

Projects related to the national interest and designed to invent or demonstrate solutions to problems in the areas listed below will receive priority funding. These areas are:

- (1) Curriculum improvement;
- (2) Organization and administration;
- (3) Personnel (selection, education, and use);
- (4) Pupil personnel services; and
- (5) Planning of facilities.

We should not lose sight of the ultimate goal of Title III, that being to enhance the quantity and quality of education for all youth.

II. State leadership

An analysis of the first year of operation of PACE reveals some very important facts. States in which the departments of education have taken the responsibility to organize for and give direction to title III at the State level have submitted projects which (1) are of higher quality, (2) more exemplary and innovative in content and service, (3) significantly relate the State's assessment of educational needs of problems at the local level to solutions in the national, State, and local interest, and (4) have apparently made full and wise use of funds available to that State.

III. Kinds of strategies

States are encouraged to develop models of strategies which will result in better utilization of title III funds. As indicated previously, many of our States have excellent organizational and functional patterns for administering PACE. Following are a few suggestions for kinds of procedures which might be expanded upon by State departments of education to organize for title III.

(1) *Regional organization.*—Local school superintendents might assemble under the auspices of the State education agency and divide the State into an appropriate number of regions. Policy statements would be formulated for such a plan and presented to the State board of education for adoption. A legal body to act as fiscal agent for the region would be established. Each region would be entitled to an available pro rata share of title III funds, depending upon (a) the educational needs and (b) the number of children in each region. Local school superintendents within the region and the State title III coordinator could decide on a priority basis what kinds of programs and/or services should be proposed. It is conceivable that one or more title III projects might originate from within a region. This strategy would provide systemization of PACE programs within the State.

(2) *Political grouping.*—Several school units or LEA's may decide to cooperate in the submission of a title III project. In such a case it would be wise to send a letter of intent to the State department of education title III coordinator to get an opinion on the feasibility of such a program in that area and the probability of receiving funding. This not only provides a type of sanction for the project, but helps the State in its efforts to coordinate title III activities. Should this kind of grouping occur it would be necessary to select an LEA as fiscal agent for the project.

3. *Local education agency.*—An exemplary or innovative idea for a PACE project may emanate from a single school unit. In such a case it would again seem feasible to write a letter of intent to the State education agency receiving sanction and providing system to the funding of projects in the State. This letter should convey a project estimate of benefits to the LEA and other LEA's in the area. Officials from these localities would need to become involved in the project at some state of its development.

4. *Interstate cooperation.*—If local education agencies from adjoining States feel a coalition of efforts is desirable the following steps may be taken:

1. Decide which LEA from each State is to be the fiscal agent.
2. Obtain information, sanction, and leadership from the title III State coordinators of the respective States.
3. LEA's from each State will submit duplicate proposals to the States and USOE for review and possible funding. In such an arrangement the total project budget would be the same, but State budgets for the said project would perhaps read differently. For example, one State may wish to pay the director's salary, another may take care of consultants fees, travel, etc.

5. *Content groups.*—This might be an alliance between two or more local school agencies, formed to work on a common problem. Again, State department per-