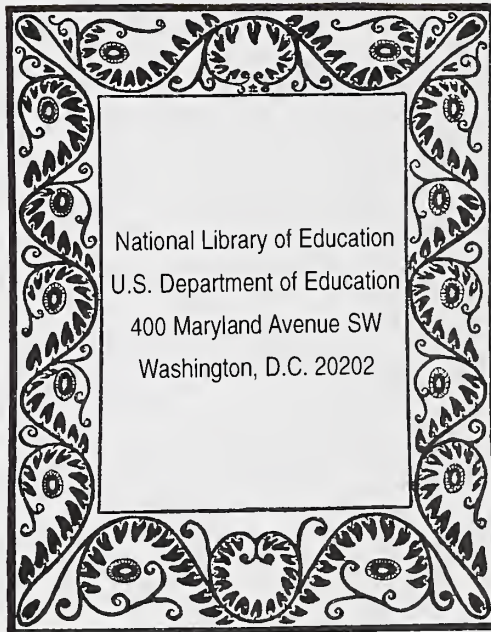


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Annual Report of the Commissioner of Education

Fiscal Year 1977

National Institute of Education
Educational Resources Center
Washington, D. C. 20038

FEB 7 1977

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

Joseph A. Califano, Jr., *Secretary*

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FOREWORD

This Annual Report of the Commissioner of Education for Fiscal Year 1977 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 assesement 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 information on programs in this report is in reference to Fiscal Year 1977 or the 1976-77 "school year" unless otherwise indicated. The summary of Advisory Council and Committee activities (Chapter VIII) covers the calendar year 1977. Chapter I, the Commissioner's report on the state of education, includes events through June 1979.

National Institute of Education
Educational Research
Washington, D. C.

FEB 1 1978

CONTENTS

FOREWORD.....	iii
CHAPTER I -- INTRODUCTORY CHAPTER.....	1
CHAPTER II -- OE MANAGEMENT AND FUNCTIONS.....	11
OE Functions and Authority.....	11
Administrative Components.....	13
Program Effectiveness Information.....	15
CHAPTER III -- PROGRAMS TO EQUALIZE OPPORTUNITY IN EDUCATION	21
Desegregation Assistance.....	21
Desegregation Technical Assistance.....	21
Emergency School Aid.....	22
Education of Disadvantaged Children.....	25
Grants to Local Education Agencies.....	26
Migrant Children.....	27
Neglected or Delinquent Children.....	28
Special Incentive Grants.....	29
Payments for State Administration.....	29
Handicapped Children.....	30
Follow Through.....	31
Education of the Handicapped.....	32
State Grant Program.....	33
Deaf-Blind Centers.....	33
Regional Resource Centers.....	34
Projects for the Severely Handicapped.....	36
Early Childhood Education.....	36
Personnel Preparation (Special Education Manpower Development).....	37
Recruitment and Information.....	39
Research and Related Activities.....	39
Media Services and Captioned Films.....	41
Specific Learning Disabilities.....	43
Regional Vocational, Adult, and Postsecondary Education Programs.....	44
Preschool Incentive Grants.....	45
Special Studies.....	45
Bilingual Education.....	47
Comprehensive Employment and Training.....	51
Adult Education.....	51
Cooperative Education Programs.....	54
Special programs for Students from Disadvantage Backgrounds.....	54
Talent Search.....	55
Upward Bound.....	55
Special Services.....	56
Educational Opportunity Centers.....	56

CHAPTER IV	—	PROGRAMS TO IMPROVE THE QUALITY OF EDUCATION.....	58
		Special Demonstration Projects.....	58
		Right to Read.....	58
		Alcohol and Drug Abuse Education.....	61
		Environmental Education.....	62
		Teacher Corps.....	63
		Language Training and Area Studies.....	64
		NDEA Support.....	64
		Fulbright-Hays Program.....	65
		Special Foreign Currency Program.....	67
		Library Demonstrations.....	67
		Educational Innovation and Support.....	68
		Dropout Prevention.....	71
		Health and Nutrition.....	72
		Supplementary Educational Centers and Services....	72
		Leadership Resources.....	72
		National Diffusion Network.....	73
		Libraries and Learning Resources.....	74
		Metric Education Program.....	78
		Community Education Program.....	79
		Arts in Education Program.....	80
		Career Education.....	80
		Consumers' Education Program.....	82
		Womens' Educational Equity.....	83
		Educational Television and Radio (Programing).....	85
		Postsecondary Student Aid.....	88
		Basic Educational Opportunity Grant Program.....	88
		Supplemental Educational Opportunity	
		Grant Program.....	89
		College Work-Study Program.....	90
		Guaranteed Student Loan Program.....	91
		National Direct Student Loan Program.....	93
		State Student Incentive Grant Program.....	94
CHAPTER V	—	PROGRAMS TO SUPPORT POSTSECONDARY AND	
		VOCATIONAL EDUCATION.....	95
		Postsecondary Education.....	95
		Land-Grant Colleges and Universities.....	95
		Higher Education Construction.....	95
		State Postsecondary Education Commissions.....	97
		Undergraduate Instructional Equipment Grants.....	97
		College Library Resources.....	98
		Strengthening Developing Institutions.....	99
		Veterans' Cost of Instruction Programs.....	102
		Vocational Education.....	102
		Basic Grants to States.....	104
		Programs for Students with Special Needs.....	105
		Cooperative Education.....	106
		State Advisory Councils on Vocational Education...	107

	Consumer and Homemaking Education.....	108
	Research and Training.....	109
	Exemplary Programs.....	112
	Curriculum Development.....	114
	Vocational Education Personnel Development.....	116
	Bilingual Vocational Training Program.....	117
CHAPTER VI	— PROGRAMS TO IMPROVE THE LIFE OF THE NATION.....	119
	University-Community Services.....	119
	Ethnic Heritage Studies.....	120
	Educational Broadcasting Facilities.....	121
	Personnel Development.....	123
	Allen J. Ellender Fellowships.....	123
	Fellowships for the Disadvantaged.....	123
	Librarian Training.....	124
	Education for the Public Service.....	125
	Mining Fellowships.....	125
	Fellowships for Graduate and Professional Study... ..	126
	Federal Impact Aid.....	127
	School Maintenance and Operations.....	127
	School Construction.....	128
	Public Libraries.....	130
	Grants for Public Library Services.....	131
	Public Library Construction.....	132
	Interlibrary Cooperation.....	132
	Family Life and Sex Education.....	133
	School Health.....	133
	Early Childhood Education.....	133
	Education for Parenthood.....	134
	Adolescent Pregnancy Parenting.....	134
CHAPTER VII	— OTHER ACTIVITIES.....	136
	International Exchanges.....	136
	Comparative Education Publications and Activities... ..	136
	Major Publications.....	138
CHAPTER VIII	— OFFICE OF EDUCATION ADVISORY COMMITTEES AND COUNCILS.....	142
CHAPTER IX	— SELECTED EDUCATION STATISTICS.....	183
APPENDIX A	— Administration of Public Laws 81-815 and 81-874, FY 1977. (This appendix is published in a separate volume).....	211
APPENDIX B	— OE Funding by States.....	213
APPENDIX C	— Obligations under Office of Education Programs by State.....	217

I. THE CONDITION OF EDUCATION IN THE NATION

The 95th Congress reaffirmed the policies which have guided Federal assistance to the Nation's schools since 1965. The Education Amendments of 1978, reauthorizing the Elementary and Secondary Education Act, powerfully restate the Nation's commitment that all children will have equal access to the Nation's schools. This is one of the proudest commitments of our democracy, and to administer the laws which carry it out is among the most honorable responsibilities of Federal service.

The missions of the Office of Education -- to ensure equal educational opportunity for all, to support efforts toward excellence in education, and to marshal educational resources in support of national objectives -- remain clearly defined, while our means of carrying out these missions have been increased and diversified.

Our schools serve the Nation well. American industry does not lag for lack of technicians and workers prepared to use ever more complex tools and processes. Our colleges and universities fill scholarly posts from an embarrassment of superbly qualified young applicants. Medical schools, law schools, and other professional schools are besieged by applicants of clearly demonstrated ability. Students from all over the world, more than 200,000 of them, come to the United States to study in our colleges and universities.

Chapter IX of this report documents in statistical form the truly massive achievements of our education system. Statistics, however, are no answer to shocking examples of failure in our schools. An illiterate high school graduate is a tragedy not offset by the success of any number of others. The commitment to equal access now must be matched by solid achievement.

Basic Skills

The new Title II of the Elementary and Secondary Education Act directly addresses what is probably the most fundamental need in the Nation's schools today -- to improve the teaching of basic skills, the communication and computation abilities on which all educational success depends.

The mastery of basic skills is perhaps today the major concern of teachers and parents of young children. With the new ESEA Title II the Federal Government can be a partner with States and local school districts in mounting the kind

of comprehensive, focused teaching effort needed to remedy past deficiencies and produce higher levels of performance in children's earliest and most essential school adventure -- learning to read and to write, and to communicate in all the symbols of our society.

The coordination of State leadership with local school district programs, which can now be supported under Title II, will be matched by the coordinated administration of basic skills programs now located in OE. The Basic Skills Task Force which has been working within OE for the past year is coordinating the aid provided under 18 separate programs.

The understanding and cooperation of parents are vital in basic skills education. Congress has greatly strengthened our ability to support effective cooperation with parents.

Desegregation

The changes in the Emergency School Aid Act (now Title VI of ESEA) realistically reflect our experience in the long and difficult task of ensuring equal educational opportunity for the Nation's racial and ethnic minorities. The increase in funding, the ability to fund large-scale efforts, and the ability to support planning and implementation of districts' programs on a five-year scale are much needed adjustments to the dynamic process of school desegregation. The ultimate outcome of desegregation must be excellent education for all, and this objective must dominate a community's plan from the beginning. We are now in a better position to help communities attain educational excellence.

Education in Cities

A third urgent national concern is the condition of the schools in our large cities. While all aid to education applies to the problems of the inner city, we are increasingly growing aware that inner city schools reflect the pressures of their neighborhoods, and that educational efforts must extend beyond the classroom.

Under a limited urban initiative OE is supporting two programs which promise to improve inner city education through community-wide activities. The Cities in Schools Program, now operating in six cities, brings together all of a city's social and cultural agencies in a school team assisting selected groups of troubled students. The program

has shown good results by concentrating on a relatively small group of students almost certainly headed for blighted lives.

We also support the Push For Excellence program in six cities. Under the leadership of The Reverend Jesse Jackson, Push For Excellence instills in students the fundamental values of discipline, personal responsibility, and hard work. It also reminds parents of their responsibility in the education of children and encourages community leaders to support the school. Early evidence suggests the program is succeeding in motivating students.

In a separate activity OE has recently completed a unique series of working conferences on the urban high school. Held in 10 cities throughout the U.S., the conferences involved 1300 participants representing 96 school systems, including 24 of the 25 largest cities. The conference participants catalogued the strengths and the needs of urban high schools, then developed strategies for assisting high schools. As a result of these conferences, we have the information and guidance needed to move aid to urban high schools in several promising new directions.

Education and Work

The long experience of the Office of Education in supporting vocational education is being called into play to combat one of the Nation's greatest wastes -- the unemployment of young people, particularly the young men and women of minority groups.

The Secretary of HEW and the Secretary of Labor have agreed to cooperate (under the authority of the Comprehensive Employment and Training Act) in an effort to provide special help to the young people most likely to face harsh job prospects. Plans are now being made to support programs of basic education, job training, and job placement assistance for students who are planning to leave school directly for the job market.

Excellence in Education

While the authorities and the initiatives just described address what we might call "pressing problems," there is no response to educational problems more promising than the continued, patient striving for excellence in our schools -- discovering the ways every child can experience the satis-

faction that comes from understanding, communicating, and achieving. I feel two of our current agency-wide initiatives -- arts in education and international education -- are especially promising responses to the needs of schools seeking excellence, now and in the future.

Arts in Education. More than a year ago I started an Arts in Education initiative in OE. Its purpose was to help the Nation's schools discover and use this powerful aid to learning.

Art is an integral part of learning; great scholarship or science is art, and great works of art are immensely instructive. In American schools, however, art is often treated as an addendum to the curriculum, and its potential for communicating and stimulating thought is largely unused in most classrooms.

An OE task force has collected impressive evidence that the creative involvement of art and artists in schools stimulates both the cognitive and affective growth of children. We are now exploring ways OE programs can help the schools use this ancient means of communication.

In addition to the agency-wide task force, I have chaired the Working Group on Arts in Education (a subcommittee of the Federal Council on the Arts and Humanities) which is seeking to coordinate the arts assistance which a variety of Federal agencies make available to schools. A third activity growing out of the initiative is an Arts in Education Forum which meets periodically to consider the objectives of OE programs in terms of contributions which could be made by art.

All bureaus of the Office of Education, nine other Federal agencies, and more than 50 national arts and education associations have been involved in the effort. I am convinced that the benefits of a well planned and continuing effort in this field, are enormous. It is the most attractive invitation to excellence we can offer our schools.

International Education. Since its inception the U.S. Office of Education has maintained a modest contact with education in other nations and has contributed substantially to international scholarship through programs of international study and teacher exchange.

Recent world events affecting oil prices and supply impressed Americans with our Nation's extreme sensitivity to what used to be called foreign affairs. Actually there is little affecting any nation on earth that can be called

foreign to the interests of Americans, and no nation is insulated from the political, economic, and cultural influence of the United States. The gasoline pump is only the most ubiquitous of our many connections with other peoples and nations.

Despite the daily evidence of worldwide influences in our lives, most American schools continue to consider the study of other languages and cultures an exotic branch of learning.

One of my first acts after becoming Commissioner of Education was to convene a task force to examine how we could assist schools to prepare students for living in this increasingly interdependent world. The FY 1979 funding of Section 603 of Title VI of the National Defense Education Act will permit us to support some promising initial efforts. Under regulations yet to be published we anticipate funding 30 to 40 locally designed programs which will emphasize the international perspective in education. We will select programs in a variety of settings involving children, young people, and adults.

I see great possibilities for the future of education in this small step. The need for a popular understanding of international events is imperative, and growing daily. The opportunities for international careers are expanding. Many of our school systems are responding vigorously to these needs and opportunities. We hope to assist in the expansion of these efforts throughout the Nation. At the same time I am confident that the introduction of global concerns and exposure to other languages and other cultures will prove to be a powerful invitation to learning for large numbers of students and a strong contribution to excellence in our schools.

Clarifying Communication

A major and continuing theme of the Carter Administration has been the restoration of competence, confidence, and credibility to the Federal Government. This is nowhere more needed than in the Government's relations with our systems and institutions of education.

I intend that the Office of Education set a modest, understandable, and accurate style in its official utterances and that it encourage the agencies and institutions it deals with to do the same. During the past year all regulations issued have been edited to ensure clarity, and the most recent have been published in a new, logical, and uni-

form format. This effort has been conducted in all the Office of Education units involved in writing and administering regulations. As a demonstration of my personal concern with clear language, I have conducted writing classes for OE employees.

Horace Mann Learning Center

In a more formal education setting, I have instituted the Horace Mann Learning Center within the Office. The Center is carrying on established training and personnel development activities, but it also includes, in what is called the Education Forum, seminars and discussions on the full range of concerns in education, from immediate implications of legislation and policy to possible future directions in education.

The Forum brings employees of the Education Division of HEW other Federal agencies together with creative thinkers and outstanding practitioners in education and many other fields. The program will help education program administrators see their special responsibilities in relation to other programs of the Government and to the needs, trends, and goals of our society. One lecture a year will deal with some aspect of the interrelation of the world's societies and resources.

Reducing Paperwork

I share with the President and the Secretary of HEW a strong conviction that paperwork must be reduced. The working Federal partnership with State and local governments threatens to become a mechanical exchange of obligatory forms and reports, more meaningless as it becomes more burdensome.

Government must have information and written record to act legally and effectively. But when the flow of information into an agency exceeds not only its needs, but also its capacity to absorb and use it, the entire system is degraded. Those required to prepare useless reports soon recognize their value and give them the attention they deserve -- and wonder at the absurdity of it all.

Significant savings are realized by eliminating excess paperwork. The dropping of one requirement of the Migrant Education Program -- that States send Washington a copy of each local project's annual activity report (about 3,000 of them) -- eliminated about a metric ton of paper each year.

The duplication cost of these reports --just the extra copy required for Washington --must have been about \$10,000, which came out of funds appropriated for the education of migrant children.

I have instituted a continuing review of all OE paper-work requirements with the goal of cutting in half the amount of such work we required of State and local education agencies in FY 1977. That goal will not be met just by eliminating the clearly excess and redundant requirements. We are also re-examining our minimum requirements -- the amount of information we really need, when and how often we need it--and ways of coordinating the information needs of the various programs within the agency.

Progress to date includes:

- o 2.5 million college students seeking financial aid now fill out one Federal form instead of two.
- o The information requirements of 17 forms have been cut with an estimated saving of 800,000 work hours for respondents.
- o The Arts and Humanities Program has reduced the number of reports required of its grantees from 712 to 267.

Estimated work savings effected so far amount to 6.4 million hours per year.

Eliminating unnecessary paperwork involves an analysis which gives all of us a clearer understanding of what is important in our work and orders our priorities. It should, and will, enhance the significance of Federal requirements and requests. A full measure of confidence in OE will not be restored simply by cutting back on paperwork; it must be made clear in our actions and responses that we are using the information we continue to require, and are using it intelligently and responsibly.

Student Loan Management

One of the most difficult management problems faced by the Office of Education is now under control. The Guaranteed Student Loan (GSL) program, involving almost a million individual accounts per year, was seriously out of control in FY 1976. The effort required to administer such a widely dispersed Federal responsibility had been underestimated.

One of the first acts of the new HEW administration was to create a Bureau of Student Financial Assistance headed by a Deputy Commissioner. The Bureau was faced with an accumulation of more than 300,000 loans in default and a continuing default rate of 13 percent. At the same time lenders were threatening to quit because of delays in the Office of Education's processing of claims for reimbursement for the defaulted loans.

The new Bureau shortened the GSL claim processing time, and instituted systematic collection efforts. The first step temporarily increased the number of loans recorded in default, but the second eventually began to reduce that number.

The total of Guaranteed Student Loans in default grew to a peak of 400,000 in May 1978. By September 30 it was down to 357,000, and the number of defaulted loans brought into repayment status was very nearly doubled during FY 1978.

The efficiencies and savings realized from these improvements in management are important. But I anticipate an equally important gain in the effectiveness and credibility of the Office of Education in its relations with States, communities, and citizens.

OE As A Source of Information

There is a great need for concise information and clearly understood objectives in education today. In most communities the costs of maintaining good schools are being examined in the uncertain light of inflation eroded budgets, declining student population, and conflicting views of what a good school should be. Decisions are often based on limited, dubious, or distorted information. While there is no Federal prescription for good education, there is a vast Federal store of information on successful education practices and comparative data which communities can use to guide their decisions.

It is my greatest hope that more and more American communities seeking ways to improve their schools will come to know the Office of Education as a prime source of practical, understandable information and reliable counsel as well as financial aid.

Conclusion

Universal free education is one measure of the security, the wealth, and the freedom that our society has created. It also is our best hope of conquering the threats of domestic strife, international conflict, and ecological disaster.

The task before our educators is to conduct our schools in full recognition of their essential importance to the fulfillment of individuals and our concept of democracy, and of their importance in meeting the urgent demand that, as a people, we prepare ourselves to make wiser technological and social choices.

We have a long way to go before we enjoy truly universal education. To the extent that the Federal Government has the power to affect the course of education in the Nation's schools, Congress has supplied the authority and the resources. However, neither the moderate coercive power of the Federal Government nor the incentive of Federal funding, or both of them together, can bring about the transformation of our public schools implied by the concept of universal education of the depth and sophistication our times demand.

What is needed is a consensus among educators, parents, students, elected officials, and other concerned citizens as to the possibilities of excellent public education. By consensus I do not mean agreement on the content and the methods of public education. I mean an understanding that our schools must serve all Americans, that they must provide students with an understanding of the world they live in and give them the ability to function in our society, and that they must recognize, respect, and develop the capabilities and interests unique to each student.

This description of the mission of the Nation's schools sounds familiar. But today, thanks to the implementation of constitutional imperatives by the courts and the Congress, the benefits provided by the public schools of the Nation may no longer be arbitrarily denied to children whose parents are poor, children who are black, children whose families are not accustomed to speaking English, or children with the physical or mental anomalies considered "handicaps." To speak of consensus in education is no longer mere rhetoric. All public schools must, indeed, consider the education of all Americans. This is the first approximation of universal education.

The second step toward the goal of universal education will be taken by the schools as they seriously accept their responsibility to prepare every young American to make the most of the opportunities offered in our society.

The third step will come when educators recognize and make use of the vast educational resource offered by the variety of backgrounds, aspirations, and values found in the classroom itself.

I cannot foresee, nor suppose can any other educator, the probable outcome of thoroughly integrated, universal education in America. History provides no equivalent example of a society as diverse as ours bringing together various cultures in a universal education system.

However, history is replete with examples of conflict, misunderstanding, and frustration resulting from the ethnocentrism of nations. One can hope and expect that Americans educated with and by their white, black, brown, red, and yellow brothers and sisters will be less liable to such mischance. This is a vital hope for a Nation whose fuel supply can be affected by an Islamic schism and whose soldiers stand guard from Panmunjom to Berlin. The national interest alone demands the development of the cosmopolitan human potential within our public schools.

The Federal Government, having brought about the conditions necessary for excellent universal education, now has the opportunity to help the schools achieve it. The 95th Congress has prepared the way by providing the authority and the resources necessary to do the job. The methods and programs and the people who can create excellent education are in schools all over the Nation, but the Federal Government is the one institution which can locate, support, and analyze examples of excellent education and make them known to other educators and all the other participants in the consensus which guides our schools.

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 with the advice and consent of the Senate, heads the Office and serves under the direction and supervision of the Secretary of Health, Education, and Welfare. Consistent with such organization as the law requires, the Office is divided into bureaus and other operating units which the Commissioner determines appropriate.

Throughout the Nation, OE operates two groups of Regional Offices, one for educational programs and the other for student financial assistance. Locations of the Regional Offices, together with the States and 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.

In 1977 the Commissioner made some organizational changes in the Office of Education. A Bureau of Student Financial Assistance was created to administer programs which provide financial assistance through grants, work-study and loan programs to students pursuing a postsecondary education. The Regional Offices of Student Financial Assistance report directly to this Bureau.

Several staff units were either created or transferred to the Office of the Commissioner to provide coordination of the activities and policies of the line organizations of the Office. These are: Executive Operations Staff, the Office of Educational Community Liaison, Office of Legislation, and the Office of Policy Studies.

Two Executive Deputy Commissioners were created, one for Educational Programs, the other for Management, Budget, and Evaluation. These officials are responsible for the day-to-day administration of the Office of Education. The latter Executive Deputy Commissioner has the Horace Mann Learning Center and three divisions reporting directly to him: Audits and Appeals, Planning and Budgeting, and Regulations Management.

Other changes:

The Office of Planning, Budgeting, and Evaluation was renamed the Office of Evaluation and Dissemination. It added the Division of Educational Replication, previously in the Bureau of Elementary and Secondary Education. The Bureau of Postsecondary Education was renamed the Bureau of Higher and Continuing Education and added the Division of Education Systems Development, formerly in the Bureau of Occupational and Adult Education (BOAE). Finally, BOAE added a Division of State Vocational Program Operations.

The permanent staff paid out of OE's direct appropriations totaled 3,500 in FY 1977 and 3,504 in FY 1978. In FY 1977 all regional programs not in the Office of Student Financial Assistance were returned to Headquarters. For this reason, FY 1978 Headquarters positions reflect absorption of regional personnel.

OE Component	FY '77	FY '78
Office of the Commissioner	278	324
Regional Offices of Educational Programs	507	211

Office of Management	491	587
Office of Evaluation and Dissemination	117	63
Bureau of Education for the Handicaped	184	184
Bureau of Elementary and Secondary Education	410	540
Bureau of Higher and Continuing Education	230	272
Bureau of Occupational and Adult Education	145	236
Bureau of Student Financial Assistance	593	542
Regional Offices of Student Financial Assistance	499	499
Office of Indian Education	<u>46</u>	<u>46</u>
TOTAL	3,500	3,504

In addition, 28 persons held permanent positions during FY 1977 (28 in FY 1978) 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 1977 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 is 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:

- Executive Operations Staff
- Office of Educational Community Liaison
- Office of Legislation
- Office of Policy Studies

Office of Public Affairs - Has three divisions:

Communication Support, Information Services, and Editorial Services

Office of Bilingual Education - Includes three divisions:

Elementary and Secondary Programs, Postsecondary Programs, and Program Development.

Office of Career Education

Teacher Corps

OFFICE OF EXECUTIVE DEPUTY COMMISSIONER FOR EDUCATIONAL PROGRAMS : Administers the Right to Read, Arts in Education, Women's Educational Equity programs, and the Regional Offices of Educational Programs.

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.

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) seven divisions: Equal Educational Opportunity Program Operations, Equal Educational Opportunity Program Development, Equal Educational Opportunity Technical Assistance; Education for the Disadvantaged, Follow Through, State Educational Assistance Programs, and School Assistance in Federally Affected areas.

Bureau of Higher and Continuing Education: Formulates policy for, directs, and coordinates the activities of the elements of the Office of Education which deal with programs for assistance to postsecondary education institutions, students, and international education. This bureau includes five divisions: Institutional Development, Training and Facilities, Student Services and Veterans Programs, International Education, and Educational Systems Development.

Bureau of Occupational and Adult Education: Administers programs of grants, contracts, and technical assistance for vocational and technical education, occupational education, adult education, and consumer education. This bureau comprises the Office

of Consumers' Education and six divisions: Secondary Occupational Planning, Postsecondary Occupational Planning, Vocational and Technical Education, Adult Education, Research and Demonstration, and State Vocational Program Operations.

Bureau of Student Financial Assistance: Administers programs which provide financial assistance through grants, work-study and loan programs to students pursuing a postsecondary education. Includes seven divisions: Certification and Program Review, Compliance, Policy and Program Development, Program Operations, Quality Assurance, Systems Design and Development, and Training and Dissemination. Also includes the Regional Offices of Student Financial Assistance, which have varying substructures. The model regional structure includes four divisions: Claims and Collections, Certification and Program Review, Compliance, and Training and Dissemination.

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 also administers special projects to improve education opportunities for adult Indians. It has two divisions: Local Educational Agency Assistance and Special Projects and Programs.

Regional Offices of Educational Programs: Directs technical assistance and dissemination efforts in an OE Region. Includes: one office, Intergovernmental and Special Services, and two divisions: Educational Dissemination and Educational Services.

OFFICE OF EXECUTIVE DEPUTY COMMISSIONER FOR MANAGEMENT, BUDGET, AND EVALUATION. Includes three divisions: Audits and Appeals, Planning and Budgeting, and Regulations Management. Also includes the Horace Mann Learning Center.

Office of Management: Manages these divisions: Finance, Grant and Procurement Management, Personnel and Training, Management Systems and Analysis, and Administrative Services.

Office of Evaluation and Dissemination: Comprises four divisions: Elementary and Secondary Programs; Postsecondary Programs; Occupational, Handicapped, and Developmental Programs; and educational Replication.

Program Effectiveness Information

The Annual Evaluation Report on Programs Administered by the U.S. Office of Education, FY 1977, describes current available information on the effectiveness and progress of each program administered by OE. The report also describes the funding history of programs, program goals and objectives, program operations, program scope, ongoing and planned evaluation studies, and sources of evaluation data.

Several major studies were completed during 1977. Highlights of the findings of seven such studies follow.

Study of the Sustaining Effects of Compensatory Education on Basic Skills: First Year Report

Selected results from a recently completed survey of a nationally representative sample of over 5000 public elementary schools showed that:

- o Title I funds reach 68 percent of all elementary schools with an additional 14 percent receiving compensatory funds from sources other than Title I.
- o Compensatory funds in general, and Title I funds in particular, tend to go to schools with high concentrations of disadvantaged students, as intended by the Title I allocation procedure.
- o Many schools with low concentrations of poverty students also receive Title I funds.
- o Title I and other compensatory funds go to schools with high concentrations of poor readers to an extent only slightly less than that for schools with high concentrations of poverty students.
- o Virtually all schools that have high concentrations of students who are from poverty backgrounds and are also poor readers receive some form of compensatory funds, with most receiving Title I funds. The few such schools that did not receive funds were more likely to be located in urban than in rural areas.
- o Virtually all schools with high concentrations of students from minority backgrounds receive some form of compensatory fund with most receiving Title I funds.

Evaluation of Federal Programs Supporting Educational Change

This study was conducted to determine the permanence and extent of new educational methods developed under four Federal programs supporting educational change in schools. Approximately 300 school district projects, supported by Title III, Right-to-Read; Vocational Education, Part D; and ESEA Title VII, Bilingual Education, were studied.

The overall findings showed that Federal policies and funds had a major effect in stimulating LEAs to undertake innovative

projects but did not ensure successful implementation or guarantee long-run continuation (with the exception of bilingual projects, for which Federal and State funding continues to be available).

Evaluation of the Basic and Pilot Grant Programs of the Emergency School Aid Act

A 3-year evaluation of the Basic and Pilot Grant Programs of the Emergency School Aid Act indicates that, by the end of the third year, the program appears to be having an impact on student achievement. This impact was noted in the Basic Elementary sample. Conclusions could not be drawn about ESAA impact in the Basic Secondary and Pilot Elementary samples because of similarities in patterns of expenditures between treatment and control schools.

The study showed that student achievement was higher in those programs in which (a) there was strong administrative leadership behind the ESAA program, (b) instructional practices relied heavily on the use of behavioral objectives and individualized instruction, and (c) emphasis was placed on equality of educational opportunity.

Study D - Study of the Impact of Student Financial Aid Programs II

The objective of this study is to assess the impact of federal student aid on the attendance behavior of individual students and on the financing practices of colleges and universities and State and local governments. Time-series data on institutions and State and local governments for fiscal years 1967-1975 are analyzed predominantly at the state aggregate level.

Among findings of this study are: (1) there are wide variations in the level and composition of Federal student aid per undergraduate across the States; (2) the higher the educational attainment of citizens of a State, the larger the financial commitment of the State to higher education; (3) the institutional distributions of Federal student financial aid do not appear to be systematically related to cost of attendance or to differences in the income of students across the institutional sectors; (4) a relatively large portion of the variation across States in attendance rates (ratio of undergraduate enrollment to the 18-20 year old population) is explained by educational attainment of citizens of a given State, urban/rural mix, racial and income mixes, institutional mix, and high school graduation rates in the State.

Comparative Analysis of Postsecondary Occupational and Educational Outcomes for the High School Class of 1972

This study is concerned with the members of the high school class of 1972, especially for the period between their graduation

from high school and the First Followup Survey 18 months after graduation.

Findings indicate that in contrast to earlier cohorts, relatively large numbers of whites from the class of 1972 did not go on to college. The increasing enrollment trends of blacks continued, bringing the proportion of blacks enrolled in college up to a par with that for whites. Because of an increase in population size, the declining enrollment rate did not result in appreciable declines in the actual numbers of students enrolled in colleges and, for those who did not go to college, nearly one-third could be found in special schools, generally vocational or technical in nature.

At the time of the first survey, 65 percent of the class of 1972 were employed and 8 percent were out of work. The percentage of employment of blacks was lower than that of whites. Graduates of vocational high schools were employed at a higher rate than others.

Forty-one percent of the class were taking academic courses in a college or university. Whites were more likely than blacks to be taking academic courses; blacks were more likely to be taking vocational or technical postsecondary courses. In general, females tended to take courses of shorter duration than did males. Twenty-nine percent of the females indicated they were homemakers. Marriage was less frequent among blacks than among whites, but the proportion of children in the families of married blacks was greater than that in the families of married whites.

Earnings during the study were similar for blacks and whites, but much greater for males than females. The incomes of graduates of the vocational high school curriculum tended to be greater than those of general or academic graduates, but these results must be tempered by the fact that academic graduates tended not to be in the labor force.

Study of Vocational Programs for Disadvantaged Students

The study examined the operation and administration in 23 States of the programs for the disadvantaged under the State Grant set-aside program and the Part A, Section 102(b). Eighty-four projects were visited, 62 secondary and 22 postsecondary.

Interviews with State and local administrators indicate that they have difficulty in interpreting congress' definition of "disadvantaged." The most commonly used criterion was academic; that is, it concerned students who are one or more grade levels behind their peers.

Most of the Federal funds were used to hire staff who work directly with students. Only a small portion of funds was used to hire administrative personnel. As a result there appeared to be a lack of planning and monitoring at all levels. Administrators indicated that many of the programs would not exist without the set-aside funds.

Almost half of the high school students in the sample were enrolled in work experience programs. However, the vast majority enrolled in such programs (86 percent) were not receiving skills training in school. Most of the jobs assigned were in low-skilled high-turnover occupations.

Positive outcomes for the programs included an average of 83 percent completion. The student participating ratings of the programs were highly favorable and the employer ratings of the programs and their students were also favorable.

An Analysis of Selected Issues in Adult Education

This study defines adult education in terms of five types -- adult basic, adult secondary, job-related, functional, and personal development. The study deals with the needs for each type, describes the current responses to those needs at Federal, State, and local levels, identifies and analyzes the differences between needs and responses, and explores alternative roles or policies for the Federal Government.

The study was based entirely on secondary data sources including Census, National Center for Educational Statistics adult participation reports, Office of Management and Budget Federal program descriptions, and bibliographic information. Economic and social analyses were made for each of the five types of adult education, and these examinations, added to those mentioned above, provided the bases for identifying alternative Federal roles or policies.

Among the findings are the following: (1) Participation rates suggest that the most likely candidates for adult secondary education programs are the young, the drop-outs, and the minorities. (2) Job-related education is by far the largest of the five categories of adult education in terms of numbers of participants. (3) Many persons, particularly the less educated, lack the competencies required to function effectively, and these competencies are no longer learned from family, peers, and community. Consequently there are growing needs to help adults learn how to cope in modern society.

The following major studies or reports were completed in FY 1977:

Elementary and Secondary Education Programs: Study of the Sustaining Effects of Compensatory Education on Basic Skills; First Year Report; Evaluation of Federal Programs in Bilingual Education; Evaluation of the Follow-Through Program; Evaluation of the Emergency School Aid Act Basic and Pilot Grant Programs; Title IV of the Civil Rights Act of 1964: Expansion of Program Responsibilities; Title IV of the Civil Rights Act of 1964: A Review of Program Operations; Selection and Packaging of Four Bilingual Education Projects and Six Compensatory Education Projects; Evaluation of the Field Test of Project Information Packages; Evaluation of the National Diffusion Network.

Occupational, Handicapped, and Development Education Programs: Uses of State-administered Federal Education Funds: Second Annual Report of the U.S. Commissioner of Education; Comparative Analysis of postsecondary Occupational and Educational Outcomes for the High School Class of 1972; An Analysis of Selected Issues in Adult Education; An Assessment of Bilingual Vocational Training Programs; Study of Vocational Programs for Disadvantaged Students; Assessment of Selected Resources for Severely Handicapped Children and Youth.

Postsecondary Education Programs: Summary Evaluation of the Developing Institutions Program (Title III of the Higher Education act of 1965, as amended); Expanding Student Financial Aid Information Services via Part-time Personnel; Study of Non-Resident Postsecondary Student Expenditures; Study of the Impact of Student Financial Aid Programs (Phase II, Study D); In Support of Preferential Admissions and Affirmative Action in Higher Education: pre- and post-Bakke Considerations; Higher Education Panel Survey.

III PROGRAMS TO EQUALIZE OPPORTUNITY IN EDUCATION

The first responsibility of the Federal Government in education is to assure that all Americans have an equal opportunity to share in public schooling. The programs reported on in this chapter are those supporting the efforts of schools to give certain groups of students the special assistance they need to take advantage of the opportunities schools offer.

Federal assistance is authorized for these groups: students from impoverished neighborhoods, urban and rural; physically, mentally, and emotionally handicapped children; and racial and language minority students.

At the postsecondary level the Federal commitment to equal access to education is mainly in the form of direct economic aid to students to ease the cost of a college education or vocational training.

DESEGREGATION ASSISTANCE

Federal financial aid to assist desegregating school districts has been made available since 1965--first under title IV of the Civil Rights Act (CRA) of 1964, then augmented in 1970 by the Emergency School Assistance Program (ESAP) which was superseded by the Emergency School Aid Act (ESAA) of 1972.

Desegregation Technical Assistance

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 desegregation of public elementary and secondary schools and in addressing the special education problems incident to desegregation.

In FY 1977, with an appropriation of \$34,700,000, a total of \$34,224,727 was obligated for 194 awards with \$475,273 in unobligated funds returned to the U.S. Treasury. The following types of support were provided:

- o Contracts with public or private organizations for General Assistance Centers (GAC's) to provide, upon the request of local education agencies, technical assistance in the preparation, adoption, and implementation of desegregation plans. During FY 1977 awards were made for two types of GAC's. Type A GAC's addressed the needs occasioned by desegregation

on the basis of race, color, religion, national origin, or sex. Twenty-seven contracts totaling \$14,528,783 and averaging \$38,103 were awarded in FY 1977, providing services to 50 States. Type B GAC's provided desegregation assistance designed to address problems associated with providing equal educational opportunity to non-English dominant minority students. Nine awards totaling \$3,733,900 and averaging \$414,877 were made in this category in FY 1977, providing services to 50 States.

