



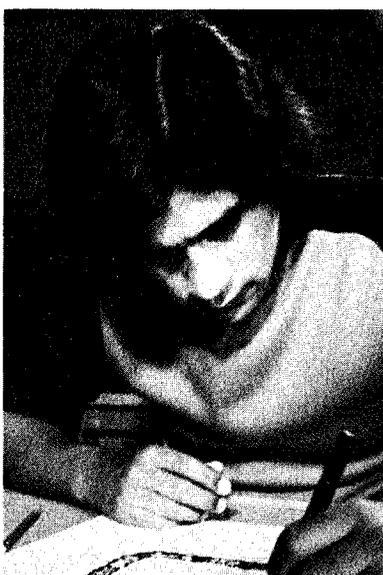
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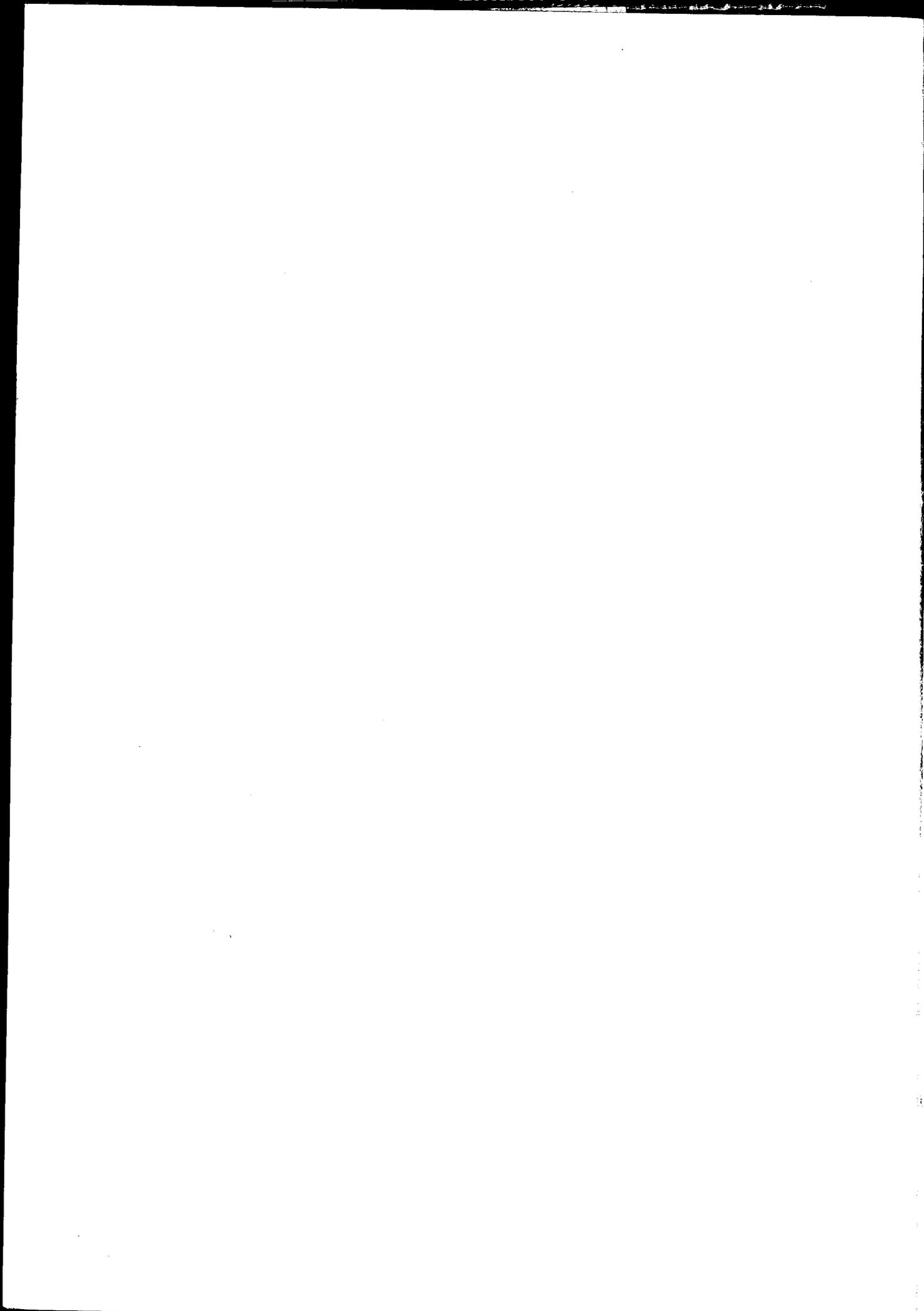


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# BIENNIAL REPORT



Texas  
Education  
Agency  
1972-1974



## DEDICATION

*J. W. Edgar, Texas commissioner of education for a near quarter century, built one of this nation's major school systems on a single cornerstone: professional and public support. This concern for the will of the people, linked through the years to an innate integrity, gave Texas a unique leader during a time of growth and change. Dr. Edgar viewed the post as one offering "the highest responsibility and greatest honor that can come to a school man." During the 24 years from 1950 to 1974, he made those words a part of his own daily living as the chief state school officer for Texas.*

*This 48th Biennial Report is dedicated to him and to the legacy of service he gave to the people of Texas.*

48th Biennial Report

Texas Education Agency  
201 East 11th Street  
Austin, Texas 78701

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# Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street  
Austin, Texas  
78701

To the Honorable Governor of Texas and  
Members of the Sixty-fourth Legislature:

It is an honor to submit for your consideration the Forty-eighth Biennial Report of the Texas Education Agency. This report, required by Section 11.26(a)(4), Texas Education Code, describes the major aspects and achievements of public school education in Texas during the scholastic years of 1972-73 and 1973-74.

This narrative report contains information on the programs of Texas public schools. The Annual Statistical Reports for 1972-73 and 1973-74 concerning the programs administered by the Texas Education Agency are supplements to the Biennial Report. Recommendations from the State Board of Education for legislative consideration are submitted to you as separate booklets.

We hope that this report will provide accurate information regarding the responsibilities of the Texas Education Agency for coordinating and directing the State's public school educational programs while leaving all possible control and administration to local school districts.

Respectfully submitted,

Ben R. Howell, Chairman  
State Board of Education

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(Effective September 1, 1974)



**Public School  
Education in Texas**

# Statutes, Policy Set State Role In Education

Recognition of the state's responsibility for public school education is of long standing. The Texas Constitution of 1845 took the first steps toward a commitment in Article Ten which asserts that

*. . . it shall be the duty of the Legislature of this state to make suitable provision for the support and maintenance of public schools.*

Article VII of the Constitution of 1876 speaks to the Legislative duty "to establish and make provision for support for. . .an efficient system of public free schools."

Over the years state statutes have reflected this commitment and have expressed public policy regarding education. Chapter 11 of the Texas Education Code establishes the Texas Education Agency and assigns to it "general control of the system of public education at the state level." At the same time the Code asserts that all educational "functions not specifically delegated to the Central Education Agency shall be performed by county boards of education or district boards of trustees."

Chapter 16 of the Code establishes the Foundation School Program and guarantees "to each child of school age in Texas the availability of a Minimum Foundation School Program for nine full months of the year. . ."

State Board of Education policies are designed to implement these mandates. Basic principles of Board stewardship are expressed in the following policies:

*The Board believes local school boards are the best agencies for managing and controlling operations in school districts. . .(Policy 1201.3)*

*Recognizing that public education is accomplished at the cost of Texas citizens, the Board establishes policies designed for economical management of the Foundation School Program and other programs supervised by Texas Education Agency to full value for each educational dollar spent. . . (Policy 1201.4)*

*The State Board of Education shall furnish vital, energetic, and responsible leadership and shall establish priorities for goals and objectives for the public education system in Texas. . .(Policy 1201.5)*

*The principle of accountability, the intent to produce the maximum possible benefit to pupils commensurate with the financial and other resources invested by the public in the education process, shall be endorsed. . .(Policy 1201.6)*

Two themes emerge from both state statutes and Board policies: state leadership and local autonomy. It is within this context that activities and programs of the Texas Education Agency are carried out.

Goals for Public School Education in Texas set the direction.

# GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS

## STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

### A. Intellectual Discipline

1. Knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
2. Skill in the logical processes of search, analysis, evaluation, and problem solving.
3. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

### B. Economic and Occupational Competence

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
3. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

### Citizenship and Political Understanding and Competence

1. Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship.

2. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.

3. Competence in judging the merits of competing political ideologies and candidates for political position.

### D. Physical and Environmental Health, and Ecological Balance

1. Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
2. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
3. Competence in recognizing and preventing environmental, ecological, and health problems.

### E. Appreciation of Culture, Language, and Life Style Diversities and Their Corresponding Aesthetic Values

1. Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.
2. Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism.

### F. Competence in Personal and Social Relations

1. Knowledge about basic psychological, sociological, and cultural factors affecting human behavior.
2. Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
3. Competence for adjusting to changes in personal status and social patterns.

### G. Use of Leisure Time

Competence and skill in creative and responsible use of leisure time.

## II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

- A. The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.
- B. Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.
- C. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.
- D. The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

## III. ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

Spring 1973



Texas Education Agency

Adopted October 3, 1970  
Revised April 14, 1973  
The State Board of Education

## Move to Cities, Industrialization Affect Education

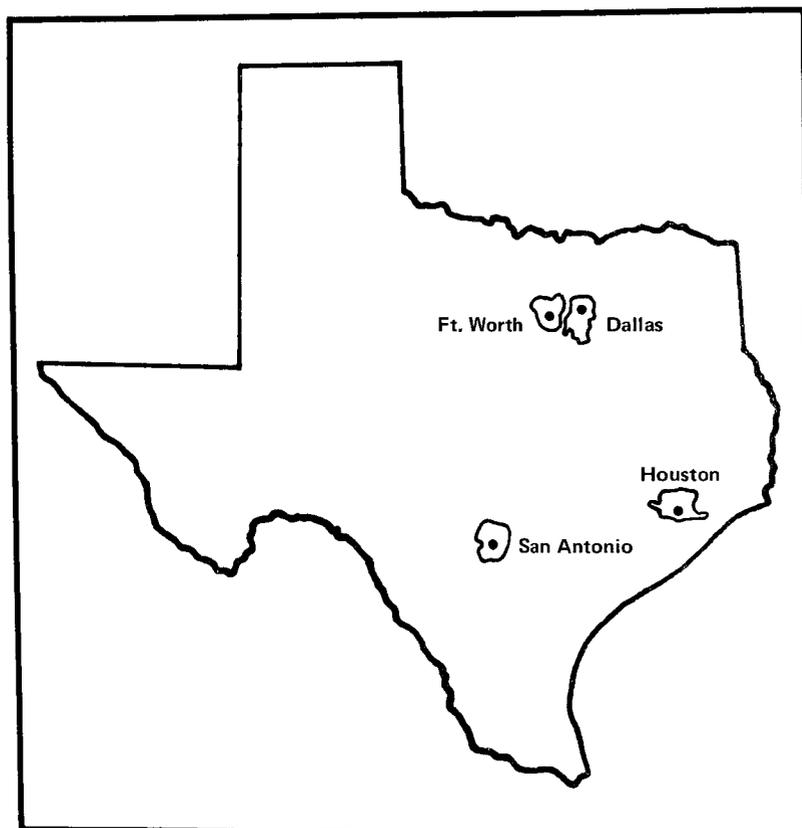
Public school education both reflects and helps shape the people it serves. It grows from their need, provides the base for their development, and follows wherever they go.

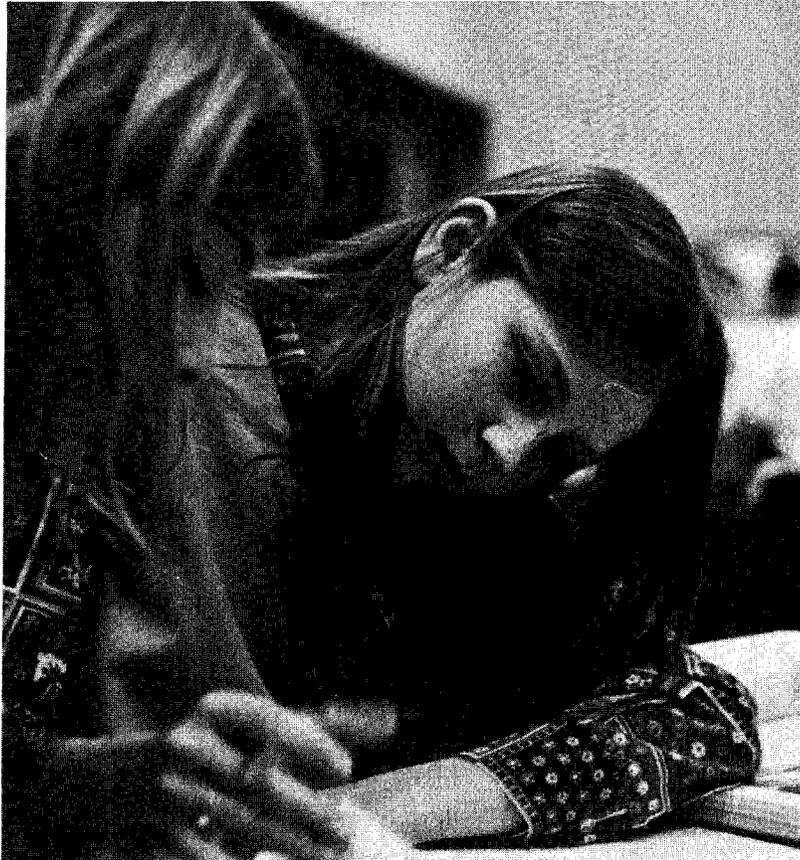
Who are the people of Texas? Where do they live? How do they make their living? The following brief information is compiled from a series of reports based on the U.S. Census of 1970 written by Population Research Center staff members and published in the *Texas Business Review*.

In 1970 the Texas population totaled some 11.2 million people: 7.8 million Anglo and "other," 2 million Spanish-surnamed, and 1.4 million black. While the state's population increased by almost 17 percent from 1960 to 1970, more recent studies point to a slower growth pattern during the current decade.

Now estimated to rank third in population among the 50 states, Texas is rapidly moving its people to the cities. Of the nearly 1.6 million population increase during the 1960-70 period, about 85 percent occurred in the state's four largest cities — Houston, Dallas Fort Worth, and San Antonio. These four Standard Metropolitan Statistical Areas include more than 46 percent of the state's total population. Nonmetropolitan State Economic Areas, which include most of those counties which do not have major metropolitan areas, experienced net losses of population during these years ranging as high as 15 percent.

Four  
Metropolitan  
Areas  
Include  
46 Percent  
of Texas'  
Population





This continuing move to the urban areas naturally affects the way Texans make their living. For example, the increased importance of professional services, trade, and the finance industries has meant an overall change toward occupations which require education and technical training. In 1950, only 36.8 percent of the Texas labor force were white-collar workers (professionals, managers, sales, and clerical workers) and the remaining 63.2 percent were blue-collar (craftsmen, farm workers, service, and private household workers). By 1970, 49 percent of the work force was employed in white-collar jobs.

Shifts in the concentration of the labor force from agricultural enterprises into manufacturing and trade have implications for how and where men and women live, the education they need, and even the health hazards they face. Professional and related services have shown the greatest increment during the past 10 years, a trend that holds true for both Texas and the entire country.

