

TABLE 1.—*Level of operations or performance, fiscal years 1964-67*

[Dollar amounts in millions]

Measure and unit	Fiscal year 1964	Fiscal year 1965	Fiscal year 1966 (estimate)	Fiscal year 1967 (estimate)
(a) Magnitude of the program (projects approved).....	70,126	79,000	79,000	79,000
(b) Applicants or participants:				
State educational agencies.....	51	54	54	54
Nonprofit private schools.....	40	32	75	75
(c) Federal finances:				
Unobligated appropriations available.....	\$84.1	\$76.6	\$88.2	\$63.2
Obligations incurred.....	\$81.4	\$74.9	\$88.2	\$63.2
Allotments or commitments made.....	\$84.1	\$76.6	\$88.2	\$63.2
(d) Matching or additional expenditures ¹	\$71.3	\$77.2	\$91	\$103.2
(e) Number of Federal Government employees administering, operating, or supervising the activity (administering).....	² 36	35	28	36
(f) Non-Federal Government personnel employed (State supervisors) ³	227	227	265	275
(g) Other measures of level or magnitude of performance—Loans to nonprofit private schools:				
Applications received.....	44	35	85	85
Loans approved.....	40	32	75	75

¹ Matching funds necessary only under title III, sec. 303(a), of the act.² Estimated.³ In science, mathematics, and modern foreign languages.5. *Estimated magnitude of program in 1970*

Not answered.

6. *Prospective changes in program orientation*

Not answered.

7. *Coordination and cooperation*

Coordination of the program's operations is effected by the Division of Plans and Supplementary Centers and the Division of Program Operations of the Bureau of Elementary and Secondary Education.

The Divisions work with State educational agencies to which grants are made and with private nonprofit elementary and secondary schools to which loans are made.

8. *Laws and regulations*

Title III of the National Defense Education Act of 1958, enacted on September 2, 1958, as Public Law 85-864. For amendments and text of the act, see Compendium of Statutes, pages 163-176. The most recent amendment is title IV of the Higher Education Act of 1965 (Public Law 89-329).

PART II. DATA BEARING ON ECONOMIC ASPECTS AND IMPACTS OF THE PROGRAM

9. *Economic effects*

(a) *Personal income*.—The equipment purchased under this program helps the student better grasp the subject area taught, by offering to him clear examples of practices in the subject (via science experiments, language labs, etc.). With a greater grasp of the field, and possibly a greater interest in the field, the student should be better prepared for a higher income occupation than might otherwise be possible.

(b) *Worker placement and productivity*.—Productivity should be raised for the same reasons as those given above.