- o Contracts with State education agencies (SEA's) to provide, upon the request of local education agencies, technical assistance in the preparation, adoption, and implementation of desegregation plans. Type A SEA's addressed the needs incident to desegregation on the basis of race, color, religion, national origin, or sex. Forty-four awards totaling \$6,703,900 for an average award of \$152,361 were made in FY 1977, providing services in 44 States. Type B SEA's provided desegregation assistance designed to address problems associated with providing equal educational opportunity for non-English dominant minority students. Twenty awards totaling \$1,877,526 and averaging \$93,876 were made in this category in FY 1977, providing services to 20 States.
- o Grants to institutions of higher education for training institutes to enable school personnel to deal effectively with desegregation problems. The institutes dealt with desegregation on the basis of race, color, religion, or national origin, and with educational discrimination on the basis of sex. Twenty-four grants totaling \$2,926,397 and averaging \$121,933 were awarded to training institutes addressing racial desegregation in FY 1977 in 18 States. Sixteen institutes in 12 States addressed sex desegregation. The total amount obligated was \$1,491,670 and the average award was \$93,229.
- o Direct grants to local education agencies for hiring desegregation advisory specialists and providing inservice training to school personnel. Fifty-four grants were made in FY 1977, totaling \$2,962,551 for an average award of \$54,862 providing services in 28 States.

Emergency School Aid

Financial assistance is made available to desegregate school districts under the authority of the Emergency School Aid Act (ESAA) enacted in 1972: Title VII of P.L. 92-318, as amended by P.L. 93-380 (1974) and P.L. 94-482 (1976) (20 U.S.C. 1601 et seq.). Funds are provided for the following purposes:

- o to meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools
- o to encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students
- o to aid schoolchildren in overcoming the educational disadvantages of minority group isolation.

On September 30, 1976, under P.L. 94-439, the Congress appropriated \$240 million for ESAA expenditures in fiscal year 1977 for allocation to the specific activity authorized in the legislation. Of the original appropriation, \$187,050,000 was made available for apportionment among the States based on each State's proportion of minority children. The remaining \$52,950,000 was reserved for specific set-aside programs and discretionary projects competing on a national basis.

On May 4, 1977, under P.L. 95-26, an additional \$17,500,000 was appropriated for the ESAA program in FY 1977. Under section 708 (a) of the act, \$10 million in discretionary program funds was made available for assistance to school districts for which funds under section 706 (a) of the act were insufficient and which were implementing voluntary plans to eliminate or reduce minority isolation. For ESAA's new FY 1977 program categories \$7,500,000 was provided for Magnet Schools offering special curriculums capable of attracting substantial numbers of students of different racial backgrounds, for University/Business Cooperation in conducting specific ESAA educational programs, and for Neutral Site Planning for schools in locations accessible to students of different racial backgrounds.

In FY 1977, \$252,775,552 was obligated for 995 projects in 47 States, the District of Columbia, and in 5 U.S. jurisdictions other than States for an overall average award of \$254,046, with only 37 percent of the demand funded. Of the total \$257,500,000 FY 1977 appropriation, \$3,858,073 was held in contingency pending the resolution of litigation in the courts with \$866,375 in unobligated funds was returned to the U.S. Treasury.

The ESAA State apportionment programs support a broad range of activities including teacher aides and inservice staff training, special remedial services, guidance and counseling, new curriculums and instructional materials, and community activities. In the 1977 fiscal year, \$136,968,439 was obligated for 454 awards for Basic Grants in 45 States, \$32,202,147 for 163 Pilot Projects in 39 States, and \$17,190,683 for 205 Nonprofit Organization (NPO) Grants in 45 States. Basic Grants totaling \$5,250,813 were provided to 22 school districts implementing voluntary plans.

ESAA's discretionary program funds were expanded in a variety of program categories. In the 1977 fiscal year, \$8,600,000 was obligated for

25 Bilingual Grants in 8 States; \$8,947,500 for 9 Educational Television projects in 7 States; \$40,371,545 for 114 Special Projects in 41 States and in 5 U.S. jurisdictions other than States; \$6,965,631 for 14 awards for Magnet Schools and University/Business Cooperation projects in 9 States; \$421,276 for 4 Neutral Site Planning projects in 4 States; and \$1,108,331 in ESAA funds for 7 Evaluation Projects. Discretionary funds totaling \$7,428,287 were provided to 44 school districts implementing Voluntary Plans (\$6,952,780 in Special Project funds and \$475,507 in Bilingual Grant funds). Among the programs included in the Special Projects category are Special Arts, Special Arts, Special Mathematics, Special Student Concerns, Emergency Special Projects, Minority Enterprise Projects, and awards to U.S. jurisdictions other than States.

A total of \$12,679,100 in ESAA obligations for FY 1977 (\$5,250,813 State Apportionment funds and \$7,428,287 discretionary program funds) was provided to 44 school districts implementing voluntary plans (\$11,397,839) and 22 school districts with Comprehensive Education Plans (\$1,281,261).

Below are brief descriptions of the FY 1977 ESAA-TV projects:

- o \$2,347,500 to KQED (TV), San Francisco, for a yet untitled series of 26 half-hour dramatic programs depicting the lives of teenage children in two black families--one struggling and one in comfortable circumstances; intended for black and other adolescents.
- o \$2,100,000 through the University of Texas to KLRN (TV), Austin, for Sonrisas, 39 half-hour programs in a bilingual series for Latino and Anglo children ages 8 through 12; focuses on the adventures and fantasies of a group of children in a community center.
- o \$2 million to WTTW (TV), Chicago, for 26 additional shows in the As We See It series for adolescents; focuses on the tensions and conflicts which arise in desegregating schools.
- o \$1 million to BCTV, Inc., Oakland, Calif., for 13 additional shows in the Villa Alegre series. This bilingual series for Hispanic and Anglo children, ages 3 through 9, focuses on five subjects: nutrition, energy, environment, human made things, and interpersonal relations.
- o \$300,000 to the Educational Film Center, Springfield, Va., for Pearls, six half-hour programs for adolescents about Asian-Americans of Japanese, Filipino, and Chinese backgrounds.
- o \$300,000 to the New Hampshire Network/University of New Hampshire for a yet untitled series of 10 half-hour programs about Franco-

Americans aimed at Franco-American children and others in the 7-12 age group.

- o \$300,000 jointly awarded to WPBT (TV) and Community and Action Research, Inc., both in Miami, for nine additional half-hour programs for adolescents in the bilingual Que Pasa, U S A? series; deals with three generations in a Cuban-American family.
- o \$300,000 to Connecticut Public TV for 11 additional half-hour shows in the bilingual dramatic series Mundo Real for children ages 7 through 12; depicts a fictional mainland Puerto Rican family.
- o \$300,000 jointly awarded to the Chinese Teachers Association and Chinese for Affirmative Action--both of San Francisco--for Bean Sprouts, a dramatic series of six half-hour programs for Chinese-American children and others in the 7-12 age group.

EDUCATION OF DISADVANTAGED CHILDREN

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 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 (SEA's) 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.

Title I programs are intended to help school districts improve their educational programs to meet the special needs of deprived children. While grants are awarded only to public school agencies in the ESEA's title I program, grantees must guarantee genuine opportunities for participation of nonpublic school children who live in low-income areas.

During FY 1977, 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 (LEA's), State-managed title I programs provide services to migrant, handicapped, and institutionalized neglected or delinquent children. In FY 1977, approximately 14,000 local school districts and more than 5

million children, including 30,000 children in the Bureau of Indian Affairs (BIA) schools, participated in the ESEA's title I programs.

FY 1977 appropriations to fund ESEA title I, part A, programs amounted to \$2,013,500,000.

Grants to Local Education Agencies

The basic ESEA title I, part A, subpart 1, grant entitlement to local school districts for FY 1977 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 1977 a total of \$1,721,130,000 was distributed in grants to local education agencies--amounting to approximately \$369 per child served.

The program continued to emphasize and encourage concentration of aid on 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 was 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 title I staff.

Typical title I compensatory projects:

- o Provide services and resources which are in addition to those made available by the schools as part of their regular programs.
- o Are directed only to those children identified as educationally disadvantaged and most in need of special help.
- o Require participants to spend an average of 20 to 25 percent of their school day in compensatory instruction in classes significantly smaller than regular classes.
- o Involve parents in the planning, implementation, and evaluation of the projects.

Exemplary title I projects utilize individualized instruction, diagnostic prescriptive teaching, close coordination with the regular classroom teacher,

positive and immediate feedback, and many different and exciting materials.

Most programs offer supplementary structured instruction outside the regular classroom, either in a tutorial or small group-laboratory setting; most are conducted from 20-45 minutes daily and serve students from K-12.

Eleven programs are described in Project Information Packages, a set of materials outlining the practices of successful programs which can be used by an interested school district to replicate these practices.

Nonpublic school children benefit from local ESEA title I programs under various arrangements. Typically, local education agencies provide compensatory education services to eligible nonpublic school children at the schools they attend. Other districts may provide services through a procedure of dual enrollment, whereby a child attending a nonpublic school attends a public school part-time for compensatory services.

Where districts are unable to provide services on an equitable basis to children enrolled in nonpublic schools, the statutory provisions for a bypass may be invoked. In several districts in one State services are being provided under this alternative, and similar action is planned in two other States.

Migrant Children

Provision is made in title I, part A, of the ESEA, to meet the special educational needs of children of migratory agricultural workers or of migratory fishermen.

Each State submits each year to the Office of Education (OE) a comprehensive application and cost estimate for its statewide migrant education program. Funding is on an entitlement basis, computed through a formula utilizing statistics from the Migrant Student Record Transfer System. These statistics provide the full-time equivalent 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 education program is intended to serve children having the greatest need. Since the children of those who follow the crops are deprived of a full-term regular school program, "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 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 32 percent of the students enrolled in projects funded by OE fall into the "formerly migratory" category with the remaining 68 percent

identified as "currently migratory."

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 teaching and use of educational materials; expanded participation and programs for migrant students at the secondary school level, including tutorial assistance and after-school programs during regular and summer school; and expansion of existing programs for non-English speaking migrant children through an accurate assessment of oral language skills and a prescription of bilingual approaches.

State education agencies and LEA's are encouraged to increase participation of parents in every migrant education project; use the Migrant Student Record Transfer System for listing of reading, mathematics, oral language, and early childhood skills; direct teachers to use these records in planning reading, mathematics, and language and early childhood instruction for migrant children; and develop compatibility among the States regarding the accrual and awarding of secondary school credits to migrant children.

In FY 1977, 15,000 schools with title I migrant education programs received funds totaling \$130,909,832. Forty-six States and Puerto Rico participated; 451,000 children directly benefited.

Neglected or Delinquent Children

The ESEA's title I contains provisions to meet the special needs of institutionalized neglected or delinquent children. Grants are made to State agencies which under State law, must provide free public education--not beyond grade 12--for persons 5-21 years of age who reside in institutions for neglected or delinquent children, or 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 children in institutions. 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 school and community life.

In FY 1977, approximately 50,000 children were living in 592 State-administered or supported institutions and were benefited from an allotment of \$28,841,751 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 the ESEA. Grants are made directly to State departments of education. The entitlement of a State is based upon an "effort index" that measures the State's public education expenditures relative to personal income and the degree that the States effort 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).

The FY 1977 appropriation for Special Incentive Grants totaled \$24,523,762.

Payments for State Administration

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

Each State education agency (SEA) 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 State-supported schools for handicapped, neglected, or 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 1977 was \$21,430,649.

In FY 1977 State education 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 administrative resources.

Handicapped Children

Provisions are made in the ESEA's 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 1975, children who previously had been reported in the average daily attendance of a State agency but were 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 that have full-year residential programs to those with special visiting 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 (1) to strengthen the instructional program by adding specialized teachers, consultants, evaluation specialists, speech pathologists, and teacher aides, and (2) 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 include counseling of parents, curriculum enriching activities, orientation and mobility instruction, transportation assistance, mobile unit services, and special afternoon or evening classes.

Approximately \$121,574,934 was allocated to the 50 States, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands under this program in FY 77. Allocations to States, based on reported average daily attendance of handicapped children, ranged from a low of \$171,421 for Guam to \$12,627,763 for Illinois.

The funds were administered by 144 State agencies, which supervised projects at approximately 3,700 institutions and 3,100 local education agencies. The average daily attendance reported by these institutions was 223,804 for the 1976-77 school year. Handicapping conditions were represented in the program as follows: 131,459 mentally retarded children; 27,522 deaf and hard-of-hearing children; 30,378 emotionally disturbed children; 8,413 crippled children; 9,897 visually handicapped children; and 16,107 children with other health impairments.

Follow Through

FY 1977 was the 10th year of operation for Follow Through, a comprehensive, experimental program that tests various approaches of early childhood education and continues the achievement of children who have been enrolled in Head Start or other similar preschool programs for children from low-income families. The goal of these approaches is to enable children enrolled in the program to emerge from the primary grades equipped with 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 project utilizes not only an instructional approach, but also provides for parental involvement and career development. All Follow Through programs stress reading and language skills, classification and reasoning skills, and perceptual and motor development.

In accordance with the authorizing legislation, each instructional approach is supported by comprehensive services including health and nutrition, social, and psychological. Full school and community resources are used. Parent participation is ensured through policy advisory committees (PAC's) composed primarily of the low-income parents of participating children.

A total of 74,675 low-income children participated in 161 local projects during the 1977-78 school year. Per-pupil cost averaged \$598.

In FY 1977, twenty-one local Follow Through projects were approved for dissemination by the Office of Education/National Institute of Education Joint Dissemination review Panel. All 21 projects were additionally funded to become Follow Through Resource Centers for conducting expanded demonstration activities.

A total of \$55 million was obligated in FY 1977. All program activities were funded: site support, \$44.3 million; sponsor grants, \$6.2 million; research and evaluation, \$200,000; Resource Center \$3.2 million; and

miscellaneous project costs (supplementary training toward college degrees for paraprofessionals at project sites, State technical assistance and dissemination, and specialists utilization), \$1.1 million.

In FY 1978, \$59 million was appropriated for Follow Through.

EDUCATION OF THE HANDICAPPED

Public Law 94-142, the Education of All Handicapped Children Act of 1975 became effective October 1, 1977. This legislation establishes as national policy the guarantee that every handicapped child will be entitled to a free, appropriate public education.

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 1977 received appropriations as follows:

<u>Program</u>	<u>Appropriation</u> (millions)
State-grant programs	\$315
Deaf-Blind Centers	16
Regional Resource Centers	9,750
Projects for the Severely Handicapped	5
Early Childhood Education	22
Preschool Incentive Programs	12,500
Special Studies Program	1,735
Personnel Preparation (special education manpower development)	45,375
Recruitment and Information	1
Research and Related Activities	11
Media Services and Captioned Films	19
Specific Learning Disabilities	9
Regional Vocational, Adult, and Postsecondary	2
 Total	 \$469,360

Education of the handicapped also receives earmarked funding under other OE-administered programs. The FY 1977 special allocation to the States for education of the handicapped under title I of the ESEA totaled \$121 million. A 10 percent set-aside for services to the handicapped under the Vocational Education Act amounted to \$44 million. A 15 percent set-aside program under title IV of the ESEA, as amended by P.L. 93-380, provided \$20 million for special education in FY 1977.

Two new programs were authorized during FY 1977: the preschool incentive grant programs and the special studies program. Descriptions of 13 programs, including the 2 new programs, follow.

State Grant Program

To assist in initiating, expanding, and improving programs and projects for handicapped children at the preschool and elementary and secondary levels, supplemental grants are awarded to the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, the Trust Territory of the Pacific Islands, the Northern Mariana 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 full service programming involving various Federal programs and local resources for handicapped children on an individual basis.

The FY 1977 appropriation of \$200 million supported local projects under the State grant program in the 1976-77 school year in which approximately 3,490,000 children participated directly, and 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. The need to build State financial and professional resources still exists as schools strive to meet recent court mandates to provide appropriate education services for all children, including the handicapped.

The Education of the Handicapped Amendments of 1975 stipulate that each State identify, evaluate, and provide an appropriate educational placement for all handicapped children residing in the State. They also require 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 the last resort.

Deaf-Blind Centers

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

An estimated 6,000 to 7,000 children have a combination of visual and hearing impairments, largely because of rubella epidemics in the mid-1960's. These deaf-blind children require intensive professional services if they

are to achieve their full potential. Of these children, 5,600 have been identified. More than 3,700 are in full-time educational programs; 728 are in less than full-time programs; over 200 receive home services; and about 1,700 participate in summer school services. Some 1,000 are either in institutions for the retarded or at home, receiving 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, regional centers coordinate limited national resources.

The program funds 10 regional centers for deaf-blind children. Nine are multi-State centers and one is single-State center. These centers are authorized to initiate ancillary services as necessary. In FY 1977 some 250 subcontracts were negotiated with State education agencies, local education agencies, State departments of health and welfare, and private agencies. Regional centers monitor the subcontracts and provide technical assistance, coordination, casefinding, and screening services.

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

The 10 deaf-blind centers received a Federal appropriation of \$16 million in FY 1977. This is about one-third the total funding from State, local, and Federal Government sources. Federal per-pupil cost averaged \$3,100 for full-time services to 3,700-plus children in the 1977-78 school year. Other direct beneficiaries of center services were 722 children who underwent initial diagnosis and 2,272 children who received periodic reassessment services; 2,000 families were counseled and 2,345 teachers and aides were given inservice training.

The 10 deaf-blind centers are in their third and final year of a 3-year contract agreement which ends June 30, 1978. A new request for proposal was disseminated February 28, 1978, to solicit new bids for single and multi-State centers for deaf-blind children. These new centers will begin operation July 1, 1978, and maintain the same level of educational services to deaf-blind children as in FY 1977.

Regional Resource Centers

Regional Resource Centers (RRC's) encourage and promote the development and application, by State and local education agencies, of exemplary appraisal and educational programming practices for handicapped children. Program strategies focus on demonstration, training, and staff expertise.

Other RRC services include technical assistance in developing State plans to serve the handicapped, and direct referral services and assistance to LEA's and SEA's in adopting models of multidisciplinary referral services.

Three-year contracts are awarded by competitive request for proposals. Eligible applicants are institutions of higher education and State education agencies or combinations of these agencies and institutions, including one or more local education agencies. The program is authorized under Public Law 91-230, part C, section 621.

The FY 1977 appropriation for Regional Resource Centers was \$9.75 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 to the States went toward developing and implementing:

- o 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.
- o Designs and demonstrations of models, exemplary practices in specific components of the individual education program (IEP).
- o Programs that assure "full service" goals in the least restrictive environment and maintenance of individual education programs.
- o Appraisal and educational assessment, including efforts to assure nondiscriminatory testing of minority group children

An estimated \$2.7 million was applied to the operation of 15 Direction Service Centers. These centers offered general one-stop information services to match the child's needs with available services and to integrate the specialized services needed by the child. Service records on each child are maintained by the Center.

In FY 1977 approximately 65,000 handicapped children received services from 13 Regional Resource Centers and a coordinating office. The decrease in numbers served over the 1976 report is related to the increased capacity of States and the LEA's to respond to the mandates of Public Law 94-142. Also, The RRC program is planned to reduce direct service but to improve quality in the process; and to provide technical assistance to 50 States, Puerto Rico, and the Virgin Islands in developing State plans. Five topical conferences were held on diagnosis, appraisal, and educational programing.

Projects for the Severely Handicapped

The program for Severely/Profoundly Handicapped Children and Youth provides comprehensive services to children and youth to meet their identified and developmental needs. The program is also a model demonstration of direct educational and/or training services for these children and youth. It provides a dissemination strategy whereby information about exemplary program activities or elements will be made widely known.

The program has been instrumental in delivering direct educational training services to children and youth, parents, and project personnel: for instance, the development of child-oriented skills such as cognitive self-help; social and emotional; language and communication; gross and fine motor; orientation and mobility; personal daily, community, and family living. Other educational services include: sensory stimulation; mealtime feeding; medical-education assessment; behavior modification; vocational training; occupational, physical, and speech therapy; and various types of ancillary services.

Services to parents and project personnel have been in the design of training modules consisting of workshops, seminars, course work, preservice and inservice training, conferences, and visits to other demonstration classes. For example, through these training modules, parents have learned how to care for their child by learning basic methods of writing IEP's and fundamentals of occupational, physical, and speech therapy. Project personnel were trained in rendering services to severely/profoundly mentally handicapped children and youth.

The programs for severely handicapped children and youth funded for FY 1977 were 18 continuations, 22 new model demonstration programs, and with an average cost of \$122,455 per program.

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 public and private nonprofit agencies to demonstrate a wide range of educational, therapeutic, and coordinated social services to help establish State and local programs incorporating the best of tested practices. Three types of grants are awarded annually at the Commissioner's discretion:

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 to the successful projects which have completed the demonstration phase of operation and have assurance of support from other funding sources to continue. The purpose of the outreach projects is to help other agencies provide services modeled on those developed during the demonstration phase.

State implementation grants, available on a 1-year basis to the State education agency (SEA), enabling an SEA 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.

Two additional related activities are technical assistance for demonstration projects through TADS, the Technical Assistance Development System, and support of four early childhood institutes for longitudinal investigation of selected early childhood activities.

During FY 1977, 128 demonstration projects, 59 outreach projects, and 23 State implementation grants were funded. The total appropriation was \$22 million. Nine of the Handicapped Children's Early Education Projects were approved for national dissemination by the Joint Dissemination Review Panel of the Office of Education and the National Institute of Education.

Personnel Preparation (Special Education Manpower Development)

The Education of the Handicapped Act (EHA) Amendments of 1975, P.L. 94-142, require the first priority be given to handicapped children who are not re-

ceiving any education, and second priority to the most severely handicapped children within each disability who are receiving inadequate education.

At least 175,000 more teachers and support personnel are needed in pre-schools, 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 and part of the need to fill new positions. For 1978-79 along, projections showed that 40,000 new teachers were needed to expand and improve existing programs.

Although training for regular education teachers did not become a mandated priority until FY 1976, the Bureau of Education for the Handicapped (BEH) recognized the importance of this training and had allocated funds for it since fiscal year 1974. For FY 1977, the BEH provided \$9,465,000 for pre-service and inservice training of regular educators and administrators. Approximately 15,588 participated in short-term institutes or 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.

When the educators and other specialists complete the program requirements, they either work directly with handicapped children or prepare other educators and specialists who will work with the children. The program has two main purposes--to increase the number of personnel serving the handicapped and to increase the preservice and inservice training capabilities of agencies.

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

The FY 1977 appropriation of \$45,375,000 for the special education manpower development program funded 415 different agencies and institutions with 692 training grants.

Of the funds allocated in FY 1977, institutions of higher education received 67 percent; State education agencies, 16.5 percent; local education agencies, 2.5 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 supplies the information and technical services that help parents of the handicapped to locate appropriate education programs for their children.

The FY 1977 appropriation of \$1 million funded the following activities:

- o Eight local information units to assure that referral and information services are accessible to handicapped children and their parents.
- o Three workshops for parents who may be operating a local information unit, and for other interested parents.
- o Distribution of information generated by parents.
- o Development of information packages for Indians, the disadvantaged, those of limited English speaking ability, and the geographically isolated.
- o Operation of the Information Clearinghouse which develops, produces, and distributes information packets on available services for the handicapped.
- o Publication of the Closer Look Report (100,000 circulation); the Spanish/English Special Education Information Center (SEIC) newsletter which reaches 200,000 parents.
- o Special Education Careers recruitment information for (1) regular educators and (2) students in colleges and high schools to attract personnel, especially in programs for the severely handicapped and programs for minorities and those of limited-English-speaking ability.

Research and Related Activities

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 that the activities must be:

- o Applied research or research-related.
- o Focused on educational issues.
- o Specific to a handicapped population.
- o Related specifically to the objectives of the Bureau of Education for the Handicapped.

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

Grants and contracts are awarded in national competition. States, State and local education agencies, institutions of higher education, and public or private education or research agencies and organizations qualify for these grants and contracts. The program is authorized under part E of the Education of the Handicapped Act.

In FY 1977, 135 grants and contracts were funded under this program--70 new awards, 56 continuations, and 9 supplements. Appropriations totaled \$11 million.

The funded projects focused on activities for: crippled and other health-impaired children, for the emotionally disturbed, the mentally retarded, the hearing-impaired, and the visually impaired. Other programs classified as non-categorical also received support. Approximately 48 percent of the total amount available was used for research activities; and 52 percent for demonstration and development efforts.

The \$11 million which related specifically to Bureau priorities was allocated as follows for a total of 10,894,000: (a) Public Law 94-142 activities, \$1,083,312; (b) Early Childhood, \$1,115,719; (c) Full School Services, \$4,529,229; (d) Career Education, \$1,329,893; (e) Severely Handicapped, \$2,236,916; and (f) Personnel Development, \$598,940. The remaining \$106,000 was used for research activities conducted directly by OE.

A sample of funded projects includes:

James M. Kauffman
University of Virginia

Research To Develop Effective
Teaching and Management Techniques
for Severely Disturbed and Retarded
Children

Raymond Kurzweil
Kurzweil Computer
Products Inc.

Reducing the Cost and Improving
the Performance of the Kurzweil
Reading Machine

Robert Bradley
University of Arkansas
at Little Rock

Development Environments, Learning
Processes, and School Achievement

Gary Siperstein
University of Massachusetts

An Investigation of Factors
Mediating Children's Acceptance
of Handicapped Peers

James Davis
Social Science Educational
Consortium

Social Studies Materials
Adaptations for Visually
Handicapped Students

E. Roy John
New York University

Diagnosis and Remediation
for Learning Disabilities

William Healey
American Speech and
Hearing Association

Comprehensive Assessment
and Services Evaluation
(CASE) Information
System: A Field-Test Study

Charles R. Spellman
T. DeBriere
University of Kansas

Research and Development
of Subjective Visual Acuity
Assessment Procedures for
Severely Handicapped Persons

Eve Elizabeth Harmon
American Association for
the Education of Severely/
Profundly Handicapped

A Consortium Proposal To
Develop Adaptive Assessment
Procedures for Evaluating Progress
of Severely and Profoundly Handicapped
Children

Lou Bowers
University of South
Florida

Play Learning Centers for Preschool
Handicapped Children

Media Services and Captioned Films

The Media Services and Captioned Films program, authorized under part F of the EHA, produces and distributes education media, trains persons how to use media especially designed for instructing the handicapped, conducts demonstration projects and carries out research on the use of media products and programs for instructing the handicapped. In addition, the captioned films program for the deaf, which originated in 1958 to caption and distribute theatrical and educational films, continues to be a major activity.

The program was funded by an FY 1977 appropriation of \$19 million, which was allocated for 108 awards.

Captioned Films--64 awards to purchase, caption, and distribute 113 new general interest titles and 121 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 of a captioned version of ABC news five nights a week over public television the other for continued development of a closed caption system that can serve approximately 13 million people. More than 140 stations were showing the captioned news program in FY 1977.

Two contracts were awarded to establish media development projects. One for the hearing impaired, and the other for severely handicapped persons.

Thirty-one grants were awarded in FY 1977 to the media for the handicapped program. The total amount awarded was \$3.4 million. Awards include grants for media research and demonstration, media materials development, and media training.

Two awards were given to disseminate reading machines for blind students throughout the country (one machine transforms print into tactile press while the other machine transforms print into spoken word.) One award was given to Telesensory Systems of Palo Alto, Calif., and the other to Kurzweil Computer Products in Cambridge, Mass.

One award was given to LINC Services, Inc., Westerville, Ohio, to make quality educational materials from the Bureau available nationwide for commercial distribution to the handicapped.

Biospherics, Inc., of Rockville, Md., was awarded a contract to design and compile a catalog of Bureau funded, replicable products and programs to be used by educators in selecting learning materials for educating handicapped students.

Indiana University in Bloomington, Ind., was also awarded funds to operate a library for handicapped learner materials.

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.

The program for children with specific learning disabilities has attempted to stimulate State and local identification, diagnostic, and prescriptive educational services for all children with specific learning disabilities through funding model programs as well as supportive technical assistance, research, and training activities. Funds also provide for dissemination of information about this program and for replication.

Since the authorization for the program (part G of the Education of the Handicapped Act) is not included in the Education for the Handicapped Amendments of 1977, no new projects will be funded under this program. The projects that are presently being supported will receive continuation moneys under the authorization of part E of the Education fo the Handicapped Act.

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

The FY 1977 appropriation for the program for children with specific learning disabilities was \$5 million. This amount was used to support 53 Child Service Demonstration Centers in 33 States and Puerto Rico, one technical assistance project, and 5 research institutes. Of the 53 demonstration programs, 30 were new projects and 23 were continuations of projects that had been supported the previous year. In addition to Federal funds, the demonstration centers depend upon local and State education agencies and/or universities for support.

Nine projects are located at State education agencies, 20 at local educating agencies, 10 at private nonprofit agencies, and 14 at institutions of higher education. The service models include resource rooms, self-contained classrooms, regular classrooms, diagnostic clinics, peer/crossage tutoring, and itinerant teachers.

The National Learning Disabilities Assistance Project (NaLDAP) in Andover, Mass., is in its third year of a 3-year contract to provide technical assistance to the Child Service Demonstration Centers. The technical assistance

is provided in such areas as program management, evaluation, organization development, communication and information services, and dissemination and diffusion of validated information.

Five contracts were awarded to institutions of higher education to conduct research in specific areas relating to learning disabilities; e.g., diagnosis, language development, disorders of attention, secondary programming, and disorders related to reading.

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

Historically, 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 and specially modified curriculums for handicapped persons continues throughout postsecondary and adult education.

Many handicapped persons are capable of performing satisfactorily in postsecondary and continuing education programs provided they are supplied with certain critical support services and modified curriculums. Examples of typical support services include interpreting, note-taking, tape recording, brailleing, wheelchair attending, counseling, tutoring, job counseling, and job placement and follow through.

Under the Education Amendments of 1974, section 625, the Commissioner is authorized to make grants to, or contract 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.

Priority is given to: (a) programs that serve areas encompassing two or more States or large population centers; (d) programs which adapt existing programs for 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 1977, 13 awards were issued 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 (Denver), Southern Illinois University, Delgado

College (New Orleans), Queensborough Community College, State University of New York at Buffalo, Teachers College (Columbia University), University of North Dakota, Wright State University (Dayton, Ohio), and Oregon College of Education.

The \$2 million appropriation for FY 1977 served approximately 2,300 persons among all the major, eligible handicapped populations.

Preschool Incentive Grants

The purpose of this program is to stimulate State and local education agencies to initiate, improve, and expand educational preschool services to handicapped children ages 3 through 5. Part B of the EHA, as amended by P.L. 94-142, mandates that all handicapped children ages 3 through 21 shall receive a free, appropriate public education unless such provision is inconsistent with State law or practice. Since this provision does not result in extending benefits to handicapped preschool children in those States which do not mandate or provide educational services to children ages 3 through 5, section 619 of the act authorizes financial assistance as an incentive to initiate improve, and expand programs for such children.

FY 1978 is the first year that funds have become available under this program. This program is an advance funded formula grant program. The funding formula is the number of handicapped children ages 3 through 5 being served in the State multiplied by a dollar amount not to exceed \$300 per child.

The initial appropriation during fiscal year 1977 was \$12.5 million. The appropriation for fiscal year 1978 is \$15 million. Thus, funds made available to State during the first year amounted to \$63 per child, on the basis of the funding-formula count.

Since this is the first year funds have been available to the States, no changes have been noted as yet. The final regulations implementing this program are part of P.L. 94-142, and were issued August 23, 1977.

Special Studies

The special studies were established in 1977 to provide information concerning implementation of Federal legislation administered by the Bureau of Education for the Handicapped (BEH). Currently emphasis is placed on fulfilling the requirements of section 618 of P.L. 94-143. Section 618 of the law requires that studies, investigations, and evaluations be con-

ducted to determine the impact of the law and the effectiveness of State efforts to assure that a free appropriate public education is available to all handicapped children. It also requires an annual report to the Congress. In addition to the Congress, primary audiences for the information gained from the studies are the BEH and State education agencies.

The information requested in section 618 has been organized into six questions:

1. To what extent are the intended beneficiaries being served? This question deals with the number and kinds of children being served by the States.
2. In what setting are the beneficiaries being served? This question investigates the extent to which children are being served in the least restrictive environment commensurate with their needs.
3. What services are being offered to beneficiaries? This question addresses the types of services to be received by handicapped children and the teachers and support staff providing the services.
4. What administrative mechanisms are in place? This question addresses the extent to which the Federal Government and State and local education agencies are progressing in their own administration of the law's provisions.
5. What are the consequences of implementing the law? This question addresses administrative, fiscal, and attitudinal reactions of the law.
6. To what extent is the intent of the law being met? This question addresses the several goals of the law.

Studies initiated in any given year may address all six questions or focus intensively on one of the six questions. For example, a longitudinal study of P.L. 94-142 implementation, which addresses all six questions, was initiated in January 1978. In this study of a small sample of local education agencies, progress in practices will be observed over a 5-year period. Two other studies focus only on one question: To what extent is the intent of the law being met? The first study, initiated in August 1977, is developing criteria which could be used by State and local education agencies to

evaluate their progress toward meeting both the letter and intent of spirit of the law. The second study is in response to a congressional request for a national survey of the quality of individualized education programs.

Findings from special studies are disseminated through the BEH's informal memoranda, data notes, study reviews, and journal articles which are based on study findings.

The informal memoranda are used to inform the research community of the current state of knowledge in a content area which is important to implementation of the law. We have currently produced two research notes: one on issues of cost and finance, and one on the development of evaluation methodologies.

Data notes are used to distribute information on implementation as the data becomes available. While the data are included in the annual reports to the Congress, the data notes provide a vehicle for more immediate circulation. The BEH has produced two date notes: one on the 1976-77 school year child count, and one on the allocation of funds to States for the first year of P.L. 94-142 implementation.

Study Reviews summarize the findings of particular studies that may be of interest to States. In addition, the staff is encouraged to write about and publish findings from individual studies as well as to speak about these findings.

BILINGUAL EDUCATION

An estimated 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 school enrollment in the United States in 1972; 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 places 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:

- o 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.
- o Local education agencies, State education agencies, and institutions of higher education to conduct teacher-training programs.
- o 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.

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 1977 funds will be used during FY 1978; that is, the academic school year 1977-78.

For school year 1977-78, a total of \$114,900,000 was allocated. This included \$85,725,000 awarded to local education agencies for 515 classroom demonstrations, of which 130 were new starts. The demonstrations cover 68 languages: 35 Native American, 17 Asian and Pacific, and 16 Indo-European languages. An estimated 236,000 students were directly served by these demonstrations in 42 States, the District of Columbia, Puerto Rico, the 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, instruction in the customs and heritage of the children's culture, and instruction in their languages to the extent needed for 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. Clearly defined and described 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 VII 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 1977, grants were awarded to 19 LEA's as an experiment to see whether the 4 model projects can be replicated elsewhere. The Office of Planning, Budgeting, and Evaluation will let a contract to evaluate the replicability of 4 models on the 19 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.

- o Bilingual Education Program, Alice Independent School District Alice, Tex.--Spanish grades K-4
- o Aprendemos en Dos Idiomas, Corpus Christi Independent School District, Corpus Christi, Tex.--Spanish--grades K-4.
- o Savoir, St. John Valley Bilingual Education Program, Maine School Administrative District #33, Madawaska, Maine--FrenMaine--French--grades K-4
- o Nuevos Horizontes, Houston Independent School District, Houston, Tex.--Spanish K-4.

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 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 about 85,000 teachers are needed for Spanish-speaking children. Awards totaling \$24,700,000 were made to local education agencies and institutions of higher education in 1977 to develop a variety of training programs. These training programs are delineated as follows:

Inservice training--In conjunction with ongoing classroom projects, approximately \$11,425,000 was used 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--672 fellowships were awarded in 42 universities in 17 States for a total of \$4 million. Trainers of teachers are the recipients of these moneys 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 to develop or expand and improve their bilingual education training capabilities, \$6 million was granted to 101 institutions. 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. Resource centers provide immediate services on effective practices and procedures to local education agencies. Material development centers provide language materials for the target groups being served, and the dissemination and assessment centers assess, publish, and distribute the materials.

In 1977, 14 materials development centers were awarded \$5,461,436; 16 resource centers, \$5,164,468; and dissemination and assessment centers \$1,537,700. 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.

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 get jobs challenging their fullest capabilities. Manpower programs may include testing, counseling, skills training, basic or general education, and supportive services.

To implement the 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 procedures for using the resources of the Office of Education and the total education community in the CETA program.

(The 1977 Manpower Report of the President contains information on HEW/OE activities under CETA. Copies are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

ADULT EDUCATION

The Adult Education program, authorized by title III of the Elementary and Secondary Education Amendments of 1970 (P.L. 91-230), is designed to serve undereducated adults 16 years of age and older who have not completed high school and are not currently enrolled in school. 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. In addition, each year approximately 750,000 young adults leave school without completing the 12th grade and about 400,000 immigrants, many of whom need instruction in the English language, arrive in the United States.

Experience has shown 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. Studies also confirm these observations.

A 5-year investigation of adult functional competencies, which are essential to living in the society of the seventies, was completed in FY 1976. 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 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, applied in everyday life situations, are categorized into five general knowledge areas: occupational knowledge, consumer economics, health, community resources, and government and law.

Following the completion of the APL study, the Division of Adult Education conducted an extensive campaign to acquaint State and local program developers with competency based adult education. In June 1977, a National Conference on Adult Competency Education was held to effect a network of programs which help adults achieve a minimum level of competency. As a result, 600 adult educators from across the country were exposed to competency based adult education innovations.