Some indication of the educational attainment of the Texas population emerges from an analysis of the 1970 census data. For example, information from a sample of Texans 25 years old and over shows that 47 percent of the group had completed four years of high school. At one extreme, 4.5 percent had completed five or more years of college, while at the other, three percent had no schooling at all. The median years of schooling completed by residents 25 years old and older was 11.7.

# Statistical Profile Shows Diversity Of Texas, Schools

Like other Americans, Texans are diverse. They are multilingual, multicultural, and even within their own state multiregional.

Naturally, the Texas public school system reflects this diversity in its planning and its people. The following statistics were selected from reports compiled by the National Education Association to illustrate these differences. Interstate comparisons are difficult to make, as various states gather data differently. Although these statistics must be read with that in mind, they are illustrative of the place of Texas in the changing national framework of public school education.

The Texas population on July 1, 1973, totaled 11,794,000, including 2,962,000 school-age young people. Texans, judging by these figures, are relatively young.

Its birth rate of 18.9 infants per 1,000 people is relatively high, ranking sixth in the nation.

Increasingly urban, Texas ranks eleventh in the nation in the percentage of people living in communities of 2,500 population or more. But, there is still breathing room. The state ranks 33rd nationally in population density with an average of 45 people per square mile.

Average daily membership in Texas public schools, third largest in the nation, totaled 2,714,357 during 1973-74. The percentage of school-age young people attending classes, however, was much lower — 92.6 percent for an eleventh place national ranking.

The ratio of teachers to students presents quite a different picture. Here, Texas is in 26th place on the 50-state scale with 21.5 students per teacher.

Based on 1972 figures, financial resources place Texas at sixth place with a \$46,486,000,000 total personal income. Personal income per pupil in average daily attendance is quite different, however. Here, Texas ranked 32nd in the nation in 1972 with \$18,612. In 1970, a median family income of \$8,486 placed Texas one notch lower at 33rd place.

In estimated public school revenue receipts per pupil in average daily attendance Texas ranks 35th with \$1,061. Estimated current expenditures for public elementary and secondary schools per pupil in average daily attendance in 1973-74 places Texas in 37th place with \$898. However, total expenditures per student in public elementary and secondary school were estimated to be \$1,080.

## 1972-74 Focuses On School Finance, Effective Teaching

Concerted efforts directed toward a new educational plan and a method of financing it marked both the beginning and the end of the 1972-74 Biennium, including

- . Submission of the State Board of Education recommendation for a Public School Finance Plan to the Sixty-third Legislature
- . Revision of the Board Plan for presentation to the Sixty-fourth Legislature

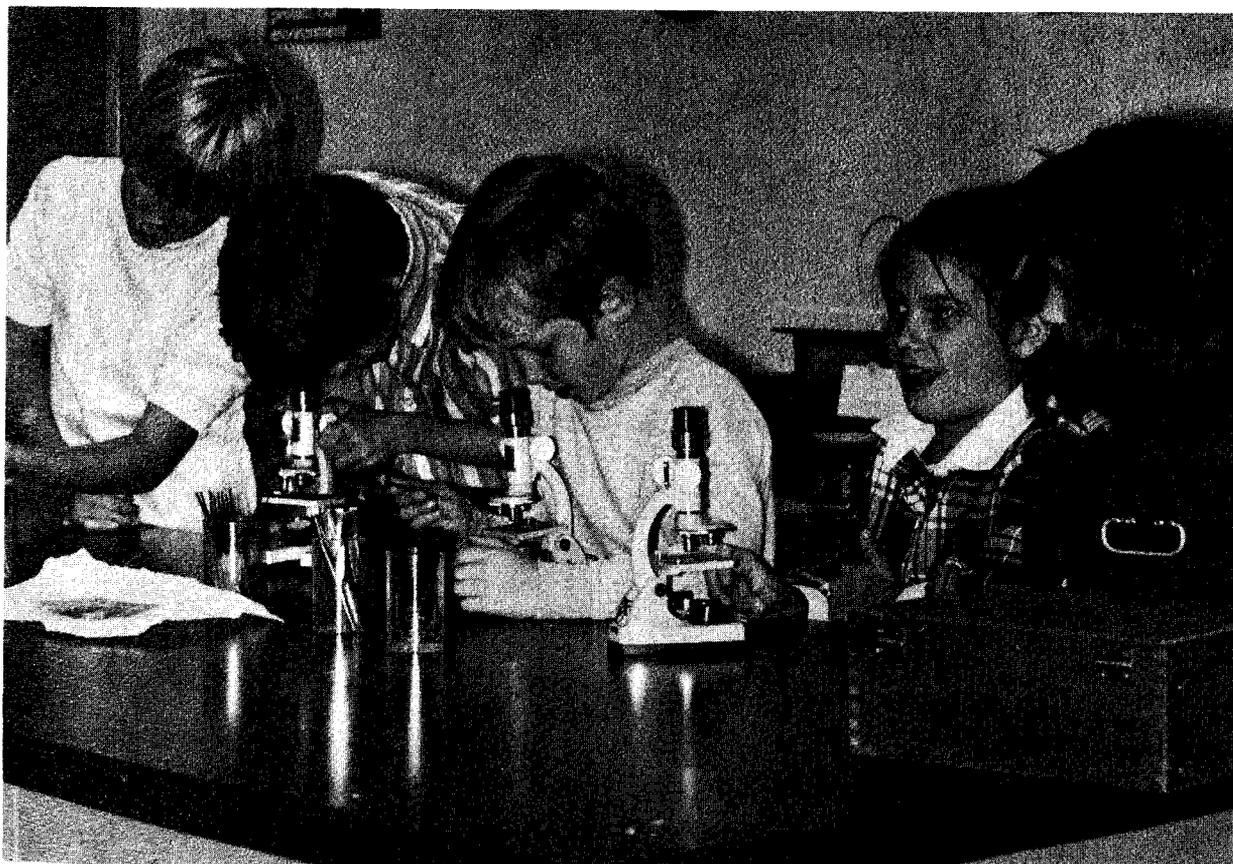
Concern for strengthening multicultural and bilingual education was expressed in a number

of developments, among them

- . Revision of the Goals for Public School Education in Texas by the State Board of Education to call for developing in all Texas pupils "Appreciation of Culture, Language, and Life Style Diversities"
- . Activities for further implementation of bilingual programs
- . Activities to strengthen administrator and teacher understanding of and competence in multicultural education

Major attention was placed upon strengthening teacher competencies and providing an adequate supply of trained teachers in such areas as special education, bilingual education, and vocational education, resulting in

- . An increase in the number of teacher training institutions offering programs leading to certification in these areas
- . State Board of Education approval of one or more competency-based teacher





education programs in approximately 70 percent of Texas' teacher training institutions

- . Emphasis upon providing inservice activities based upon identified needs

The biennium was also characterized by the movement toward accountability, beginning with the emphasis upon Goals for Public School Education and including

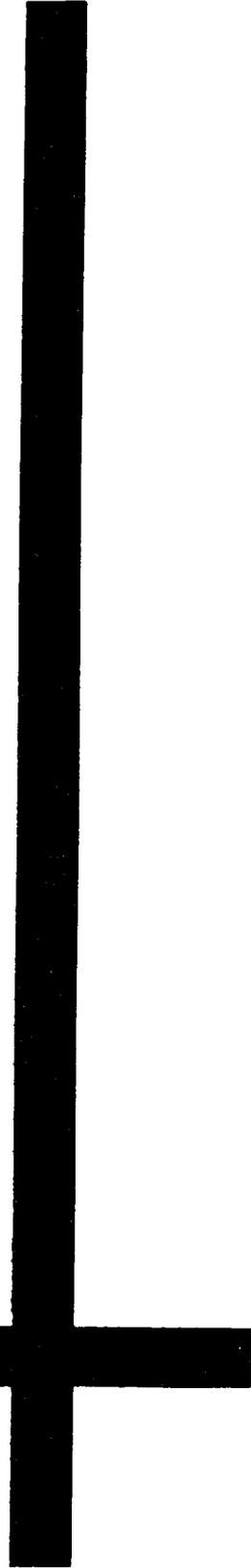
- . Agency efforts to improve its own internal planning, budgeting, and evaluation
- . Needs assessment activities to secure information about the status of Texas pupils, especially in such areas as reading, mathematics, and career education
- . Strengthening of data gathering and utilization both within the Agency and in education service centers and school districts

Continued emphasis was placed upon strengthening education service centers and their role in assisting school districts.

Agency leadership efforts were also devoted to implementing career education and crime prevention and drug education programs in all Texas schools.



# Texas Pupils



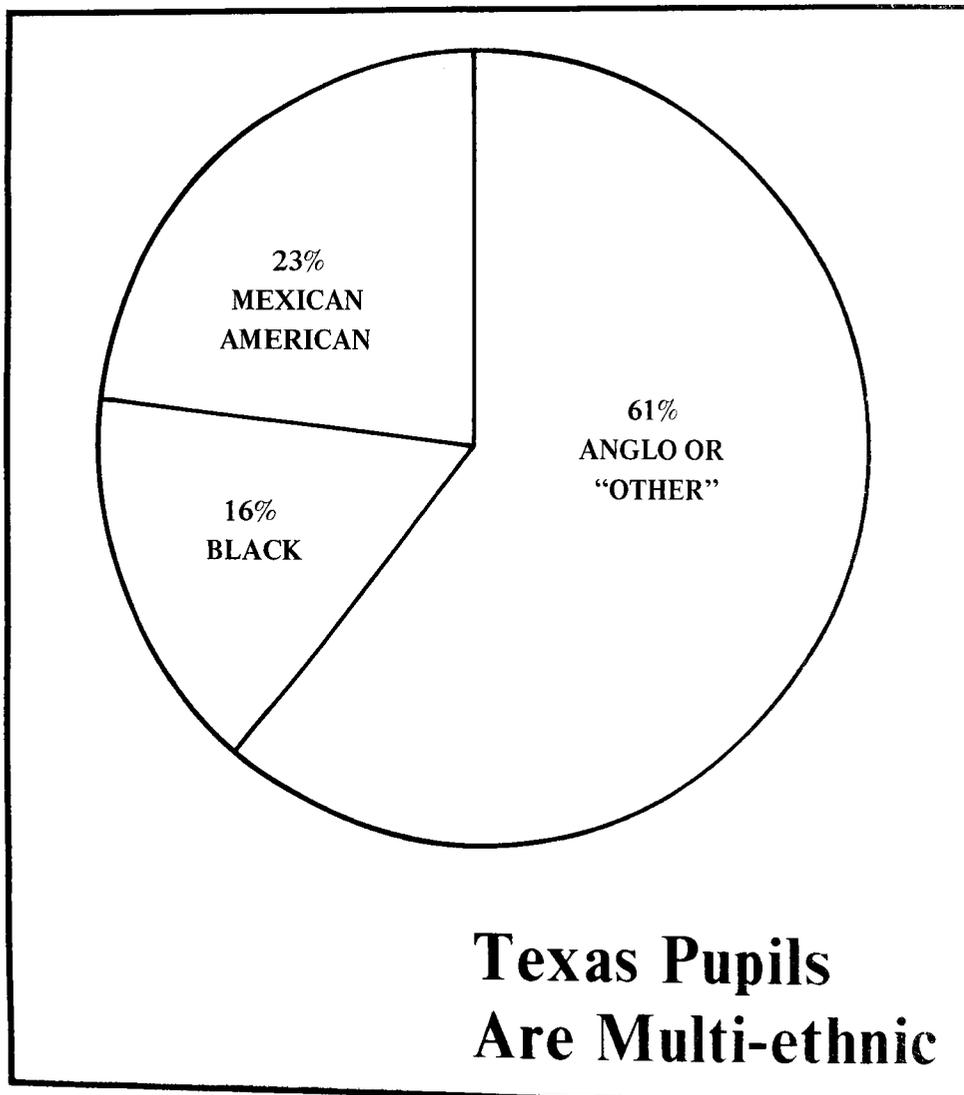
## Students Reflect Wide Diversities Of Texas Citizens

Under the Texas Education Code, the “pupils” served by the state’s system of public school education may range from children three years old in early childhood programs for the handicapped to senior citizens in adult education programs.

Naturally, these students and their needs reflect the usual differences among people along with the diversity of income, ethnic backgrounds, and the urban-rural patterns inherent in the state itself.

The largest single student body—nearly 2.9 million boys and girls — includes all public school pupils attending classes from kindergarten through the twelfth grade.

Ethnically, they reflect their communities: 23 percent Mexican American, 16 percent black, and 61 percent anglo or “other.”



# Small Percentage Of Districts Serve Majority of Pupils

Texas' pupils attended school in 1,146 school districts in 1973-74, ranging from the Houston Independent School District with 188,334 in average daily attendance to Provident City Independent School District with one pupil.

- 84 percent of the pupils attended school in 24 percent of the districts.

Forty-six of Texas' districts in 1972-73 each had more than 10,000 pupils. These districts represented 4 percent of the total number of districts in the state. However, their average daily attendance represented 54 percent of the total.

At the same time, 561 districts, approximately 49 percent of the total, each had fewer than 500 pupils in average daily attendance.

In recent years, student enrollment has been declining in the four largest districts—Houston, Dallas, Fort Worth, and San Antonio. These districts plus El Paso, Austin, and Corpus Christi serve one quarter of all Texas pupils, including 47 percent of the black and 29 percent of the Mexican American scholastics in the state.



## School District Trends

- 1972-73 – 1,157 districts in state
- 1973-74 – 1,146 districts in state
- 1972-73 – 1,099 accredited districts
- 1973-74 – 1,087 accredited districts
- 1972-73 – 112 accredited nonpublic school systems
- 1973-74 – 103 accredited nonpublic school systems

## Pupil Population Distribution

1972-73	1973-74
25.3% in 7 largest districts	24.7% in 7 largest districts
48.4% in 7 largest metropolitan areas	48.5% in 7 largest metropolitan areas
48.6% in 8.6% of districts	48.5% in 8.7% of districts

# Reliable Information Basic for Effective Educational Planning

Since information is basic to educational planning at the state, regional, and local levels, the Texas Education Agency has directed time and resources to collecting reliable data about the state's pupils.

In the fall of 1971, as a part of its statewide design for needs assessment, the Texas Education Agency tested a sample of sixth grade pupils in reading and mathematics. The tests measured achievement of 48 reading objectives and 209 mathematics objectives among 22,000 pupils on a representative sample of Texas campuses. Results were reported in terms of the percentage of pupils who achieved each objective.

On each objective, wide differences in performance were found among pupils of various ethnic groups, among pupils from campuses serving communities of various sizes and types, and between pupils from homes having high and low educational emphasis.

One direct result of having such information as this was identification of reading and mathematics as one of the top three priorities of the State Board of Education.

	Schools Involved In Testing Program	No. of Districts	No. of Students
1971	Ten percent sample	174	22,092
1972	Volunteer No cost to district	576	145,946
1973	Volunteer Cost 45¢/student	547	129,963

Since 1971 these criterion-referenced tests have been provided to districts to assist them in local needs assessment efforts and to facilitate individualization of instruction.

Results of two widely used college entrance examinations, offered by private testing companies, also provide information about a segment of the state's pupil population.

