the regular educational program." The target populations for the program's goals include State education agencies; local education agencies; institutions of higher education; and nonprofit public and private groups, institutions, and organizations. These agencies

respond to the metric educational requirements of Native Americans, the bilingual, the elderly, handicapped, consumers, the disadvantaged, correctional students, teachers, teacher trainers, parents, and other adults from the general population as well as students in the Nation's regular classrooms.

Fiscal year 1976 was the first year for Metric Education program awards. From 585 applications submitted, 72 grants were awarded to eligible applicants in 45 States plus the District of Columbia, American Samoa, and Puerto Rico.

State education agencies received 22 grants totaling \$657,195; 8 grants, totaling \$409,994, went to nonprofit public and private groups, institutions, and organizations; 14 totaling \$289,539, to local education agencies; and 28, totaling \$644,209, to institutions of higher education. In addition to these 72 grants, an interagency agreement with the National Bureau of Standards provided \$35,000 for training State weights and measures officers, and \$54,063 was allocated to contracts for developing information and training materials and for setting up regional workshops. These contracts include the National Art Education Association's Metric Poster program involving elementary and secondary students, the development of a slide-tape program and media series including posters and slides, plus a series of position papers providing detailed information on specific issues in metric education. Four regional metric education conferences, each 3 1/2 days in length, were held in San Diego, Calif.; Miami, Fla.; Denver, Colo.; and New Orleans, La. Each conference included grantees from the Metric Education program and representatives from State education agencies, local education agencies, institutions of higher education, and private and nonprofit organizations, institutions, and agencies and other interested persons from the general public.

In addition to these program activities, OE's Office of Public Affairs issued a contract for the development of four 60-second and four 30-second metric education public service television announcements and five 60-second and five 30-second public service radio announcements.

For fiscal year 1977, 615 applications were received requesting funds in excess of \$20 million.

The Metric Education program will maintain liaison with the Metric Conversion Board authorized by P.L. 94-168 (Metric Conversion Act of 1975) after its nominees are confirmed and the board begins to actively pursue its mission.

The program is exploring strategies to provide training for all HEW personnel in order for them to become efficient in the use of the metric system of measurement.

Community Education Programs

The Community Schools Act, section 405 of the Education Amendments of 1974 (Public Law 93-380), provides grants to local education agencies to initiate, expand, or maintain local community education programs; to State education agencies to provide developmental and technical assistance to one or more local community education programs; and to institutions of higher education to provide short-term training opportunities in community education.

Public schools are utilized to provide a variety of educational, recreational, social, cultural and self-improvement activities for the total community, preschool through senior citizens. Actions and programs must be based upon the demonstrated needs of the community and involve other agencies and organizations.

The FY '76 appropriation was \$3.5 million. Grants awarded totaled 93; 32 to State education agencies, 48 to local education agencies, and 13 to institutions of higher education. Federal funds were used primarily to provide the cost of providing leadership positions to initiate, expand, or maintain community education programs.

During FY '76 a contract was awarded for the development of the Federal Community Education Clearinghouse. It will link the information needs of community educators with existing resources. Additionally, a national calendar will be published regularly to keep the public informed of significant events and meetings. A toll-free hotline number will allow community educators to talk directly with the personnel at the clearinghouse.

The FY '77 appropriation is expected to fund approximately the same number of grants as were awarded in FY '76.

Arts in Education Program

The Arts in Education program authorized by sec. 409 of P.L. 93-380 provides the only categorical support (\$750,000 in FY '76) for arts education. The program made its first awards in FY '76 -- to 89 State and local education agencies. Grants ranged from \$2,000 to \$10,000 each. The FY '76 appropriation was \$750,000.

Some States used their grant funds to develop or proceed with arts education planning; others offered minigrants or consultant services to school districts. Most projects at the local level concentrated on training those who bring the arts to children -- classroom teachers, artists-teachers, professional artists, specialists, and administrators.

Nearly all projects involved professional artists or performers in some capacity -- not only to demonstrate a particular art form in elementary and secondary schools, but also to help plan for dance, music, drama, and the visual arts as a part of the regular curriculum rather than an alternate course or study or an afterschool activity.

The Arts in Education program is a joint effort of OE and the John F. Kennedy Center for the Performing Arts. The center's education staff, through the Alliance for Arts Education, helps review applications and provides information to grant recipients.

Career Education

The Education Amendments of 1974 (Public Law 93-380), section 406, authorizes the U.S. Commissioner of Education to undertake a program of career education.

The career education legislation establishes both an Office of Career Education in the U.S. Office of Education and a National Advisory Council for Career Education. It also directs the Commissioner of Education to conduct a survey and assessment of the current status of career education. The Commissioner is authorized to award grants to State departments of education to develop State plans for career education programs in their local education agencies. Also made eligible for OE support are projects designed to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education). Grants may be awarded to State education agencies, local education agencies, institutions of higher education, and other nonprofit agencies and organizations.

The Congress appropriated \$10 million in fiscal year 1975 and \$10,135,000 in fiscal year 1976 for the career education program. Applications for the FY '76 grants totaled 992.

In all, 109 grants and assistance contracts, plus 9 procurement contracts to concentrate on selected areas of career education needing special emphasis were awarded, bringing the total of career education projects supported with the fiscal year 1976 appropriation to 118. These projects are grouped as follows:

<u>Category</u>	<u>Number of Projects</u>	<u>Amount of Funding</u>
1. Improvements in K-12 career education programs.	32	\$4,993,723

2. Career education in the senior high school, community college, adult and community education agencies, and institutions of higher education.	8	804,201
3. Career education for special segments of the population such as handicapped, gifted and talented, minority, and low-income youths, and to reduce sex stereotyping in career choices.	14	979,390
4. Training and retraining of persons for conducting career education programs.	4	539,995
5. Career education communication	13	1,515,669
6. State plans.	47*	2,002,004
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TOTALS:	118	\$10,134,983

In May 1975, the U.S. Office of Education awarded a contract to the American Institutes for Research in Palo Alto, Calif., to conduct a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States. This survey and assessment formed the basis for the report to the Congress in May 1976.

Consumers' Education Program

Although the Office of Consumers' Education was established in the Office of Education in 1975, the legislative history of its functions traces to the Education Amendments of 1972 (P.L. 92-318), which authorized funds for projects, curriculum development, and dissemination of information on consumer education. However, no funds were appropriated to implement the program in fiscal years 1973, 1974, and 1975. In the Education Amendments of 1974 under the Special Projects Act (P.L. 93-380), funds were first mandated for the Office of Consumers' Education.

The FY '76 appropriation for the Consumers' Education program amounted to \$3,135,000.

*State planning projects were awarded to 44 States and 3 other eligible areas. The States and other areas which did not apply for State planning grants are: Alaska, Delaware, Kentucky, Louisiana, Montana, South Carolina, American Samoa, and the Virgin Islands.

In the first fiscal year of the program, 1976, the Office of Consumers' Education received 858 applications for grants -- of which 839 were found eligible -- and completed the review process. From this number, 66 were recommended for funding. The following tabulation shows the types of agencies that applied and funded:

Agency type	Eligible applicants	Projects funded
State education agencies (SEA's)	30	4
Local education agencies (LEA's)	112	5
Institutions of higher education (IHE's)	273	28
Other public or private non-profit agency (OPPNA)	424	29
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Total	839	66

The OPPNA's category included both rural and urban community action agencies, legal aid societies, Indian tribal councils, and national consumer organizations.

To encourage continued consumer education activities after the period of Federal funding, institutional capacity building was encouraged. Eighty percent of the grantees emphasized the training of service providers as the primary vehicle to accomplish this -- but with many unique and interesting variations. Trainees included teachers in regular classrooms, teachers of the handicapped, other educational personnel, staffs in prerelease mental hospitals and correctional institutions, leaders in groups designed to assist the aging, Indian tribal personnel, and members of local police forces. The number of these service providers reported by the project directors was 26,500.

The balance (20%) of the grantees were concerned with materials development and dissemination using both print and electronic media. Five projects used television as the primary vehicle to provide consumer education and information to their target audiences of the elderly, reservation Indian tribes, an entire rural State, as well as supermarket shoppers.

In addition to the grants, seven contracts were awarded to examine significant issues and emerging needs in consumers' education. The largest of these by far was designed to develop a model which delineates the parameters of consumer education and economic education and to assess student and educator materials by comparing them to the model. Other contracts address such topics as the potential economic impact of an effective

national effort, the emerging competencies essential for consumer educator trainers, bibliographic material and a manual for community-based consumer groups, an assessment of municipal governmental consumer activities, as well as one contract to assist the Office of Consumers' Education staff in evaluating project activities.

Women's Equity in Education

Fiscal year 1976 was the first operational year for activities funded under the Women's Educational Equity Act. The previous year was one of program development. Inasmuch as the act authorizes \$30 million and the actual appropriation was \$6.27 million, the Women's Educational Equity Act (WEEA) program implemented a capacity building strategy to develop and enhance the capacity of the educational community to respond to equity issues involving women and girls in the United States.

The capacity building approach coupled with the variables that characterize the women's movement determined that WEEA program policy demand that all projects be sensitive to the cultural values of the various groups in the country -- cultural values that are the expression of the ethnic, racial, and regional heritage of these groups. The WEEA program determined not to "create a new stereotype woman" but rather to provide the means for increasing the options of women.

Public agencies, private nonprofit organizations, and individuals were eligible to apply for grants and contracts to carry out authorized activities. Sixty-seven grants and five contracts were awarded. Of the 67 grants, 21 were small grants of \$15,000 or under. The funded projects sought to develop and validate educational training modules and other materials as well as to demonstrate new model education programs for the greatest possible use throughout the Nation.

The following three priority areas were provided for in the WEEA program regulations: modules on sexism in education, programs for educational leadership, and program development related to career preparation. The regulation also allowed for the submission of applications outside these three areas. Provision was made for a preapplication process.

All grants show evidence of commitment to educational equity for women, including women from minority groups. A number of projects are designed to meet the needs of minorities and other populations, such as offenders and persons from rural areas. Training and retraining educational leadership, counseling and guidance, and career education are the substantive areas covered by most grants. Unemployed and underemployed women, vocational education, and physical education are other areas covered. Academic areas include mathematics, science, and engineering, with all levels of education and all 10 HEW regions represented.

Of the five funded contracts, three were developed as a major contribution to women's educational equity and two for internal programmatic operations. The official contract titles are: Project Coordination for the WEEA Program; Process Evaluation/Pre-Post Measurement Instrument Development for the WEEA Program; WEEA Communications Network; National and Regional Workshops and Development of Technical Assistance Materials for Title IX, Public Law 92-318; and Development and Implementarion of a National Distribution System (Title IX, Public Law 92-318). Policy papers on early childhood education, dissemination, and the identification of Federal activities in the area of women's educational equity were commissioned to develop background information for the next year of operation.

The objective of Project Coordination for the WEEA Program is to facilitate communication among grant projects, to provide coordination of grant projects, and to facilitate their interactions and communications. The multiyear contract on Process Evaluation/Pre-Post Measurement Instrument Development for the WEEA Program has two major objectives: (a) to develop case studies on selected projects funded under WEEA, and (b) to assess project measurement needs in order to locate existing instruments for project use or to develop a minuum number of new instruments to meet project needs.

The WEEA Communications Network is designed to serve individuals, organizations, and institutions throughout the Nation that are conducting activities or research related to educational equity for women as well as the projects funded under the WEEA. Emphasis is on two-way communication.

The contract for the National and Regional Workshops and Development of Technical Assistance Materials for Title IX, Public Law 92-318, assists educational institutions and agencies by addressing common problems in eliminating discrimination on the basis of sex. The major objective of the Development and Implementation of a National Distribution System contract is to create such a resource for disseminating compliance materials associated with title IX of Public Law 92-318.

The legislation created an Advisory Council on Women's Educational Programs. Seventeen members are appointed by the President with the advice and consent of the Senate. They are broadly representative of the general public and are conversant with issues involving the roles and status of women in American society. Three additional members are specified in the law: The Chairperson of the Civil Rights Commission, the Director of the Women's Action Program, Department of Health, Education, and Welfare; and the Director of the Women's Bureau, Department of Labor.

Educational Television and Radio (Programing)

As of FY '76, Educational Television and Radio Programing became operational under authority of section 402 (a) (1) of the Special Projects

Act (Public Law 93-380). This activity is designed to carry out the development, production, evaluation, dissemination, and utilization of innovative educational television or radio programs designed (for broadcast and/or nonbroadcast uses) to help children, youths, or adults to learn.

The long-range goal is to improve the quality and impact of nationally available television and radio programming through funding of activities to stimulate the creative development of new educational television/radio programming.

On July 15, 1976, the final Rules and Regulations for Educational Television and Radio (programming) were published in the Federal Register. The following activities are to be carried out under contract authority:

1. Children's television programming, including--but not limited to--the planning, production, evaluation, dissemination (including public awareness activities), and utilization of the programs Sesame Street and The Electric Company. "Utilization" includes activities and materials designed to enhance and reinforce the effectiveness of programs as used in formal and informal educational settings, including the development and implementation of a series of strategies in specific community settings which tap the energy and concern of parents, teachers, and others for using television as a positive force in educational development.
2. The development of educational programs for parents as participants in early childhood education.

Priority areas for funding pursuant to Educational Television and Radio Programming authorization will be periodically published in the Federal Register.

Contract awards are made in funding areas in accordance with the following requirements and criteria: (a) need for the programming; (b) educational impact; (c) applicability of subject matter to television, radio, or combination of both; (d) successful models or designs; (e) cost per potential viewer; (f) potential for self-support; and (h) project scope. Eligible contractors are public and private agencies, organizations, associations, institutions, and individuals.

The FY '76 appropriation for Educational Television and Radio Programming was \$7 million.

The following projects were funded in FY '76 through contract authorization:

Children's Television Workshop (CTW), New York City. \$5.4 million for activities such as production, evaluation, dissemination and utilization of Sesame Street and The Electric Company.

Sesame Street -- The seventh experimental season of Sesame Street included 130 hour-long television programs, produced in color. They were offered for noncommercial television to be broadcast beginning in November 1975, and continuing by repeat scheduling into November 1976.

During the seventh season Sesame Street experimented with new goals; (a) by presenting selected topics related to the Nation's bicentennial year celebration, and (b) by exploring approaches toward the education of the mentally retarded in order to facilitate their participation in the program.

Sesame Street also experimented with variations in its format by shooting program segments on remote locations in different regions of the United States. This approach was highly successful not only in giving a new look to the programing, but also as a link with the bicentennial goal by appropriately presenting the look and feel of the Nation's people and places.

In addition to the roughly 250 public television stations carrying Sesame Street, 30 commercial stations in markets without public television broadcast it as a public service without commercial messages or interruptions. Sesame Street regularly reaches approximately 9-10 million viewers daily according to estimates by the A.C. Neilson Company for CTW; and Sesame Street continues to compare very favorably in reaching preschoolers to any other television program on the air whether commercial or noncommercial. Sesame Street alone accounts for about one-third of the public television audience.

The seventh season of Sesame Street reflected the basic instructional goals of the program designed in earlier seasons. The basic goals of instruction -- symbolic representation, cognitive processes, reasoning and problem solving, and the child and his environment -- formed the core of the curriculum. During the sixth season, four new goal areas were incorporated into the curriculum: creativity, career awareness, coping with failure, and entry into groups. Both production and research have noted the importance of the latter two affective goals to the target audience, since the situations and coping strategies presented will imminently be needed by the preschooler as soon as he enters school. Moreover, learning to cope with failure and to enter social groups are skills critical to the development of the child's self-image, perhaps overall the single most important goal of the

curriculum. These goals were combined with further development and refinement in the seventh season.

The Electric Company -- The fifth experimental season of The Electric Company consisted of 130 half-hour television programs, produced in color and offered for noncommercial television broadcast beginning in October 1975 and continuing -- by repeat scheduling -- into October 1976. The Electric Company was conceived as a program for 7-to-10-year-old children functioning below grade level in reading. The program was thought of as one primarily for home viewing, and was designed to compete with commercial entertainment programs available during the afterschool hours. The reason for the emphasis on reaching the audience at home was that CTW felt that the program would do the most good there. Since children with reading problems tend to find school a painful experience, and therefore "turn off" to it, the best chance of reaching this population seemed to be outside the school context. At the very beginning of the broadcasts, however, teachers and school administrators recognized its potential as a classroom resource and adopted it enthusiastically. It is now the most widely used classroom television program ever produced in the United States.

During broadcast year 1975-76, The Electric Company was regularly viewed by about 3 million children in the classroom and by about 3 million children at home, a substantial number of whom are preschoolers. The Electric Company curriculum has remained relatively stable with changes mainly in emphasis, reflecting advisers' concern that the program should do more to cultivate comprehension skills.

Reading is presented as a unified process of getting information from print, incorporating units at several levels (letter, letter combinations, syllables, words, phrases, sentences). A problem solving approach to reading is stressed, that is, the child is made aware of all the kinds of clues that are available to assist him. The notion that we read for meaning underlines all teaching strategies. The curriculum emphasis on The Electric Company is on decoding skills, teaching children the basic (phonemic) sound system of English, the strategies for analyzing words into their sound components ("sounding out"), and combining units into intelligible words ("blending", "chunking"). This approach provides the kind of detailed code-cracking knowledge stumbling readers seem to need, having failed to learn by more global, inference-based methods. It is an approach that is extremely amenable to television presentations, and which meshes reasonably well with most other approaches to reading used in schools. The latter is a particularly important consideration for a national, open-broadcast program.

During the 1975-76 season, Children's Television Workshop in consultation with the U.S. Office of Education and the Public Broadcasting

System, major funders of The Electric Company, determined to cease new production after FY '77. Emphasis toward reaching the school classroom was placed on the program for 1975-76, and the rights to permit extended rebroadcast of this season between the fall of 1977 and the fall of 1980 were acquired.

- . Applied Management Sciences, Silver Spring, Md. \$1,327,000 to begin planning, production, and evaluation of three pilots and accompanying utilization materials to help parents become more effective as "first teachers" of their children. This will lead to production of a series of 20 half-hour shows.
- . Northern Virginia Educational Telecommunication Association, Springfield, Va. \$25,000 to complete production of the second of two multimedia alcohol education curriculum packages designed to help young people make responsible decisions on the use or nonuse of alcoholic beverages. Each package consists of a film series (also available in videocassette) and an accompanying teachers' manual and students' booklet.

The first series, "Jackson Junior High" is aimed at students in grades 5 through 8 and consists of four 15-minute films and a preview film for teachers and administrators. The series covers the physiological, social (peer pressure), cultural, and emotional effects of alcohol's use and abuse.

The second set of films, "DIAL A-L-C-O-H-O-L," is geared for high school students and consists of four half-hour programs for the classroom and an overview film. The series focuses on the situations that arise over an alcohol telephone hotline run by student volunteers -- drinking at parties, absenteeism, driving while drinking, family customs about drinking.

Teachers' manuals for both series include information on how to teach alcohol education, as well as learning activities and worksheets for each film. Students' booklets for each contain facts about the effects of alcohol, a glossary, and lists of organizations to turn to for help. These materials were produced by Abt Associates, Cambridge, Mass., and printed through the Government Printing Office in Boston.

The films and utilization materials are available free to teachers, counselors, school systems, and public television stations. The films also are available for rent or purchase by other individuals and groups.

- . Greater Washington Educational Telecommunications Association, Arlington, Va. \$151,000 to complete production of a series of 10 half-hour television

programs entitled "Music ...Is," originally funded in FY '75. Teachers' guides and students' booklets targeted at grades 4-6 are being developed to accompany the series.

American Correctional Association, College Park, Md. \$50,000 to be pooled with funds from other Federal agencies and foundations to produce a pilot for the project "Blacks in the American Revolution." The film will spotlight black heritage, with subsequent programs in the project EDUCATION OUTREACH series centering on Spanish-speaking, Asian, and Native Americans.

One principal aim of the series is to raise the participants' interest in themselves, to enhance their self-image, and make available information that can lead to positive action. The program is intended to increase the self-confidence of members of its audiences that will encourage them to acquire new knowledge and skills, and whenever possible, develop career potentials.

V. PROGRAMS TO SUPPORT POSTSECONDARY AND VOCATIONAL EDUCATION

Aid to institutions of higher education is the most venerable of Federal assistance to education programs, dating from the establishment of the Land Grant Colleges in the last century. Federal funding of vocational education in World War I was the first Federal aid to the public schools.

These activities continue to be major responsibilities of the Office of Education.

POSTSECONDARY EDUCATION

Land-Grant Colleges and Universities

Land-grant institutions date from the First Morrill Act of 1862, which gave each State 30,000 acres of public land for each of its members of Congress. The lands were to be sold; the proceeds, invested; and incomes from the investments, used to endow one or more colleges. The purpose of these colleges was to be, "without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts."

All States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam receive a uniform grant of \$200,000 a year for the support of its land-grant institutions under the Second Morrill Act of 1890 and the Bankhead-Jones Act of 1935, plus a variable grant apportioned by population, under the Bankhead-Jones Act. The FY '76 appropriation for Land-Grant Colleges and Universities totaled \$12,200,000.

The 129 campuses of the 72 colleges and universities currently in the land-grant system award more than 35 percent of the bachelor's degrees, 40 percent of the master's degrees, and almost 65 percent of the doctoral degrees conferred annually by American institutions. The land-grant system has played a major role in providing opportunities for higher education.

Higher Education Construction

No appropriations have been made for 4 years for construction programs authorized by the former Higher Education Facilities Act of 1963, now title VII of the Higher Education Act. National evaluations show that the need for the program has been substantially filled and that academic space shortage is no longer a national problem. It is believed that private funding can accommodate whatever need there is for new construction. During 10 years of funding the program provided Federal grant and loan assistance of \$3.9 billion to 1,867 institutions for 4,070 academic facilities.

Construction Grants: Part A of title VII, which authorizes grants for construction of undergraduate facilities, has not been funded since FY '73. The last awards were in FY '75 from FY '73 appropriations released as of May 1974.

Part B of title VII, which authorizes grants for the construction of graduate academic facilities, has not been funded since FY '69.

Construction Loan Support: Part C of the title VII program provides for two types of support:

The Annual Interest Grant program helps postsecondary institutions utilize private capital for construction purposes. The grants cover the difference between the annual debt service charges which would result from a 3 percent loan and the annual debt service charges resulting from the interest rate actually obtained. In FY '76, the program subsidized 695 prior-year loans; no new approvals were given.

The Direct Loan program helps the construction needs of institutions by providing low-cost loans which bear an annual interest rate of 3 percent. In FY '76 no new loans were approved.

As of January 29, 1977, 45 loans -- 7.7 percent of the 583 facilities loans made under title VII-C of the Higher Education Act -- were in default. Full exercise of OE legal authority would result in mortgage foreclosures. Instead, OE has granted moratoriums to those institutions unable to pay interest or principal when due.

State Postsecondary Education Commissions

Section 1202(a) of the Higher Education Act, as amended, requires a State to establish a State Postsecondary Education Commission if it desires to receive Federal assistance for comprehensive postsecondary educational planning authorized under section 1203 of the act. A State is offered the option of assigning the responsibilities for any or all of the following programs authorized under the act to the State Postsecondary Education Commission: Community Services and Continuing Education (title I), Undergraduate Instructional Equipment Grants (title VI-A), and Grants for the Construction of Undergraduate Academic Facilities (title VII-A). Section 1202 State Commissions have been established in 46 States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, and Guam. (Those States in which there is no Section 1202 State Commission are Colorado, North Carolina, Tennessee, and Wisconsin.)

If a State elects not to assign the title I responsibilities to the Section 1202 State Commission, it must have a separate agency for this program. The sole authorization for administrative funds for the title I program is contained in title I. If a State elects not to assign the responsibilities for the titles VI-A and VII-A programs to the Section 1202 State Commission, it must establish a Higher Education Facilities Commission to administer them. Authorization for administrative funds for such Higher Education Facilities Commissions is contained in section 1202(c) of the Higher Education Act and in section 421(b) of the General Education Provisions Act.

In FY '76, \$3.5 million was appropriated for State Postsecondary Education Commissions, with \$3 million apportioned to the Section 1202 State Commissions to support comprehensive planning activities under section 1203, and \$500,000 apportioned to Higher Education Facilities Commissions to support the costs of administering the titles VI-A and VII-A programs. A total of 51 Section 1202 State Commissions applied for and received section 1203 comprehensive planning grants ranging from \$30,147 to \$186,158; and 56 State Commissions applied for and received funds to cover the costs of administering the titles VI-A and VII-A programs, with grants ranging from \$625 to \$27,647.

Undergraduate Instructional Equipment Grants

The purpose of the Instructional Equipment Grants program is to assist in improving the quality of undergraduate instruction in institutions of higher education. It offers financial assistance on a matching basis for the acquisition of instructional equipment, materials, and related minor remodeling.

Institutions may apply to their State commission, which determines priorities and forwards recommended applications to the Office of Education. Currently, State allotments are made for two categories of equipment. Category I covers laboratory and other special instructional equipment, materials, and related minor remodeling; audiovisual equipment and materials also are included. Category II covers grants for the acquisition of television equipment, materials, and minor remodeling for closed-circuit direct instruction.

The FY '76 appropriation of \$7,500,000 was spent for 776 grants -- 567 in category I, for a total obligation of \$5,992,007, and 209 in category II, for a total obligation of \$1,488,349. All grants are made in accordance with approved State plans and each State's allotment of funds was calculated by statutory formula.

The total expended on undergraduate equipment grants since the program began in FY '66 stands at more than \$117.3 million, in support of over 9,100 grants.

College Library Resources

The College Library Resources program, authorized by title II-A of the Higher Education Act, assists institutions of higher education in acquiring books, periodicals, documents, magnetic tapes, phonograph records, and audiovisual and other related materials. Grants are awarded both to higher education institutions and to other public and private nonprofit library institutions where the primary function is to provide library and information services to institutions of higher education on a formal cooperative basis.

Three types of grants are authorized: basic grants up to \$5,000 (first priority under the funding), supplemental grants up to \$20 per student with no matching required, and special purpose grants which must be matched with \$1 of institutional money for every \$3 of Federal money.

In FY '76, grants were made to some 2,570 eligible institutions. Total Federal appropriations available were \$9,975,000 and the maximum grant was \$3,930. Because of the large number of requests and the reduced appropriation, only basic grants were awarded. Federal funds have not been available for supplemental or special purpose grants since FY '73.

Totals awarded under the College Library Resources program since its beginning in FY '66 are:

Basic grants	20,984 grants totaling \$89,933,700
Supplemental grants	7,345 grants totaling \$49,138,478
Special purpose grants	470 grants totaling \$16,421,867

Strengthening Developing Institutions

Almost 1,000 smaller colleges and universities, close to a third of the postsecondary institutions in the United States, fall within the "developing institutions" category that benefits under title III of the Higher Education Act. These institutions characteristically are limited in their ability to attract students, to engage outstanding faculty, to offer diverse curriculums, and to acquire adequate physical and financial resources. Yet they perform an important function. Many ethnic minority and/or low-income students who are unable to attend more expensive or distant colleges rely on them.

To the total "developing institutions" constituency -- namely the black colleges, the community colleges, and the small white institutions serving low-income, Spanish-speaking, and Native Americans -- HEA title III constitutes a resource on which to call for technical assistance. The FY '76

appropriation to fund it was \$110,000,000.

OE's Strengthening Developing Institutions effort is divided between the Basic Institutional Development and Advance Institutional Development programs. Each program awards grants on a competitive basis in five areas -- curriculum development, faculty development, administrative improvement, student services, and planning for future growth -- to developing institutions in cooperative arrangements.

Cooperative arrangements draw on the talent and experience of stronger colleges and universities, on the educational resources of business and industry, and on the strengths of other developing institutions. Cooperation takes the form of a bilateral arrangement between a single developing institution and another institution or agency, or of a consortium of at least three developing institutions working with other institutions and agencies.

Basic Institutional Development

In FY '76, the Basic Institutional Development program--then in its 11th year--awarded 203 grants amounting to \$52 million. They accounted for about half of the grants applied for and a fourth of the funds requested. A total of 232 nongrantee institutions entered cooperative arrangements with the grantees. In all, there were 163 assisting institutions and 166 assisting agencies and businesses.

By law, 76 percent of the awards must go to 4-year institutions and 24 percent to 2-year institutions. The percentage of students from low-income families is used as a factor in selection for awards, as is minority group representation. In FY '76, colleges serving large numbers of minority students received basic grants as follows:

<u>College Population</u>	<u>No.</u>	<u>Amount</u>
Predominantly black	55	\$25,450,000
With large number Spanish-speaking	31	4,660,825
With large number American Indians	27	4,231,100

National Teaching Fellowships are awarded under the basic program to highly qualified graduate students and junior members of college and university faculties to encourage them to teach at developing institutions. Stipends may not exceed \$7,500 a year plus \$400 for each dependent, nor be paid for longer than 2 years.

Professor Emeritus awards encourage professors and other skilled persons retired from active duty at postsecondary institutions to teach, conduct research, and provide other professional services at developing institutions.

Both types of appointments are made by the U.S. Commissioner of Education upon request by the developing institution. In neither case are persons from developing institutions eligible for awards.

There were 362 National Teaching Fellowship and 38 Professor Emeritus awards under the Basic Institutional Development program in FY '76.

One of the largest projects conducted under the basic program is the Technical Assistance Consortium for the Improvement of College Services (TACTICS), which pooled the resources of 70 black colleges in FY '76 and drew \$1,800,000 in awards. A developing institution serves as coordinator for each of the six consortiums operating within TACTICS. The eight development programs supported by FY '76 appropriations in the 1976-77 school year are: college service bureau, management development, cooperative academic planning, management information systems, admissions and financial aid, professional and technical support program, library administration and development, and academic administration.

A second technical assistance consortium, the Association of Community College Trustees (ACCTion) was funded under title III for \$1,460,000. A total of 120 2-year public and private postsecondary institutions participated in four major service centers: community services, instructional development, resource development, and student personnel services. Each center provides technical assistance to approximately 30 participating institutions.

A third technical assistance consortium was funded under title III. For \$1,500,000, 56 4-year institutions of higher education participated in the Council for the Advancement of Small Colleges (CASC) consortium.

Advanced Institutional Development

In FY '76, the Advanced Institutional Development program continued to assist developing institutions which give evidence of readiness for accelerated advancement into the academic and financial mainstream. Many of the institutions selected have demonstrated marked progress under the Basic Institutional Development program. In FY '76 grants ranged in size from \$1 million to \$3 million, to be spent in accordance with the financial plan approved by the Commissioner.

Priority in grant selection was given to institutions with programs to educate students for emerging career opportunities, to equip them for upward mobility in employment, or to prepare them for admission to graduate study--especially in fields that traditionally have enrolled few students from low-income families. Up to 10 percent of the funds may be used to improve or develop a planning, management, and development capability. Ability and willingness to develop new courses and to revamp curriculums to benefit disadvantaged students were additional criteria for funding under the advanced program.

In FY '76, 32 new colleges and 2 consortiums were funded for a total of \$58 million.

Of the new grants, 22 went to 4-year institutions and 10 to 2-year institutions. The funds were nearly equally divided between public and private institutions, with all of the 2-year colleges being public. The funds were equally divided between black and non-black institutions, though 63.5 percent of the colleges were non-black.

One of the aforementioned consortium awards was for 40 2-year grantee institutions; the other, for 75 4-year grantee institutions. These consortiums provide technical assistance in evaluation and management-by-objectives techniques, in dissemination of information about success and failures among the grantees, and in establishing workshops and conferences in areas of interest. They are providing meaningful and direct assistance to the colleges to enable them to achieve better control over and evaluation of their own efforts.

Veterans' Cost-of-Instruction Program

The Veterans' Cost-of-Instruction program, authorized under title IV-A-5 of the Higher Education Act, provides for a cost-of-instruction payment to postsecondary institutions based on their undergraduate veteran enrollment. Payments are based on the number of veterans receiving vocational rehabilitation assistance or veterans' educational assistance for undergraduate study, and the number of veterans who have participated in special pre-discharge or remedial programs subsidized by the Veterans Administration. The program was enacted in 1972 out of a realization that poor preparation hampered large numbers of veterans in using their educational and other benefits. Funding began in FY '73.

The FY '76 appropriation of \$23,750,000 was allocated among 1,237 institutions to help them establish and finance recruitment, counseling, tutorial, remediation, and community "outreach" programs for veterans in their service areas. Schools received awards amounting to \$26.90 per full time equivalent (FTE) veteran for 909,169 veterans enrolled in regular programs. They also received a \$12.45 "bonus" per FTE veteran for 89,690 veterans who were enrolled in preparatory programs or who had started in a preparatory program and later enrolled in a regular program. The bonus was for providing special services for educationally disadvantaged veterans.

By law, an institution must spend at least 75 percent of its award on maintaining a full-time veterans affairs office which provides educational, vocational, and personal counseling and other special activities to assist veterans. Funds remaining may be used for the general/academic instruction programs of the institution.

VOCATIONAL EDUCATION

The list of major vocational education laws is both long and impressive: Smith-Hughes Act 1917; George-Reed Act 1929; George-Deen Act 1936; George-Barden Act 1946; George-Barden Amendments 1956; National Defense Education Act 1958; Vocational Education Act 1963; and Vocational Education Amendments 1968.

Appropriations currently are made under two acts--the Smith-Hughes Act and the Vocational Education Act (VEA) of 1963, as amended.

Smith-Hughes is funded permanently at \$7.1 million a year, and is apportioned among the States in the same manner as VEA 1963, as amended.

On October 12, 1976, the President signed the Education Amendments of 1976 as enacted by Congress (P.L. 94-482). The amendments include five titles, of which title II is Vocational Education. The major parts of the new act are effective on October 1, 1977 and the present vocational education programs are extended through fiscal year 1977.

Basic Grants to States

Formula grants to the States assist in conducting vocational education programs for persons of all ages with the objective of insuring that education and training programs for career vocations are available to all individuals who desire and need such education and training for gainful employment. States are required to set aside 15 percent of their allotment for vocational education for the disadvantaged, 15 percent for postsecondary programs, and 10 percent for vocational education for the handicapped. Funds may be used for ancillary services and for construction of area vocational facilities. States are required to match Federal funds dollar for dollar. Federal resources created the initial and continuing incentive for the States to expand the scope and quality of vocational education programs and services.

Program data received from the States include expenditures, enrollments, and program completions. Over \$4 billion from Federal, State, and local sources was expended for vocational education during FY '75, an increase of 17.6 percent over FY '74. For each dollar of Federal funds expended, the States expended \$6.53. Of the total expenditure of Basic Grant funds, 24.5 percent was allocated to postsecondary programs, 16.8 percent for programs for the disadvantaged, and 11.1 percent for programs for the handicapped. In FY '75, Federal, State, and local funds totaling over \$256.6 million were committed to building or improving about 300 area vocational schools. Since 1965 more than \$2.5 billion has been spent on 3,300 projects to increase the capacity of such schools through expansion, remodeling, and new construction.

In all, 15,340,426 persons were enrolled in vocational education in FY '75, an increase of 1,784,787 or 13.2 percent over FY '74. The FY '75 enrollment included 9,426,376 secondary students, 1,889,946 postsecondary students, and 4,024,104 adult students. Set-asides provided programs and services for 1,742,026 disadvantaged and 263,064 handicapped persons included in the total enrollment.

Distribution of all students by programs in FY '75 was:

<u>Program</u>	<u>Percent</u>
Consumer and homemaking	21.4
Trades and industry	19.7
Office occupations	19.2
Distribution	5.7
Agricultural production	3.8
Health	4.0
Technical	2.9
Home economics (gainful)	3.0
Off-farm agriculture	2.8
Special programs (prevocational, industrial arts, volunteer firemen, etc.)	18.4

The FY '75 appropriation for the Basic Grants programs was \$428,139,455, including Smith-Hughes funds. The FY '76 appropriation was \$422,690,555; \$105,672, for the transition quarter.

Programs for Students with Special Needs

Part A, Section 102(b) of the Vocational Education Amendments of 1968 (P.L. 90-576) provides for grants to be allocated to the States by formula (no matching required) to support special programs and services for persons unable to succeed in regular vocational programs because of poor academic background, lack of motivation, or depressing environmental factors. The objective is to encourage these youths and adults to stay in school and acquire the academic and occupational skills needed for successful employment or to continue preparing for a career. Programs are concentrated in communities with many unemployed youths and high school dropouts.

Typical services include: specially trained teachers in remedial and bilingual specialties, staff aides, extra counseling services, facilities accessible to high concentrations of students with special needs, and instructional materials and equipment best suited to the understanding and abilities of these students.

