

TITLE V, PART B

This new Part B would authorize \$15 million for fiscal year 1968 and such sums as necessary for the next four fiscal years for educational planning and evaluation. After a 25% "set aside" to finance special projects to be approved by the Commissioner, the new formula of Part A would be applied in allocating approximately 73% of the funds to the states.

Section 523(a) (1) then requires a *State educational planning agency* as the sole agency for state administration, except that special arrangements can be made for dual administration if the state elects to include higher education and organizes a *State higher educational planning agency* as well.

The law imposes a planning-program-budget-system upon the applicant, leaving the identity of the applicant state agency vague. Applications must in any event be submitted to the Governor for review and recommendation. Under Section 523(a) (3), the applicant must make provisions for setting Statewide educational goals, with priorities; make through analyses alternative means of achieving these goals; plan new programs and improvements of existing programs on the basis of these analyses; develop state conducted evaluation on a continuous basis; and develop and maintain a permanent system of information for assessment of educational progress. Under Section 523(b) the State planning agency can do these things itself or contract to have them done by public or private agencies, institutions or organizations.

Mr. Chairman, many persons experienced in education would approve such systems analyses for the Pentagon in spending billions of dollars for defense. Determining between supersonic bombers or more nuclear submarines, or otherwise how to get "the biggest bang for a buck," is quite different from making the educational judgments necessary to evaluate thousands of programs for the education of children and youth. The conclusions of systems analysis evaluations will depend on these educational judgments, and many citizens will be doubtful that Part B should be enacted.

On this point, I cannot speak for the Council of Chief State School Officers. What I say now is personal, because the Council has no specific policy as of today on this specific proposal. But I am of the opinion that Part B objectives are already authorized by the currently effective Title V, considering that Section 503(a) (1) (2) (3) (4) authorizes grants to the State educational agencies for making plans and operating evaluation systems in any ways they could under the new Part B, except that they now have no authority to contract for their responsibilities to be performed by other agencies or organizations or commercial developers or operators of systems of the PPBS type.

The addition of Part B to Title V seems necessary only to provide federal controls of the specifics of these processes and to use federal financial incentives to enforce these controls. Both carrots and sticks for enforcement are present, including authority to make the allotment of any non-participating state available to others which agree to participate.

AMENDMENTS TO TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT—
SUPPLEMENTARY EDUCATIONAL CENTERS

Mr. Chairman, the Administration's bill before this committee carries no suggestion that there should be amendments to Title III of ESEA this year. The Council of Chief State School Officers differs strongly on this point, and although we do not propose to consume a great deal of the time of the committee on this today, we hope there will be amendments of Title III of ESEA in this session of Congress.

In the annual business meeting of the Council in New Orleans on November 18, 1966, the following resolution was passed unanimously by the membership:

"STATE RESPONSIBILITY FOR ADMINISTRATION OF TITLE III OF THE ELEMENTARY
AND SECONDARY EDUCATION ACT OF 1965

"The Council approves the purposes of Title III. It provides for the development of supplementary centers and services to improve the quality and quantity of education; to increase the use of results of educational experimentation, research and creativeness in teaching and learning; and to stimulate broad local, state and federal cooperation in providing exceptional educational opportunities for all children and youth.