

Dr. OHRENBERGER. Thank you, Mr. Chairman.

First I would like to present Mr. Tobin, on my right, deputy superintendent of the schools; and Mr. Kennedy, who is the director of our compensatory education program.

I would like to preface my remarks by indicating to the committee that the Boston Public Schools, the largest school system in this particular area, some 93,000 pupils, is particularly grateful to the Federal Government for the great help that we received through the Elementary and Secondary Education Act, and many other acts.

We really marvel at the way the Education Department has put this program on the road, so to speak, in such short time. It is a very difficult assignment. We cite and appreciate the complexity of such a terrific undertaking. But we have been able to do some things in Boston for which we feel there is a great deal of credit to the Office of Education and for that reason we are very, very happy to be here this morning to tell you a little about what we are doing with the funds that you are providing.

Under the Elementary and Secondary Education Act under title I we received last year about \$3.1 million and expect this year about \$3.6 million. Of this amount, we spend about \$2.8 million in the area of compensatory education, and this involves enrichment. This particular program is run by the director of this particular department. The remaining \$800,000 is spent on a program which develops innovation, hopefully to discover materials and programs that would help us and should be expanded throughout our city. This we call our model subsystem. I think it is unique. I think it is something that has received a great deal of credit. Frankly, it is in its infancy and we don't have too much to report on it.

Under title II, we received about \$172,000 for the purchase of books, visual aid and materials, and library facilities. This is administered through the State department of education, as the law provides.

Under title III we have \$207,000 for a planning program which has five separate projects. We expect this particular program to be reported on so that our submission in January hopefully will give us an operational grant. We also are working very closely under title IV through the Institute for Educational Innovation, which also has a planning grant at this particular time.

In addition, I am sure that with the Office of Economic Opportunity we will operate a Headstart program and Neighborhood Youth Corps program, adult basic education and enrichment program in conjunction with private schools in the area, and National Teacher Corps and then, of course, the many other sources of Federal funding, the Smith-House Act, George-Barden, national defense. For all these, we are very, very grateful.

In the area of evaluation, however, at the present time we do not feel that we have an evaluation that could be considered completely scientific, that is self-evaluation. We do have very, very strong convictions, however, that, for example, our reading achievement in our disadvantaged areas has met an advance in the general academic performance in our schools. We see a great evidence in the decline of absenteeism and truancy. We also feel the cooperation now in the community, and parent participation that perhaps was lacking before.