The APL study is making a 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. In FY 1977, at a cost of \$5 million, 42 States funded 150 special projects relating to this priority. In approximately 30 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 ease the literacy assessments in adult and secondary education to be used at State and local program levels.

Federal funds, made available through State grants, may be used in establishing and operating programs of adult basic and adult secondary education. The overall purpose of these programs is to eliminate functional illiteracy among the Nation's adults and enable them to become employable, productive, and responsible citizens. 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 and those that stress reading improvement.

The adult education program addresses the needs of all undereducated adults. The legislation, however, specifically authorizes 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 instructional assistance for persons of limited-English-speaking ability. Additionally, the act requires that emphasis be given to adult basic education programs and that

States expand no more than 20 percent of their allotments for adult secondary education. 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.

Substantial progress has been made in establishing the Adult Education Clearinghouse (ADELL--Adult Education and Lifelong Learning). The planning and design phases have been completed. At present, ADELL has a query answering and information service for persons who are involved or concerned with adult education. ADELL's goal is to promote national coordination, dissemination, and utilization of existing information resources to benefit the adult education community. In this way, the clearinghouse serves as a focal point in an exchange network, linking people to people, people to data, and people to resources. This approach also enable ADELL to give its users access to information on literally any aspect of adult education. Users include: teachers, counselors, administrators, and other decisionmakers; students of adult education; manpower trainers; Federal, State, and local adult and manpower trainers; professional associations; and existing clearing houses.

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 fundings and recommendations.

Under the stimulus of Federal legislation funding, adult education has made significant progress. Each State now has a director of adult education; in 1965, only 10 States had directors. 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 1977, Federal appropriations for adult education programs totaled \$71.5 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 \$123,695 to \$5,925,791, with an average allotment of \$1,276,785. State reports indicate that there were more than 1 million participants in these federally assisted adult education programs. Compilations of participant information indicate the following: 31 percent were persons of limited-English-speaking ability; 56 percent were females; 38 percent were unemployed; 13 percent were on public assistance rolls; 9 percent received certificates of completion at the eighth-grade level; 11 percent passed the General Educationa 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 Education 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.

COOPERATIVE EDUCATION PROGRAMS

The blending of practical work experience with classroom learning-- cooperative education--has become an important feature of today's educational 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, the figure has increased to an estimated 1,050 colleges and universities with more than 210,000 students participating in 1978. It has been estimated that total earnings of cooperative education students in higher education amount to \$750 million yearly, and that on this earned income taxes paid to the Federal Government approximate \$30 million yearly.

In its Cooperative Education program, authorized by title VIII of the Higher Education Act, the Office of Education makes grants to postsecondary education institutions to plan, conduct, or expand programs that alternate periods of academic study with public or private employment. The cooperative education program affords students the opportunity to earn funds required for continuing and completing their education, and so far as practicable, gives them work experience related to their academic or occupational objectives. Grants may be awarded for up to 5 years to an institution or consortium. The maximum grant is \$175,000. In FY 1977, 267 awards benefited 286 postsecondary educational institutions in 42 States, the District of Columbia, and Puerto Rico. Sixty-four received new awards with \$2,503,000 funding, and 212 got competing continuing awards with \$8,747,000 funding.

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 Office of Education funds appropriated under this program may be used for payment or compensation to students for employment, and no program may receive Federal support for more than 5 years. FY 1977 funding was allocated as follows: \$11.25 million for institutions to administer their programs, \$725,000 for training, and \$275,000 for research.

SPECIAL PROGRAMS FOR STUDENTS FROM DISADVANTAGED BACKGROUNDS

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, funded 851 grantees with FY 1977 funds.

Total funding of \$84,987,339 included 139 new awards and 712 continuing awards. About 381,399 persons are expected to be served during the program year with fiscal year 1977 funds. Grants under these programs are discretionary and forward-funded (i.e., funds awarded in the current fiscal year are used to support activities in the succeeding fiscal year). Except for the Educational Opportunity Centers program, the programs require no matching funds from the grantee. The matching ration in the Educational Opportunity Center program is 75 percent Federal, 25 percent grantee.

Talent Search Program

Talent Search is a project grant program funded through institutions of higher education and public and private agencies and organizations to serve low-income youth. Its goal is to assist in improving opportunities for low-income students by identifying qualified youth publicizing existing forms of student financial aid, and encouraging secondary school or college dropouts of demonstrated aptitude to reenter educational programs. The program also encourages and assists youths who have completed secondary school but have not enrolled in postsecondary education.

The Education Amendments of 1976 allow projects to serve other than low-income youths, not to exceed one-third of the total youths served by the project. They also give priority to youths who have delayed pursuing postsecondary education.

The fiscal year 1977 allocation of almost \$9 million funded 116 projects--26 new and 90 continuing awards--at an average cost of \$76,761 per project and about \$52 per client. An estimated 172,483 young people will be assisted.

Fiscal year 1976 funds of slightly over \$6 million assisted 110,982 persons in the 1976-77 program year. Some 37,615 persons were placed in postsecondary schools; 29,810 persons were accepted for postsecondary enrollment; 3,226 dropouts were persuaded to return to secondary school or colleges; 2,839 dropouts were enrolled in high school equivalency or adult education programs; and 10,291 potential dropouts were encouraged to stay in school.

Upward Bound Program

Upward Bound is designed to help the low-income high school student who, without the program, would not consider going to college or other postsecondary schools, or would not be able to gain admission or successfully complete the required program of study if he wished to attend. The program is conducted by accredited postsecondary institutions, and, in exceptional cases, secondary schools.

In a typical year, an Upward Bound student may attend Saturday classes or tutorial/counseling sessions or participate in cultural enrichment activities. In 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.

The fiscal year 1977 Upward Bound allocation of over \$41 million funded 345 projects--28 new and 317 continuing--at an average cost of \$120,140 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. It is estimated that fiscal year 1977 funds will serve 33,668 participants.

With fiscal year 1976 funds (program year 1976-77), the program aided 38,986 students--9,359 new students and 29,627 continuing students. Of the total students, 8,500 were veterans served in a special component.

Special Services for Disadvantaged Students

Now in its eighth year of operation, the Special Services program awards project grants to institutions of higher education to provide counseling, tutorial, and other supportive services for disadvantaged students (including physically handicapped students and students with limited-English-speaking ability) who are attending postsecondary programs.

Elements typically found in Special Services projects are academic and personal counseling, instruction in basic skills, and tutoring. The FY 1977 allocation for the Special Services program was over \$30 million. This allocation funded 372 projects--80 new and 292 continuing--at an average cost of \$82,351 per project and \$326 (estimated) for each of the 93,873 students the program expects to serve during program year 1977-78.

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 area have access to program services, EOC's are primarily designed as resource centers to assist low-income individuals. The centers provide counseling and admission 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.

For FY 1977, \$3,999,991 was obligated for the support of 18 centers, of which 12 had received funding the previous fiscal year. Fiscal year 1977 funds will support centers in Huntsville, Ala.; Anchorage, Alaska; Tempe, Ariz.; Los Angeles and Fresno, Calif.; Denver, Colo.; Washington, D.C.; Atlanta, Ga.; Kahului, Hawaii; Louisville, Ky.; Worcester, Mass.; St. Louis, Mo.; Reno, Nev.; Espanola, N. Me.; New York, N.Y.; Dayton, Ohio; San Juan, P.R.; and Tacoma, Wash.

The fiscal year 1976 allocation of slightly over \$3 million (expended in program year 1976-77) funded 13 centers, for an average grant size of \$242,308. To provide program assistance to widely dispersed target populations, 8 centers established and maintained activities as 38 additional satellite locations. In program year 1976-77, 79,150 persons were assisted by the centers.

The centers funded with the FY 1976 allocation were located in Huntsville, Ala.; Fresno and Los Angeles, Calif.; Denver, Colo.; Washington, D.C.; Atlanta, Ga.; Worcester, Mass.; St. Louis, Mo.; Espanola, N. Me.; New York, N.Y.; Dayton, Ohio; Dallas, Tex.; and Tacoma, Wash.

IV. PROGRAMS TO IMPROVE THE QUALITY OF EDUCATION

Improvements in education are made by teachers. The programs mentioned in this chapter show the ways Federal assistance enables teachers to have the information, training, and materials they need to offer quality education to students.

The range of this Federal activity reflects the complexity of change in education. For example: The development and widespread adoption of a new teaching method 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.

Others assist educators in developing 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, the 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 Government's chief role is to support production of quality education TV programs.

SPECIAL DEMONSTRATION PROJECTS

Right To Read

Right To Read is a national effort for developing and improving the reading skills of all citizens, thereby enabling each citizen to function effectively in our society.

In pursuing its goal, Right To Read:

- Encourages education agencies to exert a cooperative effort to solve the literacy problem through efficient use of economic and human resources available within a State
- Recommends a systematic process for assessing literacy needs and for developing and implementing programs to meet those needs
- Provides financial assistance to local education and nonprofit organizations for instructional programs and to State agencies for leadership and training activities

- Identifies and disseminates pertinent and useful reading techniques, materials, instructional approaches, and organizational designs
- Provides technical assistance in planning and implementing instructional and staff development programs
- Enlists the support of the private sector and governmental agencies in literacy activities.

Legislated Authority and Activities.--Within the Right-To-Read effort the major programmatic activity is to administer title VII, of Public Law 93-380, as amended by Public Law 94-194: The National Reading Improvement Act. In FY 1977, the Right To Read program received an appropriation of \$27 million. The program supports six operations:

1. State Leadership and Training Programs.--To provide training for local Right To Read administrators and to exert leadership in achieving a solution to the literacy problem of the States through a coordinated and cooperative effort of the local education agencies. The major goal of a State education agency (SEA) component of the Right-To-Read effort is to establish a structure that enables State and local education agencies to address the organizational, managerial, and instructional practices which inhibit reading success among 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's).

In FY 1977, 54 grants were awarded to SEA's, representing expenditures of \$5,962,000. The grantees performed the aforementioned activities and served as a central point for disseminating remedial materials and services.

2. Reading Improvement Projects.--To develop and implement innovative reading programs for preschool and elementary school children. In FY 1977, 134 grants were awarded to eligible applicants, most of them to local education agencies. These grants constituted a Federal expenditure of \$8,394 and supported projects for children who were poor readers.

3. Reading Academies.--To provide appropriate reading instruction for inschool and out-of-school youth and adults who otherwise do not have access to such instruction.

Reading Academies involve 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, offering extended coverage of service without duplication of administration costs. A major emphasis in the academies is the use of trained volunteer tutors to work with the mature student, many times on a one-to-one basis. In FY 1977, 79 grants were awarded, constituting a Federal expenditure of \$4,719,000.

4. Special Emphasis Projects.--To determine the effectiveness of reading instruction provided by reading specialists in the classroom setting.

Seven projects were established to determine the comparative effectiveness of intensive instruction of reading specialists and reading teachers who instruct elementary school children. The purpose of this study is to determine whether reading specialists are more effective instructions than regular classroom teachers. This project will extend into FY 1978 and is being carefully evaluated. In FY 1977, the Federal expenditure was \$956,302.

5. National Impact Efforts.--To develop and disseminate innovative projects which show promise of having significant impact on the reading deficiencies of the Nation.

Activities during FY 1977 included the development of: a handbook for establishing adult literacy projects; a Self-Help Problem-Solving Model for Reading Teachers; and materials for inservice training for elementary school principals, elementary and secondary reading teachers, and reading program coordinators and supervisors. Twelve separate projects were funded for \$568,766.

6. Inexpensive Book Distribution Program.-- To provide motivation in reading by distributing books to students as gifts, loans, or at a nominal cost. This section is operated, under contract, by Reading Is Fundamental, (RIF) Inc. The major activity involves the distribution of low-cost books with 50 percent Federal matching for the cost of the books and 50 percent private-sector matching. The effort also identifies and promotes successful reading motivation programs. In FY 1977, under this authority, 7,483,577 books were contracted for at a cost of \$5 million to the Federal Government.

Programs Supports.--To insure the quality of programs, technical assistance, materials development, and training workshops are conducted for key personnel. These activities have largely been funded through salary and expense (S&E) funds. They include:

1. Seminars for directors of funded projects to assist them in planning, implementing, evaluating, and disseminating Right-To-Read concepts, materials, and processes.
2. Onsite technical assistance.
3. Collecting and/or developing "how-to" support materials related to implementation of the Right-To-Read strategy.
4. Translating research and promising practices into usable forms for national projects, administrators, classroom teachers, and school support staff.
5. Developing dissemination models/plans/strategies for Right-To-Read processes and products.
6. Conducting and participating in conference programs on national leadership role.

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 to 1973, the program supported 57 college, school, and community demonstration projects, and 55 projects in State departments of education for 1) curriculum development and 2) inservice training activities for education personnel. Since 1972, the program has also trained teams from over 3,000 local school districts and community agencies in skills needed for starting drug abuse prevention programs with local resources.

OE's prevention programs focus on combating the underlying causes of drug abuse. The strategies include youth counseling; working with families; offering alternative ways to meet needs now met by drug use; and educational programs to help students develop skills for coping with problems of loneliness, alienation, or low self-image.

In FY 1977, with a \$2 million appropriation, the program's major priority became the alcohol and drug abuse problem in large cities. Forty clusters of 4 schools each (normally a high school and its feeder schools) in urban areas were supported for training and technical assistance through 5 training centers. This new "cluster" effort concentrates more resources in urban school districts, enabling them to establish networks for building their own prevention/education programs.

The cluster concept was also applied to the interagency pilot venture in school crime and violence with the Law Enforcement Assistance Administration (LEAA). Under a 2-year extension of the Interagency Agreement with the LEAA, 55 clusters from large urban school districts were to be trained over a 2-year period. The 2-year extension of the agreement also included a substantial impact evaluation under which data will be available in late FY 1979 on the effectiveness of the training.

A contract was let to develop a plan to provide technical assistance to State education agencies and to conduct a followup of graduates of the six preservice demonstration projects funded in schools of education between 1974-77.

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 to public and nonprofit private agencies, institutions, and organizations support pilot and research projects designed to achieve these objectives through developing and testing new approaches to formal and nonformal education for all age levels and all sectors of society. Grants and contracts may be awarded for resource material development, personnel development, elementary and secondary education programs, community education programs, and for minigrant projects that aid the exchange of dialog, opinions, and expertise at local levels on specific environmental problems and issues.

The fiscal year 1977 appropriation for environmental education was \$3.5 million.

Nearly 1,000 applications were received, and 89 grants were awarded in 42 States, the District of Columbia, and Puerto Rico. The average grant for general projects were \$40,000, distributed among funding categories as follows: resource material development, 27; personnel development, 20; elementary and secondary programs, 7; community education programs, 10; and minigrants (\$10,000 or less), 26.

Teacher Corps

Teacher Corps was created by the Congress because significant numbers of students from racial and ethnic minorities and from the poor in our population were gaining little or nothing from the education offered in the Nation's classrooms. The Corps has three basic purposes: to strengthen educational opportunities for children of low-income families; to help colleges and universities broaden teacher education; and to help teacher-training institutions and local education agencies demonstrate training and retraining activities for experienced teachers and teacher aides.

Teacher Corps efforts are aimed at 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.

During FY 1977, Teacher Corps funded 124 projects involving 117 colleges and universities and 58 State and local education agencies; 58 projects were new and 66 were continuing. Training was given to 488 new teachers and 4,841 experienced teachers. The projects used onsite instruction. This offered a basis for field testing 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 retrain experienced teachers, beginning with new projects awarded in FY 1975. The Education Amendments of 1976 extended the length of Teacher Corps projects to 5 years, and added new provisions for project planning, documentation, dissemination, technical assistance, and evaluation. These amendments will be effective in 1978.

Teacher Corps appropriations were \$37.5 million for FY 1977.

LANGUAGE TRAINING AND AREA STUDIES

Federal programs for language training and area studies serve four 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 1977, a total of \$14,642,452 (from an appropriation of \$14,650,000) was obligated under this program for use during the 197-78 academic year by:

- . 80 area study centers to train specialists for careers requiring knowledge of other countries, their languages, and cultures. Areas of speciality 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 center's program, inaugurated in 1976, stressed the development of outreach activities as part of the academic program in language and area studies. FY 1977, the second year of a 3-year grant, continued the focus on outreach activities.

- 38 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 health education, international trade and business, and ecology. Twenty-five 2-year undergraduate projects are designed to stimulate and assist the development of an international component in postsecondary general education, with particular emphasis on general education and teacher training.
- 832 graduate academic-year fellowships for students preparing to become specialists in foreign languages and area studies. These study programs focus on the most significant disciplines and world areas in which there is a shortage of training personnel.
- 24 new research and 11 continuing research contracts or grants. Projects are concerned with the language-learning process, the methodology of foreign language teaching, preparation of instructional materials for languages not commonly taught, and baseline studies and curriculum materials for international and intercultural education.

Fulbright-Hays Program

The Fulbright-Hays program provides U.S. teachers with first-hand experience, including research and study abroad, to improve 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. Authorization is under the Mutual Educational and Cultural Exchange Act of 1961.

The FY 1977 obligation of \$2,980,777 (from an appropriation of \$3 million) provided 52 fellowships for faculty research abroad for the 1977-78 academic year at an average cost of \$10,534; 118 grants for doctoral dissertation research abroad, with an average cost of \$10,107; 23 group projects abroad, with 466 participants and an average cost of \$2,134 per participant; and 17 fellowships for foreign curriculum consultants, with an average cost of \$11,643.

The U.S. fellows participating in the program must teach or plan to teach in a U.S. institution of higher education must 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.

Also under the Mutual Educational and Cultural Exchange Act of 1961, P.L. 87-256, the Office of Education cooperates with the U.S. Department of State in administering the Teacher Exchange and International Educational Development Programs. Participants in both programs are subject to the approval of the Board of Foreign Scholarships.

The teacher exchange program involves direct exchanges of positions for a full academic year between U.S. teachers and counterparts in Canada, the Federal Republic of Germany, New Zealand, Switzerland, and the United Kingdom, and one American teacher on a one-way assignment in Denmark. In addition, U.S. teachers of art attend a summer seminar in Belgium and the Netherlands; teachers and college professors of German language and cultural studies, in Germany; teachers of the classics and the Italian language, in Italy. During the 1977-78 academic year, 217 Americans and 124 foreign teachers participated.

Under the International Educational Development Program (IEDP) foreign educators come to the United States for periods ranging from 10 days to 6 months for tours and training in accordance with specific educational objectives of the grantees. In FY 1977, 109 foreign educators from 20 countries participated.

The FY 1977 obligation of program funds was \$57,900; transferred to HEW from the U.S. Department of State for the teacher exchange program; for foreign educators under IEDP, \$105,710. Other funding is provided by the participating teachers' home school systems the governments of participating countries hosting institutions of higher education professional hospitality organizations, and the participants.

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. P.L. 83-480, the Agricultural Trade Development and Assistance Act of 1954, authorizes this program. Projects focus on foreign languages, area studies, world affairs, and intercultural understanding.

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 1977, a total of \$1,954,490 was obligated, to assist individuals in projects in India, Egypt, Pakistan, and Tunisia during the summer of 1977 and the academic year 1977-78. Group training and curriculum development accounted for the bulk of the FY 1977 obligations--27 projects with 506 participants, an average cost per participant of \$3,198, and a total cost of \$1,612,611. Of the 27 projects, 4 summer or academic year projects in advanced foreign language training were supported. Research and study obligations were made for 23 doctoral dissertation research projects abroad, at an average cost of \$10,398, and a total cost of \$1,239,153. Faculty research abroad supported six fellows at an average cost of \$9,621, and a total cost of \$57,726. There were four comparative education projects, at a total cost of \$45,000.

Grants also are made to teachers, professors, supervisors, and curriculum directors of social studies to attend summer seminars.

In FY 1977, a total of \$179,410 was obligated for 2 workshops in India for 40 grantees (20 teachers and 20 supervisors or curriculum directors); and in Egypt for 18 educators of world or Middle-Eastern history or area studies.

LIBRARY DEMONSTRATIONS

OE-supported library research and demonstrations develop nationally applicable models of ways to meet a wide variety of 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. Over the 11 years of the program, 277 projects have been supported at a Federal cost of \$23.4 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. The library demonstrations appropriation for FY 1977 was \$1 million.

Priority this year was accorded to demonstration projects directed toward improving efficiency of school, public, and academic libraries. Six dealt with the use of computers in operations, two with management and one with removing barriers to innovation. Four projects dealt with service to disadvantaged groups: Hispanic, blacks, the isolated. One dealt with the disadvantaged in general. The remaining four projects were concerned with education and training programs for librarians serving children.

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. 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.

These four programs support:

1. Supplementary educational centers and services to provide services not available in sufficient quantity and to establish exemplary elementary and secondary school programs.
2. Strengthening State and local education agencies, and assisting those agencies to identify and meet educational needs.
3. Demonstration projects 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 potential dropouts.
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 that serve areas with a high concentration of children from low-income families.

ESEA's IV-C appropriations totaled \$182,174,142 for FY 1977.

The allotment is subdivided into three major categories. First, the set-aside for strengthening State and local education agencies 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 the other three consolidated programs (Supplementary Centers and Services and Exemplary Programs, Nutrition and Health, Dropout Prevention). At least 15 percent of these programs must be for the education of children with specific learning disabilities and handicapped children. The funds 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 the States. The District of Columbia, and the Commonwealth of Puerto Rico are included.

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 Bureau of Indian Affairs (BIA). Under P.L. 93-380, children in the overseas dependents schools operated by the U.S. Department of Defense are eligible, but the Defense Department did not participate during the program year 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, and for the Bureau of Indian Affairs and overseas dependents' schools.

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

Program Scope

An analysis of 1977 annual reports from 47 States and outlying areas for the period July 1, 1976 through June 30, 1977 shows the following amounts of money¹ obligated for the administration and program of title IV-C:

Program Administration	\$ 3,785,098
Strengthening State Education Agencies	18,720,752
Strengthening Local Education Agencies	4,855,137
Competitive Local Education Projects	60,855,625

The major purposes for which strengthening funds are used include:

- . Assistance to local education agencies for financial management, staff training, curriculum development, and management information systems
- . Educational planning and evaluation
- . Development and maintenance of data information systems and dissemination networks
- . Institutional and personnel accreditation
- . Internal management operations

Over 4,000 competitive local projects designed to improve educational quality were funded during FY 1977. These projects enabled teachers and students at the preschool, elementary, and secondary levels to participate in the development, implementation, and diffusion of improved or supplementary educational programs.

From FY 1977 project lists voluntarily submitted by 25 States the number of projects funded in particular curricular areas can be estimated nationally as follows:

<u>Curricular Area or Target Group</u>	<u>Estimated Number of Projects</u>	<u>Estimated Funds (millions)</u>
Basic Skills	779	\$ 19.5
Arts	114	5.0
Science	57	1.3

¹The remaining portion of the available funds was "carried over" into the next program period of obligation.

Social Studies	80	2.6
Physical Education	39	2.6
Special Education	937	22.5
Career Education	228	5.0
Environmental Education	99	2.6
Early Childhood	92	1.3
Parent Education	32	1.3
Community Education	89	2.6
Gifted	202	5.2
Guidance & Counseling	175	6.4
Dropout Prevention	117	3.8
Nutrition & Health	89	2.5
Multilingual	34	2.5
Self-Awareness	64	1.3
Human Relations	50	2.5
Media	73	2.5
Instructional Mode	314	11.7
Staff Development	147	9.1
Miscellaneous	55	2.5

In addition to these local projects which are often located at one school site, IV-C funds are used to support supplementary service centers and specialists which offer training, technical assistance, and materials on a multischool or even multidistrict level.

Program Effectiveness and Progress

In FY 1977 administrative procedures were fully established and operational. State advisory councils, having become cognizant of their statutory responsibilities, were beginning program evaluation and monitoring activities supported with strengthening funds. Program monitoring reports show that, within the statutory framework, States were able to structure a title IV-C program to meet their educational needs.

Dropout Prevention

In fiscal year 1976, the Office of Education had \$2 million under ESEA title VIII to make direct grants to local education agencies for dropout prevention projects. This was the last year funds were available for this purpose at the Federal level.

The Office of Education funded 12 dropout prevention projects in September 1976. Of these 12, 2 projects were completed by August 1977 and the remaining 10 will be completed by September 1978.

Since fiscal year 1976, State education agencies have had funds, under the provisions of ESEA's title IV-C, for dropout prevention. LEA's may submit applications on a competitive basis for these funds, if SEA's establish dropout prevention as a priority for title IV-C grants.

Health and Nutrition

Three demonstration projects, funded in FY 1976, are in their final year of a 2-year program. All three are preparing to apply for validation. These projects serve 12 schools and 5,515 children, and were funded for a total of \$950,000 for the 2-year period.

The closeout of these projects completes the "Demonstration Projects in School Health and Nutrition Services for Children from Low-Income Families." A total of 92 schools have been involved; 32,622 children served; and \$10,250,000 expended since FY 1971.

Supplementary Educational Centers and Services

Fiscal year 1976 was the last year for funding the supplementary educational centers and services program. Since that time its legislative purposes have been consolidated in ESEA's Title IV-C--Educational Innovation and Support. Indicative of the smooth transition effected between these two programs is the fact that a substantial number of competitive local projects funded in their first year under title III received continuation funding under title IV-C. Title III's greatest legacy is its project validation and diffusion, including the State "Identification, Validation, Dissemination" (IVD) process and the National Diffusion Network.

Leadership Resources

Federal support to strengthen education leadership was authorized under title V of the ESEA. Two categories of assistance were funded: Part A grants to States enhance the leadership resources of State education agencies (SEA's) and assist these agencies to establish and improve programs; and part C grants to State and local education agencies (SEA's and LEA's) help them improve their planning and evaluation. (Part B, which authorized grants to local education agencies to strengthen leadership resources and help with new programs, was never funded.)

The funds appropriated for title V in FY 1976 were available for obligation until September 30, 1977. In FY 1977 the purposes of title V were completely consolidated into ESEA's title IV-C.

National Diffusion Network

The National Diffusion Network (NDN) was initiated under the Commissioner's discretionary program, ESEA's title III, section 306, which in FY 1974 (school year 1974-75) placed major emphasis on the dissemination and adoption of successful educational projects. This authorizing legislation terminated June 30, 1975, when ESEA's title III was included in the consolidation of elementary and secondary programs in P.L. 93-380. The NDN is currently in its fourth year, although during one of its years, FY 1976, no financial support was made available to it by the Office of Education. The Network received about \$9 million during its first year and received \$7.5 million in FY 1977. It will receive \$7 million in FY 1978.

The NDN was established to promote widespread installation of exemplary programs developed with Federal funds by (a) building and maintaining a national system that delivered successful educational alternatives to meet the needs of LEA's and of students in the nonpublic schools at a fraction of the original development cost; and by (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 of exemplary educational approaches approved by the Education Division's Joint Dissemination Review Panel (JDRP), and (b) State Facilitator projects for widespread dissemination of information about exemplary programs to school systems within States.

During the Network's first year, OE supported 35 Developer/Demonstrators; by FY 1977 financial assistance was available to over 100 such projects. During NDN's first year, State Facilitators in 31 States were given financial support; Facilitators now receive funds in 46 States, the District of Columbia, and the Virgin Islands.

The programs, products, and practices disseminated by NDN were produced primarily by staff members of local school systems. The programs approved by the JDRP are practical and, inexpensive so that local school systems can adopt them without seeking additional funds. The teachers who developed and operated the programs are trainers of other teachers.

Results of the first 2 years of the Network's operations, as determined by a formal evaluation conducted by the Stanford Research Institute, proved the NDN to be an effective system. In

the 2 years covered by the study, NDN activities resulted in 2,000 successful adoptions. By the spring of 1978, an estimated 13,000 school districts will have been contacted since the Network was established. These contacts will result in 7,500 adoptions, at an average cost in Federal funds of \$3,600 per adoption. A total of 60,000 personnel will have been trained and about 1.5 million students served.

LIBRARIES AND LEARNING RESOURCES

The intent of title IV, part B, of the ESEA (P.L. 93-380) was to combine, within a single authorization, the program purposes formerly carried out under the provisions of the laws governing ESEA title II; title III of the National Defense Education Act (NDEA); and that part of title III of ESEA that is related to testing, guidance, and counseling.

Under part B, the Commissioner is authorized to carry out a program for making grants to State education agencies for:

- The acquisition of school library resources, textbooks, and other instructional materials for use in public and private elementary and secondary schools;
- The acquisition of equipment and materials for teaching academic subjects in elementary and secondary schools, and minor remodeling to accommodate equipment;
- A program of testing students in the elementary and secondary schools, and programs of counseling and guidance services for students.

Funds are also available for administering the annual program plan.

Funds appropriated to carry out these programs are to be used only for the same purposes and for the funding of the same types of programs authorized under previous legislation. The formula for allocation of funds is based on the ratio of the State's population aged 5-17 to the same population in the Nation. Two conditions control the consolidation of the program purposes:

1. Amounts appropriated in any year must be at least equal to the aggregate amount appropriated for fiscal year 1974 or fiscal year 1975, whichever is higher, for the three programs.

2. Funds appropriated must be made available for expenditure prior to the beginning of the fiscal year in which funds will be obligated.

If the conditions controlling consolidation are not met in any year, the programs would continue to function categorically through fiscal year 1979. Consolidation began with a dual program in FY 1976 when 50 percent of the funds appropriated were used for continuation of the categorical programs, and 50 percent for consolidation. Full consolidation became effective in FY 1977. The conditions controlling consolidation were met in both years.

State Distribution Formulas

The heart of the part-B program is the specific criteria developed for distributing funds to local education agencies. The distribution criteria developed by each State or other jurisdiction must provide a basic grant to each local education agency based on enrollments in public and private nonprofit schools, except that substantial funds are to be made available to two types of local education agencies:

- Those with substantially greater than the State's average tax effort for education but with per-pupil expenditures for education (excluding ESEA title-I funds) no greater than the State average;
- Those with the greatest numbers 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.

"Substantial funds" as used in section 403 (a) (4) (A) of the act is not defined in the title IV regulations because of the legislative history in the Report of the House Committee on Education and Labor:

The Committee expects each State to write its own formula for the distribution of funds among local school districts within the broad guidelines set out in the amendment. However, the Committee wants to make it clear that it does expect substantially larger amounts of funds to be made available to the particular types of school districts described.¹

¹Elementary and Secondary Education Amendments of 1974: House Report No. 93-805. Washington: Government Printing Office, 1974, p.28

The States have written their own formulas which operated satisfactorily in the first year of the program, several using formulas including groups of public and private school children with unusual instructional needs who have been largely overlooked in the distribution of Federal funds. Nine States in fiscal year 1976 and 11 in fiscal year 1977 did not use the tax-effort factor in their formulas, furnishing satisfactory evidence that financial resources for education in the State were equalized. The three groups of high-cost children cited in the statute--low income, sparsely populated, and bilingual children--are most frequently used in the formulas. Since States vary in the number and incidence of such children and many can identify a significant number of other children whose education imposes a higher average cost per child, these groups of children have been used; e.g., the gifted and talented, the institutionalized, and those children in small schools.

Complete Discretion by Local Education Agencies

Under part B, each local education agency is given complete discretion in determining how the funds it receives under part B will be divided among the various program purposes. Consultations with private school representatives on these decisions are required. In fiscal years 1976 and 1977 funds under part B were expended as follows:

	<u>1976</u>	<u>1977</u>
School library resources, textbooks, other instructional materials	\$25,394,300 (54.1%)	\$ 70,678,534 (56.12%)
Equipment and minor remodeling	15,863,145 (33.7%)	41,037,683 (32.89%)
Testing, counseling, and guidance	<u>5,711,237 (12.2%)</u>	<u>14,218,428 (11.29%)</u>
	\$46,968,682 (100%)	\$125,934,645 (100%)

Maintenance of Effort

P.L. 94-482, the Education Amendments of 1976, contained a substantive amendment to the title-IV maintenance-of-effort requirement. Section 323 amended section 403(a)(11) of ESEA and applied the maintenance-of-effort requirement of expenditures by the State, its local education agencies, and private schools

in the State for programs described under part B. This requirement was new for private schools. Section 323 also changed the years to be compared for determining maintenance of effort, providing for a comparison of the first preceding fiscal year to the second preceding fiscal year. The amendment also provides for measurement of maintenance of effort on either a per-pupil or aggregate basis.

Section 323(b) of P. L. 94-482 enacted a new section 431A(a) (1) of the General Education Provisions Act which affects the maintenance of effort requirement for part B. The amendment provides for an allowable cumulative reduction of no more than 5 percent in per pupil or aggregate expenditure from that in the base year.

Section 323(b) also enacted a new section 431A(b)(1)(A) of the General Education Provisions Act which provides a waiver authority to the Commissioner of Education for the title IV-B maintenance of effort requirement. This waiver authority can be granted if there are "exceptional" or "very exceptional" circumstances, "including those resulting from decreasing enrollments or fiscal resources of the relevant local education agency, or the State, or both." The statute provides that, where such a waiver is granted under "exceptional" circumstances, the Commissioner must make a reduction in Federal payment in the proportion to which the expenditures per student or aggregate expenditures were reduced. All States and other jurisdictions, except Guam, have been able to maintain effort. Guam was granted a waiver for fiscal year 1977.

Benefits for Children in Private Schools

For the benefit of children enrolled in private, nonprofit elementary and secondary schools, title IV, section 406, requires that local education agencies offer secular, neutral, and non-ideological 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 the local education agency consults with private school officials. Expenditures for program benefits must take into account the needs of private school 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, or fails to provide program benefits for children enrolled in private schools, the Commissioner may make other arrangements for these benefits to be delivered.

In fiscal year 1977, the laws of Nebraska and Oklahoma prohibited the provision of part B benefits to children in private schools and the Commissioner of Education made arrangements for these benefits to be delivered through contracts with private agencies. All other States and eligible territories provided the part-B program benefits through their local education agencies.

Public and Private School Pupils' Participation

Exact data are not available on the number of public and private school children participating in the part-B program. The estimates for fiscal year 1977 are 41.8 million participating public school children (94 percent of the total), and 4.5 million children in private school (95 percent of the total).

Metric Education Program

The Metric Education program 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. Its appropriation was \$2,090,000 for fiscal year 1976, and the same for fiscal year 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 with ease and facility as a part of the regular education 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.

For fiscal year 1977, 615 applications were received requesting funds in excess of \$20 million; only 75 awards were made as follows:

- . Six totaling \$189,167 went to State education agencies;
- . Eight totaling \$286,297 went to nonprofit public and private groups, institutions, and organizations;
- . 34 totaling \$873,550 went to local education agencies; and
- . 27 totaling \$740,986 went to institutions of higher education.

The Metric Education program will maintain liaison with the Metric Conversion Board--authorized by P.L. 94-168 (Metric Conversion Act of 1975).

Community Education Program

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

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

The FY 1977 appropriation was \$3.5 million. Grants awarded totaled 92--33 to State education agencies, 48 to local education agencies (46 school districts, plus park and recreation department and 1 city government department), and 11 to institutions of higher education. Federal funds were used primarily to pay the cost of leadership positions in projects funded.

During FY 1976 a contract was awarded for the development of the Federal Community Education Clearinghouse. This clearinghouse links information needs of the community educators with existing resources. A national calendar, published quarterly, keeps the public informed of significant events and meetings concerning community education. A toll-free telephone number allows community educators cross-country to be in direct contact with the clearinghouse. To date the Clearinghouse has handled approximately 5,000 requests for information.

The Community Education Advisory Council is mandated to create a system for evaluating programs funded under the Community Schools Act. In FY 1977 a contract was awarded to whom, on behalf of the Council, to conduct an evaluation. (The final report is due in late spring of 1978.

It is anticipated the appropriations for FY 1978 and the number of grants funded will remain unchanged from FY 1977.

Arts in Education Program

The Arts and Humanities Staff administers the Arts Education Program authorized by section 409 of P.L. 93-380, the only categorical support for arts education. The program made its first awards in FY 1976--to 89 State and local education agencies. Grants ranged from \$2,000 to \$10,000 each. The appropriation was \$750,000 for FY 1976 and again for FY 1977. Awards in FY 1977 were made to 77 State and local education agencies for a maximum grant of \$10,000. Some States used their grant funds to develop or proceed with arts education planning; others offered grants or consultant services to school districts. Most projects at the local level concentrated on training those who bring the arts to children--classroom teachers, artist-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 incorporate dance, music, drama, and the visual arts into the regular elementary and secondary school curriculums.

The Arts 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.

The Arts and Humanities Staff also administers two cost reimbursement contracts that are HEW line items: \$750,000 for the Alliance for Arts Education (AAE), the John F. Kennedy Center for the Performing Arts and \$500,000 for the National Committee, Arts for the Handicapped (NCAH). The AAE supports a variety of programs and projects in the States and at the Kennedy Center. The NCAH supports model festival programs, model demonstration projects, and special projects in research, curriculum development, and teacher training.

Career Education

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

The career education legislation establishes 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 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, \$10,135,000 in fiscal year 1976, and \$10,135,000 in fiscal year 1977 for the career education program. Applications for the FY 1977 grants totaled 753.

