

Council of Chief State School Officers is completing a study giving thorough treatment to the historical development of State educational agencies, thus providing a basis for determining their needs and evaluating their progress.

There are various other possibilities for using these assigned funds available to the Commissioner, and certainly among them would be making contributions for planning activities to such organizations as the Compact of the Western States, the Southern Regional Education Board, and New England Board of Higher Education, Appalachian Commission, and other such organizations which can be very effective planning agencies and need support for those activities on a regional basis rather than just a State basis.

Mr. QUIE. Could I ask one question in explanation?

In section 524, you can use 25 percent of the money for this purpose. Can grants be made to church-related schools or parochial schools?

Mr. HOWE. I would like to give you an answer on that at a later time, because it is an important question and we would like to be sure that we fully looked at it, Mr. Quie. May we do that?

Mr. QUIE. That is acceptable to me.

Mr. HOWE. Thank you very much.

(The information requested follows:)

Section 524 authorizes grants and contracts for special projects "related to the purposes of this part." The overall purpose of the part is to strengthen comprehensive planning of a broad scale nature. Grants will not be made for individual schools to carry out projects; but rather to agencies with broad responsibilities for planning to meet educational needs. Therefore no grant would go directly or indirectly to either a public or private school.

This program is designed to strengthen "planning and evaluation" competencies—not to provide services to students in the schools. Special projects would go to organizations which have special competencies to carry out projects for planning or for assessing resources on a broad basis—a large metropolitan area or an interstate regional study, for example. Private agencies would be eligible to carry out these special projects; in effect a project would be contracted out to a private agency just as public agencies can contract for other services, but the project would serve a public purpose—to know what our educational needs and resources are and to plan the best use of public resources to achieve our goals.

Special project authority has the particular purpose (in the language of Section 524) of improving comprehensive planning on an interstate, regional, or metropolitan area basis. No funds would be used to enable a private agency to plan for the construction of church-related schools, just as no public funds would be used to pay architects' fees for nonpublic schools. But in projecting future educational needs and resources, the private schools are a highly significant part of the picture and that would be taken into account in the planning. Total educational needs and goals cannot be set if the States do not have some idea of what the private schools are expected to do and what the special educational needs of children who attend those schools may be.

It should also be pointed out that both public and private institutions of higher education would be appropriate agents to carry out special projects related to planning and evaluation.

Section 524 would be covered by the limitation in section 705:

"Nothing contained in this Act shall be construed to authorize the making of any payment under this Act, or under any Act amended by this Act, for religious worship or instruction."

Mr. HOWE. This, then, Mr. Chairman, gives you a picture of this new amendment to title V which has to do with comprehensive educational planning.

I would like to now move to title VI of the Elementary and Secondary Education Act, enacted in the last session, and a program for the