Some of the areas where funds have been expended under this program are those where a language other than English is spoken, depressed rural communities, low-cost housing communities in inner-cities, correctional institutions, and off-reservation locations with high concentrations of American Indians.

The FY '76 estimated enrollment of disadvantaged students was 218,000; the appropriations, \$20 million for the 12-month fiscal year and \$5 million for the transition quarter.

Research and Training

Research and training are authorized by part C of the Vocational Education Act as amended in 1968. Funds are used for research; for training to familiarize personnel with research results and products; for developmental, experimental, or pilot programs designed to meet special vocational education needs, especially those of disadvantaged youths; for demonstration and dissemination projects; for establishing and operating State Research Coordinating Units (RCUs); and for supporting research, development, and demonstration efforts at the State level.

An RCU is a State office officially designated to administer a State's vocational education research programs and to disseminate research findings to administrators, teachers and counselors, and teacher educators. Many RCU's now operate an extensive information retrieval and dissemination system. They also carry out evaluation and planning functions. RCU's receive part C support of approximately \$2 million annually.

The FY '76 appropriation for part C was \$18 million. The appropriation for the transition quarter was \$4,453,000. By law, 50 percent of the funds appropriated goes to the States on a formula basis for use in accordance with State plans. The other 50 percent is reserved for Federal grants and contracts to eligible recipients at the discretion of the Commissioner.

States use their allocations to finance State research coordination and to award grants and contracts to local education agencies, institutions of higher education, and public and private agencies and institutions. In FY '76 the States supported approximately 425 grants and contracts. Areas receiving priority attention were problems of disadvantaged students, cost effectiveness and cost benefits of programs and services, improvement of State and local administration of vocational education, program and system

evaluation, new and emerging occupational areas, vocational guidance, followup studies of graduates, and employment needs of specific communities.

With his portion of the appropriation, the Commissioner funded 125 projects. They began in the 1976-77 school year and concentrate on five priority areas:

1. Adult vocational education--21 awards. These projects are expected to: (a) identify, analyze, and implement cooperative efforts between vocational education, business, labor, and industry; (b) expand competency-based adult vocational education; and (c) expand vocational education programs to provide adults with entrepreneurial competencies which facilitate self-employment.
2. Postsecondary vocational education--36 awards. These projects are expected to: (a) modularize vocational education programs in new and emerging areas such as energy and environment; (b) develop and evaluate programs that serve the needs of students in inner-cities and rural areas; and (c) develop and evaluate cooperative agreements between public, private, proprietary postsecondary institutions and business, industry, and labor.
3. Individualization and modularization of instructional materials--16 awards. These projects are expected to individualize or modularize existing instructional materials in a variety of occupational areas.
4. Special needs populations--27 awards. These projects are expected to: (a) develop improved instructional materials and methods for teachers to use with students who have limited English-speaking ability, (b) develop and improve vocational education programs for persons in correctional settings, and (c) improve approaches for mainstreaming handicapped students into vocational education.
5. Special projects--25 awards. These projects are expected to produce information, data, and products for the Commissioner and for special populations that need to receive vocational education services.

Dissemination and utilization of the output of these research projects is achieved in a number of ways. The State RCU's and the national network of curriculum coordination centers are important components. Curricular materials are often disseminated through commercial publishing and marketing. Exemplary projects, in accordance with part C of the General Education Provisions Act as amended in 1974, will be annotated in an annual report submitted by the Assistant Secretary for Education.

Almost all grants and contracts awarded by the Commissioner are made under annual competitions announced in the Federal Register. Sole-source awards meet rigorous criteria, including approval of OE's Sole Source Board. One exception is the awarding of contracts to minority business firms registered with the Small Business Administration.

Exemplary Programs

Support for exemplary programs is authorized in part D of the Vocational Education Act as amended in 1968. Fifty percent of appropriated funds go into formula grants to States to stimulate new bridges between school and employment for young people who are still in school, have left school either by graduation or by dropping out, or are in postsecondary vocational programs. Other purposes are the promotion of cooperation between public education and manpower agencies and the broadening of occupational aspirations and opportunities for young people -- especially those who have academic, socioeconomic, or other handicaps.

The other 50 percent of part D funds is awarded by the Commissioner at his discretion.

The FY '76 appropriation for part D was \$16 million, the same as for the 5 preceding years. The transition quarter appropriation amounted to \$2 million.

State Administration: With their 50 percent of part D funds, States may make grants for exemplary demonstrations to local education agencies or to other public or nonprofit private agencies, organizations, and institutions, including businesses and industrial concerns. Annual appropriations are available for obligation by the States for 2 fiscal years.

State-administered part D projects are in operation in all States. Details concerning FY '76 are not yet available, but it is estimated that about half of the projects focus on career education. Approximately 450 projects were supported in FY '75, many as continuations of projects initiated in FY '73 or FY '74. About 200 projects in FY '75 focused on various components of career education, including guidance, counseling, and placement.

OE Discretionary: The Commissioner of Education uses his discretionary money for grants and contracts to support projects carried out in the States. Funds are available until expended. The program is administered in OE headquarters; however, technical assistance is provided by the OE Regional Offices.

The federally administered discretionary projects are distributed geographically across the States, as required by law, with at least one in each State. They focus on demonstrating comprehensive career education programs and have been a major contributor to the national thrust in career education. Techniques and instructional materials emerging from the first 3-year cycle of part D discretionary projects were fed into the design and development of the National Institute of Education's school-based career education model. They have also served as demonstration examples of career education functioning in local settings.

The typical project is funded at about \$130,000 per year for a 3-year period, with the exact amount determined by formula. The funds appropriated in fiscal years 1970, 1971, and 1972 supported the first 3-year cycle of projects, most of which began in the spring of 1970 and ended in the spring of 1973. FY '74 funding supported 10 projects in their third year of operation, 50 projects in their second year, and 5 new starts--one each in Florida, Minnesota, North Carolina, Puerto Rico, and the Trust Territory of the Pacific Islands. FY '75 funding supported new exemplary demonstrations in California, Massachusetts, Michigan, New Jersey, New Hampshire, New York, the Virgin Islands, and the Trust Territory of the Pacific Islands. FY '76 funding supported new exemplary demonstrations in 44 States and other eligible areas with emphasis on Experienced-Based Career Education (EBCE) programs that have been developed by the National Institute of Education. FY '77 funding will support identical programs in four additional States.

Beginning in FY '76 all projects funded under this program will focus on improved evaluation techniques, the elimination of sex bias and sex-role stereotyping, and on the provision of sex-fair guidance, counseling, and placement services.

A representative, recently funded OE discretionary project is underway in Georgia where the Pioneer Cooperative Educational Service Agency will coordinate the implementation of the Far West Laboratory version of the EBCE program in three rural, small urban, and mountainous school systems -- Hall County, Gainesville City, and Union County, respectively. During its third year, the project results will be diffused to other interested districts in the region and State through the Georgia Facilitator and the National Diffusion Network. In addition onsite orientation sessions and project materials will be provided to the remaining 15 cooperative education services agencies within the State whose teams will assist in future adaptations of the program by interested school districts in Georgia.

Vocational Education Personnel Development

The goal of the Vocational Education Personnel Development program is to upgrade training of vocational education personnel.

Section 552, the Leadership Development program, is designed to develop leadership personnel for vocational education. Funds are provided to enable eligible experienced vocational educators to pursue 1-year, graduate level leadership study at approved institutions offering comprehensive and individualized vocational education leadership development programs. This program provides support to 34 institutions of higher education from the FY '76 funding level of \$2,400,000. Awards were made to 242 individuals nominated by their respective State Boards for Vocational Education, and approved by the Commissioner, for participation in academic year 1976-77 graduate level leadership training.

Section 553, the State Systems program, is authorized to provide funds to State Boards for Vocational Education to support the cost of cooperative arrangements for short-term, professional training activities conducted by qualified institutions and agencies. These training activities are focused on the unmet personnel development needs identified in the State plans for vocational education. The FY '76 awards may be classified as follows:

- . 23 that focus on national priorities. Emphases include management techniques in development of educators, teachers, and administrators, meeting specific needs of large city school systems, and improving the role of minority populations--black, Spanish-speaking, Native American and others.
- . 15 that level on regional needs. Training activities emphasize interstate coordination and articulation of vocational education programs.
- . 304 which are directed toward State interests. Activities include training of vocational coordinators, teachers, and guidance personnel and emphasize such techniques as competency-based modules, individualized occupational training, internships, and the integration of career education into the curriculum.

The FY '76 appropriation for Vocational Education Personnel Development amounted to \$10 million.

Consumer and Homemaking Education

Program Goals and Objectives

The Vocational Education Act of 1963 and part F of the Vocational Education Amendments of 1968 provide formula grants to States for programs and services in consumer and homemaking education. The allotments to States are to be expended solely for:

1. Education programs which: (a) encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas; (b) encourage preparation for professional leadership; (c) are designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner; (d) include consumer education programs and promotion of nutritional knowledge and food use and understanding of the economic aspects of food use and purchase; (e) are designed for persons who have entered, or are preparing to enter, the work of the home.

2. Ancillary Services, activities, and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, provision of equipment, and State administration and leadership.

Funding

Appropriations for Consumer Education and Homemaking were \$40,994,000 for FY '76 and \$10,249,000 for the transition quarter.

Program Operation:

States reported that 3,283,857 students participated in programs funded under part F for consumer and homemaking education during FY '75. Of these 1,093,650 were in depressed areas. About 2,562,306 were in secondary schools; 25,970 were in postsecondary education; and 695,581 were adults.

Under formula grants, the States must use at least one-third of the Federal funds allocated for programs in economically depressed areas and places with high rates of unemployment where matching is 90 percent Federal and 10 percent State and/or local. States report that they use more than 50 percent of their Federal funds for programs in these target areas.

Program Effectiveness and Progress:

States report expansion of programs and programming for consumer education, homemaking instruction, nutrition education, parenthood education, and development, as well as increasing enrollments in depressed areas.

Consumer and homemaking instructional programs may include parenthood education and family living at all levels from preschool through postsecondary and adult which provide individuals with competencies which are performed in the home to ensure quality parenthood education and which are significant for: understanding individual and/or family relationships in the light of current societal needs; learning the necessity of utilizing available resources to cope with feelings of frustration and despair; feeding, clothing and nurturing young children as well as aged persons; developing concepts and principles related to the home and to family living conditions; and appreciation of the uniqueness of individuals and families in performing the occupation of homemaking, thus insuring quality of life and improved home environments for future generations. The decision to include family planning as a part of this program is left to the discretion of the individual school system, but only when medical personnel are involved in the classes and with parents' consent.

Child care/development programs are available in a variety of school or out-of-school settings. These programs are concerned with the child's total growth and development, including such areas as care, guidance, and nurturing of young children to help them cope with their social, emotional, intellectual and physical needs. These programs also assist youths and adults (male and female) to improve their skills or competencies as parents.

Some specific examples of parenthood education and family living and child care/development programs or activities include:

- . Parent Education Programs in Washington State are designed to offer experience(s) to parents to become directly involved in the education of their children as well as to assist them in their control over their own education. A preschool laboratory is operated and supported by Consumer and Homemaking Education funds in cooperation with the parents who are responsible for hiring the teacher -- with assistance from the local school system. Parents, for example, help plan activities to coincide with their own predetermined needs and are also engaged in a cooperative learning effort with their own children.
- . Parenting Class at Okaloosa-Walton Junior College, Fla., is a joint effort between the college and the county department of social and economical resources to offer parenthood classes to parents whose children have been removed from their home due to child abuse or child neglect. The children have been placed with approved foster parents until their own parents participated in classes which assist them in the necessity and

importance of being a natural parent, the importance of a "good" self-concept as a parent, and the ways of meeting the basic needs of young children, e.g., nutritious meals, nurturing of children of all ages, and the need for adequate rest of the young child. In the meantime, the foster parents are also given -- either prior to or during the time they are caring for the abused child -- classes on child care techniques, principles of child care and growth, etc.

Programs that benefit the elderly include these examples:

- . In McIntosh County, N. Dak., approximately 1,000 elderly persons took part in an instructional program titled "Consumers in the Know," with the program lessons ranging from nutrition for older persons to medical self-help to information on drugs for the elderly.
- . In Texas, vocational home economics education teachers were located in public housing projects to assist older Americans to use their leisure time more profitably to better understand consumer education as related to Medicare programs and health, and to improve their nutrition and dietary habits despite limited income.
- . In Atlanta, the Federal dollars promoted inservice training for senior citizens in cooperation with the Senior Citizens, Inc. and Model Cities of Atlanta. The program consisted of specialized training in the day care centers and hospitals. It promoted a feeling of "being needed" and "having a reason to live." The elderly persons in this program expressed it as "development of the 3 R's for the senior citizen, meaning Relationship, Respect, and Responsibility for services and to become involved in needs of the community".
- . The Future Homemakers of America (the vocational home economics education student organization) conducted a number of specialized projects with the aging, thus correlating their instructional programs with actual living, broadening the youths' --males and females-- relationship with all segments of society and their views with regard to their own family members.

- . Ogden, Utah, offered 49 consumer and homemaking education programs for senior citizens within the living area of an older Americans' apartment complex.

In addition, to further the development of programs for the elderly by States, a joint agreement was negotiated between the Administration on Aging (AOA) and OE's Vocational Home Economics Education program. Participants in the agreement stated the need for nutrition and consumer education for older Americans and encouraged mutually supportive utilization of the home economics education personnel as a resource for such projects. New curriculums have been and are continually being developed that focus on programs for the elderly. For example, a federally funded curriculum project, titled "Programs to Serve the Needs of Older Americans," is being field-tested and should be available for State education agency use during fiscal year 1977.

Cooperative Education

Part G of the Vocational Education Act authorizes formula grants to the States to support cooperative education projects involving arrangements between schools and employers that enable students to receive vocational instruction in school and related on-the-job training through part-time employment. Priority is given to areas with high incidence of dropouts and youth unemployment. Federal funds may be used for all or part of a State's expenditure for approved projects.

States use the funds for program operation, to pay personnel to coordinate cooperative programs, to provide instruction related to work experience, and to reimburse employers for services or unusual training costs. No Federal funds are paid directly to students for their work. Students are paid by employers at either a minimum wage rate or a student-learner rate established by the Department of Labor. Students must be at least 16 years old.

Cooperative vocational education programs have extended the range of occupations for which training can be offered into such fields as marketing and distribution, business and office, trade and industrial, and health occupations. Students can prepare for specialized areas of gainful employment in which training was not available previously because of insufficient enrollment or lack of school facilities.

The FY '76 appropriation for cooperative vocational education was \$19.5 million; the transition quarter appropriation, \$4,875,000. Approximately 178,000 high school students and 20,000 postsecondary students participated and about 600 preservice and 1,500 inservice teacher-coordinators were trained in FY '76.

Work-Study

Part H of the Vocational Education Act authorizes grants to States for work-study programs to assist economically disadvantaged full-time vocational students, aged 15-20, to remain in school with part-time employment by public employers. Priority is given to areas with high drop-out rates. Funds are used to administer the program and to compensate the students. Matching is required on an 80-20 basis -- 1 State or local dollar for each 4 Federal dollars.

The work-study program is essentially one of income maintenance for economically deprived youths who are in school. The work performed must be for the local education agency or for some other public agency or institution. Salaries may not exceed \$45 a month or \$350 per year.

Most program participants are secondary students--39,000 of the 56,000 participants in FY '76. Typical positions held by the work-study students are food service worker, clerk-typist, hospital aide, printer assistant, drafting assistant, furniture repair assistant, and appliance repair assistant.

The FY '76 appropriation for the work-study program was \$9,849,000; the transition quarter appropriation, \$2,462,000. Approximately 98 percent of the funds went directly to needy students as wages, with 2 percent spent for program administration.

Curriculum Development

Part I of the Vocational Education Act authorizes the Commissioner to make grants to or contracts with colleges and universities, State boards of vocational education, and other public or nonprofit private agencies and institutions to assist in the improvement of curriculum and instructional materials in vocational and technical education. No matching funds are required. This authorization expires September 1977.

The curriculum program covers the development, testing, and dissemination of vocational education curriculum materials, including curriculums for new and changing occupational fields and vocational teacher education. It further provides for developing standards for curriculum development in all occupational fields, coordinating the efforts of the States with respect to curriculum development and management, surveying curriculum materials produced by other agencies (including the Department of Defense), evaluating vocational-technical education curriculum materials, and training personnel in curriculum development. Most of these activities are carried out through individual projects, with awards being made through competition.

During FY '76, 45 curriculum projects were under development for a total of \$13,022,491. State education agencies held 9 awards; private nonprofit companies, 14; profitmaking organizations, 4; universities and colleges, 14; associations, 3; and 1 award went to a local education agency.

The FY '76 appropriation for curriculum development was \$1 million. The program supported 16 projects in three of the purposes identified in the authorization: (a) curriculum coordination, (b) development and dissemination of curriculum materials, and (c) training of curriculum personnel. No special funds were appropriated for the transition quarter.

Curriculum Coordination: A total of \$289,150 from FY '76 funds went to support vocational-technical education curriculum coordination centers. A National Network for Curriculum Coordination in Vocational-Technical Education is funded on a calendar year basis. Primary objectives of the network are to facilitate improved curriculum development and maximize the use of existing resources and materials by State and local instructional materials developers. States participate voluntarily. There were six centers in 1976 -- in California, Illinois, New Jersey, Oklahoma, Mississippi, and Washington State.

The current network is:

- . Western Curriculum Coordination Center, State Department of Education, Sacramento, Calif. Serves Arizona, California, Guam, Hawaii, Nevada, American Samoa, and the Trust Territory of the Pacific Islands.
- . East Central Curriculum Coordination Center, Office of the Superintendent of Public Instruction, Springfield, Ill. Serves Delaware, the District of Columbia, Indiana, Illinois, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin.
- . Southeast Curriculum Coordination Center, Mississippi State University. Serves Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.
- . Northeast Curriculum Coordination Center, State Department of Education, Trenton, N. J. Serves Connecticut, Maine, New York, Puerto Rico, Vermont, and the Virgin Islands.
- . Midwest Curriculum Coordination Center, State Department of Vocational and Technical Education, Stillwater, Okla. Serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

- . Northwestern Curriculum Coordination Center, Washington Commission for Vocational Education, Olympia. Serves Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Development and Dissemination: Awards totaling \$710,850 were made for curriculum development. Major curriculum projects funded in FY '76, through competitive contracts announced in the Commerce Business Daily, were for the development of: a nuclear reactor operator technician (trainee) curriculum of 15 courses in modular form for use in postsecondary training programs and industry training programs; a proposed design and broad content outline for teacher and professional educator materials for clusters of occupations in the field of marketing and distribution; and a teacher's guide and a guidance counselor's manual for the vocational preparation of gifted and talented students in secondary and postsecondary education. In addition, contracts were let for the modification of 10 public service occupations films for use on educational television.

Persomel Training: A project for the development of training materials for vocational education curriculum specialists was continued to provide opportunity for inservice training of university personnel in the utilization and installation of the curriculum package.

Bilingual Vocational Training Programs

Support for bilingual vocational training programs is authorized in part J of the Vocational Education Act as amended by the Education Amendments of 1974. The Commissioner of Education is authorized to award grants to appropriate State agencies, local education agencies, postsecondary institutions, private nonprofit vocational training institutions, and nonprofit educational or training organizations especially created to serve a group whose language, as normally used, is other than English. The Commissioner may also enter into contracts with private, for-profit agencies for the purpose of supplying training in recognized occupations and in new and emerging occupations and to assist them in conducting bilingual vocational training programs. The purpose of part J is to provide appropriate training to persons who have left or completed elementary or secondary school and who are unemployed or underemployed because they lack adequate capability in English to enable them to enter the labor market.

The FY 1976 appropriation for part J was \$2.8 million. The 22 projects, funded at an average cost of approximately \$127,000, are located in eight States, and are training approximately 1,840 persons at an average cost of \$1,500 per participant. Languages in the projects include Spanish, Chinese, French, Indian, Russian, and Vietnamese. Seven of the grants are with community-based organizations, six in community colleges, four in institutions

of higher education, three in local education agencies, and two in vocational-technical schools. The essential aspect of these projects which differentiates them from a monolingual vocational training program is that training is conducted in both English and the non-English language; trainees acquire sufficient competence in English to enable them to perform satisfactorily in a work situation.

Training is offered for a number of job titles including: bilingual secretaries, mental health technicians, agricultural workers, geriatric aides, auto mechanics, machinists, emergency medical technicians, home heating repair persons, welders, house framers, data processors, dental assistants, workers in native arts and crafts, graphic designers, professional chefs, para-legal aides, para-accounting aides, health assistants, food service workers, printers, sewing machine repair persons, butchers, meat cutters, slaughterers, and office machine repair persons.

State Advisory Councils on Vocational Education

The Vocational Education Act of 1963, as amended, requires each State to establish a State advisory council on vocational education in order for the State to receive a grant under the act. The councils advise State boards of vocational education on the development and administration of State plans. They also advise the State agency on the administration of occupational education; evaluate vocational education programs, services, and activities; publish and distribute the results of their evaluations; and prepare and submit an evaluation report on the vocational education programs, services, and activities carried out during the year.

In FY '76 all States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, and the Trust Territory of the Pacific Islands had the requisite State advisory councils. The total membership of the 56 councils was 1,173, ranging from a low of 11 to a high of 36 and averaging nearly 21 members. Each council submitted a copy of its evaluation report including findings and recommendations relating to the State's programs, services, and activities conducted under the approved State plan for vocational education. The recommendations for improving programs were considered by the State boards of vocational education and, to the extent possible, were incorporated in the FY '77 State plans.

In FY '76 a total of \$4,316,000 supported State advisory councils. This amount included transition quarter funds and 9 months of the FY '76 appropriation. The appropriation is not sufficient to meet the mandated legislative requirement of 1 percent of the State's allotment under Basic Grants, part B, with no State advisory council receiving an amount greater than \$150,000 or less than \$50,000. A total of 27 States received the minimum allotment of \$50,000; the maximum allotted to large States was \$147,916.

VI. PROGRAMS TO IMPROVE THE LIFE OF THE NATION

The institutions of education, the Nation's schools and colleges, are a major factor in the life of any community--its culture, its economy, its politics.

The various programs of Federal assistance described in this chapter are responses to community needs. They support the schools' efforts to serve their communities, their regions, and the Nation, and aid activities and institutions which link the academic world with community life.

UNIVERSITY-COMMUNITY SERVICES

The University-Community Services program (authorized under title I-A, of the Higher Education Act) is designed to aid the process of solving community problems through continuing education. In addition, it encourages the development of statewide systems of community service and the establishment of new interinstitutional programs of continuing education related to State-identified community problems. The Higher Education Amendments of 1972 give the Commissioner of Education the option of setting aside 10 percent of the program's annual appropriation for discretionary grants to postsecondary institutions to undertake special projects "which are designed to seek solutions to national and regional problems relating to technological and social changes and environmental pollution."

The FY '76 appropriation for University-Community services was \$12,125,000.

Under the State formula grant portion of the program, 533 projects were supported in FY '76 at a total Federal cost of \$10,912,500. States contribute \$1 for each \$2 of Federal funds and select the grantees. Of these projects, 138 were interinstitutional activities with 719 postsecondary institutions cooperating. More than 300,000 adults participated.

Projects directed to community education for long-range development, such as land use, local and regional planning, health, the environment, and citizen leadership training accounted for 35 percent of the program funds. Another 30 percent was spent on projects related to population groups with special needs: older Americans, Indians, Spanish-speaking Americans, institutionalized adults, and women. Projects related to consumer affairs and community service programs directed to the improvement of governmental functions and services used 32 percent of available funds. The remainder, 3 percent, was expended on multipurpose projects which do not fit neatly into an established problem category.

The Commissioner exercised his set-aside option for discretionary grants for the first time in FY '74. Experimental and demonstration projects

totaling 17 were supported in FY '76 by \$1,212,500, with 22 States, the District of Columbia, and 42 postsecondary institutions participating. Attention centered on developing:

- . Organizational models of continuing education related to employment, career mobility, and/or job reentry.
- . Experimental models of continuing education directed to problems of regional or national energy conservation and environmental pollution.
- . Demonstrations of innovations in educating adults to deal with the national problem of citizen alienation from governmental processes.

ETHNIC HERITAGE STUDIES

The Ethnic Heritage Studies program seeks to develop intercultural understanding within a culturally pluralistic society. More specifically, the aims of the program are to help students learn more about the nature and role of ethnicity in their own lives and in the lives of others and to promote effective interactions among members of the various ethnic groups in the United States.

The program is administered under the authority of title IX of the Elementary and Secondary Education Act of 1965. It is conducted with the assistance of a 15-member national advisory council which provides guidance concerning general policies and priorities for ethnic heritage studies.

With grants to public and nonprofit education agencies, institutions, and organizations, the program seeks to increase understanding and appreciation of our Nation's multiethnic society and encourage citizens to participate more harmoniously in the community in which they live.

In FY '76, more than 600 proposals requesting over \$30 million resulted in grants totaling \$1,800,000 -- the FY '76 appropriation -- to 49 public and nonpublic education agencies, institutions, and organizations to develop programs for 1975-76. Grants ranged from \$13,000 to \$43,000 with the average \$37,000. They went to educational organizations in 31 States, the District of Columbia, and the Trust Territory of the Pacific Islands.

Some examples of projects funded include:

- . TACT: Chinese American Heritage project, a program from the Association of Chinese Teachers which will develop curriculum materials to enable elementary school children to learn about the ethnic heritage of Chinese Americans.

It will produce a resource kit of 24 short stories with learning activities and conduct four workshops for teachers and community people on how to use the kit. The resource kit will be available also to other ethnic heritage programs, educators, organizations, community agencies, ERIC, and to 30,000 elementary students in 1,000 classrooms throughout the United States.

- . An interesting program on Counselor Ethnic Awareness, conducted by the Southern Connecticut State College, will develop a model training format for high school guidance counselors. The objectives are to heighten counselors' awareness and appreciation of their own ethnicity and of the ethnic pluralism of the students, and to provide counselors with the tools necessary to initiate and implement ethnic appreciation in their own schools.
- . A Teacher/Principal Training Program in Ethnic Heritage Education is being developed by the Catholic Schools Office, Department of Catholic Education, Archdiocese of Washington, D.C., and Howard University. The project cosponsors will plan and implement a 12-month inservice training program enrolling 30 junior high school level teachers and principals from Catholic schools in Washington, D.C. The project staff members intend to develop participant understanding about the value of intercultural learning, sensitivity to one's own cultural background and that of other ethnic groups, and knowledge of ethnic heritage curriculum materials. Upon completion of the project, the teacher/principal leadership team will work closely with the Department of Catholic Education in continued development and dissemination of multicultural programs.
- . The Board of Education of Frederick County, Md., will develop a pilot module for training teachers in the use of cross cultural studies programs for grades 1, 2, and 3.
- . The State University of New York at Binghamton in a project entitled "Ethnic Education for Future and Present Public Administrators" will direct its efforts toward educating and sensitizing people already employed in local government agencies as well as graduate level public policy, and administration students to the cultures, values, and politics of major ethnic groups.

EDUCATIONAL BROADCASTING FACILITIES

The major goal of the Educational Broadcasting Facilities (EBF) program

is to stimulate the national growth of noncommercial radio and television systems which are technically and programmatically capable of adequately serving the educational, cultural, and informational needs of local communities. Matching grants are authorized for the planning, acquisition, and installation of transmission apparatus. Only broadcast licensees are eligible for support.

Noncommercial broadcasting serves the public interest by providing additional educational opportunities for preschool and school-age children and adults. About 30 percent of noncommercial television time is now devoted to instructional programming to enrich teaching in the classroom.

In addition to providing instructional and cultural programming, local public radio and television stations are called upon to focus on matters of national concern, such as nutrition and health, the environment, energy concerns, consumer services, drug abuse, and mental health. Public broadcasting stations produce programs dealing with local issues such as unemployment, welfare, and law enforcement.

The EBF program was initially authorized by title III, part IV, of the Communications Act of 1934, as amended. Although the program authorization expires in FY '77, its funding is authorized through 1978 by section 414 (a) of the General Education Provisions Act.

The FY '76 appropriation of \$12.5 million supported 73 noncommercial educational radio (ER) and educational television (ETV) projects. Six grants were made to activate ETV stations and 37 to expand or improve existing stations. Nine grants were made to help communities establish ER stations and 21 to upgrade existing ER facilities.

By the end of 1976 approximately 35 percent (265 channels; 101 VHF, 164 UHF) of the television channels reserved for noncommercial purposes were in operation. The on-air stations, when fully activated, will be able to reach up to 80 percent of the U.S. population. With existing ETV facilities, approximately 65 percent of the "potential" viewers receive a clear and usable television signal. The following factors contribute to this shortfall: (a) many home sets receive only the VHF channels; (b) stations operate with power too low to reach all residents within the community; and (c) signal interference exists in areas with hilly terrain and tall buildings. Among the existing ETV stations, nearly a third do not have reproduction capabilities adequate to permit local programming flexibility; and about the same proportion are unable to originate programs in color at the local level.

Only 40 "full-service" educational radio stations (those capable of providing a significant service to the community assigned the frequency) were in existence in 1969 when support was authorized to ER stations under the EBF program. More than 30 major metropolitan areas as well as extensive portions

of rural America still remain without the advantages of full-service public radio facilities. By the end of FY '76 there were 177 "full-service" ER stations in operation or under construction -- more than 110 having become full-service community stations with the help of Federal grants. These public radio stations are capable of providing programming to as much as 65 percent of the U.S. population. But many of the potential listeners are now unable to receive the public radio station in their community, for the following reasons: (a) many home radios and most automobile radios are AM only, while approximately 95 percent of all public ER stations operate in the FM band; (b) some stations operate at lower than authorized power, on reduced power at night, or only during the daylight hours; (c) signal interference is experienced; and (d) station towers are less than the maximum allowable height.

PERSONNEL DEVELOPMENT

Allen J. Ellender Fellowships

The Allen J. Ellender Fellowships program (authorized under P.L. 92-506) makes grants to the Close Up Foundation of Washington, D.C., to help the foundation increase understanding of the Federal Government among high school students, their teachers, and other members of their community. Up to 1,500 "fellowships" -- basically 1-week field trips to Washington, D.C. -- are awarded each year to economically disadvantaged secondary school students and to secondary school teachers.

The FY '76 appropriation of \$500,000 supported 1,392 fellowships (703 to teachers and 689 to students, representing 21 metropolitan and rural areas). All of the appropriation was utilized for fellowship commitments and expenses. The fellowship appropriation generated an additional 8,820 student and teacher participants through a community multiplier effect. The average cost of a fellowship was \$359.20.

Fellowships for the Disadvantaged

The Council on Legal Education Opportunity (CLEO) receives a Federal grant each year to encourage training in the legal professions for persons from disadvantaged backgrounds. Administered for several years by the Office of Economic Opportunity, the program was transferred to OE in FY '74. Funding is now authorized under the Fellowships for the Disadvantaged program, title IX-D of the Higher Education Act.

From its grant, CLEO awards law fellowships of \$1,000 a year. Law schools waive tuition and fees. An appropriation of \$750,000 for FY '76 supported training for 538 persons (205 in their first year of law school, 181 in their second, and 152 in their third) and paid for \$218,000 in administrative expenses of the national CLEO office.

Librarian Training

Training of professionals and paraprofessionals in library and information sciences is authorized under title II-B of the Higher Education Act. Institutions of postsecondary education and library organizations or agencies receive grants for the training or retraining of personnel to serve all types of libraries. While fellowships, traineeships, and long- and short-term training institutes all qualify for support, at least half of the training funds must be used for fellowships and traineeships.

Since 1971, the program has been directed toward providing more responsive library services to disadvantaged and minority groups, both by retraining librarians and by training members of minority and disadvantaged groups so that they can go into library work as professionals. Several institutes have aimed at providing more effective service to American Indians. A minority recruitment effort has brought a higher percentage of black, Spanish-speaking, Asian American, and American Indian men and women into the library profession.

The FY '76 appropriation for Librarian Career Training was \$500,000.

In FY '76, grants totaling \$353,200 went to 12 institutions in 10 States for fellowships. The awards supported 42 new fellowships at the master's level, 3 at the post-master's. There were five continuing fellowships at the doctoral level and one continuing at the master's level. Fellows at the master's level and above receive stipends ranging from \$3,000 to \$4,700, plus dependency allowance as permitted, depending on the level of study, length of the program, and level and type of previous educational experience.

Grants amounting to \$146,736 were awarded to five colleges, universities, and education organizations to conduct institutes designed to train approximately 120 individuals. Institutes may focus on upgrading and updating the competencies of persons already serving in libraries and instructional materials centers that offer library type services, or on encouraging the recruitment of persons into the library and information science profession.

Among the training institutes conducted with FY '75 funds were the following:

Catholic University of American--Training State library personnel to implement and/or strengthen statewide systems of continuing education for library, information, and media personnel.

Coahoma Junior College--Library improvement through skill training.

State University of New York at Buffalo--Women in library management.

Oklahoma City University--Paraprofessional training for American Indian information centers.

Pennsylvania School Librarians Association--Evaluation techniques for school library/media programs.

Public Service Fellowships

Under the program of Education for the Public Service, title IX, parts A and C, of the Higher Education Act, qualified people are provided the opportunity to train at the graduate level for management and leadership positions in nonprofit community agencies and at all levels of government.

Two kinds of awards are authorized: institutional grants and fellowships. For FY '76, \$4 million was appropriated, with \$2 million awarded under part A to 80 institutions to improve or establish graduate programs, and \$2 million in fellowships under part C. A total of 344 full-time students attending 73 institutions received these fellowships, which are essentially for the master's degree.

Mining Fellowships

Authorized under title IX-D of the Higher Education Act, the Mining Fellowships program provides support for graduate students of exceptional ability and demonstrated financial need in approved training programs for advanced study in domestic mining and mineral fuel conservation, including oil, gas, coal, oil shale, and uranium. Fellowships are awarded for graduate or professional study leading to an advanced degree or for research required to prepare a doctoral dissertation.

Institutions of higher education may apply for fellowships for periods of 9 to 12 months. Fellowship recipients making satisfactory progress in their studies receive priority for renewal of their fellowships, up to a maximum of 36 months. With the exception of the doctoral dissertation year fellowships, the emphasis is placed on the support of master's degree programs which may include, when relevant, a supervised practicum or internship experience.

Appropriations for Mining Fellowships in FY '76 totaled \$3 million. Awards went to 48 institutions of higher education for 375 graduate students.

FEDERAL IMPACT AID

Since Federal installations are exempt from local taxes, their presence

frequently burdens the school district where the children of an installation's employees attend school. Such conditions became pronounced in the period following World War II, when military bases brought large numbers of children into classrooms already crowded by the baby boom. Similar conditions arose in the years that followed, when military buildup resulted from a series of crises and foreign conflicts.

In 1950, Congress passed two "impact aid" laws for School Assistance in Federally Affected Areas (SAFA). Construction assistance was provided by P.L. 81-815; operating costs assistance, by P.L. 81-874. Allocations under both programs are based on two general categories of school enrollment -- category "A" children, whose parents live and work on Federal property, and category "B" children, whose parents either live or work on Federal property or are in the uniformed services.

Over the years the programs have been amended for various reasons. The basic policy, however, remains the same -- to provide Federal assistance to school districts for the burdens created by Federal Government activities. Assistance to school districts suffering physical damage as a result of a major disaster was added in 1965.

The Education Amendments of 1974 addressed some of the inequities of P.L. 81-874. They set differential rates of payment to correspond to the varying impact of different categories of federally connected children. Payments are eliminated for children whose parents work on Federal property in another State, and are reduced for children whose parents work on Federal property outside the county of the school district. Entitlements are increased for handicapped children of uniformed services personnel and children residing on Indian lands. Funding priorities are established and include funds for children in public housing. The reductions in support are accompanied by several "hold harmless" clauses providing gradual phase-outs of assistance. The changes took effect in FY '76.

School Maintenance and Operations

Title I of P.L. 81-874 authorizes financial assistance for the maintenance and operation of local schools in districts in which enrollments are affected by Federal activities. Payments are made (a) when revenues from local sources have been reduced as the result of the acquisition of real property by the United States, and (b) in consideration of average daily attendance of children whose parents work and/or reside on Federal property or are on active duty in the uniformed services. The entitlement is 100 percent of the local contribution rate for category "A" children in school districts where 25 percent or more of the total attendance is "A" category, and 90 percent for others; the rate ranges from 40 to 50 percent for category "B" children. The full cost of education is provided for children residing on Federal property when no State or local education agency is able, because of

State laws or other reasons, to provide suitable free public education for them.