In all, 137 career education projects were supported with the FY 1977 appropriation (121 grants and assistance contracts, plus 16 procurement contracts to concentrate on selected areas of career education needing special emphasis). Projects by category, number, and amount of funding follow:

<u>Category</u>	<u>Number of Projects</u>	<u>Amount of Funding</u>
1. Improvements in K-12 career programs	21	\$1,665,550
2. Career education in senior high school, community college adult and community education agencies, and institutions of higher education	12	\$ 999,673
3. Career education for special segments of the population such as the handicapped, the gifted and talented, minorities, and low-income youths; and for to reduce sex stereotyping in career choices	20	\$1,629,515
4. Training and retraining persons to conduct career education programs	13	\$1,331,546
5. Career education communication	18	\$2,069,807

6. State plans

53*

\$2,438,899

TOTALS

137

\$10,134,990

Consumers' Education Program

The Consumers' Education program was authorized in the Education Amendments of 1972 (P.L. 92-318), but no funds were appropriated to support it until the Education Amendments of 1974 established the Special Projects Act (P.L. 93-380). As one of seven experimental special projects, the Consumers' Education program first received an appropriation in FY 1976.

It is administered by the Office of Consumers' Education and is intended to prepare consumers to participate intelligently, not only in the marketplace, but in the economic system. Through grant and contract awards, school districts, State education agencies, postsecondary schools, and nonprofit agencies are encouraged to educate people of all ages to recognize marketplace alternatives and make rational decisions in light of their citizenship responsibilities and their social, economic, and ecological considerations.

Congressional hearings having established a strong relationship between consumer behavior and the national economy and the conservation of dwindling natural resources, the Consumers' Education Program for the first time became a vehicle for bringing consumer education into schools and communities in an organized fashion.

During fiscal year 1977, 676 applications for grants were received requesting \$40,300,000. A total of 57 grants and 33 procurements contracts were awarded with an appropriation of \$3,135,000. Twenty-eight States and the District of Columbia are represented in the 57 grant awards. Fifteen of these applications were resubmissions from fiscal year 1976 grantees.

The following table gives the distribution, by agency type, of the 57 grant awards and a similar breakdown of all 676 applications.

*State planning projects were awarded to 48 States and 5 other eligible areas. The States and other areas which did not apply for State planning grants are: Iowa, Louisiana, and American Samoa.

Comparison of Agency Type, All Applicants, and Top 57:
Office of Consumers' Education, Fiscal Year 1977

Agency Type	All Applicants		Top 57 Rankings	
	Number	Percent	Number	Percent
State Education Agencies (SEA's)	15	2.2	1	1.8
Intermediate Units	12	1.8	2	3.5
Local Education Agencies (LEA's)	85	12.6	4	7.0
Institutions of Higher Education (IHE's)	201	29.7	18	31.6
(2-year)	(39)	(5.8)	(3)	(5.3)
(4-year)	(162)	(23.9)	(15)	(26.3)
Other Public or Private NonProfit Agencies (OPPNA's)	363	53.7	32	56.1
TOTAL	676	100	57	100

Neither the law nor the budget changed during fiscal year 1977. However, administrative practices moved from acquiring information on the State of the Art to a broader definition of the field. Particular stress was placed on human services as topics for consumer educators in addition to the role of consumers regarding regulatory agencies and public agencies. Administration also concentrated on the coordination of divergent groups within the consumer education disciplines, on the encouragement of leadership training efforts, and on curriculum development.

Women's Educational Equity

The Women's Educational Equity Act Program (WEEAP) completed its second year of program operation and its third year of issuing contracts and grants. The Act authorizes support for activities to identify and eliminate every type of sex bias in education. The FY 1977 appropriation was \$7,270,000.

All projects supported under the WEEAP must contribute to the ability of the educational community to respond to needs related to educational equity for women. This strategy was initially referred to as capacity building but due to the ambiguity of that term, this approach is now referred to as the development of products and model programs.

The program had three priorities during its first year of operation. Early in this second year of program development additional priorities were proposed by the Office of Education in an "Advance Notice of Proposed Rulemaking." Public comments to this advance notice were extremely diverse, indicating a lack of consensus. As a result, the Office of Education withdrew the proposed priorities

The program emphasizes support of diverse approaches to achieve educational equity for girls and women of various racial, ethnic, regional, age, socioeconomic, and residential groups. Programs and materials to provide educational equity will not be the same for all girls and women throughout the country, and all projects must have a clear definition of the group, or groups, they will aid.

Public agencies, private nonprofit organizations, and individuals were eligible to apply for grants and contracts grants. Eighty-three grants and 6 contracts were awarded. Of the 83 grants, 27 were small grants of \$15,000 or under. The projects were funded to develop and validate educational equity materials and to demonstrate new model education programs for the greatest possible use throughout the Nation.

All projects are to further educational equity for women. A number of projects address the needs of minorities and other populations, such as offenders and persons from rural areas. Training and retraining education leadership, counseling and guidance, and career education are supported by grants. Programs for the unemployed and underemployed women, and activities for women in vocational education and physical education are also supported. All levels of education and all regions of the Nation are represented.

The six funded contracts provide:

- . Project coordination to facilitate communication among grant projects.
- . Process evaluation to develop case studies and assess project measurement needs.
- . The WEEA Communications Network to connect individuals, organizations and institutions who are conducting projects, or research related to educational equity for women.
- . National and regional workshops and development of technical assistance materials for title IX, P.L. 92-318, for educational institutions and agencies.

- . Technical assistance to individuals and organizations in developing projects designed to improve educational equity for girls and women.

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, U.S. Department of Health, Education, and Welfare; and the Director of the Women's Bureau, U.S. Department of Labor.

Educational Television and Radio (Programing)

Under authority of section 402(a)(1) of the Special Projects Act (P.L. 93-380), educational television and radio (programing) develop, produce, evaluate, disseminate, and use innovative educational television and radio programs (broadcast and/or nonbroadcast) to help children, youth, or adults to learn.

Contracts awards are made in accord with the following requirements and criteria: (a) need for the programing; (b) educational impact; (c) applicability of subject matter to television, radio, or a combination of both; (d) successful models for 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 long-range goal is to improve the quality and impact of nationally available television and radio programing by developing of materials to be used by students, teachers, and parents before, during, and after broadcast. Bridging the gap between classroom activities and mass communications is a priority.

The FY 1977 appropriation for educational television and radio (programing) was \$7 million. The following projects were funded in FY 1977 through contract authorization.

Applied Management Sciences, Silver Spring, Md.--\$1,342,000 to continue production of FOOTSTEPS, a series of 20 half-hour shows and accompanying materials to help parents become more effective as "first teachers" of their children. The series is scheduled for broadcast in January 1979.

Abt Associates, Cambridge, Mass.--Funded in FY 1975, Abt Associates completed preparation of an Adult Group-Leader Guide to accompany the alcohol education series JACKSON JUNIOR HIGH and DIAL A-L-C-O-H-O-L. A Teacher-Training Manual, using both series, was also completed. A consortia of government agencies and a private organization have distributed over a million activity guides for classrooms, parent-teacher associations, and youth groups to make maximum use of these decisionmaking programs.

Children's Television Workshop, New York, N.Y.--\$5 million to continue the production, evaluation, dissemination, and community education service activities of SESAME STREET and THE ELECTRIC COMPANY.

The Children's Television Workshop (CTW) was created in 1968 to seek ways of using television as a vehicle for the instruction of children--specifically, to produce a series of experimental hour-long television programs to provide the Nation's 3-, 4-, and 5-year olds with a supplementary educational experience which would prepare them for school by stimulating their appetite for learning.

The core of the preschool television experiment was, and continues to be, an ambitious two-pronged research program which helps shape the series itself and also evaluates its effects.

Procedures and educators throughout the world look to the workshop's collaborative producer-researcher-advisory model for the design of high-quality materials and procedures. Workshop research has produced and continues to produce and publish an invaluable body of knowledge about the design and effects of educational television.

The eighth experimental season of SESAME STREET consisted of 130 hour-long programs broadcast nationally beginning in early December 1976 and continued, including repeat scheduling, to December 1977.

The programs were broadcast by almost all the 260 public television stations in the United States, and by about 30 commercial stations in communities where there is no public television.

SESAME STREET.--This outstanding program has about nine million regular viewers, the great majority of them preschool children for whom the program was designed as an educational supplement. The reach of the program compares favorably to any children's television program on the air, and gives the educational experiment a massive continuing base.

THE ELECTRIC COMPANY.--The sixth season of THE ELECTRIC COMPANY, consisting of 130 half-hour programs produced for broadcast beginning in October 1976, was the final season of new production for the series.

Plans have been developed with the Public Broadcasting System to offer the sixth season, in conjunction with continuing the fifth season, through the 1980-81 season.

Although new program production ceased after the sixth season, programs produced for 1975-76 and 1976-77 will be on the air for 4 years beyond that. THE ELECTRIC COMPANY was designed for children in the second, third, and fourth grades who are failing to develop the ability to read. The faltering second grader, for whom the series may serve as prevention as well as cure, is the specific focus.

During the repeat scheduling, 1977-81, the Children's Television Workshop (CTW) will continue to monitor the effectiveness of the series and support its use, especially in schools. Before 1981, the CTW will examine the results of the repeat sequencing, the needs of the children, and other relevant conditions in considering whether to propose new productions for the program.

Educational Film Center, Springfield, Va.--\$332,165 to produce a new television pilot for American families--a learning experience to be shared by all family members. American myth and folklore is a vast repository of rich and diverse cultural information. By designing a series of presentations of American myth and folklore with accompanying viewer's guides, the Educational Film Center will produce a cultural educational curriculum that will help American families--

- o Increase direct access to their American cultural inheritance by bringing more cultural information (about their culture or origin and all other American cultures) to them via the most pervasive medium, television.
- o Increase their recognition and respect of American cultural inheritance by fostering their direct "discovery" of cultural information.
- o Increase their knowledge and understanding of their American cultural inheritance by offering "experimental" cultural information in the form of American folklore; and

- o Decrease their personal, familial, and social alienation by increasing access, recognition, and understanding of American culture.

Greater Washington Educational Telecommunications Association, Arlington, Va.--\$30,000 to cover expense of production delay caused by studio electrical fire and complete production of a series of 10 half-hour television program entitled MUSIC . . . IS, originally funded in 1975, with a cost-sharing contract. The program is designed for children in grades 4 to 6. Over 30,000 teacher guides accompany this series. These guides were sent to 185 public television stations with instructional television activities for distribution to classroom teachers. Almost 700 reproducible masters of the teacher guides have been distributed to school systems, and another 10,000 copies are available for classroom use.

USOE also provided for free loan distribution to schools for MUSIC . . . IS with two contracts totaling \$63,426.

KLRN-TV, Austin, Tex.--\$232,405 to upgrade CABOODLE, a television arts and humanities series for children, ages 6 to 7. Three pilot programs with accompanying support materials will be designed, developed, evaluated, and revised. The CABOODLE series will be for both broadcast and nonbroadcast use to help children, along with parents and teachers, learn more about the arts and sensory awareness.

POSTSECONDARY STUDENT AID

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

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

- 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. The BEOG provides 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 the program was only partial funded in FY 1974, 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 1975 was the first year the program was fully funded since its inception; awards ranged from \$200-\$1,400. During FY 1975, 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 1976.

The program cost for FY 1976 amounted to \$1.5 billion. The initial FY appropriation of \$715 million plus a supplemental appropriation of \$610.8 million totaled \$1,325,800,000. The Congress has authorized this program to draw against next year's appropriation to meet the program's demands.

The total appropriation for FY 1977 amounted to \$1,903,900,000. Of this, \$211,900,000 was restored to funds drawn down for FY 1976. The remaining \$1.7 billion was awarded to 2 million students for Basic Grants.

Supplemental Educational Opportunity Grant Program

The Supplemental Educational Opportunity Grant (SEOG) program (HEA, title IV-A-2, as amended) assists 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, at least, on 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 a basic grant, or a loan, or part-time work, or scholarship, or another type of institutionally controlled aid, or from a State or private grant program.

The 1975-76 academic 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 1975 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 1976: 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.

During FY 1977 (1976-77 academic year), \$240,093,000 which was appropriated in FY 1976, was awarded to 445,000 students increasing the average grant to \$524. Approval of a total of 3,600 institutions to participate in the SEOG program will receive these moneys.

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 the way CWS program funds are distributed 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 oncampus (except for students in proprietary schools) or off campus with either a public or private nonprofit agency.

During the 1975-76 academic 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 during the 1975-76 award period.

The average wage paid in the 1975-76 academic year, including the institutional matching share, came to an estimated \$520 per student. An estimated 46 percent of the students aided had

gross family income of \$6,000 or less; 23.7 percent, \$6,000 to \$9,000; 16.1 percent, 9,000 to \$12,000; and 14.2 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 education institutions. Loans are made primarily by lending institutions (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-nine State or private nonprofit agencies administered their own guaranteed loan programs during the 1977 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 1976 (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 1976 approximately 893,000 students obtained new loans under GSL. Of the FY 1976 \$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 1976, the average disbursement was \$1,068--up \$271 from the beginning of the program in 1966.

During FY 1977, the GSLP disbursed \$1,470,000,000 to a total of 941,000 students with an average loan of \$1,562. Cumulative disbursement (1966-77) totaled \$11,238,000,000 with the FISL portion disbursing \$4,754,000,000 and the remaining \$6,484,000,000 being disbursed by the GA.

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 the 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 1976, (the 12-month period); \$11,899,000 was collected on defaulted loans. This amount represents an increase of 14.6 percent over FY 1975. The guarantee agencies (GA's) increased their collection total by 22.1 percent while the Federal Insured Student Loan program's collections were up 10.5 percent. Collections for FY 1977 totaled \$19,768,000 a 66.1 percent increase over the previous fiscal year.

Collections

	<u>FY 1975</u>	<u>FY 1976</u>	<u>FY 1977</u>
FISL	\$ 6,716,000	\$ 7,424,000	\$ 9,430,000
GA	3,665,000	4,475,000	10,338,000
	<u>\$10,381,000</u>	<u>\$11,899,000</u>	<u>\$19,768,000</u>

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 provide lower income students with an additional source of funds for access to postsecondary education, and provide middle-income students with another source of funds to enable them to 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 \$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 1975 appropriation for use during FY 1976 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 NDS loans during the 1975-76 academic year. They attended some 3,167 postsecondary institutions.

In the 1976-77 academic year, the NDSL program supplied \$575,600 in loans to approximately 834,000 students, with an increase in participating institutions to 3,300.

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 1976 funds. Authorized under title IV, part A-3, of HEA, the SSIG program helps States initiate or expand their 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 1974, 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 1976, 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 1976, 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 1976 appropriation was \$44 million, to cover both initial and continuation student awards.

Total appropriation for FY 1977 increased to \$60 million. The number of recipients also increased to 240,000. State participation has increased 37 percent since the beginning of the program.

V. PROGRAMS TO SUPPORT POSTSECONDARY AND VOCATIONAL EDUCATION

Aid to institutions of higher education was the first instance of Federal Government assistance to education, 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. Both of 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 land was to be sold, the proceeds invested, and the income 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 mechanics arts."

Every State and territory now receives a uniform grant of \$50,000 a year for the support of its land-grant institutions under the Second Morrill Act of 1890. Each also receives a grant of \$150,000, plus a variable amount apportioned by population, under the Bankhead-Jones funds was transferred to the Secretary of Agriculture in 1977 under Public Law 95-113.

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.

Construction Grants: Part A of Title VII, which authorizes grants for construction of undergraduate facilities, has not been funded since FY 1973. The last awards were in FY 1975 from FY 1973 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 1969.

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

The Annual Interest Grant program helps post-secondary 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 1977, the program obligated and paid out approximately \$24 million in subsidies on 562 prior-year loans; no new approvals were given.

The Direct Loan program helps meet the construction needs of institutions by providing low-cost loans which bear an annual interest rate of 3 percent. In FY 1977 no new loan approvals were made.

As of September 30, 1977, 47 loans--8% of the 585 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 moratoria to those institutions unable to pay interest or principal when due.

With the Education Amendments of 1976 program coverage was expanded under a new Part E of Title VII authorizing grants and loans for reconstruction and renovation projects, primarily designed to:

- (1) Economize on the use of energy.
- (2) Bring facilities into conformance with the Architectural Barriers Act of 1968 (making facilities accessible to the handicapped).
- (3) Bring facilities into conformance with health, safety, or environmental protection requirements mandated by Federal, State, or local law.

However, no funds were requested for this new program in FY 1977.

State Postsecondary Education Commissions

Section 1202(a) of the Higher Education Act, as amended, requires a State to establish a State Postsecondary Education Commission to qualify for 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 48 States and 7 territories. (Those States in which there is no Section 1202 State Commission are North Carolina 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 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 these programs. Authorization for administrative funds for these Higher Education Facilities Commissions is contained in section 1202(c) of the Act and in section 421(b) of the General Education Provisions Act.

In FY 1977, \$3.5 million was available 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 Title VI-A and VII-A programs. Fifty-two Section 1202 State Commissions applied for and received Section 1203 comprehensive planning grants ranging from \$30,144 to \$182,280. Fifty-six 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 \$500 to \$34,992.

Undergraduate Instructional Equipment Grants

The Instructional Equipment Grants program offers institutions of higher education 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 and materials, related minor remodeling, and audiovisual equipment and materials. Category II covers grants for the acquisition of television equipment, materials, and minor remodeling for closed-circuit direct instruction.

The FY 1977 appropriation of \$7,500,000 was spent for 825 grants -- 601 in category I, for a total obligation of \$5,990,331 and 224 in category II, for a total obligation of \$1,490,888. 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 1966 stands at more than \$124.8 million, in more than 9,925 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 1977 grants were made to some 2,600 eligible institutions. Total Federal appropriations available were \$9,975,000 and the maximum grant was \$3,855. 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 1973.

Totals awarded under the College Library Resources program since its beginning in FY 1966 are:

Basic grants	23,584 grants totaling	\$99,908,700
Supplemental grants	7,345 grants totaling	\$49,138,478
Special purpose grants	470 grants totaling	\$16,421,867

Strengthening Developing Institutions

Almost a thousand small 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 curricula, 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.

The Strengthening Developing Institutions Program is divided between the Basic Institutional Development Program and the Advanced Institutional Development Program. 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.

Institutions are encouraged to use cooperative arrangements which 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 may be an arrangement between a single developing institution and another institution or agency, or a consortium of at least three developing institutions working with other institutions and agencies.

Basic Institutional Development: The Basic Institutional Development program has awarded financial assistance grants to developing institutions of higher education annually since 1966.

The purpose of the Basic Institutional Development Program is (1) to narrow the gap between small, weak colleges and stronger institutions and (2) to prepare them for participation in the Advanced Program. This is achieved by emphasizing the development of strengths in four principal categories of institutional support--administrative improvement, curriculum development, faculty development, and student service programs.

In FY 1977, the Basic Institutional Development program awarded 190 grants, totalling \$52,476,440. This represents funding of less than half of the applications and approximately a fourth of the funds requested. A total of 229 non-grantee institutions participated in cooperative arrangements with the grantee institutions. The grantees also received assistance from 169 institutions and 149 assisting agencies and businesses.

By law, 76 percent of each annual appropriation must be awarded to four-year institutions and 24 percent must be awarded to two-year institutions of higher education. In selecting applications for funding, consideration is given to the percentage of students from low-income families and from minority groups.

The number of institutions serving minority students receiving FY 1977 grants were as follows:

<u>Enrollment</u>	<u>Number</u>	<u>Amount</u>
Predominately Black	47	\$25,397,000
With large number Hispanic	27	4,861,440
With large number Native Americans	23	4,231,000

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 are set at not more than \$7,500 a year, plus \$440 for each dependent, and have a maximum term of two 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 institutions. Persons employed in developing institutions or retired from such institutions are not eligible for awards.

One of the targets projects conducted under the basic program is the Technical Assistance Consortium for the Improvement of College Services (TACTICS), which pooled the resources of 61 Black colleges in FY 1977 and received \$1,800,000 in awards. A developing institution serves as coordinator for each of the five consortia operating within TACTICS. The eight developing programs supported by FY 1977 appropriations in the 1977-78 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. The consortium supports 4 major service centers: Community Services, Instructional Development, Resource Development, and Student Personnel Services. Each Center provides Technical assistance to approximately 30 2-year public and private institutions.

In 1977 a third technical assistance consortium, the Council for the Advancement of Small Colleges (CASC,) was funded under Title III for \$1,500,000. Fifty-three 4-year institutions of higher education participate in the CASC consortium.

These arrangements provide the total developing institutions constituency, namely the black colleges, the community colleges and the small white institutions serving low-income, Spanish-speaking, or native American populations, a resource on which to call for technical assistance.

Advanced Institutional Development: The Advanced Institutional Development program (AIDP) received an appropriation of \$58 million in FY 1977. The program assists 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 1977, 90 2-year and 4-year colleges received grants to be spent in accordance with the financial plan approved by the Commissioner.

Priority 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 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 evaluation capability. Ability and willingness to develop new courses and to revamp curricula to benefit disadvantaged students were additional criteria for funding under the Advanced Program.

Four types of grants were awarded: new, continuations, training development officers, and technical assistance consortium grants.

Twenty-nine colleges received new grants in FY 1977, ranging in size from \$1 million to \$3 million for a total of \$49.4 million. Twenty of the new grants were to four-year institutions and 9 to 2-year institutions.

Twenty-two continuation grants totaling \$4.9 million were awarded to institutions whose AIDP funds would run out before June 30, 1978. The institutions had to show that they had used their expiring grants in a satisfactory manner and that they would experience financial hardship to continue AIDP-initiated activities.

Awards of \$2.4 million were made to 57 AIDP grantees to increase their fundraising capabilities. No Title III funds, however, are to be used for direct fundraising.

Grants for two consortia were awarded, one for the 49 2-year grantee institutions and one for the 95 4-year grantee institutions. These consortia 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.

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 1973.

The FY 1977 appropriation of \$23,750,000 was allocated among 1,123 institutions to finance recruitment, counseling, tutorial, remediation, and community "outreach" programs for veterans. Schools received awards amounting to \$38.30 per full-time-equivalent (FTE) veteran for 909,169 veterans enrolled in regular programs. They also received a \$19.15 "bonus" per FTE veteran for 72,804 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 for a veterans affairs office. Funds remaining may be used for the general/academic instruction programs for 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 (P.L. 94-482). The amendments include five titles, of which title II is Vocational Education. The major parts of the new Act were effective on October 1, 1977 and the present vocational education programs are extended through fiscal year 1977.

The enactment of new VEA legislation (Title II of P.L. 94-482, October 1976 and P.L. 95-40, June 1977 amended P.L. 94-482) was a milestone in VEA legislation. The significant changes made in the legislation required that the year October 1976 through September 1977 include a major component of planning by both the U.S. Office of Education and the States to ensure compliance with the new Act's requirements. Significant actions taken to those ends in FY 1977 are summarized below.

The new VEA legislation requires, by detailed legislative mandate, a more comprehensive State and local planning and administrative process; requires much broader based and local planning for the preparation of State plans; increases emphasis on accounting for funds by legislative purpose; prescribes more clearly the criteria for allocating VEA funds to meet the needs of the disadvantaged, handicapped, high unemployment populations, and economically depressed areas.

The Act mandates that the OE Bureau of Occupational and Adult Education conduct visits to at least 10 States each year to provide technical assistance to the State VEA programs and to monitor compliance with the law and accurate reporting of the expenditures made and results attained under the law. To further strengthen and unify reporting and accounting systems, the Commissioner and the Administrator of the National Center for Educational Statistics are mandated by the Act to provide uniform definitions and reporting elements. Special materials were developed by the U.S. Office of Education to provide procedural guidance in these State visits in 1976-1977.

Each State is required to prepare and submit to the Commissioner a 5-year State plan and a plan for the current year, the first being due by July 1, 1977, both to be revised and updated each successive year and approvable by the Commissioner by July 1 of each year thereafter. In addition a new comprehensive State program accountability report is mandated to be submitted to OE, the first due by July 1, 1979, and one for each successive year thereafter by July 1.

The legislation also requires the establishment of a National Occupational Information Coordinating Committee (NOICC) comprised of the Commissioner of Education, the Administrator of the National Center for Educational Statistics, the Commissioner of Labor Statistics, and the Assistant Secretary for Employment and Training (Department of Labor). Additionally, each State established by September 30, 1977, a State Occupational Information Coordinating Committee (SOICC) comprised of representatives of the State Board of Vocational Education, the State Employment Security Agency, the State Manpower Services Councils, and the agency administering the Vocational Rehabilitation program. The SOICCs will provide the mechanism for providing employment assessment data in the State for planning and coordinating programs in occupational education.

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 20 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 \$5.1 billion from Federal, State, and local sources was expended for vocational education during FY 1976, an increase of 16.8 percent over FY 1975. For each dollar of Federal funds expended, the States expended \$7.68. Of the total expenditure of Basic Grant funds, 22.9 percent was allocated to postsecondary programs, 18.3 percent for programs for the disadvantaged, and 11.1 percent for programs for the handicapped. In FY 1976, Federal, State, and local funds totaling over \$262.7 million were committed to building or improving about 250 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, 15,133,332 persons were enrolled in vocational education in FY 1976, a decrease of 207,104 or 1.4 percent from FY 1975. The FY 1976 enrollment included 8,860,947 secondary students, 2,202,800 postsecondary students, and 4,069,575 adult

students. Set-asides provided programs and services for 1,873,411 disadvantaged and 284,067 handicapped persons included in the total enrollment.

Distribution of all students by programs in FY 1976 was:

<u>Program</u>	<u>Percent</u>
Consumer and homemaking	23.2
Trades and industry	20.6
Office occupations	20.6
Distribution	6.0
Agricultural production	3.8
Health	4.5
Technical	3.2
Home economics (gainful)	3.0
Off-farm	3.2
Special programs (prevocational industrial arts, volunteer firemen, etc.)	13.8

The FY 1975 appropriation for the Basic Grants programs was \$428,139,455, including Smith-Hughes funds. The FY 1976 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 by States by formula (no matching required) to support special programs and services for persons who are unable to succeed in regular vocational education programs because of poor academic background, lack of motivation, poor economic background, or depressing environmental factors. There are two major objectives; (1) to encourage potential dropouts to develop occupational skills through vocational education prior to leaving school and (2) to provide vocational education to those disadvantaged persons who have left school without having saleable skills. Programs are concentrated in areas of high youth unemployment and high incidence of school dropout.

Typical services include: remedial education particularly in English and in mathematics; provision of tutors; extra counseling services; facilities which are accessible to high concentrations of disadvantaged people; programs and instructional materials suited to the understanding, desires, and abilities of the individual students; and alternative schedules and program objectives which meet the needs of individuals and groups of disadvantaged persons and are relevant to occupational opportunities available in their vicinities.

Some of the areas in which these funds have been expended are depressed rural communities; low-cost housing communities in inner cities; inner city depressed areas; areas in which a language other than English is used; correctional institutions; and off-reservation locations in which there are significant numbers of Native Americans.

The FY 1977 estimate of enrollment of disadvantaged students in programs funded under Section 102 (b) is 238,000 youth and adults.

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 employment. 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 1977 appropriation for cooperative vocational education was \$19.5 million. A total of 114,771 high school students and 32,755 postsecondary students participated, and 656 preservice and 1,492 inservice teacher-coordinators were trained in FY 1976.

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 dropout rates. Funds are used to admi-

nister the program and to compensate the students. Matching is required on an 80-20 basis -- one 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 educational 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--39,645 of the 53,355 participants in FY 1976. Typical positions held by the work-study students are food service worker, clerk-typists, hospital aide, printer assistant, drafting assistant, furniture repair assistant, and appliance repair assistant.

The FY 1977 appropriation for the work-study program was \$9,849,000. Approximately 98 percent of the funds went directly to needy students as wages, with 2 percent spent for program administration.

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 1977 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 1,228 ranging from a low 11 to a high of 40 and averaging nearly 22 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 board of vocational education and, to the extent possible, were incorporated in the FY 1978 State plans.

In FY 1977 a total of \$4,316,000 supported State advisory councils. This amount included transition quarter funds and 9 months of the FY 1977 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 nor less than \$50,000. A total of 27 States received the minimum allotment of \$50,000; the maximum allotted to large States was \$142,741.

Consumer and Homemaking Education

The Vocational Education Act of 1963 as amended by the Vocational Education Amendments of 1968, Part F, Consumer and Homemaking Education (P.L. 90-976), specifies that Federal funds are authorized under Part F to be allocated to the States on a formula grant basis for programs, services, and activities 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, State administration and leadership.

Appropriations for Consumer Education and Homemaking were \$40,994,000 for FY 1976 and \$10,249,000 for the transition quarter.

States reported that 3,283,857 students participated in programs funded under part F for consumer and homemaking education during FY 1975. Of these 1,093,650 were in depressed areas. About 2,562,306 were in secondary schools; 25,970 were in post-secondary 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.

States report expansion of programs, services and activities including educational programs in consumer education, nutrition education, family life and parenthood education, child growth and development, comprehensive consumer and homemaking education, management of resources, etc., with increased enrollments in all of the areas listed above, as well as increased number of males participating in these programs and an increasing number of persons from economically depressed areas and more specifically designed programs for prisoners (males and females) and court offenders.

Consumer and homemaking instructional programs may include parenthood education and family living at all levels from preschool through postsecondary and adult. 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 parent's 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 as parents.

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 Coordination Units (RCU's) 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 1977 appropriation for a nine-month period for part C was \$13,463,118 million. 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 1977 the States supported approximately 300 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 97 projects. They began in the 1977-78 school year and concentrate on nine priority areas:

1. Equal Access and Opportunity -- 11 awards. These projects are expected (1) to develop strategies and programs that facilitate equal access and opportunity for student seeking to participate in vocational education programs, and (2) design and test new strategies both within and outside of educational institutions that will attract groups that have not previously sought vocational education opportunities.
2. Sex-role Stereotyping and Sex Bias -- 13 awards. These projects are expected to (1) identify existing elements of vocational education programs and their related services that facilitate the elimination of sex-role stereotyping and sex bias, (2) design new instruments that can be used by teachers in identifying sex bias and sex-role stereotyping in curriculum and instructional materials, and (3) develop new strategies that facilitate the reentry of persons, especially women, into vocational education programs.
3. Education and Work Programs -- 9 awards. These projects are expected to (1) design, develop, and test new education and work programs, (2) identify the requirements for coordinators of non-paid education and work programs, and (3) evaluate the benefits of education and work programs to the sectors that are involved in these programs.

4. Adult and Postsecondary Vocational Education -- 16 awards. These projects are expected to (1) evaluate existing competency-based vocational training materials for adults, (2) develop and test vocational education training programs that utilize the adult performance level competency-based approach, (3) develop new programs that are designed to help under-educated adults with mid-career occupational changes, and (4) develop methods of linking vocational education at the postsecondary level and CETA programs, business, industry, labor, and adult programs.
5. Curriculum Management and Instructional Materials -- 14 awards. These projects are designed to (1) evaluate existing methods of utilizing teacher and other professional inputs into the planning, development, and testing of curriculum and instructional materials, (2) evaluate existing methods of teacher selection of instructional materials, (3) identify and evaluate existing standards for developing curriculum and instructional materials, and (4) evaluate existing curriculum management practices at the State and local levels.
6. Personnel Development for Vocational Education -- 8 awards. These projects are expected to (1) identify and evaluate existing strategies for recruiting, selecting, and training non-vocational teachers in occupational areas where teacher shortages exist, (2) identify, describe, and evaluate existing strategies for recruiting, selecting, and training vocational education teachers from occupational areas where a surplus of teachers exists for occupational areas where teacher shortages exist, (3) evaluate existing instruments that measure the effectiveness of preservice field experiences for vocational education at the secondary and post-secondary levels, and (4) evaluate existing preservice vocational teacher education and training programs in terms of teacher needs.
7. Comprehensive Systems of Guidance, Counseling, Placement and Follow-through -- 12 awards. These projects are expected to (1) identify, describe, and evaluate community-based counseling, placement, and follow-through services in vocational education programs at the secondary and postsecondary levels, (2) identify, describe and evaluate methods for upgrading competencies for those who plan, implement, conduct, and evaluate comprehensive systems of guidance, and (3)

identify, describe, and evaluate instruments for evaluating the effectiveness of comprehensive guidance systems.

8. Administration of Vocational Education at the State and Local Levels. -- 9 awards. These projects are expected to (1) identify, describe and evaluate existing inservice or preservice training programs to improve administrative competencies for those persons who use management information systems, (2) identify, describe, and evaluate training programs that are designed to improve the competencies of administrators to work more effectively with minority groups, women, persons of limited English speaking ability, and persons in correctional institutions, and (3) to identify and evaluate existing needs assessment instruments for use by State and local educators.
9. Special Projects -- 5 awards. These projects are expected to produce information data, and products that are of special interest to the Commissioner for special populations needing 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.

In FY 1977 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 1977 are not yet available, but it is estimated that one quarter of the projects still focus on career education. Approximately 464 projects were supported in FY 1976, many as continuations of projects initiated in FY 1974 or FY 1975. About 116 projects in FY 1976 focused on various components of career education, including guidance, counseling, and placement.

OE Discretionary: The Commissioner of Education uses the discretionary money for grants and contracts to support projects carried out in the States. Funds are available until expended.

The federally-administered discretionary projects are distributed geographically across the States, as was 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 a 3-year cycle of projects, most of which began in the spring of 1970 and ended in the spring of 1973. FY 1974 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 1975 funding supported new exemplary demonstratins in California, Massachusetts, Michigan, New Jersey, New Hampshire, New York, the Virgin Islands, and the Trust Territory of the Pacific Islands. FY 1976 funding supported new exemplary demonstrations in 44 States and other eligible areas with emphasis on Experience-Based Career Education (EBCE) programs that had been developed by the National Institute of Education. FY 1977 funding continued 10 projects begun in FY 1975, 44 projects begun in FY 1976, and initiated four additional EBCE projects.

Beginning in FY 1976 all projects funded under this program were required to 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. This emphasis was carried over into new projects initiated in FY 1977.

Curriculum Development

Part I of the Vocational Education Act of 1963 authorized 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 were required. This authorization expired September 1977.

The curriculum program covered the development, testing, and dissemination of vocational education curriculum materials, including curriculums for new and changing occupational fields and curriculum management and development. It further provided 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 were carried out through individual projects, with awards being made through competition.

During FY 1977 25 curriculum projects were under development for a total of \$2,758,561. State education agencies held 9 awards; private nonprofit companies, 1; profitmaking organizations, 5; universities and colleges, 7; associations, 2; and 1 award was made under an inter-agency agreement.

The FY 1977 appropriation for curriculum development was \$1 million. The program supported 7 projects for curriculum coordi-

nation and communication and 7 projects for the development and dissemination of curriculum materials.

Curriculum Coordination and Communication: A total of \$348,893 from FY 1977 funds went to support vocational-technical education curriculum coordination centers and a curriculum liaison conference of State directors of vocational education. A national network for curriculum coordination in Vocational-Technical Education is funded on a calendar year basis. Primary objectives of the network are improved State and local curriculum development and greater use of existing resources and materials. States participate voluntarily. There were six centers in 1977 -- in Hawaii, Illinois, Mississippi, New Jersey, Oklahoma, and Washington State.

The current network is:

Western Curriculum Coordination Center, University of Hawaii. (Serves Arizona, California, Guam, Hawaii, Nevada, American Samoa, the Trust Territory of the Pacific Islands, and the Government of Northern Mariana Islands.)

East Central Curriculum Coordination Center, Office of the Superintendent of Public Instruction, Springfield, Illinois. (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 Hampshire, New Jersey, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.)

Midwest Curriculum Coordination Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma. (Serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.)

Northwestern Curriculum Coordination Center, Washington Commission for Vocational Education, Olympia,

Washington. (Serves Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.)

Development and Dissemination: Awards totaling \$612,434 were made for curriculum development. Major curriculum projects funded in FY 1977, through competitive contracts announced in the Commerce Business Daily, were for the development of: a design for bilingual vocational/technical curriculums; field testing and diffusion of entrepreneurship instructional materials for minorities and secondary school students; trial implementation of a model system to provide military curriculum materials for use in vocational and technical education and the development and testing of teacher/learning modules in quality assurance/quality control technician (nuclear plant) curriculum. In addition support was provided for the modification of two public service occupations films and the promotion and dissemination of the full film series in the territories and States served by the Western Curriculum Coordination Center, and for completion of the nuclear reactor operator technician (trainee) curriculum.

In addition a bibliography of all available products from previously - funded curriculum projects was produced and distributed at vocational education conferences for teachers and materials specialists.

Vocational Education Personnel Development

The goal of the Vocational Education Development program is to upgrade the performance 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, graduated level leadership study at approved institutions offering comprehensive and individualized vocational education leadership development programs. This program provides support to 38 institutions of higher education from the FY 1976 funding level of \$2,400,000. Awards were made to 24 individuals nominated by their respective State boards for vocational education, and approved by the Commissioner, for participation in academic year 1977-78 graduate level leadership training.

Section 553, the State Systems program, authorizes grants to State boards for vocational education to support the cost of training activities conducted for the State boards. These activities range from three-day workshops to programs of nearly a year in length. The training activities are designed to address the personnel development needs identified in State plans. FY 1977 grants supported 340 such projects. The projects may be classified as follows:

Eighteen National priority projects emphasized improving management and training techniques in the development of teacher educators, State staffs, teachers, counselors, and administrators. The projects focused on leadership needs of large city school systems, improving the role of special populations, meeting the needs of the handicapped, and sex-fair practices.

Thirteen Regional priority projects concerned with interstate coordination.

Three-hundred and nine projects directed toward State needs and interests including the training of vocational coordinators, teachers, and guidance personnel. These projects emphasized such techniques as competency-based modules, individualized occupational training and internships. These were also concerned with the needs of the handicapped, special populations, and women.