In the 1973-74 school year, 52,160 Texas high school seniors out of a total 12th grade enrollment of 167,810 took the American College Testing Program (ACT). According to information supplied by the testing company, the typical student in this group had an ACT composite score of 17.7; the national average for college-bound students was 18.9.

Some 47,500 Texas high school seniors, many of them the same students as those taking the ACT, took the College Board Scholastic Aptitude Test (SAT). Information on these students supplied by the testing company indicates that they are academically able and socially self-confident.

Of the 43,698 students responding to the question regarding ethnic background, 17 percent said they belonged to a minority group — 7 percent black, 8 percent Mexican American, 1 percent Oriental, and 1 percent "other minority groups." The percentage of college bound minority students in Texas was considerably above the national average of 13 percent and above the two preceding years in Texas, when 13 percent in 1971-72 and 15 percent in 1972-73 identified themselves as members of minority groups.

Texas seniors taking the test averaged 439 on the SAT in verbal ability and 475 in mathematical ability out of a possible 800 total. The average scores for all college bound seniors in the nation in 1974 were SAT-verbal 444 and SAT-mathematical 480.

About 10,000 of the Texas students who took the SAT also took one or more of the College Board's subject-matter Achievement



Tests. Average scores for Texas students were above the national averages in English composition, American history, mathematics, and chemistry but lower in biology and Spanish.

#### Holding Power

How many pupils drop out of Texas public schools? Currently, this is a question without a definitive answer. Reliable statewide data on which an answer could be based simply do not exist.

A number of school districts now keep detailed records on pupils who drop out between September and May each year. However, most of these studies do not have information on the student who may stay in class through the end of the term – but not come back the following year.

To get some indication of the holding power of public schools, the Texas Education Agency has analyzed enrollment and graduation figures over a period of years. The Agency's latest report, *Enrollments and Holding Power of*

*Texas Public Schools* (Spring 1973), consists of tables and figures showing enrollments by grade for successive years and enrollments by age for successive years. A number of factors result in distortions of such information; for example, non-promotion, a factor which differs widely among grades, may swell some enrollments; students moving to other states or entering private schools may show up in statistics as dropouts.

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#### Graduates of 1971-72 as a Percentage of the 9th Grade Enrollment of 1968-69\*

1968-69 9th Grade Enrollment	1971-72 Graduates	
	Number	Percentage of 9th Grade Enrollment of 1968-69

220,448	153,633	69.7%
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\*Source: *Enrollments and Holding Power of Texas Public Schools*

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## Study of Graduates Points to Popularity Of Practical Courses

Another study sheds further light on Texas' pupils and schools. The Texas Education Product Study, completed in March 1973 by the Southwest Educational Development Laboratory under contract to the Texas Education Agency, summarizes the views and experiences of a sampling of former students who left Texas high schools as graduates or as dropouts during 1963-64 and 1968-69. The probability sample included former students from 89 school districts varying in size, geography, ethnic membership, and economic conditions.

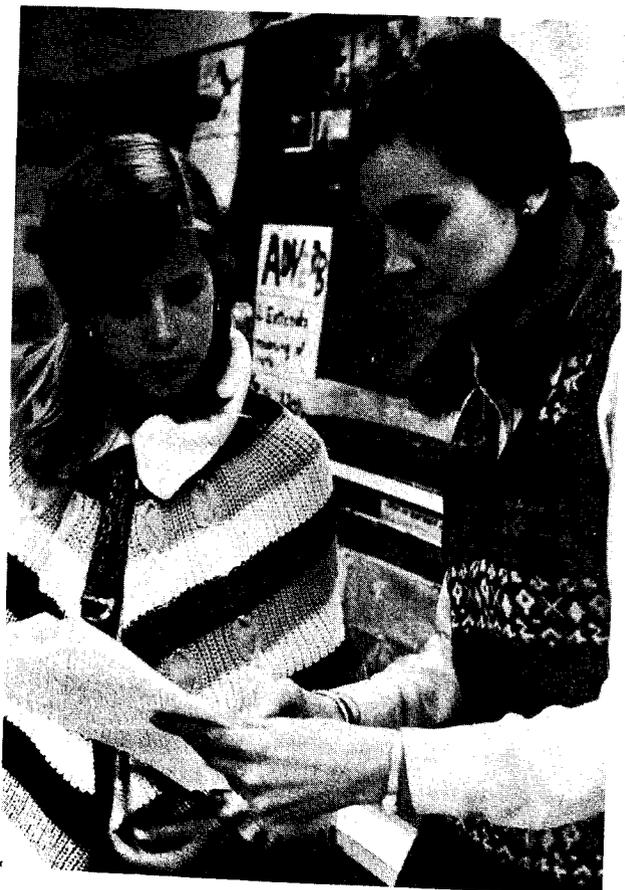
Results point to the continuing need for a differentiated curriculum, individualized to the fullest possible extent. Among the major conclusions are:

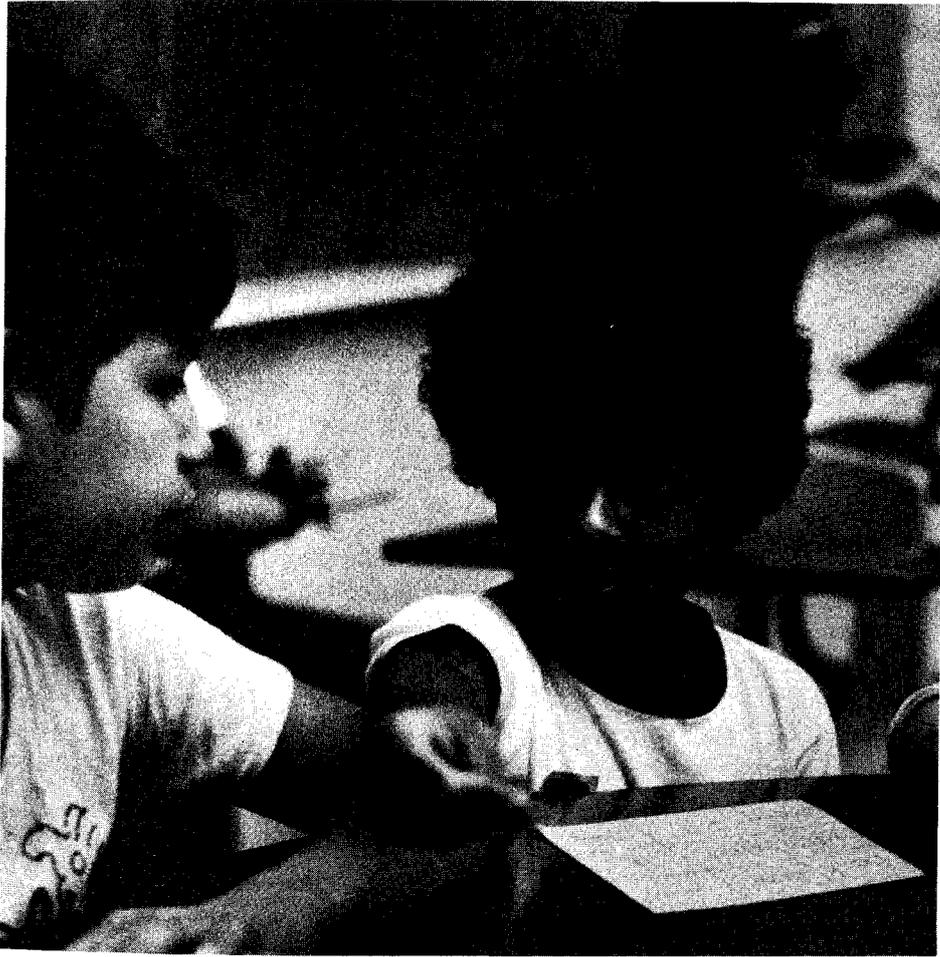
- . The most popular high school courses (as seen by respondents) are electives in which practical world-of-work skills are learned.
- . A strong demand for more advanced college-preparatory courses is paralleled if not exceeded by a similarly strong backlash (from those never entering or not succeeding in college) against required courses.
- . Boredom is a major problem in many classrooms and is an important factor in causing dropouts.
- . Demonstrable progress was made by the schools between 1964 and 1969 in redirecting programs toward the world of work. The considerable interest manifested by respondents in sociology, psychology, philosophy, religion, and sex education may be interpreted as interest

in learning how to live as well as how to make a living.

Some information about Texas' adult "pupils" is also available. The General Educational Development (GED) testing program is intended to appraise the scholastic development of adults who have not completed formal high school education. Applicants must be Texas residents or members of the armed forces stationed in Texas who are at least 17 years old and have been out of school one year.

In 1972, the Agency awarded 28,490 certificates. The 1973 list totaled 26,829. The current 203 testing centers include 127 in public schools, 48 in junior, community, or commercial colleges, and 28 in senior colleges and universities. Testing facilities are also located in federal correctional institutions and in hospitals operated by the Veterans Administration.





## **Educational Programs**

# Schools Offer Varied Programs For Grades K-12

Texas public schools provide a planned instructional program for all pupils, kindergarten through grade 12. Program components include:

- . general education
- . vocational education
- . special education
- . programs for special populations, including the bilingual, the educationally disadvantaged, and the gifted and talented

Kindergarten instruction is offered for all five-year-old children.

To meet accreditation standards, each elementary school program maintains a balanced curriculum offering, including English language arts, science, mathematics, social studies, art, drama, music, health, physical education, and, if desired, modern foreign languages. Elementary programs within the state are organized in a variety of patterns—graded and nongraded, self-contained classrooms and departmentalized instruction—in primary, intermediate, and middle/junior high schools.

In grades 7 and 8, Texas public schools provide instruction for a specified number of clock hours in English language arts, mathematics, social studies (Texas history and geography, American history and citizenship), science, physical education, and electives to make a balanced program of studies.

In grades 9 through 12, pupils receive instruction for the required 18 units in the following areas:

3 units of English

1 unit of world history studies or world geography studies

1 unit of American history

(includes the second year of a two-year program begun in grade 8)

½ unit in American government

2 units in mathematics

2 units in science (1 year in grades 7-8 and 1 year in grades 9-12)

1½ units in physical education

½ unit in health education

6½ units of electives from the list of approved courses

Electives are offered both in the required subjects and in other subjects, including vocational education, art, drama, music, speech, business education, industrial arts, foreign languages, and driver education. Because of statutes, regulations, or local needs, schools provide instruction within the curriculum on the free enterprise system, for safety, citizenship, conservation of natural resources, and consumer and career education.

Under provisions of Section 16.862, Texas Education Code, as amended by House Bill 92, Sixty-third Legislature, all schools must operate on the basis of the quarter system beginning with the 1975-76 school year, with the schools being in operation during at least three quarters each school year.

# Enrollments Pass 2.8 Million In Biennium

## 1973-74 Public School Enrollments

State-Supported Kindergartens	158,592
Elementary Schools (grades 1-6)	1,357,364
Middle/Junior High Schools (grades 7-8)	482,095
High Schools (grades 9-12)	823,151
<b>TOTAL</b>	<b>2,821,202</b>

## 1973-74 High School Enrollment In Elective Subject Areas

English Language Arts (In addition to 3 years of English required by accreditation standards)	288,437
Social Studies (In addition to 2½ years required)	149,614
Mathematics (In addition to 2 years required)	100,581
Science (In addition to 1 year required in grades 7-8 and 1 year required in grades 9-12)	366,428
Health, Physical Education (In addition to 1½ years of physical education and ½ year of health required)	163,245
Foreign Languages (grades 7-12)	198,151
Fine Arts	294,684
Business Education	297,481
General Homemaking	28,687
Driver Education	158,983

## Number of Students In Schools Incorporating Career Education

	1972-73	1973-74
Elementary K-6	118,209	314,272
Middle School 7-8	33,312	64,856
Secondary 9-12	52,903	74,593
<b>TOTAL</b>	<b>204,424</b>	<b>453,721</b>

## General Education Enrollment Includes Majority of Pupils

General education includes state-supported kindergarten programs and the nonvocational school subjects in elementary and secondary education: mathematics; English language arts; science; social studies; health, physical education; foreign languages; fine arts; business education; driver education; and interdisciplinary programs that touch all subject areas, such as safety, career education, crime prevention and drug education, multicultural education, and consumer education.

The vast majority of Texas' 133,759 classroom teachers (some 110,000 in general education) and 2.8 million pupils on 3,253 elementary, 864 middle/junior high school, and 1,150 high school campuses are involved in this program.

Certain legal requirements for general education have been established over the years by the Texas legislature. Requirements

enacted prior to the Sixty-third Legislature are covered in the following sections of the Texas Education Code:

- 21.101 Courses of Study
- 21.102 Patriotism
- 21.103 Texas History
- 21.104 Physiology and Hygiene
- 21.105 Kindness to Animals
- 21.106 Constitution
- 21.108 Other Courses
- 21.113 Dangers of Crime and Narcotics
- 21.116 Instruction Sessions for Teachers
- 21.117 Physical Education
- 21.131 Free Kindergarten
- 21.135 Operation of Kindergartens on Full-Day or Half-Day Basis

Agency activities to improve the general education program during the biennium focused on:

- . Formal statewide assessment of the needs of pupils in reading, mathematics, and career education
- . Development of printed and audiovisual materials to assist schools
- . Development or revision of curriculum frameworks to provide broad direction for local program planning



# Legislative Actions

## Open Kindergarten, Mandate Instruction

A number of actions of the Sixty-third Legislature had direct implications for general education.

### Kindergarten

House Bill 787, Sixty-third Legislature (Section 16.04, Texas Education Code), expanded the kindergarten program to include a minimum of 90 days of instruction for all five-year-old children beginning with the 1973-74 school year. Schools may select full-day/half-year or half-day/full-year programs to fulfill the 90-day requirement. Schools are required to offer kindergarten programs; attendance is voluntary.

### Free Enterprise

House Bill 1118, Sixty-third Legislature (Section 21.1031, Texas Education Code), mandates high school instruction in the essentials and benefits of the free enterprise system and required the Texas Education Agency to develop curriculum materials for such study. The State Board of Education amended accreditation standards (Principle VI, Standards 6 and 9, *Principles and Standards for Accrediting Elementary and Secondary Schools*, Bulletin 560 Revised) to require instruction in the essentials and benefits of the free enterprise system in the elementary curriculum, in the required secondary social studies courses, and, when appropriate, in other courses such as business education and vocational education. In addition, schools must offer an elective course, Fundamentals of the Free Enterprise System. Developed by a committee of teachers, supervisors, and college educators, a guide, *Fundamentals of*

*the Free Enterprise System: Course Guide*, will be pilot tested for a year and revised in the spring of 1975.

### Drug Education

An amendment to Subchapter 1, Chapter 21, Texas Education Code (Section 21.118), described components of the crime prevention and drug education program and provided minimum state money for state and regional operation of the program. The state general revenue funds replaced federal funds received for the program since 1970. During the biennium, federal funds of \$528,600 (from the Education Professions Development Act and Title III, Elementary and Secondary Education Act of 1965) and \$560,000 from state revenue funds were used in part for a full-time coordinator in each education service center. These people provided technical assistance to schools in implementing the program and provided information to the Agency regarding needs of schools for continued development.