Applications for funding are made by local education agencies and certain Federal agencies that provide free public elementary or secondary education. Agencies place the funds in the general operating expense account, thus making the program essentially one of general aid. The Education Amendments of 1974 require that funds paid for low-rent housing children be used for ESEA title I or title-I-type programs for the disadvantaged and that funds paid for handicapped children of uniformed services personnel and those residing on Indian lands be used for their special programs.

For fiscal year 1976, a total of \$754,000,000 (\$684 million in 12-month fiscal year funds, \$70 million for the transition quarter) was appropriated for the SAFA maintenance and operation program on the basis of the average daily attendance of 2.5 million eligible children and the "hold harmless" provision. Some 4,300 eligible school districts, with more than 24 million elementary and secondary children in attendance, benefited from the program. Total current operating expenses in the districts were close to \$31.2 billion.

More than 275 new projects were funded under the disaster relief section of the program in 1976. Storms, floods, and tornadoes were the most frequent types of disasters.

School Construction

P.L. 81-815 authorizes funds for the construction of urgently needed minimum school facilities in local school districts which meet various types of eligibility requirements. Funds are allocated according to a nationwide priority index, with the order of precedence established by the act, except as the order of precedence specified in the basic legislation has been contravened, beginning in FY '73 and continuing to the present, by language in the appropriations acts which currently permits applications under a lower priority (sections 10 and 14). Priorities include disaster assistance, classroom needs where the Federal impact is temporary, direct Federal construction, construction for children who reside on Indian lands, and construction for school districts which are heavily impacted because of activities (many of them military) of the Federal Government.

Appropriations for the past 9 years have equaled only about a fourth of the authorization level and substantially below the amount required to fund all eligible applicants. The Office of Education follows the system of priority funding required by law to determine which applications, by sections of the act under which they are filed, will be funded. Eligible applications under section 5, which concerns school districts that have had substantial increases in school membership as a result of new or in-

creased Federal activity, are funded at either 95 or 50 percent of per-pupil construction costs 2 years preceding the end of the application period, depending upon whether category 5(a) (1) or 5(a) (2) pupils created the entitlement. Eligible applications under section 9, which provides for temporary school construction needs, and those under section 10, which requires the Commissioner of Education to provide schoolhousing needs for children residing on Federal Government installations when he finds that no State or local funds may be expended for school construction on Federal property or that no local education agency is able to provide a suitable free public education, are funded at 100 percent of actual construction costs.

Applications under section 14, which provides assistance to districts educating children residing on Indian lands or when a substantial portion of the district comprises Indian lands, are generally funded in an amount that approximates actual construction costs, although on occasion local financial participation may reduce the Federal funding somewhat.

Section 16 authorizes funds for the replacement or restoration of school facilities that have been destroyed or seriously damaged as the result of a major disaster which is declared by the President and "pinpoint" disasters declared by the Commissioner. Applicants under this section of the act may qualify only after all other sources of financial aid, including those from local, State, or other Federal sources, have been exhausted.

The total appropriation for P.L. 81-815 in FY '76 was \$20 million. Up to \$5 million was authorized for emergency repairs to school facilities located on Federal property. The remainder was to be used to fund applications eligible under sections 5 and 14 of the act. Of that remaining amount, the Commissioner of Education was authorized to provide amounts necessary to meet the costs of providing increased school facilities in communities located near the Trident Support Site, Bangor, Wash. For that purpose, \$6,629,812 was used. In FY '76, 62 new classrooms were provided by the program. These classrooms are estimated to house 1,690 school children. Another \$7,175,000 was used to fund ongoing projects which had been partially funded in prior fiscal years and for which classrooms and pupils housed have been accounted for in previous statements.

(A detailed statistical report on the administration of P.L. 81-815 and 81-874 is being published in a separate volume as appendix A to this report.)

PUBLIC LIBRARIES

In 1956, before passage of the Library Services Act, only 23 States had programs of statewide public library development. Expenditures amounted to \$5 million. Now 38 States have grant-in-aid programs, and appropriations

exceed \$82.5 million. Out of a total population of approximately 210 million potential library users in the United States, about 201 million (96 percent) have access to public libraries.

The Library Services Act was remodeled as the Library Services and Construction Act (LSCA) in 1964. LSCA's purpose is "to assist the States in the extension and improvement of public library services in areas of the States which are without such services or in which such services are inadequate, and with public library construction, and in the improvement of such other State library services as library services for physically handicapped, institutionalized, and disadvantaged persons, in strengthening State library administrative agencies, and in promoting interlibrary cooperation among all types of libraries."

LSCA amendments of 1970 increased emphasis on library programs for the disadvantaged. They also called for long-range State planning to reflect national goals and State and local priorities regarding the disadvantaged and other special target groups. The Education Amendments of 1974 further mandated attention to "programs and projects which serve areas with high concentrations of persons of limited English-speaking ability."

The Older Americans Comprehensive Amendments of 1973 amended LSCA by adding a new title IV, "Older Readers Services." No appropriation has been requested, but many services for the elderly are provided under LSCA title I.

The Office of Education currently emphasizes services to these special clienteles--the disadvantaged, the blind and physically handicapped, persons in State institutions, and others unserved or inadequately served by the traditional public library system. OE is working, for example, on the lack of library services on Indian reservations and in isolated rural areas, and is promoting better services to persons speaking languages other than English.

LSCA entered the automatic 1-year extension period when its authorization expired in FY '76. Congress is considering an extension of the legislation through 1981.

Grants for Public Library Services

Title I of the Library Services and Construction Act authorizes grants to States to extend and improve public library services in areas without such services, or with inadequate services, to improve State library services for physically handicapped, institutionalized, and disadvantaged persons, to strengthen State library administrative agencies, and to strengthen metropolitan libraries which serve as regional resource centers.

Grants are made on a formula basis. The Federal share is between 33 and 66 percent (except for the Trust Territory of the Pacific Islands, which is 100 percent federally funded). States match Federal funds in proportion to their per capita income.

A total of \$61,444,000 was appropriated to this program in 1976 -- \$49,155,000 for the 12-month fiscal year, \$12,289,000 for the transition quarter. States were encouraged to use the Federal funds to improve services for their special clientele rather than to expand services for the general population. Among the disadvantaged persons receiving special library services are elderly citizens in rural and urban settings.

The title I program in FY '76 helped to bring new or improved library services within the reach of approximately 29 million disadvantaged persons. More than 480,000 blind and otherwise physically handicapped persons benefited from large-print books, special equipment, and specially trained public library personnel. Some 800,000 prisoners, patients, and other institutionalized persons received special library services during the year.

Public Library Construction

Title II of the Library Services and Construction Act authorizes grants to States to help build public libraries. Funds may be used for new buildings, additions, renovations, or alterations to existing buildings, or acquisition of buildings for public library purposes. Matching is required according to a formula system, and generally ranges from 33 to 66 percent.

Fifty-six construction projects were approved in FY '75 with \$4.05 million from FY '73 funds released in FY '74 and carried over into FY '75. Funds have not been appropriated for this program in recent years.

Since the program began in 1965, some 2,037 projects have been supported through an LSCA title II total of \$174.5 million. State and local agencies contributed approximately \$490 million, and \$15.9 million came from such programs as General Revenue Sharing, Appalachia Regional Development, Public Works and Economic Development, and Model Cities.

In FY '76 only non-LSCA Federal funds were available for public library construction for projects administered under LSCA authority; \$1.6 million was obligated for 11 projects. Seven of these projects received \$1,029,678 in Federal funds under the Appalachian Regional Development Act. Three projects were funded for \$546,000 in Federal monies under the Public Works and Economic Development Act's title X, Job Opportunities program, and one project received \$30,000 in Federal funds from the Urban Growth and New Community Development Act of 1970 program. A total of \$938,203 in local and State funds was allotted for these projects.

During the 12-year period that public library construction was administered under LSCA, FY '65 - FY '76, 2,037 projects were approved by the States for a total Federal obligation of \$190.5 million: \$174.5 million from LSCA and \$16 million from other Federal sources, plus approximately \$482.7 million from State and local sources for a grand total of \$673.2 million. Of the total funds obligated for the 2,037 projects, 72 percent came from State and local sources.

Interlibrary Cooperation

Title III of the Library Services and Construction Act authorizes grants to States to establish and maintain local, State, interstate, and/or regional cooperative networks of libraries. Such networks or systems aim to coordinate the resources of school, public, academic, and special libraries for more economical operation and better service to all users.

A total of \$3,242,000 was available under this program in 1976 -- \$2,594,000 for the 12-month fiscal year and \$648,000 for the transition quarter appropriations.

Typical of activities supported are telecommunication networks for reference, bibliographic services, and interlibrary loans; centralized acquisition and processing, centralized cataloging, comprehensive statewide planning, education for the administration of interlibrary network activities, and interstate cooperation.

Examples of Projects:

Illinois Library System Interlibrary Cooperation
Consultant Program

Illinois

Of the 18 Illinois public library systems, 17 are participating in a title-III-supported project which aims to develop a strong program of interlibrary cooperation by providing each system with an experienced consultant to operate at the system level. Working with member and affiliate academic, special and school libraries, these consultants are facilitating the sharing of resources, development of services, and exchange of program ideas. Specific programs generated by this consultants program include workshops on reference techniques, discussions on resource sharing, calendars of events for all types of librarians in a system area, and a survey of continuing education needs of library staff.

Colorado Library Network/Information and
Communication Network

Colorado

Title III funds have enabled the total population of Colorado for the first time to have access to all available data base search services, such as those

maintained by System Development Corporation, Lockheed, and the New York Times. With the establishment of COLONET Communications and Information Network, requests for online literature searches can be transmitted to a central searching point from four rural regional library services systems. In addition, three urban systems have been provided access through direct search equipment.

Homework Hotline

Bellefonte, Pa.

The Homework Hotline provides, via a toll-free telephone line, ready reference service to students in a predominantly rural four-county area. Operated during those hours when school and public libraries are closed and students are doing their homework, this title-III-supported service assists students by locating needed materials in other libraries and arranging for interlibrary loans to the students' school libraries or providing photocopies where appropriate.

Tahoe Component, Information and
Communication Network

Mountain-Valley Library
System, California-Nevada

This title III interstate project was initiated to serve the residents of the Tahoe Basic-mid-Sierra area, which comprises several counties in both California and Nevada. The project unifies the previously fragmented service from several libraries (public, academic, State, and special) and emphasizes the two States' commonality of interest in regional issues. Results from this project are: a multicounty, bi-State reciprocal borrowing agreement; a union list of regional raw data repositories of great concern to planners, environmentalists, and others; and the establishment of an area delivery service which shortcuts the older, more cumbersome mode of delivery.

VII. OTHER ACTIVITIES

NON-PROGRAM ACTIVITIES

FREEDOM OF INFORMATION (FOI): The Privacy and Information Rights Staff has been created within the Office of Education to facilitate the handling of FOI requests and to provide guidance on the act to OE personnel. An updated directive on Public Information (OE 4-03) was issued on December 30, 1976. The directive unites procedures from earlier directives with separately published policy and procedures regarding FOI fee charges.

NONPUBLIC EDUCATIONAL SERVICES: The Commissioner called the first federally sponsored national conference for private elementary and secondary schools, cosponsored by the Council for American Private Education. The principal public policy conclusions were:

1. Private elementary and secondary schools have played a significant role in American education and society. Only rudimentary efforts have been made to consolidate the documentation of private school contributions.
2. Sound public policy requires the systematic acquisition of private schools data: demographic, descriptive, research findings, and constitutional issues.
3. An integrated public policy toward private education needs to be developed and made known to the American public.

During 1976, OE conducted negotiations regarding bypass requests in several programs and States. The State of Missouri was officially notified that OE would bypass in four local public school districts: Kansas City, St. Louis, St. Joseph, and Jefferson City. The Kansas City School Board asked for an official hearing on the notification. A national coalition, Public Education and Religious Liberty, sued HEW and OE for allowing title I services to be provided on the premises of the church-related schools in New York City.

OE communicated with the National Council on Religion and Public Education in terms of curriculum and teacher training for constitutionally acceptable religious studies in public schools.

Major papers were developed regarding legal relationships between public and private schools and analytical perspectives of court actions regarding public aid to nonpublic schools.

INTERNATIONAL EXCHANGES: During FY 1976, the International Organizations Section (105) of the International Services and Research Branch coordinated the activities of Office of Education staff in the development of U.S. policy and position papers and in the preparation of official reports, surveys, and special studies on American education with respect to the educational programs of international organizations. Among the international bodies it worked with were UNESCO, FAO, WHO, OAS, UNICEF, and the UN Commissions on Social Development, the Status of Women, and Human Rights. It participated in the selection and briefing of U.S. delegations to international education conferences, including the 35th Session of the International Conference on Education attended by former Commissioner Bell in September 1975 at Geneva, Switzerland; the UNESCO meeting of experts to draw up an international recommendation on adult education; an experts' meeting to advise the Director General of UNESCO on a program of international exchange of women; the first UNESCO International Conference on Physical Education and Sport; and a U.S./UNESCO-sponsored conference on technical and vocational education.

The International Organization Section served as the U.S. liaison for the International Bureau of Education (Geneva) and the European Centre for Higher Education (Bucharest). It maintained contact with appropriate U.S. governmental agencies and with nongovernmental professional organizations by furnishing them with information and technical services regarding the educational programs of international organizations and by serving on related interagency committees. It recruited, screened, and recommended 319 highly qualified American educators to UNESCO for participation in its field programs.

INTERNATIONAL VISITORS: The Office of Education, through its Facilitative Services program in the International Exchange Branch, assists in programing foreign educators. During FY '76, 1,432 persons from 73 countries were involved. They covered the educational spectrum--from classroom teachers to university presidents, to ministers of education. Of these visitors, 1,193 traveled to this country at no cost to the U.S. Government. Services ranged from meetings with specialists at OE to setting up itineraries of 3 to 4 months across the country to confer with counterparts in State departments of education, universities, school systems, and professional organizations and conferences. The other 239 visitors were on United States Government grants, having been programed by another agency, but they visited OE for orientation on the American educational system and meetings with counterparts to obtain suggestions for their professional programs.

Meetings were scheduled with the Commissioner, the Executive Deputy Commissioner, or the HEW Assistant Secretary for Education for the Ministers of Education of Belgium, the People's Republic of China, and Israel, and high-level delegations from the Soviet Union, Romania, and Italy. Arrangements were also made for a Japanese television team to film an interview with the Commissioner, in cooperation with the Office of Public Affairs.

COMPARATIVE EDUCATION PUBLICATIONS AND ACTIVITIES: Ten Comparative Education publications on educational systems and programs in other countries were issued. Of special note was the bicentennial publication, The American Revolution: Selections from Secondary School History Books of Other Nations, and major studies on Japan and France. A P.L. 480-funded project was initiated in Egypt for the preparation of annotated bibliographies of current Egyptian educational materials, joining those previously underway in Burma, India, Pakistan, Poland, and Tunisia.

Comparative Education staff members also continued to meet many varied demands and needs for expertise on educational systems and programs abroad. Included were (a) briefings of high OE and HEW officials undertaking official visits to other countries; (b) providing 271 recommendations on the eligibility of educational institutions abroad to participate in the OE-Administered Insured Student Loan Program; (c) participation in professional meetings in a liaison and resource capacity to U.S. educational and governmental agencies and organizations; (d) continuing support of the American Association of Collegiate Registrars and Admissions Officers and the Council on Evaluation of Foreign Student Credentials in reviewing and advising on publications and recommendations of those organizations to U.S. colleges and universities for understanding and evaluating the educational credentials of applicants educated abroad, including participation in four meetings of the council; (e) advising the Office's Indochina Refugee Task Force on the establishment of an OE-funded credential evaluation center for Indochinese applicants; and (f) cooperation with the Department of State and the Council on the Evaluation of Foreign Student Credentials in U.S. participation in the UNESCO-sponsored program and meetings for the international recognition of degrees and diplomas.

EDUCATION FOR PARENTHOOD: For the fifth consecutive year, OE has cooperated with HEW's Office of Child Development in the Education for Parenthood (EFP) program. The program encourages the development of new, and the modification of existing parenthood education curriculums by local school systems and voluntary youth organizations. New curriculum materials resulting from the program include a 1-year course of study for secondary school students, entitled "Exploring Childhood," now in use in over 1,000 school systems throughout the 50 States. Parenthood education through educational television receives direct and indirect support from a number of OE program sources.

The Office of Education provides technical assistance in the form of program information, selected illustrative curriculum materials, consultant help, and State and regional level inservice training to school systems and community agencies involved in parenthood education curriculum development.

OE STATE WEEKS: The Commissioner announced the institution of State Education Weeks at the Office of Education in June 1974. These weeks have provided opportunities for exchanges of ideas and for productive discussions between State and local educators and their counterparts in the Office of Education. Development of procedures through experience with the representatives of several States who have visited the Office of Education has resulted in improved evaluation of programmatic and managerial methods within and between the respective governmental agencies. State Weeks have helped to identify priorities in educational issues and concerns within the individual States. At the close of fiscal year 1976, 15 States had participated since the beginning of the activity.

AMERICAN EDUCATION WEEK (AEW): The Theme of American Education Week 1976 (November 14-20) was "The Schools Are Yours. Help Take Care of Them." AEW is sponsored at the national level by OE, the National Education Association, the American Legion, and the National Congress of Parents and Teachers. The 1977 observance will be November 13-19, and the theme selected is "Working Together for Education."

MAJOR PUBLICATIONS

AMERICAN EDUCATION MAGAZINE: The 10 issues of OE's official magazine, American Education, published in 1976, carried 59 full-length articles in addition to the standard monthly feature offerings. Sixteen of the major articles focused on current OE priority areas -- bilingual/bicultural education, Right To Read, career education, early childhood education, and education of the handicapped -- and on education research. The other articles covered a wide range of subjects, including teacher training, environmental education, postsecondary education, adult education, library services, curriculum improvement, education technology, and the arts.

An American Education article describing a model education project typically draws about 100 inquiries for further information though it is not unusual for requests to exceed 200.

Information offered in American Education is further disseminated when other organizations and publications reprint articles. During 1976, articles were reprinted by The Institute of Education, Dushkin Publishing Group (Guilford, Conn.), IBM, Xerox, American Management Association, Consad Research Corp., Dubnoff Center for Child Development, Hemisphere Publishing Corp., Careers, Inc., and the University Press of America for an article to be included in a textbook. Along this same line, the Postal Service purchased 3,000 copies of the January-February issue to display an article on the use of stamps as classroom teaching aids. American Education was represented in eight of the nine issues published by Education Digest in 1976 and two of its articles were reprinted in Chronicle Guidance. USIA

used articles in its overseas publications, Marzahaye Now, World Today, and Student Review.

Reprinting of articles also provides OE bureaus with inexpensive informational materials for mailing to their special constituencies. Reprints were used by the Office of Indian Affairs, the Bureau of Education for the Handicapped, the Bureau of Adult and Vocational Education, and the Office of Public Affairs.

American Education also took on the project of republishing the bicentennial series of articles that opened in the June issue of 1974 and ran through 13 consecutive issues, concluding in the August-September issue of 1975. The ensuing book, titled A Nation of Learners, traces from colonial times to the present, with some projections into the future, the forces that shaped American education and thus helped mold the national character. The book contains 184 magazine-size pages (9"x12") and appears in both soft and hard covers. OE distributed 8,500 complimentary copies and the Government Printing Office is offering the book for sale through the Superintendent of Documents (2,800 copies have thus far been sold without benefit of GPO promotion). The Office has received numerous letters commenting on the book's extraordinary quality from Members of Congress, State Governors, leaders in the education community, and other prominent citizens.

American Education sees itself as a tool to create awareness and understanding of OE and HEW objectives in education and to inform the Nation's educators about OE policies and the progress being made in implementing OE-administered programs. The magazine's performance in achieving these purposes has been authenticated by a national readership survey completed during 1975. The latest figures available (January-February 1977) from the Government Printing Office show 9,022 paid subscriptions to American Education. At the current subscription price of \$13.50, this represents a return to the Government of \$121,797 a year. OE's "free and official" distribution averages about 24,500 copies per month.

BUREAU AND OFFICE PUBLICATIONS: American Education is the official voice of OE as a Federal agency, in the sense that it periodically disseminates information about a broad spectrum of OE's programs and services. However, it is not American Education's function to fulfill extensively and in depth OE's obligation to inform the educational community and the general public about individual programs and services.

This obligation is met by publications initiated in the bureaus and offices, written inhouse or under contract, and charneled for evaluation, editing, and production through OE's Office of Public Affairs.

Although manuscripts for these publications originate in bureaus and offices, all are published under the aegis of OE.

In FY '76, bureau/office publications covered a wide variety of individual programs and services, including compensatory education for the disadvantaged, education of adolescents, postsecondary student financial aid, occupational and adult education, education for the handicapped, education of women and minorities, Indian education, career education, "Right To Read," library support, the education professions, and international education.

Publications took the form of books, pamphlets, folders, flyers, brochures, and posters. As of the end of FY '76, a total of 68 publications had been printed and distributed, or were in manuscript or in press.

Among those receiving widest distribution were an update of the FY '75 pamphlet, HEW Fact Sheet--Five Federal Financial Aid Programs, distributed to approximately 4 million students planning to attend, or already in attendance at, postsecondary institutions, and a poster for Basic Educational Opportunity Grants. These were printed in Spanish as well as in English. The fact sheet was also printed in the Vietnamese and Cambodian languages.

Principal annual publications in FY '76 were: Annual Report of the Commissioner of Education, Fiscal Year 1975; Administration of Public Laws 81-874 and 81-815, Twenty-Fifth Annual Report of the Commissioner of Education, June 30, 1975; Catalog of Federal Education Assistance Programs, 1976; State-Administered Federal Education Funds, Fiscal Years 1974 and 1975; The Indian Education Act of 1972: Report of Progress for the Third Year of the Program; The Right To Read Annual Report, Fiscal Year 1976; Commissioners Report on the Education Professions for 1974-75; Projections of Teacher Supply and Demand to 1980-81; Education Directory, Education Associations, 1976.

Among other important publications of bureaus and offices were the following:

- . The American Revolution: Selections From Secondary School History Books of Other Nations was published in observance of the bicentennial. It gives examples of the treatment of the American Revolution in current secondary school history books of 13 nations: Argentina, Canada, People's Republic of China, Arab Republic of Egypt, France, Federal Republic of Germany, Ghana, Great Britain, India, Israel, Japan, Mexico, and the Union of Soviet Socialist Republics.
- . The Education of Adolescents: The Final Report and Recommendations of the National Panel on High School and Adolescent Education critically examines--and makes recommendations for improving--the role of the high school in contemporary society.

- . Programs for Educational Equity: Schools and Affirmative Action is a joint effort of OE and the National Institute of Education. It focuses on concepts of affirmative action in education programs and employment, and provides technical support to schools in implementing title VI of the Civil Rights Act of 1964 and title IX (prohibition of sex discrimination) of the Education Amendments of 1972.
- . Career Education in the Public Schools, 1974-75: A National Survey presents a comprehensive picture of the status of career education in public schools in the United States during the 1974-75 school year, with some projections for the 1975-76 school year.
- . Education in Japan: A Century of Modern Development traces the educational development of Japan to modern times, describes the contemporary system of education, and discusses today's major problems.
- . The Indian Education Act: Reformation in Progress describes reforms and improvements in Indian education since enactment of the Indian Education Act of 1972.
- . Black Concerns Staff of the Office of Education describes the mission, functions, and activities of the staff.
- . Take a Book to Lunch is one of a series of Right To Read posters developed to advance interest and improvements in reading skills.

VIII. OFFICE OF EDUCATION ADVISORY COMMITTEES AND COUNCILS
(Calendar Year 1976)

Introduction

Section 448(a) of the amended General Education Provisions Act (GEPA) (20 U.S.C. 1233g(a)) directs the Commissioner of Education to transmit to the Committee on Labor and Public Welfare of the Senate and to the Committee on Education and Labor of the House of Representatives, as a part of the Commissioner's annual report, a report on the activities of the advisory councils and committees subject to that act. These are councils and committees mandated by statutes authorizing or providing for programs administered by the Commissioner, or established pursuant to section 442 of GEPA (20 U.S.C. 1233a) or section 9 of the Federal Advisory Committee Act (FACA) (5 U.S.C. appendix I).

As required by law, this report includes a list of such advisory bodies and, with respect to each committee or council, the names and affiliations of its members, a description of its functions, and a statement of the dates of its meetings. This information is in appendix B.

Each committee and council has made an annual report as required by section 443(a)(2) of GEPA (20 U.S.C. 1233b). These reports are submitted with the Commissioner's annual report to the Congress. They are available for public inspection in the Department of Health, Education, and Welfare library, room 1436, 330 Independence Avenue SW., Washington, D.C. and in the Committee Management Staff office, room 2135, 400 Maryland Avenue, SW., Washington, D.C.

Status of Office of Education Advisory Committees and Councils

On January 1, 1976, 19 statutory or administrative public committees and councils, whose members were appointed by the President, the Secretary of Health, Education, and Welfare, or the Commissioner of Education with the approval of the Secretary, were serving the Office of Education (OE) in an advisory capacity. (See appendix B.) Some of these groups are required by law to advise the Commissioner of Education. Some, designated by statute to advise the Secretary, advise OE under delegation of authority by the Secretary. Others advise the President concerning programs administered by OE.

Four actions occurred in 1976 with regard to Office of Education advisory committees and councils. These changes, in chronological order, were:

1. Under authority of section 448(b) of the General Education Provisions Act (20 U.S.C. 1233g), the

Commissioner recommended the termination of the Advisory Committee on the Education of Bilingual Children (see annual report for fiscal year 1974). The recommendation was received by the Congress without objection and the Committee ended February 9, 1976.

2. The National Advisory Council on Education Professions Development ended September 30, 1976. This Council, which was established by section 502, title V, of the Higher Education Act of 1965, as amended, was not renewed by the Congress beyond its September 30, 1976 authorization.
3. Under authority of section 448(b) of the General Education Provisions Act (20 U.S.C. 1233g) (see annual report for fiscal year 1975), the Commissioner recommended that the National Council on Quality in Education be abolished. The Congress received the recommendation without objection and the Council was abolished December 2, 1976.
4. On December 22, 1976, the Secretary signed the charter of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. However, the official date of establishment for the Committee is July 13, 1977 and so has not been counted in this report.

As a result of these actions, 16 statutory and administrative public advisory councils and committees were serving the Office of Education on December 31, 1976. (See appendix B.)

Recommendations

Sec. 448(b), General Education Provisions Act:

If the Commissioner determines that a statutory advisory council is not needed or that the functions of two or more statutory advisory councils should be combined, he shall include in the report a recommendation that such advisory council be abolished or that such functions be combined. Unless there is an objection to such action by either the Senate or the House of Representatives within ninety days after the submission of such report, the Commissioner is authorized to abolish such advisory council or combine the functions of two or more advisory councils as recommended in such report.

As required by section 7(b) of the Federal Advisory Committee Act and the February 25, 1977 directive of the President, the Office of Education conducted an annual comprehensive/zero-base review of advisory committees to determine which should be continued and which should be proposed for

merger or termination. The recommendations which follow were also reviewed by the Secretary of Health, Education, and Welfare and the Office of Management and Budget. The committees proposed for termination or merger are:

1. Advisory Council on Environmental Education - recommended for termination. The Administration has submitted an omnibus bill, S. 2088, which, if passed and signed, will terminate this Council.
2. National Advisory Committee on the Handicapped - recommended for termination. This Committee was not renewed in P.L. 95-49, the Education of the Handicapped Amendments of 1977, and terminated September 30, 1977.
3. National Advisory Councils on the Education of Disadvantaged Children and Equality of Educational Opportunity - recommended for consolidation into a single advisory committee concerned with elementary and secondary education.
4. National Advisory Council on Adult Education and Community Education Council - recommended for merger into the National Advisory Council on Vocational Education.

We believe the involvement of the public, of lay persons, of educators, of consumers is essential to the policy-making process in the Office of Education, at higher Administration levels, and at the Congressional level. Public advisory committees remain one of the most efficient and organized procedures for conveying public concerns to the Federal bureaucracy. Nonetheless, the present committee structure within the Office of Education is inefficiently organized, costly and duplicative. We propose grouping some committees into a management structure which would establish one committee with combined functions for each of the major program Bureaus in the Office of Education. Each such committee would have oversight for the entire Bureau operation but would concentrate on the most significant programs and issues facing the Bureau.

A consolidated committee, serving an entire Office of Education unit, would involve the public more intensely in the Bureau's overall operations. With just a single committee taking a look at the entire Bureau, rather than several groups examining limited parts of it, we would expect more unified and comprehensive recommendations from each committee.

As the first stage of the proposed reorganization of our committees, it is recommended that 1) the National Advisory Councils on the Education of Disadvantaged Children and Equality of Educational Opportunity be merged to form the National Advisory Council on Equity in Education, advising the

Bureau of Elementary and Secondary Education and 2) the National Advisory Council on Adult Education and the Community Education Advisory Council be merged with the National Advisory Council on Vocational Education to advise the Bureau of Occupational and Adult Education.

Each new committee would have membership from and a subcommittee for the subsumed councils in order to maintain the special interests represented in them. The Congress would be consulted under the provisions of Sec. 448(b) were any further changes in the functions of these new committees proposed in the future.

IX. OE FUNDING BY STATES

Fiscal Year 1976 -- July 1, 1975 - June 30, 1976

In fiscal year 1976, the Office of Education obligated \$6.2 billion to the 50 States, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. By broad groups, program obligations were as follows:

Program Category	Obligations in thousands of dollars
Elementary and secondary education (ESEA)	\$ 2,172,208
School assistance in federally affected areas (SAFA)	554,504
Desegregation assistance (ESAA)	136,466
Indian education	31,903
Education for the handicapped	187,971
Occupational, vocational, and adult education	618,073
Postsecondary education	2,263,351
Library resources	198,021
Special projects and training	73,327
Total	<u>\$ 6,235,824</u>

A tabulation of obligations by State according to these broad categories follows. More detailed data are shown in appendix D.

Transition Quarter July 1 - September 30, 1976

From July 1 through September 30, 1976, the Office of Education obligated \$3.8 billion to the 50 States, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. By broad groups, program obligations were as follows:

Program Category	Obligations in thousands of dollars
Elementary and secondary education (ESEA)	\$2,194,059
School assistance in federally affected areas (SAFA)	191,009
Desegregation assistance (ESAA)	132,780
Indian education	23,096
Education for the handicapped	56,949
Occupational, vocational, and adult education	207,659
Postsecondary education	859,569
Library Resources	143,565
Special projects and training	26,783
Total	<u>\$3,835,469</u>

A tabulation of obligations by State according to these broad categories follows. More detailed data are shown in appendix D.

**Office of Education, State allocations, actual obligations—fiscal year 1976
(12 months ended June 30, 1976)**

[Amounts in thousands of dollars]

State or other area	ESEA	SAFA	ESAA	Indian education	Education for the handi-capped
Alabama	\$48,019	\$9,418	\$5,353	\$99	\$4,839
Alaska	6,588	39,248		3,245	675
Arizona	22,093	21,286	649	2,592	2,039
Arkansas	30,066	3,027	1,007	14	1,683
California	189,662	63,367	11,461	4,031	14,002
Colorado	20,729	11,028	2,490	142	3,023
Connecticut	23,344	3,490	1,675	31	2,623
Delaware	7,578	2,860	540		462
Florida	75,537	17,875	8,099	74	4,244
Georgia	53,921	14,301	7,598	4	4,362
Hawaii	7,927	12,395	417		881
Idaho	7,661	6,032		165	956
Illinois	105,774	9,273	5,926	144	7,926
Indiana	30,399	3,732	1,891	6	5,750
Iowa	20,100	1,263	277	94	3,083
Kansas	17,740	7,337	183	145	3,389
Kentucky	38,273	9,718	2,997		4,204
Louisiana	57,392	3,665	2,113	377	1,961
Maine	9,570	2,473		57	1,315
Maryland	35,775	20,016	3,597	264	3,541
Massachusetts	44,836	7,911	2,403	63	5,884
Michigan	96,147	6,124	6,105	2,468	7,134
Minnesota	33,038	2,969	410	1,485	3,215
Mississippi	46,219	3,235	5,309	4	1,738
Missouri	38,057	7,273	1,153	5	3,467
Montana	8,642	6,811	519	1,126	618
Nebraska	10,792	5,853	233	188	1,706
Nevada	3,805	3,902		260	590
New Hampshire	5,016	1,761	41		618
New Jersey	65,204	11,806	2,458		5,784
New Mexico	19,665	22,821	3,181	2,090	2,025
New York	227,661	17,669	4,699	1,090	13,692
North Carolina	60,270	18,186	6,497	1,135	4,538
North Dakota	7,405	5,084	259	328	779
Ohio	66,750	8,388	2,861	69	7,757
Oklahoma	24,911	13,167	1,236	5,349	2,057
Oregon	22,749	3,409	334	500	4,904
Pennsylvania	104,008	6,593	5,082		7,875
Rhode Island	9,066	1,641	93		1,033
South Carolina	38,424	11,134	5,456		1,981
South Dakota	7,734	6,005	288	772	853
Tennessee	45,348	6,073	4,382		3,405
Texas	147,006	28,987	16,811	96	8,148
Utah	8,122	7,617	646	301	2,134
Vermont	5,987	122			1,064

**Office of Education, State allocations, actual obligations—fiscal year 1976—Continued
(12 months ended June 30, 1976)**

[Amounts in thousands of dollars]

State or other area	ESEA	SAFA	ESAA	Indian education	Education for the handi-capped
Virginia	47,563	36,288	5,298	28	4,105
Washington	31,221	22,681		2,093	3,651
West Virginia	20,083	524	382	11	1,309
Wisconsin	36,899	1,889	1,189	816	4,637
Wyoming	4,065	3,106	161	142	765
District of Columbia	14,938	2,737	135		6,633
American Samoa	631		341		200
Guam	1,506	3,101	586		261
Puerto Rico	43,201	7,664	731		1,718
Trust Territory of the Pacific Islands	2,250		288		381
Virgin Islands	1,243	169	626		158
Bureau of Indian Affairs					196
Total	\$2,158,610	\$554,504	\$136,466	\$31,903	\$187,971

**Office of Education, State allocations, actual obligations—fiscal year 1976—Continued
(12 months ended June 30, 1976)**

[Amounts in thousands of dollars]

State or other area	Occupational, vocational, and adult education	Post- secondary education	Library resources	Special projects and training	Total
Alabama	\$12,417	\$57,602	\$3,458	\$1,383	\$142,588
Alaska	1,406	2,720	579	1,016	55,477
Arizona	6,599	26,902	2,212	1,469	85,841
Arkansas	7,035	20,474	1,977	179	65,462
California	50,337	209,509	17,490	4,316	564,175
Colorado	7,540	30,486	2,578	1,438	79,454
Connecticut	7,282	21,070	2,872	775	63,162
Delaware	1,964	7,963	775	439	22,581
Florida	20,535	62,805	6,300	1,416	196,885
Georgia	15,827	49,924	4,483	1,197	151,617
Hawaii	2,703	6,950	982	558	32,813
Idaho	3,033	6,552	953	800	26,152
Illinois	27,308	97,790	9,678	1,393	265,212
Indiana	15,752	42,578	4,850	1,586	106,544
Iowa	8,781	28,552	2,856	958	65,964
Kansas	6,933	25,540	2,182	501	63,950
Kentucky	11,643	32,192	3,093	1,623	103,743
Louisiana	13,404	51,667	3,697	275	134,551
Maine	3,867	20,419	1,226	783	39,710
Maryland	10,911	36,850	3,859	1,475	116,288
Massachusetts	15,355	85,400	5,383	1,128	168,363
Michigan	24,694	87,805	8,324	1,916	240,717
Minnesota	11,707	45,220	3,837	1,076	102,957
Mississippi	8,516	39,619	2,530	805	107,975
Missouri	14,129	44,043	4,276	723	113,126
Montana	2,858	9,220	925	1,174	31,893
Nebraska	4,857	15,879	1,107	1,420	42,035
Nevada	1,824	4,040	727	206	15,354
New Hampshire	2,771	12,987	1,008	425	24,627
New Jersey	16,905	51,299	6,178	1,932	161,566
New Mexico	4,305	19,990	1,416	406	75,899
New York	41,302	191,322	15,158	10,089	522,682
North Carolina	17,898	62,198	5,012	1,656	177,390
North Dakota	2,739	11,782	831	883	30,090
Ohio	30,378	83,196	9,521	3,259	212,179
Oklahoma	8,804	31,687	2,539	972	90,722
Oregon	6,821	37,243	2,147	806	78,913
Pennsylvania	33,004	103,407	10,231	1,928	272,128
Rhode Island	3,286	10,875	1,063	779	27,836
South Carolina	10,161	34,620	2,776	1,226	105,778
South Dakota	2,889	13,810	899	981	34,231
Tennessee	13,926	48,248	3,773	1,279	126,434
Texas	36,309	112,914	10,578	4,021	364,870
Utah	4,426	11,033	1,356	1,282	36,917
Vermont	2,052	12,342	730	1,032	23,329