The FY 1977 appropriation for Vocational Education Personnel Development amounted to \$10 million.

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 State agencies, local education agencies, postsecondary institutions, private nonprofit vocational training organizations especially created to serve a language group. The Commissioner may also enter into contracts with private firms for training.

The purpose of Part J is to train persons who are unemployed or underemployed because they lack adequate capability in English.

The FY 1977 appropriation for Part J was \$2.8 million. The 22 projects, funded at an average cost of approximately \$127,000, are located in 13 States, and are training approximately 1,480 persons at an average cost of \$1,800 per participant. Languages in the projects include Spanish, Chinese, French, Russian, Vietnamese, Korean, Hebrew, Navajo, Sioux, and Yupik (Eskimo). Seven of the projects are located in community colleges or junior colleges, six in local education agencies, four in non-profit organizations, two in State agencies, two in universities, and one in a vocational-technical school. Of the 22 projects funded for 1977-78, nine are funded under Part J for the first time.

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 an English-speaking work situation.

Training is offered in office and secretarial skills, metal working, dental assisting, welding, construction trades, appliance repair, business machine repair, graphics, health assistants, electronics, auto mechanics, chefs, food service, and housing maintenance.

VI. PROGRAMS TO IMPROVE THE LIFE OF THE NATION

The Nation's schools and colleges both reflect and nourish the culture, the economy, and the politics of the communities in which they are located.

The various programs of Federal assistance described in this chapter 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 (Continuing Education and Community Service)

University-Community Services (authorized under Title I-A, of the Higher Education Act) is designed to aid community problem-solving through continuing education for individuals, groups, and whole communities. In addition, this program 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 gave the Commissioner of Education the option of setting aside 10 percent of the program's annual appropriation for discretionary grants to post-secondary 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 Higher Education Amendments of 1976 broadened the purposes of Title I-A to emphasize the expansion of continuing education in colleges and universities and planning for resource sharing to expand learning opportunities for adults. In addition, the Commissioner was authorized to reserve up to 10 percent of appropriations above \$14,500,000 to provide technical assistance relating to continuing education, to the States and to institutions. These authorities will be implemented in FY 1978.

Under the State Grant program each year the States complete projects which were supported from current year appropriations. In fiscal year 1977, with FY 1976 funds, 533 institutional projects were completed at a total Federal cost of \$10,912,500. The institutions contributed a little more than \$1 for each \$2 of Federal funds. Of the 533 projects, 138 were interinstitutional activities with 719 postsecondary institutions cooperating. More than 300,000 adults participated in these projects. Of these funds, 35 percent was directed to education for long-range community development, such as land use, local and regional planning, health, the environment, and citizen leadership training. Another

30 percent was utilized in projects related to population with special needs, viz: older Americans, Indians, Spanish-speaking Americans, institutionalized adults, and women. Approximately 32 percent of the funds was directed to projects related to consumer affairs and to the improvement of governmental functions and services. The remaining 3 percent was expended on multipurpose projects.

Concurrently, the States activated 577 projects utilizing FY 1977 appropriations. The 577 projects are being conducted by 448 primary grantee institutions with another 150 institutions of higher education cooperating in the projects. These projects account for \$10,888,965 of the \$12,825,000 allocated to the States under this program in FY 1977. However, these projects will not be completed until September 30, 1978, and statistics on the utilization of FY 1977 finds will not be available until after that date.

The Commissioner, exercising his discretionary grant authority, funded 21 experimental and demonstration projects in FY 1977 with \$1,300,000. Thirty postsecondary institutions in 21 States and the District of Columbia participated. Effort centered on developing:

Organizational models of continuing education related to employment, career mobility, and/or job re-entry.

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 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 interaction 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 (ESEA) of 1965, as amended by Section 504(a) of the Education Amendments of 1972. 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.

Grants are made to public and non-profit education agencies, institutions, and organizations.

In FY 1977 nearly 600 proposals requesting over \$25,000,000 resulted in grants totalling \$2,300,000 to 64 public and non-profit education agencies, institutions, and organizations to develop programs for 1976-77. The grants went to educational organizations in 30 States, the District of Columbia, Puerto Rico, and the Virgin Islands.

Some examples of projects funded include:

The Oakland, Calif. School District will produce six curriculum units, grades 4-6, reflecting the ethnic heritage of seven major groups in Oakland: Black, Chicano, Native American, Chinese, Japanese, Filipino, and Jewish from a multi-ethnic perspective.

New York City high school students will help write and produce 20 radio dramas with the Board of Education radio station WNYE-FM, based on stories they researched from their own family histories.

The Lubavitcher Center in Philadelphia will develop a Jewish Ethnicity Kit containing: Study guides, books, and pamphlets on the historical development of Jewish ethnicity in the U.S. and abroad; a folio of still photographs of daily life in various Jewish communities; and tapes combining narrative materials of Jewish music, languages, and instructions for baking, crafts projects, traditions, costumes, and calendars.

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 Americans in homes, schools, and 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 27 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 expired in FY 1977, its funding was extended through 1978 by Section 414 (a) of the General Education Provisions Act. The Administration is recommending that the program be transferred to the Corporation for Public Broadcasting (CPB). The proposal, which included several modifications, is reflected in HR-11100 introduced by Congressman Staggers. An alternate bill, HR-12073, introduced by Congressman Van Deerlin, proposes that the program be transferred to the Department of Commerce. Resolution of these proposals is still pending.

In FY 1977 appropriation of \$14 million supported 100 educational television (ETV) and radio (ER) projects. Several grants were made to establish new ETV stations, and 40 television awards to help to expand or improve existing stations. Eight grants were made to communities to establish new ER stations, and the remaining 45 to expand or improve existing ER station facilities.

By the end of 1977 approximately 39 percent (273 channels; 106 VHF, 167 UHF) of the television channels reserved for noncommercial purposes were in operation. While current educational television coverage is projected theoretically at about 80 percent, UHF difficulties lower the actual coverage closer to 60-65 percent. 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. About 22 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 1977 there were 195 "full-service" ER stations in operation or under construction -- nearly 120 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 stations 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 and extended through P.L. 94-277) 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 a community area or "geographic hub," invited to participate in the foundation's government education program. Fellowships are awarded each year to economically disadvantaged secondary school students and to secondary school teachers.

The FY 1977 appropriation of \$750,000 supported 1939 fellowships (1029 to teachers and 910 to students, representing 24 metropolitan and rural areas). All of the appropriation was utilized for fellowship commitments and expenses. A principle thrust of the foundation's city community concept is to create a cross section of participation in each program community, utilizing a community multiplier effect of corporate, philanthropic, civic and small business contributions. The fellowships appropriation helped to generate an additional 8811 student and teacher participants during the foundation's program year. The average cost of a fellowship was \$387.

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 1974. 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 students stipends of \$1,000 a year. Law schools waive tuition and fees. An appropriation of \$750,000 for FY 1977 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. Institutes of postsecondary education and non-profit 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 1977 appropriation for Librarian Career Training was \$2,000,000.

In FY 1977 grants totaling \$1,112,500 went to 40 institutions in 25 States for fellowships and traineeships. The awards supported 112 trainees and 134 fellowships at the masters level, 3 at the post-master's, 18 doctoral, and 5 associates. Fellows at the master's level and above receive stipends ranging from \$3,000 to \$4,700, depending on the level of study, length of the program, and level and type of previous educational experience, plus dependency allowance as permitted. Fellows at the AA level receive stipends of \$1750.

Grants amounting to \$887,500 were awarded to 22 colleges, universities, and education organizations to conduct institutes designed to train approximately 802 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 1977 funds were the following:

University of Arizona--Graduate Library Institute
for Spanish-speaking Americans.

California State University, Fullerton--Mexican-American School Library Training Program.

Chicago State University--Training of Librarians and Media Specialists to meet needs of handicapped youth.

Florida State University, Tallahassee--Instructional Material on Library Service to the Blind and Physically Handicapped: Its incorporation into the Core Library School Curriculum.

Atlanta University--The Organization, Storage and Retrieval of Special Collections (Black recruitment.)

University of North Dakota--Library Training of Media Aides and Support Personnel to serve American Indians.

Education for the Public Service

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 at all levels of government and in nonprofit community service agencies. The Education Amendments of 1976 permit the waiving of the 36-month limitation of the fellowships and allow an additional 12-month award in special circumstances.

Two kinds of awards are authorized: institutional grants and fellowships. In FY 1977 a total of \$4 million was made available, with \$1.8 million awarded under Part A to 86 institutions to improve or establish graduate programs.

A total of 312 full-time students attending 74 institutions received \$2.2 million in fellowship awards under Part C. The fellowships are essentially for the master's degree.

Mining Fellowships

Authorized by Part D of Title IX of the Higher Education Act of 1965, as amended, this program assists graduate students of exceptional ability and financial need pursue advanced study in domestic mining and mineral and mineral fuel conservation, including oil, gas, coal, oil shale, and uranium.

This is a forward-funded program, with funds being appropriated in one fiscal year and expended during the next fiscal year. The FY 1977 appropriation for this program was

\$4.5 million. All except \$7,200 of this amount was obligated to support 500 fellows at 52 institutions during the 1977-78 school year. Seventy-six of the fellows received two-year fellowships; 424 received one-year fellowships. 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.

The Education Amendments of 1976 made several changes in the statute governing this program in order to make the fellowships policies uniform with those of other parts of Title IX. As a result of these amendments, the student stipend in 1977-78 was increased from \$3,000 to \$3,900 and the institutional allowances were eliminated. The amendments permitted a fourth year of fellowship in addition to the three years previously authorized and permitted a student to interrupt his or her fellowship for up to a year for the purpose of related work, travel, or independent study.

Fellowships for Graduate and Professional Study

Traditionally, Part B of Title IX funded fellowships for those pursuing a career in postsecondary education. This program received an FY 1977 appropriation of \$100,000 to fund, during the 1977-78 school year, a few Vietnam-era veterans who formerly held fellowships under Title IV of the National Defense Education Act of 1958, and had resigned these fellowships to enter military service. The year 1977-78 is the last such year of support because all eligible persons must have completed their entitlement by this time.

The Education Amendments of 1976 greatly expanded the scope of Part B, eliminating the restriction to postsecondary education and opening the program to broader professional and graduate study. Under this authority we are initiating a new Graduate and Professional Opportunities Program. This program awards allocations of fellowships to institutions of higher education for the purpose of increasing the number of minority persons and women, especially from those groups that have traditionally been underrepresented, in colleges and universities and in other professional fields.

This new program will be implemented by an FY 1978 appropriation of \$3.25 million, \$2.75 million of which will be used to fund about 350 fellowships at an estimated 35 institutions and the remaining half million under Part A of Title IX for about 20 institutional grants, averaging \$25,000, to improve and develop graduate and professional training programs.

FEDERAL IMPACT AID

Since Federal installations are exempt from local taxes, their presence burdens the school district where the children of an installation's employees attend school. In 1950, Congress passed two "impact aid" laws for School Assistance in Federal 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. Assistance to school districts suffering physical damage as a result of a major disaster was added in 1965.

The Education Amendments of 1974 set differential rates of payment to correspond to the varying impact of different categories of federally connected children. Payments were eliminated for children whose parents work on Federal property in another State, and were reduced for children whose parents work on Federal property outside the county of the school district. Entitlements were 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 1976.

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 of 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

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 1977, a total of \$768,000,000 was appropriated for the SAFA maintenance and operation program on the basis of the average daily attendance of 2,496,704 million eligible children and the "hold harmless" provision. Some 4,340 eligible school districts with more than 23.5 million elementary and secondary children in attendance, benefitted from the program. Total current operating expenses in the districts were close to \$33.5 billion.

During fiscal year 1977, 17 major and 56 pinpoint disasters were declared, involving 18 States and no territories. A total of 540 applications for assistance under section 7 of Public Law 81-874 and 5 applications for school construction assistance under section 16 of Public Law 81-815 were received in fiscal year 1977. A total of \$20,207,167.13 was authorized for payments to school districts during 1977 under section 7 of Public Law 81-874, and \$1,400,000 was reserved for applications under section 16 of Public Law 81-815.

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 1973 and continuing to the present, by language in the appropriations act 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 have been 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 increased 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 1977 was \$25 million. A total of 22 local education agencies filed applications during fiscal year 1977 for assistance under section 5, 8, 9 and 14 of the Act. Ten were for assistance under section 14.

The sum of \$7,066,503 was obligated in FY 1977 for five section 14 projects, and \$7,160,802 was obligated for seven section 5 projects. It is estimated that approved facilities will provide 100 classrooms and related facilities for 2,024 pupils in school districts providing free public education for children residing on Indian lands and 51 classrooms and related facilities for pupils whose parents either reside on and/or are employed on military installations.

No new applications for the construction of school facilities on Federal property were submitted by Federal agencies under section 10 of the act in FY 1977. A total of \$7,659,125 in Federal funds was initially committed during the fiscal year for emergency repairs to 10 existing school facility projects. No new projects were started in FY 1977.

A 1965 amendment to section 10 of the Act authorized, under certain circumstances, the construction on Federal property of school facilities to accommodate children whose parents are employed by the United States, but who live off of the Federal property. That amendment is applicable only to the construction of school facilities on Federal property located on Guam, in Puerto Rico, and on Wake Island.

There were no new requests in FY 1977 from local education agencies for the transfer of title to federally owned school facilities which had been constructed under section 10 of the Act, or under former section 104 or 310. A total of 43 requests for transfer of title have been received since the legislation authorizing that action was enacted in 1966. The number of school facility projects transferred to date is 30. Other pending transfers are dependent upon the division's being able to repair, rehabilitate, or provide additional minimum school facilities. These projects have been deferred because of lack of funds during recent years.

(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 with appropriations in excess of \$105 million. It is estimated that 96 percent of the U.S. population has 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, construction of new libraries, and in promoting interlibrary cooperation among all types of libraries.

LSCA amendments of 1970 increased the 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.

On October 7, 1977, the Act was amended and extended through 1982 (P.L. 95-123). The new legislation incorporates the following changes in the Act:

1. Any Federal funds expended for the administration of the Act must be equally matched by State or other non-Federal funds.
2. Funds available for expenditure in the current fiscal year for library services to the physically handicapped and to persons in institutions substantially supported by the State must be not less than the amount expended from all sources in the second preceding fiscal year. Previously, the maintenance of effort was pegged at FY 1971 expenditures level.
3. Title I, Library Services, has an added emphasis on urban resources libraries to be implemented when the appropriation for title I exceeds \$60 million.

Following wide acceptance of a pilot dissemination program of LSCA projects initiated in FY 1976, a major dissemination effort in FY 77 resulted in Library Programs Worth Knowing About. This publication highlights 62 outstanding projects originally funded under the Library Services and Construction Act. Designed as a descriptive, annotated guide, the catalog shares information about library programs selected from 34 States and Territories to exemplify some of the excellent and diverse services stimulated by LSCA Federal funds.

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 national or regional resource centers.

Grants are made on a formula basis. The Federal share is between 34 and 6 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 \$56,900,000 was appropriated to this program in 1977. States were encouraged to use in 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 77 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 34 to 66 percent.

The 95th Congress, in the extension of the LSCA program, emphasized two national priorities by specifying that title II funds be used also for making library buildings energy efficient and accessible to the handicapped.

Since the program began in 1965 some 2,042 projects have been supported at \$174.5 million. State and local agencies contributed approximately \$486 million, and an additional \$16.8 million came from such programs as the Appalachian Regional Development Act and the Public Works and Economic Development Act. Of the \$677.2 million obligated for the 2,042 projects, 72 percent came from State and local sources.

In FY 1977 only non-LSCA Federal funds were available for public library construction for new projects administered under LSCA authority. A total of \$851,000 was obligated for five projects. Four of these projects received \$768,000 in Federal funds from the Appalachian Regional Development Act, and one project was funded for \$82,500 from Local Public Works monies. A total of \$3,432,000 in local and State funds was allotted for these projects.

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 \$3,337,000 was available under this program in 1977.

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.

FAMILY LIFE AND SEX EDUCATION

The Office of Education provides a variety of technical assistance services in the area of family life and sex education, including; descriptive materials on outstanding State and local programs, selected bibliographies for print and audio-visual resources, program planning guides, sample curriculum materials and other items of information on initiating, improving, and supporting local programs of family life and sex education. These activities are coordinated with other HEW agencies, such as the Bureau of Health Education, Program Office for Family Planning, and the Office of Population Affairs.

School Health

The Office of Education has begun the coordination of its several health-related program activities through a new School Health Initiative designed to increase the priority for comprehensive health education and appropriate school-related services in Federal education programs, develop intermediate and long-range school-health plans in cooperation with the Public Health Service, and to increase Office of Education technical assistance activity in this field. Particular attention will be given to articulating a number of special health concerns (nutrition, smoking, exercise and physical fitness, alcohol, drug abuse, adolescent pregnancy, dental disease, sexually transmitted disease, occupational health, environmental health, health screening, etc.) within the framework of comprehensive school health.

Early Childhood Education (General Pre-School)

In addition to its special pre-school early childhood education grant program activity, the Office of Education provides technical assistance resources for agencies, organizations, and individuals concerned with implementing new, or improving existing,

programs addressing the educational needs of the general pre-school population, from birth to school age. The focus is upon parent-directed or parent-involvement program activities, whether home-based or center-based in nature. Emphasis is also placed on those activities which are educational-system related for key support services or operations. Technical assistance is in the form of program information, selected curriculum materials, consultant services, and selected inservice training activities. This program activity has linkages with the Interagency Panel for Research and Development on Early Childhood, the International Year of the Child Task Force, and the HEW Administration for Children, Youth and Families.

Education for Parenthood

OE has conducted, with HEW's Administration for Children, Youth, and Families, the Education for Parenthood (EFP) program since 1972. The program has encouraged the development of new, and the modification of existing, parenthood education curricular and program materials (including the development of a one-year secondary-school course-of-study entitled "Exploring Childhood," now in use in over 1,500 school systems) for application in school, community, and home-based activities, and has engaged in advocacy and training efforts in the field through conferences and workshops, distribution of program materials, and provision of consultant services.

OE has encouraged pertinent national organizations to participate in raising the level of public and professional awareness of issues and needs in the field, and more recently has engaged in a dialogue with universities and colleges responsible for the training of professionals and paraprofessionals in various fields related to Education for Parenthood.

Adolescent Pregnancy Parenting

The Office of Education continues to contribute to Departmental efforts to reduce the rate of adolescent pregnancy and to provide for the support needs of adolescent parents and their children, including those services which would enable adolescent parents to complete their secondary education. This activity, originated when OE was designated as lead agency for a Department-wide task force on school-age-parent problems in 1972, has been accelerated by participation on a recent Secretary's Task Force on Adolescent Pregnancy which drafted recommendations for legislation to establish new program resources in this area.

Office of Education activities concerning adolescent pregnancy/parenting have included extensive technical assistance, the operation of an information clearinghouse, the development of new program planning materials, and the sponsorship of a series of

State and regional conferences and institutes that have brought together representatives of educational, health and social service agencies with mutual interest in this field. The information-sharing and policy making networks thus established have had a significant impact on the coordination of service-delivery programs, many of which are school-based, and on the acceptance of the principle that young parents should be enabled to continue their education and obtain the job training and parenting skills necessary to become productive citizens and competent parents.

VII -- OTHER ACTIVITIES

International Exchanges

During FY 1977, the International Organizations Section 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 regard 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 19th UNESCO General Conference in Nairobi, where Assistant Secretary Virginia Trotter served on the U.S. delegation, the 36th Session of the International Conference on Education attended by Commissioner Boyer in August - September, 1977, at Geneva, the UNESCO Conference on Environmental Education in Tbilisi, where Assistant Secretary Mary Berry headed the U.S. delegation, the European regional meeting of the interim inter-governmental committee on physical education and sport, and a U.S./UNESCO-sponsored international symposium on Information and Counseling Services for Adult Learners in Los Angeles.

The International Organization Section served as the U.S. liaison for the International Bureau of Education (Geneva) and the European Center for Higher Education (Bucharest). It maintained working relationships with appropriate U.S. governmental agencies and with non-governmental 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 258 American educators for participation in UNESCO field programs.

Comparative Education Publications and Activities

Five Comparative Education publications on educational systems and programs in foreign countries (Ghana, Poland, Mexico, th Federal Republic of Germany, and Peru) were issued in the fiscal year. During the same period five other manuscripts were sent to press, and eight new studies were initiated. In addition, the Office's Bicentennial

publication, The American Revolution: Selections from Secondary School History books of other nations, continued as a G.P.O. best-seller in FY 1977; some 12,000 copies have been sold and it has been reprinted twice. P.L. 480-funded projects for preparation of annotated education bibliography projects in Egypt, India, Pakistan, and Tunisia continued, and other plans were initiated for the preparation of bibliographies on other Arab Middle Eastern countries using Egyptian P.L. 480 funds. A final report on a lengthy P.L. 480-funded educational research project in Yugoslavia was completed and disseminated through ERIC.

Comparative Education staff members also continued to meet many varied demands for expertise on educational systems and programs abroad, and to maintain liaison with professional and scholarly organizations concerned with comparative education. Among these activities were:

1. Briefings of OE and HEW officials undertaking official visits to other countries;
2. Providing 195 recommendations on the eligibility of educational institutions abroad to participate in the Office of Education-administered Guaranteed Student Loan Program, and recommendations on the educational level of the degrees awarded by some 50 educational institutions in the U.S.S.R. and other countries to applicants for OE-administered Basic Educational Opportunity Grants for undergraduate education in the U.S.;
3. Participation in a liaison and resource capacity with educational and inter-governmental organizations and agencies, including meetings of the U.S. Comparative and International Education Society and the Third World Congress of Comparative Education Societies, and a regular exchange of information with education documentation specialists of the International Bureau of Education;
4. Continuing support of the World Education Series Committee of the American Association of Collegiate Registrars and Admissions Officers and the National Council on the Evaluation of Foreign Educational Credentials in reviewing and advising on publications and recommendations of those organizations to U.S. colleges and universities for evaluating the educational credentials of applicants educated abroad.

5. Cooperation with the Department of State in the UNESCO-sponsored program and meetings for the international recognition of degrees and diplomas, including preparations for a Convention on this subject among countries of UNESCO's European Region, of which the U.S. is a member;
6. Providing a staff specialist to accompany an official educational study group from the Educational Testing Service to the U.S.S.R., under the U.S.-U.S.S.R. Cultural Exchanges Agreement.

Major Publications

AMERICAN EDUCATION MAGAZINE: Produced by the Office of Public Affairs, OE's official publication, is a popular magazine distributed to decision makers in the education community to aid understanding of major government policies and objectives in education through activities and programs supported by the Office of Education and HEW. It is also available to other educators and to the general public through subscription, the latest figures furnished by the Government Printing Office (January-February 1978) showing 8,156 paid subscriptions to the magazine -- and this without a demonstrable promotion effort. At the subscription price of \$13.50 per year (changed to \$11 effective in April 1978) this represents a return to the Government in the order of \$110,000 for 1977. OE's "free and official" distribution runs at 24,200 copies per issue.

The magazine's performance in achieving its goals has been authenticated by a national readership survey completed during 1975 and constantly reaffirmed by a series of queries to officials in programs discussed in the magazine's pages. These queries reveal that an American Education article describing a model education project typically draws about 100 requests for further information although the number of inquiries has gone as high as 400.

In 1977, the 10 issues of Volume 13 of American Education, carried 55 full-length articles in addition to the regular monthly features on research developments, federal funding, GPO recent publications, education statistics, and miscellaneous informational bits under the headings Items and Kaleidoscope. Seventeen of the major articles focused on such OE priorities as bilingual education, reading, career education, early childhood education, alternative schools, and education for the handicapped. The other articles covered a wide range of subjects, including teacher training, environmental education, postsecondary education, continuing

education, library services, sexism, education legislation, school discipline, energy, and the arts.

Information offered in American Education is further disseminated when other organizations and publications reprint its articles. During 1977, articles were reprinted by many and diverse organizations, including the National Association of Secondary School Principals, the Student Association for the Study of Hallucinogens (Madison, Wisconsin), the Westchester Library System (Hartsdale, New York), and the Central Bureau for Educational Visits and Exchanges in London, England. American Education was represented in six of the nine issues published by Education Digest in 1977 and three of its articles were reprinted in Chronicle Guidance. In the course of the year USICA made the following requests of American Education: One article for Topic (published in English and French for readers in Africa), three articles for Marzhave Now (for readers in Iran), one article for USICA Arts and Humanities to be included in an education portfolio, and 11 articles for USICA Article Alert Service, a weekly compilation of significant articles from U.S. publications distributed to overseas posts and libraries.

Reprinting of articles also provides OE bureaus with inexpensive informational materials for mailing to their special constituencies. Reprints were used by the Bureau of Occupational and Adult Education, the Office of Career Education, the Office of Legislation, the Bureau of Education for the Handicapped, and the Office of Public Affairs. The Consumer Information Center of General Services Administration has to date distributed approximately 200,000 reprints from a special section for consumers of education services appearing in the October 1977 issue. An additional 200,000 reprints are now on order.

Still another means for disseminating information appearing in the magazine is book reprint. American Education's series of ten articles in the April, May, June, and July 1977 issues on sexism has been collected into a paperback, Taking Sexism Out of Education: The National Project on Women in Education. Published in late summer 1978, the 113-page book was mailed out to 16,822 educators, with another 3,178 copies held in reserve to fill anticipated requests. In addition to these 20,000 copies, the Government Printing Office is offering the book for sale.

The magazine received two honors in 1977: (1) a Certificate of Merit from the International Reading Association in the magazine class for the July 1976 article, "Exit Dick and Jane?" written by Bonnie Dalzell and (2)

recognition for excellence by the National Association of Government Communicators' in their Blue Pencil Awards.

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 education 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 channeled 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 1977, bureau/office publications covered a wide variety of programs and services, including compensatory education for the disadvantaged, postsecondary student financial aid, occupational and adult education, Indian education, career education, "Right To Read," bilingual education, the education professions, metric education, and international education.

Publications took the form of books, pamphlets, flyers, brochures, and posters. As of the end of FY 1977, a total of 66 publications had been printed and distributed, or were in manuscript or in press.

Among those receiving widest distribution were an update of the FY 1976 pamphlet, HEW Fact Sheet--Five Federal Financial Aid Programs, distributed to approximately four million students planning to attend, or already in attendance at, postsecondary institutions, and a poster and a brochure for Basic Educational Opportunity Grants. These were printed in Spanish as well as in English.

Principal annual publications in FY 1977 were: Administration of Public Laws 81-874 and 81-815, Twenty-Sixth Annual Report of the Commissioner of Education, July 30, 1976; Projections of Teacher Supply and Demand to 1980-81, Commissioner's Report on the Education Professions, 1974-75 (reprint); Postsecondary Institutions Eligible for the Basic Grants Program; Directory of Education Associations; Publications of the U.S. Office of Education.

Among other noteworthy publications of bureaus and offices were the following:

Progress of Education in the United States of America, 1974-75, 1975-76, is the most recent in a series of OE publications prepared for the biennial International Conference on Education that has been held in Geneva since 1934 under the auspices of the International Bureau of Education, now a part of UNESCO. The book discussed the organization and administration of education in the United States and contains a progress report on developments in U.S. education during the period 1974 through 1976. Plans were made for versions in Spanish, Russian, French, Portuguese, Arabic, and Japanese.

The Condition of Bilingual Education in the Nation. First Report by the U.S. Commissioner of Education to the President and the Congress, November 1976. The Education Amendments of 1974 require the Commissioner of Education to submit to the President and the Congress two reports on the condition of bilingual education in the Nation. This first report (1) assesses the needs of persons of limited English-speaking ability and the extent to which these needs are met, (2) discusses the operation of the Bilingual Education Program and several other Federal programs which have a bearing on it, (3) estimates how many teachers and other education personnel are needed for bilingual education, and (4) describes the role of HEW's Regional Offices in bilingual programs.

Federal Programs Serve the Nation's School children, Public and Nonpublic describes federally funded programs that require State and local education agencies to (1) serve the education needs of children enrolled in both public and non-public elementary and secondary schools, assuring each group equal access to the benefits offered, (2) promote cooperative and professional leadership between public and nonpublic school officials and staff at the State and local levels, (3) involve and consult with nonpublic school representatives in planning quality education programs.

Dealing in Futures: Career Education Materials for Students, Parents, and Educators. This bibliography provides information about career materials under these headings, "Current Literature," "Text Materials," "Collection of the Office of Education," and "Government Publications."

Programs of Support for Graduate Education describes 10 OE-funded sources of financial aid for graduate study and lists six publications offering information on additional sources of graduate assistance.

Opportunities Abroad for Teachers, 1978-79, describes opportunities available to qualified American teachers under the International Educational and Cultural Exchange Program to teach abroad for the 1978-79 academic year in elementary and secondary schools.

Take 10 America, a poster for display in the Nation's schools, features examples of metric and standard measure equivalents and tables for making conversions to the metric system.

The Educational System of Mexico and The Educational System of Poland are FY 1977 additions to OE's continuing series of Comparative Education monographs which inform U.S. educators and the general public about education in other countries.

VIII. OFFICE OF EDUCATION ADVISORY COMMITTEES AND COUNCILS
(Calendar Year 1977)

Introduction

Section 448(a) of the amended General Education Provisions Act (GEPA) (20 U.S.C. 1233g) 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, 1977, 16 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.

Two Office of Education committees were established during 1977 and one was terminated. As a result of these actions (see below) 17 statutory and administrative public advisory committees were serving the Office of Education on December 31, 1977. (See Appendix B.)

1. On December 27, 1976, the Secretary signed the charter of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. However, the official establishment of the committee occurred July 13, 1977, and the first meeting September 12-14, 1977. The Committee, which has 15 members, will examine approaches to the higher education of black Americans as well as the needs of historically black colleges and universities.
2. The National Advisory Committee on the Handicapped, which was not reauthorized by the Congress, terminated September 30, 1977.
3. The National Council on Quality in Education was re-established on September 24, 1977 (P.L. 95-112).

ADVISORY COUNCILS AND COMMITTEES
(Calendar Year 1977)

The following statutory advisory councils and committees were authorized or in existence for all or part of calendar year 1977:

Accreditation and Institutional Eligibility Advisory Committee
Adult Education, National Advisory Council on
Bilingual Education, National Advisory Council on
Black Higher Education and Black Colleges and Universities,
National Advisory Committee 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
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

*Established July 13, 1977

**Terminated September 30, 1977

***Reestablished September 24, 1977

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 1977: March 23-25
April 28-29
June 14-17
September 28-30
December 13-16

Members as of December 31, 1977:

N. Edd Miller (Chairperson)
President, University of Maine
at Portland-Gorham
Gorham, Maine 04038

Donald R. McKinley
Chief Deputy Superintendent
California Department of Education
721 Capitol Mall
Sacramento, Calif. 95814

Harold B. Crosby
President, State University
of Florida System
Florida International University
Tamiami Trail
Miami, Fla. 33199

Anne Pascasio
Dean, School of Health Related
Professions
University of Pittsburgh
Pittsburgh, Pa. 15213

Patrick Laughlin
Executive Director
Michigan Teachers Association
33 North River Road
Mt. Clemmens, Mich. 48403

Thomas C. Shearer
Attorney-at-Law
McShane and Bowie
540 Old Kent Building
Grand Rapids, Mich. 49502

Vicki Shell
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Ohio State University
119 Townshend Hall
1885 Neil Avenue
Columbus, Ohio 43210

Robert Simpson
Professor of Religion and
Philosophy
Phillips University
Enid, Okla. 73701

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 1977: January 24-26
March 11
April 3-5
May 27
June 9-11
August 19-20
October 27-30
December 10-11

Members as of December 31, 1977:

Alton C. Crews (Chairperson)
Superintendent
Gwinnett County Public Schools
52 Gwinnett Drive
Lawrenceville, Ga. 30245

Donald G. Butcher
Vice President for Academic
Affairs
Lake Superior State College
Sault Ste. Marie, Mich. 49783

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

Mary A. Grefe
Past President, Iowa Advisory
Council on Adult Education
4116 Beaver Avenue
Des Moines, Iowa 50312

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
3125 University Drive, West
Huntsville, Ala. 35805

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
Principal
Weathersfield Middle School
Ascutney, Vt. 05030

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 1977: January 27-29
April 3-6
May 9
June 18
August 22
September 19-20
November 4-7

Members as of December 31, 1977:

Omer Picard (Chairperson)
Administration Supervising
Principal
Acadia School
282 East Main
Madawska, Maine 04756

Alfredo G. de los Santos, Jr.
Director, Instructional
Development Lab.
Southwest Educational
Development Lab.
211 East Seventh Street
Austin, Tex. 78701

Paula Alleva
Bilingual Italian Resource
Teacher Trainer
New York Public Schools #97
1855 Stillwell Avenue
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Rosalie Bassett
Curriculum Coordinator
Johnson-O'Malley Consortium
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Toppenish, Wash. 98948

Lorraine P. Gutierrez
School Board Member
Plaza Del Sol
600 2nd NW., Suite 800
Albuquerque, N. Mex. 87102

Fucheng R. Hsu
President, China Institute
of America, Inc.
125 East 65th Street
New York, N.Y. 10021

James D. Lehmann
Director of Bilingual and Migrant
Education
Education Service Center Region 20
115 N.E. Loop #410
San Antonio, Texas 78209

Webster A. Two Hawk
Director
U.S. Public Health Service
Indian Hospital
Rosebud, S. Dak. 57570

National Advisory Committee on Black Higher
Education and Black Colleges and Universities

FUNCTIONS

The Committee examines all approaches to higher education of black americans as well as the needs of historically black colleges and universities.