### Consumer Education

House Bill 155, Sixty-third Legislature (Section 21.119, Texas Education Code), directed that the Texas Education Agency develop teaching and curriculum materials for consumer education, including installment purchasing, budgeting, and price comparison. The bill also provided that, beginning with the 1975-76 school year, consumer education be offered as an optional unit of study. In addition to a consumer education course already offered under vocational homemaking, a unit of study in consumer education was included in the course on the free enterprise system. Further, two of the five state-adopted textbooks currently in use in economics deal primarily with consumer economics.

### Early Childhood Education

House Bill 91, Sixty-third Legislature (Section 11.17, Texas Education Code), established a 24-member Advisory Council on Early Childhood Education to advise the Agency on

accreditation standards, certification for professionals and paraprofessionals, and curriculum for kindergarten. The council will meet six times a year. Appointments were made in April 1974 and meetings were held in June, September, and November 1974. Membership, specified by law, includes early childhood education specialists, physicians, a psychiatrist, kindergarten and nursery school personnel, a parent, and representatives of state agencies and professional organizations concerned with young children.

### Driver Education

Legislation which was considered but not enacted also affected the driver education program, a component of general education. In this program, 80 percent of the support funds come from local sources—60 percent

from student tuition fees and 20 percent from local funds. The remaining 20 percent comes from the National Highway Safety Act of 1966 and the Texas Traffic Safety Act of 1967. State and federal funds are not assured except on a yearly basis, and federal funds for instructional purposes, which have already been cut 95 percent, are scheduled to be discontinued beginning in 1976. However, legislation introduced during the biennium to place driver education in the Foundation School Program was unsuccessful. As a result, many students—usually those from lower socioeconomic levels—have been and will continue to be left out of the driver education program because of the tuition fee. The 158,983 presently enrolled in driver education courses represent 67 percent of the eligible students—those who are 15 years old or older.

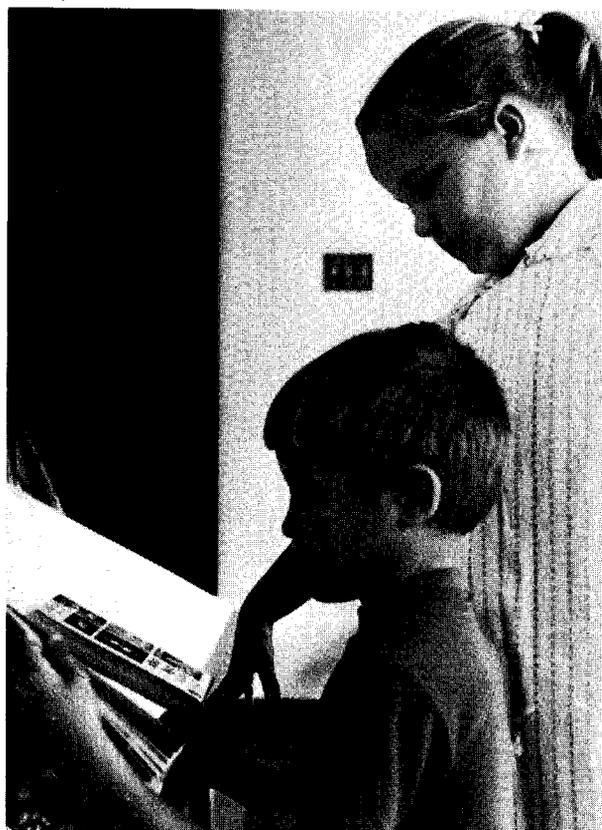


## Attention Focused On Reading-Math, Career Education

Agency actions to strengthen the general education program have also been influenced by information concerning student needs. Three areas designated by the State Board of Education as high priorities—reading, mathematics, and career education—have been of special concern.

The first formal assessment of student needs was conducted in 1971 when criterion-referenced tests in reading and mathematics were administered to a statewide representative sample of 22,000 sixth graders. Results were carefully evaluated. Information led to the identification of improvement in reading and mathematics as one of the Agency's priorities. During the 1972-74 Biennium, printed materials and inservice activities were developed under Agency leadership to assist schools in strengthening instruction in both subjects.

A second area selected for primary assessment attention is career education. During 1972-73, a study was conducted in each of the 20 education service center regions to determine the career development behaviors which, in the opinions of students, parents, and representatives of business, labor, and industry, all 17-year-olds should have. The resulting 300 desirable student outcomes were then ranked by the same groups across the state, who identified 177 "basic" and 123 "desirable" student outcomes. The basic objectives were categorized and published in a pamphlet, *Basic Learner Outcomes for Career Education* (November 1973), which was widely distributed.



In cooperation with a service center-school district project in the Dallas/Fort Worth area and a test design firm, the Agency is developing an objective-based instrument to measure these behaviors. Students and local and regional educators are assisting in this effort by writing and reviewing items and advising on the appropriateness and usefulness of the tests.

Reports from both the reading-mathematics and the career education studies are designed to be useful to the participating classroom teachers and to educational planners at the local, regional, and state levels. Appropriate reports for use by diverse publics help Texas educators to move toward another one of the Agency's goals—accountability.

Other assessment activities have also provided direction for Agency programs. In 1974 a survey of opinion on the use of the mandated 10 days of inservice education for teachers yielded information to assist in planning staff development services of the Agency.

## Agency Stresses Staff Development During Biennium

Based on formal needs assessment projects and other informal feedback from teachers and administrators, Agency staff spent a great deal of time during the biennium providing technical assistance and developing materials for inservice activities.

Texas' 20 education service centers played a major role in staff development activities. Regional coordinators for reading, career education, and drug education, as well as regional consultants for other areas, were vital to bringing Agency information, services, and materials to school administrators and teachers.

Agency staff, working with service center staffs, reached 230,000 teachers and administrators in approximately 1,000 workshops and conferences on topics ranging from explanations of new programs to methods of classroom organization and management, from how to teach recreational activities with limited facilities to how to individualize instruction.

### Right to Read

With \$499,000 in federal and state funds for the Right-to-Read effort during the biennium, 35 Agency staff members, 20 regional coordinators—one at each education service center, and 35 representatives of teacher education institutions were trained as technical assistants to schools in the Right-to-Read effort. These people in turn conducted the following inservice sessions:

- . Thirty days of training for 71 school district reading directors

- . Two conferences to acquaint 500 administrators with the Right-to-Read program
- . Two workshops for 65 secondary reading teachers

### Crime Prevention and Drug Education

During the last four years, state and regional staff development efforts in crime prevention and drug education have reached 72,567 pupils and 178,324 adults.

### Developing Multicultural Understanding

During the biennium, the Agency and its Consulting Committee on the Confluence of Texan Cultures, composed of specialists in language and culture from anthropologists to dramatists, sponsored four conferences over the state to help school administrators deal positively with bilingual education, racial integration, and the implementation of court orders concerning desegregation. The sessions for superintendents, supervisors, principals, counselors, and school board members provided them with information on language and cultural differences that some children bring to school. Information presented at these conferences was published in *Administrators Conferences on Language and Cultural Differences: Collected Papers* (1973), which was distributed to conference participants and others interested in multicultural understanding.



### Career Education

In cooperation with the Texas Rehabilitation Commission, the Agency planned and conducted a staff development program for strengthening career education competencies in special education students. The training,

coordinated by the education service centers, reached 439 vocational adjustment coordinators (secondary school special education teachers involved in work-study programs for the handicapped).

### INSERVICE WORKSHOPS

Topic	Participants	Topic	Participants
Career Education	30,848	English Language Arts	3,500
Drug Education (Including parents and representatives of community service agencies as well as school personnel)	178,324	Mathematics	8,280
Early Childhood Education	2,500	Social Studies	2,613
Middle School Organization and Curriculum	250	Science	4,125
Open Education, Individualized Instruction, and Cultural Differences in Elementary Education	750	Health, Physical Education, and Recreation	838
		Business Education	325
		Safety	700
		Music, Art, Drama, Dance	6,000
		Foreign Languages	940
		Implementation of the Quarter System	2,000

## Agency Materials Designed To Aid School Personnel

Major attention has always been directed by the Agency toward development of printed materials to assist school personnel. As a matter of long standing practice, the majority of these Agency publications are developed by or with the cooperation of teachers and others in the field. Then they are edited by Agency staff. In addition, many major bulletins are pilot tested by teachers, then revised on the basis of their experience before final publication.

From 1972 to 1974 a number of publications were developed, including *Fundamentals of the Free Enterprise System: Course Guide* (1974).

A curriculum guide, Bulletin 719, *The Improvement of Reading in the Secondary School* (1974), was published and disseminated to all school districts. A guide for the elementary school reading program was under development.

### Career Education

Career education materials were also developed to assist schools, including two bulletins, Bulletin 734, *Career Awareness K-6* (1973), and Bulletin 735, *Career Investigation: Middle Schools* (1973). Development of a bulletin for high schools was underway.

In the mathematics priority area, \$42,000 in released federal funds were used to develop instructional materials for inservice training of teachers. Workshops were held to assist in the use of two bulletins published during the previous biennium: *Planning Mathematics Programs K-12* (July 1972) and *Individualizing Instruction: The Focus of Concern* (July

1972). Six others were being developed or pilot tested at the close of the biennium:

*Mathematics and Career Education*

*Mathematics Modules for Elementary Teachers*

*Tentative List of Competencies for Mathematics Teachers*

*Continuous Progress Mathematics, K-4*

*Mathematics Objectives 9-12*

*Fundamentals of Mathematics Modules*

*Geometry: A Description*

### Crime Prevention and Drug Education

Materials developed and disseminated for crime prevention and drug education included *The Legal Aspects of Drug Abuse and Juvenile Delinquency for the Texas Public Schools* (revised September 1973); *A Crisis in Attitude* (Fall 1972), a public awareness brochure in drug education; *Where to Get Drug Abuse Films in Texas* (1972), a brochure; *Patterns for Healthful Living: Values Education* (1973), prepared and printed by the Harris County Department of Education in cooperation with the Agency and funded by the Texas Commission on Alcoholism; *Turning On to Better Living* (1974), drug education materials prepared and printed by the Fort Worth Independent School District; and *Doing Drug Education: The Role of the Schoolteacher* (1972), from the Southern Regional Education Board, reprinted by the Agency in 1973.

Other printed materials also were disseminated during the biennium:

Bulletin 730, *Mathematics: Kindergarten Through Eight* (January 1973)

Bulletin 731, *Mathematics: Nine Through Twelve* (January 1973)

You and the Law packet (1973): *Guide for Teaching a Sixteen Class-Hour Unit in Citizenship Education, Grade 8; Overhead Transparency Masters; Printed Scripts*, for use with cassette tapes accompanying some of the lessons; *Correlation of Unit Materials*

*Social Studies and the Disadvantaged* (1972)

Excerpt, *Bulletin 717* revised, *Foreign Language Tapes* (1974)

*Inservice Packet on Individualizing Foreign Language Instruction* (March 1973, revised September 1974)

*A Syllabus for an Inservice Course in Applied Latin Linguistics* (revised)

*Report of Workshop on Coordinating Foreign Languages* (August 1974)—Gives results of workshop on efforts toward accountability in the teaching of foreign languages in Texas

*Bulletin 727, Safety Education in the Elementary School* (1973)

*Bulletin 704* revised, *Curriculum Guide for Driver Education and Appendix* (1973)

*Learning Partners: Music and Reading* (1974)—a brochure

#### Audiovisual Materials

Inservice materials also included audiovisual items disseminated through the service centers:

- . Thirty foreign language tapes with accompanying tapescripts—eight Spanish, three German, one French, and 18 classical civilization for use either in Latin classes or as part of a classical civilization course taught by the Latin teacher
- . A series of 96 German overhead transparencies with accompanying teacher's guide
- . A series of 54 overhead transparencies for business education accounting with teacher's guide
- . Slide-tape presentation designed to assist schools in implementing the physical fitness test developed by the Governor's Council on Physical Fitness and Sports
- . Slide-tape on a step-by-step method of teaching developmental gymnastics with inexpensive equipment
- . *The Artist in the Classroom*—A half-hour color videotape developed jointly by the

Agency and the Texas Commission on the Arts and the Humanities

- . A slide-tape presentation on the Texas Youth Safety Program, a joint effort of the Agency, the Governor's Office of Traffic Safety, the Texas Association of Student Councils, and the Texas Safety Association, designed to involve high school students in planning and carrying out activities to help reduce the number of accidental deaths and injuries to themselves and their classmates
- . *Inside/Out* series—Thirty 15-minute films stimulating decision-making for 8- to 10-year-old pupils in health education developed by National Instructional Television and purchased with \$81,000 in funds from Title II, Elementary and Secondary Education Act, for placement in the service centers

Audiovisual items developed for public awareness of programs included a 30-minute career education film, *Work is Child's Play*, two 60-second public service announcements made available to commercial television stations in the state, and a slide-tape presentation on the crime prevention and drug education program.

Other staff development materials were being prepared as the biennium closed:

- . Environmental education guides for elementary, middle, and high schools
- . A guide for utilizing school sites in outdoor education programs
- . Guides for emphasizing conceptual, inquiry, and individualized instruction approaches to teaching the social studies
- . *Bulletin 743, Music in Elementary Education and Appendix*
- . *A Handbook for the Development of the Band Program*
- . *Creative Dramatics Handbook*
- . *Secondary Choral Handbook*
- . *Art and Reading* (brochure)

## Agency Encourages New Approaches By Various Means

Useful as printed and audiovisual materials are in assisting schools to strengthen general instruction, pilot and demonstration projects are also necessary.

Pilot projects provide an opportunity for new ideas to be initiated on a limited basis before being widely diffused, while demonstration programs allow teachers and administrators to visit in classrooms to see promising practices in action.

Among the pilot projects initiated during the biennium were those in career education. Each education service center worked with five pilot schools to develop methods for implementing the concept of career education.

### Federal Funds for Career Education

Federal funds amounting to \$700,000 (from Title III, Elementary and Secondary Education Act) have been funneled through service centers to assist these schools in implementing career education programs. An additional \$1.3 million in ESEA Title III funds went to all 20 service centers and eight school districts in 1973-74 for innovative programs in career education. Twenty-seven of those projects were again funded for 1974-75.

Since 1972, federal funds available under the 1968 Vocational Education Amendments have been channeled into research and development projects in career education, which have expanded from 86 teachers and consultants in 18 school sites to 175 personnel in 51 sites. These programs now serve more than 212,000 Texas students in grades K-9.

By the end of the biennium, 120 Texas schools had agreed to become demonstration centers for reading instruction in return for Agency training of their reading directors. The state network of demonstration schools for reading is planned to support the national Right-to-Read goal endorsed in 1970 by the State Board of Education: "By 1980, no one shall be leaving our schools without the skill and desire necessary to read to the full limits of his capability." The emphasis of the staff development in reading is diagnosing each pupil as to his or her potential reading level and then planning instruction to help individuals reach their potential regardless of grade-level assignments.

### Physical Fitness Centers

Other model programs also provided examples for schools to follow in various areas. In addition to the pilot, or model, programs in reading, career education, and drug education, the Agency worked closely with the President's Council on Physical Fitness and Sports in selecting 28 schools in 14 districts as physical fitness demonstration centers.

### Demonstration Network

The Demonstration Schools in Individualized Instruction (DSII) network provides further opportunity for educators to study outstanding programs of all kinds, many of which are funded in part through Title I and Title III Elementary and Secondary Education Act. There were 58 schools in the 1973 network; 59 schools participated in the 1974 network. Schools for the network are selected each year through a process which involves representatives of the Agency, education service centers, school districts, teacher education institutions, and a regional educational laboratory. Since the DSII began operation in 1972, more than 8,000 people have taken advantage of the opportunity to see these programs.