**Office of Education, State allocations, actual obligations—fiscal year 1976—Continued
(12 months ended June 30, 1976)**

[Amounts in thousands of dollars]

State or other area	Occupational, vocational, and adult education	Post- secondary education	Library resources	Special projects and training	Total
Virginia	15,214	40,768	4,435	2,144	155,843
Washington	9,972	40,524	3,311	1,462	114,915
West Virginia	6,434	20,952	1,775	386	51,856
Wisconsin	13,535	49,963	4,513	834	114,275
Wyoming	1,616	3,665	565	78	14,163
District of Columbia	2,538	15,183	975	1,741	44,880
American Samoa	228	202	170	20	1,792
Guam	466	1,418	330	664	8,332
Puerto Rico	10,061	71,008	2,843	905	138,131
Trust Territory of the Pacific Islands	500	131	362	81	3,993
Virgin Islands	316	813	317	28	3,670
Bureau of Indian Affairs					196
Total	\$618,073	\$2,263,351	\$198,021	\$73,327	\$6,222,226

Office of Education, State allocations, actual obligations—transition quarter—3 months ended
September 30, 1976

[Amounts in thousands of dollars]

State or other area	ESEA	SAFA	ESAA	Indian education	Education for the Handicapped
Alabama	\$49,827	\$3,186	\$2,537		\$1,515
Alaska	8,765	1,537	672	\$842	168
Arizona	25,388	1,577	1,172	2,956	576
Arkansas	31,204	1,087	2,016		224
California	179,264	17,257	18,960	1,739	6,123
Colorado	20,955	2,871	1,185	307	773
Connecticut	21,919	1,368	772		618
Delaware	6,848	2,933	347		197
Florida	88,538	4,067	4,107	201	832
Georgia	51,507	4,651	1,648		422
Hawaii	7,296	1,664	2,667		131
Idaho	6,185	697	273	535	166
Illinois	112,607	8,040	2,208	115	2,069
Indiana	32,035	861	200	10	1,658
Iowa	19,408	591	33		1,129
Kansas	17,143	1,489	720		268
Kentucky	39,593	11,475	2,740		1,259
Louisiana	59,832	1,838	5,713	110	946
Maine	8,963	397			183
Maryland	33,557	10,699	2,527		887
Massachusetts	49,526	5,341	6,708	46	2,842
Michigan	95,678	1,958	8,862	507	1,886
Minnesota	31,575	855	872	959	1,464
Mississippi	48,168	918	1,218	454	518
Missouri	38,505	2,035	5,144	42	715
Montana	7,304	538	72	1,682	104
Nebraska	9,871	674	1,055	9	797
Nevada	3,730	642	245	346	92
New Hampshire	5,272	761			105
New Jersey	62,448	6,868	3,618	7	663
New Mexico	22,959	1,729	939	2,164	402
New York	223,843	27,350	21,657	310	7,294
North Carolina	64,186	3,528	2,349	333	406
North Dakota	6,282	381	50	888	104
Ohio	70,550	4,692	2,579		2,810
Oklahoma	25,662	2,565	1,081	1,971	301
Oregon	23,461	884	919	319	1,976
Pennsylvania	94,622	6,565	490	134	2,030
Rhode Island	9,588	1,893		51	212
South Carolina	39,159	1,631	1,123	65	475
South Dakota	6,673	638	176	1,350	104
Tennessee	46,478	3,255	373	4	935
Texas	159,769	8,678	12,080	279	3,611
Utah	8,421	1,963	807	203	211
Vermont	5,538	55			254

**Office of Education, State allocations, actual obligations—transition quarter—3 months ended
September 30, 1976—Continued**

[Amounts in thousands of dollars]

State or other area	ESEA	SAFA	ESAA	Indian education	Education for the Handicapped
Virginia	48,085	11,744	1,155		1,911
Washington	31,669	3,018	2,235	2,454	745
West Virginia	20,903	313	75		201
Wisconsin	36,222	761	3,410	1,345	1,536
Wyoming	3,128	520	52	218	75
District of Columbia	18,127	2,118	2,939	141	789
American Samoa		4,764			38
Guam	1,197	2,686			38
Puerto Rico	51,038	403			323
Trust Territory of the Pacific Islands	1,760				38
Virgin Islands	1,828				38
Bureau of Indian Affairs					762
Total	\$2,194,059	\$191,009	\$132,780	\$23,096	\$56,949

Office of Education, State allocations, actual obligations—transition quarter—3 months ended
September 30, 1976—Continued

[Amounts in thousands of dollars]

State or other area	Occupational, vocational, and adult education	Post- secondary education	Library resources	Special projects and training	Totals
Alabama	\$4,187	\$20,774	\$2,726	\$56	\$84,808
Alaska	387	798	348	45	13,562
Arizona	2,165	10,356	1,684	99	45,973
Arkansas	2,470	8,047	1,545	328	46,921
California	16,986	83,985	14,673	2,706	341,693
Colorado	1,939	9,764	1,908	536	40,238
Connecticut	2,768	6,292	2,287	420	36,444
Delaware	769	2,151	494	50	13,789
Florida	7,095	26,178	5,364	410	136,792
Georgia	5,335	17,982	282	467	82,294
Hawaii	706	2,071	686	146	15,367
Idaho	812	2,186	668	45	11,567
Illinois	9,751	37,913	8,170	401	181,274
Indiana	5,275	13,840	4,013	61	57,953
Iowa	2,905	8,436	2,166	1	34,669
Kansas	2,346	8,813	1,644	638	33,061
Kentucky	2,708	13,115	2,508	448	73,846
Louisiana	4,340	18,582	3,055	95	94,511
Maine	1,296	4,217	837	175	16,068
Maryland	3,792	14,284	246	1,932	67,924
Massachusetts	5,190	22,560	4,193	342	96,748
Michigan	8,244	32,932	7,030	683	157,810
Minnesota	3,987	15,137	3,051	581	58,481
Mississippi	2,825	17,152	1,900	93	73,246
Missouri	3,208	16,823	3,434	525	70,431
Montana	934	2,919	625	123	14,301
Nebraska	1,659	5,470	178	105	19,818
Nevada	481	1,417	489	215	7,657
New Hampshire	1018	2,809	656	179	10,800
New Jersey	6,292	21,856	5,331	1,344	108,427
New Mexico	1,402	6,703	978	227	37,503
New York	15,287	84,233	12,597	2,629	395,200
North Carolina	6,235	25,154	3,931	338	106,460
North Dakota	853	3,166	548	186	12,458
Ohio	10,756	30,280	7,973	1,174	130,814
Oklahoma	3,121	14,172	1,866	591	51,330
Oregon	1,725	10,104	1,635	677	41,700
Pennsylvania	11,275	42,098	599	770	158,583
Rhode Island	1,159	3,273	716	131	17,023
South Carolina	3,438	13,906	2,172	91	62,060
South Dakota	1,116	4,044	91	255	14,447
Tennessee	4,682	18,329	3,008	676	77,740
Texas	12,845	51,267	8,947	1,654	259,130
Utah	1,467	3,388	998	15	17,473
Vermont	720	2,044	408	242	9,261

Office of Education, State allocations, actual obligations—transition quarter—3 months ended
September 30, 1976—Continued

[Amounts in thousands of dollars]

State or other area	Occupational, vocational, and adult education	Post- secondary education	Library resources	Special projects and training	Totals
Virginia	5,135	14,918	3,620	398	86,966
Washington	2,242	12,508	2,581	788	58,240
West Virginia	2,258	6,533	1,304	241	31,828
Wisconsin	4,583	14,694	3,545	756	66,852
Wyoming	350	951	76	421	5,791
District of Columbia	842	4,706	517	570	30,749
American Samoa	57	55	14		4,928
Guam	136	524	17	600	5,198
Puerto Rico	3,727	43,231	2,599	104	101,425
Trust Territory of the Pacific Islands	158	253	368		2,577
Virgin Islands	220	146	266		2,498
Bureau of Indian Affairs					762
Total	\$207,659	\$859,569	\$143,565	\$26,783	\$3,835,469

APPENDIX A

Report on Public Laws 81-815 and 81-874

(This appendix is published in a separate volume.)

APPENDIX B

Advisory Committee Functions, Membership as of December 31, 1976,
and Meeting Dates

ADVISORY COUNCILS AND COMMITTEES
(Calendar Year 1976)

The following statutory advisory councils and committees were authorized or in existence for all or part of calendar year 1976:

Accreditation and Institutional Eligibility Advisory Committee
Adult Education, National Advisory Council on
Bilingual Children, Advisory Committee on the Education of*
Bilingual Education, National Advisory Council on
Career Education, National Advisory Council for
Community Education Advisory Council
Developing Institutions, Advisory Council on
Disadvantaged Children, National Advisory Council on the Education of
Education Professions Development, National Advisory Council on**
Environmental Education, Advisory Council on
Equality of Educational Opportunity, National Advisory Council on
Ethnic Heritage Studies, National Advisory Council on
Extension and Continuing Education, National Advisory Council on
Financial Aid to Students, Advisory Council on
Handicapped, National Advisory Committee on the
Indian Education, National Advisory Council on
Quality in Education, National Council on***
Vocational Education, National Advisory Council on
Women's Educational Programs, National Advisory Council on

19-3 ended

*Terminated February 9, 1976

**Terminated September 30, 1976

***Abolished December 2, 1976

Accreditation and Institutional Eligibility Advisory Committee

FUNCTIONS

The Committee reviews all current and future policies relating to the responsibility of the Commissioner for the recognition and designation of accrediting agencies and associations as nationally recognized accrediting bodies and recommends desirable changes in recognition criteria and procedures. It also develops and recommends to the Commissioner criteria and procedures for the recognition and designation of accrediting agencies and associations in accordance with legislative provisions, executive orders, or interagency agreements; reviews and recommends to the Commissioner for designation as nationally recognized accrediting agencies and associations of reliable authority all applicants that meet the established criteria; and develops, under the authority of the Vocational Education Act of 1963 and subject to approval of the Commissioner, standards and criteria for specific categories of vocational training institutions which have no alternative route to establish eligibility for Federal aid.

Meetings in 1976: March 23-26
June 16-18
September 21-24
December 8-10

Members as of December 31, 1976:

Anne Pascasio (Chairperson)
Dean, School of Health Related
Professions
University of Pittsburgh
Pittsburgh, Pa. 15213

John F. X. Irving
Dean, School of Law
Seton Hall University
1095 Raymond Boulevard
Newark, N.J. 07102

Herman R. Branson
President, Lincoln University
Lincoln University, Pa. 19352

Emiko I. Kudo
Administrator, Vocational-
Technical Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Harold B. Crosby
President, State University
of Florida System
Florida International University
Tamiami Trail
Miami, Fla. 33199

Patrick Laughlin
Executive Director
Houston Teachers Association
1415 Southmore
Houston, Tex. 77004

Yolanda Lee McClain
Student, The George Washington
University
7254 15th Place, NW.
Washington, D.C. 20012

Donald R. McKinley
Chief Deputy Superintendent
California Department of Education
721 Capitol Mall
Sacramento, Calif. 95814

N. Edd Miller
President, University of Maine
at Portland-Gorham
Gorham, Maine 04038

Wendell H. Pierce
Executive Director
Education Commission of the States
300 Lincoln Tower Building
1860 Lincoln Street
Denver, Colo. 80203

Thomas C. Shearer
Attorney-at-Law
McShane and Bowie
540 Old Kent Building
Grand Rapids, Mich. 49502

Vicki Shell
Distributive Education Teacher/
Coordinator
Murray Area Vocational Center
Murray, Ky. 42071

Robert Simpson
Professor of Religion and
Philosophy
Phillips University
Enid, Okla. 73701

James P. Steele
Vice President, American
College of Radiology
Box 650
Yankton, S. Dak. 57078

Valleau Wilkie, Jr.
Executive Vice President
Sid Richardson Foundation
Fort Worth National Bank Building
Fort Worth, Tex. 76102

National Advisory Council on Adult Education

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of the Adult Education Act, including policies and procedures governing the approval of State plans under section 306 of this act and policies to eliminate duplication and to effectuate the coordination of programs under the Adult Education Act and other programs offering adult education activities and services. The Council reviews the administration and effectiveness of programs under this act, makes recommendations with respect thereto, and makes annual reports to the President of its findings and recommendations (including recommendations for changes in this act and other Federal laws relating to adult education activities and services). The Secretary of Health, Education, and Welfare coordinates the work of the Council with that of other related advisory councils.

Meetings in 1976: January 22-24
 March 10-13
 April 2, 13, 30
 May 19-22
 June 11
 July 26
 August 15-16
 October 1-2
 November 16-18

Members as of December 31, 1976:

Mary A. Grefe (Chairperson)
President, Iowa Advisory Council
 on Adult Education
3000 Grand Avenue
Des Moines, Iowa 50312

Donald G. Butcher
Dean, School of General Education
Ferris State College
Big Rapids, Mich. 49307

Archie L. Buffkins
Assistant Dean for Graduate Studies
University of Maryland
2133B South Administrative Building
College Park, Md. 20742

Gertrude Beckwith Calden
Retired
745 Calle De Los Amigos
Santa Barbara, Calif. 93105

Alton C. Crews
Superintendent
Charleston County Public Schools
P. O. Box 2218
Charleston, S.C. 29403

Reuben T. Guenther
Assistant State Director
State Board for Vocational Education
900 East Boulevard
Bismarck, N. Dak. 58501

Kyo R. Jhin
Executive Director
Top of Alabama Regional Education
Service Agency
711 Arcadia Circle, NW.
Huntsville, Ala. 35801

Joan E. Kenney
Member, Nevada State Board
of Education
2330 Abarth Street
Las Vegas, Nev. 89122

Hon. Marshall L. Lind
Commissioner of Education
State Department of Education
Alaska Office Building
Juneau, Alaska 99801

Eugene L. Madeira
Director of Adult Education
Lancaster School District
Lancaster, Pa. 17602

Betty J. Mage
Director
Human Resources Project
Clark County Government
6901 Corregidor Road
Vancouver, Wash. 98664

Lane Murray
Superintendent, Windham School
District
Texas Department of Corrections
P. O. Box 40
Huntsville, Tex. 77340

Arthur L. Terrazas, Jr.
Developmental Studies Instructor
Aims Community College
Greeley, Colo. 80331

Judith Nixon Turnbull
Executive Vice President
Publisher, Tuesday Publications, Inc.
625 North Michigan Avenue
Chicago, Ill. 60611

John K. Wu
Executive Director
Vermont Republican State
Committee
Box 70
Montpelier, Vt. 05602

Advisory Committee on the Education of Bilingual Children
(Terminated February 9, 1976)

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) concerning the preparation of general regulations for and (2) with respect to policy matters arising in the administration of the Bilingual Education Act, including the development of criteria for approval of applications thereunder.

Meetings in 1976: None

Members as of December 31, 1976: None

National Advisory Council on Bilingual Education

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in the preparation of general regulations and with respect to policy matters arising in the administration and operation of the Bilingual Education Act, including the development of criteria for approval of applications, and plans under the act, and the administration and operation of other programs for persons of limited English-speaking ability. The Council also prepares and, not later than November 1 of each year, submits a report to the Congress and the President on the condition of bilingual education in the Nation, on the administration and operation of the act, and on the administration and operation of other programs for persons of limited English-speaking ability.

Meetings in 1976: January 23-24
February 19-20
March 17-18
April 24
June 14
September 24-26
November 11, 13

Members as of December 31, 1976:

Evelyn P. Lytle (Chairperson)
Associate Professor of
Spanish and Portuguese
University of New Orleans
New Orleans, La. 70122

Paula Alleva
Bilingual, TESL and FLES
Programs Coordinator
Community School District #21
New York Public Schools
345 Van Sicklen Street
Brooklyn, N.Y. 11223

Fernando E. Alvarez
President, Spanish-American
Translation Bureau
750 8th Avenue, Suite 504
New York, N.Y. 10036

Gudelia Betancourt
Assistant Professor
Hunter College School
of Social Work
129 East 79th Street
New York, N.Y. 10021

Alfredo G. De Los Santos, Jr.
Director, Instructional
Development Lab.
Southwest Educational Development Lab.
211 East Seventh Street
Austin, Tex. 78701

Evelyn J. Fatolitis
Teacher, Tarpon Springs
Elementary School
525 North Disston Avenue
Tarpon Springs, Fla. 33589

Lorraine P. Gutierrez
Project Director, Plaza Del Sol
600 2nd NW., Suite 800
Albuquerque, N. Mex. 87102

Jeannette F. Hardy
Secretary, Software Design, Inc.
1611 North Edison Street
Arlington, Va. 22207

Fucheng R. Hsu
President, China Institute
of America, Inc.
125 East 65th Street
New York, N.Y. 10021

James D. Lehmann
Assistant Superintendent
for Instruction
Eagle Pass Independent
School District
Eagle Pass, Tex. 78852

Omer Picard
Administration Supervising
Principal
Acadia School
282 East Main
Madawska, Maine 04756

Carmelo Rodriguez
Executive Director of ASPIRA
767 North Milwaukee Avenue
Chicago, Ill. 60621

Teresa Sun
Assistant Professor
of Languages
California State University
515 State University Drive
Los Angeles, Calif. 90032

Webster A. Two Hawk
Director, Institute of
Indian Studies
University of South Dakota
Vermillion, S. Dak. 57069

National Advisory Council for Career Education

FUNCTIONS

The Council advises the Commissioner of Education on the implementation of section 406 of the Education Amendments of 1974 and carries out such advisory functions as it deems appropriate, including reviewing the operation of this section and all other programs of the Division of Education pertaining to the development and implementation of career education, evaluating their effectiveness in meeting the needs of career education throughout the United States, and in determining the need for further legislative remedy in order that all citizens may benefit from the purposes of career education as described in section 406. The Council with the assistance of the Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States and submit to Congress, not later than November 1, 1975, a report on such survey. The report should include recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth in subsections (a) and (b) of section 406.

Meetings in 1976: February 10
March 23-24
May 26-27
July 27-28
September 27-28
November 9-10

Members as of December 31, 1976:

Bruce Shertzer (Chairperson)
Chairman, Counseling and
Placement Services
Purdue University
Lafayette, Ind. 47907

Larry J. Bailey
Associate Professor
Department of Occupational Education
Southern Illinois University
Carbondale, Ill. 62901

Thelma Daley
Supervisor, Career Education
Specialist
Baltimore County Public Schools
Corner Annex-Lennox
and Jefferson Avenues
Towson, Md. 21204

Charles Heatherly
Director of Education
National Federation of Independent
Business
150 West 20th Avenue
San Mateo, Calif. 94403

Sidney P. Marland
President, College Entrance
Examination Board
888 7th Avenue
New York, N.Y. 10019

John W. Porter
Superintendent of Public
Instruction
State Department of Education
Lansing, Mich. 48902

George F. Meyer, Jr.
Director of Career Education
New Brunswick Board of Education
New Brunswick, N.J. 08902

Nora Bennett Smith
Student
Delaware State College
Dover, Del. 19901

Nonvoting ex officio members:

The Assistant Secretary of Health, Education, and
Welfare for Education
Commissioner of Education
Director of the Office of Career Education
Director of the National Institute of Education
Administrator of the National Center for Education
Statistics
Director of the National Science Foundation
Chairman of the National Foundation for the Arts
Chairman of the National Foundation for the Humanities
Chairman of the National Advisory Council on
Vocational Education

Community Education Advisory Council

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Council shall:

1. Advise the Commissioner on policy matters relating to the interests of community schools;
2. Be responsible, in the fiscal year ending June 30, 1975, for advising the Commissioner regarding the establishment of policy guidelines and regulations for the operation and administration of this program;
3. Create a system for evaluation of the program; and
4. Present to the Congress a complete and thorough evaluation of the operation of this program, for each fiscal year ending after June 30, 1975.

Meetings in 1976: June 18-20
July 22-24
September 17-18
October 19-20
December 1-2

Members as of December 31, 1976:

Martin W. Essex (Chairperson)
Superintendent of Public
Instruction
State Department of Education
Columbus, Ohio 43215

Donald W. Buchanan
Chairman, Department of Recreation
Parks and Community Education
P. O. Box 53
Mankato State College
Mankato, Minn. 56001

Robert D. Gilberts
Dean, College of Education
University of Oregon
Eugene, Oreg. 97403

Clara S. Kidwell
Associate Professor
Native American Studies Program
University of California
3415 Dwinelle Hall
Berkeley, Calif. 94720

Charles Stewart Harding Mott
President, Charles Stewart
Mott Foundation
501 Mott Foundation Building
Flint, Mich. 48502

Theodore J. Pinnock
Director, Human Resources
Development Center
P.O. Drawer SS
Tuskegee Institute
Tuskegee, Ala. 36088

Mabel R. Varela
Pecos School Board Chairman
Route 2, Box 47
Pecos, N. Mex. 87552

Advisory Council on Developing Institutions

FUNCTIONS

With respect to the program authorized by title III of the Higher Education Act of 1965, as amended, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, assists the Commissioner of Education (1) in identifying developing institutions through which the purposes of that title may be achieved and (2) in establishing the priorities and criteria to be used in making grants under section 304(a) of that title.

Meetings in 1976: January 21-22
 March 2
 October 18-20

Members as of December 31, 1976:

Samuel Nabrit (Chairperson)
Executive Director
Southern Fellowship Foundation
795 Peachtree Street, SW.
Suite 484
Atlanta, Ga. 30308

Peter E. Azure
Assistant Director
for Advancement
Sheldon Jackson College
P. O. Box 479
Sitka, Alaska 99835

Sidney Brossman
Chancellor
California Community Colleges
1238 S Street
Sacramento, Calif. 95814

Lowell J. Cook
Administrative Assistant
for Development
North Iowa Area Community College
Mason City, Iowa 50401

Norman C. Harris
Coordinator of Community College Development
Center for the Study of Higher Education
University of Michigan
Ann Arbor, Mich. 48104

Keith Jewitt
Professor of Sociology
Black Hills State College
Spearfish, S. Dak. 57783

Gale Joann Miller
Student
P. O. Box 1219
University of Maryland
Eastern Shore
Princess Anne, Md. 21853

Virginia Ortiz y Pino
Director of Cooperative Education
New Mexico Highlands University
Las Vegas, N. Mex. 87701

Harold E. Wade
Assistant Executive Secretary
Commission on Colleges
Southern Association of Colleges
and Schools
795 Peachtree Street SW.
Atlanta, Ga. 30308

National Advisory Council on the Education of Disadvantaged Children

FUNCTIONS

The Council (1) reviews and evaluates the administration and operation of title I of the Elementary and Secondary Education Act, including its effectiveness in improving the educational attainment of educationally deprived children and the effectiveness of programs to meet their occupational and career needs, and (2) makes recommendations for the improvement of this title and its administration and operation. Recommendations take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children.

The Council makes such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and makes an annual report to the President and the Congress.

Meetings in 1976: January 19, 30-31
February 27-28
March 19-20
April 29 - May 1
May 21-22
June 11-12
July 22-24
August 27-28
September 10-11
October 29
November 19-20
December 10

Members as of December 31, 1976:

Owen F. Peagler (Chairperson)
Dean, School of Continuing
Education
Pace College
Pace College Plaza
New York, N.Y. 10038

J. Alan Davitt
Executive Secretary
New York Catholic Superintendent
Association
39 Huntersfield Road
Delmar, N.Y. 12054

Dorothy Fleegler
Director, Florence Fuller
School
2929 Banyan Road
Boca Raton, Fla. 33432

Sarah Moore Greene
National Officer, NAACP
Vice Chairperson, Knoxville
Board of Education
2453 Linden Avenue
Knoxville, Tenn. 37914

Wilbur Lewis
Superintendent of Schools
Parma Public Schools
8604 Pin Oak Drive
Parma, Ohio 44130

Rosella Lipson
President, Pre-school Mobile
Foundation, Inc.
820 North Sierra Drive
Beverly Hills, Calif. 90210

Mary Ann McCabe
Teacher, Navaho Reservation
Box 172
Montexuma Creek, Utah 84534

Ben Reifel
Chairman of the Board
American Indian National Bank
1701 Pennsylvania Avenue, NW.
Washington, D.C. 20006

Carol Schwartz
Member, D.C. School Board
3800 Cumberland Street, NW.
Washington, D.C. 20008

George Willeford
Child Psychiatrist
1404 Gaston Avenue
Austin, Tex. 78703

National Advisory Council on Education Professions Development
(Terminated September 30, 1976)

FUNCTIONS

The Council (1) reviews the operation of title V of the Higher Education Act and of all other Federal programs for the training and development of educational personnel and (2) evaluates their effectiveness in meeting needs for additional educational personnel and in achieving improved quality in training programs as evidenced in the competency of persons receiving such training when entering positions in the field of education. The Council also advises the Secretary of Health, Education, and Welfare and the Commissioner of Education with respect to policy matters arising in the administration of this title and any other matters relating to the purposes of this title on which their advice may be requested.

The Council makes an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calendar year.

Meetings in 1976: March 3-5
June 9-11
September 15-16

Members as of December 31, 1976: None

Advisory Council on Environmental Education

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary of Education, and the Commissioner of Education. Specifically, the Council:

1. Advises the Commissioner and the Office of Education concerning the administration of, preparation of general regulations for, and operation of programs assisted under the Environmental Education Act.
2. Makes recommendations to the Office of Education with respect to the allocation of funds appropriated pursuant to subsection (d) among the purposes set forth in paragraph (2) of subsection (b) of the Environmental Education Act and the criteria to be used in approving applications.
3. Develops criteria for the review of applications and their disposition.
4. Evaluates programs and projects assisted under the Environmental Education Act and disseminates the results thereof.

Meetings in 1976: March 7-9
May 14
July 20-23
August 31
September 28-30

Members as of December 31, 1976:

David Pimentel (Chairperson)
Professor, Insect Ecology
Cornell University
Comstock Hall
Ithaca, N.Y. 14850

David T. Anderson
Student
University of Denver
2001 South York Street
Denver, Colo. 80210

William D. Brentnall
Administrative Science Advisor
Ames Community School
Ames, Iowa 50010

Loretta B. Carroll
Instructor of Biology and Ecology
University City High School
7401 Balson Street
University City, Mo. 63103

Rene J. Dubos
Professor Emeritus
Environmental Bio-Medicine
The Rockefeller University
East 66th Street at York Avenue
New York, N.Y. 10021

Roger Hedgecock
Attorney-at-Law
Higgs, Fletcher and Mack
1800 Home Tower
707 Broadway
San Diego, Calif. 92112

James W. Latham
State Consultant in Science
Maryland State Department
of Education
BWIA, P. O. Box 8717
Baltimore, Md. 21240

Kai Nien Lee
Special Assistant to the
Secretary of Defense
Pentagon, Room 3E869
U.S. Department of Defense
Washington, D.C. 20301

J. Roger Miller
President
Millikin University
Decatur, Ill. 62522

Raymond J. Smit
Consulting Engineer
McNamee, Porter and Seeley
2223 Packard Road
Ann Arbor, Mich. 48104

Richard St. Germaine
Lac Courte Oreilles Tribal
Council
Route 2
Stone Lake, Wis. 54876

Kathleen Sweet
Student
George Mason University
Fairfax, Va. 22039

Lana J. Tyree
Attorney-at-Law
Benefield, Shelton, Lee and Tyree
2700 City National Bank Tower
Oklahoma City, Okla. 73102

Jonathan M. Wert
Consultant
University of Tennessee
Environment Center
Knoxville, Tenn. 37916

National Advisory Council on Equality of Educational Opportunity

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare and the Assistant Secretary for Education. More specifically, the Council:

1. Advises the Assistant Secretary for Education with respect to the operation of the Emergency School Aid Act, including the preparation of regulations and the development of criteria for the approval of applications.
2. Reviews the operation of the program with respect to (a) its effectiveness in achieving the purposes of the act and (b) the Assistant Secretary's conduct in the administration of the program.
3. Submits, not later than March 31 of each year, an annual report of its activities, findings, and recommendations to the Congress.

The Council must submit to the Congress a final report on the operation of the program. Prior to the final report, the Council must submit through the Secretary to the Congress at least two interim reports which must include a statement of its activities and of any recommendations it may have with respect to the operation of the program.

Meetings in 1975: January 15-17
February 27
May 26-28
June 17-18, 28-29
September 24-25
November 12

Members as of December 31, 1976:

Gwen Awsumb (Chairperson)
Director of Community Development
125 North Main Street
Memphis, Tenn. 38103

June Cameron
Member, Mt. Lebanon Board
of Education
812 White Oak Circle
Pittsburgh, Pa. 15228

Loftus C. Carson
Executive Director, Monroe County
Human Relations Commission
350 East Henrietta Road
Rochester, N.Y. 14620

T. Winston Cole, Sr.
Dean, Academic Affairs for
Instructional Services
University of Florida
Gainesville, Fla. 32611

Lawrence F. Davenport
President, Educational Cultural
Complex and SE Adult Schools
San Diego Community College District
San Diego, Calif. 92113

Jacquelyne J. Jackson
Associate Professor of Medical
Sociology
Department of Psychiatry
Duke University Medical School
Durham, N.C. 27710

Hon. Jackson F. Lee
Mayor
234 Green Street
Fayetteville, N.C. 28301

Alfred Z. McElroy
Owner
McElroy's Insurance Agency
2044 Waverly Circle
Port Arthur, Tex. 77640

Edward Meyers, Jr.
Law Student
Fordham Law School
118 West 74th Street, Apt. 1-A
New York, N.Y. 10023

Haruko Morita
Principal, Garvanza Elementary
School
317 North Avenue 62
Los Angeles, Calif. 90042

Frederick Mosteller
Professor, Mathematical Statistics
Department of Statistics
Harvard University
Cambridge, Mass. 02138

Lyman F. Pierce
Head, Education Department
United Southeastern Tribes, Inc.
1101 Kermit Drive, Suite 204
Nashville, Tenn. 37217

Carmen A. Rodriguez
Community Superintendent
City School District 7 of New York
501 Courtland Avenue
Bronx, N.Y. 10451

Sally A. Stempenski
Teacher
Conley Hills Elementary School
Fulton County School District
2588 DeLowe Drive
East Point, Ga. 30344

National Advisory Council on Ethnic Heritage Studies

FUNCTIONS

With respect to the Ethnic Heritage Studies Program authorized by title IX of the Elementary and Secondary Education Act of 1965, the Council carries out the functions specified in part D of the General Education Provisions Act. The Council:

1. Advises the Commissioner of Education concerning the administration and operation of the Ethnic Heritage Studies Program.
2. Evaluates, at the request of the Commissioner or his designee, the effectiveness of current ethnic programs in schools and institutions of higher education.
3. Recommends priorities regarding the types of programs and projects which should be funded at the preschool, elementary, secondary, higher education, or community levels to best achieve the purposes of this legislation.
4. Reviews the effectiveness of programs funded under this act and recommends the most expedient means for communicating to educators, community leaders, and the general public the positive role which ethnicity can play.

Meetings in 1976: February 5-6
May 17
July 15-16

Members as of December 31, 1976:

Hon. Ralph J. Perk (Chairperson)
Mayor
Cleveland, Ohio 44118

Anthony L. Andersen
President, H.B. Fuller Company
2400 Kasota Avenue
St. Paul, Minn. 55108

Karl J. R. Arndt
Professor, Department of German
Clark University
Worcester, Mass. 01610

James A. Banks
Professor, College of Education
University of Washington
Seattle, Wash. 98195

Evelyn M. Bilirakis
Real Estate Salesperson
304 Driftwood Drive, West
Palm Harbor, Fla. 33563

Carmen N. Carson
International Information
Specialist
Monsanto Company
800 North Lindbergh Boulevard
Mail Zone A2NF
St. Louis, Mo. 63166

Francis X. Femminella
Professor, Department of Sociology
and Education, MT801
State University of New York
at Albany
Albany, N.Y. 12206

Beatrice Medicine
Associate Professor
Department of Anthropology
Stanford University
Palo Alto, Calif. 94305

Michael S. Pap
Director, Institute of Soviet
and East European Studies
John Carroll University
University Heights, Ohio 44118

John B. Tsu
Director, Institute of Far Eastern
Studies
Seton Hall University
South Orange, N.J. 07079

National Advisory Council on Extension and Continuing Education

FUNCTIONS

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of title I of the Higher Education Act, including policies and procedures governing the approval of State plans under section 105(b) of that act and policies to eliminate duplication and to effectuate the coordination of programs under this title and other programs offering extension or continuing education activities and services.
2. Reviews the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, makes recommendations with respect thereto, and makes annual reports of its findings and recommendations (including recommendations for changes in the provisions of title I of the Higher Education Act and other Federal laws relating to extension and continuing education activities).
3. Reviews and reports, not later than March 31, 1975, on programs and projects carried out with assistance under title I of the Higher Education Act prior to July 1, 1973. This review is to include an evaluation of specific programs and projects with a view toward ascertaining which of them show, or have shown, (1) the greatest promise in achieving the purposes of such title and (2) the greatest return for the resources devoted to them. The review is to be carried out by direct evaluations by the National Advisory Council, by use of other agencies, institutions, and groups, and by the use of independent appraisal units.

Meetings in 1976: January 7-9, 21-23
February 23-24
March 2-3, 24-26
June 16-18
August 2-3
October 7-8
November 23

Members as of December 31, 1976:

Armand L. Hunter (Chairperson)
Director, Continuing Education
Service
Michigan State University
East Lansing, Mich. 48823

John L. Blackburn
Vice Chancellor
University Resources
University of Denver
Denver, Colo. 80210

Nancy M. Boykin
Director, Continuing Education
for Girls
Division of Personnel Services
Detroit Public Schools
10100 Grand River
Detroit, Mich. 48204

Allen Commander
Vice President for Public Affairs
University of Houston
Houston, Tex. 77004

Ruth O. Crassweller
T. V. Program Coordinator
Store Department Manager
3810 Gladstone Street
Duluth, Minn. 55804

John B. Ervin
Dean, School of Continuing
Education
Washington University
St. Louis, Mo. 63130

Lee R. Kolmer
Dean, College of Agriculture
Iowa State University
Ames, Iowa 50011

Charles H. Lawshe
Vice President Emeritus
Purdue University
1005 Vine Street
West Lafayette, Ind. 47906

Rosalind K. Loring
Dean, College of Continuing
Education
University of Southern California
Los Angeles, Calif. 90007

Kenneth T. Lyons
President, National Association
of Government Employees and
International Brotherhood
Police Officers
17 Robinwood Road
Norwood, Mass. 02062

Daniel E. Marvin
Director, State Council of Higher
Education for Virginia
8124 Surreywood Drive
Richmond, Va. 23235

Pamela Rogers
Law Student
Washington and Lee University
107 White Street
Lexington, Va. 24450

One representative each from:

U.S. Departments of Agriculture,
Defense, Justice, Labor,
State, and Housing and Urban
Development
Office of Education
Small Business Administration

Advisory Council on Financial Aid to Students

FUNCTIONS

With respect to the program authorized by title IV of the Higher Education Act, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, advises the Commissioner of Education on matters of general policy arising in the administration of student financial assistance programs and on evaluation of the effectiveness of these programs. The Council functions as a general body and through two subcommittees. One subcommittee concerns itself with the Guaranteed Student Loan program, part B of title IV, and the other with the Student Assistance programs of parts A, C, and E.

As a general body the Council:

1. Reviews the accomplishments and problems of the financial assistance programs and makes recommendations to the Commissioner on changes in statutes, regulations, policies, or procedures.
2. Makes recommendations to the Commissioner on methods of financial support for students in postsecondary education.

The Guaranteed Student Loan Program Subcommittee:

1. Reviews and evaluates lender participation in the program so as to maximize their participation and make loans more readily available to students.
2. Reviews and evaluates on a continuing basis the default and recovery activities of the program, making recommendations to the Commissioner on effective ways to hold default rates within reasonable limits and at levels acceptable to the Congress and the lending community.
3. Makes recommendations to the Commissioner on methods and procedures that can be used to identify the high risk student and reduce his tendency to default on his obligation.

The Student Assistance Subcommittee:

1. Makes recommendations on the development of needs analysis systems.
2. Makes recommendations for the coordination of all student aid programs with special programs for students from disadvantaged backgrounds.