Meetings in 1977: September 12-14
November 28-29

Members as of December 31, 1977:

Elias Blake, Jr. (Chairperson)
President
Clark College
240 Chestnut Street, NW.
Atlanta, Ga. 30314

Laura A. Bornholdt
Senior Program Officer
Education Division
The Lilly Endowment, Incorporated
2801 North Meridian Street
Indianapolis, Ind. 46208

William C. Brown
Director, Institute for Higher
Educational Opportunity
Southern Regional Educational Board
130 6th Street
Atlanta, Ga. 30034

Nolen M. Ellison
District Chancellor
Cuyahoga Community College
Cleveland, Ohio 44115

Luther H. Foster
President
Tuskegee Institute
Tuskegee, Ala. 36088

Andrew L. Goodrich
Director of Minority Affairs
The University of Maryland
College Park, Md. 20740

Bertha G. Holliday
Student, University of Texas
2501 New York Avenue, Apt. 203
Austin, Tex. 78702

Charles A. Lyons, Jr.
Chancellor
Fayetteville State University
Fayetteville, N.C. 28301

Paul W. Murrill
Chancellor and Professor
Chemical Engineering
Louisiana State University
Baton Rouge, La. 70803

Henry Ponder
President
Benedict College
Harden and Blanding Streets
Columbia, S.C. 29204

Gloria D. Randall Scott
Assistant to the President
for Educational Planning and
Evaluation
Texas Southern University
3201 Wheeler Avenue
Room 231 Hannah Hall.
Houston. Tex. 77004

Herman B. Smith, Jr.
Chancellor
University of Arkansas
at Pine Bluff
Pine Bluff, Ark. 71601

Kenneth S. Tollett
Director
Institute for the Study
of Educational Policy
Howard University
Dunbarton Campus
2935 Upton Street, NW.
Washington, D.C. 20008

Abraham S. Venable
Director of Urban Affairs
The General Motors Corporation
Detroit, Mich. 48202

E. T. York, Jr.
Chancellor
State University System of Florida
107 West Gaines Street
Tallahassee, Fla. 32304

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 shall also perform the same functions with respect to programs authorized under the Career Education Incentive Act (Public Law 95-207). 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 1977: February 17
April 5-6
May 5-6
June 16-17
August 1-2
September 19-20

Members as of December 31, 1977:

George F. Meyer, Jr. (Chairperson)
Director of Career Education
New Brunswick Board of Education
New Brunswick, N.J. 08902

Lora L. Chappell
Past President, Mississippi
Congress of Parents and Teachers
1104 Ellis Avenue
Jackson, Miss. 39209

Neal R. Berte
President
Birmingham-Southern College
Birmingham, Ala. 35204

Thelma Daley
Supervisor, Career Education
Specialist
Baltimore County Public Schools
Corner Annex-Lennox
and Jefferson Avenues
Towson, Md. 21204

James G. Harlow
Retired President
West Virginia University
712 W. Lindsey Street
Norman, Okla. 73069

Charles Heatherly
Director of Education
National Federation of Independent
Business
150 West 20th Avenue
San Mateo, Calif. 94403

Nora Bennett Smith
Student Activities Director
Delcastle Vocational High School
1417 Newport Road
Wilmington, Del. 19804

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 1977: March 24-25
May 23-24
July 25-26
September 25-27
November 30 - December 1

Members as of December 31, 1977:

Carol K. Kimmel (Chairperson)
Trustee
Southern Illinois University
1715 25th Street
Rock Island, Ill. 61201

Robert D. Gilberts
Dean, College of Education
University of Oregon
Eugene, Oreg. 97403

Charles Stewart Harding Mott
Board Chairman and Chief
Executive Officer
Charles Stewart Mott Foundation
501 Mott Foundation Building
Flint, Mich. 48502

George W. Romney
Chairman, National Center
for Voluntary Action
1214 16th Street, NW.
Washington, D.C. 20036

Richard M. Turner, III
Dean of Faculty
Community College of Baltimore
Lombard Street and Market Place
Baltimore, Maryland 21202

Mabel R. Varela
Pecos School Board Chairman
Route 2, Box 47
Pecos, N. Mex. 87552

Joanne C. Walker
Member, Dothan Board of Education
3101 Mockingbird Lane
Dothan, Alabama 36301

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 1977: January 21-22
March 2
November 29-30

Members as of December 31, 1977:

Samuel Nabrit (Chairperson)
Executive Director
Southern Fellowship Foundation
795 Peachtree Street, SW.
Suite 484
Atlanta, Ga. 30308

Lowell J. Cook
Administrative Assistant
for Development
North Iowa Area Community College
Mason City, Iowa 50401

Norman C. Harris
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College Development
Center for the Study of Higher Education
University of Michigan
Ann Arbor, Mich. 48104

Keith Jewitt
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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

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 1977: January 28-29
March 4-5
March 16
April 1-2
May 18-19
May 20-21
June 10-11
July 14-16
September 8-10
October 13-15
November 18-19

Members as of December 31, 1977:

Owen F. Peagler (Chairperson)
Dean, School of Continuing
Education
Pace College
Pace College Plaza
New York, N.Y. 10038

John Calhoun
Bamieh Associates
Suite 313
1025 Connecticut Avenue, NW.
Washington, D.C. 20036

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

Barbara Kilberg
Attorney
821 Clinton Place
McLean, Va. 22101

John Leopold
State Senator
State Capitol
Honolulu, Hawaii 96813

Wilbur Lewis
Superintendent of Schools
Tucson Unified School District
1010 E. 10th Street
Tucson, Ariz. 85719

Rosella Lipson
President, Pre-school Mobile
Foundation, Inc.
820 North Sierra Drive
Beverly Hills, Calif. 90210

Mary Ann McCabe
Guidance Counselor
Shiprock High School
Shiprock, N. Mex. 87420

Marvin Pomerantz
President, Mid-America
Development Company
2940 Ingersoll Avenue
Des Moines, Iowa 50312

Ben Reifel
Consultant on Indian Affairs
2501 South Kuanis
Sioux Falls, S. Dak. 57105

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

Alan Woods
D.G. International
1225 19th Street, NW.
Suite 800
Washington, D.C. 20036

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 1977: May 18-19
July 11-12
September 26-27

Members as of December 31, 1977:

David Pimentel (Chairperson)
Professor, Insect Ecology
Cornell University
Comstock Hall
Ithaca, N.Y. 14850

David Kriebel
Student
University of Wisconsin
570 LaVerne Drive
Green Bay, Wis. 54301

Steven M. Jung
Research Scientist
American Institute for Research
P.O. Box 1113
Palo Alto, Calif. 94302

James W. Latham
State Consultant in Science
Maryland State Department
of Education
BWIA, P.O. Box 8717
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Kai Nien Lee
Assistant Professor
Institute for Environmental
Studies
University of Washington
Seattle, Wash. 98102

Martha McInnis
Executive Director
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Association
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J. Roger Miller
President
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Raymond J. Smit
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Professor, Department of Biology
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University of Puerto Rico
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Jonathan M. Wert
Consultant
University of Tennessee
Environment Center
Knoxville, Tenn. 37916

Violet Crane Wright
Environmental Advisor
5608 17th Street, NE.
Seattle, Wash. 98105

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 1977: January 28-29
 March 26
 May 28-29
 June 3-4, 10
 August 22-23, 26
 September 23-24

Members as of December 31, 1977:

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Gainesville, Fla. 32611

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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 1977: March 24-25
May 19-20
July 21-22
December 15-16

Members as of December 31, 1977:

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Seattle, Wash. 98195

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San Francisco, Calif. 94117

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 1977: January 9-12, 31
 April 6-7
 June 1, 13-15
 July 29
 September 14-16
 October 17
 December 14-16

Members as of December 31, 1977:

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Vice President
Danforth Foundation
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St. Louis, Mo. 63105

John L. Blackburn
Vice Chancellor
University Resources
University of Denver
Denver, Colo. 80210

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Director, Continuing Education
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Detroit Public Schools
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Detroit, Mich. 48204

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and Store Manager
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Director, Continuing Education
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East Lansing, Mich. 48823

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International Brotherhood of
Police Officers
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Quincy, Mass. 02169

Daniel E. Marvin (Chairperson)
President
Eastern Illinois University
Charleston, Ill. 61920

Pamela Rogers Melton
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

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 1977: January 27-28
May 3-6
September 26-29

Members as of December 31, 1977:

Judith Sorum (Chairperson)
Assistant Dean of Students
University of Maryland
1115 Undergraduate Library
College Park, Md. 20742

James H. Brickley
President, Eastern Michigan
University
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Roy Thomas Cogdell
Dean, Governors State University
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Dean, Student Affairs
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Peter Ellison
Vice President
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Lola J. Finch
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Reuben Holden
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W. Clyde Williams
President, Miles College
Birmingham, Ala. 35208

National Advisory Committee on the Handicapped
(Terminated September 30, 1977)

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 1977: January 17-19
June 8-10

Members as of December 31, 1977: None

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 1977: January 27-29
March 4-6
July 8-10
August 26-27
September 17-19
November 4-6

Members as of December 31, 1977:

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Federal Programs Coordinator
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Albuquerque Indian School
All Indian Pueblo Council
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Office of Development
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Minerva C. White
Director, Native American
Special Services
St. Lawrence University
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Canton, N.Y. 13617

National Council on Quality in Education
(Reestablished September 24, 1977)

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 1977: None

Members as of December 31, 1977: 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 1977: January 13-14
May 4-6
August 3-4
September 22-23
December 5

Members as of December 31, 1977:

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President, Coffeyville Community
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Caroline Hughes
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American Retail Federation
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Newark, Del. 19711

National 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 1977: January 7
January 30 - February 2
February 28
April 3-5
May 9
June 8-11
July 15
August 30
September 18-20
November 15-17
December 3

Members as of December 31, 1977:

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Dean, College of Home
Economics
North Dakota State University
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Margaret Anne Campbell
Commissioner of Education
State Department of Education
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Ann Arbor, Mich. 48108

Thera Johnson
Career Education Specialist
Weber School District
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Sister Joyce Rowland
President, College of Saint Teresa
Winona, Minn. 55987

Bernice Sandler
Director, Project on the
Status and Education of Women
1818 R Street, NW.
Washington, D.C. 20009

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

IX -- SELECTED EDUCATION STATISTICS

An Overview

Education was the primary occupation of 64.2 million Americans in the fall of 1976. Included in this total were more than 60.6 million students, more than 3.3 million teachers, and about 300,000 superintendents, principals, supervisors, and other instructional staff. This means that in a nation of 215 million people, nearly 3 out of 10 persons were directly involved in the education process. A public poll conducted by the U.S. Bureau of the Census in 1975 reported that only about 3.6 percent of the respondents felt that their neighborhood schools were inadequate; and yet more than one-fourth of these persons desired to move because of their dissatisfaction (table 1). These results emphasize the strong bonds forged between the American people and their educational system. It is not surprising, therefore, that so much attention is being focused on 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 the Federal Government and from State and local governments, as well as from a variety of private sources. The total expenditures for education amounted to more than \$130 billion during the 1976-77 school year.

Schools and School Districts

There were approximately 16,300 local school districts in the fall of 1976. This was a decline of more than 1,000 school districts over a 5-year period (table 2). The number of school districts is gradually being reduced through a process of reorganization and consolidation.

The number of public elementary schools has also declined over time. This trend reflects school consolidations and the elimination in many instances of small rural schools. Since the 1971-72 school year, the number of one-teacher schools has dropped by more than 700 to the 1976-77 level of 1,100.

During this same 5-year span, the number of middle schools has more than doubled to reach nearly 4,200. In 1976-77 the public school system included 61,100 elementary schools, 23,900 secondary schools, 1,500 combined elementary-secondary schools (organized and administered as a single unit), and 1,500 special education schools for the handicapped.

Enrollment

Total enrollment in regular programs from kindergarten through the graduate school increased for 27 consecutive years and reached 60.1 million in the fall of 1971. Subsequently, there have been small decreases in kindergarten through grade 8 enrollments, while the number of students in grades 9 through 12 has continued to rise. The fall 1976 enrollment of 60.6 million students displays the largest decrease in total enrollment from a previous year, just over 600,000. The continuing decline in elementary school enrollment shows that the number of children 5 to 13 years of age has been decreasing since the fall of 1968. Elementary school enrollment peaked in the fall of 1976 and is expected to show small annual reductions in the near future. Enrollment in colleges and universities is likely to continue to increase slightly, at least for the next several years.

Between fall 1975 and 1976, enrollment in kindergarten through grade 8 decreased from 34.3 to 33.8 million, or nearly 1.4 percent; enrollment in grades 9 through 12 was 15.8 million, an increase of 0.1 percent; and total enrollment in institutions of higher education dropped from 11.2 to 11.0 million, or about 1.5 percent. More specific information on enrollment by level of instruction and type of control may be found in table 3.

Since the end of the World War II a dominant trend in this country has been for more persons to enter school at an earlier age and remain longer. This trend is illustrated most dramatically by comparing the latest available data on the percentage of 5-year olds enrolled in school with comparable percentages one and two decades earlier (table 4). Nearly 90 percent of the 5-year olds were enrolled in school (excluding those enrolled in nursery schools) in the fall of 1976, as compared with 73 percent in 1966 and 59 percent in 1956. The enrollment percentages for persons in their middle and late teens, while down slightly from the peaks they attained in the late 1960's, were noticeably higher in 1976 than 20 years earlier.

Table 5 provides evidence of the long-term growth of secondary education in the United States. From 1890 to 1976, while the population 14 to 17 years of age 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 1976 the figure was more than 9 out of 10.

During the 13-year period from 1963 through 1976, college enrollment more than doubled in this country. Part of this increase may be accounted for by the growing number of young people of college age. Table 6, highlights the fact that during this time the number of female students nearly tripled, and a greater percentage of students attended college on a part-time basis. In 1976 nearly 80 percent of all college enrollees attended a public institution.

For more than half a century the Federal Government has assisted State and local governments in providing vocational education programs. In recent years there has been a growing awareness of the desirability and feasibility of training young people for useful employment as part of their formal education. Nearly 14.9 million students were enrolled in federally aided vocational education classes in fiscal year 1976 (table 7).

Learning as a lifelong process is increasing. A 1975 survey showed more than 17 million participants in adult education, or an increase of nearly 31 percent more than in 1967 (table 8).

Teachers and Instructional Staff

The teaching staff in American schools and colleges grew rapidly during the 1960's and early 1970'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 1975 and 1976, the number of elementary school teachers actually dropped by about 0.6 percent, for the first time in at least two decades. The number of secondary school classroom teachers increased by 0.6 percent, and at the college level the increase was estimated at just over 1.5 percent (table 9).

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 decline in the past few years in the number of pupils per teacher. As table 2 indicates, there were 20.2 pupils per teacher in public elementary and secondary schools in 1976 as compared with 22.3 pupils for each teacher 5 years earlier.

High School and College Graduates

More than 3.1 million persons graduated from high school in 1976, and 1.3 million earned degrees from American colleges and universities. Included in the degrees conferred

were 926,000 bachelor's, 63,000 first-professional, 312,000 master's, and 34,000 doctorates. Over the past two decades, the annual number of high school graduates has more than doubled, the number of bachelor's and first-professional degrees has more than tripled, and the number of advanced degrees has grown by more than 5 times (tables 10 and 11). 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 fiscal year ending in June 1976 are shown in table 12. At the bachelor's level, the largest number of conferred degrees were in education, business and management, and the social sciences. The traditional fields of law and the health professions led the first-professional level. The greatest number of master's degrees were in education and business and management. More than 3,000 doctor's degrees were conferred in each of the following: education, the social sciences, the physical sciences, and the biological sciences.

School Retention Rates and Educational Attainment

The United States has made great strides toward providing its citizenry with universal elementary and secondary education. Although laws tend to vary somewhat from State to State, free public education generally is available to all and school attendance is compulsory between the ages of 7 and 16 (table 13). A school dropout before the age of 16 is becoming a rarity in this country, and the great majority of young people graduate from high school.

Table 14 shows the increase in school-retention rates from the fifth grade through college entrance, beginning in 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 2 1/2 times that which prevailed in 1932. The increase in college attendance is even more striking: the most recent data indicate that 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 15, which is derived from the Census reports, compares the educational attainment of the population 25 to 29 years of age with the total population 25 years of age and over. In March 1977, the former group had

completed a half year more of school than the total adult population. More than 85 percent of the 25-29 age group reported that they had completed the equivalent of a high school education as compared with 65 percent of all adults. Twenty-four percent of the young adults identified themselves as college graduates, while just over 15 percent of all adults had completed 4 or more years of college. In March 1977, it appears that the average American adult had received slightly more than a high school education. Comparably, the Census' estimates for 1910 indicate that an individual of the age group 25 and over had completed only 8 years of school.

Only 1 percent of the persons 14 years of age and over were illiterate in 1969 (table 16). This literacy rate may be compared with 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 of revenue from the Federal Government and the States have been increasing. In the 1976-77 school year, more than 48 percent of the total revenue receipts for public elementary and secondary schools came from local sources, 43 percent from State Governments, and 8 percent from the Federal Government (table 17). The Federal contribution between 1961-62 and 1976-77 rose from almost \$761 million to \$6.1 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 available through the programs administered by Government agencies. Federal contributions for education totaled more than \$20 billion during the fiscal year that ended September 30, 1977. This total represented an increase of 1.8 percent compared to the total for the previous fiscal year. Table 18 summarizes Federal outlays for education for fiscal years 1976 and 1977.

Expenditures

Expenditures for public elementary and secondary schools in the United States during the 1976-77 school year are estimated at \$74.8 billion (table 19). This represents an increase of nearly 56 percent over the \$48 billion expended 5 years earlier. Per-pupil expenditures have also risen rapidly in recent years. The current expenditure per pupil in average daily attendance in 1976-77 was nearly \$1,600 - almost \$600 above the amount expended per student during the 1971-72 school year. The total expenditure, including current expenditures, capital outlay, and interest on school debt, approached \$1,800 per pupil in 1976-77.

Table 20 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 \$131 billion during the 1976-77, an amount equal to 7.7 percent of the gross national product. In relation to the gross national product, expenditures today are nearly 4 times as great as they were during the midforties.

Federal, State and local expenditures for vocational education are shown in table 21. In 1976, the Federal Government contributed nearly 11 percent of the money, and the remaining 89 percent came from State and local sources. A major goal of American education at this time is to prepare people for useful careers. The emphasis on education for a career is reflected in the outlays for vocational education over the past decade: table 21 shows an increase of more than 6 times. In many respects vocational education is the fastest growing segment of the American educational system.

Table 1.—Adequacy of schools and other neighborhood services: Public opinion, 1975

Item	Percent of respondents	Percent of respondents indicating that the service is inadequate who would like to move as a result
(1)	(2)	(3)
Total	100.0	—
All services adequate	50.5	—
One or more services not adequate	49.0	9.4
Specific service not adequate: ⁽¹⁾		
Schools	3.6	27.3
Fire protection	4.3	9.3
Police protection	8.4	18.3
Hospitals and health clinics	11.8	6.8
Shopping	13.3	9.3
Public transportation	36.0	4.3
Don't know or not reported	0.4	—

¹ Because of multiple responses to this item, percents add to more than respective totals.

Note.—Details may not add to totals because of rounding.

Source: U.S. Department of Commerce, Bureau of the Census, Current Housing Reports. *Annual Housing Survey: 1975*, Series H-150-75F.

**Table 2.—Selected statistics for public elementary and secondary schools:
United States, fall 1971 and fall 1976**

Item	Fall 1971	Fall 1976	Percentage change 1971-76
(1)	(2)	(3)	(4)
Local school districts:			
Total	17,289	16,271	- 5.9
Operating	16,838	15,946	- 5.3
Nonoperating	451	325	-27.9
Number of schools:			
Total	89,372	88,025	- 1.5
Elementary only	64,020	61,123	- 4.5
Secondary only	23,572	23,857	1.2
Combined elementary and secondary	1,780	1,521	-14.6
Special education schools for the handicapped	(1)	1,524	(1)
Enrollment:			
Total	46,081,000	44,335,000	- 3.8
Elementary	27,688,000	25,430,000	- 8.2
Secondary	18,393,000	18,905,000	2.8
Percent of total enrollment in elementary schools	60.1	57.4	-
Percent of total enrollment in secondary schools	39.9	42.6	-
Classroom teachers:			
Total, full-time and part-time teachers	2,063,000	2,193,000	6.3
Pupil-teacher ratio:			
All schools	22.3	20.2	-
Public high school graduates: ⁽²⁾			
Total graduates of regular day school programs	2,637,000	2,836,000	7.5
Boys	1,309,000	1,419,000	8.4
Girls	1,328,000	1,417,000	6.7
Other programs	36,049	37,017	2.7
High school equivalency certificates	155,411	261,577	68.3

¹Data not available.

²Data for previous school year.

Source: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools*.

**Table 3.—Enrollment in educational institutions by level of instruction and by type of control:
United States, fall 1975 and fall 1976⁽¹⁾**

[in thousands]

Level of instruction and type of control	Fall 1975	Fall 1976
(1)	(2)	(3)
Total elementary, secondary, and higher education	61,276	60,647
Public	53,866	53,228
Nonpublic	7,410	7,419
Kindergarten-grade 12 (regular and other schools) ⁽²⁾	50,091	49,635
Regular public schools	44,791	44,335
Regular nonpublic schools	5,000	5,000
Other public schools	240	240
Other nonpublic schools	60	60
Kindergarten-grade 8 (regular and other schools) ⁽²⁾	34,287	33,812
Regular public schools	30,487	30,012
Regular nonpublic schools	3,600	3,600
Other public schools	175	175
Other nonpublic schools	25	25
Grades 9-12 (regular and other schools) ⁽²⁾	15,804	15,823
Regular public schools	14,304	14,323
Regular nonpublic schools	1,400	1,400
Other public schools	65	65
Other nonpublic schools	35	35
Higher education (total degree-credit and non-degree-credit enrollment in universities, colleges, professional schools, teacher colleges, and junior colleges)	11,185	11,012
Public	8,835	8,653
Nonpublic	2,350	2,359

¹The 1975 and 1976 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 nonprofitmaking 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.

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.

Sources: 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.

Table 4.—Percent of the population 5 to 34 years old enrolled in school, by age: United States, October 1947 to October 1976

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	58.5	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
1976	54.2	89.6	98.7	99.2	99.2	98.2	89.1	46.2	23.3	10.0	6.0

¹Includes children enrolled in kindergarten, but excludes those enrolled in nursery schools.

Note.—Data are based upon sample surveys of the civilian noninstitutional population.

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*.

Table 5.—Enrollment in grades 9-12 in public and nonpublic schools compared with population 14-17 years of age: United States, 1889-90 to fall 1976

School year	Enrollments, 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	9,616,655	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	15,804,098	14,369,098	⁵ 1,435,000	16,931,000	93.3
Fall 1976 ⁽⁶⁾	15,823,000	14,388,000	⁵ 1,435,000	16,896,000	93.6

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 6.—Total enrollment in institutions of higher education, by attendance status, sex of student, and control of institution: United States, fall 1963 to fall 1976

Year	Total enrollment	Attendance status		Sex of student		Control of institution	
		Full-time	Part-time	Men	Women	Public	Private
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1963	4,765,867	(1)	(1)	2,955,217	1,810,650	3,065,848	1,700,019
1964	5,280,020	(1)	(1)	3,248,713	2,031,307	3,467,708	1,812,312
1965	5,920,864	(1)	(1)	3,630,020	2,290,844	3,969,596	1,951,268
1966	6,389,872	4,438,606	² 1,951,266	3,856,216	2,533,656	4,348,917	2,040,955
1967	6,911,748	4,793,128	² 2,118,620	4,132,800	2,778,948	4,816,028	2,095,720
1968	7,513,091	5,210,155	2,302,936	4,477,649	3,035,442	5,430,652	2,082,439
1969	8,004,660	5,498,883	2,505,777	4,746,201	3,258,459	5,896,868	2,107,792
1970	8,580,887	5,815,290	2,765,597	5,043,642	3,537,245	6,428,134	2,152,753
1971	8,948,644	6,077,232	2,871,412	5,207,004	3,741,640	6,804,309	2,144,335
1972	9,214,860	6,072,389	3,142,471	5,238,757	3,976,103	7,070,635	2,144,225
1973	9,602,123	6,189,493	3,412,630	5,371,052	4,231,071	7,419,516	2,182,607
1974	10,223,729	6,370,273	3,853,456	5,622,429	4,601,300	7,988,500	2,235,229
1975	11,184,859	6,841,334	4,343,525	6,148,997	5,035,862	8,834,508	2,350,351
1976	11,012,137	6,717,058	4,295,079	5,810,828	5,201,309	8,653,477	2,358,660

¹ Data not available.

² Includes part-time resident students and all extension students.

Source: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Fall Enrollment in Higher Education*.

Table 7.—Enrollment in federally aided vocational education classes, by type of program:
United States and outlying areas, 1920 to 1976

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
1976	14,874,574	1,059,717	900,604	3,515,042	3,109,950	684,904	484,807	3,114,692	2,004,858

Sources: U.S. Department of Health, Education, and Welfare, Office of Education, *Vocational and Technical Education*; and *Summary Data, Vocational Education*.

**Table 8.—Participants in adult education, by type of program:
United States, 1969, 1972, and 1975⁽¹⁾**

Type of program	Participants ⁽²⁾ (in thousands)			Percent change, 1969 to 1975
	1969	1972	1975	
(1)	(2)	(3)	(4)	(5)
Total	13,041	15,734	17,059	30.8
General education	3,553	4,074	3,518	-1.0
Occupational training	5,816	7,310	8,307	42.8
Community issues	1,202	1,545	1,699	41.3
Personal and family living	1,580	2,209	2,532	60.3
Social life and recreation	1,552	1,895	2,714	74.9
Other and not reported	572	534	552	-3.5

¹Data are for years ending May 1969, May 1972, and May 1975.

²Includes persons age 17 and over who were not full-time students in high school or college. Data for 1969 and 1972 also include all persons 35 and over regardless of their enrollment status.

Note.—Details do not add to totals because some participants enrolled in more than one type of program.

Sources: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Participation in Adult Education, Final Report, 1969*; *Participation in Adult Education, 1972*; and *Participation in Adult Education, 1975* (in process).

Table 9.—Estimated number of classroom teachers in elementary and secondary schools and instructional staff in institutions of higher education: United States, fall 1975 and fall 1976 ⁽¹⁾

Level of instruction and type of control	Fall 1975	Fall 1976
(1)	(2)	(3)
Total elementary, secondary, and higher education	3,243,000	3,254,000
Public	2,784,000	2,789,000
Nonpublic	459,000	465,000
Elementary and secondary classroom teachers in regular and other schools ⁽²⁾	2,462,000	2,461,000
Public	2,212,000	2,209,000
Nonpublic	250,000	252,000
Elementary classroom teachers in regular and other schools ⁽²⁾	1,350,000	1,342,000
Public	1,192,000	1,182,000
Nonpublic	158,000	160,000
Secondary classroom teachers in regular and other schools ⁽²⁾	1,112,000	1,119,000
Public	1,020,000	1,027,000
Nonpublic	92,000	92,000
Higher education instructional staff ⁽³⁾	781,000	793,000
Public	572,000	580,000
Nonpublic	209,000	213,000

¹The figures for nonpublic and other elementary and secondary schools in 1975 and 1976 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. The estimates are derived from enrollment changes combined with the long-term trend in pupil-teacher ratios. The 1976 figures for higher education instructional staff, by control, and all 1975 figures, are estimates.

²The figures include elementary and secondary classroom teachers in regular public and non-public schools and other schools, such as Federal schools for Indians, federally operated schools on posts, subcollegiate departments of colleges,

and residential schools for exceptional children. For 1975 and 1976, 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. Teachers are reported in terms of full-time equivalents.

³Includes full-time and part-time staff with rank of instructor or above and junior staff, such as graduate assistants.

Sources: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics to 1986-87* (forthcoming); and estimates of the National Center for Education Statistics.

Table 10.—Number of high school graduates compared with population 17 years of age:
United States, 1869-70 to 1975-76

School year	Population 17 years old ⁽¹⁾	High school graduates ⁽²⁾			Number graduated per 100 persons 17 years of age
		Total	Boys	Girls	
(1)	(2)	(3)	(4)	(5)	(6)
1869-70	815,000	16,000	7,064	8,936	2.0
1879-80	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	6.4
1909-10	1,786,240	156,429	63,676	92,753	8.8
1919-20	1,855,173	311,266	123,684	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	51.2
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	1,421,000	682,000	739,000	62.6
1957-58	2,324,000	1,513,000	729,000	784,000	65.1
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	1,123,000	1,167,000	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	3,008,000	1,490,000	1,518,000	76.0
1973-74	4,096,000	3,081,000	1,515,000	1,566,000	75.2
1974-75	4,210,000	3,140,000	1,545,000	1,595,000	74.6
1975-76 ⁽³⁾	4,216,000	3,153,000	1,572,000	1,581,000	74.8

¹Data from Bureau of the Census.

²Includes graduates of public and nonpublic schools.

³Preliminary data.

Note.—Certain figures have been revised since originally published.

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 Projections of Education Statistics.*

Table 11.—Earned degrees conferred by institutions of higher education:
United States, 1869-70 to 1975-76

Year	Earned degrees conferred			
	All degrees	Bachelor's and first-professional	Master's except first-professional (1)	Doctor's
(1)	(2)	(3)	(4)	(5)
1869-70	9,372	9,371	0	1
1879-80	13,829	12,896	879	54
1889-90	16,703	15,539	1,015	149
1899-1900	29,375	27,410	1,583	382
1909-10	39,755	37,199	2,113	443
1919-20	53,516	48,622	4,279	615
1929-30	139,752	122,484	14,969	2,299
1939-40	216,521	186,500	26,731	3,290
1941-42	213,491	185,346	24,648	3,497
1943-44	141,582	125,863	13,414	2,305
1945-46	157,349	136,174	19,209	1,966
1947-48	317,607	271,019	42,400	4,188
1949-50	496,661	432,058	58,183	6,420
1951-52	401,203	329,986	63,534	7,683
1953-54	356,608	290,825	56,788	8,995
1955-56	376,973	308,812	59,258	8,903
1957-58	436,979	362,554	65,487	8,938
1959-60	476,704	392,440	74,435	9,829
1961-62	514,323	417,846	84,855	11,622
1963-64	614,194	498,654	101,050	14,490
1965-66	709,832	551,040	140,555	18,237
1967-68	866,548	666,710	176,749	23,089
1969-70	1,065,391	827,234	208,291	29,866
1971-72	1,215,680	930,684	251,633	33,363
1973-74	1,310,441	999,592	277,033	33,816
1975-76	1,334,230	988,395	311,771	34,064

¹Beginning 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 12.—Earned degrees conferred by institutions of higher education, by field of study, and by level: United States, 1975-76

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	925,746	62,649	311,771	34,064
Agriculture and natural resources	19,402	—	3,340	928
Architecture and environmental design	9,146	—	3,215	82
Area studies	3,079	—	945	182
Biological sciences	54,275	—	6,582	3,392
Business and management	143,436	—	42,620	956
Communications	21,282	—	3,126	204
Computer and information sciences	5,652	—	2,603	244
Education	154,758	—	127,948	7,769
Engineering	46,331	—	16,342	2,821
Fine and applied arts	42,138	—	8,817	620
Foreign languages	15,471	—	3,531	864
Health professions	53,958	1 24,620	12,556	577
Home economics	17,409	—	2,179	178
Law	531	32,293	1,442	76
Letters ⁽²⁾	51,515	—	11,293	2,447
Library science	843	—	8,037	71
Mathematics	15,984	—	3,857	856
Military sciences	1,177	—	—	—
Physical sciences	21,465	—	5,466	3,431
Psychology	49,908	—	7,811	2,581
Public affairs and services	33,238	—	17,106	319
Social sciences	126,785	—	15,874	4,160
Theology	5,520	5,706	3,290	1,033
Interdisciplinary and other fields	32,443	30	3,791	273

¹Includes dentistry; medicine; optometry; osteopathic medicine; pharmacy; podiatry; vatarinary medicine; and chiropractic.

²Includes general English; English literature; comparative literature; classics; linguistics; speech, debate, and foransic 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 1975-76*.

Table 13.—Age ranges for compulsory school attendance, by State: 1977

State	Compulsory attendance age range ⁽¹⁾
(1)	(2)
Alabama	between 7 and 16
Alaska	between 7 and 16
Arizona	between 8 and 16
Arkansas	between 7 and 15 (both inclusive)
California	between 6 and 16
Colorado	of 7 and under 16
Connecticut	over 7 and under 16
Delaware	between 6 and 16
District of Columbia	between 7 and 16
Florida	attained 7 but not 16
Georgia	between 7th and 16th birthdays
Hawaii	at least 6 and not 18
Idaho	of 7 but not 16
Illinois	between 7 and 16
Indiana	not less than 7, not more than 16
Iowa	over 7 and under 16
Kansas	of 7 and under 16
Kentucky	of 7 and under 16
Louisiana	between 7 and 15
Maine	between 7th and 15th anniversaries
Maryland	between 6 and 16
Massachusetts ⁽²⁾	between 6 and 16
Michigan	between 6 and 16
Minnesota	between 7 and 16
Mississippi	from 7 to 13
Missouri	between 7 and 16
Montana	is 7, not yet reached 16th birthday
Nabraska	not less than 7 nor more than 16
Nevada	between 7 and 17
New Hampshire	between 6 and 16
New Jersey	between 6 and 16
New Mexico	attained 6 and until attaining 17
New York	from 6 to 16
North Carolina	between 7 and 16
North Dakota	of 7 to 16
Ohio	between 6 and 18
Oklahoma	between 8 and 16
Oregon	between 7 and 18
Pennsylvania	not later than 8, until 17
Rhode Island	completed 7 years of life, not completed 16 years of life
South Carolina	of 7 to 16
South Dakota	of 7 and not exceeding 16
Tennessee	between 7 and 16
Texas	as much as 7, not more than 17
Utah	between 6 and 18
Vermont	between 7 and 16
Virginia	reached 6th birthday, not passed the 17th birthday
Washington	child 8 and under 15
West Virginia	begin with the 7th birthday, continue to the 16th birthday
Wisconsin	between 6 and 16
Wyoming	between 7 and 16 inclusive
Outlying areas:	
Puerto Rico	between 8 and 14
Virgin Islands	school year nearest 5th birthday until expiration of the school year nearest 16th birthday

¹ Many States have special provisions for children who have completed a certain level of education (usually 8th grade or higher) and who are employed.

² Lower end upper levels established by the State Board of Education.

Source: Identified by the National Center for Education Statistics from State laws.

Table 14.—Estimated retention rates,¹ 5th grade through college entrance, in public and nonpublic schools; United States, 1924-32 to 1968-76

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	448
Fall 1968.	1,000	992	992	991	983	958	869	786	749	1976	(2)

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.

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 15.—Level of school completed by persons age 25 and over and 25 to 29, by race:
United States, 1910 to 1977

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	
(1)	(2)	(3)	(4)	(5)
All races				
<i>25 and over:</i>				
1910 ⁽¹⁾	23.8	13.5	2.7	8.1
1920 ⁽¹⁾	22.0	16.4	3.3	8.2
1930 ⁽¹⁾	17.5	19.1	3.9	8.4
April 1940	13.5	24.1	4.6	8.6
April 1950	10.8	33.4	6.0	9.3
April 1960	8.3	41.1	7.7	10.5
March 1970	5.3	55.2	11.0	12.2
March 1975	4.2	62.6	13.9	12.3
March 1977	3.7	64.9	15.4	12.4
<i>25 to 29:</i>				
April 1940	5.9	37.8	5.8	10.4
April 1950	4.6	51.7	7.7	12.1
April 1960	2.8	60.7	11.1	12.3
March 1970	1.1	75.4	16.4	12.6
Merch 1975	1.0	83.2	22.0	12.8
Merch 1977	0.8	85.4	24.0	12.9
White				
<i>25 and over:</i>				
April 1940	10.9	26.1	4.9	8.7
April 1950	8.7	35.5	6.4	9.7
April 1960	6.7	43.2	8.1	10.8
March 1970	4.2	57.4	11.6	12.2
March 1975	3.3	64.6	14.5	12.4
Merch 1977	3.0	67.0	16.1	12.5
<i>25 to 29:</i>				
1920 ⁽¹⁾	12.9	22.0	4.5	8.5
April 1940	3.4	41.2	6.4	10.7
April 1950	3.2	55.2	8.1	12.2
April 1960	2.2	63.7	11.8	12.3
March 19709	77.8	17.3	12.6
March 1975	1.0	84.5	22.9	12.8
March 19778	86.8	25.3	12.9
Black and other races				
<i>25 and over:</i>				
April 1940	41.8	7.7	1.3	5.7
April 1950	31.4	13.4	2.2	6.9
April 1960	23.5	21.7	3.5	8.2
Merch 1970	14.7	36.1	6.1	10.1
March 1975	11.8	46.4	9.1	11.4
Merch 1977	9.6	48.5	9.7	11.8
<i>25 to 29:</i>				
1920 ⁽¹⁾	44.6	6.3	1.2	5.4
April 1940	26.7	12.1	1.6	7.1
April 1950	15.4	23.4	2.8	8.7
April 1960	7.2	38.6	5.4	10.8
Merch 1970	2.2	58.4	10.0	12.2
March 1975	0.7	73.8	15.2	12.6
Merch 1977	1.0	76.0	15.5	12.6

¹ Estimates based on retrojection of 1940 census data on education by age.

Note.—Prior to 1950, data exclude Alaska and Hawaii. Data for 1975 and 1977 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 S. Nem.

Table 16.—Percent of illiteracy⁽¹⁾ in the population: United States, 1870 to 1969

Year	Percent illiterate ⁽²⁾
(1)	(2)
1870	20.0
1880	17.0
1890	13.3
1900	10.7
1910	7.7
1920	6.0
1930	4.3
1940	³ 2.9
1947	2.7
1952	2.5
1959	2.2
1969	1.0

¹Illiteracy is defined as the inability to read or write a simple message either in English or in any other language.

²Percentages 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.

³Estimated.

Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 217.

Table 17.—Revenue receipts of public elementary and secondary schools from Federal, State, and local sources: United States, 1919-20 to 1976-77

School year	Amount (in thousands of dollars)				Percentage distribution			
	Total	Federal	State	Local (including intermediate) ⁽¹⁾	Total	Federal	State	Local (including intermediate) ⁽¹⁾
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(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	31.4	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	63.9
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	25,356,858	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	70,802,804	6,210,343	31,065,354	33,527,107	100.0	8.8	43.9	47.4
1976-77 ⁽²⁾	74,370,642	6,105,909	32,267,177	35,997,556	100.0	8.2	43.4	48.4

¹Includes 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.

²Estimated.

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, Statistics of Public Elementary and Secondary Day Schools, Fall 1976*, and *Revenues and Expenditures for Public Elementary and Secondary Education, 1975-76* (in process).

Table 18.—Federal outlays for education. Fiscal years 1976 and 1977

[In millions of dollars]

Level and type of support	1976	1977	Percentage change 1976 to 1977
(1)	(2)	(3)	(4)
Total education outlays	20,073	20,438	1.8
Programs which are primarily educational	9,692	10,873	12.2
Office of Education:			
Educationally deprived children	1,758	1,930	9.8
Support-innovation consolidation	192	173	-9.9
Other elementary and secondary programs	218	249	14.2
Federally affected areas	599	765	27.7
Emergency school aid	213	241	13.1
Education for the handicapped	191	249	30.4
Occupational, vocational, adult	748	693	-7.4
Basic opportunity grants	905	1,387	53.3
Other higher education student support programs	1,244	1,170	-5.9
Other higher education	306	320	4.6
Library and instructional resources consolidation	152	104	-31.6
Student loan insurance and guaranteed loans	120	130	8.3
Salaries and expenses	115	118	2.6
Other Office of Education	53	162	205.7
National Institute of Education	69	64	-7.2
Special institutions	127	154	21.3
Student grants, Social Security Administration	1,352	1,613	19.3
Human development services	495	501	1.2
Other H.E.W.	273	253	-7.3
Other	562	597	6.2
Education support for other purposes	10,145	9,291	-8.4
Health professions training	666	658	-1.2
Veterans readjustment	5,227	3,406	-34.8
Defense	965	1,111	15.1
Child nutrition	1,890	2,792	47.7
Other	1,397	1,324	-5.2
Salary supplements	236	274	16.1

¹ Includes funds for educational development.

Sources: Executive Office of the President, Office of Management and Budget, *Special Analyses Budget of the United States Government, Fiscal Year 1978*; and *Fiscal Year 1979*.

Table 19.—Total and per-pupil expenditures of public elementary and secondary schools:
United States, 1919-20 to 1976-77

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
1967-78	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	70,829,345	62,262,415	750,533	5,920,065	1,896,332	1,699	1,509
1976-77 ⁽⁴⁾	74,801,266	64,448,919	2,034,527	6,236,104	2,081,716	1,782	1,578

¹Includes expenditures for adult education, summer schools, community colleges, and community services (when separately reported).

²Includes current expenditures for day schools, capital outlay, and interest on school debt.

³Includes day school expenditures only; excludes current expenditures for other programs.

⁴Excludes data for adult education and community colleges.

⁵Estimated.