# Broad Guidelines Help Texas Schools Improve Curriculum

Accountability in education, one of the priorities of the State Board of Education, has spurred efforts already begun in the writing and revision of state curriculum frameworks, or broad guidelines and plans for various subject areas.

A three-year state plan for career education was under development in 1974 with projected completion dates for implementing the concept of career education in all disciplines in all school districts by 1980.

*A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes* (May 1973), designed to help reach the Goals for Public School Education in Texas, grades K-12, was published, and the staff made ready a companion document listing teacher competencies necessary to produce the desired student outcomes.

## Mathematics Curriculum

Approved by the State Board in September 1972, the mathematics curriculum was outlined in two publications: Bulletin 730, *Mathematics: Kindergarten Through Eight* (January 1973), and Bulletin 731, *Mathematics: Nine Through Twelve* (January 1973). During the biennium, approximately 120 workshops were held across the state by the staff to assist schools in implementing the new curriculum, which provides flexible course choices to meet graduation requirements and individual student needs at the same time.

A 16-member advisory group, representing the fine arts disciplines in public schools and

colleges and universities, completed an in-depth study of the Texas public school fine arts programs and developed a new curriculum framework incorporating coordination of allied arts, including the study of the arts as they relate to one another; the humanities; and greater use of fine arts as support for other programs and such areas as career education, bilingual education, confluence of Texan cultures programs, special education, and adult education.

## Science Framework

A tentative science framework for early childhood through grade 12, which is designed to provide an activity-oriented program built around individuals, their feelings about themselves, their careers, their goals, and their roles in society, was under development. The framework was presented to teachers and administrators across the state in conferences, professional meetings, and workshops. Their suggestions will be incorporated into the framework before it is presented to the State Board of Education.

Continued technical assistance to schools was planned in reading; mathematics; multicultural, career, environmental, and consumer education; motorcycle safety education; individualizing instruction in all areas; implementation of the quarter system; allied arts programs; humanities; metrication; classroom organization and management for instruction; implications of federal guidelines for programs traditionally separated by sex; and implementation of Agency-developed instructional materials.

## Business Education

Work was underway at the close of the biennium on a revised business education framework, bringing courses up to date with modern business practices and technology. The program will be tried out and revised during 1974-75 before presentation to the State Board of Education.

Projected for the fine arts are a series of handbooks in music and drama, which, along

with previously published guides in art, will outline the revised curriculum.

Other similar curriculum revision was being planned in English language arts, foreign languages, physical education, and social studies. Various curriculum patterns were being investigated for the middle school, which is any combination of grades from 5 through 8. In addition, greater use of outdoor learning centers in elementary schools was being pursued.

New textbooks adopted during the biennium reflected the trends toward individualizing instruction, providing opportunities for learning in all areas for children of all ability levels, and developing awareness of

career opportunities and respect for all work and all workers. Books also emphasized multicultural concepts and moved toward fair treatment of the sexes.

All curriculum designs are being modified to be compatible with the quarter system method of scheduling, which will be mandatory in all schools in 1975-76. A bulletin, *Guides for Curriculum Planning for the Quarter System* (December 1973), was distributed to all school districts.

Statewide curriculum accountability for public schools supports the move toward accountability in teacher education through the implementation of competency-based programs.



# Vocational Enrollments Include Youth, Adults

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## Enrollments In Vocational Education Programs, 1973-1974

Program	Secondary	Post- Secondary	Adult	Total
Agriculture	58,095	1,289	82,563	141,947
Distribution	22,818	8,587	35,741	67,146
Health	4,135	11,861	9,359	25,355
Consumer & Homemaking	206,861	-	111,868	318,729
Occupational Preparation	15,398	1,003	3,289	19,690
Office	18,270	17,087	28,532	63,889
Technical	198	9,530	10,668	20,396
Trades & Industry	55,734	21,945	42,483	120,162
Special Programs	31,224	-	11,605	42,829
<b>TOTALS</b>	<b>412,733</b>	<b>71,302</b>	<b>336,108</b>	<b>820,143</b>

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## Enrollments of Special Populations (Included in totals shown above)

	1973-74
Disadvantaged	119,815
Handicapped	10,421

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## Expenditures for Vocational Education in Texas

	1973	1974
Federal	\$33,487,600	\$32,175,653
State/Local	117,170,052	148,934,144

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# Technical-Vocational Training Available To More Texans

A comprehensive system for technical and vocational training in Texas was mandated by the Technical-Vocational Education Act of 1969 (Chapter 31, Texas Education Code). Schools throughout the state have responded to this legislation and to the State Board of Education's goal of economic and occupational competence for all Texas students.

Major developments in vocational education during 1972-74 centered around:

- . Making more vocational programs available to more people
- . Providing transportation for vocational students
- . Strengthening preparation programs for vocational teachers
- . Appropriation of state funds for certain adult programs
- . Adding seventh and eighth grade industrial arts to the vocational education curriculum

Vocational programs at the secondary, post-secondary, and adult levels are offered in the following fields:

- . Agriculture
- . Distributive Education
- . Health Occupations
- . Homemaking
- . Industrial Education
- . Office Education
- . Technical Education

## Research

Careful, systematic research is a key to producing changes in vocational education which are responsive to Texas' needs. During the biennium, more than \$1.1 million in federal funds supported 58 research projects in vocational education. These projects spanned all program levels and areas and focused upon a number of important educational concerns, including evaluation of programs and services, assessment of manpower needs, development of systems to secure information on students who have completed vocational programs, curriculum development, individualized instruction, competency-based teacher education, and the needs of special populations.

Pilot projects included programs in career education, occupational orientation, group vocational guidance, and vocational education for handicapped students in state schools and hospitals.



# Colleges Now Offer Graduate Courses In Vocational Areas

People are the major resource for building effective vocational education programs, and ensuring an adequate supply of qualified vocational teachers and leaders is a primary responsibility of the Texas Education Agency.

With the assistance of Agency staff, Texas A&M University and East Texas State University initiated masters and doctoral programs for vocational education. These programs offer the first opportunity for Texas educators to have graduate preparation in vocational education. North Texas State University joined Texas A&M University in offering masters and doctoral degrees in adult education.

Emphasis directed toward developing leadership was also reflected in the increase in the number of vocational directors, supervisors, and counselors during the 1972-74 Biennium.

	1972-73	1973-74
Vocational Directors and Supervisors	148	226
Vocational Counselors	177	264

Other efforts to ensure trained staff for school programs included stepping up recruitment of teachers for vocational teacher training programs, especially in distributive education, vocational agriculture, and industrial education.

Students in teacher training programs at Texas colleges and universities had oppor-

tunities to observe classes and work stations, interview cooperating teachers in "co-op" training programs, use power equipment, and work with youth groups. Improvement of facilities at a number of teacher training institutions also strengthened preparation programs. Now prospective teachers may become familiar with various types of equipment available in secondary schools.

## Agency Services

A source of assistance to vocational educators across the state, Agency staff provided consultative services to schools in planning, organizing, evaluating, and improving occupational education programs. They were also involved in curriculum development, inservice training, and other activities.

## Local, State, Federal Support

Funding for vocational programs during 1972-74 came from the following sources: local, \$33,335,558; state, \$232,768,638; and federal, \$65,663,253.

## Work-Study Program

The work-study program expanded from 498 students in 1971-72 to 1,181 students in 1973-74. These students worked at public agencies in order to earn money to commence or continue vocational training. During 1973-74, \$741,711 in local and federal funds were spent for these programs.

# Community Needs Dictate Vocational Change, Expansion

A major thrust in secondary vocational education has been to improve existing programs and initiate new ones according to the needs of the local communities.

During the past two years, 1,198 new teacher units were added to the vocational program. In 1973-74, 934 school districts offered vocational education. State and federal funds of \$127,339,558 supported secondary vocational programs over the biennium.

Both pre-employment laboratories and cooperative part-time training programs were expanded, giving students more opportunities to be in real-life work situations. Pre-employment laboratory students actually operate at school the equipment they will use later on the job, such as an offset press, a milling machine, or a meat grinder.

When possible, pre-employment laboratories are offered before a student is in a cooperative program, which includes training on the job for half a day.

## Individualized Programs

Because students are learning skills for a variety of occupations, individualized programs are designed in many of the vocational fields. For example, distributive education students can be preparing for careers in everything from credit management to drug-store selling, while office education programs cover such diverse jobs as legal and medical office occupations.

Agency staff have worked in cooperation with business, industry, and health institutions to keep the school curriculum materials

up-to-date with technical developments. People actively working in vocational fields are also involved in curriculum development, inservice training, and the planning of cooperative programs.

## Advisory Groups

A statutory group, the Advisory Council for Technical-Vocational Education, which is composed of 21 persons familiar with both vocational programs and industry needs, makes recommendations to the State Board of Education about occupational programs statewide. Also, three councils have been formed which will advise on vocational industrial education courses--Automotive Career Education Council, Graphic Communications Career Education Council, and the Manufacturing Career Education Council. These councils are composed of industry executives, executive directors of professional associations, and others with experience in specific vocational fields.

School districts offering vocational programs also appoint advisory committees which include business and industry representatives. These groups help schools plan vocational programs which meet the needs of the community.

### New Courses

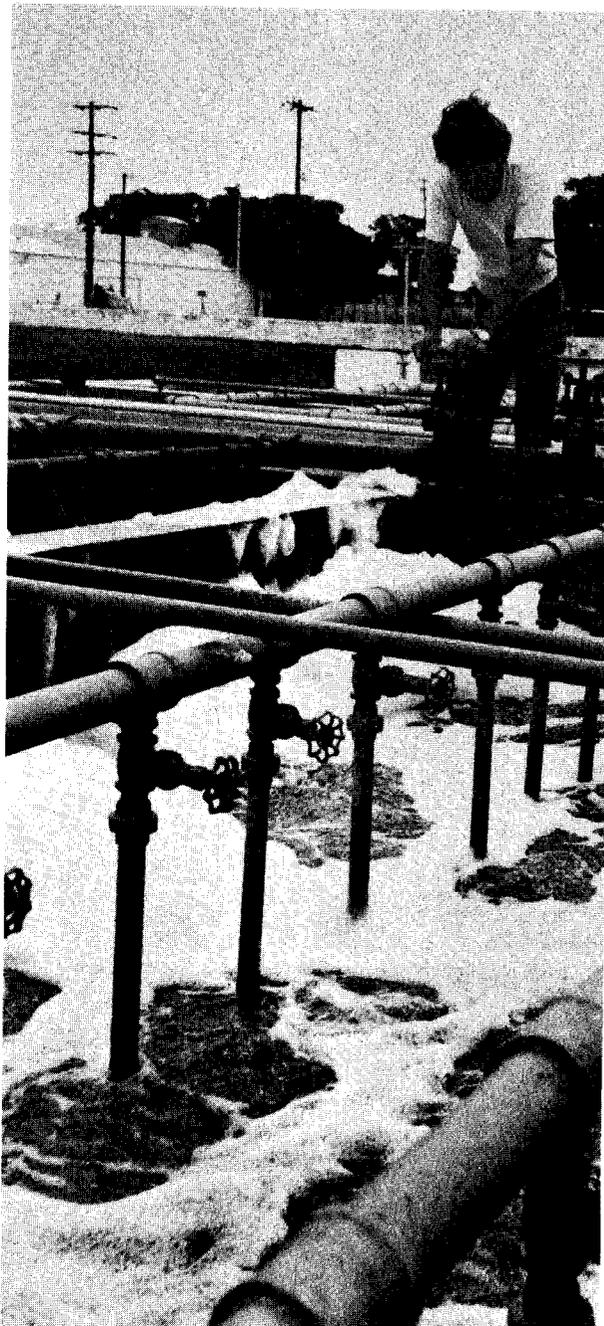
As a result of a survey of industry needs, a pilot project in Environmental Science Occupations was begun in 1972-73 to train students to work in water treatment and wastewater plants throughout the state. Fifteen high schools have involved 257 students in the pilot program.

Several other new secondary courses were added over the last two years. They include:

- . general agricultural mechanics
- . pre-technical law enforcement
- . pre-technical fire technology
- . pre-vocational motor transportation
- . multi-occupational cooperative part-time training (a program which allows a small school district to assign students training for a number of different occupations to one teacher)
- . out-of-school youth cooperative part-time training (a program to reclaim school dropouts by giving them industrial training and related academic subjects)

During the biennium, a pilot seventh and eighth grade industrial arts program was begun involving approximately 17,250 students. Data were gathered in the pilot project to aid in the development of program standards for industrial arts.

The industrial arts program, formerly considered part of the general education program, was transferred to the Agency's Department of Occupational Education and



Technology in response to House Concurrent Resolution 77, Sixty-third Legislature. State funds for vocational teachers may be allocated for teachers of seventh and eighth grade industrial arts.

## State Now Provides For Transporting Vocational Students

House Bill 1162 passed by the Sixty-third Legislature (Section 16.56, Texas Education Code) provides state funds for transportation of students to vocational classes at schools within their districts, area vocational schools, and public post-secondary institutions. In 1973-74, 5,175 students were transported 664,076 miles to vocational classes at a cost of \$246,341.

### Youth Groups

The state's eight vocational youth groups have continued to grow in numbers and activities. Their programs involve leadership training, skills contests, community service projects, and more. Strengthening student decision-making and making club activities an integral part of the instructional program were stressed during 1972-74. By the end of the biennium, membership in the groups had risen to 201,154 — an increase of more than 24,000 in two years.

Under the Texas State Plan for Vocational Education, all programs are open to both boys and girls. This state policy is reflected in the growing number of girls enrolled in vocational programs usually thought of as being fields for men and of boys enrolled in various types of homemaking programs, including those directed toward gainful employment.

	1973-74
Boys Enrolled in Homemaking Courses	32,283
Girls Enrolled in a Sampling of Vocational Courses	
Agriculture	2,993
Auto Mechanics	74
Drafting	172
Radio and Television Repair	57
Printing Trades	144
Distributive Education Hardware and Building Materials	189

More students from small school districts received vocational training through contracted programs with post-secondary institutions, private beauty schools, school districts with comprehensive vocational programs, and the state's 143 area vocational schools. There were 4,457 students in vocational training through contract programs in 1973-74.