3. Makes recommendations for the coordination of existing Federal and State student aid programs and for the development of programs of incentive grants in States without such programs.

Meetings in 1976: February 9-10
April 12-13
September 29-30
December 6-8

Members as of December 31, 1976:

John Peter DeMarcus (Chairperson)
Vice President and Professor
of History
Northern Kentucky State College
Box 51 - Nunn Hall
Highland Heights, Ky. 41076

James H. Brickley
President, Eastern Michigan
University
Ypsilanti, Mich. 48197

Roy Thomas Cogdell
Dean, Governors State University
Park Forest South, Ill. 60466

John J. Crozier
Dean, Student Affairs
Pennsylvania College of Optometry
Philadelphia, Pa. 19141

Wayne R. Desart
Director, Office of Financial Aid
Black Hills State College
Spearfish, S. Dak. 57783

Peter Ellison
Vice President
and Senior Trust Officer
Zion First National Bank
Salt Lake City, Utah 84125

Lola J. Finch
Associate Dean of Students
Washington State University
Pullman, Wash. 99163

Reuben Holden
President, Warren Wilson College
Swannanoa, N.C. 28778

Patricia M. Light
Director, Financial Aid and Career
Planning
Randolph-Macon Woman's College
Lynchburg, Va. 24504

Eugene Acosta Marin
Director, Office of Financial Aid
Arizona State University
Tempe, Ariz. 85281

J. Wilmer Mirandon
President, United Student Funds, Inc.
200 East 42nd Street
New York, N.Y. 10017

Thomas C. Naylor
Student, Stanford University
Box 6537 - Kappa Sigma
Stanford, Calif. 94305

William O'Hara
President, Mount Saint Mary College
Newburgh, N.Y. 12550

Helen A. Shoemaker
Special Assistant
The Center for Public Service
Anderson College
Anderson, Ind. 46011

Judith Sorum
Assistant Dean
University of Maryland
1115 Undergraduate Library
College Park, Md. 20742

Hon. Newton I. Steers
State Senator
Room 405
Senate Office Building
Annapolis, Md. 21404

Martin E. Stenehjem
Vice President
Bank of North Dakota
Bismarck, N. Dak. 58501

Felix Taylor
Assistant City Prosecutor
City of Fayetteville
Apartment U-104 Carlson Terrace
Fayetteville, Ark. 72701

Thomas J. Wiens
Vice President
Summit County Bank
Frisco, Colo. 80443

W. Clyde Williams
President, Miles College
Birmingham, Ala. 35208

National Advisory Committee on the Handicapped

FUNCTIONS

The Committee reviews the administration and operation of programs authorized by the Education of the Handicapped Act, and other provisions of law administered by the Commissioner with respect to the handicapped, including their effect in improving the educational attainment of handicapped children, and makes recommendations for the improvement of such administration and operation. It reviews the administration and operation of the National Technical Institute for the Deaf and the Model Secondary School for the Deaf and makes recommendations for improving their administration and operation.

Meetings in 1976: January 19-21
May 10-12
August 3-6
October 20-22

Members as of December 31, 1976:

Jean S. Garvin (Chairperson)
Director, Special Education
and Pupil Personnel Services
State Department of Vermont
Montpelier, Vt. 05602

Jane Y. Freeland
Accountant/Secretary
Mike Feinberg Company, Inc.
1736 Penn Avenue
Pittsburgh, Pa. 15222

Evelyn D. Baggs
Director of Education
National Children's Rehabilitation
Center
P. O. Box 1620
Leesburg, Va. 22075

Diego Gallegos
Research Coordinator
Region A Migrant Education Program
Tulare County Education Department
1122 West Murray
Visalia, Calif. 93277

James N. Blake
Associate Professor of Audiology
and Speech Pathology
University of Louisville
Speech Center, 129 E. Broadway
Louisville, Ky. 40201

Harold W. Heller
Superintendent
Bryce Hospital
Tuscaloosa, Ala. 35401

Barbara K. Keogh
Professor, University of
California at Los Angeles
Director of Special Education
Research Program
Los Angeles, Calif. 90024

Suzanne F. Lile
Member, Board of Trustees
Children's Orthopedic Hospital
and Medical Center
3821 92nd Avenue Northeast
Bellevue, Wash. 98004

William J. A. Marshall
Director
Model Secondary School
for the Deaf
Gallaudet College
7th and Florida Avenue, NE.
Washington, D.C. 20002

June B. Miller
Director
Hearing and Speech Department
University of Kansas Medical Center
39th and Rainbow Boulevard
Kansas City, Kans. 66103

Max C. Rheinberger, Jr.
Handicapped Business Executive
220 West First Street
Duluth, Minn. 55802

Reese Robrahn
Director of Research and Governmental
Affairs
American Council for the Blind
Suite 700
818 18th Street, N.W.
Washington, D.C. 20006

Janet A. Wessel
Director, Field Service Unit
1 CAN Curriculum Study Field Services
Center, College of Education
Department of Health, Physical
Education and Recreation
Michigan State University
East Lansing, Mich. 48824

Charles F. Wrobel
Manager, Special Needs
Special Intermediate School
District #916
330 Century Avenue North
White Bear Lake, Minn. 55110

Joel D. Ziev
Acting Assistant Director for Pupil
Personnel and Special Education
Hartford Public Schools
249 High Street
Hartford, Conn. 06103

National Advisory Council on Indian Education

FUNCTIONS

The Council advises the Commissioner of Education and the Secretary of Health, Education, and Welfare with regard to programs benefiting Indian children and adults. More specifically, the Council:

1. Submits to the Commissioner a list of nominees for the position of Deputy Commissioner of Indian Education.
2. Advises the Commissioner with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate, or from which they can benefit, including title III of the act of September 30, 1950 (Public Law 81-874), and section 810 of the Elementary and Secondary Education Act of 1965 (both as amended by title IV of Public Law 92-318) and with respect to adequate funding thereof.
3. Reviews applications for assistance under title III of the act of September 30, 1950 (Public Law 81-874), section 810 of title VIII of the Elementary and Secondary Education Act and section 314 of the Adult Education Act (all as amended by title IV of Public Law 92-318), and makes recommendations to the Commissioner with respect to their approval.
4. Evaluates programs and projects carried out under any program of the U.S. Department of Health, Education, and Welfare in which Indian children or adults can participate, or from which they can benefit, and disseminates the results of such evaluations.
5. Provides technical assistance to local educational agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children.
6. Assists the Commissioner in developing criteria and regulations for the administration and evaluation of grants made under section 303(b) of the act of September 30, 1950 (Public Law 81-874), as amended by title IV of Public Law 92-318.

7. Submits to the Congress not later than March 31 of each year a report on its activities, which includes any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit. The report also includes a statement of the National Council's recommendations to the Commissioner with respect to the funding of any such programs.

Meetings in 1976: January 15-18
April 9-11
May 7-9
June 4-5, 17-20
August 6-8
September 10-11, 17-19
October 27-29
December 17-19

Members as of December 31, 1976:

Thomas A. Thompson (Chairperson)
Federal Programs Coordinator
Browning Public Schools
Browning, Mont. 59417

Joe Abeyta
Superintendent
Albuquerque Indian School
All Indian Pueblo Council
1000 Menaul Boulevard, NW.
Albuquerque, N. Mex. 87107

Ellen Allen
Title IV Director, Civil Rights
Powhattan Unified School District
No. 510
Powhattan, Kans. 66527

Will D. Antell
Assistant Commissioner of Education
State Department of Education
709 Cedar Street
St. Paul, Minn. 55101

Linda S. Belarde
Teacher
Zuni Alternative Learning Program
Pueblo of Zuni, P. O. Box 338
Zuni, N. Mex. 87327

Wesley Bonito
Tribal Education Director
Education Department
White Mountain Apache Tribe
P.O. Box 708
White River, Ariz. 85941

Theodore George
Regional Program Director
Office of Native American Programs
HEW, Arcade Plaza Building
Mail Stop 620, 1321 2nd Avenue
Seattle, Wash. 98101

Calvin J. Isaac
Tribal Chief
Mississippi Band of Choctaw
Indians
Route 7, Box 27
Philadelphia, Miss. 39350

Patricia A. McGee
Chairperson
Yavapai-Prescott Tribe
P. O. Box 1401
Prescott, Ariz. 86301

David Risling
Professor, University of
California at Davis
2403 Catalina Drive
Davis, Calif. 95616

Earl H. Oxendine
Principal
Upchurch Junior High School
P. O. Box 640
Raeford, N.C. 28376

James G. Sappier
Tribal Coordinator
Passamaquoddy Tribe
Office of Development
Pleasant Point Reservation
Perry, Maine 04667

Paul R. Platero
Associate Director
Native American Materials
Development
409 Rio Grande Boulevard, NW.
Albuquerque, N. Mex. 87104

Minerva C. White
Director, Native American
Special Services
St. Lawrence University
13B Hepburn Hall
Canton, N.Y. 13617

Donna Rhodes
President
Indian Women Consultants, Inc.
4057 East 26th
Tulsa, Okla. 74114

National Council on Quality in Education
(Abolished December 2, 1976)

FUNCTIONS

The Council:

1. Reviews the administration of general regulations for and operation of the programs assisted under the Elementary and Secondary Education Act at the Federal, State, and local levels, and under other Federal education programs.
2. Advises the Commissioner of Education and, when appropriate, the Secretary of Health, Education, and Welfare and other Federal officials with respect to the educational needs and goals of the Nation and assesses the progress of educational agencies, institutions, and organizations of the Nation toward meeting those needs and achieving those goals.
3. Conducts objective evaluations of specific education programs and projects in order to ascertain the effectiveness of such programs and projects in achieving the purpose for which they are intended.
4. Reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to part D, section 541, clause (E) of paragraph (3) of subsection (b) of the Elementary and Secondary Education Act.
5. Makes recommendations (including recommendations for changes in legislation) for the improvement of the administration and operation of education programs, including the programs authorized by title V of the Elementary and Secondary Education Act.
6. Consults with Federal, State, local, and other educational agencies, institutions, and organizations with respect to assessing education in the Nation and the improvement of the quality of education, including:
 - a. Needs in education and national goals and the means by which those areas of need may be met and those national goals may be achieved.
 - b. Priorities among needs and national goals.

- c. Specific means of improving the quality and effectiveness of teaching, curriculums, and educational media, and of raising standards of scholarship and levels of achievement.
7. Conducts national conferences on the assessment and improvement of education, in which national and regional education associations and organizations, State and local education officers and administrators, and other organizations, institutions, and persons (including parents of children participating in Federal education programs) may exchange and disseminate information on the improvement of education.
8. Conducts, and reports on, comparative studies and evaluations of education systems in foreign countries.
9. Makes an annual report, and such other reports as it deems appropriate, on Council findings, recommendations, and activities to the Congress and the President. (The President is requested to transmit to the Congress, at least annually, such comments and recommendations as he may have with respect to such reports and Council activities.)
10. Consults with the National Advisory Council on the Education of Disadvantaged Children, the National Advisory Council on Supplementary Centers and Services, the National Advisory Council on Education Professions Development, and such other advisory councils and committees as may have information and competence to assist the Council. (All Federal agencies are directed to cooperate with the Council in assisting it in carrying out its functions.)

Meetings in 1976: None

Members as of December 31, 1976: None

National Advisory Council on Vocational Education

FUNCTIONS

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education concerning the administration of, and the preparation of general regulations for and operation of vocational and occupational education programs supported with assistance under title I of the Vocational Education Act of 1963, as amended, and under part B of title X of the Higher Education Act of 1965.
2. Reviews the administration and operation of vocational and occupational education programs under these titles, including the effectiveness of such programs in meeting the purposes for which they are established and operated; makes recommendations with respect thereto; and makes annual reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of these titles) to the Secretary for transmittal to Congress.
3. Conducts independent evaluations of programs carried out under these titles and publishes and distributes the results thereof.
4. Reviews the possible duplication of vocational and occupational education programs at the postsecondary and adult levels within geographic areas and makes annual reports of the extent to which duplication exists, together with its findings and recommendations, to the Secretary.

Meetings in 1976: January 15-16
March 18-19
May 4-5
June 8-10
September 8-10
October 10
November 17-18, 22-23
December 6, 15-16

Members as of December 31, 1976:

John W. Thiele (Chairperson)
Director of Industrial and
Community Relations
Whirlpool Corporation
South Jenny Lind
Fort Smith, Ark. 72901

Frank Cannizzaro
Business Agent - Local 210
International Brotherhood of
Teamsters
345 West 44th Street
New York, N.Y. 10036

Preston C. Caruthers
President, Preston Construction
Corporation
333 South Glebe Road, Suite 225
Arlington, Va. 22204

Jo Ann Cullen
Student, Trenton State College
336 W. Circle and Porter Avenues
Bristol, Pa. 19007

Marvin F. Feldman
President, Fashion Institute
of Technology
227 West 27th Street
New York, N.Y. 10001

Russell H. Graham
President, Coffeyville Community
Junior College
Coffeyville, Kans. 67337

Caroline Hughes
Housewife
1000 South Howerton
Cushing, Okla. 74023

Thomas A. Jackson
Director, Lancaster Vocational
Center
P. O. Box 520
Lancaster, S.C. 29720

Walter K. Kerr
President, Texas Industry Council
for Career Education
P. O. Box 2
Tyler, Tex. 75701

Virla Krotz
Member, State Board of Education
44 Monte Vista Road
Orinda, Calif. 94563

Louis L. Levine
Industrial Commissioner
New York State Department of Labor
Room 7308, #2 World Trade Center
New York, N.Y. 10047

Malcolm R. Lovell, Jr.
President, Rubber Manufacturers
Association
1901 Pennsylvania Avenue, NW.
Washington, D.C. 20006

Duane R. Lund
Superintendent of Schools
Staples, Minn. 56479

Donald N. McDowell
Executive Director
National FFA Foundation
Sponsoring Committee
P. O. Box 5117
Madison, Wis. 53711

Warren W. Means
Executive Director, United Tribes
of North Dakota Development
Corporation
3315 South Airport Road
Bismarck, N. Dak. 58501

Gwendolyn Newkirk
Chairman
Education and Family Resources
123 Home Economics Building
University of Nebraska
Lincoln, Nebr. 68583

Robert B. Pamplin, Jr.
President, R. B. Pamplin
Corporation
Georgia-Pacific Building
Suite 2700
Portland, Oreg. 97204

Irene E. Portillo
Instructor/Coordinator
Cooperative Work Experience
Rio Hondo Community College
3600 Workman Hill Road
Whittier, Calif. 90608

Roman Pucinski
Alderman, City of Chicago
6200 North Milwaukee Avenue
Chicago, Ill. 60646

Roger Semerad
Vice President
American Retail Federation
1616 H. Street, NW.
Washington, D.C. 20006

Margo L. Thornley
Housewife
15314 Beach Drive, NE.
Seattle, Wash. 98155

Advisory Council on Women's Educational Programs

FUNCTIONS

The Advisory Council on Women's Educational Programs advises the President, the Secretary of the Department of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Council:

1. Advises the Commissioner with respect to general policy matters relating to the administration of the Women's Educational Equity Act of 1974.
2. Advises and makes recommendations to the Assistant Secretary concerning the improvement of educational equity for women.
3. Makes recommendations to the Commissioner with respect to the allocation of funds appropriated for the purposes of the act, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation.
4. Develops criteria for the establishment of program priorities.
5. Reviews the report of the Commissioner on sex discrimination in education and makes such recommendations, including recommendations for additional legislation, as it deems advisable.
6. Evaluates such programs and projects, following receipt of the Commissioner's fiscal year report on the programs and activities assisted under the act, and includes such evaluation in its annual report.

Meetings in 1976: January 6-7, 15-16
February 4-6
March 12, 15-16, March 30 - April 2
May 7
June 6-9, 18-19
August 2-3
September 10-11, 19-22
October 18-19
December 2-4

Members as of December 31, 1976:

Bernice Sandler (Chairperson)
Director, Project on the
Status and Education of Women
1818 R Street, NW.
Washington, D.C. 20009

Mary Allen
Resident Assistant
Room 244, Boyd Hall
Kansas State University
Manhattan, Kans. 66506

Ernest Boyer
Chancellor, State University
of New York
99 Washington Avenue
Albany, N.Y. 12210

Katherine Burgum
Dean, College of Home
Economics
North Dakota State University
Fargo, N. Dak. 58102

Anne Campbell
Commissioner of Education
State Department of Education
233 South 10th Street
Lincoln, Nebr. 68508

Joanne Carlson
Director, Office of
Federal Relations
University of Oregon
Eugene, Oreg. 97403

Marjorie Chambers
President
Colorado Women's College
Mountview Boulevard and Quebec Street
Denver, Colo. 80220

Agnes Chan
Teacher/Counselor
Francisco Junior High School
San Francisco Unified School
District
2190 Powell Street
San Francisco, Calif. 94133

Theresa de Shepro
Vice Provost for Special Programs
116 Administration Building AF65
University of Washington
Seattle, Wash. 98195

Agnes Dill
Past President and Adviser
to the North American Indian
Women's Association
P.O. Box 314
Isleta, N. Mex. 87022

Elizabeth Fryer
Library Consultant
Franklin Road Academy
4800 Franklin Road
Nashville, Tenn. 37022

Jon Fuller
President, Great Lakes Colleges
Association
555 East William Street, Apt. #26J
Ann Arbor, Mich. 48108

Thera Johnson
Career Education Specialist
Weber School District
1122 Washington Boulevard
Ogden, Utah 84404

Mary Beth Peters
Program Director
Administration and Management
Chatham College
Pittsburgh, Pa. 15232

Sister Joyce Rowland
President, College of Saint Teresa
Wimona, Minn. 55987

Marguerite Selden
Retired Educator
2037 Lawrence Street, NE.
Washington, D.C. 20018

Gerald Weaver
Director of Public Information
Mississippi University for Women
Columbus, Miss. 39701

Chairman of the Civil Rights Commission
Director of the Women's Bureau of the
Department of Labor
Director of the Women's Action Program
of the Department of Health, Education,
and Welfare

APPENDIX C

Selected Education Statistics

STATISTICS ON EDUCATION

An Overview

Education was the primary occupation of 63.6 million Americans in the fall of 1975. Included in this total were almost 60.2 million students, nearly 3.2 million teachers, and about 300,000 superintendents, principals, supervisors, and other instructional staff members. This means that, in a Nation of 214 million people, nearly 3 out of every 10 persons were directly involved in the educational process. It is not surprising, therefore, that so much attention is being focused upon our schools and colleges and that a substantial portion of our resources is being allocated to this vital enterprise. Increased support for education in recent years has come from Federal, State, and local governments, as well as from a variety of private sources. The total expenditures of educational institutions amounted to approximately \$120 billion during the school year 1975-76.

Enrollment

Total enrollment in regular educational programs from kindergarten through the graduate school increased for 27 consecutive years and reached 59.8 million in the fall of 1971. Subsequently, there have been small annual decreases at the elementary school level, while high school and college enrollments have continued to rise. The fall 1975 enrollment of 60.2 million students represented an all-time high, but further increases at all levels of education are not anticipated in the immediate future. Reflecting the fact that there will be fewer children 5 to 13 years of age than in the recent past, elementary school enrollment is expected to decrease for the next several years. High school enrollment is expected to peak in the fall of 1976 before experiencing small annual reductions for a number of years. Enrollment in colleges and universities is likely to continue to increase through the early 1980's.

Between fall 1974 and fall 1975, enrollment in kindergarten through grade 8 decreased from 35.0 to 34.6 million, or slightly more than 1 percent; enrollment in grades 9 through 12 increased from 15.6 to 15.8 million, or about 1 percent; and degree-credit enrollment in institutions of higher education rose from 9.0 to 9.7 million, or nearly 8 percent. Additional information on enrollment by level and by control of institution may be found in table 1.

Since the end of World War II a dominant trend in this country has been for more and more persons to enter the educational system at an earlier age and to remain in school for a longer period of time than their predecessors. This trend is illustrated most dramatically by comparing the latest available data on the percentage of 5-year-olds enrolled in school with the comparable percentages 1 and 2 decades earlier (table 2).

More than 87 percent of the 5-year-olds were enrolled in school in the fall of 1975, as compared with 70 percent in 1965 and 58 percent in 1955. The enrollment percentages for persons in their middle and late teens, while down slightly from the peaks they attained around 1968, were substantially higher in 1975 than in 1955 and somewhat higher than they were in 1965.

Table 3 provides evidence of the long-term growth of secondary education in the United States. From 1890 to 1975, while the population 14 to 17 years of age little more than tripled, enrollment in grades 9 through 12 increased 44 times, from 360,000 to 15.8 million. In 1890 only about 1 person in 15 in the 14-17 age group was enrolled in school; in 1975 the figure was more than 9 out of 10.

Over the past two decades college enrollment in this country has nearly quadrupled. Part of the increase may be accounted for by the fact that there are more young people of college age. Table 4 indicates, however, that there is another important factor that has contributed to increased college attendance. The proportion of young people attending college has risen from about one-seventh in the early 1950's to more than one-third today.

For more than half a century the Federal Government has assisted State and local governments in providing vocational education programs. In recent years new programs have been added to the traditional classes in agriculture, home economics, and trades and industry, and the number of participants has increased at a rapid rate. Approximately 15.5 million students were enrolled in federally aided vocational classes in 1975 (table 5).

Teachers and Instructional Staff

The teaching staff in American schools and colleges grew rapidly during the 1960's, keeping pace with, and frequently exceeding, the rise in enrollments. The growth rate has been more modest for the past several years. Between the fall of 1974 and 1975, the number of elementary school teachers increased by about 1 percent and the secondary school teachers by 2 percent. The increase at the college level is estimated at nearly 8 percent (table 6).

The long-range trend is for the number of public elementary and secondary school teachers to grow at a somewhat faster rate than school enrollment. Consequently, there has been a slight decline in the past few years in the number of pupils per teacher. As table 7 indicates, there were 20.4 pupils per teacher in public schools in 1975 as compared with 22.3 pupils for each teacher 5 years earlier.

Schools and School Districts

There were approximately 16,400 local school districts in the United States in the fall of 1975. This was achieved by the elimination of more than 1,600 school districts over a 5-year period (table 7). The number of school districts is gradually being reduced through a process of re-organization and consolidation.

The number of public elementary schools is also declining over time. This trend reflects school consolidations and the elimination in many instances of small rural schools. In 1974-75 the public school system included 61,800 elementary schools, 23,800 secondary schools, and 1,900 combined elementary-secondary schools (organized and administered as a single unit).

High School and College Graduates

More than 3.1 million persons graduated from high school in 1975, and 1.3 million received earned degrees from American colleges and universities. Included in the degrees conferred were 979,000 bachelor's and first professional degrees, 292,000 master's degrees, and 34,000 doctorates. Over the past 15 years the annual number of high school graduates has increased by two-thirds, the number of bachelor's and first-professional degrees has risen two and one-half times, and the number of advanced degrees has nearly quadrupled (tables 8 and 9). These monumental growth rates reflect the rise in the number of young people of high school and college age and also a substantial increase in the proportion completing each level of education.

Data on earned degrees conferred by major field of study in the year ending in June 1975 are shown in table 10. At the bachelor's level more degrees were conferred in education, social sciences, and business and management than in any other field. The traditional fields of law, health professions, and theology were the leaders at the first-professional level. The leading fields in terms of the number of master's degrees conferred were education, business and management, and social sciences. More than 3,000 doctor's degrees were conferred in each of five fields: education, social sciences, physical sciences, biological sciences, and engineering.

School Retention Rates and Educational Attainment

Table 11 shows the increase in school retention rates from the fifth grade through college entrance since the early 1930's. During this period the proportion of fifth graders who went on to graduate from high school increased from about 30 to nearly 75 percent. In other words, the rate of graduation is now about two and one-half times that which prevailed in

1932. The increase in college attendance is even more striking: Approximately 45 percent of our young people now enter college; in 1932 the comparable figure was 12 percent.

Since 1940 the U.S. Bureau of the Census has collected statistics on the educational attainment of the population in this country. Table 12, which is derived from Census publications, compares the educational attainment of the population 25 to 29 years of age with the total population 25 years of age and over. The former group in March 1976 had completed one-half year of school more than the total adult population. Nearly 85 percent of the 25-29 age group reported that they had completed the equivalent of a high school education, as compared with 64 percent of all adults. Almost 24 percent of the young adults identified themselves as college graduates, while fewer than 15 percent of all adults had completed 4 or more years of college.

Only one percent of the persons 14 years of age and over were illiterate in 1969 (table 13). This illiteracy rate may be compared with that of 2.2 percent in 1959, 4.3 percent in 1930, and 10.7 percent in 1900. Thus the 20th century has seen a steady reduction in the percentage of persons in this country who are unable to read and write.

Income

Public elementary and secondary schools in the United States derive virtually all of their revenue from governmental sources. Income from other sources, such as gifts and fees, amounts to less than one-half of 1 percent of the total revenue receipts. Local governments contribute more than any other source, but in recent years the proportions from the Federal and State governments have been increasing. In the school year 1975-76 an estimated 48 percent of the revenue receipts of public schools came from local sources, 44 percent from State governments, and 8 percent from the Federal Government (table 14). The Federal contribution between 1963-64 and 1975-76 rose from \$897 million to about \$5.3 billion.

Although State and local governments have the primary responsibility for public education in the United States, the Federal Government for many years has maintained an active interest in the educational process. In recent years an increasing amount of Federal support for all levels of education has been provided through a variety of programs administered by a number of Government agencies. It is estimated that Federal grants reached an all-time high of \$19.7 billion during the fiscal year that ended June 30, 1976. Table 15 presents a summary of Federal funds for education, training, and related activities for the fiscal years 1975 and 1976.

Expenditures

Expenditures for public elementary and secondary schools in the United States during the school year 1975-76 are estimated at \$67.1 billion (table 16). This represented an increase of nearly 18 percent over the \$57.0 billion expended 2 years earlier. Per-pupil expenditures have also risen rapidly in recent years. The current expenditure per pupil in average daily attendance in 1975-76 was nearly \$1,400, and the total expenditure, including current expenditure, capital outlay, and interest on school debt, approached \$1,600 per pupil.

Table 17 compares total expenditures for public and private education at all levels (elementary, secondary, and higher education) with the gross national product over the past half century. Educational expenditures are estimated at \$120 billion during the school year 1975-76, an amount equal to 7.9 percent of the gross national product. In relation to the gross national product, expenditures today are more than four times as great as they were during the middle 1940's.

Expenditures for vocational education from Federal, State, and local funds are shown in table 18. In 1975 the Federal Government contributed 13 percent of the money, and the remaining 87 percent came from State and local sources. A major goal of American education at the present time is to train young people for useful careers after they leave the educational system. The increased emphasis on education for a career is reflected in the sevenfold rise in outlays for vocational education over the past decade. In many respects vocational education is the fastest growing segment of the American educational system.

Table 1.—Enrollment in educational institutions, by level of instruction and by type of control: United States, fall 1974 and fall 1975 ¹

[In thousands]

Level of instruction and type of control (1)	Fall 1974 (2)	Fall 1975 (3)
Total elementary, secondary, and higher education	59,677	60,169
Public.....	52,132	52,504
Nonpublic.....	7,545	7,666
Kindergarten-grade 12 (regular and other schools)²	50,654	50,438
Regular public schools.....	45,053	44,838
Regular nonpublic schools.....	5,300	5,300
Other public schools.....	241	240
Other nonpublic schools.....	60	60
Kindergarten-grade 8 (regular and other schools)²	35,020	34,645
Regular public schools.....	30,921	30,545
Regular nonpublic schools.....	3,900	3,900
Other public schools.....	174	175
Other nonpublic schools.....	25	25
Grades 9-12 (regular and other schools)²	15,633	15,794
Regular public schools.....	14,132	14,294
Regular nonpublic schools.....	1,400	1,400
Other public schools.....	66	65
Other nonpublic schools.....	35	35
Higher education (total degree-credit enrollment in universities, colleges, professional schools, teachers colleges, and junior colleges)³	9,023	9,731
Public.....	6,838	7,426
Nonpublic.....	2,185	2,306
Undergraduate ⁴	7,834	8,468
Graduate.....	1,190	1,263

¹ The 1974 and 1975 figures for regular nonpublic and other elementary and secondary schools are estimates. Surveys of nonpublic elementary and secondary schools have been conducted at less frequent intervals than those of public schools and of institutions of higher education. Consequently, the estimates for nonpublic schools are less reliable than those for other types of institutions. The estimates are derived from the increases expected from population changes combined with the long-range trend in school enrollment rates of the population.

² "Regular" schools include schools which are a part of State and local school systems and also most nonprofit-making nonpublic elementary and secondary schools, both church-affiliated and nonsectarian. "Other" schools include subcollegiate departments of institutions of higher education, residential schools for exceptional children, Federal schools for Indians, and Federal schools on military posts and other Federal installations.

³ Excludes undergraduate students in occupational programs which are not ordinarily creditable toward a bachelor's degree. There were approximately 1,200,000 of these nondegree-credit students in fall 1974 and 1,453,000 in 1975.

⁴ Includes students working toward first-professional degrees, such as M.D., D.D.S., LL. B., and B.D.

Note.—Fall enrollment is usually smaller than school-year enrollment, since the latter is a cumulative figure which includes students who enroll at any time during the year.

Source: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools; Fall Enrollment in Higher Education; and estimates of the National Center for Education Statistics.

Because of rounding, details may not add to totals.

Table 2.—Percent of the population 5 to 34 years old enrolled in school, by age: United States, October 1947 to October 1975

Year	Total, 5 to 34 years	5 years ¹	6 years ¹	7 to 9 years	10 to 13 years	14 and 15 years	16 and 17 years	18 and 19 years	20 to 24 years	25 to 29 years	30 to 34 years
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1947	42.3	53.4	96.2	98.4	98.6	91.6	67.6	24.3	10.2	3.0	1.0
1948	43.1	55.0	96.2	98.3	98.0	92.7	71.2	26.9	9.7	2.6	.9
1949	43.9	55.1	96.2	98.5	98.7	93.5	69.5	25.3	9.2	3.8	1.1
1950	44.2	51.8	97.0	98.9	93.6	94.7	71.3	29.4	9.0	3.0	.9
1951	45.4	53.8	96.0	99.0	99.2	94.8	75.1	26.3	8.3	2.5	.7
1952	46.8	57.8	96.8	98.7	98.9	96.2	73.4	28.7	9.5	2.6	1.2
1953	48.8	58.4	97.7	99.4	99.4	96.5	74.7	31.2	11.1	2.9	1.7
1954	50.0	57.7	96.8	99.2	99.5	95.8	78.0	32.4	11.2	4.1	1.5
1955	50.8	58.1	98.2	99.2	99.2	95.9	77.4	31.5	11.1	4.2	1.6
1956	52.3	58.9	97.0	99.4	99.2	96.9	78.4	35.4	12.8	5.1	1.9
1957	53.6	60.2	97.4	99.5	99.5	97.1	80.5	34.9	14.0	5.5	1.8
1958	54.8	63.8	97.3	99.5	99.5	96.9	80.6	37.6	13.4	5.7	2.2
1959	55.5	62.9	97.5	99.4	99.4	97.5	82.9	36.8	12.7	5.1	2.2
1960	56.4	63.7	98.0	99.6	99.5	97.8	82.6	38.4	13.1	4.9	2.4
1961	56.8	66.3	97.4	99.4	99.3	97.6	83.6	38.0	13.7	4.4	2.0
1962	57.8	66.8	97.9	99.2	99.3	98.0	84.3	41.8	15.6	5.0	2.6
1963	53.5	67.8	97.4	99.4	99.3	98.4	87.1	40.9	17.3	4.9	2.5
1964	58.7	68.5	98.2	99.0	99.0	98.6	87.7	41.6	16.8	5.2	2.6
1965	59.7	70.1	98.7	99.3	99.4	98.9	87.4	46.3	19.0	6.1	3.2
1966	60.0	72.8	97.6	99.3	99.3	98.6	88.5	47.2	19.9	6.5	2.7
1967	60.2	75.0	98.4	99.4	99.1	98.2	88.8	47.6	22.0	6.6	4.0
1968	60.0	74.9	98.3	99.1	99.1	98.0	90.2	50.4	21.4	7.0	3.9
1969	60.0	76.2	98.2	99.3	99.1	98.1	89.7	50.2	23.0	7.9	4.8
1970	58.9	77.7	98.4	99.3	99.2	98.1	90.0	47.7	21.5	7.5	4.2
1971	58.5	82.5	98.4	99.1	99.2	98.6	90.2	49.2	21.9	8.0	4.9
1972	56.8	83.5	98.1	99.0	99.3	97.6	88.9	46.3	21.6	8.6	4.6
1973	55.4	84.1	98.5	99.1	99.2	97.5	88.3	42.9	20.8	8.5	4.5
1974	55.2	87.0	98.7	99.1	99.5	97.9	87.9	43.1	21.4	9.6	5.7
1975	55.0	87.2	99.0	99.3	99.3	98.2	89.0	46.9	22.4	10.1	6.6

¹ Includes children enrolled in kindergarten, but excludes those enrolled in nursery schools.

Sources: (1) U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20. (2) U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, reports on Preprimary Enrollment.

Note.—Data are based upon sample surveys of the civilian noninstitutional population.

Table 3.—Enrollment in grades 9-12 in public and nonpublic schools compared with population 14-17 years of age: United States, 1889-90 to fall 1975

School year	Enrollment, grades 9-12 ¹			Population 14-17 years of age ²	Total number enrolled per 100 persons 14-17 years of age
	All schools	Public schools	Nonpublic schools		
(1)	(2)	(3)	(4)	(5)	(6)
1889-90.....	359,949	³ 202,963	³ 94,931	5,354,653	6.7
1899-1900.....	699,403	³ 519,251	³ 110,797	6,152,231	11.4
1909-10.....	1,115,398	³ 915,061	³ 117,400	7,220,298	15.4
1919-20.....	2,500,176	³ 2,200,389	³ 213,920	7,735,841	32.3
1929-30.....	4,804,255	³ 4,399,422	^{3,4} 341,158	9,341,221	51.4
1939-40.....	7,123,009	6,635,337	487,672	9,720,419	73.3
1941-42.....	6,933,265	6,420,544	512,721	9,749,000	71.1
1943-44.....	6,030,617	5,584,656	445,961	9,449,000	63.8
1945-46.....	6,237,133	5,664,528	572,605	9,056,000	68.9
1947-48.....	6,305,168	5,675,937	629,231	8,841,000	71.3
1949-50.....	6,453,009	5,757,810	695,199	8,404,768	76.8
1951-52.....	6,596,351	5,917,384	678,967	8,516,000	77.5
1953-54.....	7,108,973	6,330,565	778,408	8,861,000	80.2
1955-56.....	7,774,975	6,917,790	857,185	9,207,000	84.4
1957-58.....	8,869,186	7,905,469	963,717	10,139,000	87.5
1959-60.....	9,599,810	8,531,454	1,068,356	11,154,879	86.1
1961-62.....	10,768,972	9,616,755	1,152,217	12,046,000	89.4
Fall 1963.....	12,255,496	10,935,536	1,319,960	13,492,000	90.8
Fall 1965.....	13,020,823	11,657,808	1,363,015	14,145,000	92.1
Fall 1969.....	14,418,301	13,084,301	⁵ 1,334,000	15,550,000	92.7
Fall 1971.....	15,226,000	13,886,000	⁵ 1,340,000	16,279,000	93.5
Fall 1973.....	15,476,526	14,141,526	⁵ 1,335,000	16,745,000	92.4
Fall 1975 ⁶	15,795,000	14,360,000	⁵ 1,435,000	16,941,000	93.2

¹ Unless otherwise indicated, includes enrollment in subcollegiate departments of institutions of higher education and in residential schools for exceptional children. Beginning in 1949-50, also includes Federal schools.

² Includes all persons residing in the United States, but excludes Armed Forces overseas. Data from the decennial censuses have been used when appropriate. Other figures are Bureau of the Census estimates as of July 1 preceding the opening of the school year.

³ Excludes enrollment in subcollegiate departments of institutions of higher education and in residential schools for exceptional children.

⁴ Data for 1927-28.

⁵ Estimated.

⁶ Preliminary data.

Note.— Beginning in 1959-60, includes Alaska and Hawaii.

Sources: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of State School Systems; Statistics of Public Elementary and Secondary Day Schools; Statistics of Nonpublic Elementary and Secondary Schools; and unpublished data.

