

For the benefit of Mr. Erlenborn and Mr. Eshleman, let me say that the one thing that we pressed for this morning was longtime authorization so that the school districts can plan.

We also brought to the attention, which I assume every school superintendent is bringing to your attention, the fact that the appropriation system of the Federal Congress does not coincide with the fiscal school year, and this creates a problem for schools.

Therefore, you have to have two things: You have to have authorization so you can plan and we, as educators, now have to work on the Appropriations Committee to educate them to the fact that we have a new problem, 89-90 is the first time that we have ever really created the problem of having to appropriate money from the Congress to meet a fiscal school year. I think as the members of the Appropriations Committee become aware of this they in turn will be more sympathetic.

Mr. ERLBORN. Will the chairman yield?

Chairman PERKINS. Go ahead.

Mr. ERLBORN. I have a question or two. I notice on the first page of your statement, Mr. Lumley that you say after only 2 years there have already been major impacts on the scope and quality of American education.

Do you think that we presently have a yardstick by which we can measure this impact?

Mr. LUMLEY. No, sir. In title I, for instance, we believe that the impact has been different in different school districts.

There has been a tremendous impact in some school districts. It was brought out by some witness this morning that school districts title I funds have been used to a degree as welfare funds, not educational funds.

Mr. ERLBORN. Do you think in the near future we will be able to devise means of again making a subjective assessment of whether we are getting the value from this program that we should?

Mr. LUMLEY. I personally would hope the national assessment program that is being conducted will give us at least a base from which we can start and that we can move from that to a program which you are providing for in 6230 State evaluation which will set up some system of evaluation within the States. It is absolutely essential to give the State money and the opportunity to plan an evaluation program because unless we do this, I think the Congress can say this is not good enough.

Mr. ERLBORN. You recognize it is incumbent upon the educational community to come in with this assessment if you are to convince Congress to carry this program along.

Mr. LUMLEY. No question about it at all.

Mr. ERLBORN. One problem that relates to Headstart is, I understand, at least in my State of Illinois, there is no way of identifying in the public school system those children who have participated in Headstart. The State superintendent of public instruction tells me he cannot get this information.

How will it then be possible in the first, second, or third grade to tell whether these Headstart pupils have benefited from the Headstart program if you are not able to identify them?