### Membership in Texas Vocational Education Clubs

	1971-72	1973-74
Distributive Education Clubs of America	16,050	19,584
Future Farmers of America	51,059	53,136
Future Homemakers of America	66,900	69,377
Office Education Association	10,860	14,640
Texas Association of Health Occupations Students	0	2,700
Texas Industrial Arts Student Association	1,510	2,040
Vocational Industrial Clubs of America	25,225	30,667
Vocational Opportunities Clubs of Texas	4,844	9,010

## Post-Secondary Programs Given Attention, Support

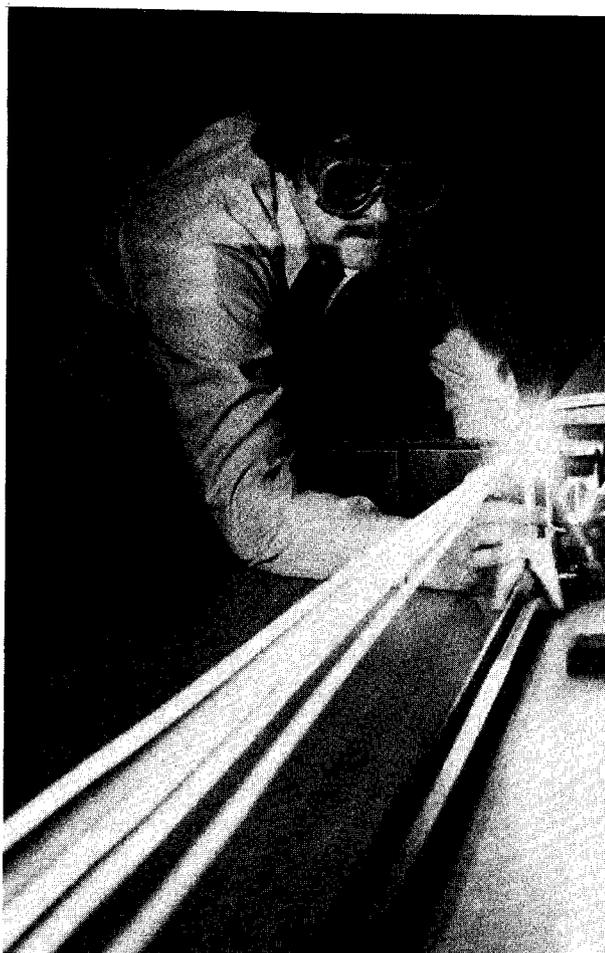
Texas has long supported vocational programs in post-secondary institutions. During this past biennium, 52 public community colleges and the Texas State Technical Institute's four campuses offered 1,195 courses in vocational fields. Of that total, 338 programs were added in the last two years. Ten were in subjects never before offered in Texas community colleges, including saddle and tack making, community theatre administration, water utilities technology, and laser electro-optics.

Student enrollments in post-secondary vocational programs reached 71,302 during the 1973-74 school year. This was an increase of 32 percent over the 1971-72 school year, when enrollments totaled 52,508. Programs were supported in 1973-74 with \$61,559,770 in state and federal funds.

### New Approaches

New approaches to occupational training were emphasized. One health occupations program, for example, has introduced a "ladder" concept; students may master one level of skill, drop out of the program, perhaps to work, and then return later to train for a higher level of skill. Another program planned during the biennium for implementation in 1974-75 will be taught in both English and Spanish.

Post-secondary programs also emphasized expanded services to all students. Both credit and noncredit courses were offered to adults who were already in the labor force but who needed to upgrade their skills or learn new skills. Enrollments in these programs



increased by more than 50 percent during the biennium, from 49,519 in 1971-72 to an estimated 89,670 in 1973-74.

The Sixty-third Legislature appropriated funds for development of a model information system. It may be used by all Texas public post-secondary institutions to follow up their graduates to see if they use their vocational training. In April 1974, the Texas Education Agency approved a project proposed by Tarrant County Junior College District to develop the system. Approximately \$400,000 will be expended on the project through the next two years.

# First State Funds For Adult Education Available in Biennium

The first state funds for adult education were made possible by action of the Sixty-third Legislature (Section 11.18, Texas Education Code). For fiscal 1974, \$2.15 million in state funds were provided. As a result, adult education programs, which may include basic and vocational education, have expanded to include the General Educational Development (GED) Testing Program and instruction for high school credit.

In 1973-74 approximately 102,100 persons participated in adult basic education programs, which give adults the educational prerequisites for vocational or post-secondary education.

## Cooperative System

A statewide system was formed in 1973 for the administration of adult education programs. Composed of 52 cooperative community programs, the network is made up of public schools, junior colleges, and senior colleges and universities. With this cooperative approach, the Agency can provide leadership for a full range of academic and vocational training and community education for Texas' nearly four million undereducated adults.

During the biennium, adult education programs focused on English as a second language. A series of teacher-training workshops throughout the state demonstrated how English as a second language can be taught using the newspaper. A teacher's guide developed by the Agency for this program is titled *The Newspaper, Food for Thought at the Breakfast Table and in the Classroom of Adult Education*.

## Vocational Courses

Vocational courses attracted 336,108 adults in 1973-74. These courses offered persons training for new jobs, assistance in their present occupations, or preparation for advanced college training.

Adult vocational courses under the auspices of the public schools were taught by program specialists in adult education and local vocational teachers. Some of the adult courses were as simple as a one-night meeting to discuss a pressing agriculture problem in a community. Others were a semester or year in length.

Short courses for adults have been held on a variety of topics, including cooking for diabetics, advanced medication administration, how to use commodity foods for nutritional meals, public relations for retail employees, food service selling, and record keeping for small business.

Two organizations for young adults in vocational fields are sponsored by the public schools. In 1973-74, the State Association of Young Homemakers of Texas had 4,941 members, and the State Association of Young Farmers of Texas had 3,259 members.

From 1972 to 1974, increased emphasis was placed on adult homemaking education in disadvantaged and depressed areas of 13 Texas cities. Adults in these classes received instruction on consumer buying and money management, nutrition, clothing construction, child development and family living, as well as training for marketable skills.

### **Industrial Start-Up**

Industrial Start-Up is a vocational education program that has helped adults to advance professionally while attracting industry to small towns in Texas. School districts, junior colleges, and the Texas State Technical Institute trained over 6,000 students during 1972-74 for specific jobs which awaited them after a brief training period. Agency staff handle contract negotiations with local education agencies for Industrial Start-Up Programs and then supervise the programs.

The Agency also cooperates in several other federal programs which train adults. Manpower Development and Training Programs (MDT) are administered jointly by the Texas Employment Commission and the Texas Education Agency. The Work Incentive Program (WIN) is operated under a contract with the Texas Employment Commission under a cooperative agreement with the State Department of Public Welfare. Both programs provide basic education, job training, and employment opportunities for economically disadvantaged, unemployed, and underemployed persons. MDT programs are being phased out under provision of the Comprehensive Employment and Training Act (CETA) effective July 1, 1974. The Agency will cooperate with a number of other state and local agencies in implementing CETA programs.

### **Department of Corrections**

Adult inmates at 13 units of the Texas Department of Corrections were enrolled in academic and vocational training in the Windham School District. During 1973-74, there were 7,500 students in the Windham schools.

A new emphasis was given to vocational education in community-based corrections programs to serve the 70,000 adults on probation and 11,000 inmates in Texas county jails. Four programs were implemented in El Paso for persons on probation, and training slots in the regular vocational programs at Texas State Technical Institute

were reserved for public offenders. This program is expected to expand in 1974-75.

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	1973-74 Persons Trained
Civil Defense Education	125,988
Manpower Development and Training	8,073
Work Incentive Program	2,518

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## **Agency Charged With Approving Proprietary Schools**

The Agency approves proprietary business, trade, technical, and home study schools under the authority of the Texas Proprietary School Act (Chapter 32, Texas Education Code). This law, effective since January 1, 1972, has led to substantial improvements in school advertising, recruiting practices, and quality of instruction.

Approximately 200 Texas proprietary schools as well as another 50 out-of-state schools which do business in Texas are now certified. Agency consultants plan for at least two on-site visits to each of the Texas schools annually and conduct random samplings of school records to assure compliance with regulations. In addition, very limited assistance has been made available for improvement in course content or other instructional directions needed to enhance the overall programs in proprietary schools.

### **Veterans Education**

Academic, vocational, and professional training programs for veterans continued to grow. During the biennium, 917 schools

were approved, 83 apprenticeship training programs were added, and 1,858 new programs of training on the job were established. At the close of the 1972-74 Biennium, more than 85,000 veterans and other eligible persons were enrolled in approved courses and on-the-job training programs, an increase of approximately 15,000.

Funding to the Agency from the Veterans Administration is for administrative costs only. By August 1974, Agency staff had made almost 12,000 visits to institutions and training establishments for approval or supervisory purposes.

## Vocational Inservice Is Agency Responsibility

The Agency sponsors inservice and preservice training for vocational teachers at all levels.

A week-long workshop for secondary vocational teachers is held every summer.

### Annual Week-Long Secondary Workshops

Program Area	Number of Teachers	
	1972-73	1973-74
Industrial Education	1,314	1,468
Agriculture	1,350	1,385
Homemaking	2,350	2,418
Health Occupations	74	88
Vocational Office Education	654	717
Distributive Education	645	680

Throughout the biennium, other workshops also were held for such personnel as vocational directors and counselors and teachers of vocational education for the handicapped.

### Adult Education Workshops

Topic Covered	Number of Participants
	1972-74
Adult Basic Education Counseling	71
Competencies Adults Need to Function in Society	129
Using Educational Television	53
Developing Performance-Based Teacher Education	89
Planning for Comprehensive Adult Education Programs	156
Improving Teacher Competencies	5,914

### Post-Secondary Workshops

Program Area	Number of Teachers	
	1972-73	1973-74
Distributive Education	85	115
Adult & Continuing Vocational Education	105	75
Health Occupations	334	360
Homemaking		25
Industrial	34	14
Cosmetology	60	154

## Participation in Special Education Grows

<b>Pupils</b>	<b>1972-1973</b>	<b>1973-1974</b>
Visually Handicapped	630	996
Orthopedically Handicapped and Other Health Impaired	9,864	10,000
Minimally Brain-Injured	15,108	13,493
Auditorially Handicapped (Includes School Age Deaf, County-Wide Day Schools, and Preschool Deaf)	2,347	3,400
Mentally Retarded (Includes Educable and Trainable Mentally Retarded and Physically Handicapped/Mentally Retarded)	56,276	57,396
Speech Handicapped	84,105	87,490
Pregnant Student	4,220	4,735
Emotionally Disturbed	8,321	9,209
Language/Learning Disability	46,183	59,980
Total Special Education Pupils Served in Plan A and Plan B	227,054	246,699
<b>Personnel</b>	<b>1972-1973</b>	<b>1973-1974</b>
Special Education Professionals	9,322	11,072
Supportive Professionals	970	1,376
Paraprofessionals	2,363	3,791
<b>Services Through Nonpublic Schools</b>	<b>1972-1973</b>	<b>1973-1974</b>
Contracted Students	3,227	3,696
School Districts Contracting	215	234
Approved Nonpublic Schools	102	118

## Special Education Expands To Meet State Mandate

Section 16.16 of the Texas Education Code spells out the state's commitment "to provide for a comprehensive special education program for . . . children between the ages of 3 and 21, inclusive, with educational handicaps (physical, retarded, emotionally disturbed, and/or children with language and/or learning disabilities). . . children leaving and not attending public school for a time because of pregnancy—which disabilities render regular services and classes of the public school inconsistent with their educational needs."

House Bill 367, Sixty-third Legislature, amended Section 16.16 of the Texas Education Code to include "autistic children" in the definition of exceptional children. Services had been available, but the change in definition was needed to guarantee appropriate services for these children.

State funds for implementing and strengthening special education under Texas' commitment amounted to approximately \$235 million during the biennium. In these same years federal funds for programs for exceptional children in Texas came to some \$5.2 million.

### Plan A Programs

Much progress has been made by Texas schools in meeting the state's mandate for special education. In the 1970-71 school year, 14 districts were involved in the new plan for providing the comprehensive special education programs known as "Plan A." By the 1973-74 school year, the number of districts implementing Plan A had grown to 485. It was anticipated that 83 percent of the

pupils in average daily attendance in the state would have comprehensive special services available to them in 1974-75.

The Texas Education Agency was responsible for state leadership, regulation, and technical assistance for special education while consultative assistance in program planning and evaluation and instructional materials centers were available through each of Texas' 20 education service centers. In carrying out its responsibilities, the Agency, among other activities, used federal funds to conduct special study institutes and short-term training programs for over 2,000 personnel involved in the education of the handicapped during the biennium. Personnel trained included special education and general education teachers, principals, superintendents, college and university personnel, educational diagnosticians, school psychologists, and supervisors.

### Minority Appraisal

One of the most successful series of institutes was concerned with appraisal and placement of and educational programming for children from ethnic minority groups in special education. Attended by over 600 school district personnel in the state, the four institutes were designed to develop awareness among educators of the importance of recognizing cultural diversity and linguistic differences in planning programs for minority group children.

## Qualified Teachers Increase in Number During Biennium

During the last biennium, there has been an upsurge in the number of teacher education institutions preparing staff for special education. In May 1971, the State Board of Education approved interim teacher certification standards for special education. Since that time, 17 colleges and universities have obtained approval for professional certification programs for special education supportive personnel, such as educational diagnostitian.

In the last two years, 30 colleges and universities have added training sequences that lead to endorsements in one or more of the nine areas of special education, primarily in such areas as emotionally disturbed and language and/or learning disabilities. This represents a 50 percent increase in the number of approved training programs in special education since 1969.

Under existing State Board of Education policy, institutions of higher education have the option of developing experimental special education teacher training models (generic format) which prepare teachers for broad areas of special education as alternatives to the existing "categorical" teacher training programs which prepare teachers for such specialties as "teacher of minimally brain

injured." Three universities have obtained approval for such experimental programs.

Despite the rapid growth in the number of colleges and universities offering approved training programs in special education, there is still a tremendous need for special education personnel. It is projected that by 1980, the state will need 10,000 additional special supportive professional personnel, and 5,000 teacher aides to serve approximately 450,000 handicapped children and youth in Texas.

### Testing in Home Language

Of special concern during the biennium was implementation of Senate Bill 464 enacted by the Sixty-third Legislature (Section 21.911, Texas Education Code), which provided for the use of a child's primary home language in testing for placement in special education. Procedures for complying with this legislation were forwarded to all districts. Training sessions were conducted throughout the state to facilitate implementation. Staff from the Agency were also available on a statewide basis to offer technical assistance to local and regional educational agencies in their efforts to implement this legislation.

Among other actions to assist school officials to provide for the needs of exceptional children was revision and distribution of Bulletin 711, *Administrative Guide and Handbook for Special Education* (March 1973).

Two special education services became available to all school districts during the biennium: Early Childhood (ages three to five years) and Language/Learning Disabilities programs. Prior to the 1973-74 school year, both had been under development.

		Districts	Pupils
Language/Learning Disabilities Programs	1972-73	222	46,183
	1973-74	602	59,890
Early Childhood Programs	1972-73	192	9,931
	1973-74	503	16,882 (Estimated)

## **Regional Day School, Blind, Deaf Schools Meet Special Needs**

Regional Day School Programs for the Deaf originated from Senate Bill 803, Sixty-third Legislature, which amended Section 11.10 of the Texas Education Code. The intent was "to continue a process of providing better education to deaf children on a state-wide basis in Texas, and afford all deaf children an opportunity for achievement more equal to their peers with normal hearing." The legislation provided funds to the Texas Education Agency to institute planning and research to accomplish the objectives of the law.

On September 1, 1973, a director of deaf education was appointed by the State Board of Education. On February 1, 1974, a state office was established within the Texas Education Agency. A staff was appointed and five regional superintendents were approved by the State Board of Education. By August of 1974, planning and research had begun in the regions.

The presence of the regional superintendents has resulted in better cooperation between programs offering services to deaf children, plans for more appropriate placement of deaf children in programs geared to their individual differences, improved dissemination of information, and better utilization of existing resources within regions.