Table 4.—Degree-credit enrollment in institutions of higher education compared with population aged 18-24: United States, fall 1950 to fall 1975

Year	Population 18-24 years of age ¹	Enrollment	Number enrolled per 100 persons 18-24 years of age	Year	Population 18-24 years of age ¹	Enrollment	Number enrolled per 100 persons 18-24 years of age
(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
1950	16,076,000	2,286,500	14.2	1965	20,293,000	5,526,325	27.2
1951	15,781,000	2,107,109	13.4	1966	21,376,000 ²	5,928,000	27.7
1952	15,473,000	2,139,156	13.8	1967	22,327,000 ²	6,406,000	28.7
1953	15,356,000	2,235,977	14.6	1968	22,883,000	6,928,115	30.3
1954	15,103,000	2,452,466	16.2	1969	23,723,000	7,484,073	31.5
1955	14,968,000	2,660,429	17.8	1970	24,687,000	7,920,149	32.1
1956	14,980,000	2,927,367	19.5	1971	25,779,000	8,116,103	31.5
1957	15,095,000	3,047,373	20.2	1972	25,913,000	8,265,057	31.9
1958	15,307,000	3,236,414	21.2	1973	26,397,000	8,518,150	32.3
1959	15,677,000	3,377,273	21.5	1974	26,915,000	9,023,446	33.5
1960	16,128,000	3,582,726	22.2	1975	27,623,000	9,731,431	35.2
1961	17,004,000	3,860,643	22.7				
1962	17,688,000	4,174,936	23.6				
1963	18,268,000	4,494,626	24.6				
1964	18,783,000	4,950,173	26.4				

¹ These Bureau of the Census estimates are as of July 1 preceding the opening of the academic year. They include Armed Forces overseas.

² Estimated.

Note.—Data are for 50 States and the District of Columbia. Beginning in 1953, enrollment figures include extension students.

Sources: (1) U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Fall Enrollment in Higher Education. (2) U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-25, Nos. 311, 519, and 614.

Table 5.—Enrollment in federally aided vocational education classes, by type of program: United States and outlying areas, 1920 to 1975

Fiscal year	Type of program								
	Total	Agriculture	Distributive occupations	Home economics	Trades and industry	Health occupations	Technical education	Office occupations	Other programs
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1920 . . .	265,058	31,301		48,938	184,819				
1930 . . .	981,882	188,311		174,967	618,604				
1940 . . .	2,290,741	584,133	129,433	818,766	758,409				
1942 . . .	2,624,786	605,099	215,049	954,041	850,597				
1944 . . .	2,001,153	469,959	181,509	806,605	543,080				
1946 . . .	2,227,663	510,331	174,672	911,816	630,844				
1948 . . .	2,836,121	640,791	292,936	1,139,766	762,628				
1950 . . .	3,364,613	764,975	364,670	1,430,366	804,602				
1952 . . .	3,165,988	746,402	234,984	1,391,389	793,213				
1954 . . .	3,164,851	737,502	220,619	1,380,147	826,583				
1956 . . .	3,413,159	785,599	257,025	1,486,816	883,719				
1958 . . .	3,629,339	775,892	282,558	1,559,822	983,644	27,423			
1960 . . .	3,768,149	796,237	303,784	1,588,109	938,490	40,250	101,279		
1962 . . .	4,072,677	822,664	321,065	1,725,660	1,005,383	48,985	148,920		
1964 . . .	4,566,390	860,605	334,126	2,022,138	1,069,274	59,006	221,241		
1966 . . .	6,070,059	907,354	420,426	1,897,670	1,269,051	83,677	253,838	1,238,043	
1968 . . .	7,533,936	851,158	574,785	2,283,338	1,628,542	140,987	269,832	1,735,997	49,297
1970 . . .	8,793,960	852,983	529,365	2,570,410	1,906,133	198,044	271,730	2,111,160	354,135
1972 . . .	11,710,767	896,460	640,423	3,445,698	2,397,968	336,652	337,069	2,351,878	1,304,619
1974 . . .	13,794,512	976,319	832,905	3,702,684	2,824,317	504,913	392,887	2,757,464	1,803,023
1975 . . .	15,485,828	1,012,595	873,224	3,746,540	3,016,509	616,638	447,336	2,951,065	2,821,921

Sources: U.S. Department of Health, Education and Welfare, Office of Education, reports on Vocational and Technical Education; and Summary Data, Vocational Education.

Table 6.—Estimated number of classroom teachers in elementary and secondary schools, and total instructional staff for resident courses in institutions of higher education: United States, fall 1974 and fall 1975 ¹

[Full-time and part-time teachers and staff]

Level of instruction and type of control (1)	Fall 1974 (2)	Fall 1975 (3)
Total elementary, secondary, and higher education	3,067,000	3,155,000
Public	2,630,000	2,703,000
Nonpublic	437,000	452,000
Elementary and secondary classroom teachers in regular and other schools ²	2,445,000	2,485,000
Public	2,181,000	2,219,000
Nonpublic	264,000	266,000
Elementary classroom teachers in regular and other schools ²	1,352,000	1,368,000
Public	1,179,000	1,195,000
Nonpublic	173,000	173,000
Secondary classroom teachers in regular and other schools ²	1,093,000	1,117,000
Public	1,002,000	1,024,000
Nonpublic	91,000	93,000
Higher education instructional staff for resident courses ³	622,000	670,000
Public	449,000	484,000
Nonpublic	173,000	186,000

¹ The figures for nonpublic and other elementary and secondary schools and for institutions of higher education, in 1974 and 1975, are estimates. Data for nonpublic elementary and secondary schools are not as complete as those for public schools; consequently, the estimates for nonpublic schools are not as reliable as those for public schools or for higher education. The estimates are derived from enrollment changes combined with the long-term trend in pupil-teacher ratios.

² The figures include elementary and secondary classroom teachers in regular public and nonpublic schools and other schools, such as Federal schools for Indians, fed-

erally operated schools on posts, subcollegiate departments of colleges, and residential schools for exceptional children. For 1974 and 1975, the numbers of such teachers are estimated as 12,000 in public and 2,000 in nonpublic elementary schools; 4,000 in public and 3,000 in nonpublic secondary schools.

³ Includes full-time and part-time staff with rank of instructor or above, and junior staff, such as graduate assistants, for instruction in resident courses.

Sources: Surveys and estimates of the National Center for Education Statistics, U.S. Department of Health, Education, and Welfare.

Table 7.—Selected statistics for public elementary and secondary schools: United States, fall 1970 and fall 1975

Item (1)	Fall 1970 (2)	Fall 1975 (3)	Percentage change, 1970-75 (4)
Local school districts			
Total	17,995	16,376	-9.0
Operating	17,181	16,013	-6.8
Nonoperating	814	363	-55.4
Number of schools ¹			
Elementary only	64,539	61,759	-4.3
Secondary only	23,972	23,837	-0.6
Combined elementary and secondary	2,310	1,860	-19.5
Enrollment			
Total	45,909,088	44,838,490	-2.3
Elementary	27,501,001	25,692,214	-6.6
Secondary	18,408,087	19,146,276	4.0
Percent of total enrollment in elementary schools	59.9	57.3	
Percent of total enrollment in secondary schools	40.1	42.7	
Classroom teachers			
Total, full-time and part-time teachers	2,055,218	2,203,089	7.2
Elementary schools	1,127,962	² 1,183,059	4.9
Secondary schools	927,256	² 1,020,030	10.0
Percent of total teachers in elementary schools	54.9	² 53.7	
Percent of total teachers in secondary schools	45.1	² 46.3	
Pupil-teacher ratio			
All schools	22.3	20.4	
Elementary schools	24.3	² 21.7	
Secondary schools	19.8	² 18.8	
Public high school graduates ¹			
Total graduates of regular day school programs	2,588,639	2,823,023	9.1
Boys	1,285,518	1,389,353	8.1
Girls	1,303,121	1,433,670	10.0
Other programs	36,585	36,392	-.5
High school equivalency certificates	141,793	225,585	59.1

¹ Data for previous school year.

² Estimated.

Source: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of

Public Elementary and Secondary Day Schools, Fall 1970 and Fall 1975.

Table 8.—Number of high school graduates compared with population 17 years of age: United States, 1869-70 to 1974-75

School year (1)	Population 17 years old ¹ (2)	High school graduates ²			Number graduated per 100 persons 17 years of age (6)
		Total (3)	Boys (4)	Girls (5)	
1869-70	815,000	16,000	7,064	8,936	2.0
1869-80	946,026	23,634	10,605	13,029	2.5
1889-90	1,259,177	43,731	18,549	25,182	3.5
1899-1900	1,489,146	94,883	38,075	56,808	6.2
1909-10	1,786,240	156,429	63,676	92,753	8.8
1919-20	1,855,173	311,266	126,684	187,582	16.8
1929-30	2,295,822	666,904	300,376	366,528	29.0
1939-40	2,403,074	1,221,475	578,718	642,757	50.8
1941-42	2,425,574	1,242,375	576,717	665,658	51.3
1943-44	2,410,339	1,019,233	423,971	595,262	42.3
1945-46	2,254,738	1,080,033	466,926	613,107	47.9
1947-48	2,202,927	1,189,909	562,863	627,046	54.0
1949-50	2,034,450	1,199,700	570,700	629,000	59.0
1951-52	2,040,800	1,196,500	569,200	627,300	58.6
1953-54	2,128,600	1,276,100	612,500	663,600	60.0
1955-56	2,270,000	1,414,800	679,500	735,300	62.3
1957-58	2,324,000	1,505,900	725,500	780,400	64.8
1959-60	2,862,005	1,864,000	898,000	966,000	65.1
1961-62	2,768,000	1,925,000	941,000	984,000	69.5
1963-64	3,001,000	2,290,000	1,121,000	1,169,000	76.3
1965-66	3,515,000	2,632,000	1,308,000	1,324,000	74.9
1967-68	3,521,000	2,702,000	1,341,000	1,361,000	76.7
1969-70	3,825,343	2,896,000	1,433,000	1,463,000	75.7
1971-72	3,957,000	3,006,000	1,490,000	1,516,000	76.0
1973-74 ³	4,096,000	3,077,000	1,513,000	1,564,000	75.1
1974-75	4,210,000	3,140,000	1,541,000	1,599,000	74.6

¹ Data from Bureau of the Census.

² Includes graduates of public and nonpublic schools.

³ Revised since originally published.

Note.—Beginning in 1959-60, includes Alaska and Hawaii.

Sources: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems; Statistics of Public Elementary and Secondary Day Schools, Fall 1975; Statistics of Nonpublic Elementary and Secondary Schools*; and unpublished data.

Table 9.—Earned degrees conferred by institutions of higher education: United States, 1869-70 to 1974-75

Year	Earned degrees conferred				Year	Earned degrees conferred			
	All degrees	Bachelor's and first professional	Master's except first professional	Doctor's		All degrees	Bachelor's and first professional	Master's except first professional	Doctor's
(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
1869-70 . .	9,372	9,371	0	1	1951-52 . .	401,203	329,986	63,534	7,683
1879-80 . .	13,829	12,896	879	54	1953-54 . .	356,608	290,825	56,788	8,995
1889-90 . .	16,703	15,539	1,015	149	1955-56 . .	376,973	308,812	59,258	8,903
1899-1900 .	29,375	27,410	1,583	382	1957-58 . .	436,979	362,554	65,487	8,938
1909-10 . .	39,755	37,199	2,113	443	1959-60 . .	476,704	392,440	74,435	9,829
1919-20 . .	53,516	48,622	4,279	615	1961-62 . .	514,323	417,846	84,855	11,622
1929-30 . .	139,752	122,484	14,969	2,299	1963-64 . .	614,194	498,654	101,050	14,490
1939-40 . .	216,521	186,500	26,731	3,290	1965-66 . .	709,832	551,040	140,555	18,237
1941-42 . .	213,491	185,346	24,648	3,497	1967-68 . .	866,548	666,710	176,749	23,089
1943-44 . .	141,582	125,863	13,414	2,305	1969-70 . .	1,065,391	827,234	208,291	29,866
1945-46 . .	157,349	136,174	19,209	1,966	1971-72 . .	1,215,680	930,684	251,688	33,363
1947-48 . .	317,607	271,019	42,400	4,188	1973-74 . .	1,310,441	999,592	277,033	33,816
1949-50 . .	496,661	432,058	58,183	6,420	1974-75 . .	1,305,382	978,849	292,450	34,083

¹ Beginning in 1965-66, includes all master's degrees.

Note.—Beginning in 1959-60, includes Alaska and Hawaii.

Sources: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education in the United States; Earned Degrees Conferred*; and unpublished data.

Table 10.—Earned degrees conferred by institutions of higher education, by field of study and by level: United States, 1974-75

Field of study	Earned degrees conferred			
	Bachelor's degrees (requiring 4 or 5 years)	First profes- sional degrees (requiring at least 6 years)	Master's degrees	Doctor's degrees (Ph.D., Ed.D., etc.)
(1)	(2)	(3)	(4)	(5)
All fields	922,933	55,916	292,450	34,083
Agriculture and natural resources	17,528		3,067	991
Architecture and environmental design	8,226		2,938	69
Area studies	3,035		1,134	165
Biological sciences	51,741		6,550	3,384
Business and management	133,822		36,364	1,011
Communications	19,248		2,794	165
Computer and information sciences	5,033		2,299	213
Education	166,969		119,778	7,443
Engineering	46,852		15,348	3,108
Fine and applied arts	40,782		8,362	649
Foreign languages	17,606		3,807	857
Health professions	49,090	20,443	10,692	618
Home economics	16,772		1,901	156
Law	436	29,296	1,245	21
Letters ¹	57,577		11,861	2,498
Library science	1,069		8,091	56
Mathematics	18,181		4,327	975
Military sciences	340			
Physical sciences	20,778		5,807	3,626
Psychology	50,988		7,066	2,442
Public affairs and services	28,160		15,299	285
Social sciences	135,674		16,924	4,209
Theology	4,809	5,095	3,228	872
Interdisciplinary and other fields	28,217	1,082	3,568	270

¹ Includes general English; English literature: comparative literature; classics; linguistics; speech, debate, and forensic science; Creative writing; teaching of English as a foreign language; philosophy; and religious studies.

Source: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Earned Degrees Conferred, 1974-75.

Table 11.—Estimated retention rates,¹ 5th grade through college entrance, in public and non-public schools: United States, 1924-32 to 1967-75

School year pupils entered 5th grade	Retention per 1,000 pupils who entered 5th grade								High school graduation		First-time college students
	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Number	Year of graduation	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1924-25	1,000	911	798	741	612	470	384	344	302	1932	118
1926-27	1,000	919	824	754	677	552	453	400	333	1934	129
1928-29	1,000	939	847	805	736	624	498	432	378	1936	137
1930-31	1,000	943	872	824	770	652	529	463	417	1938	148
1932-33	1,000	935	889	831	786	664	570	510	455	1940	160
1934-35	1,000	953	892	842	803	711	610	512	467	1942	129
1936-37	1,000	954	895	849	839	704	554	425	393	1944	121
1938-39	1,000	955	908	853	796	655	532	444	419	1946	(²)
1940-41	1,000	968	910	836	781	697	566	507	481	1948	(²)
1942-43	1,000	954	909	847	807	713	604	539	505	1950	205
1944-45	1,000	952	929	858	848	748	650	549	522	1952	234
1946-47	1,000	954	945	919	872	775	641	583	553	1954	283
1948-49	1,000	984	956	929	863	795	706	619	581	1956	301
1950-51	1,000	981	968	921	886	809	709	632	582	1958	308
1952-53	1,000	974	965	936	904	835	746	667	621	1960	328
1954-55	1,000	980	979	948	915	855	759	684	642	1962	343
1956-57	1,000	985	984	948	930	871	790	728	676	1964	362
Fall 1958	1,000	983	979	961	946	908	842	761	732	1966	384
Fall 1960	1,000	980	973	967	952	913	858	787	749	1968	452
Fall 1962	1,000	987	977	967	959	928	860	790	750	1970	461
Fall 1964	1,000	988	985	976	975	942	865	791	748	1972	433
Fall 1966	1,000	989	986	985	985	959	871	783	744	1974	³ 448
Fall 1967	1,000	992	988	984	984	956	870	775	743	1975	452

¹ Rates for the 5th grade through high school graduation are based on enrollments in successive grades in successive years in public elementary and secondary schools and are adjusted to include estimates for nonpublic schools. Rates for first-time college enrollment include full-time and part-time students enrolled in programs creditable toward a bachelor's degree.

² Data not available.

³ Revised since originally published.

Note. Beginning with the class in the 5th grade in 1958, data are based on fall enrollment and exclude ungraded pupils. The net effect of these changes is to increase high school graduation and college entrance rates slightly.

Sources: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Biennial Survey of Education in the United States; Statistics of State School Systems; Fall Statistics of Public Elementary and Secondary Day Schools; and unpublished data.

Table 12.—Level of school completed by persons age 25 and over and 25 to 29, by race: United States, 1910 to 1976

Race, age, and date	Percent, by level of school completed			Median school years completed	Race, age, and date	Percent, by level of school completed			Median school years completed
	Less than 5 years of elementary school	4 years of high school or more	4 or more years of college			Less than 5 years of elementary school	4 years of high school or more	4 or more years of college	
(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
ALL RACES					25 and over:				
1910 ¹	23.8	13.5	2.7	8.1	1920 ¹	12.9	22.0	4.5	8.5
1920 ¹	22.0	16.4	3.3	8.2	April 1940	3.4	41.2	6.4	10.7
1930 ¹	17.5	19.1	3.9	8.4	April 1950	3.2	55.2	8.1	12.2
April 1940	13.5	24.1	4.6	8.6	April 1960	2.2	63.7	11.8	12.3
April 1950	10.8	33.4	6.0	9.3	March 1970	0.9	77.8	17.3	12.6
April 1960	8.3	41.1	7.7	10.5	March 1974	1.1	83.4	22.0	12.8
March 1970	5.3	55.2	11.0	12.2	March 1976	0.8	85.9	24.6	12.9
March 1974	4.4	61.2	13.3	12.3	BLACK and OTHER RACES				
March 1976	3.9	64.1	14.7	12.4	25 and over:				
25 to 29:					April 1940	41.8	7.7	1.3	5.7
April 1940	5.9	37.8	5.8	10.4	April 1950	31.4	13.4	2.2	6.9
April 1950	4.6	51.7	7.7	12.1	April 1960	23.5	21.7	3.5	8.2
April 1960	2.8	60.7	11.1	12.3	March 1970	14.7	36.1	6.1	10.1
March 1970	1.1	75.4	16.4	12.6	March 1974	12.2	44.3	8.0	11.1
March 1974	1.2	81.9	20.7	12.8	March 1976	10.7	47.8	9.6	11.6
March 1976	0.8	84.7	23.7	12.9	25 to 29:				
WHITE					1920 ¹	44.6	6.3	1.2	5.4
25 and over:					April 1940	26.7	12.1	1.6	7.1
April 1940	10.9	26.1	4.9	8.7	April 1950	15.4	23.4	2.8	8.7
April 1950	8.7	35.5	6.4	9.7	April 1960	7.2	38.6	5.4	10.8
April 1960	6.7	43.2	8.1	10.8	March 1970	2.2	58.4	10.0	12.2
March 1970	4.2	57.4	11.6	12.2	March 1974	1.8	71.3	11.0	12.5
March 1974	3.5	63.3	14.0	12.4	March 1976	0.9	76.1	17.5	12.6
March 1976	3.0	66.1	15.4	12.4					

¹ Estimates based on retrojection of 1940 census data on education by age.

Note.—Prior to 1950, data exclude Alaska and Hawaii. Data for 1974 and 1976 are for the noninstitutional population.

Sources: U.S. Department of Commerce, Bureau of the Census, *1960 Census of Population*, Vol. 1, Part 1; *Current Population Reports*, Series P-20; Series P-19, No. 4; and 1960 Census Monograph, *Education of the American Population*, by John K. Folger and Charles B. Nam.

Table 13.—Percent of illiteracy¹ in the population: United States, 1870 to 1969

Year (1)	Percent illiterate ² (2)	Year (1)	Percent illiterate ² (2)
1870	20.0	1930	4.3
1880	17.0	1940	³ 2.9
1890	13.3	1947	2.7
1900	10.7	1952	2.5
1910	7.7	1959	2.2
1920	6.0	1969	1.0

¹ Illiteracy is defined as the inability to read or write a simple message either in English or in any other language.

² Percentages refer to the population 10 years old and over from 1870 to 1940 and to the population 14 years old

and over from 1947 to 1969.

³ Estimated.

Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 217.

Table 14.—Revenue receipts of public elementary and secondary schools from Federal, State, and local sources: United States, 1919-20 to 1975-76

School year (1)	Amount (in thousands of dollars)				Percentage distribution			
	Total (2)	Federal (3)	State (4)	Local (including intermediate) ¹ (5)	Total (6)	Federal (7)	State (8)	Local (including intermediate) ¹ (9)
1919-20	\$970,120	\$2,475	\$160,085	\$807,561	100.0	0.3	16.5	83.2
1929-30	2,088,557	7,334	353,670	1,727,553	100.0	0.4	16.9	82.7
1939-40	2,260,527	39,810	684,354	1,536,363	100.0	1.8	30.3	68.0
1941-42	2,416,580	34,305	759,993	1,622,281	100.0	1.4	31.5	67.1
1943-44	2,604,322	35,886	859,183	1,709,253	100.0	1.4	33.0	65.6
1945-46	3,059,845	41,378	1,062,057	1,956,409	100.0	1.4	34.7	63.8
1947-48	4,311,534	120,270	1,676,362	2,514,902	100.0	2.8	38.9	58.3
1949-50	5,437,044	155,848	2,165,689	3,115,507	100.0	2.9	39.8	57.3
1951-52	6,423,816	227,711	2,478,596	3,717,507	100.0	3.5	38.6	57.8
1953-54	7,866,852	355,237	2,944,103	4,567,512	100.0	4.5	37.4	58.1
1955-56	9,686,677	441,442	3,828,886	5,416,350	100.0	4.6	39.5	55.9
1957-58	12,181,513	486,484	4,800,368	6,894,661	100.0	4.0	39.4	56.6
1959-60	14,746,618	651,639	5,768,047	8,326,932	100.0	4.4	39.1	56.5
1961-62	17,527,707	760,975	6,789,190	9,977,542	100.0	4.3	38.7	56.9
1963-64	20,544,182	896,956	8,078,014	11,569,213	100.0	4.4	39.3	56.3
1965-66	25,356,856	1,996,954	9,920,219	13,439,686	100.0	7.9	39.1	53.0
1967-68	31,903,064	2,806,469	12,275,536	16,821,063	100.0	8.8	38.5	52.7
1969-70	40,266,923	3,219,557	16,062,776	20,984,589	100.0	8.0	39.9	52.1
1971-72	50,003,645	4,467,969	19,133,256	26,402,420	100.0	8.9	38.3	52.8
1973-74	58,230,892	4,930,351	24,113,409	29,187,132	100.0	8.5	41.4	50.1
1975-76 ²	67,136,937	5,345,912	29,321,594	32,469,431	100.0	8.0	43.7	48.4

¹ Includes a relatively small amount from nongovernmental sources (gifts and tuition and transportation fees from patrons). These sources accounted for 0.4 percent of total revenue receipts in 1967-68.

² Estimated.

Note.—Beginning in 1959-60, includes Alaska and Hawaii. Because of rounding, details may not add to totals.

Sources: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of State School Systems, and Statistics of Public Elementary and Secondary Day Schools, Fall 1975.

Table 15.—Federal funds for education and related activities: Fiscal years 1975 and 1976

Level and type of support (1)	1975 (2)	1976 ¹ (3)	Percentage change, 1975 to 1976 (4)
Federal funds supporting education in educational institutions:			
Total grants and loans	\$17,589,325,000	\$20,137,337,000	14.5
Grants, total	17,109,675,000	19,670,065,000	15.0
Elementary-secondary education	4,998,055,000	5 079 389 000	1.6
Higher education	7 995 305 000	9 700 094 000	21.3
Vocational-technical and continuing education	4 116 315 000	4 890,582,000	18.8
Loans, total (higher education).	479,650,000	467,272,000	-2.6
Other Federal funds for education and related activities:			
Total	5,783,952,000	6,488,773,000	12.2
Applied research and development	1,970,056,000	2,000,401,000	1.5
School lunch and milk programs	1,831,784,000	2,333,118,000	27.4
Training of Federal personnel	1,014,985,000	1,108,388,000	9.2
Library services	227,645,000	247,508,000	8.7
International education	93,474,000	104,207,000	11.5
Other ²	646,007,000	695,151,000	7.6

¹ Estimated.

² Includes agricultural extension services, educational television facilities, education in Federal correctional institutions, value of surplus property transferred, and any additional Federal programs.

Source: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Digest of Education Statistics, 1976.

Table 16.—Total and per-pupil expenditures of public elementary and secondary schools: United States, 1919-20 to 1975-76

School year	Expenditures for public schools (in thousands of dollars)					Expenditure per pupil in average daily attendance	
	Total	Current expenditures for day schools	Current expenditures for other programs ¹	Capital outlay	Interest	Total ²	Current ³
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1919-20	\$1,036,151	\$861,120	\$3,277	\$153,543	\$18,212	\$64	\$54
1929-30	2,316,790	1,843,552	9,825	370,878	92,536	108	87
1939-40	2,344,049	1,941,799	13,367	257,974	130,909	106	88
1949-50	5,837,643	4,687,274	35,614	1,014,176	100,578	259	209
1959-60	15,613,255	12,329,389	132,566	2,661,786	489,514	472	375
1961-62	18,373,339	14,729,270	194,093	2,862,153	587,823	530	419
1963-64	21,324,993	17,218,446	427,528	2,977,976	701,044	559	460
1965-66	26,248,026	21,053,280	648,304	3,754,862	791,580	654	537
1967-68	32,977,182	26,877,162	866,419	4,255,791	977,810	786	658
1969-70	40,683,428	34,217,773	635,803	4,659,072	1,170,782	955	816
1971-72	48,050,283	41,817,782	⁴ 395,319	4,458,949	1,378,236	1,128	990
1973-74	56,970,355	50,024,638	⁴ 453,207	4,978,976	1,513,534	1,364	1,207
1975-76 ⁵	67,102,569	57,436,029	1,713,704	5,982,539	1,970,297	1,580	1,388

¹ Includes expenditures for adult education, summer schools, community colleges, and community services (when separately reported).

² Includes current expenditures for day schools, capital outlay, and interest on school debt.

³ Includes day school expenditures only; excludes current expenditures for other programs.

⁴ Excludes data for adult education and community colleges.

⁵ Estimated.

Note.—Beginning in 1959-60, includes Alaska and Hawaii. Because of rounding, details may not add to totals.

Sources: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of State School Systems; and Statistics of Public Elementary and Secondary Day Schools, Fall 1975.

Table 17.—Gross national product related to total expenditures¹ for education: United States, 1929-30 to 1975-76

Calendar year	Gross national product (in millions)	School year	Expenditures for education		Calendar year	Gross national product (in millions)	School year	Expenditures for education	
			Total (In thousands)	As a percent of gross national product				Total (in thousands)	As a percent of gross national product
(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
1929 . . .	\$103,095	1929-30	\$3,233,601	3.1	1953 . . .	\$366,129	1953-54	\$13,949,876	3.8
1931 . . .	75,820	1931-32	2,966,464	3.9	1955 . . .	399,266	1955-56	16,811,651	4.2
1933 . . .	55,601	1933-34	2,294,896	4.1	1957 . . .	442,755	1957-58	21,119,565	4.8
1935 . . .	72,247	1935-36	2,649,914	3.7	1959 . . .	486,465	1959-60	24,722,464	5.1
1937 . . .	90,446	1937-38	3,014,074	3.3	1961 . . .	523,292	1961-62	29,366,305	5.6
1939 . . .	90,494	1939-40	3,199,593	3.5	1963 . . .	594,738	1963-64	36,010,210	6.1
1941 . . .	124,540	1941-42	3,203,548	2.6	1965 . . .	688,110	1965-66	45,397,713	6.6
1943 . . .	191,592	1943-44	3,522,007	1.8	1967 . . .	796,312	1967-68	57,213,374	7.2
1945 . . .	212,010	1945-46	4,167,597	2.0	1969 . . .	935,541	1969-70	² 70,400,980	7.5
1947 . . .	232,757	1947-48	6,574,379	2.8	1971 . . .	1,063,436	1971-72	² 83,220,945	7.8
1949 . . .	258,023	1949-50	8,795,635	3.4	1973 . . .	1,306,854	1973-74	98,512,847	7.5
1951 . . .	330,183	1951-52	11,312,446	3.4	1975 . . .	1,516,338	1975-76	³ 120,100,000	7.9

¹ Includes expenditures of public and nonpublic schools at all levels of education (elementary, secondary, and higher).

² Revised since originally published.

³ Estimated.

Note.—Beginning with 1959-60 school year, includes Alaska and Hawaii.

Sources: (1) U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of State School Systems; Financial Statistics of Institutions of Higher Education; and unpublished data. (2) U.S. Department of Commerce, Bureau of Economic Analysis, Survey of Current Business. August 1965, January 1976, and July 1976.

Table 18.—Expenditures of Federal, State, and local funds for vocational education: United States and outlying areas, 1920 to 1975

[In thousands of dollars]

Fiscal year	Total	Federal	State	Local	Fiscal year	Total	Federal	State	Local
(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
1920	\$8,535	\$2,477	\$2,670	\$3,388	1956	\$175,886	\$33,180	\$61,821	\$80,884
1930	29,909	7,404	8,233	14,272	1958	209,748	38,733	72,305	98,710
1940	55,081	20,004	11,737	23,340	1960	238,812	45,313	82,466	111,033
1942	59,023	20,758	14,045	24,220	1962	283,948	51,438	104,264	128,246
1944	64,299	19,958	15,016	29,325	1964	332,785	55,027	124,975	152,784
1946	72,807	20,628	18,538	33,641	1966	799,895	233,794	216,583	349,518
1948	103,339	26,200	25,834	51,305	1968	1,192,863	262,384	400,362	530,117
1950	128,717	26,623	40,534	61,561	1970	1,841,846	300,046	(¹)	¹ 1,541,801
1952	146,486	25,863	47,818	72,784	1972	2,660,759	466,029	(¹)	¹ 2,194,730
1954	151,289	25,419	54,550	71,320	1974	3,433,820	468,197	(¹)	¹ 2,965,623
					1975	4,037,277	536,140	(¹)	¹ 3,501,137

¹ State funds are included with local funds in column 5. Note.—Because of rounding, details may not add to totals.

Sources: U.S. Department of Health, Education, and Welfare, Office of Education, reports on Vocational and Technical Education; and Summary Data, Vocational Education.

APPENDIX D

U.S. OFFICE OF EDUCATION

Actual Obligations--Fiscal Year 1976 and
the Transition Quarter (July 1-September 30, 1976)

ACTUAL OBLIGATIONS - FISCAL YEAR 1976 and the TRANSITION QUARTER (July 1-September 30, 1976)

Funds obligated by the States and other eligible areas are listed on the following tables. One set of tables gives the amounts obligated by the individual States during the 12-month fiscal year 1976 which ended on June 30, 1976. The other set includes obligations by State for the 3-month transition quarter (TQ) which ended on September 30, 1976.

To implement the change in fiscal year ending from June 30 to September 30, Congress appropriated funds for the regular 12-month fiscal year with additional money for some programs to be used during the 3-month transition period. All monies during the 15-month period remained available for obligations until September 30, 1976. Therefore, although some programs received one appropriation for the regular fiscal year 1976, obligations may be split on the obligation tables for both periods.

Advance-funded programs--ESEA title I, Support and Innovation Consolidation of the Elementary and Secondary Education Act (ESEA), State Grant program of the Education for the Handicapped Act (EHA), Adult Education, and School Libraries and Instructional Resources--show obligations for the entire 1976-77 school year as occurring during the transition quarter (i.e. on the September 30 or TQ table). These funds are appropriated in advance of the fiscal year and made available to correspond with the school year rather than the fiscal year.

The programs shown are identified as State allocation accounts. By necessity, certain other programs do not fall into this category and therefore are not shown on the tables. Such programs include the Student Loan Insurance Fund, Educational Activities Overseas, Higher Education Facilities Loan and Insurance Funds, and the Salaries and Expenses accounts.

Obligations shown on these tables are those funds appropriated by Congress to the Office of Education for fiscal year 1976, the transition quarter, and the advance-funded programs for fiscal year 1977. They do not include funds carried over from prior years.