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; Statistics of Public Elementary and Secondary Day Schools, Fall 1976*; and *Revenues and Expenditures for Public Elementary and Secondary Education, 1975-76* (in process).

**Table 20.—Gross national product related to total expenditures⁽¹⁾ for education:
United States, 1929-30 to 1976-77**

Calendar year	Gross national product (in millions)	School year	Expenditures for education	
			Total (in thousands)	As a percent of gross national product
(1)	(2)	(3)	(4)	(5)
1929	\$ 103,400	1929-30	\$ 3,233,601	3.1
1931	76,100	1931-32	2,966,464	3.9
1933	55,800	1933-34	2,294,896	4.1
1935	72,500	1935-36	2,649,914	3.7
1937	90,700	1937-38	3,014,074	3.3
1939	90,800	1939-40	3,199,593	3.5
1941	124,900	1941-42	3,203,548	2.6
1943	192,000	1943-44	3,522,007	1.8
1945	212,300	1945-46	4,167,597	2.0
1947	232,757	1947-48	6,574,379	2.8
1949	258,023	1949-50	8,795,635	3.4
1951	330,183	1951-52	11,312,446	3.4
1953	366,129	1953-54	13,949,876	3.8
1955	399,266	1955-56	16,811,651	4.2
1957	442,755	1957-58	21,119,565	4.8
1959	486,465	1959-60	24,722,464	5.1
1961	523,292	1961-62	29,366,305	5.6
1963	594,738	1963-64	36,010,210	6.1
1965	688,110	1965-66	45,397,713	6.6
1967	796,312	1967-68	57,213,374	7.2
1969	935,541	1969-70	70,400,980	7.5
1971	1,063,436	1971-72	² 82,999,062	7.8
1973	1,306,554	1973-74	² 98,019,434	7.5
1975	1,528,822	1975-76	121,832,613	8.0
1976	1,706,461	1976-77	³ 131,000,000	7.7

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*, January 1976, July 1977, and August 1977.

**Table 21.—Expenditures of Federal, State and local funds for vocational education:
United States and outlying areas, 1920 to 1976**

[In thousands of dollars]

Fiscal year	Total	Federal	State	Local
(1)	(2)	(3)	(4)	(5)
1920	\$ 8,535	\$ 2,477	\$ 2,670	\$ 3,388
1930	29,909	7,404	8,233	14,272
1940	55,081	20,004	11,737	23,340
1942	59,023	20,758	14,045	24,220
1944	64,299	19,958	15,016	29,325
1946	72,807	20,628	18,538	33,641
1948	103,339	26,200	25,834	51,305
1950	128,717	26,623	40,534	61,561
1952	146,466	25,863	47,818	72,784
1954	151,289	25,419	54,550	71,320
1956	175,886	33,180	61,821	80,884
1958	209,748	38,733	72,305	98,710
1960	238,812	45,313	82,466	111,033
1962	283,948	51,438	104,264	128,246
1964	332,785	55,027	124,975	152,784
1966	799,895	233,794	216,583	349,518
1968	1,192,863	262,384	400,362	530,117
1970	1,841,846	300,046	(1)	¹ 1,541,801
1972	2,660,759	466,029	(1)	¹ 2,194,730
1974	3,433,820	468,197	(1)	¹ 2,965,623
1975	4,037,277	536,140	(1)	¹ 3,501,137
1976	5,150,225	543,211	(1)	¹ 4,607,014

¹ State funds are included with local funds in column 5.

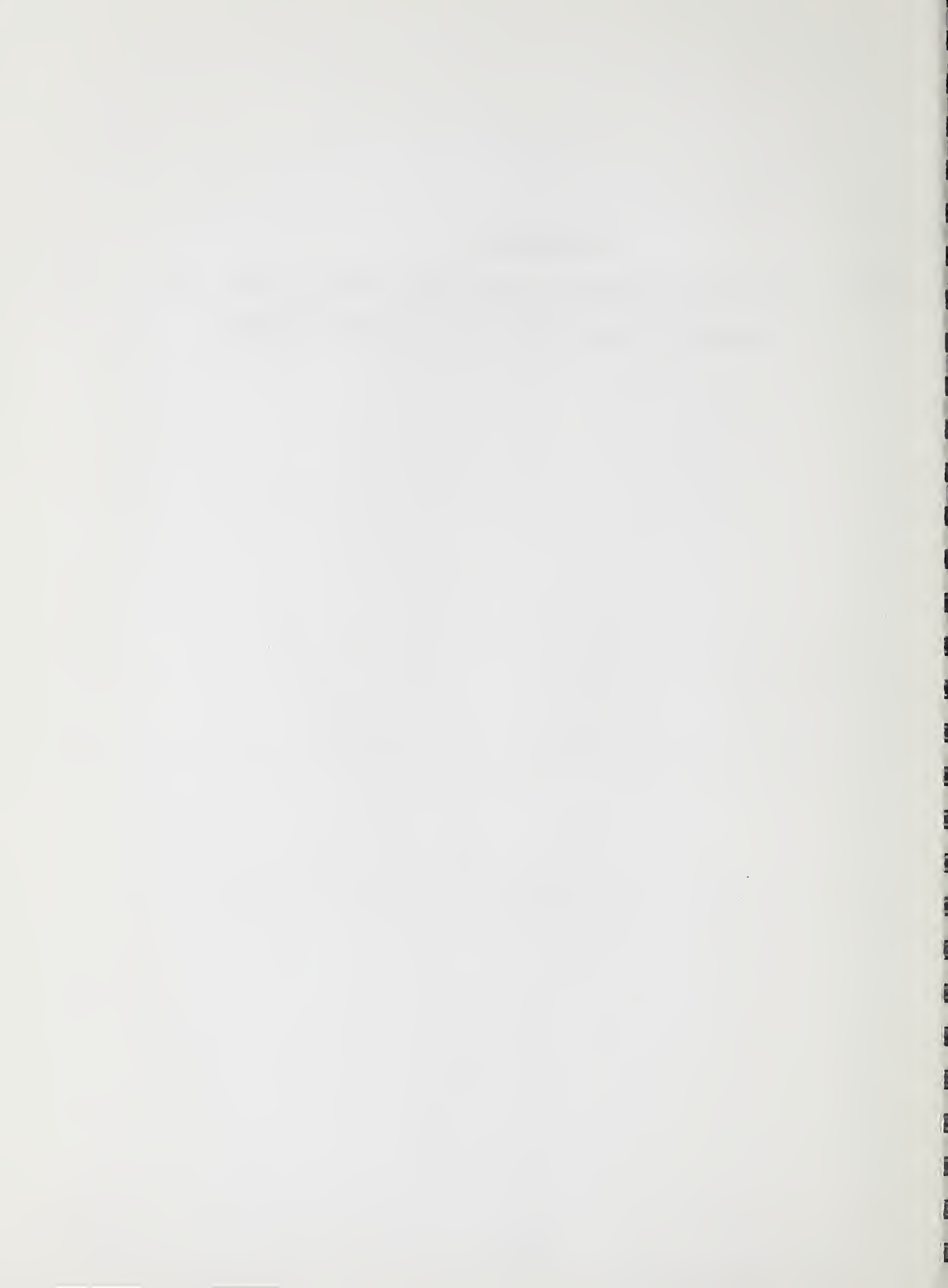
Note.—Because of rounding, details may not add to totals.

Sources: U.S. Department of Health, Education, and Welfare, Office of Education, *Vocational and Technical Education*; and *Summary Data, Vocational Education*.

APPENDIX A

Report on Public Laws 81-815 and 81-874, Fiscal Year 1977

(This appendix is published in a separate volume.)



APPENDIX B

U.S. OFFICE OF EDUCATION

Funding by States -- Fiscal Year 1977

Office of Education, State allocations, actual obligations—fiscal year 1977
(12 months ended September 30, 1977)

Total appropriations

[Amounts in thousands of dollars]

State or other area	ESEA	Indian education	SAFA	ESAA	Education for the handicapped	Occupational, vocational, and adult education	Student financial assistance	Post-secondary education	Library resources	Special projects and training	TOTAL
Alabama	58,900	78	12,848	7,334	6,512	13,977	51,864	12,385	4,147	1,317	169,362
Alaska	7,744	4,129	52,498	969	920	1,704	1,363	1,170	713	498	71,708
Arizona	31,287	5,361	26,103	2,600	3,318	7,037	28,329	4,637	2,676	1,171	112,519
Arkansas	37,572	15	4,187	3,028	2,990	8,099	23,187	4,573	2,363	1,041	87,055
California	280,584	5,700	100,365	34,882	31,008	57,962	235,654	18,723	21,523	6,382	792,783
Colorado	28,458	578	15,070	3,286	4,923	7,579	32,860	3,349	2,917	2,140	101,160
Connecticut	24,140	27	5,269	3,104	5,033	8,177	23,383	2,461	1,209	959	73,762
Delaware	8,089	7	3,304	999	941	1,844	5,212	926	431	332	22,085
District of Columbia	21,703	—	5,407	2,774	8,810	2,174	15,251	4,309	616	5,167	66,211
Florida	84,423	150	23,130	12,470	8,483	23,392	74,339	6,951	7,931	2,097	243,366
Georgia	71,203	—	20,082	8,323	6,992	17,455	46,100	9,335	8,940	1,062	189,492
Hawaii	9,333	—	13,694	3,477	1,412	3,666	6,548	1,770	1,131	366	41,397
Idaho	11,554	514	5,056	180	1,604	3,402	7,407	1,026	1,090	532	32,365
Illinois	117,335	242	15,717	12,572	15,054	30,523	109,421	13,138	3,990	1,417	319,409
Indiana	36,045	7	3,735	3,254	7,810	17,346	46,205	3,678	5,750	954	124,784
Iowa	22,134	83	1,550	620	4,528	9,261	29,911	3,711	3,281	611	75,690
Kansas	20,651	136	8,626	809	5,329	7,275	26,416	4,044	2,574	1,092	76,953
Kentucky	51,391	—	18,466	3,497	6,060	14,055	36,770	6,147	3,693	1,472	141,551
Louisiana	71,768	460	7,915	8,203	5,251	13,262	50,486	6,594	4,332	827	169,098
Maine	11,363	71	3,257	—	1,788	4,286	18,562	1,942	1,382	833	43,484
Maryland	43,446	282	39,575	3,636	6,351	12,348	39,305	3,826	4,425	2,434	155,628
Massachusetts	63,574	249	12,270	6,377	12,589	17,013	89,740	5,749	6,392	2,057	216,010
Michigan	103,508	3,037	7,744	13,270	12,135	26,836	96,892	7,670	9,927	3,200	284,219
Minnesota	43,608	2,805	4,006	2,340	6,239	12,560	52,033	3,093	4,450	1,230	132,364
Mississippi	57,156	427	4,555	6,444	3,761	9,214	43,217	5,524	2,894	1,043	134,235
Missouri	40,023	3	9,374	6,718	6,195	17,681	49,720	6,858	1,721	382	138,675
Montana	11,544	3,198	12,794	697	1,288	2,852	8,839	1,195	1,052	736	44,195
Nebraska	14,855	169	7,730	1,659	2,537	5,405	16,514	1,222	2,847	2,530	55,468
Nevada	3,813	404	5,613	62	1,256	2,317	4,214	971	850	447	19,947
New Hampshire	5,716	—	2,548	349	1,259	3,140	12,557	1,083	1,140	838	28,630

Office of Education, State allocations, actual obligations—fiscal year 1977—Continued
(12 months ended September 30, 1977)

Total appropriations

[Amounts in thousands of dollars]

State or other area	ESEA	Indian education	SAFA	ESAA	Education for the handicapped	Occupational, vocational, and adult education	Student financial assistance	Post-secondary education	Library resources	Special projects and training	TOTAL
New Jersey	64,620	—	15,771	7,152	9,587	18,084	60,780	5,606	2,343	2,053	185,996
New Mexico	25,072	4,437	24,077	3,824	2,393	4,878	20,573	3,474	1,524	479	90,731
New York	272,283	1,204	42,140	31,164	27,723	47,908	253,414	15,661	18,538	11,210	721,245
North Carolina	74,303	1,702	23,787	8,555	6,957	19,747	65,131	14,970	6,030	1,057	222,239
North Dakota	7,972	1,249	6,132	364	1,336	2,124	10,715	2,523	1,003	353	33,771
Ohio	79,384	153	12,368	8,497	13,686	34,156	95,232	8,410	11,260	2,578	266,724
Oklahoma	30,361	7,003	18,049	2,556	3,502	9,830	37,226	4,613	3,069	1,274	117,473
Oregon	27,782	871	4,449	1,702	6,101	8,723	38,076	2,556	2,538	1,309	94,107
Pennsylvania	127,468	166	12,308	4,646	15,411	36,549	115,720	7,278	19,867	2,907	342,320
Rhode Island	9,883	61	4,032	506	2,173	3,661	13,283	813	1,193	406	36,011
South Carolina	45,862	5	17,459	6,552	3,792	11,124	34,905	11,084	3,318	777	134,878
South Dakota	10,048	1,622	7,991	518	1,410	3,009	14,255	2,146	1,504	678	43,181
Tennessee	54,210	—	9,497	4,448	6,252	15,087	50,000	11,138	4,474	900	156,006
Texas	201,573	397	40,306	30,919	16,535	41,371	126,070	17,748	12,845	4,300	492,064
Utah	10,503	652	10,215	1,126	3,008	4,249	12,983	1,926	1,569	764	46,995
Vermont	7,366	—	250	—	1,211	2,211	11,026	1,091	804	550	24,509
Virginia	57,714	26	55,104	6,689	9,021	17,336	42,572	11,127	5,401	1,572	206,562
Washington	36,867	4,399	23,755	4,609	7,315	10,639	41,442	3,798	4,003	1,494	138,321
West Virginia	23,904	—	1,917	775	2,763	6,814	17,568	6,224	2,018	464	62,447
Wisconsin	37,100	1,789	3,172	7,641	6,783	15,063	54,317	5,240	1,813	1,572	134,490
Wyoming	5,500	348	4,270	213	1,121	1,716	3,337	751	875	510	18,641
American Samoa	1,245	—	—	310	359	232	30	274	170	—	2,620
Guam	2,208	—	3,360	631	718	408	878	270	704	281	9,458
Puerto Rico	57,614	—	11,753	1,130	3,445	9,509	99,681	2,535	1,076	391	187,134
Trust Territory	2,672	—	—	371	701	358	1,121	403	452	65	6,143
Virgin Islands	1,425	—	474	357	364	311	291	436	115	71	3,844
TOTALS	2,667,859	54,216	805,124	289,188	336,043	686,939	2,502,925	290,155	224,883	83,182	7,940,515
Bureau of Indian Affairs					1,951				912		2,863
Paris, France					100						100
GRAND TOTAL	2,667,859	54,216	805,124	289,188	338,094	686,939	2,502,925	290,155	225,795	83,182	7,943,478

APPENDIX C

U.S. OFFICE OF EDUCATION

Fiscal Year 1977 Obligations by Program, by State

U.S. Office of Education: Actual obligations, fiscal year 1977
(12 months ended September 30, 1977)

Elementary and secondary education

[Amounts in thousands of dollars]

State or other area	TITLE I										Indo- Chinese refugee aid
	Local educational agencies	Handicapped children	Neglected or delinquent children	Children of migrant workers	State adminis- tration	Special incentive grants	Title I total	Support and innovation grants	State equali- zation		
Alabama	\$ 51,055	\$ 656	\$ 238	\$ 1,400	\$ 527	\$ -	\$ 53,876	\$ 3,142	\$ 146	\$ 137	
Alaska	3,592	1,492	87	-	150	134	5,455	364	32	17	
Arizona	17,846	592	338	3,426	228	506	22,936	1,929	180	127	
Arkansas	29,053	1,569	290	2,856	334	-	34,102	1,769	175	206	
California	156,938	-	1,729	54,859	1,927	-	215,453	17,229	754	6,057	
Colorado	16,718	1,803	192	3,458	207	149	22,527	2,165	108	292	
Connecticut	18,206	1,772	565	1,211	220	206	22,180	-	220	115	
Delaware	4,931	1,084	158	310	151	224	6,858	-	40	16	
Florida	67,774	2,827	1,251	-	889	-	72,741	6,234	305	600	
Georgia	55,154	977	775	2,261	581	-	59,748	8,340	299	93	
Hawaii	6,018	426	64	-	150	-	6,658	742	122	471	
Idaho	4,575	239	93	4,634	150	-	9,691	724	120	30	
Illinois	93,600	12,628	804	976	1,080	-	103,088	-	412	485	
Indiana	25,326	2,618	696	990	296	-	29,926	4,611	207	154	
Iowa	16,637	756	321	112	178	-	18,004	2,464	121	406	
Kansas	14,607	1,107	248	635	167	-	16,764	2,140	100	217	
Kentucky	39,316	1,106	312	4,274	431	-	45,439	4,258	138	114	
Louisiana	58,241	2,161	467	494	620	-	61,983	3,545	250	1,214	
Maine	7,368	731	175	716	147	351	9,488	913	131	12	
Maryland	33,418	2,347	737	934	379	497	38,312	3,383	264	475	
Massachusetts	38,152	8,707	644	1,597	525	3,340	52,965	4,829	224	104	
Michigan	76,788	7,355	1,073	-	936	3,678	89,830	8,132	485	230	
Minnesota	28,857	786	510	953	379	6,640	38,125	3,502	157	401	
Mississippi	48,724	657	344	2,640	518	-	52,883	2,165	102	102	
Missouri	33,534	2,135	418	1,195	373	-	37,655	-	208	333	
Montana	5,980	372	101	857	157	1,132	8,599	663	46	40	
Nebraska	10,220	345	155	284	150	-	11,154	2,853	74	132	
Nevada	2,362	-	134	299	150	-	2,945	514	-	56	
New Hampshire	3,098	677	84	-	150	-	4,009	699	-	10	
New Jersey	52,982	-	812	2,239	625	1,729	66,387	-	277	108	

**U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)**

Elementary and secondary education

[Amounts in thousands of dollars]

State or other area	TITLE I										Support and innovation grants	State equalization	Indochinese refugee aid
	Local educational agencies	Handicapped children	Neglected or delinquent children	Children of migrant workers	State administration	Special incentive grants	Title I total						
New Mexico	\$ 15,261	\$ 395	\$ 174	\$ 2,392	\$ 183	\$ 26	\$ 18,431	\$ 1,095	\$ 59	\$ 64			
New York	202,496	12,227	3,550	3,088	2,287	7,357	231,005	14,640	656	354			
North Carolina	59,094	3,296	1,250	3,241	668	—	67,549	4,561	321	99			
North Dakota	5,256	295	82	749	150	—	6,532	567	113	36			
Ohio	57,264	6,176	1,184	1,495	661	—	66,780	9,201	398	226			
Oklahoma	23,096	697	639	877	253	—	25,562	2,444	114	416			
Oregon	16,762	2,118	601	2,717	231	815	23,244	1,851	99	519			
Pennsylvania	90,313	7,991	1,344	1,622	1,014	897	103,181	18,646	436	466			
Rhode Island	7,117	—	91	—	150	42	7,400	2,496	53	61			
South Carolina	38,748	1,214	768	633	414	—	41,777	2,496	207	61			
South Dakota	6,530	342	89	74	150	—	7,185	1,756	44	30			
Tennessee	46,121	900	983	317	483	—	48,804	3,449	267	92			
Texas	119,591	6,878	1,555	39,926	1,643	—	169,593	10,564	612	1,355			
Utah	6,254	474	115	259	155	635	7,892	1,120	62	88			
Vermont	3,338	1,169	74	108	155	1,105	5,949	414	37	11			
Virginia	45,261	2,318	948	1,533	493	—	50,553	4,194	—	760			
Washington	21,666	1,550	530	5,115	291	191	29,343	2,992	143	576			
West Virginia	20,257	546	317	412	213	—	21,745	1,455	—	21			
Wisconsin	30,659	—	552	822	380	760	33,173	—	285	293			
Wyoming	2,507	276	73	553	150	142	3,701	1,178	101	4			
District of Columbia	11,455	1,820	434	—	150	—	13,859	365	—	14			
American Samoa	767	—	—	—	50	—	817	215	—	—			
Guam	1,016	—	—	—	25	—	1,041	765	—	146			
Puerto Rico	52,996	850	1,073	489	563	—	55,971	6	—	—			
Trust Territory	1,219	—	—	—	25	—	1,244	446	—	—			
Virgin Islands	648	322	—	—	25	—	995	—	—	—			
TOTAL	\$1,906,762	\$109,779	\$30,241	\$160,032	\$23,737	\$32,839	\$2,263,390	\$172,489	\$9,704	\$18,498			

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Elementary and secondary education

[Amounts in thousands of dollars]

State or other area	Bilingual education	Follow through	Right to read	Educational broadcasting facilities	Alcohol and drug abuse education	Environmental education	Ethnic heritage studies	Ellender fellowships	Elementary and secondary education totals
Alabama	\$ —	\$ 988	\$ 490	\$ —	\$ —	\$ 71	\$ 50	\$ —	\$ 58,900
Alaska	1,294	136	309	—	—	122	15	—	7,744
Arizona	4,026	1,335	695	—	—	10	49	—	31,287
Arkansas	—	639	631	—	—	28	22	—	37,572
California	31,267	7,325	1,365	—	360	571	203	—	280,584
Colorado	2,397	316	500	—	—	44	109	—	28,458
Connecticut	1,001	242	211	—	—	126	45	—	24,140
Delaware	228	772	138	—	—	23	14	—	8,089
Florida	2,394	1,503	279	—	360	7	—	—	84,423
Georgia	105	1,750	825	—	—	18	25	—	71,203
Hawaii	872	378	90	—	—	—	—	—	9,333
Idaho	479	252	250	—	—	8	—	—	11,554
Illinois	3,854	2,087	934	—	395	20	60	—	117,335
Indiana	192	605	339	—	—	11	—	—	36,045
Iowa	—	725	351	—	—	63	—	—	22,134
Kansas	176	933	253	—	—	24	44	—	20,651
Kentucky	—	1,055	377	—	—	10	—	—	51,391
Louisiana	3,012	841	817	—	—	25	81	—	71,768
Maine	345	287	167	—	—	20	—	—	11,363
Maryland	253	467	205	—	—	3	84	—	43,446
Massachusetts	3,263	1,255	749	—	—	109	76	—	63,574
Michigan	2,010	1,977	645	—	—	132	67	—	103,508
Minnesota	421	610	297	—	—	30	65	—	43,608
Mississippi	461	1,085	261	—	—	50	47	—	57,156
Missouri	127	1,150	379	—	—	82	89	—	40,023
Montana	897	1,151	91	—	—	10	47	—	11,544
Nebraska	—	508	134	—	—	—	—	—	14,855
Nevada	—	198	100	—	—	—	—	—	3,813
New Hampshire	519	335	129	—	—	15	—	—	5,716
New Jersey	3,455	1,940	370	—	—	83	—	—	64,620

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Elementary and secondary education

[Amounts in thousands of dollars]

State or other area	Bilingual education	Follow through	Right to read	Educational broadcasting facilities	Alcohol and drug abuse education	Environmental education	Ethnic heritage studies	Ellender fellowships	Elementary and secondary education totals
New Mexico	\$ 4,425	\$ 692	\$ 243	\$ —	\$ —	\$ —	\$ 63	\$ —	\$ 25,072
New York	19,977	3,918	849	—	525	106	253	—	272,283
North Carolina	131	1,256	337	—	—	10	39	—	74,303
North Dakota	—	569	110	—	—	—	45	—	7,972
Ohio	565	1,271	794	—	—	50	99	—	79,384
Oklahoma	767	484	482	—	—	—	92	—	30,361
Oregon	742	1,046	271	—	—	10	—	—	27,782
Pennsylvania	1,474	2,471	667	—	—	33	94	—	127,468
Rhode Island	1,383	10	129	—	—	—	35	—	9,883
South Carolina	—	1,008	303	—	—	10	—	—	45,862
South Dakota	265	528	230	—	—	10	—	—	10,048
Tennessee	—	1,003	442	—	—	153	—	—	54,210
Texas	15,738	2,506	766	—	—	79	—	—	201,573
Utah	739	318	275	—	—	9	—	—	10,503
Vermont	286	366	249	—	—	10	44	—	7,366
Virginia	125	1,208	422	—	—	327	125	—	57,714
Washington	1,843	1,559	249	—	—	105	57	—	36,867
West Virginia	—	355	282	—	—	46	—	—	23,904
Wisconsin	517	101	318	—	—	93	37	—	37,100
Wyoming	156	205	135	—	—	20	—	—	5,500
District of Columbia	312	448	5,257	—	—	657	41	750	21,703
American Samoa	213	—	—	—	—	—	—	—	1,245
Guam	256	—	—	—	—	—	—	—	2,208
Puerto Rico	633	743	183	—	—	40	38	—	57,614
Trust Territory	844	—	138	—	—	—	—	—	2,672
Virgin Islands	296	—	89	—	—	—	45	—	1,425
TOTAL	\$114,735	\$54,910	\$25,601	—	\$2,000	\$3,483	\$2,299	\$750	\$2,667,859

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Emergency school aid

(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 programs and projects	Magnet schools	Neutral sites	Training and advisory services Title IV CRA	Total
Alabama	\$ 1,099	\$ 545	\$ 4,583	\$ —	\$ —	\$ —	\$ —	\$ —	\$ 1,107	\$ 7,334
Alaska	99	49	281	—	—	—	—	—	540	969
Arizona	493	274	1,536	246	—	—	—	—	51	2,600
Arkansas	448	222	1,816	—	—	100	—	—	442	3,028
California	4,271	2,426	15,884	527	3,648	3,617	902	129	3,478	34,882
Colorado	321	192	1,520	—	—	407	—	—	846	3,286
Connecticut	311	154	1,220	—	300	351	—	—	768	3,104
Delaware	112	55	438	—	—	82	—	—	312	999
Florida	1,547	667	5,978	2,367	300	200	—	—	1,411	12,470
Georgia	1,401	695	5,412	—	—	158	—	—	657	8,323
Hawaii	408	236	1,742	671	—	—	—	—	420	3,477
Idaho	—	25	—	—	—	—	—	—	155	180
Illinois	1,588	856	5,832	—	2,000	748	—	—	1,548	12,572
Indiana	—	247	1,679	—	—	134	—	—	1,194	3,254
Iowa	—	35	110	—	—	212	—	—	263	620
Kansas	—	—	702	—	—	—	—	—	107	809
Kentucky	269	133	1,127	—	—	1,525	—	—	443	3,497
Louisiana	872	617	5,360	337	—	314	—	—	703	8,203
Maine	—	—	—	—	—	—	—	—	—	—
Maryland	91	68	2,418	—	—	790	—	—	269	3,636
Massachusetts	293	146	1,301	—	—	3,166	—	—	306	6,377
Michigan	1,247	619	5,317	589	—	4,490	576	—	1,597	13,270
Minnesota	—	54	476	—	—	643	165	—	1,002	2,340
Mississippi	1,054	523	4,134	—	—	157	—	—	576	6,444
Missouri	581	253	2,477	—	—	2,232	225	—	950	6,718
Montana	55	28	244	—	—	6	—	—	364	697
Nebraska	56	44	388	—	—	675	366	—	130	1,659
Nevada	—	—	—	—	—	—	—	—	62	62
New Hampshire	—	—	—	—	300	—	—	—	49	349
New Jersey	1,157	481	4,132	—	—	201	493	—	688	7,152

**U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)**

Emergency school aid

[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 programs and projects	Magnet schools	Neutral sites	Training and advisory services Title IV CRA	Total
New Mexico	\$ 266	\$ 150	\$ 1,209	\$ —	\$ —	\$ 1,168	\$ —	\$ —	\$ 1,031	\$ 3,824
New York	3,603	1,788	12,581	1,433	—	8,803	837	—	2,119	31,164
North Carolina	907	691	6,168	—	—	—	—	—	789	8,555
North Dakota	29	18	150	—	—	—	—	—	167	364
Ohio	951	586	4,598	—	—	651	625	66	1,020	8,497
Oklahoma	314	176	1,231	—	—	314	—	—	521	2,556
Oregon	—	48	298	—	—	71	—	—	1,285	1,702
Pennsylvania	896	296	1,921	—	—	—	308	96	1,129	4,646
Rhode Island	—	25	93	—	—	64	—	130	194	506
South Carolina	1,000	496	4,432	—	—	100	—	—	524	6,552
South Dakota	64	—	249	—	—	93	—	—	112	518
Tennessee	666	330	2,783	—	—	—	—	—	669	4,448
Texas	3,760	1,866	16,588	1,955	602	4,126	—	—	2,022	30,919
Utah	75	44	349	—	—	169	—	—	489	1,126
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	1,007	499	3,950	—	300	334	—	—	599	6,689
Washington	242	120	949	—	—	2,797	—	—	501	4,609
West Virginia	—	32	355	—	—	308	—	—	80	775
Wisconsin	135	111	1,068	—	—	3,156	2,582	—	589	7,641
Wyoming	35	20	154	—	—	4	—	—	—	213
District of Columbia	527	256	1,991	—	—	—	—	—	—	2,774
American Samoa	—	—	—	—	—	310	—	—	—	310
Guam	—	—	—	—	—	631	—	—	—	631
Puerto Rico	—	—	—	—	—	1,130	—	—	—	1,130
Trust Territory	—	—	—	—	—	371	—	—	—	371
Virgin Islands	—	—	—	—	—	357	—	—	—	357
TOTALS	\$32,250	\$17,196	\$137,224	\$8,125	\$7,450	\$45,165	\$7,079	\$421	\$34,278	\$289,188

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Indian education

[Amounts in thousands of dollars]

State or other area	Financial assistance to LEAs	Financial assistance non-LEAs	Special projects for Indian children	Special projects for Indian adults	Total
Alabama	\$ 78	\$ —	\$ —	\$ —	\$ 78
Alaska	3,812	—	247	70	4,129
Arizona	2,991	433	1,648	289	5,361
Arkansas	15	—	—	—	15
California	4,374	—	1,033	293	5,700
Colorado	146	—	387	45	578
Connecticut	27	—	—	—	27
Delaware	7	—	—	—	7
Florida	53	97	—	—	150
Georgia	—	—	—	—	—
Hawaii	—	—	—	—	—
Idaho	184	188	142	—	514
Illinois	147	—	—	95	242
Indiana	7	—	—	—	7
Iowa	83	—	—	—	83
Kansas	136	—	—	—	136
Kentucky	—	—	—	—	—
Louisiana	352	—	—	108	460
Maine	71	—	—	—	71
Maryland	183	—	—	99	282
Massachusetts	63	—	100	86	249
Michigan	2,539	110	347	41	3,037
Minnesota	1,516	101	1,015	173	2,805
Mississippi	2	148	—	277	427
Missouri	3	—	—	—	3
Montana	1,080	688	1,266	164	3,198
Nebraska	169	—	—	—	169
Nevada	295	78	—	31	404
New Hampshire	—	—	—	—	—
New Jersey	—	—	—	—	—

**U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)**

Indian education

[Amounts in thousands of dollars]

State or other area	Financial assistance to LEAs	Financial assistance non-LEAs	Special projects for Indian children	Special projects for Indian adults	Total
New Mexico	\$ 2,253	\$ 741	\$ 1,214	\$ 229	\$ 4,437
New York	1,051	—	68	85	1,204
North Carolina	1,403	—	196	103	1,702
North Dakota	372	156	721	—	1,249
Ohio	153	—	—	—	153
Oklahoma	5,122	—	1,226	655	7,003
Oregon	657	—	214	—	871
Pennsylvania	—	—	166	—	166
Rhode Island	—	—	—	61	61
South Carolina	5	—	—	—	5
South Dakota	826	162	523	111	1,622
Tennessee	—	—	—	—	—
Texas	91	—	306	—	397
Utah	303	—	86	263	652
Vermont	—	—	—	—	—
Virginia	26	—	—	—	26
Washington	2,095	193	1,391	720	4,399
West Virginia	—	—	—	—	—
Wisconsin	794	102	776	117	1,789
Wyoming	147	133	—	68	348
District of Columbia	—	—	—	—	—
American Samoa	—	—	—	—	—
Guernsey	—	—	—	—	—
Puerto Rico	—	—	—	—	—
Trust Territory	—	—	—	—	—
Virgin Islands	—	—	—	—	—
TOTAL	\$33,631	\$3,330	\$13,072	\$4,183	\$54,216

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Education for the handicapped

[Amounts in thousands of dollars]

State or other area	School programs State grants	Deaf-blind centers	Early childhood education	Severely handicapped projects	Specific learning disabilities	Regional vocational adult post-secondary programs	Innovation and development	Media and captioned films	Regional resource centers	Recruitment and information	Special education and manpower development	Total
Alabama	\$ 3,366	\$ 423	\$ 217	\$ —	\$ 240	\$ —	\$ 4	\$ —	\$1,018	\$ —	\$ 1,244	\$ 6,512
Alaska	491	140	84	—	—	—	—	—	—	—	205	920
Arizona	1,921	208	376	136	150	—	—	—	—	—	527	3,318
Arkansas	1,829	205	417	—	122	—	8	—	—	—	409	2,990
California	18,609	1,140	1,186	127	597	391	1,410	4,430	630	—	2,488	31,008
Colorado	2,335	807	338	—	—	80	522	—	—	—	841	4,923
Connecticut	2,763	303	164	94	145	—	209	546	—	—	809	5,033
Delaware	622	72	117	—	—	—	—	—	61	—	69	941
Florida	6,381	226	133	153	120	—	195	—	—	—	1,275	8,483
Georgia	4,618	213	580	—	280	—	—	—	—	—	1,301	6,992
Hawaii	836	105	84	—	120	—	—	—	—	—	267	1,412
Idaho	782	112	224	—	120	—	—	—	—	—	366	1,604
Illinois	10,222	461	786	180	398	75	175	799	429	157	1,372	15,054
Indiana	5,011	180	485	140	130	—	847	335	—	87	595	7,810
Iowa	2,635	170	184	110	—	—	—	—	688	—	741	4,528
Kansas	2,061	169	699	351	395	—	455	125	—	—	1,074	5,329
Kentucky	3,099	212	265	—	315	—	740	—	708	—	721	6,060
Louisiana	3,775	209	417	84	—	219	—	—	—	—	547	5,251
Maine	960	8	471	100	—	—	—	—	—	—	249	1,788
Maryland	3,835	480	488	404	—	—	117	205	185	—	637	6,351
Massachusetts	5,213	744	962	137	859	—	845	2,112	68	138	1,511	12,589
Michigan	8,774	555	554	71	—	—	310	140	484	—	1,237	12,135
Minnesota	3,758	221	238	114	681	—	145	—	—	—	1,082	6,239
Mississippi	2,317	218	315	—	—	293	—	—	—	—	618	3,761
Missouri	4,268	214	157	—	265	—	—	169	—	—	1,122	6,195
Montana	735	85	77	—	65	—	—	—	—	—	326	1,288
Nebraska	1,398	118	187	—	—	—	—	521	—	—	313	2,537
Nevada	599	52	108	—	217	—	—	—	—	—	280	1,256
New Hampshire	760	28	223	—	—	—	—	—	—	39	209	1,259
New Jersey	6,458	321	761	—	—	—	135	—	1,187	—	725	9,587

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Education for the handicapped

[Amounts in thousands of dollars]

State or other area	School programs State grants	Deaf-blind centers	Early childhood education	Severely handicapped projects	Specific learning disabilities	Regional vocational adult post-secondary programs	Innovation and development	Media and captioned films	Regional Recruitment and resource centers information	Special education and manpower development	Total
New Mexico	\$ 1,129	\$ 205	\$ 319	\$ —	\$ —	\$ —	\$ 6	\$ 50	\$ —	\$ 684	\$ 2,393
New York	15,738	1,473	707	310	1,094	412	1,841	2,383	741	3,024	27,723
North Carolina	4,993	578	—	—	274	—	120	—	120	872	6,957
North Dakota	671	98	163	—	—	102	—	—	—	302	1,336
Ohio	10,058	350	497	123	100	81	219	482	396	1,314	13,686
Oklahoma	2,354	343	52	—	118	—	—	—	—	635	3,502
Oregon	1,976	199	433	188	113	87	763	60	697	1,585	6,101
Pennsylvania	10,379	476	772	617	486	—	5	—	516	2,160	15,411
Rhode Island	843	140	299	106	—	—	—	—	441	344	2,173
South Carolina	2,711	232	237	80	91	—	—	124	—	317	3,792
South Dakota	699	124	126	—	73	—	—	—	—	388	1,410
Tennessee	3,707	193	179	302	136	—	397	308	—	1,030	6,252
Texas	11,265	1,129	924	405	140	—	104	—	524	2,044	16,535
Utah	1,213	232	306	120	—	—	88	—	466	583	3,008
Vermont	539	39	124	—	—	—	—	—	—	509	1,211
Virginia	4,562	252	960	94	533	—	284	726	57	1,533	9,021
Washington	3,201	740	1,089	276	274	261	376	178	—	920	7,315
West Virginia	1,568	181	355	72	80	—	—	—	—	507	2,763
Wisconsin	4,348	146	552	—	—	—	64	—	694	979	6,783
Wyoming	471	67	114	—	117	—	—	—	—	352	1,121
District of Columbia	669	172	525	85	—	—	412	4,859	61	1,515	8,810
American Samoa	180	20	72	—	—	—	—	—	—	87	359
Guam	581	42	—	—	—	—	—	—	—	95	718
Puerto Rico	2,899	122	—	—	130	—	—	—	—	294	3,445
Trust Territory	579	—	—	—	—	—	—	—	—	122	701
Virgin Islands	319	45	—	—	—	—	—	—	—	—	364
Mariana Islands	—	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	1,951	—	—	—	—	—	—	—	—	—	1,951
Paris, France	—	—	—	—	—	—	100	—	—	—	100
TOTAL	\$200,044	\$15,997	\$20,102	\$4,979	\$8,978	\$2,001	\$10,896	\$18,993	\$9,730	\$45,375	\$338,094