### **Texas School for the Deaf**

Sections 11.03-11.05 and 11.09-11.10, Texas Education Code, authorize programs for the Texas School for the Deaf. During the 1972-74 Biennium, service was provided for an average daily attendance of 735 students on

the two campuses. An Early Childhood day school program for 12 students, three through five years, was initiated during 1973-74. Efforts are being made to improve vocational and career education for all students.

Total support including both state and federal funds for the Texas School for the Deaf during 1972-73 was approximately \$3,313,000. It increased during the 1973-74 school year by about \$200,000.

### **Texas School for the Blind**

Texas School for the Blind operates under Sections 11.06-11.08, Texas Education Code. An average of 275 school age blind students were provided service during the 1972-74 Biennium. A new residential program for 16 deaf-blind students in newly acquired facilities has been established. An increased enrollment in this deaf-blind program is anticipated as a result of extensive renovation of the facility.

Funding from various sources for the Texas School for the Blind during 1972-73 was approximately \$1,462,000. Support was increased by approximately \$200,000 for 1973-74.

# Federally Funded Projects Support State Concept

Special projects implemented with federal monies also supported the concept of the comprehensive special education program. To cite a few:

## **PRIME**

Project PRIME (Programmed Re-Entry into Mainstream Education) implemented in 1971-72 collected data about providing appropriate educational services to mildly handicapped children. Information was gathered from approximately 2,000 children and 800 teachers in 150 schools in 50 districts. One of the concerns identified was the relative social isolation of handicapped children who had been integrated into the regular classroom. Consequently, during 1972-73, PRIME initiated a study to explore more deeply the causes for such isolation and to identify, design, and/or evaluate various educational approaches which could positively affect social adjustment. The study was revised and replicated during 1973-74.

Another issue identified during the first year was concerned with some problem areas in the pupil appraisal systems of school districts. In 1973-74, Project PRIME included the development and evaluation of an instructional-based pupil appraisal system.

## **Deaf-Blind Centers**

In 1973, Texas became the only state designated as a Regional Center in the Federal System of Deaf-Blind Regions; all other centers incorporated multistate regions. The Texas State Plan for Deaf-Blind was developed to provide comprehensive educational services for all deaf-blind children, ages 0-21. A total

of 400 deaf-blind pupils received services through the 1973-74 program.

## **Demonstration Project**

Corsicana's comprehensive, nongraded high school was chosen as the site of one of the nation's few Child Service Demonstration Projects designed exclusively for adolescents with learning disabilities. Both state and federal funds have supported this program. The major objective of the project is the development of individually paced instructional units. A second major thrust is the development of alternative approaches to diagnosing, working with, and evaluating secondary school learning disability students.

## **Vocational Education for the Handicapped**

Special vocational education programs, services, and activities for the handicapped were also provided. Expenditures for these programs in 1972-73 were \$3,300,495, including \$2,429,447 in federal funds and \$871,048 in state and local funds. Federal funds included \$2,351,000 for elementary and secondary programs and \$78,000 for post-secondary programs. During fiscal year 1973, 11,920 students were served by these programs. Of this total, 6,398 were enrolled at the elementary and secondary level, 119 at the post-secondary level, and 5,403 in adult vocational education programs for the handicapped.

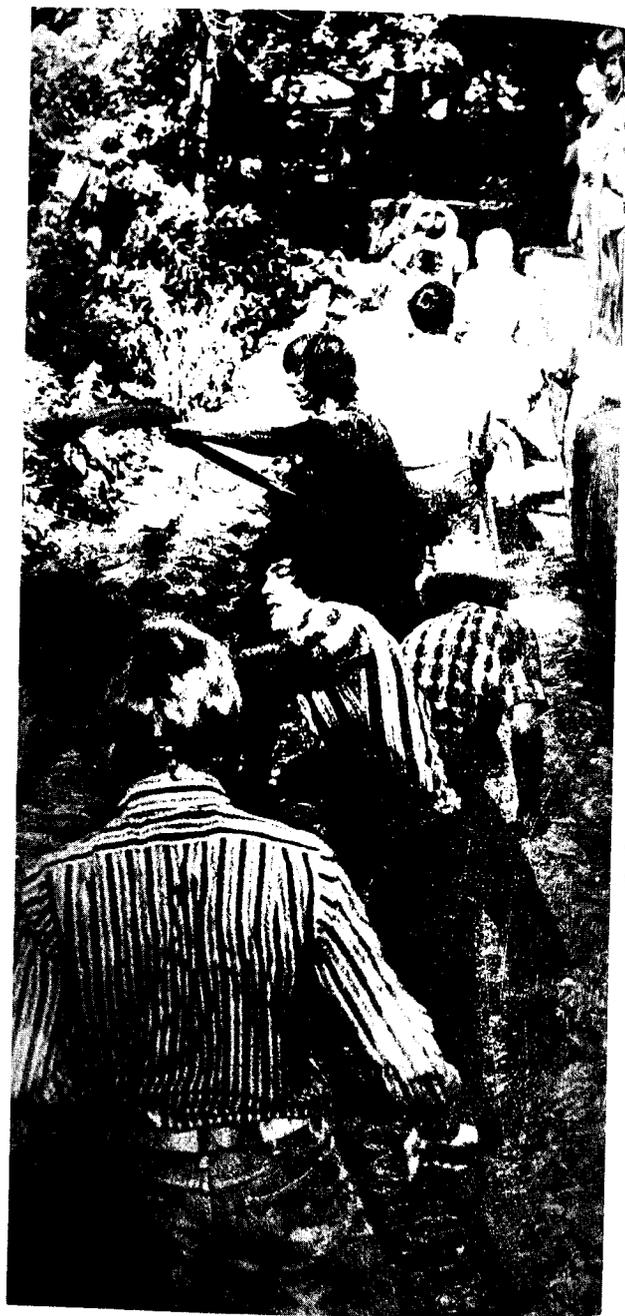
## Agency Encourages Schools To Explore New Approaches

The Agency encourages schools to explore new programs and to pilot innovative approaches in order to better meet the needs of their students. Principle 6, Standard 11, *Principles and Standards for Accrediting Elementary and Secondary Schools*, Bulletin 560, provides guidelines for schools wishing to implement experimental courses.

During the 1973-74 school year, 117 districts received approval for 331 experimental programs to be offered for local credit, and 56 districts received approval for 99 courses which could be taken for credit under the basic 18 units required in the accreditation standards for graduation. Such courses as data processing, stage band, world literature, television and radio, and conversational Spanish were offered as experimental courses.

Ten districts implementing quarter system organization received approval for 150 mini-courses, many of them innovative, that can be offered for quarter unit local credit for one year. After the districts evaluate the courses, they are eligible for approval for state credit.

A major thrust for innovation comes to the state through Elementary and Secondary Education Act Title III funds. During the 1972 federal fiscal year, \$6 million for 70 projects went to Texas schools; in the 1973 federal fiscal year the figures were \$6.9 million for 203 projects. Many of these followed priorities set by the State Board of Education. For instance, during the 1973-74 school year, a large percentage of the programs were in mathematics, reading, community education, accountability, and career education.



Other forward-looking programs include a vocational curriculum for construction industries based on behavioral objectives and including an exploration class which allows hands-on experiences for boys and girls to help them determine if they are interested in the construction fields. Another involves the development of more appropriate programs for secondary and age 0-3 pupils in the special education areas. In these programs, much emphasis will be placed on parental involvement.

# Special Populations Served Through 4 Different Programs

Both legislation and State Board of Education policy recognize that special programs must be available for pupils with special needs.

## Special Populations (Estimated)

	1973-74
Children of Limited English Speaking Ability	240,000
Migrant Children	60,000
Educationally Disadvantaged Students	430,000
Gifted and Talented Students	145,000*

\*Based on 5 percent of Texas' student population

Currently, Texas provides programs for

- . Children with Limited English Speaking Ability
- . Children of Migratory Farm Workers
- . Educationally Disadvantaged Students
- . Gifted and Talented Students

## Non-English Speaking Program

The oldest of these programs for special populations is the Preschool Program for Non-English Speaking Children authorized in 1959 by the Texas Legislature. With the advent of state-supported kindergarten for all children and emphasis upon bilingual education, participation in this program has decreased.

## Preschool Program for Non-English Speaking Children

Year	Districts	Pupils
1972-73	21	1,410
1973-74	7	257



## Bilingual Education Required by Law; Classes Underway

Under provisions of Senate Bill 121, Sixty-third Legislature (Subchapter L, Chapter 21, Texas Education Code) Texas schools must provide bilingual instruction where there are 20 or more children of limited English-speaking ability in the same grade level, beginning with the first grade in September 1974 and increasing by one grade each year to the sixth grade. Local boards of school trustees may, under the legislation, establish programs with fewer than 20 children if they desire.

The legislation allocated \$2.7 million for the biennium for training teachers and implementing programs. In addition, the law provided for textbooks and other supporting media for bilingual education to be made available under the state textbook program. Bilingual instructional materials have been recommended by the State Textbook Committee for adoption by the State Board of Education in November 1974 for the following areas:

- . Spanish Language Development, Grades 1-2
- . Basal Reading, Grades 1-2, Spanish
- . Supplementary Reading, Grades 1-2, Spanish
- . Mathematics, Grades 1-2, Spanish
- . Science, Grades 1-2, Spanish
- . English as a Second Language, Grades 1-2

These textbooks will be available to schools for the 1975-76 scholastic year.

Federal funds under Title VII, Elementary and Secondary Education Act, amounting to



some \$13.5 million also contributed to development of bilingual programs during the biennium. These monies flow directly to school districts with no funds for state administration of the program.

In implementing the Bilingual Education Law, the Texas Education Agency conducted a statewide survey in the fall of 1973 to establish the number of school age children of limited English-speaking ability within each grade level and to classify them according to their primary language. Approximately 240,000 children, ranging from the 27,000 in kindergarten to the 6,000 in the twelfth grade whose first language is Spanish, were identified. Approximately 7,000 children whose home language is a language other than English or Spanish were also identified.

In addition, the survey revealed that the number of trained bilingual teachers available for the mandatory first grade programs was short of the number needed. Consequently,

major Agency efforts were directed toward preparing teachers and teacher aides.

Under the leadership of the Agency, one week training institutes were offered in the summer of 1974 in 25 school districts and education service centers for teachers who were already bilingual. Intensive six week language programs to teach monolingual teachers Spanish were also provided. Methods and techniques of bilingual instruction were included in both series of institutes. To guide this effort, Agency staff, with assistance from experienced bilingual educators, developed a bulletin, *Training Manual, Bilingual [Bicultural] Education Training Institute* (March 1974), and trained 100 instructors in its use.

	Number Reported on Survey	Number Trained in Institutes
Bilingual Teachers	1,004	1,518
Bilingual Aides	869	15
Monolingual Teachers	786	482
Monolingual Aides	147	0

Emphasis was also placed upon ensuring a continuing supply of trained teachers. In April 1974, the State Board of Education adopted provisions for bilingual certification and guidelines governing issuance of bilingual endorsements to teaching certificates and Special Assignment Permits. Currently 11 teacher education institutions offer programs leading to bilingual certification.

Additional activities were aimed at informing school districts of procedures for applying for operational expenses allocation and for reimbursement for the cost of transporting bilingual education students from one campus to another within a district or from one district to another.

Principles and standards for accrediting school districts were also revised in light of the bilingual legislation and in July 1974 the revisions were adopted by the State Board of Education.

Federally funded bilingual projects reached some 47,350 children from prekindergarten through the twelfth grade in 1973-74. At the close of the biennium, these projects were in operation in 39 school districts and two education service center regions.

Participation In Bilingual Programs Funded Under Title VII, ESEA		
Pupils	1972-73	1973-74
English Speaking	6,963	7,485
Spanish Speaking	23,537	39,887
TOTAL	30,500	47,372
Teachers		
Bilingual	952	1,317
Monolingual	273	379
TOTAL	1,225	1,696
Teacher Aides		
Bilingual	822	822
Monolingual	29	44
TOTAL	851	866
Total Funding Title VII		
1972-73	1973-74	
\$7,196,097	\$6,420,843	

## **Migrant Education Receives Emphasis In State Program**

Special efforts to meet the unique needs of Texas children of migratory farm workers have been authorized under State Board of Education policy since 1963.

Since that time, teacher units have been allocated to these schools on the basis of a formula (Policy 4103.26) which recognizes fluctuations in enrollment because of pupil migrancy. Under this "peak load formula," 30 more teachers in 1972-73 and 18 in 1973-74 were allocated to districts participating in the Texas Child Migrant Program than would have been provided under regular formulas under the Foundation School Program. In addition, textbooks over and above the normal allocation have also been made available upon request to schools participating in the migrant program.

In 1967, additional resources became available to schools with concentrations of children of migratory agricultural workers with the passage of the Title I Migrant amendment to the Elementary and Secondary Education Act. During the 1972-74 Biennium, funds coming into Texas from this amendment amounted to \$36,829,263. These dollars supported supplementary educational and health programs for migrant children.

### **Child Migrant Program**

In 1973-74, 171 local school districts participated in the Texas Child Migrant Program, serving 60,080 pupils from four-year-olds to seniors in high school. Sixteen of the districts operated an extended day seven-month school year to fit the migratory patterns of certain students better. An en-

richment program including extra service during the school day in addition to the regular program and/or more instruction after school was also provided by schools in the Child Migrant Program.

Programs are also available to migrant children who are in Texas in the summer, many in areas other than their homebase school districts. In 1973, some 10,000 pupils in 42 districts were involved in oral language development, mathematics, arts and crafts, recreational activities, and food services. In 1974, enrollment in the 44 districts participating had increased to 12,245 pupils.

### **Secondary Enrollment**

Since the Texas Child Migrant Program was implemented in the state, there has been an increase in the number of pupils enrolled in the upper grades. Currently, 48 of the participating districts offer special programs for grades 8-12. Tutoring, vocational, language skills, bilingual studies, and cultural enrichment classes may be offered by schools for pupils in the upper grades if the districts wish to apply for funds.

Evaluative data for the 1973-74 school year indicate that 45 percent of the migrant students tested in reading programs and 48 percent of those tested in mathematics programs showed gains equal to or greater than those expected of the general population.

Recognizing the importance of teachers and other personnel in the Child Migrant Program, the Texas Education Agency has continued to offer massive staff development training.

Two workshops are provided annually for personnel in migrant schools, one in the Valley area and a second in the Lubbock area. In 1973, approximately 2,800 participants attended the McAllen workshop in October, with some 500 involved in the Lubbock meeting in August. These workshops, which offer two full days of general and small

group sessions, focused on oral language development, reading, bilingual education, individualized instruction, and early childhood education.

Since 1966, the Agency has contracted with education service centers and colleges and universities for special summer programs for educators in migrant programs. Some 1,500 teachers, aides, and others participated in 21 institutes in the summer of 1973.

Among other activities to strengthen the programs authorized under state policy and federal legislation, the Texas Education Agency, during the biennium:

- . Provided leadership for development of criterion-referenced tests and teachers guides in oral language and reading for pilot testing in the 1974-75 school year in selected migrant kindergarten through third grade programs.
- . Developed and disseminated an *Administrative Guide for Programs for Education of Migrant Children* (Fall 1973) and *Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children* (Fall 1973).
- . Published a *Handbook for a Parent-School-Community Involvement Program* (Bulletin 740, January 1974) and encouraged its use throughout the state in migrant programs.
- . Held a workshop on parent involvement attended by 350 people.
- . Updated and distributed annually an informative brochure, *Texas Child Migrant Program*.