**Table 1.—U.S. OFFICE OF EDUCATION: Actual Obligations, Fiscal Year 1976
(12 months ended June 30, 1976)**

Elementary and secondary education

[Amounts in thousands of dollars]

State or other area	Handi- capped children	Local educa- tional agencies	Children of migrant workers	State adminis- tration	Neglected or delinquent children	Special incentive grants	Title I total
Alabama	\$634	\$41,814	\$699	\$434	\$238		\$43,819
Alaska	1,492	3,350		150	91	\$539	5,622
Arizona	530	13,678	2,099	167	313		16,787
Arkansas	1,202	23,806	1,521	269	290		27,088
California	2,026	130,039	18,510	1,526	1,712		153,813
Colorado	1,539	13,772	1,497	174	177	346	17,505
Connecticut	1,521	16,196	925	195	618	201	19,656
Delaware	843	4,110	310	150	158	110	5,681
Florida	2,098	50,503	12,536	666	1,204		67,007
Georgia	781	45,358	732	476	700		48,047
Hawaii	303	5,392		150	29		5,874
Idaho	222	3,844	1,793	150	85		6,094
Illinois	6,473	82,559	712	905	793		91,442
Indiana	2,135	21,586	717	251	696		25,385
Iowa	756	15,090	99	162	267		16,374
Kansas	1,107	12,269	635	150	225		14,386
Kentucky	897	32,427	113	337	233		34,007
Louisiana	2,161	47,732	480	512	463	379	51,727
Maine	609	6,095	294	150	156	295	7,599
Maryland	1,594	27,832	909	313	737	232	31,617
Massachusetts	4,524	30,365	1,148	368	436	334	37,175
Michigan	6,463	70,709	4,397	849	789	2,456	85,663
Minnesota	777	24,646	511	290	510	2,122	28,856
Mississippi	588	40,031	1,180	421	304		42,524
Missouri	1,923	29,118	777	322	418		32,558
Montana	353	4,879	857	150	89	313	6,641
Nebraska	335	8,436	284	150	124		9,329
Nevada	208	2,008	38	150	121		2,525
New Hampshire	551	2,823		150	84		3,608
New Jersey	4,240	49,174	239	582	794	1,678	56,707
New Mexico	382	12,447	2,085	159	143	493	15,709
New York	10,014	180,180	2,881	1,983	2,631	2,456	200,195
North Carolina	2,744	48,615	1,828	544	1,163		54,894
North Dakota	295	4,428	749	150	82		5,704
Ohio	5,155	49,191	1,490	570	1,121		57,527
Oklahoma	697	19,069	760	212	611		21,349
Oregon	1,642	13,369	1,940	181	454	710	18,296
Pennsylvania	6,443	81,401	620	903	1,344	466	91,177
Rhode Island	533	6,430		150	70		7,183
South Carolina	1,214	31,760	633	344	768		34,719

**Table 1.—U.S. OFFICE OF EDUCATION: Actual Obligations, Fiscal Year 1976
(12 months ended June 30, 1976)—Continued**

Elementary and secondary education

[Amounts in thousands of dollars]

State or other area	Handi- capped children	Local educa- tional agencies	Children of migrant workers	State adminis- tration	Neglected or delinquent children	Special incentive grants	Title I total
South Dakota	342	5,558	37	150	70		6,157
Tennessee	878	37,863	317	399	857		40,314
Texas	5,535	97,851	19,096	1,243	1,509		125,234
Utah	400	5,235	259	150	115	261	6,420
Vermont	899	2,923	19	150	70	525	4,586
Virginia	2,261	37,067	765	411	948		41,452
Washington	1,417	19,343	3,730	257	530	694	25,971
West Virginia	546	16,577	206	176	296		17,801
Wisconsin	2,905	25,964	721	317	554	1,529	31,990
Wyoming	256	2,033	276	150	62	234	3,011
District of Columbia	1,391	10,691		150	367		12,599
American Samoa		383		25			408
Guam	84	1,016		25			1,125
Puerto Rico	571	36,873	676	388	654		39,162
Trust Territory of the Pacific Is- lands		1,219		25			1,244
Virgin Islands		663		25			688
Total	\$95,489	\$1,607,790	\$93,100	\$19,956	\$27,323	\$16,373	\$1,860,031

Elementary and secondary education—Continued

[Amounts in thousands of dollars]

State or other area	Title III		Title III total	Title V		Title V total	NDEA III (Grants) equipment and minor remodeling
	Supple- mentary services	Consoli- dation program		Grants to states	Special projects		
Alabama	\$1,249	\$1,473	\$2,722	\$329	\$45	\$374	\$288
Alaska	432	155	587	163		163	36
Arizona	875	870	1,745	268	70	338	156
Arkansas	852	811	1,663	251		251	162
California	5,690	7,993	13,683	1,218		1,218	1,070
Colorado	968	1,007	1,975	281	63	344	165
Connecticut	1,115	1,231	2,346	304		304	158
Delaware	489	240	729	175		175	45
Florida	2,199	2,804	5,003	514		514	407
Georgia	1,575	2,001	3,576	405		405	360
Hawaii	555	343	898	186	8	194	60
Idaho	543	330	873	188		188	72
Illinois	3,237	4,500	7,737	702		702	607
Indiana	1,695	2,191	3,886	434		434	359
Iowa	1,069	1,171	2,240	295	36	331	192

Elementary and secondary education—Continued

[Amounts in thousands of dollars]

State or other area	Title III		Title III total	Title V		Title V total	NDEA III (Grants) equipment and minor remodeling
	Supplementary services	Consolidation program		Grants to states	Special projects		
Kansas	901	876	1,777	254		254	137
Kentucky	1,184	1,351	2,535	314		314	254
Louisiana	1,335	1,666	3,001	346		346	331
Maine	606	425	1,031	202		202	89
Maryland	1,386	1,696	3,082	362	89	451	249
Massachusetts	1,784	2,275	4,059	433	60	493	323
Michigan	2,724	3,853	6,577	652		652	589
Minnesota	1,351	1,658	3,009	360	75	435	277
Mississippi	952	1,017	1,969	268		268	213
Missouri	1,415	1,871	3,286	389		389	298
Montana	532	314	846	184		184	67
Nebraska	724		724	221		221	105
Nevada	482	226	708	175	71	246	42
New Hampshire	543	324	867	184		184	64
New Jersey	2,177	2,911	5,088	500	45	545	369
New Mexico	639	505	1,144	211		211	112
New York	5,001	6,927	11,928	975	38	1,013	844
North Carolina	1,672	2,118	3,790	426		426	379
North Dakota	508	273	781	176		176	57
Ohio	3,138	4,392	7,530	716		716	693
Oklahoma	997	1,019	2,016	288		288	180
Oregon	890	858	1,748	258	51	309	142
Pennsylvania	3,348	4,569	7,917	702		702	685
Rhode Island	578	366	944	187	104	291	65
South Carolina	1,047	1,156	2,203	294		294	231
South Dakota	519	289	808	181		181	64
Tennessee	1,362	1,612	2,974	360		360	292
Texas	3,439	4,853	8,292	814		814	845
Utah	647	512	1,159	216		216	109
Vermont	461	191	652	168		168	47
Virginia	1,561	1,946	3,507	404		404	315
Washington	1,202	1,369	2,571	333	39	372	211
West Virginia	783	690	1,473	241	49	290	134
Wisconsin	1,516	1,926	3,442	381	142	523	330
Wyoming	432	146	578	163		163	37
District of Columbia	514	253	767	175		175	38
American Samoa	117	63	180	43		43	28
Guam	157	176	333	48		48	28
Puerto Rico	1,122	1,401	2,523	314		314	132
Trust Territory of the Pacific Islands	165	197	362	50		50	28
Virgin Islands	146	144	290	47		47	28
Total	\$72,600	\$85,534	\$158,134	\$18,728	\$985	\$19,713	\$13,598

Elementary and secondary education

(Amounts in thousands of dollars)

State or other area	Bilingual education	Follow through	Educational broadcasting facilities	Alcohol and drug abuse education
Alabama.....		\$988	\$46	
Alaska.....			216	
Arizona.....	\$1,105	1,961	116	
Arkansas.....		701		
California.....	11,977	7,096	1,025	\$365
Colorado.....	416	302		
Connecticut.....	379	251	299	
Delaware.....	185	772		
Florida.....	302	1,899	407	320
Georgia.....		1,821		
Hawaii.....	433	324	164	
Idaho.....		252	234	
Illinois.....	2,500	1,988	925	370
Indiana.....	20	485	120	
Iowa.....		573	423	47
Kansas.....	62	1,261		
Kentucky.....		922	437	
Louisiana.....	1,022	827	469	
Maine.....	306	181	158	
Maryland.....		489		
Massachusetts.....	842	1,745	390	65
Michigan.....	350	2,101	322	
Minnesota.....	195	448		45
Mississippi.....	264	912		
Missouri.....		1,535	183	48
Montana.....	487	455	9	
Nebraska.....		508		
Nevada.....		198	112	
New Hampshire.....	120	149		
New Jersey.....	1,125	1,689		

Elementary and secondary education—Con.

(Amounts in thousands of dollars)

State or other area	Bilingual education	Follow through	Educational broadcasting facilities	Alcohol and drug abuse education
New Mexico.....	1,426	668	430	
New York.....	8,552	4,288	722	375
North Carolina.....		1,140		
North Dakota.....		694		
Ohio.....		564	310	
Oklahoma.....	249	485	450	
Oregon.....	336	1,617	400	
Pennsylvania.....	670	2,646	774	
Rhode Island.....	439	178		
South Carolina.....		989	181	
South Dakota.....		580		
Tennessee.....		1,036	633	
Texas.....	8,625	2,722	737	365
Utah.....		318		
Vermont.....	108	333	131	
Virginia.....		1,169	965	
Washington.....	311	1,442	348	
West Virginia.....		317	202	
Wisconsin.....	201	116	574	
Wyoming.....		196	69	
District of Columbia.....	201	468		
American Samoa.....				
Guam.....				
Puerto Rico.....	459	743		
Trust Territory of the Pacific Islands.....	545			
Virgin Islands.....	218			
Total	\$44,430	\$55,542	\$12,981	\$2,000

Elementary and secondary education, SAFA

[Amounts in thousands of dollars]

State or other area	Environ- mental education	Nutrition and health	Ethnic heritage studies	Ellender fellowships	Elementary and secondary education totals	SAFA		Total
						(Public Law 874) mainte- nance and operations	(Public Law 815) construc- tion	
Alabama	\$30		\$40		\$48,019	\$9,418		\$9,418
Alaska					6,588	39,248		39,248
Arizona	3		38		22,093	19,529	\$1,757	21,286
Arkansas	55	\$308			30,066	3,027		3,027
California	369		116		189,662	63,367		63,367
Colorado	152		35		20,729	11,028		11,028
Connecticut	46		63		23,344	3,490		3,490
Delaware	36				7,578	2,860		2,860
Florida	47		38		75,537	17,875		17,875
Georgia	33		39		53,921	14,301		14,301
Hawaii			40		7,927	12,395		12,395
Idaho	20				7,661	6,032		6,032
Illinois	33		77		105,774	9,073	200	9,273
Indiana	37		32		30,399	2,280	1,452	3,732
Iowa	74		38		20,100	1,263		1,263
Kansas					17,740	7,311	26	7,337
Kentucky	19		39		38,273	9,718		9,718
Louisiana					57,392	3,665		3,665
Maine	93				9,570	2,473		2,473
Maryland	18		118		35,775	20,016		20,016
Massachusetts	45		22		44,836	7,911		7,911
Michigan	56	360	66		96,147	6,124		6,124
Minnesota	8		42		33,038	2,969		2,969
Mississippi		282			46,219	3,235		3,235
Missouri	58				38,057	7,273		7,273
Montana	20				8,642	6,620	191	6,811
Nebraska	10				10,792	5,853		5,852
Nevada	16				3,805	3,902		3,902
New Hampshire	55		33		5,016	1,761		1,761
New Jersey	50				65,204	11,806		11,806
New Mexico			77		19,665	17,593	5,228	22,821
New York	338		250		227,661	17,669		17,669
North Carolina	20				60,270	18,186		18,186
North Dakota	12		38		7,405	5,084		5,084
Ohio	60		43		66,750	8,388		8,388
Oklahoma	34		40		24,911	13,167		13,167
Oregon	8		35		22,749	3,409		3,409
Pennsylvania	41		81		104,008	6,593		6,593
Rhode Island	31				9,066	1,641		1,641
South Carolina			38		38,424	11,134		11,134

Elementary and secondary education, SAFA—Continued

[Amounts in thousands of dollars]

State or other area	Environ- mental education	Nutriton and health	Ethnic heritage studies	Ellender fellowships	Elementary and secondary education totals	SAFA		Total
						(Public Law 874) mainte- nance and operations	(Public Law 815) construc- tion	
South Dakota	8				7,734	6,005		6,005
Tennessee	31				45,348	6,073		6,073
Texas	179		38		147,006	28,987		28,987
Utah	9				8,122	7,617		7,617
Vermont	9				5,987	122		122
Virginia	27		39		47,563	36,288		36,288
Washington	166		40		31,221	16,051	6,630	22,681
West Virginia					20,083	524		524
Wisconsin	15		38		36,899	1,889		1,889
Wyoming	10		38		4,065	3,106		3,106
District of Columbia	150		78	\$500	14,938	2,737		2,737
American Samoa					631			
Guam					1,506	3,101		3,101
Puerto Rico					43,201	7,664		7,644
Trust Territory of the Pacific Islands	10		39		2,250			
Virgin Islands					1,243	169		169
Total	\$2,541	\$950	\$1,788	\$500	\$2,172,208	\$539,020	\$15,484	\$554,504

Emergency school aid

[Amounts in thousands of dollars]

State or other area	State apportionments	National priority projects	Training and Advisory services	Total
Alabama	\$3,601	\$662	\$1,090	\$5,353
Alaska				
Arizona	649			649
Arkansas	369	197	441	1,007
California	8,767	1,488	1,206	11,461
Colorado	893	880	717	2,490
Connecticut	1,445	144	86	1,675
Delaware	280	35	225	540
Florida	6,182	860	1,057	8,099
Georgia	6,398	632	588	7,598
Hawaii		417		417
Idaho				
Illinois	4,123	853	950	5,926
Indiana	1,495	232	164	1,891
Iowa	136		141	277
Kansas		64	119	183
Kentucky	911	1,777	309	2,997
Louisiana	895	637	581	2,113
Maine				
Maryland	2,908	357	332	3,597
Massachusetts	1,390	926	87	2,403
Michigan	3,011	1,798	1,296	6,105
Minnesota		80	330	410
Mississippi	4,252	434	623	5,309
Missouri		545	608	1,153
Montana	223	28	268	519
Nebraska	48	22	163	233
Nevada				
New Hampshire			41	41
New Jersey	2,187	271		2,458

Emergency school aid—Continued

[Amounts in thousands of dollars]

State or other area	State apportionments	National priority projects	Training and Advisory services	Total
New Mexico	2,322	65	794	3,181
New York	3,523	828	348	4,699
North Carolina	5,350	574	573	6,497
North Dakota	132	19	108	259
Ohio	2,031	466	364	2,861
Oklahoma	682	161	393	1,236
Oregon			334	334
Pennsylvania	4,011	497	574	5,082
Rhode Island			93	93
South Carolina	4,193	695	568	5,456
South Dakota	222	29	37	288
Tennessee	3,475	305	602	4,382
Texas	11,538	4,367	906	16,811
Utah	314	255	77	646
Vermont				
Virginia	4,223	492	583	5,298
Washington				
West Virginia	278	54	50	382
Wisconsin	985		204	1,189
Wyoming	143	18		161
District of Columbia		95	40	135
American Samoa		341		341
Guam		586		586
Puerto Rico		731		731
Trust Territory of the Pacific Islands		288		288
Virgin Islands		626		626
Total	\$93,565	\$24,831	\$18,070	\$136,466

Indian education

[Amounts in thousands of dollars]

State or other area	Pay- ments to LEA's	Total
Alabama	\$99	\$99
Alaska	3,245	3,245
Arizona	2,592	2,592
Arkansas	14	14
California	4,031	4,031
Colorado	142	142
Connecticut	31	31
Delaware . . . . .	.	.
Florida	74	74
Georgia	4	4
Hawaii . . . . .	.	.
Idaho	165	165
Illinois	144	144
Indiana	6	6
Iowa	94	94
Kansas	145	145
Kentucky . . . . .	.	.
Louisiana	377	377
Maine	57	57
Maryland	264	264
Massachusetts	63	63
Michigan	2,468	2,468
Minnesota	1,485	1,485
Mississippi	4	4
Missouri	5	5
Montana	1,126	1,126
Nebraska	188	188
Nevada	260	260
New Hampshire . . . . .	.	.
New Jersey . . . . .	.	.

Indian education—Continued

[Amounts in thousands of dollars]

State or other area	Pay- ments to LEA's	Total
New Mexico	2,090	2,090
New York	1,090	1,090
North Carolina	1,135	1,135
North Dakota	328	328
Ohio	69	69
Oklahoma	5,349	5,349
Oregon	500	500
Pennsylvania . . . . .	.	.
Rhode Island . . . . .	.	.
South Carolina . . . . .	.	.
South Dakota	772	772
Tennessee . . . . .	.	.
Texas	96	96
Utah	301	301
Vermont . . . . .	.	.
Virginia	28	28
Washington	2,093	2,093
West Virginia	11	11
Wisconsin	816	816
Wyoming	142	142
District of Columbia . . . . .	.	.
American Samoa . . . . .	.	.
Guam . . . . .	.	.
Puerto Rico . . . . .	.	.
Trust Territory of the Pacific Islands . . . . .	.	.
Virgin Islands . . . . .	.	.
Total	\$31,903	\$31,903

Education for the handicapped

[Amounts in thousands of dollars]

State or other area	Grants to States	Deaf-blind centers	Early childhood education	Severely handicapped	Learning disabilities
Alabama	\$844	\$448	\$410	\$94	\$2 11
Alaska	225	120			
Arizona	498	376	247	110	145
Arkansas	684	87	310		258
California	4,681	1,256	961	128	300
Colorado	869	772	588		
Connecticut	1,042	233			88
Delaware	248	62	66		
Florida	2,337	216	86	126	
Georgia	2,292	203	543		117
Hawaii	313	123	203		
Idaho	295	94	226		93
Illinois	3,859	447	901	81	
Indiana	2,518	162	495	128	232
Iowa	998	139	182		
Kansas	1,043	194	129	468	
Kentucky	1,554	171			
Louisiana	950	209	136	81	114
Maine	359	18	382	148	179
Maryland	1,440	458	338	211	
Massachusetts	1,964	787	624		93
Michigan	3,309	654	771	321	
Minnesota	948	197	138	78	283
Mississippi	870	198			
Missouri	1,610	233	180		
Montana	281	85			
Nebraska	525	108	110		100
Nevada	242	69	59		
New Hampshire	288	31	169		
New Jersey	3,235	322			
New Mexico	552	179	317	59	
New York	3,961	1,507	655	263	200
North Carolina	1,874	527	994		204
North Dakota	261	98	80		
Ohio	3,796	332	338		100
Oklahoma	886	343	46		113
Oregon	740	179	254	135	120
Pennsylvania	3,928	460	541	64	134
Rhode Island	323	134	198	22	76
South Carolina	1,015	219	296	100	76
South Dakota	270	124	80		
Tennessee	1,390	193	314	274	
Texas	2,832	1,209	1,316		
Utah	449	232	234		
Vermont	234	45	115		95

Education for the handicapped—Continued

[Amounts in thousands of dollars]

State or other area	Grants to States	Deaf-blind centers	Early childhood education	Severely handicapped	Learning disabilities
Virginia	1,147	235	705		338
Washington	1,199	654	351	103	119
West Virginia	595	219	146		
Wisconsin	1,639	136	276	248	
Wyoming	225	67	66		113
District of Columbia	259	158	454		177
American Samoa	113				
Guam	113	58			
Puerto Ricc.	1,063	115	120		131
Trust Territory of the Pacific Islands	113	60	83		
Virgin Islands	113	45			
Bureau of Indian Affairs	196				
Total	\$69,607	\$16,000	\$16,233	\$3,242	\$4,209

State or other area	Research and demonstration	Media and captioned films	Regional resource centers	Recruitment and information	Special education and manpower development	Total
Alabama		\$500	\$1,432		\$900	\$4,839
Alaska					330	675
Arizona					663	2,039
Arkansas					344	1,683
California	\$612	2,431	912		2,721	14,002
Colorado					794	3,023
Connecticut	56	470			734	2,623
Delaware					86	462
Florida	76				1,403	4,244
Georgia					1,207	4,362
Hawaii					242	881
Idaho					248	956
Illinois	268	362	511	\$204	1,293	7,926
Indiana	686	729			800	5,750
Iowa		41	1,019		704	3,083
Kansas	99	26	20		1,410	3,389
Kentucky	436	931	400		712	4,204
Louisiana					471	1,961
Maine					229	1,315
Maryland	177	9	2		906	3,541
Massachusetts	395	570	13	34	1,404	5,884
Michigan	212	475	2		1,390	7,134
Minnesota	525				1,046	3,215
Mississippi					670	1,738
Missouri		74			1,370	3,467
Montana					252	618
Nebraska		550			313	1,706
Nevada					220	590
New Hampshire					130	618
New Jersey	115	656	968		488	5,784
New Mexico		321			597	2,025
New York	1,410	1,821	894		2,981	13,692
North Carolina					939	4,538
North Dakota					340	779
Ohio	133	1,185	411		1,462	7,757
Oklahoma					669	2,057
Oregon	568	390	1,137		1,381	4,904
Pennsylvania		235	430		2,083	7,875
Rhode Island					280	1,033
South Carolina					275	1,981
South Dakota					379	853
Tennessee	279		2		953	3,405
Texas	210	261	522		1,798	8,148
Utah	7	2	632		578	2,134
Vermont					575	1,064

State or other area	Research and demonstration	Media and captioned films	Regional resource centers	Recruitment and information	Special education and manpower development	Total
Virginia	157	186			1,337	4,105
Washington	254				971	3,651
West Virginia					349	1,309
Wisconsin	48	500	938		852	4,637
Wyoming					294	765
District of Columbia	672	1,263	1,799	261	1,590	6,633
American Samoa					87	200
Guam					90	261
Puerto Rico					289	1,718
Trust Territory of the Pacific Islands					125	381
Virgin Islands						158
Bureau of Indian Affairs						196
Total	\$7,395	\$13,988	\$12,044	\$499	\$44,754	\$187,971

Occupational, vocational and adult education, actual obligations—fiscal year 1976

[Amounts in thousands of dollars]

State or other area	Basic grants	Special needs	Consumer and homemaking	Work study	Cooperative education
Alabama	\$8,595	\$406	\$834	\$169	\$354
Alaska	619	29	60	18	216
Arizona	4,419	209	429	98	289
Arkansas	4,676	221	454	91	283
California	36,039	1,704	3,495	946	1,039
Colorado	5,230	247	507	123	309
Connecticut	4,687	222	455	136	323
Delaware	990	47	96	28	225
Florida	14,711	696	1,427	324	493
Georgia	11,145	527	1,081	229	405
Hawaii	1,552	73	151	43	237
Idaho	1,859	88	180	39	235
Illinois	18,556	878	1,799	503	654
Indiana	10,990	520	1,066	251	425
Iowa	5,905	279	573	132	320
Kansas	4,679	221	454	109	297
Kentucky	7,992	378	775	156	340
Louisiana	9,310	440	903	186	368
Maine	2,411	114	234	48	243
Maryland	7,465	353	724	191	371
Massachusetts	10,330	489	1,002	263	435
Michigan	17,271	817	1,675	442	599
Minnesota	8,124	384	788	188	369
Mississippi	5,761	272	559	116	306
Missouri	9,657	457	936	217	396
Montana	1,684	80	163	36	233
Nebraska	3,164	150	307	72	265
Nevada	906	43	88	24	222
New Hampshire	1,611	76	156	35	231
New Jersey	11,290	534	1,095	313	484
New Mexico	2,802	133	272	57	252
New York	27,755	1,312	2,692	770	893
North Carolina	12,842	607	1,245	256	428
North Dakota	1,583	75	154	33	229
Ohio	21,267	1,006	2,062	507	657
Oklahoma	6,051	286	587	122	310
Oregon	4,626	219	449	103	292
Pennsylvania	22,838	1,080	2,215	527	677
Rhode Island	1,924	91	187	44	239
South Carolina	6,998	331	679	139	324
South Dakota	1,699	80	165	35	231
Tennessee	9,704	459	941	186	368
Texas	26,517	1,254	2,571	567	706
Utah	2,947	139	286	62	255
Vermont	1,091	52	106	22	220

Occupational, vocational and adult education, actual obligations—fiscal year 1976—Continued

[Amounts in thousands of dollars]

State or other area	Basic grants	Special needs	Consumer and homemaking	Work study	Cooperative education
Virginia	10,623	502	1,030	236	409
Washington	6,877	325	667	162	345
West Virginia	4,183	198	406	80	273
Wisconsin	9,547	452	926	217	396
Wyoming	761	36	74	17	216
District of Columbia	1,165	55	113	32	228
American Samoa	66	10	10	1	6
Guam	211	10	20	4	15
Puerto Rico	6,631	314	643	136	536
Trust Territory of the Pacific Islands	216	10	21	5	18
Virgin Islands	139	10	13	3	10
Total	\$422,691	\$20,000	\$41,000	\$9,849	\$19,499

State or other area	Vocational State advisory councils	Total innovation	Total research	Adult education	Curriculum development (VEA part I)	Total
Alabama	\$85	\$294	\$336	\$1,344		\$12,417
Alaska	50	210	13	191		1,406
Arizona	50	254	332	519		6,599
Arkansas	50	251	181	828		7,035
California	148	712	1,542	4,517	\$195	50,337
Colorado	52	266	204	602		7,540
Connecticut	50	275	183	951		7,282
Delaware	50	215	39	274		1,964
Florida	154	379	574	1,786		20,535
Georgia	110	325	435	1,570		15,827
Hawaii	50	223	61	313		2,703
Idaho	50	222	40	320		3,033
Illinois	148	477	713	3,529	51	27,308
Indiana	108	337	429	1,626		15,752
Iowa	58	273	289	952		8,781
Kansas	50	259	100	764		6,933
Kentucky	79	286	312	1,325		11,643
Louisiana	92	303	363	1,439		13,404
Maine	50	226	94	447		3,867
Maryland	74	305	268	1,160		10,911
Massachusetts	102	344	683	1,707		15,355
Michigan	148	444	672	2,626		24,694
Minnesota	80	303	317	1,154		11,707
Mississippi	57	264	197	949	35	8,516
Missouri	95	319	377	1,675		14,129
Montana	50	220	66	326		2,858
Nebraska	50	239	67	543		4,857
Nevada	50	213	66	212		1,824
New Hampshire	50	219	63	330		2,771
New Jersey	111	374	440	2,209	55	16,905
New Mexico	50	232	105	402		4,305
New York	148	623	1,183	5,926		41,301
North Carolina	127	339	273	1,781		17,898
North Dakota	50	218	62	335		2,739
Ohio	148	479	1,004	3,248		30,387
Oklahoma	60	267	171	910	40	8,804
Oregon	50	256	176	650		6,821
Pennsylvania	148	491	923	4,105		33,004
Rhode Island	50	224	75	452		3,286
South Carolina	69	276	273	1,072		10,161
South Dakota	50	219	66	344		2,889
Tennessee	96	303	377	1,492		13,926
Texas	148	509	756	3,281		36,309
Utah	50	234	115	338		4,426
Vermont	50	212	42	257		2,052

State or Other area	Vocational State advisory councils	Total Innovation	Total research	Adult education	Curriculum development (VEA part I)	Total
Virginia	105	328	376	1,490	115	15,214
Washington	68	288	268	917	55	9,972
West Virginia	50	245	163	836		6,434
Wisconsin	94	319	203	1,381		13,535
Wyoming	50	210	29	223		1,616
District of Columbia	50	217	303	375		2,538
American Samoa	50	4	1	80		228
Guam	50	12	4	140		466
Puerto Rico	65	440	259	1,037		10,061
Trust Territory of the Pacific Islands.	50	15	5	160		500
Virgin Islands	50	8	3	80		316
Total	\$4,318	\$15,999	\$16,671	\$67,500	\$546	\$618,073

Higher education

[Amounts in thousands of dollars]

State or other area	University com- munity services	Aid to land grant colleges		State student incentive grants	Supple- mental educa- tional oppor- tunity grants	College work-study	NDSL Federal capital contri- butions
		Annual	Permanent				
Alabama	\$195	\$173	\$50	\$664	\$3,464	\$10,549	\$4,603
Alaska	109	152	50	59	354	762	368
Arizona	156	164	50	643	2,833	5,073	4,042
Arkansas	155	163	50	237	1,235	4,911	1,826
California	655	286	50	6,886	26,499	45,312	34,451
Colorado	166	166	50	591	3,730	7,861	6,532
Connecticut	183	170	50	611	3,034	5,555	3,915
Delaware	115	154	50	150	586	1,070	956
Florida	308	201	50	1,308	1,701	14,128	8,347
Georgia	229	182	50	773	3,502	10,387	8,347
Hawaii	123	155	50	181	824	1,730	1,295
Idaho	121	155	50	146	711	1,841	1,227
Illinois	400	224	50	2,209	10,745	22,990	14,414
Indiana	242	185	50	941	5,291	9,982	7,654
Iowa	177	169	50	476	3,546	5,488	5,139
Kansas	161	165	50	481	2,560	4,978	4,154
Kentucky	189	172	50	522	2,545	8,559	4,162
Louisiana	201	175	50	618	2,996	10,116	4,721
Maine	128	157	50	159	4,483	6,766	3,689
Maryland	209	177	50	765	4,227	7,734	4,765
Massachusetts	256	188	50	1,515	10,045	26,460	17,783
Michigan	343	210	50	1,899	11,025	17,450	12,932
Minnesota	204	176	50	843	7,138	12,071	6,824
Mississippi	162	165	50	356	2,772	8,016	3,321
Missouri	228	181	50	833	4,257	9,714	6,713
Montana	120	155	50	127	742	3,317	968
Nebraska	141	160	50	312	1,514	3,159	2,726
Nevada	115	154	50	114	437	932	708
New Hampshire	121	155	50	150	1,913	4,491	2,752
New Jersey	297	198	50	1,176	4,905	10,553	7,056
New Mexico	129	157	50	226	2,195	5,035	2,835
New York	589	270	50	3,950	18,499	37,200	25,903
North Carolina	242	185	50	964	5,189	11,961	7,444
North Dakota	117	154	50	121	1,907	2,880	1,666
Ohio	388	221	50	1,721	9,281	20,229	13,697
Oklahoma	172	167	50	598	2,461	6,299	4,505
Oregon	160	164	50	580	4,949	12,349	6,975
Pennsylvania	419	228	50	1,920	9,962	21,999	14,472
Rhode Island	126	156	50	245	1,349	2,967	1,895
South Carolina	173	168	50	482	2,377	7,546	3,394

Higher education—Continued

[Amounts in thousands of dollars]

State or other area	University community services	Aid to land grant colleges		State student incentive grants	Supple- mental educa- tional oppor- tunity grants	College work-study	NDSL Federal capital contri- butions
		Annual	Permanent				
South Dakota	118	154	50	118	1,630	3,982	1,877
Tennessee	210	177	50	727	3,855	10,043	5,415
Texas	418	228	50	2,308	9,902	26,956	11,580
Utah	131	157	50	335	1,694	2,940	1,649
Vermont	113	153	50	113	2,641	4,916	1,960
Virginia	230	182	50	897	3,787	10,132	5,643
Washington	192	173	50	870	6,503	11,027	7,105
West Virginia	148	162	50	301	1,827	4,281	2,715
Wisconsin	222	180	50	970	9,490	11,383	9,357
Wyoming	109	152	50	79	407	1,058	584
District of Columbia	120	155	50	345	1,701	3,297	2,173
American Samoa	26			3	6		14
Guam	27	151	50	14	47	536	
Puerto Rico	98	168	50	360	3,832	6,870	3,071
Trust Territory of the Pacific Is- lands					1		4
Virgin Islands	27	150	50	8	13	64	22
Total	\$10,913	\$9,500	\$2,700	\$44,000	\$239,022	\$507,906	\$322,345

State or other area	Basic educational opportunity grants	Cooperative education	Teacher military cancellation	Loans to institutions	Talent search	Upward bound	Special services	Educational opportunity centers
Alabama	\$23,521	\$247	\$184	\$37	\$20	\$452	\$92	\$259
Alaska	352	82	4	.....	8	26	6	.....
Arizona	11,287	85	66	17	16	239	31	.....
Arkansas	9,405	143	106	.....	10	309	47	.....
California	87,622	1,083	522	84	92	1,235	291	317
Colorado	9,686	292	91	51	18	184	44	259
Connecticut	6,543	144	73	3	19	354	13	.....
Delaware	2,043	105	11	.....	5	47	20	.....
Florida	26,481	332	150	.....	18	489	118	.....
Georgia	19,927	158	128	.....	14	612	66	195
Hawaii	1,654	62	8	.....	6	45	28	.....
Idaho	2,138	26	27	.....	6	60	3	.....
Illinois	40,142	284	332	29	33	549	97	86
Indiana	15,119	158	209	25	8	334	50	.....
Iowa	10,119	243	130	.....	7	461	10	.....
Kansas	10,187	63	136	32	10	296	43	.....
Kentucky	14,450	363	164	.....	12	552	76	.....
Louisiana	23,189	33	121	43	18	324	70	.....
Maine	4,375	43	40	13	9	221	17	.....
Maryland	14,695	145	83	2	10	278	88	.....
Massachusetts	24,669	512	192	130	17	738	39	318
Michigan	36,921	592	278	43	19	677	155	9
Minnesota	16,859	279	192	.....	23	207	37	.....
Mississippi	20,281	151	136	.....	27	325	98	.....
Missouri	18,646	101	184	99	89	19	339	336
Montana	3,044	36	29	.....	10	103	28	.....
Nebraska	5,972	22	61	.....	.....	126	3	.....
Nevada	1,332	43	12	.....	16	75	13	.....
New Hampshire	2,923	78	16	.....	8	56	7	.....
New Jersey	23,732	479	117	22	32	606	94	.....
New Mexico	7,353	50	57	.....	24	237	54	155
New York	97,771	451	512	60	35	1,435	202	300
North Carolina	27,915	248	189	.....	23	640	120	.....
North Dakota	3,465	54	39	.....	11	96	21	.....
Ohio	34,422	547	309	42	24	653	103	154
Oklahoma	15,668	154	229	28	19	291	75	.....
Oregon	10,875	141	83	6	11	213	19	.....
Pennsylvania	49,732	827	302	25	24	702	53	.....
Rhode Island	3,768	40	48	7	.....	102	16	.....
South Carolina	17,138	217	70	23	17	361	41	.....
South Dakota	4,659	74	66	7	5	115	9	.....
Tennessee	20,715	208	194	.....	25	429	45	.....
Texas	54,983	189	398	68	70	755	199	259
Utah	3,175	189	37	.....	12	208	23	.....
Vermont	2,157	29	26	.....	8	44	13	.....

State or other area	Basic educational opportunity grants	Cooperative education	Teacher military cancellation	Loans to institutions	Talent search	Upward bound	Special services	Educational opportunity centers
Virginia	15,204	344	115	20	395	93		
Washington	12,649	170	130	96	28	183	16	170
West Virginia	6,871	24	91	8	289	40		
Wisconsin	16,063	256	171	33	219	74		
Wyoming	934		11	11	51	6		
District of Columbia	5,019	55			160	33		503
American Samoa	22							
Guam	550				12			
Puerto Rico	54,902	108	34		88	88		
Trust Territory of the Pacific Islands	126							
Virgin Islands	98							
Total	\$953,548	\$10,749	\$6,913	\$1,036	\$944	\$17,677	\$3,366	\$3,320

	Strengthening developing institutions	Language training centers, fellowships and research	Fulbright- Hays training grants	State post- secondary education and com- munication	Veterans cost of instruction	College teacher fellowships	Fellowships for disad- vantaged (CLEO)	Total higher education
Alabama	\$13,023			\$69	\$730			\$57,602
Alaska	350			38	22			2,720
Arizona	2,050	\$91		51	634	\$8		26,902
Arkansas	1,815			52	115			20,474
California	1,775	1,647	\$496	206	4,931			209,509
Colorado	550	190	13	12	510			30,486
Connecticut		293	49	61	212			21,070
Delaware	2,600		11	40	75			7,963
Florida	4,867	239	66	99	1,044			62,805
Georgia	5,215	28	13	74	637	24		59,924
Hawaii	475	248	24	42	135			6,950
Idaho				41	92			6,532
Illinois	3,565	1,400	113	128	912			97,790
Indiana	1,540	626	86	78	243			42,587
Iowa	2,381	78	9	61	198	8		28,552
Kansas	1,872	206	70	60	125	16		25,540
Kentucky	260	36	2	62	213	16		32,192
Louisiana	8,830	98		64	187			51,667
Maine	225			44	111			20,419
Maryland	3,400	59	90	73	356			36,850
Massachusetts	1,500	759	126	87	698	16		85,400
Michigan	4,040	950	97	107	854	8		87,805
Minnesota	200	27	14	68	278	8		45,220
Mississippi	3,700			59	203			39,619
Missouri	2,170			76	453	8		44,043
Montana	450			41	65			9,220
Nebraska	1,450	120	15	48	105			15,879
Nevada				39	118			4,040
New Hampshire	225			42	116			12,987
New Jersey	1,530	290	54	94	490	24		51,299
New Mexico	1,360	13		44	138	16		19,990
New York	1,700	1,542	646	191	1,330	16		191,322
North Carolina	6,637	315	59	17	915			62,198
North Dakota	1,160			41	57			11,782
Ohio	725	406	101	123	455			83,196
Oklahoma	905			58	413	8		31,687
Oregon	500	100	12	55	335			37,243
Pennsylvania	1,800	669	81	142	565			103,407
Rhode Island		50	13	43	155			10,875
South Carolina	2,505			58	498			34,620
South Dakota	905			41	103			13,810
Tennessee	6,088	40	13	14	416			48,248
Texas	4,067	293	55	136	1,515			112,914
Utah	200	155	38	49	117			11,033
Vermont		79		40	27			12,342

State or other area	Strengthening developing institutions	Language training centers, fellowships and research	Fulbright-Hays training grants	State post-secondary education and communication	Veterans cost of instruction	College teacher fellowships	Fellowships for disadvantaged (CLEO)	Total higher education
Virginia	3,345	235	21	75	448			40,768
Washington	400	583	107	64	558	8		40,524
West Virginia	4,065	30		50	103			20,952
Wisconsin	640	668	166	13	292	8		49,963
Wyoming	175			38	30			3,665
District of Columbia	450	327	3	42	95		\$750	15,183
American Samoa	100			31				202
Guam				31				1,418
Puerto Rico	1,285			54				71,008
Trust Territory of the Pacific Islands								131
Virgin Islands.	350			31				813
Total	\$109,420	\$12,890	\$2,663	\$3,497	\$23,427	\$192	\$750	\$2,263,351

Library Resources

[Amounts in thousands of dollars]

State or other area	Title I (LSCA) services	Inter- library coopera- tion (LSCA III)	Consoli- dation programs 13.570	ESEA II school library resources	(HEA II) under- graduate instruc- tional equip- ment	HEA II			Total
						College library resources	Training, institu- tional and fellow- ship	Demon- stration	
Alabama	\$843	\$48	\$1,170	\$733	\$122	\$254			\$3,458
Alaska	260	41	123	74	6	39			579
Arizona	576	45	691	490	110	94		\$50	2,212
Arkansas	569	45	644	411	52	94			1,977
California	3,945	86	6,349	4,258	945	784	\$8	45	17,490
Colorado	648	45	800	540	110	126		144	2,578
Connecticut	759	47	978	687	92	151			2,872
Delaware	304	41	191	134	21	39			775
Florida	1,605	57	2,228	1,465	222	272	44		6,300
Georgia	1,074	51	1,590	995	130	283			4,483
Hawaii	353	42	273	178	29	47			982
Idaho	341	42	262	174	31	31			953
Illinois	2,227	65	3,574	2,444	347	414			9,678
Indiana	1,162	52	1,740	1,166	160	191	20		4,850
Iowa	719	46	930	623	99	247			2,856
Kansas	611	45	696	440	88	165			2,182
Kentucky	804	47	1,073	686	97	132			3,093
Louisiana	879	48	1,324	870	125	94	26		3,697
Maine	388	42	338	236	32	101			1,226
Maryland	939	49	1,347	910	122	157		86	3,859
Massachusetts	1,252	53	1,807	1,244	264	364		76	5,383
Michigan	1,843	60	3,061	2,110	304	300	57		8,324
Minnesota	905	49	1,317	901	133	193		62	3,837
Mississippi	620	45	808	521	83	165	75		2,530
Missouri	1,065	51	1,486	997	154	199	26		4,276
Montana	332	42	249	163	25	47			925
Nebraska	478	43		326	53	102			1,107
Nevada	300	41	179	123	18	24			727
New Hampshire	344	42	257	176	31	94			1,008
New Jersey	1,528	56	2,312	1,542	175	196			6,178
New Mexico	399	42	401	264	43	67		88	1,416
New York	3,503	81	5,502	3,707	634	752	93	42	15,158
North Carolina	1,162	52	1,682	1,069	196	389		83	5,012
North Dakota	315	41	217	133	25	43			831
Ohio	2,148	64	3,489	2,391	315	385		36	9,521
Oklahoma	684	46	809	546	108	141	25		2,539
Oregon	602	45	682	446	103	127			2,147
Pennsylvania	2,351	66	3,629	2,494	347	551	26	82	10,231
Rhode Island	375	42	291	196	43	51			1,063
South Carolina	694	46	918	584	99	204			2,776

