

into a comprehensive plan adapted to local needs. However, neither the local schools nor the States have the resources to extend this local coordination and short-range planning to a long-range project of regional or Statewide planning and coordination.

During the 1965-66 school year, \$27 billion was spent on education by local education agencies. With expenditures of that magnitude, a program of systematic Statewide planning and evaluation must be established if duplication is to be avoided and maximum efficiency is to be attained.

If the evaluation and planning of education programs is to be effective, it must be carried out close to the people to be served by those programs. The American system of education is founded on the principle of State and local control. The responsibility for educational planning, therefore, rests at the State and local levels. State educational agencies now set standards for our schools and qualifications for our teachers. Local schools are directly responsible to local school boards. The best planning—that which will be most responsive to the needs of the persons to be served—must be carried out at the State and local levels.

If State and local educational agencies are to continue to carry out their present role in educational planning and if the administration of Federal educational programs is to reflect the intent of Congress, the Federal Government must share some of the burden placed on those agencies. This can be done by assisting them in developing comprehensive systems of planning and evaluation which will aid them in meeting educational goals at all levels of education, from preschool programs through postgraduate education.

Proposal

Title V of the Elementary and Secondary Education Act would be amended to establish a 5-year program of grants to States by the Commissioner of Education for programs of comprehensive, systematic, and continuous planning, and for evaluation of education at all levels, except that the inclusion of the field of higher education would be optional with the State. Any State desiring to receive a grant would designate or establish a State agency to be responsible for carrying out, or supervising the carrying out, of the comprehensive planning, except that, if the State so decided, the planning for higher education could be carried out by a separate agency, provided that there was assurance of effective coordination between the two. To be eligible for a grant, the programs set forth in the State's application would include: setting educational goals; developing through analysis alternate means of achieving these goals; planning new and improved programs on the basis of these analyses; developing and strengthening the competencies of the States for conducting objective evaluations of educational programs; and collecting, compiling, and analyzing significant data concerning education in the State. State applications would be submitted to the Governors for their review and recommendations.

Seventy-five percent of the funds appropriated would be apportioned among the States, the District of Columbia, and the outlying areas for grants according to State plans. The remainder of the appropriation would be reserved for grants to public and private nonprofit agencies, institutions, or organizations for special projects related to educational planning and evaluation on an interstate, regional, or metropolitan area basis.

\$15 million would be authorized for comprehensive planning for fiscal year 1968.

III. FACT SHEET: INNOVATION IN VOCATIONAL EDUCATION

Background and need

The changing character of the American economy and the resulting change in manpower needs require that our schools anticipate the demands which will be made of their students in the future. In the next few years, employment opportunities in the professional, semi-professional, and technical fields will increase more than 40 percent, while job opportunities for unskilled workers and agricultural workers will actually decline. Opportunities in public service, in business, and in the professional and personal service fields are expected to increase at a much faster rate than in other areas. These shifts in the structure of the American labor market impose ever-increasing demands upon high school students. They must make decisions about schools which affect their entire lives, when they know very little about opportunities which will be available to them.