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Occupational, vocational and adult education

[Amounts in thousands of dollars]

State or other area	Basic grants	Work-study	Cooperative education	Program improvement and support	Innovation	Research	Special needs	Consumer and homemaking education
Alabama	\$ 8,990	\$ 127	\$ 265	\$ 519	\$ 263	\$ 266	\$ 403	\$ 828
Alaska	687	14	162	47	189	19	31	64
Arizona	4,522	76	219	95	227	135	217	440
Arkansas	4,943	69	213	287	232	146	221	455
California	38,714	709	779	1,300	623	1,307	1,738	3,563
Colorado	4,208	93	232	—	233	187	185	378
Connecticut	5,079	102	242	294	241	148	228	467
Delaware	803	21	169	—	189	31	35	72
Florida	15,575	254	379	919	364	442	700	1,434
Georgia	11,533	172	304	668	312	337	518	1,062
Hawaii	1,705	33	178	100	84	50	76	156
Idaho	1,934	29	177	114	195	57	87	178
Illinois	19,536	377	490	1,125	421	577	876	1,798
Indiana	11,426	186	317	655	443	338	512	1,051
Iowa	5,853	98	239	334	256	171	263	538
Kansas	4,670	81	222	268	242	139	210	430
Kentucky	8,328	117	255	475	250	240	374	766
Louisiana	9,748	139	276	562	269	289	438	897
Maine	2,503	36	183	145	198	38	112	231
Maryland	7,850	144	279	456	267	232	352	723
Massachusetts	11,142	198	327	661	301	330	505	1,035
Michigan	17,848	332	449	1,042	484	523	801	1,643
Minnesota	8,329	141	277	480	265	237	374	766
Mississippi	5,975	86	228	343	231	174	268	550
Missouri	10,296	163	296	594	443	305	462	947
Montana	1,688	27	175	6	193	51	58	119
Nebraska	3,215	54	198	185	338	95	145	295
Nevada	1,031	19	167	63	187	15	46	95
New Hampshire	1,757	26	174	102	192	52	79	161
New Jersey	12,192	234	363	712	327	364	547	1,122

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Occupational, vocational and adult education

[Amounts in thousands of dollars]

State or other area	Basic grants	Work-study	Cooperative education	Program improvement and support	Innovation	Research	Special needs	Consumer and homemaking education
New Mexico	\$ 2,986	\$ 44	\$ 189	\$ 175	\$ 203	\$ 88	\$ 134	\$ 275
New York	30,621	573	667	1,794	543	882	1,375	2,819
North Carolina	13,194	191	320	764	296	403	592	1,214
North Dakota	1,054	24	172	—	191	41	46	95
Ohio	22,272	378	491	1,292	418	941	1,000	2,050
Oklahoma	6,251	91	232	353	276	185	280	575
Oregon	4,774	77	219	273	224	141	215	439
Pennsylvania	23,771	392	504	1,362	427	701	1,067	2,187
Rhode Island	1,962	31	178	118	232	57	88	181
South Carolina	7,383	104	243	426	244	219	331	680
South Dakota	1,677	26	173	94	191	25	55	143
Tennessee	9,923	140	276	569	264	292	445	913
Texas	27,541	426	530	1,571	447	797	1,235	2,534
Utah	2,711	47	192	9	205	131	140	233
Vermont	1,165	17	165	72	186	17	52	108
Virginia	10,940	178	308	635	287	321	491	1,006
Washington	7,146	122	260	413	260	211	321	657
West Virginia	4,256	59	204	241	213	121	191	392
Wisconsin	10,034	163	297	579	290	296	451	923
Wyoming	615	13	162	—	184	23	27	55
District of Columbia	916	24	171	—	189	35	40	82
American Samoa	60	1	4	—	4	1	8	7
Guam	195	3	11	—	11	4	9	18
Puerto Rico	6,059	101	402	—	385	213	266	545
Trust Territory	192	3	14	—	14	4	8	17
Virgin Islands	138	2	7	—	7	3	8	12
TOTALS	\$439,916	\$7,387	\$14,625	\$23,291	\$14,650	\$13,447	\$19,736	\$40,424

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Occupational, vocational and adult education

[Amounts in thousands of dollars]

State or other area	State advisory councils	Adult education (State grants)	Curriculum development	Vocational personnel development	Bilingual vocational training	Indochinese refugee assistance	Total
Alabama	\$ 152	\$ 1,586	\$ —	\$ 236	\$ —	\$ 342	\$ 13,977
Alaska	106	157	—	41	187	—	1,704
Arizona	106	693	—	97	—	210	7,037
Arkansas	106	982	—	145	—	300	8,099
California	264	5,845	2	567	366	2,185	57,962
Colorado	108	1,411	—	296	—	248	7,579
Connecticut	106	1,136	—	134	—	—	8,177
Delaware	106	328	—	90	—	—	1,844
Florida	260	2,624	—	241	112	88	23,392
Georgia	195	2,047	—	244	—	63	17,455
Hawaii	106	685	66	156	—	271	3,666
Idaho	106	342	—	139	—	44	3,402
Illinois	264	3,981	71	359	60	588	30,523
Indiana	192	1,917	—	241	—	68	17,346
Iowa	111	1,007	—	64	—	327	9,261
Kansas	106	822	—	85	—	—	7,275
Kentucky	140	2,911	—	90	—	109	14,055
Louisiana	164	—	—	124	133	223	13,262
Maine	106	483	—	68	133	50	4,286
Maryland	133	1,491	179	242	—	—	12,348
Massachusetts	191	1,904	114	151	—	154	17,013
Michigan	264	3,124	—	281	—	45	26,836
Minnesota	140	1,291	—	260	—	—	12,560
Mississippi	112	1,055	49	143	—	—	9,214
Missouri	174	3,566	—	145	—	290	17,681
Montana	106	359	—	36	—	34	2,852
Nebraska	106	595	—	179	—	—	5,405
Nevada	106	541	—	47	—	—	2,317
New Hampshire	106	380	—	111	—	—	3,140
New Jersey	207	1,336	61	342	—	277	18,084

**U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)**

Occupational, vocational and adult education

[Amounts in thousands of dollars]

State or other area	State advisory councils	Adult education (State grants)	Curriculum development	Vocational personnel development	Bilingual vocational training	Indochinese refugee assistance	Total
New Mexico	\$ 106	\$ 467	\$ —	\$ 75	\$ 136	\$ —	\$ 4,878
New York	264	6,602	—	456	907	405	47,908
North Carolina	223	2,349	—	201	—	—	19,747
North Dakota	106	360	—	35	—	—	2,124
Ohio	264	3,761	175	1,013	—	101	34,156
Oklahoma	114	1,069	40	309	55	—	9,830
Oregon	106	1,484	—	205	—	566	8,723
Pennsylvania	264	4,463	—	198	137	1,076	36,549
Rhode Island	106	517	—	45	—	146	3,661
South Carolina	125	1,259	—	110	—	—	11,124
South Dakota	106	371	—	39	109	—	3,009
Tennessee	167	1,795	—	213	—	90	15,087
Texas	264	4,368	20	401	343	894	41,371
Utah	106	403	—	72	—	—	4,249
Vermont	106	287	—	36	—	—	2,211
Virginia	185	1,903	—	188	122	772	17,336
Washington	121	972	63	93	—	—	10,639
West Virginia	106	891	—	140	—	—	6,814
Wisconsin	169	1,570	—	227	—	64	15,063
Wyoming	106	472	—	59	—	—	1,716
District of Columbia	106	409	121	81	—	—	2,174
American Samoa	106	—	—	41	—	—	232
Guam	106	—	—	51	—	—	408
Puerto Rico	132	1,406	—	—	—	—	9,509
Trust Territory	106	—	—	—	—	—	358
Virgin Islands	106	—	—	28	—	—	311
TOTALS	\$8,225	\$81,777	\$961	\$9,670	\$2,800	\$10,030	\$686,939

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Higher and continuing education

(Amounts in thousands of dollars)

State or other area	Aid to land-grant colleges		Talent search	Upward bound	Special services	Educational opportunity centers	Strengthening developing institutions	Language training centers, fellowships and research	Fulbright-Hays training grants
	University community services	Annual							
Alabama	\$ 227	\$ 207	\$ 50	\$ 1,124	\$ 1,477	\$ 330	\$ 7,710	\$ —	\$ 13
Alaska	112	155	50	253	40	151	150	—	—
Arizona	216	179	50	606	307	201	1,441	186	11
Arkansas	173	182	50	684	590	—	2,347	—	—
California	926	479	50	3,403	1,987	520	1,590	1,849	540
Colorado	185	186	50	512	278	270	433	125	8
Connecticut	240	200	50	510	—	—	350	539	18
Delaware	121	159	50	93	61	—	100	—	—
Florida	365	262	50	1,029	1,020	—	1,895	273	69
Georgia	333	226	50	1,320	818	209	4,943	—	143
Hawaii	200	163	50	119	255	63	450	261	5
Idaho	127	162	50	196	45	—	—	—	6
Illinois	556	333	50	1,674	1,432	—	5,119	1,405	26
Indiana	431	236	50	583	483	—	200	669	151
Iowa	204	197	50	952	364	—	1,249	31	7
Kansas	244	187	50	430	251	—	2,040	267	95
Kentucky	219	203	50	1,444	940	165	1,712	45	—
Louisiana	235	210	50	939	631	—	4,000	26	3
Maine	197	166	50	685	228	—	325	—	30
Maryland	246	215	50	869	523	—	1,128	25	31
Massachusetts	381	244	50	1,506	553	355	—	864	197
Michigan	426	296	50	1,158	955	—	1,539	1,125	107
Minnesota	240	213	50	673	375	—	379	134	13
Mississippi	181	187	50	1,011	948	—	2,502	—	—
Missouri	271	227	50	581	690	348	3,564	45	29
Montana	126	161	50	105	137	—	350	—	—
Nebraska	155	174	50	132	81	—	250	105	15
Nevada	119	158	50	124	177	105	—	—	—
New Hampshire	128	162	50	237	65	—	225	—	—
New Jersey	365	268	50	1,664	632	—	661	268	86

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Higher and continuing education

[Amounts in thousands of dollars]

State or other area	Aid to land-grant colleges		Talent search	Upward bound	Special services	Educational opportunity centers	Strengthening developing institutions	Language training centers, fellowships and research	Fulbright-Hays training grants
	University community services	Annual							
New Mexico	\$ 139	\$ 167	\$ 199	\$ 517	\$ 438	\$ 180	\$ 1,425	\$ 14	\$ —
New York	960	450	832	3,487	2,451	360	2,012	2,071	514
North Carolina	289	234	167	1,487	1,337	—	9,569	259	50
North Dakota	123	160	70	296	107	—	1,476	—	—
Ohio	549	326	89	1,718	1,223	175	2,393	527	34
Oklahoma	195	192	187	1,219	647	—	1,275	—	—
Oregon	250	185	68	633	224	—	350	112	41
Pennsylvania	614	345	324	1,534	389	—	1,255	772	91
Rhode Island	135	166	—	217	80	—	—	29	—
South Carolina	197	193	124	600	675	—	8,429	—	—
South Dakota	125	161	40	273	82	—	1,125	—	—
Tennessee	260	215	118	1,032	682	—	8,109	13	56
Texas	572	335	812	2,357	2,004	—	8,648	403	43
Utah	141	167	—	409	177	—	200	148	18
Vermont	117	157	57	119	167	—	250	47	—
Virginia	272	227	199	844	955	—	6,902	289	56
Washington	294	206	112	559	226	195	406	628	89
West Virginia	165	179	97	599	383	—	4,289	30	—
Wisconsin	263	223	83	515	599	—	2,025	673	109
Wyoming	112	155	46	105	54	—	100	—	—
District of Columbia	197	162	55	469	719	256	1,000	273	—
American Samoa	26	—	—	—	78	—	140	—	—
Guam	28	151	—	—	—	—	—	—	—
Puerto Rico	123	195	157	340	1,204	117	—	—	—
Trust Territory	—	—	—	—	403	—	—	—	—
Virgin Islands	27	152	—	149	—	—	—	—	—
TOTALS	\$14,122	\$11,500	\$8,758	\$44,094	\$31,647	\$4,000	\$108,030	\$14,530	\$2,704

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Higher and continuing education

[Amounts in thousands of dollars]

State or other area	State commissions (admin.)	State commissions (planning)	Veterans cost of instruction	Cooperative education	College teacher fellowships	Legal training (CLEO)	Public service fellowships	Mining fellowships	Total
Alabama	\$ 9	\$ 55	\$ 749	\$ 241	-	-	\$ 23	\$ 39	\$ 12,385
Alaska	5	32	28	40	-	-	24	16	1,170
Arizona	8	45	684	184	-	-	102	195	4,637
Arkansas	7	45	148	198	-	-	-	-	4,573
California	35	182	4,574	1,197	-	-	342	320	18,723
Colorado	9	48	551	200	-	-	91	257	3,349
Connecticut	8	53	210	144	-	-	64	-	2,461
Delaware	6	34	71	70	-	-	72	-	926
Florida	12	90	1,207	464	-	-	50	47	6,951
Georgia	9	64	627	178	-	-	139	86	9,335
Hawaii	6	36	162	-	-	-	-	-	1,770
Idaho	6	36	115	-	-	-	51	172	1,026
Illinois	16	110	1,035	597	-	-	172	109	13,138
Indiana	10	68	288	151	-	-	80	94	3,678
Iowa	8	51	259	149	-	-	86	55	3,711
Kansas	8	47	128	47	-	-	48	23	4,044
Kentucky	8	54	196	715	-	-	132	62	6,147
Louisiana	9	56	154	-	-	-	61	-	6,584
Maine	6	37	90	63	-	-	-	-	1,942
Maryland	9	59	431	120	-	-	31	-	3,826
Massachusetts	13	72	610	418	-	-	261	109	5,749
Michigan	15	94	764	639	1	-	117	125	7,670
Minnesota	9	58	242	327	-	-	105	125	3,093
Mississippi	8	46	206	115	-	-	26	-	5,524
Missouri	10	65	451	61	-	-	132	203	6,858
Montana	6	35	48	-	-	-	51	62	1,195
Nebraska	7	41	128	22	-	-	-	-	1,222
Nevada	6	34	143	-	-	-	-	55	971
New Hampshire	6	36	116	-	-	-	-	-	1,083
New Jersey	11	83	527	575	6	-	-	86	5,606

**U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)**

Higher and continuing education

[Amounts in thousands of dollars]

State or other area	State commissions (admin.)	State commissions (planning)	Veterans cost of instruction	Cooperative education	College teacher fellowships	Legal training (CLEO)	Public service fellowships	Mining fellowships	Total
New Mexico	\$ 6	\$ 38	\$ 149	\$ 59	\$ 8	—	\$ 46	\$ 39	\$ 3,474
New York	25	163	1,169	588	—	—	373	156	15,661
North Carolina	11	—	919	492	—	—	106	—	14,970
North Dakota	6	35	64	50	—	—	—	86	2,523
Ohio	15	107	483	625	—	—	73	23	8,410
Oklahoma	8	50	507	109	—	—	34	140	4,613
Oregon	8	47	264	270	—	—	54	—	2,556
Pennsylvania	16	117	527	683	—	—	272	289	7,278
Rhode Island	6	37	93	—	—	—	—	—	813
South Carolina	8	50	549	209	—	—	—	—	11,084
South Dakota	6	35	117	38	—	—	24	70	2,146
Tennessee	10	—	371	222	—	—	—	—	11,138
Texas	19	115	1,638	372	—	—	224	156	17,748
Utah	7	38	132	189	—	—	—	250	1,926
Vermont	6	33	20	68	—	—	—	—	1,091
Virginia	10	65	527	461	—	—	145	125	11,127
Washington	10	55	527	323	—	—	63	55	3,798
West Virginia	7	43	102	82	—	—	42	156	6,224
Wisconsin	11	—	312	307	—	—	15	55	5,240
Wyoming	5	33	29	—	—	—	—	62	751
District of Columbia	7	35	104	76	85	750	71	—	4,309
American Samoa	—	30	—	—	—	—	—	—	274
Guam	—	30	11	—	—	—	—	—	270
Puerto Rico	8	47	152	111	—	—	31	—	2,535
Trust Territory	—	—	—	—	—	—	—	—	403
Virgin Islands	—	30	—	—	—	—	28	—	436
TOTALS	\$500	\$2,999	\$23,708	\$12,250	\$100	\$750	\$3,861	\$3,902	\$290,155

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Student financial assistance

[Amounts in thousands of dollars]

State or other area	State student incentive grant	National direct student loan	Loans to institutions	Teacher cancellation	College work study	Supplemental educational opportunity grants	Basic opportunity grants	Total
Alabama	\$ 895	\$ 4,892	\$ 38	\$ 166	\$ 7,711	\$ 3,937	\$ 34,225	\$ 51,864
Alaska	71	91	—	—	406	273	522	1,363
Arizona	894	3,595	17	100	3,701	2,815	17,207	28,329
Arkansas	350	2,199	—	112	4,009	1,206	15,311	23,187
California	9,634	33,524	110	715	33,777	27,516	130,378	235,654
Colorado	786	6,314	31	118	5,527	3,821	16,263	32,860
Connecticut	763	3,922	3	213	4,217	3,077	11,188	23,383
Delaware	161	767	—	8	910	533	2,833	5,212
Florida	1,789	8,373	—	216	11,112	6,068	46,781	74,339
Georgia	1,062	4,128	—	140	8,603	3,549	28,618	46,100
Hawaii	234	1,195	—	11	1,295	802	3,011	6,548
Idaho	194	1,227	—	27	1,593	740	3,626	7,407
Illinois	2,964	14,556	13	418	15,949	10,643	64,878	109,421
Indiana	1,141	7,713	14	179	7,288	5,228	24,642	46,205
Iowa	623	5,142	—	174	4,952	3,939	15,081	29,911
Kansas	650	4,157	29	155	3,607	2,475	15,343	26,416
Kentucky	714	4,127	—	244	6,470	2,580	22,635	36,770
Louisiana	814	4,884	155	163	8,682	2,812	32,976	50,486
Maine	217	2,849	12	21	4,494	4,188	6,781	18,562
Maryland	1,035	4,626	1	50	5,808	4,714	23,071	39,305
Massachusetts	2,035	14,453	150	246	21,655	11,289	39,912	89,740
Michigan	2,552	12,911	—	394	13,734	10,600	56,701	96,892
Minnesota	1,099	6,575	—	227	9,054	7,678	27,400	52,033
Mississippi	522	3,314	—	191	6,348	2,846	29,996	43,217
Missouri	1,173	6,775	—	247	7,583	4,371	29,571	49,720
Montana	165	1,066	—	43	2,198	687	4,680	8,839
Nebraska	395	2,729	—	73	2,458	1,470	9,389	16,514
Nevada	191	725	—	13	759	479	2,047	4,214
New Hampshire	208	1,909	—	25	3,157	2,526	4,732	12,557
New Jersey	1,542	6,651	26	97	9,256	4,784	38,424	60,780

**U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)**

Student financial assistance

[Amounts in thousands of dollars]

State or other area	State student incentive grant	National direct student loan	Loans to institutions	Teacher consultation	College work study	Supplemental educational opportunity grants	Basic opportunity grants	Total
New Mexico	\$ 281	\$ 2,312	\$ -	\$ 92	\$ 3,875	\$ 2,217	\$ 11,796	\$ 20,573
New York	5,906	27,711	36	562	28,868	19,203	171,128	263,414
North Carolina	1,290	7,255	-	208	9,943	6,018	40,417	65,131
North Dakota	164	1,541	-	50	1,990	1,872	5,108	10,715
Ohio	2,243	13,902	21	422	15,643	9,632	53,369	95,232
Oklahoma	881	4,624	-	238	5,098	2,732	23,653	37,226
Oregon	742	6,447	-	83	8,571	5,499	16,734	36,076
Pennsylvania	2,496	14,792	57	335	16,920	11,442	69,678	115,720
Rhode Island	326	2,055	9	30	2,380	1,668	6,815	13,283
South Carolina	731	2,014	25	116	5,944	2,721	23,354	34,906
South Dakota	163	1,889	-	65	2,950	1,656	7,532	14,255
Tennessee	959	5,447	-	205	7,479	4,019	31,891	50,000
Texas	3,184	11,695	44	522	20,861	10,975	78,789	126,070
Utah	439	2,811	6	41	2,280	1,528	5,878	12,983
Vermont	145	1,190	7	18	2,978	2,986	3,702	11,026
Virginia	1,233	5,472	-	189	7,758	3,811	24,109	42,572
Washington	1,173	6,102	76	193	8,064	6,426	19,408	41,442
West Virginia	399	2,716	-	107	3,299	1,927	9,120	17,568
Wisconsin	1,271	8,751	-	225	8,027	10,045	25,998	54,317
Wyoming	92	591	-	15	641	440	1,558	3,337
District of Columbia	437	2,260	-	36	2,573	1,699	8,246	15,251
American Samoa	3	-	-	-	-	-	27	30
Guam	19	-	-	-	-	-	859	878
Puerto Rico	546	3,368	-	189	6,169	3,724	85,685	99,681
Trust Territory	10	-	-	-	463	63	585	1,121
Virgin Islands	4	21	-	-	31	23	212	291
TOTALS	\$60,000	\$310,355	\$890	\$8,727	\$389,118	\$249,972	\$1,483,873	\$2,502,926

Note.—Does not include \$252,292 obligated in the BEOG account. These funds were awarded directly to the students from the Office of Education.

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Library Resources

[Amounts in thousands of dollars]

State or other area	Guidance and counseling	Grants for public libraries	Interlibrary cooperative services	School libraries and instructional resources	Undergraduate instructional equipment	College library resources	Librarian training	Library demonstrations	Total
Alabama	\$ 50	\$ 972	\$ 60	\$ 2,628	\$ 136	\$ 251	\$ 50	\$ —	\$ 4,147
Alaska	6	274	42	304	5	42	40	—	713
Arizona	31	666	52	1,614	105	89	119	—	2,676
Arkansas	28	646	52	1,480	53	104	—	—	2,363
California	281	4,707	158	14,410	975	780	136	76	21,523
Colorado	34	743	54	1,811	105	123	47	—	2,917
Connecticut	47	866	57	—	89	150	—	—	1,209
Delaware	8	325	43	—	20	35	—	—	431
Florida	99	1,948	86	5,214	228	281	75	—	7,931
Georgia	76	1,253	68	7,038	138	271	96	—	8,940
Hawaii	12	384	45	620	31	39	—	—	1,131
Idaho	11	372	45	606	29	27	—	—	1,090
Illinois	150	2,609	103	—	343	411	164	210	3,990
Indiana	73	1,347	70	3,857	154	199	50	—	5,750
Iowa	39	817	56	2,061	96	212	—	—	3,281
Kansas	29	689	53	1,545	82	154	22	—	2,574
Kentucky	46	924	59	2,410	98	144	12	—	3,693
Louisiana	56	1,012	61	2,965	126	93	19	—	4,332
Maine	14	426	46	764	32	100	—	—	1,382
Maryland	63	1,083	63	2,883	122	162	49	—	4,425
Massachusetts	76	1,452	73	4,039	259	367	32	94	6,392
Michigan	129	2,168	92	6,802	276	291	125	44	9,927
Minnesota	55	1,043	62	2,929	163	198	—	—	4,450
Mississippi	34	704	53	1,816	86	154	47	—	2,894
Missouri	67	1,230	67	—	161	196	—	—	1,721
Montana	17	359	44	555	25	52	—	—	1,052
Nebraska	21	533	49	2,091	53	100	—	—	2,847
Nevada	8	324	43	430	18	27	—	—	850
New Hampshire	11	374	45	585	32	93	—	—	1,140
New Jersey	98	1,781	82	—	173	189	20	—	2,343

**U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)**

Library Resources

[Amounts in thousands of dollars]

State or other area	Guidance and counseling	Grants for public libraries	Interlibrary cooperative services	School libraries and instructional resources	Undergraduate instructional equipment	College library resources	Librarian training	Library demonstrations	Total
New Mexico	\$ —	\$ 442	\$ 46	\$ 916	\$ 40	\$ 65	\$ 15	\$ —	\$ 1,524
New York	237	4,108	143	12,245	620	771	273	141	18,538
North Carolina	72	1,360	70	3,815	205	389	50	69	6,030
North Dakota	9	337	44	474	22	42	75	—	1,003
Ohio	146	2,520	101	7,696	298	405	94	—	11,260
Oklahoma	34	779	55	1,858	109	143	27	54	3,059
Oregon	29	687	53	1,548	100	121	—	—	2,538
Pennsylvania	152	2,756	107	15,738	333	548	89	144	19,867
Rhode Island	12	403	45	635	46	52	—	—	1,193
South Carolina	40	799	56	2,088	106	200	12	17	3,318
South Dakota	9	347	44	982	25	69	—	28	1,504
Tennessee	55	1,096	64	2,884	141	203	31	—	4,474
Texas	172	2,794	108	8,835	452	447	37	—	12,845
Utah	18	455	47	937	73	39	—	—	1,569
Vermont	7	301	43	346	24	83	—	—	804
Virginia	66	1,260	68	3,508	159	276	—	64	5,401
Washington	52	954	60	2,503	147	170	96	21	4,003
West Virginia	23	585	50	1,217	58	85	—	—	2,018
Wisconsin	71	1,186	66	—	171	300	19	—	1,813
Wyoming	5	278	42	524	3	23	—	—	875
District of Columbia	28	356	44	—	47	60	81	—	616
American Samoa	6	46	10	104	—	4	—	—	170
Guam	6	62	11	621	—	4	—	—	704
Puerto Rico	48	837	—	—	87	104	—	—	1,076
Trust Territory	6	63	10	373	—	—	—	—	452
Virgin Islands	6	58	11	—	1	8	—	31	115
Bureau of Indian Affairs	6	—	—	906	—	—	—	—	912
TOTALS	\$2,984	\$56,900	\$3,281	\$142,210	\$7,480	\$9,945	\$2,002	\$993	\$225,795

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Special Projects

[Amounts in thousands of dollars]

State or other area	Metric education	Gifted and talented	Community schools	Career education	Consumer education	Women's educational equity	Arts in education	Packaging and dissemination	Educational TV programming	Teacher corps	Total
Alabama	\$ 28	\$ 54	\$ 53	\$ 171	\$ —	\$ 94	\$ 14	\$ 210	\$ —	\$ 693	\$ 1,317
Alaska	—	20	35	60	—	15	—	45	—	323	498
Arizona	—	—	143	224	41	182	20	149	—	412	1,171
Arkansas	76	—	68	245	—	—	10	42	—	600	1,041
California	120	330	222	645	127	739	48	845	—	3,306	6,382
Colorado	24	70	154	501	320	176	20	136	—	739	2,140
Connecticut	35	82	—	129	20	44	30	125	—	494	959
Delaware	—	—	—	45	25	—	—	30	—	232	332
Florida	20	74	115	467	1	139	10	372	—	899	2,097
Georgia	89	55	59	237	10	—	10	212	—	390	1,062
Hawaii	—	54	—	54	24	—	—	—	—	234	366
Idaho	—	97	39	116	38	—	20	30	—	192	532
Illinois	80	13	38	121	27	88	20	315	—	715	1,417
Indiana	26	—	94	135	27	80	30	120	—	442	954
Iowa	90	39	84	—	—	14	10	193	—	181	611
Kansas	—	27	—	37	—	276	10	139	—	603	1,092
Kentucky	114	55	120	431	30	73	10	115	—	524	1,472
Louisiana	17	51	59	88	1	—	20	125	—	466	827
Maine	70	25	—	125	49	—	10	50	—	504	833
Maryland	28	43	44	118	14	42	20	50	1,342	733	2,434
Massachusetts	58	46	137	234	69	482	20	311	—	700	2,057
Michigan	17	21	85	909	244	28	30	308	35	1,528	3,200
Minnesota	—	—	109	163	—	281	20	308	—	349	1,230
Mississippi	—	50	71	59	42	—	10	48	—	763	1,043
Missouri	25	37	—	29	3	—	—	213	—	75	382
Montana	33	—	41	228	—	114	10	68	—	242	736
Nebraska	—	25	—	48	—	144	20	171	—	2,122	2,530
Nevada	22	—	63	42	—	—	—	—	—	320	447
New Hampshire	—	—	43	50	50	173	20	65	—	437	838
New Jersey	44	60	66	44	46	272	20	692	—	809	2,053

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

Special Projects

[Amounts in thousands of dollars]

State or other area	Metric education	Gifted and talented	Community schools	Career education	Consumer education	Women's educational equity	Arts in education	Packaging and dissemination	Educational TV programming	Teacher corps	Total
New Mexico	\$ -	\$ -	\$ 48	\$ 44	\$ 109	\$ 15	\$ -	\$ 50	\$ -	\$ 213	\$ 479
New York	313	385	225	496	524	306	90	457	5,000	3,414	11,210
North Carolina	58	60	81	58	49	98	10	143	-	500	1,057
North Dakota	-	32	-	54	-	-	8	60	-	199	353
Ohio	22	-	90	188	153	330	20	215	-	1,560	2,578
Oklahoma	54	25	40	35	61	61	10	72	-	916	1,274
Oregon	-	18	77	198	108	199	-	60	-	649	1,309
Pennsylvania	67	56	114	276	64	455	18	325	-	1,532	2,907
Rhode Island	-	20	43	45	-	-	-	105	-	193	406
South Carolina	25	44	128	49	-	64	19	90	-	358	777
South Dakota	24	14	29	53	33	-	-	30	-	495	678
Tennessee	26	23	81	45	-	93	20	60	-	552	900
Texas	85	50	203	770	34	332	19	435	232	2,140	4,300
Utah	80	-	66	139	-	-	10	114	-	355	764
Vermont	-	26	-	47	-	78	-	30	-	369	550
Virginia	53	-	134	274	45	-	20	-	391	655	1,572
Washington	22	87	34	122	52	116	16	270	-	775	1,494
West Virginia	139	25	117	35	-	-	10	38	-	100	464
Wisconsin	-	185	46	202	98	119	10	233	-	679	1,572
Wyoming	-	-	-	37	-	-	-	30	-	443	510
District of Columbia	65	121	52	982	597	1,392	1,000	-	-	958	5,167
American Samoa	-	-	-	-	-	-	-	-	-	-	-
Guam	-	60	-	57	-	-	-	-	-	164	281
Puerto Rico	41	-	-	62	-	70	-	-	-	218	391
Trust Territory	-	-	-	65	-	-	-	-	-	-	65
Virgin Islands	-	-	-	47	-	-	-	24	-	-	71
TOTALS	\$2,090	\$2,559	\$3,550	\$10,135	\$3,135	\$7,184	\$1,742	\$8,323	\$7,000	\$37,464	\$83,182

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

SAFA

[Amounts in thousands of dollars]

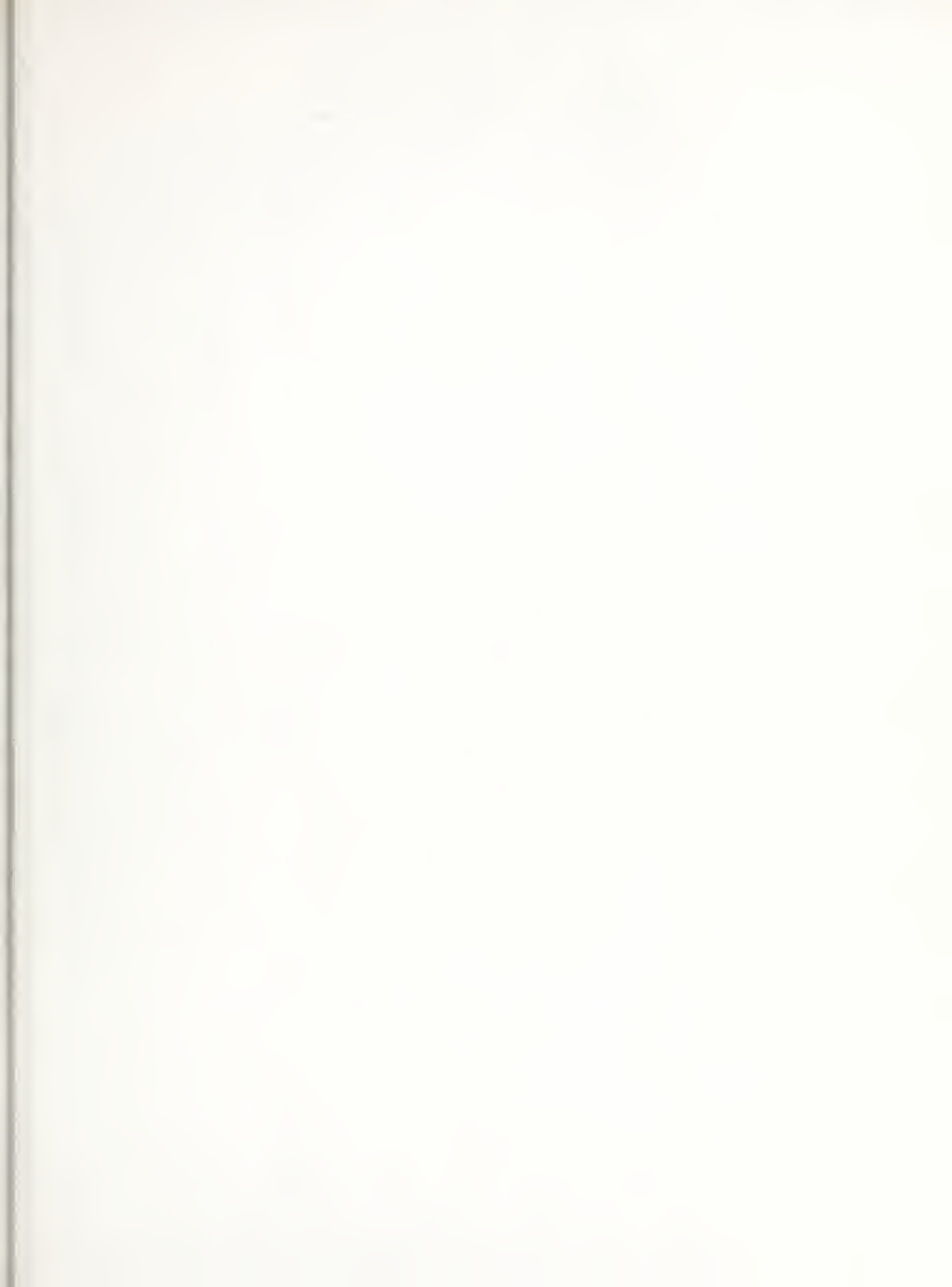
	State or other area	Maintenance and operations (P.L. 874)	Construction (P.L. 815)	Total
Alabama		\$ 12,848	\$ —	\$ 12,848
Alaska		46,025	6,473	52,498
Arizona		26,103	—	26,103
Arkansas		4,187	—	4,187
California		99,844	521	100,365
Colorado		14,816	254	15,070
Connecticut		5,269	—	5,269
Delaware		3,304	—	3,304
Florida		23,130	—	23,130
Georgia		20,082	—	20,082
Hawaii		13,694	—	13,694
Idaho		5,066	—	5,066
Illinois		15,717	—	15,717
Indiana		3,735	—	3,735
Iowa		1,550	—	1,550
Kansas		8,626	—	8,626
Kentucky		18,466	—	18,466
Louisiana		5,947	1,968	7,915
Maine		3,257	—	3,257
Maryland		39,575	—	39,575
Massachusetts		12,270	—	12,270
Michigan		7,744	—	7,744
Minnesota		4,006	—	4,006
Mississippi		4,555	—	4,555
Missouri		9,374	—	9,374
Montana		8,436	4,368	12,794
Nebraska		7,428	302	7,730
Nevada		4,963	750	5,613
New Hampshire		2,548	—	2,548
New Jersey		15,771	—	15,771

U.S. Office of Education: Actual obligations, fiscal year 1977—Continued
(12 months ended September 30, 1977)

SAFA

[Amounts in thousands of dollars]

State or other area	Maintenance and operations (P.L. 874)	Construction (P.L. 815)	Total
New Mexico	\$ 21,277	\$ 2,800	\$ 24,077
New York	42,140	—	42,140
North Carolina	23,787	—	23,787
North Dakota	6,132	—	6,132
Ohio	12,368	—	12,368
Oklahoma	18,049	—	18,049
Oregon	4,449	—	4,449
Pennsylvania	12,308	—	12,308
Rhode Island	4,032	—	4,032
South Carolina	13,996	3,463	17,459
South Dakota	7,861	130	7,991
Tennessee	9,497	—	9,497
Texas	40,306	—	40,306
Utah	10,215	—	10,215
Vermont	250	—	250
Virginia	54,866	238	55,104
Washington	20,852	2,903	23,755
West Virginia	755	1,162	1,917
Wisconsin	3,172	—	3,172
Wyoming	4,270	—	4,270
District of Columbia	5,407	—	5,407
American Samoa	—	—	—
Guam	3,360	—	3,360
Puerto Rico	11,753	—	11,753
Trust Territory	—	—	—
Virgin Islands	474	—	474
TOTALS	\$ 779,802	\$ 25,322	\$ 805,124



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