Library Resources—Continued

[Amounts in thousands of dollars]

	Title I (LSCA) services	Inter- library coopera- tion (LSCA III)	Consoli- dation programs	ESEA II school library resources	(HEA II) under- graduate instruc- tional equip- ment	HEA II			Total
						College library resources	Training, institu- tional and fellow- ship	Demon- stration	
South Dakota	324	42	230	151	25	63			899
Tennessee	943	49	1,281	834	142	193	39		3,773
Texas	2,345	66	3,855	2,582	432	453			10,578
Utah	409	43	406	276	74	39			1,356
Vermont	285	41	152	105	22	78			730
Virginia	1,078	51	1,546	1,023	157	265			4,435
Washington	822	48	1,087	741	154	171		77	3,311
West Virginia	524	44	548	374	60	91			1,775
Wisconsin	1,023	50	1,530	1,040	178	309	35	18	4,513
Wyoming	264	41	116	78	9	20			565
District of Columbia	333	42	201	141	50	63	25	82	975
American Samoa	45	10	50	33		4			170
Guam	55	10	140	93		4			330
Puerto Rico	692	46	1,113	695	86	79			2,843
Trust Territory of the Pa- cific Islands	56	10	156	104		8			362
Virgin Islands	51	10	114	76		8		30	317
Total	\$49,155	\$2,594	\$67,942	\$45,793	\$7,482	\$9,957	\$499	\$1,001	\$198,021

Special projects and training,

[Amounts in thousands of dollars]

State or other area	Metric education projects	Community schools Public Law 93-380	Career education Public Law 93-380	Consumer education	Arts in education Public Law 93-380
Alabama	\$24	\$49	\$176	\$55	\$6
Alaska			91	70	3
Arizona	87	170	42	6	10
Arkansas	24	54	40	41	20
California	308	52	636	285	42
Colorado	24	119	127	89	14
Connecticut	88	21	48		19
Delaware	24				
Florida		33	258	81	23
Georgia	72		197	81	19
Hawaii	24		40	50	
Idaho			35		18
Illinois	48	77	292	101	14
Indiana		34	85		30
Iowa	74	79	190	31	
Kansas		30	85	27	17
Kentucky	24	161	455	60	14
Louisiana	24				20
Maine		23	171	29	19
Maryland	45		273	46	18
Massachusetts		46	70	152	14
Michigan	48	134	390	215	28
Minnesota	24	131	110		20
Mississippi	71		45		5
Missouri	24	59	198		10
Montana	75		200		9
Nebraska			45		20
Nevada	22	23	55		6
New Hampshire	24	34	45		10
New Jersey	24		536	87	10
New Mexico		12	41	43	15
New York	190	160	672	312	56
North Carolina	48	80	340	46	20
North Dakota	49	23	45		18
Ohio	48	49	264	174	20
Oklahoma	24	32	40	121	10
Oregon	24	107	280	131	9
Pennsylvania	24		150	91	30
Rhode Island		57	167		10
South Carolina		64	99		13
South Dakota	24	139	77		
Tennessee	24	68	38	23	5
Texas	24	162	962	72	
Utah		75	145	50	
Vermont	18	25	43		5

Special projects and training,—Continued

[Amounts in thousands of dollars]

State or other area	Metric education projects	Community schools Public Law 93-380	Career education Public Law 93-380	Consumer education	Arts in education Public Law 93-380
Virginia	96	132	559	115	15
Washington	24	50	301	36	30
West Virginia	72	61	39	53	18
Wisconsin		57	277		10
Wyoming			45		
District of Columbia	75		457	160	
American Samoa					
Guam					
Puerto Rico	24		49		
Trust Territory of the Pacific Islands			45		28
Virgin Islands					
Total	\$1,990	\$2,682	\$10,070	\$2,933	\$750

State or other area	Educational TV programing Public Law 93-380	Teacher Corps EDPA part B-1	Urban/rural EPDA part D	Vocational education EPDA part F	Special projects and training total
Alabama		\$851	\$15	\$207	\$1,383
Alaska		688	105	59	1,016
Arizona		1,065		89	1,469
Arkansas					179
California		2,166	356	471	4,316
Colorado		793	5	267	1,438
Connecticut		263	138	198	775
Delaware		307		108	439
Florida		660	189	172	1,416
Georgia		479	185	164	1,197
Hawaii		320		124	558
Idaho		660		87	800
Illinois		588	87	186	1,393
Indiana		1,023	228	186	1,586
Iowa		419		165	958
Kansas		202		140	501
Kentucky		536	124	249	1,623
Louisiana		231			275
Maine		498		43	783
Maryland		941		152	1,475
Massachusetts		706		140	1,128
Michigan		845		256	1,916
Minnesota		465		326	1,076
Mississippi		618		66	805
Missouri			290	142	723
Montana		746	123	21	1,174
Nebraska		1,258		97	1,420
Nevada				100	206
New Hampshire		232		80	425
New Jersey		464	365	446	1,932
New Mexico		295			406
New York	\$5,400	2,491	395	413	10,089
North Carolina		862		260	1,656
North Dakota		714		34	883
Ohio		1,374	400	930	3,259
Oklahoma		682		63	972
Oregon				255	806
Pennsylvania		1,406		227	1,928
Rhode Island		304	195	46	779
South Carolina		1,025		25	1,226
South Dakota		716		25	981
Tennessee		724	123	274	1,279
Texas		2,674		127	4,021
Utah		900		112	1,282
Vermont		904		37	1,032

State or other area	Educational TV programing Public Law 93-380	Teacher Corps EDPA part B-1	Urban/rural EPDA part D	Vocational education EPDA part F	Special projects and training total
Virginia		825	164	238	2,144
Washington		806	133	82	1,462
West Virginia				143	386
Wisconsin		197	105	188	834
Wyoming				33	78
District of Columbia		1,049			1,741
American Samoa				20	20
Guam		617		47	664
Puerto Rico		565	85	182	905
Trust Territory of the Pacific Islands			8		81
Virgin Islands.				28	28
Total	\$5,400	\$37,154	\$3,818	\$8,530	\$73,327

**Table 2.—U.S. OFFICE OF EDUCATION: Actual Obligations Transition Quarter
(3 months ended September 30, 1976)**

Elementary and secondary education

[Amounts in thousands of dollars]

State or other area	Grants to local educational agencies	Handicapped children	Neglected or delinquent children	Children of migrant workers	State administration	Special incentive grants	Title I total
Alabama	\$44,786	\$656	\$238		\$464		\$46,144
Alaska	3,423	1,492	87		150	\$1,263	6,415
Arizona	15,717	592	334	\$3,287	206	672	20,808
Arkansas	25,468	1,356	291	1,521	291		28,927
California	139,880	3,263	1,729		1,699		146,571
Colorado	14,881	1,696	182	103	187	197	17,246
Connecticut	16,109	1,772	564		197		18,642
Delaware	4,326	931	158		149		5,564
Florida	59,627	2,478	1,204	16,630	802		80,741
Georgia	48,425	973	732		512		50,642
Hawaii	5,398	382	31		150		5,961
Idaho	4,080	239	92		150		4,561
Illinois	89,121	9,771	793	844	1,005		101,534
Indiana	22,642	2,505	696	1,075	268		27,186
Iowa	15,250	756	318	105	164		16,593
Kansas	13,234	1,107	238		152		14,731
Kentucky	34,714	909	253		378		36,254
Louisiana	51,287	2,161	466		555	1,089	55,558
Maine	6,526	731	175		146		7,578
Maryland	29,463	2,186	737		338	508	33,232

**Table 2.—U.S. OFFICE OF EDUCATION: Actual Obligations Transition Quarter
(3 months ended September 30, 1976)**

Elementary and secondary education—Continued

[Amounts in thousands of dollars]

State or other area	Grants to local educational agencies	Handi-capped children	Neglected or delinquent children	Children of migrant workers	State administration	Special incentive grants	Title I total
Massachusetts	32,130	6,621	535	1,535	418	1,001	42,240
Michigan	72,246	7,355	1,056	4,587	853		86,097
Minnesota	26,286	777	510	30	285		27,883
Mississippi	42,870	620	340	1,180	457		45,467
Missouri	30,687	2,135	418	777	343		34,360
Montana	5,254	372	101		143		5,870
Nebraska	9,100	345	139		150		9,734
Nevada	2,090	361	134		150		2,735
New Hampshire	2,804	677	84		150		3,715
New Jersey	47,979	4,677	794		557		54,007
New Mexico	13,392	395	174	2,385	188	2,376	13,710
New York	180,523	11,276	3,549	2,881	1,984		200,213
North Carolina	51,886	3,296	1,218	2,465	590		59,455
North Dakota	4,665	295	82		150		5,192
Ohio	51,108	5,560	1,159	1,490	593		59,910
Oklahoma	20,301	697	630	817	224		22,669
Oregon	14,709	1,973	542	2,603	207	859	20,893
Pennsylvania	83,201	7,521	1,344		932	299	93,297
Rhode Island	6,551	545	83		150		7,329
South Carolina	34,000	1,214	768		366		36,348
South Dakota	5,793	342	88		150		6,373
Tennessee	40,501	900	983		427		42,811
Texas	104,926	6,573	1,546	28,775	1,465		143,285
Utah	5,569	400	115		145		6,229
Vermont	3,054	1,012	74		145		4,285
Virginia	39,979	2,318	948		440		43,685
Washington	20,069	1,448	530	4,339	270	538	27,194
West Virginia	17,687	546	317		188		18,738
Wisconsin	27,146	2,905	529	721	313		31,614
Wyoming	2,208	276	62		150	277	2,973
District of Columbia	10,268	1,599	434		150		12,451
American Samoa							
Guam	1,016	156			25		1,197
Puerto Rico	46,812	293	234		475		47,814
Trust Territories of the Pacific Islands	1,219				25		1,244
Virgin Islands	647				25		672
Total	\$1,703,033	\$111,436	\$28,838	\$78,150	\$21,246	\$9,079	\$1,951,782

State or other area	State equalization grants	Support and innovation grants	Bilingual education	Follow through	Right to read	Alcohol and drug abuse education	Environmental education	Total
Alabama		\$3,096			\$587			\$49,827
Alaska	\$68	841	\$1,165		276			8,765
Arizona		1,791	2,173		616			25,388
Arkansas		1,830			447			31,204
California	246	16,034	14,155	\$124	1,301	\$384	\$449	179,264
Colorado	87	2,038	1,181		403			20,955
Connecticut		2,476	417		187	197		21,919
Delaware	70	987	4		223			6,848
Florida	135	5,792	1,574		296			88,538
Georgia			100		765			51,507
Hawaii		1,120	8		207			7,296
Idaho		1,101	307		216			6,185
Illinois	162	8,921	1,327		663			112,607
Indiana	111	4,355	86		297			32,035
Iowa	90	2,390			335			19,408
Kansas	85	2,007	132		188			17,143
Kentucky	94	2,693		27	525			39,593
Louisiana		3,314	670		290			59,832
Maine		1,260	11		114			8,963
Maryland			190		135			33,557
Massachusetts	115	4,540	1,948		683			49,526
Michigan		7,692	1,106	47	736			95,678
Minnesota	99	3,301	88		199			31,575
Mississippi	85	2,071	125	50	370			48,168
Missouri		3,704	144		297			38,505
Montana	46	1,090	251		47			7,304
Nebraska	78				59			9,871
Nevada		947			48			3,730
New Hampshire		1,089	385		83			5,272
New Jersey	129	5,795	1,732	65	523	197		62,448
New Mexico	75	1,332	2,476		166			22,959
New York	222	13,984	8,178	44	1,202			223,843
North Carolina		4,255	148		328			64,186
North Dakota		1,035		3	52			6,282
Ohio	158	8,712	458	465	847			70,550
Oklahoma	88	2,208	372		325			25,662
Oregon	85	1,918	332	82	151			23,461
Pennsylvania	168		454		703			94,622
Rhode Island	73	1,190	849		147			9,588
South Carolina		2,451			360			39,159
South Dakota	71		90		139			6,673
Tennessee		3,238	40		389			46,478
Texas		9,958	5,616		910			159,769
Utah	75	1,354	591		172			8,421
Vermont	69	916	3	33	232			5,438

State or other area	State equalization grants	Support and innovation grants	Bilingual education	Follow through	Right to read	Alcohol and drug abuse education	Environmental education	Total
Virginia		3,915	97		388			48,085
Washington	95	2,772	1,276		332			31,669
West Virginia		1,704		30	431			20,903
Wisconsin		3,846	410		352			36,222
Wyoming			68	9	78			3,128
District of Columbia		1,060	4	87	4,525			18,127
American Samoa								
Guam								1,197
Puerto Rico		3,072	54		98			51,038
Trust Territory of the Pacific Islands		415	39		62			1,760
Virgin Islands		334	792		30			1,828
Total	\$2,879	\$161,944	\$51,626	\$1,066	\$23,535	\$778	\$449	\$2,194,050

Emergency school aid, SAFA

[Amounts in thousands of dollars]

State or other area	Pilot programs	Grants to nonprofit organizations	General grants to school districts	Bilingual education	Educational television	Special program and projects	Training and advisory services	Total	Maintenance and operations
Alabama	\$670	\$15	\$1,173			\$679		\$2,537	\$3,186
Alaska		46	164				\$462	672	1,537
Arizona	233	254	685					1,172	1,577
Arkansas	392	111	1,458			55		2,016	1,087
California	1,050	1,110	12,817			2,121	1,862	18,960	17,257
Colorado	355	17	611			202		1,185	2,871
Connecticut						413	359	772	1,368
Delaware	119	17	153			36	22	347	2,933
Florida	561	39	922	\$2,084		501		4,107	4,067
Georgia	1,032	16	263			337		1,648	4,651
Hawaii	408	13	1,737	199			310	2,667	1,664
Idaho	23		192				58	273	697
Illinois		176	1,507		\$125		400	2,208	8,040
Indiana							200	200	861
Iowa		33						33	591
Kansas		720						720	1,489
Kentucky	288	55	131			2,266		2,740	11,475
Louisiana	451	105	4,366	404		387		5,713	1,838
Maine									397
Maryland	1,028	35	1,193			271		2,527	10,699

Emergency school aid, SAFA—Continued

[Amounts in thousands of dollars]

State or other area	Pilot programs	Grants to nonprofit organizations	General grants to school districts	Bilingual education	Educational television	Special program and projects	Training and advisory services	Total	Maintenance and operations
Massachusetts	251					6,272	185	6,708	5,341
Michigan	436	76	2,734			5,590	26	8,862	1,958
Minnesota		50	423			35	364	872	855
Mississippi	317	55	654			141	51	1,218	918
Missouri	648	246	2,254			1,931	65	5,144	2,035
Montana			72					72	538
Nebraska	26		343			686		1,055	674
Nevada		34	170				41	245	642
New Hampshire									761
New Jersey	1,253	371	1,277			48	669	3,618	6,868
New Mexico	188	34	227			100	390	939	1,729
New York	3,157	924	11,172	1,465		4,015	924	21,657	27,350
North Carolina	818	71	686	323		451		2,349	3,528
North Dakota			27				23	50	381
Ohio		146	1,675			360	398	2,579	4,692
Oklahoma	128	4	849			100		1,081	2,565
Oregon		46	386				487	919	884
Pennsylvania	280	48				93	69	490	6,565
Rhode Island									1,893
South Carolina	388	59	352			324		1,123	1,631
South Dakota	25		88				63	176	638
Tennessee	166	33	174					373	3,255
Texas	1,234	101	5,392			4,532	821	12,080	8,678
Utah		19	107			283	398	807	1,963
Vermont									55
Virginia	394	62	373		326			1,155	11,744
Washington	260	110	1,213	274			378	2,235	3,018
West Virginia			70		5			75	313
Wisconsin						3,410		3,410	761
Wyoming	24		28					52	520
District of Columbia	584	252	2,003			100		2,939	2,118
American Samoa									4,764
Guam									2,686
Peurto Rico									403
Trust Territory of the Pacific Islands									
Virgin Islands									
Total	\$17,187	\$5,503	\$60,121	\$4,749	\$456	\$35,739	\$9,025	\$132,780	\$191,009

Indian education

[Amounts in thousands of dollars]

State or other area	Financial assistance to non-LEA's	Special projects	Adult education	Total
Alabama				
Alaska		\$577	\$265	\$842
Arizona	\$545	2,001	410	2,956
Arkansas				
California		1,304	435	1,739
Colorado		307		307
Connecticut				
Delaware				
Florida	100	6	95	201
Georgia				
Hawaii				
Idaho	210	242	83	535
Illinois		70	45	115
Indiana		10		10
Iowa				
Kansas				
Kentucky				
Louisiana		55	55	110
Maine				
Maryland				
Massachusetts		19	27	46
Michigan	100	322	85	507
Minnesota		909	50	959
Mississippi	175	129	150	454
Missouri			42	42
Montana	717	915	50	1,682
Nebraska		9		9
Nevada	78	197	71	346
New Hampshire				
New Jersey		7		7

Indian education

[Amounts in thousands of dollars]

State or other area	Financial assistance to non-LEA's	Special projects	Adult education	Total
New Mexico	472	1,506	186	2,164
New York		203	107	310
North Carolina		333		333
North Dakota	120	725	43	888
Ohio				
Oklahoma		1,578	393	1,971
Oregon		319		319
Pennsylvania		104	30	134
Rhode Island			51	51
South Carolina			65	65
South Dakota	200	1,032	118	1,350
Tennessee		4		4
Texas		279		279
Utah		106	97	203
Vermont				
Virginia				
Washington	205	1,461	788	2,454
West Virginia				
Wisconsin	85	1,181	79	1,345
Wyoming	175		43	218
District of Columbia		4	137	141
American Samoa				
Guam				
Puerto Rico				
Trust Territory of the Pacific Islands				
Virgin Islands				
Total	\$3,182	\$15,914	\$4,000	\$23,096

Education for the handicapped

[Amounts in thousands of dollars]

State or other area	Grants to States	Early child- hood educa- tion	Learning dis- abilities	Research and demon- stration	Media and cap- tioned films	Regional resource centers	Special educa- tion and man- power develop- ment	Total
Alabama	\$846			\$28	\$515	\$126		\$1,515
Alaska	75	\$93						168
Arizona	402	120		24			\$30	576
Arkansas	224							224
California	4,598	373		661	399	70	22	6,123
Colorado	273	138		362				773
Connecticut	345	80		193				618
Delaware	98	79					20	197
Florida	731			79			22	832
Georgia		290	\$132					422
Hawaii	105			26				131
Idaho	105	61						166
Illinois	1,289	270	88	184	238			2,069
Indiana		65			687	74	30	1,658
Iowa	334	145	118		453	79		1,129
Kansas				268				268
Kentucky		75		261	911	12		1,259
Louisiana	946							946
Maine	118	65						183
Maryland	470	80		61	271		5	887
Massachusetts	650	119	460	650	845	88	30	2,842
Michigan	1,091	145		170	470		10	1,886
Minnesota	942	247	120	5	150			1,464
Mississippi	288	230						518
Missouri	536	59	120					715
Montana	104							104
Nebraska	169	47	40	40	501			797
Nevada	92							92
New Hampshire	105							105
New Jersey					570	93		663
New Mexico		66	15		321			402
New York	4,602	339	229	1,570	467	87		7,294
North Carolina		329		77				406
North Dakota	104							104
Ohio	1,272			83	1,411	44		2,810
Oklahoma	292			9				301
Oregon	242	125	40	1,100	391	78		1,976
Pennsylvania	1,320	311			236	43	120	2,030
Rhode Island	107	105						212
South Carolina	336	139						475

Education for the handicapped—Continued

State or other area	Grants to States	Early child-hood education	Learning dis-abilities	Research and demon-stration	Media and cap-tioned films	Regional resource centers	Special educa-tion and man-power develop-ment	Total
South Dakota	104							104
Tennessee	461	215	119	140				935
Texas	2,746	170		434	261			3,511
Utah	145	66						211
Vermont	84	76	94					254
Virginia	1,116	108		96	591			1,911
Washington	403	264		78				745
West Virginia	201							201
Wisconsin	543	396		52	450	95		1,536
Wyoming	75							75
District of Columbia	104	140		234	169	142		789
American Samoa	38							38
Guam	38							38
Puerto Rico	279						44	323
Trust Territory of the Pacific Islands	38							38
Virgin Islands	38							38
Bureau of Indian Affairs	762							762
Total	\$30,386	\$5,630	\$1,575	\$7,687	\$10,307	\$1,031	\$333	\$56,949

Occupational, vocational, and adult education

[Thousands of dollars]

State or other area	Basic grants	Work-study	Coopera-tive education	Total innovation	Total research and training	Special needs	Consumer and home-making
Alabama	\$2,137	\$42	\$88	\$37	\$45	\$101	\$207
Alaska	154	5	54	26	3	7	15
Arizona	1,129	25	73	32	24	53	109
Arkansas	1,173	23	71	31	25	55	114
California	9,187	236	260	89	196	434	891
Colorado	1,301	31	77	33	28	62	126
Connecticut	1,206	34	81	34	26	57	117
Delaware	248	7	56	27	5	12	24
Florida	3,677	85	126	48	78	174	357
Georgia	2,738	57	101	41	58	130	266
Hawaii	404	11	59	28	9	19	39
Idaho	456	10	59	28	10	22	44
Illinois	4,647	126	163	60	99	220	451
Indiana	2,722	62	106	42	58	129	264
Iowa	1,396	33	80	34	30	66	135

Occupational, vocational, and adult education—Continued

[Thousands of dollars]

State or other area	Basic grants	Work-study	Cooperative education	Total innovation	Total research and training	Special needs	Consumer and home-making
Kansas	1,112	27	74	32	24	53	108
Kentucky	1,986	39	85	36	42	94	193
Louisiana	2,318	46	92	38	49	110	225
Maine	594	12	61	28	13	28	58
Maryland	1,862	48	93	38	40	88	181
Massachusetts	2,658	66	109	43	57	126	258
Michigan	4,213	110	149	55	90	200	409
Minnesota	1,981	47	92	38	42	94	192
Mississippi	1,423	29	76	33	30	67	138
Missouri	2,448	54	99	40	52	116	237
Montana	408	9	58	28	9	19	40
Nebraska	765	18	66	30	16	36	74
Nevada	241	6	56	27	5	11	23
New Hampshire	416	9	58	27	9	20	40
New Jersey	2,888	78	121	47	61	137	280
New Mexico	707	14	63	29	15	33	69
New York	7,246	191	222	78	154	343	703
North Carolina	3,134	64	107	42	67	148	304
North Dakota	326	8	57	27	7	15	32
Ohio	5,286	126	164	60	113	250	513
Oklahoma	1,495	30	77	33	32	71	145
Oregon	1,138	26	73	32	24	54	110
Pennsylvania	5,663	131	168	61	121	268	549
Rhode Island	461	10	59	28	10	22	45
South Carolina	1,755	35	81	34	37	83	170
South Dakota	388	9	58	27	8	18	38
Tennessee	2,364	47	92	38	50	112	229
Texas	6,570	142	177	64	140	311	637
Utah	743	16	64	29	16	35	72
Vermont	271	6	55	27	6	13	26
Virginia	2,596	59	103	41	55	123	252
Washington	1,699	41	87	36	36	80	165
West Virginia	1,017	20	68	30	22	48	99
Wisconsin	2,385	54	99	40	51	113	231
Wyoming	190	4	54	26	4	9	18
District of Columbia	283	8	57	27	6	13	27
American Samoa	18	. . . . .	2	. . . . .	. . . . .	2	3
Guam	60	1	4	2	1	3	6
Puerto Rico	1,873	34	134	55	40	88	182
Trust Territory of the Pacific Islands	59	1	5	1	1	3	4
Virgin Islands	43	. . . . .	2	2	1	2	6
Total	\$105,658	\$2,462	\$4,875	\$1,999	\$2,250	\$5,000	\$10,250

State or other area	Vocational State advisory councils	Adult education	Curriculum development (VEA part I)	Vocational education personnel development	Bilingual vocational training	Total
Alabama	\$21	\$1,393		\$116		\$4,187
Alaska	12	52		59		387
Arizona	12	619		89		2,165
Arkansas	12	869		97		2,470
California	37	5,082			\$574	16,986
Colorado	13			268		1,939
Connecticut	12	1,003		198		2,768
Delaware	12	303		75		769
Florida	36	2,292		222		7,095
Georgia	27	1,792		125		5,335
Hawaii	12			125		706
Idaho	12	84		87		812
Illinois	37	3,529	\$2	417		9,751
Indiana	27	1,679		186		5,275
Iowa	14	952		165		2,905
Kansas	12	764		140		2,346
Kentucky	20			213		2,708
Louisiana	23	1,439				4,340
Maine	12	447		43		1,296
Maryland	18	1,310		114		3,792
Massachusetts	26	1,707		140		5,190
Michigan	37	2,725		256		8,244
Minnesota	20	1,154		327		3,987
Mississippi	14	949		66		2,825
Missouri	24			138		3,208
Montana	12	329		22		934
Nebraska	12	543		99		1,659
Nevada	12			100		481
New Hampshire	12	347		80		1,018
New Jersey	28	2,333		319		6,292
New Mexico	12	423		37		1,402
New York	37	5,926		387		15,287
North Carolina	31	2,054		284		6,235
North Dakota	12	335		34		853
Ohio	37	3,277		930		10,756
Oklahoma	15	944		279		3,121
Oregon	12			256		1,725
Pennsylvania	37	4,105		172		11,275
Rhode Island	12	467		45		1,159
South Carolina	17	1,109		117		3,438
South Dakota	12	344	189	25		1,116
Tennessee	23	1,574		153		4,682
Texas	37	3,803	239	725		12,845
Utah	12	368		112		1,467
Vermont	12	267		37		720

State or other area	Vocational State advisory councils	Adult education	Curriculum development (VEA part I)	Vocational education personnel development	Bilingual vocational training	Total
Virginia	26	1,667	3	210		5,135
Washington	17			81		2,242
West Virginia	12	836		106		2,258
Wisconsin	23	1,381		206		4,583
Wyoming	12			33		350
District of Columbia	12	375	19	15		842
American Samoa	12			20		57
Guam	12			47		136
Puerto Rico	18	1,237		66		3,727
Trust Territory of the Pacific Islands.	12			72		158
Virgin Islands	12	124		28		220
Total	\$1,064	\$64,312	\$452	\$8,763	\$574	\$207,659

Higher education

[Thousands of dollars]

	Basic grants	Talent search	Upward bound	Special services	Public service fellowships	Mining fellowships	Veterans cost of instruction	Total higher education	
Alabama	\$18,651	\$119	\$465	\$761		\$48	\$730	\$20,774	
Alaska	352	63	250	95		16	22	798	
Arizona	8,822	125	213	318	\$124	120	634	10,356	
Arkansas	7,276		334	322			115	8,047	
California	74,958	466	1,512	1,605	345	168	4,931	83,995	
Colorado	8,323	99	236	223	125	248	510	9,764	
Connecticut	5,742	56	208	25	49		212	6,292	
Delaware	1,790	37	105	88	56		75	2,151	
Florida	24,021	97	461	434	81	40	1,044	26,178	
Georgia	16,033	69	574	477	120	72	637	17,982	
Hawaii	1,698	61	61	116			135	2,071	
Idaho	1,783	45	82	40	40	104	92	2,186	
Illinois	34,752	360	839	863	155	32	912	37,913	
Indiana	12,839	91	229	294	72	72	243	13,840	
Iowa	7,512	99	300	190	97	40	198	8,436	
Kansas	8,348		124	145	47	24	125	8,813	
Kentucky	11,494	126	671	503	68	40	213	13,115	
Louisiana	17,272	150	494	479			187	18,582	
Maine	3,608	48	264	186			111	4,217	
Maryland	12,927	62	462	424			53	356	14,284
Massachusetts	20,554	83	709	281	147	88	698	22,560	
Michigan	30,591	97	632	565	135	88	854	32,962	
Minnesota	13,934	96	403	245	85	96	278	15,137	
Mississippi	15,774	125	442	582	26		203	17,152	
Missouri	15,199	95	250	515	143	168	453	16,323	

Higher education—Continued

[Thousands of dollars]

State or other area	Basic grants	Talent search	Upward bound	Special services	Public service fellowships	Mining fellowships	Veterans cost of instruction	Total higher education
Montana	2,429	46	95	182	46	56	65	2,919
Nebraska	5,250			83	32		105	5,470
Nevada	1,187			48		64	118	1,417
New Hampshire	2,524	42	87	40			116	2,809
New Jersey	19,603	245	738	561	179	40	490	21,856
New Mexico	5,729	149	313	270	56	48	133	6,703
New York	79,438	315	1,138	1,351	435	176	1,330	84,233
North Carolina	22,577	129	568	856	109		915	25,154
North Dakota	2,805	49	143	48		64	57	3,165
Ohio	28,183	28	898	634	66	16	455	30,230
Oklahoma	12,616	69	516	446		112	413	14,172
Oregon	9,233	59	236	149	92		335	10,104
Pennsylvania	39,773	153	764	335	263	240	565	42,093
Rhode Island	3,011		51	56			155	3,273
South Carolina	12,686	91	227	404			493	13,905
South Dakota	3,720	30	87	35	21	48	103	4,044
Tennessee	16,800	53	484	542	34		416	18,329
Texas	46,313	411	1,312	1,270	310	136	1,515	51,267
Utah	2,719	55	165	92		240	117	3,333
Vermont	1,815	42	55	105			27	2,044
Virginia	13,230	141	369	592	66	72	443	14,918
Washington	11,159	107	291	287	90	16	553	12,503
West Virginia	5,562	66	355	277	50	120	103	6,533
Wisconsin	13,632	52	260	356	48	43	292	14,694
Wyoming	805		36	40		40	30	951
District of Columbia	4,136		226	167	82		95	4,706
American Samoa	23			32				55
Guam	449		24		51			524
Puerto Rico	42,291	101	250	439				43,231
Trust Territory of the Pacific Islands	170			83				253
Virgin Islands	74		72					146
Totals	\$784,245	\$5,108	\$20,080	\$19,706	\$4,003	\$3,000	\$23,427	\$859,569

Library resources

[Amounts in thousands of dollars]

State or other area	Title I (LSCA) serv- ices	Inter- library coopere- ation (LSCA III)	Consol- idation pro- grams	Total
Alabama	\$211	\$12	\$2,503	\$2,726
Alaska	65	10	273	348
Arizona	147	11	1,526	1,684
Arkansas	143	11	1,391	1,545
California	988	21	13,664	14,673
Colorado	163	11	1,734	1,908
Connecticut	189	12	2,086	2,287
Delaware	76	10	408	494
Florida	414	14	4,936	5,364
Georgia	269	13	. . . . .	282
Hawaii	88	10	588	686
Idaho	86	10	572	668
Illinois	552	16	7,602	8,170
Indiana	289	13	3,711	4,013
Iowa	178	12	1,976	2,166
Kansas	152	11	1,481	1,644
Kentucky	201	12	2,295	2,508
Louisiana	219	12	2,824	3,055
Maine	97	11	729	837
Maryland	234	12	. . . . .	246
Massachusetts	311	13	3,869	4,193
Michigan	460	15	6,555	7,030
Minnesota	226	12	2,813	3,051
Mississippi	155	11	1,734	1,900
Missouri	265	13	3,156	3,434
Montana	83	10	532	625
Nebraska	119	11	48	178
Nevada	76	10	403	489
New Hampshire	86	10	560	656
New Jersey	379	14	4,938	5,331

Library resources—Continued

[Amounts in thousands of dollars]

State or other area	Title I (LSCA) serv- ices	Inter- library coopere- ation (LSCA III)	Consol- idation pro- grams	Total
New Mexico	100	11	867	978
New York	864	20	11,713	12,597
North Carolina	292	13	3,626	3,931
North Dakota	79	10	459	548
Ohio	533	16	7,424	7,973
Oklahoma	171	11	1,684	1,866
Oregon	151	11	1,473	1,635
Pennsylvania	582	17	. . . . .	599
Rhode Island	92	10	614	716
South Carolina	175	12	1,985	2,172
South Dakota	81	10	. . . . .	91
Tennessee	237	12	2,759	3,008
Texas	590	17	8,340	8,947
Utah	103	11	884	998
Vermont	71	10	327	408
Virginia	271	13	3,336	3,620
Washington	207	12	2,362	2,581
West Virginia	130	11	1,163	1,304
Wisconsin	255	13	3,277	3,545
Wyoming	66	10	. . . . .	76
District of Columbia	82	10	425	517
American Samoa	11	3	. . . . .	14
Guam	14	3	. . . . .	17
Puerto Rico	183	3	2,413	2,599
Trust Territory of the Pacific Islands	15	3	350	368
Virgin Islands	14	3	249	266
Total	\$12,290	\$638	\$130,637	\$143,565

Special projects and training, actual obligations—transition quarter

[Amounts in thousands of dollars]

State or other area	Metric projects	Com- mu- nity schools	Career educa- tion	Con- sumer educa- tion	Wom- men's educa- tional equity	Packag- ing and dis- semi- nation PL 93-380	Educa- tional TV pro- gram- ming PL 93-380	Teacher corps	Urban/ rural	Totals
Alabama		\$56								\$56
Alaska		41		\$4						45
Arizona					\$99					99
Arkansas					112		\$216			328
California		129		1	219	\$20		2,048	\$289	2,706
Colorado		37			97			402		536
Connecticut								420		420
Delaware							\$50			50
Florida					92			318		410
Georgia				2	86			376	3	467
Hawaii	\$59				87					146
Idaho		45								45
Illinois		46			70	50		235		401
Indiana					61					61
Iowa				1						1
Kansas					154			374	110	638
Kentucky								448		448
Louisiana		40			15	40				95
Maine		35			140					175
Maryland	10	58		5	189		1,328	182	160	1,932
Massachusetts	17				191	99	35			342
Michigan		65		55	59			504		683
Minnesota					174	80		327		581
Mississippi					93					93
Missouri				5	15			215	290	525
Montana									123	123
Nebraska					105					105
Nevada								215		215
New Hampshire		34			145					179
New Jersey		66		9	646	80		543		1,344
New Mexico				1	85				141	227
New York		65		17	304	75	10	1,932	226	2,629
North Carolina					116			222		338
North Dakota		37			149					186
Ohio		48		1	143			982		1,174
Oklahoma	5				113			473		591
Oregon					126			551		677
Pennsylvania					266			504		770
Rhode Island		56			75					131
South Carolina		40				51				91

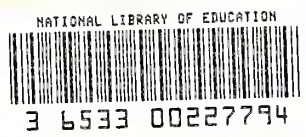
Special projects and training, actual obligations—transition quarter—Continued

[Amounts in thousands of dollars]

State or other area	Metric projects	Com-mu-nity schools	Career educa-tion	Con-sumer educa-tion	Wom-men's educa-tional equity	Packag-ing and dis-semination PL 93-380	Educa-tional TV pro-gram-ming PL 93-380	Teacher corps	Urban/rural	Totals
South Dakota				77				178		255
Tennessee					116			560		676
Texas	10				245			1,058	341	1,654
Utah					15					15
Vermont					112			130		242
Virginia					31		177	190		398
Washington		55			102	45		586		783
West Virginia		30						211		241
Wisconsin	24			10	225			497		756
Wyoming								421		421
District of Columbia			\$308					262		570
American Samoa										
Guam								600		600
Puerto Rico					104					104
Trust Territory of the Pacific Is-lands										
Virgin Islands										
Total	\$125	\$983	\$308	\$188	\$5,176	\$540	\$1,600	\$16,180	\$1,683	\$26,783

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