

1. The timing of Federal authorizations, appropriations, regulations, and allocations is not conducive to encouraging logical and methodical planning on the part of local and State school officials. The effectiveness of Federal aid to education could become more pronounced if congressional authorization patterns and school years could become more compatible.

Chairman PERKINS. Let me state at this point that I am most hopeful that after the debate on this bill this year and the debate on the education appropriation bill which may come in mid-April that we can eliminate this problem once and for all, so that you can plan in a timely and orderly manner.

I know you are frustrated by the way we have been coming along with slow authorizations and then slow appropriations, and everybody hardly knows in which direction to turn. It just does not provide such action on their part, good administration at the local level. We are going to do our best to eliminate that.

Mr. VITTELOW. Thank you, Mr. Chairman.

2. The bulk of Federal funds for education should come to the States under a minimum foundation type of an approach that is based on an objective formula which would consider the financial ability of a State to support education.

3. All of the Federal funds coming into a State for preschool, elementary, and secondary education should be routed through the departments of education. There should be no exception to this approach.

4. The basic planning by the U.S. Office of Education should be done with departments of education early enough in a fiscal year so as to assure enough leadtime for budget reviews and implementation procedures on the part of local school districts.

5. Serious consideration should be given to the development of an aid-to-construction bill for public elementary and secondary schools. A formula, including provisions for need versus local school districts' building bonding potential and usage, should be considered.

6. General opposition is given to the regionalization concept of the U.S. Office of Education. It is felt that such an approach simply constitutes another layer of regulatory control over the educational structure of the States. Existing or proposed offices could better serve the cause of education in the realms of planning and consultative services to State departments of education in a region.

7. Federal guidelines and regulations relating to education should be developed through more cooperative procedures with the States. Currently, there is a general tendency for State personnel to be brought into the process after basic guideline direction has been established by the U.S. Office of Education. At this point the States are advised of basic intent, or clarifications made of already written guidelines and/or regulations.

Specific concerns, support, and/or recommendations relating to H.R. 6230 may be grouped in the following manner:

*Title I, ESEA.*—Full support and appreciation is given to two amendments which are extremely beneficial to the Commonwealth of Kentucky:

1. The revised "Federal percentage" factor which will be used to determine maximum grants during fiscal year 1968 based on the aver-