- . Made 79 monitoring visits to schools to assist in maintaining effective migrant programs.
- . Upon request provided technical assistance to schools.

Films and other audiovisual materials to strengthen instruction in migrant schools are distributed through the state migrant media center located in Region I Education Service Center in Edinburg. Emphasis was placed during the biennium upon encouraging the use of bilingual materials especially developed for the program for four-year-old children and bilingual oral language and reading materials.

#### **Service Center Consultants**

Grants from the Agency to 10 education service centers provide for consultants to work with the migrant program:

- . Region I, Edinburg
- . Region II, Corpus Christi
- . Region III, Victoria
- . Region XII, Waco
- . Region XIII, Austin
- . Region XIV, Abilene
- . Region XV, San Angelo
- . Region XVII, Lubbock
- . Region XVIII, Midland
- . Region XX, San Antonio

The Agency also cooperates in other federally funded projects relating to the migrant program, such as the Record Transfer System. Terminals at the Agency and four education service centers are connected with a computer center in Little Rock, Arkansas, and academic and health information is available to schools through use of this data bank.

# Students Achieve In Compensatory Education Programs

Through resources available to the state under Title I of the Elementary and Secondary Education Act, Texas has provided compensatory education programs and services for educationally disadvantaged pupils since 1965. During the biennium, some \$160,971,522 was allocated to finance special programs for these pupils.

Under this legislation Texas schools with concentrations of children from low-income families, as determined from the 1970 Federal Census in accordance with ESEA Title I guidelines, receive special grants. To participate in the Title I program, Texas school districts and institutions develop project applications describing the programs and services to be offered to educationally disadvantaged children and submit the proposals to the Texas Education Agency for review and approval. In addition to those pupils who are eligible for services in public and non-public schools, children in foster homes and in institutions for the neglected and delinquent and the handicapped may also be served. Title I funds are used to provide supplementary programs and services especially designed to meet the needs of the educationally disadvantaged.

## Participation in Programs

During the 1972-74 Biennium, 1,090 school districts and institutions participated in compensatory education programs. Approximately 392,317 students in the 1972-73 school year and 368,646 in 1973-74 were served.

Activities in compensatory programs vary widely. They range from instructional pro-

grams in reading, language arts, mathematics and other areas to corollary services involving counseling, home visitations with pupils and parents, special tutoring, health, and inservice training for Title I staff personnel. Special remedial and enrichment programs under Title I were conducted during the summers of 1973 and 1974.

Available test data from a sample of school districts in 1973-74 indicate that the students are achieving at approximately 1.0 months gain per month of instruction in reading and mathematics (reading 1.05 months; mathematics .93).

## Administration Activities

Administration of ESEA Title I programs and efforts involves many activities by the Texas Education Agency in addition to the receipt and approval of program applications and amendments from the school districts and institutions. Among them during the 1972-74 Biennium were the following:

- Approximately 450 program monitoring and technical assistance visits were made to districts and institutions.
- Technical assistance and guideline briefing workshops on Title I were conducted in each of the 20 education service center regions for school superintendents and Title I staff members.
- Meetings were held throughout the state in the spring of 1973 for school superintendents to effect reallocation of low-income family children according to the 1970 census.

The Texas Education Agency staff works closely with school districts and institutions in providing positive leadership and guidance to personnel involved in Title I programs and activities.

# Various Activities Designed for Needs Of Gifted, Talented

Although there is no statutory mandate regarding education of the gifted and talented student, interest in meeting the needs of these boys and girls has increased in recent years.

During the biennium, Texas Education Agency staff continued leadership efforts to focus attention upon meeting the needs of all students, including those who have superior academic achievement and/or ability; talent in art, music, drama, or other aesthetic areas; physical performance; mechanical ability; potential for leadership; and qualities of creativity.

A tentative State Plan for the Education of the Gifted and Talented has been developed and the Priorities Committee of the State Board of Education has proposed that education of these students be adopted as another priority area of concern. The proposal will be presented to the full Board at its November 1974 meeting.

## Promises in Education

A number of other Agency activities have encouraged schools to consider ways in which they might provide for the educational needs of these pupils. The statewide conference on Promises in Education, cosponsored by the Texas Education Agency and Education Service Center Regions VII and X in Dallas in May 1973, featured some 20 promising school programs, among them, the Vanguard Elementary Schools for the gifted and talented in the Houston ISD. Approximately 600 educators attended the conference.

No money has been available for programs for the gifted and talented from either state or federal sources. Special programs thus far have been developed entirely from local funds. These include honors courses, special exhibits of student work, and special recognition through school fairs, competition, and awards days. In addition, many schools are providing opportunities for talented students to work on their own by individualizing instruction, for example, allowing individual work projects, sometimes with instructors from nearby colleges and universities.

## Small Schools Seminar

The Talented Youth Seminar Program under the sponsorship of the Small Schools Project provides highly able junior and senior students from small, rural schools with opportunities for enrichment and intellectual stimulation by means of debate and open discussion with small groups of their peers and resource persons. Nine regionally located colleges sponsored programs during the 1972-74 Biennium.

House Simple Resolution 99, Sixty-third Legislature, created a special interim committee to study the educational needs of gifted children in Texas. Composed of five members of the House of Representatives appointed by the House speaker and five lay members who have special knowledge of and interest in the education of gifted children appointed by the Governor, the committee will report to the Sixty-fourth Legislature. An Agency staff member met with the committee and information was provided.

# Schools Require 167,000 Professionals

PROFESSIONAL PERSONNEL*		
	1972-73	1973-74
Elementary Classroom Teachers	51,598	50,735
High School Classroom Teachers	30,158	30,639
Junior High Classroom Teachers	23,158	23,276
Kindergarten Teachers	2,369	3,815
Teacher Aides, Regular	5,946	6,739
Superintendents	985	983
Principals, Full-Time	3,145	3,174
Principals, Part-Time	3,650	3,686
Supervisors	596	539
Counselors	1,382	1,405
Special Service Teachers		
Librarians	2,012	2,027
School Nurses	1,054	1,027
Physicians	9	9
Visiting Teachers	221	169
Itinerant Teachers	1,289	1,246
Exceptional Children Teachers		
Visually Handicapped	55	66
Orthopedically Handicapped and Other Health Impaired	442	456
Physically Handicapped/ Mentally Retarded	81	107
Minimally Brain-Injured	1,136	928
Auditorially Handicapped School Age Deaf	99	73
Mentally Retarded-Educable	3,596	4,050
Mentally Retarded-Trainable	507	571
Speech and Hearing	1,242	1,439
Pregnant Students	150	203
Emotionally Disturbed	435	470
Supportive Units		
Special Education Paraprofessional Units (Aides)	2,407	3,761
Special Education Supervisors	346	429
Special Education Counselors	293	430
Special Education Visiting Teachers	12	22
Educational Diagnosticians	206	326
School Psychologists	27	31
Associate School Psychologists	82	128
Language and Learning Disabilities	1,506	2,388
Early Childhood Education for Handicapped (3-5 years old)	285	403
Vocational Personnel		
Vocational Supervisors	52	68
Vocational Counselors	216	260
Industrial	1,326	1,467
Agriculture	1,278	1,317

1973-74		1972-73	1973-74
50,735	Homemaking - Useful	2,312	2,381
30,639	Distributive	553	602
23,276	Health Occupations	74	94
3,815	Vocational Supervisors (Administrators)	138	159
6,739	Occupational Orientation	117	132
983	Office	442	494
3,174	Homemaking - Gainful	150	190
3,686	Technical	63	61
539	CVAE	784	881
1,405	Vocational Education for the Handicapped	104	113
2,027	Industrial Arts	0	135
1,027	Miscellaneous Teacher Aides	862	1,592
9	Teachers of Preschool Deaf	23	17
169	Personnel Non-Reimbursable on Foundation Program or Reimbursed Through Other Sources		
1,246	Model Cities Program	40	27
66	National Teacher Corps (Team Leaders)	15	15
456	Miscellaneous Professional Personnel	906	1,245
107	Driver Education	100	70
928	Office of Economic Opportunity	133	83
73	Federal Migrant Program (OEO)	69	65
4,050	Teachers, Supervisors, or Principals of County-Wide Day School for Deaf	151	206
571	Kindergarten Teachers (Non-Foundation)	279	152
1,439	Programs for the Educationally Disadvantaged		
203	Professional Staff	4,715	4,767
470	Aides	4,532	4,714
3,761	Administrative Assistants	141	129
429	Development Leave	3	4
430	TOTAL	160,057	167,190

\*Source: Professional Personnel Information System, Texas Education Agency

#### Professional Personnel by Sex and Ethnicity\*

	Male		Female	
	1972-73	1973-74	1972-73	1973-74
Black	3,589	3,799	12,206	13,547
Spanish-surnamed	2,151	2,781	5,852	8,184
All Others	37,292	37,910	98,967	100,969
TOTAL	43,032	44,490	117,025	122,700

\*Source: Professional Personnel Information System, Texas Education Agency

## Agency Emphasizes Wide Involvement In Teacher Training

Subchapter B, Chapter 13, Texas Education Code, assigns to the State Board of Education, "with the advice and assistance of the state commissioner of education. . . responsibilities. . . concerning the issuance of certificates and the standards and procedures for the approval of colleges and universities."

Teacher education as a cooperative endeavor was emphasized by a number of actions during the 1972-74 Biennium:

- Reorganization of the State Board of Examiners for Teacher Education, a statutory group to advise the Commissioner of Education, was completed. The 27-member board includes six public school teachers and support personnel, four public school administrators, representatives of five organized professional groups, two college presidents, four deans of education, two university teachers, two university certification officers, one staff member from the Coordinating Board, Texas College and University System, and the Commissioner of Education—an ex-officio member with full voting privileges who serves as chairman.
- Authorized by the State Board of Education in June 1972, the State Commission for Professional Competencies is charged with making recommendations relating to competencies to the Board of Examiners. Its 30 members include six college representatives, 10 public school teachers, two instructional support personnel, six public school administrators, and six presidents of professional organizations who serve as



ex-officio members with full voting privileges.

- Procedures for making visits to review teacher education programs for approval were restructured. More attention is now being directed toward teacher education activities and programs which involve institutions of higher education, public schools, and professional organizations. Seventeen visits to teacher education institutions were made during the biennium by teams composed of representatives of these groups. An Agency staff member served as coordinator of each approval visit.
- The Texas Center for the Improvement of Educational Systems, funded under federal legislation, was further developed to provide information about and encourage implementation of effective educational strategies.

# Approval Granted For Certification In 5 New Fields

From September 1972 through August 1974, 68,810 teacher certificates were issued by the Texas Education Agency. Although there is no longer a statewide shortage of teachers, emergency permits are still needed for certain subject areas; 21,000 such permits were issued during the biennium, largely in the fields of mathematics, science, special education, and bilingual education.

From 1972-74 the State Board of Education approved five new teaching fields for certification: bilingual education, sociology, psychology, physical science, and life-earth science for grades 6 through 8. The Board also approved a Professional Reading Specialist Certificate, which requires graduate level preparation. To improve Agency administration of certification, the following steps were taken:

- . Records were converted from paper copies to microfiche.
- . A complete computer index of individuals certified in Texas since 1955 was completed in March 1974.
- . A new system designed to speed up certification processing was instituted in July 1974.

## Special Projects

Under federal resources, special projects to improve competencies of both professional and paraprofessional personnel were also in operation during the biennium.

The Texas Education Agency administered a program which provided inservice for 93

teachers and 353 teacher aides at a cost of \$195,475. Emphasis was upon language skills development, early childhood education, and special education. 1972-73 was the last year of the project.

The Agency coordinated two programs funded directly from the U.S. Office of Education. The Career Opportunities Program (COP) was designed to attract low income people who wish to enter the field of education. The following school districts and service centers trained 1,068 people during the biennium: Crystal City Fort Worth/Dallas Consortium

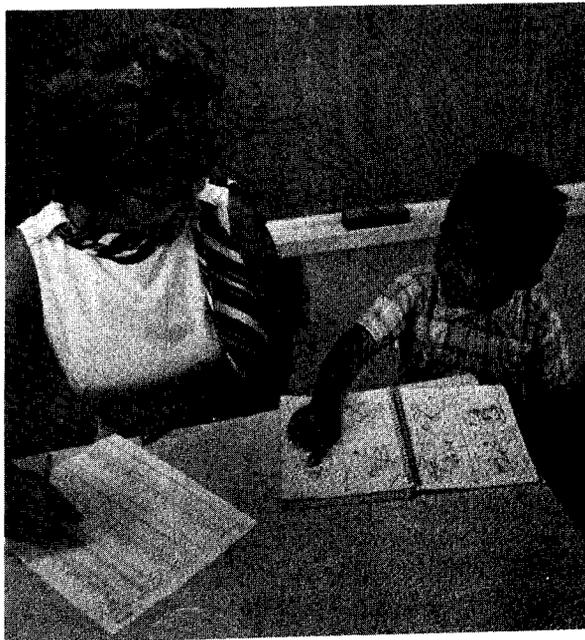
Edgewood Houston  
Edinburg Point Isabel

Region XIX Education Service Center  
(El Paso)

Region XV Education Service Center  
(San Angelo)

Region XVIII Education Service Center  
(Midland)

The Urban/Rural School Development Program provided inservice training in all subject areas for school staffs serving low income populations. Crystal City and Edgewood school districts trained 360 staff members.



# Initial Textbooks For Kindergarten, Bilingual Approved

It was in 1918 that Texas made its first commitment to providing instructional resources for all of the state's pupils. In that year, an amendment to the Texas Constitution called for state adoption and purchase of textbooks. Subsequent legislation (Subchapter A, Chapter 12, Texas Education Code) has expanded state support to certain other instructional materials and has extended the

provision of free textbooks to kindergarten pupils.

When the Sixty-third Legislature enacted Senate Bill 121, one section of which added Section 12.04 of the Texas Education Code, textbooks and supporting media for bilingual education were added to the instructional materials to be provided by the state. Bilingual state-adopted instructional materials for kindergarten and grades 1 and 2 will be available to schools for the first time in September 1975.

On an average, two newly adopted books are provided each student each year throughout the state, an indication of Agency efforts to keep textbooks current with curriculum changes, improvement in textbook content and format, and changes in teaching methods.

## Statistical Data on Textbooks

	1972-73	1973-74
Total Number of Textbooks in Use	33,125,548	32,339,026
Number of Titles	1,082	1,008
Number of Local Depositories	1,085	1,078
Annual Expenditures	\$29,690,862	\$26,690,862
Current Investment in Books	\$103,736,354	\$108,492,129
Average Annual Cost per Pupil	\$10.71	\$9.61

## Textbook Adoptions

1972-73		1973-74
Readiness Basal Reading	German	American History, Gr. 8
Pre-Primer Basal Reading	Spanish III & IV	Civil Government, Gr. 8
Primer Basal Reading	Graphic Arts	Trigonometry
Basal Reading, Gr. 1-3	Industrial Materials	World Geography
Social Studies, Gr. 1-6	General Woodworking	American History, High School
History, Gr. 5	Automotive Trades	Civil Government, High School
Texas History & Geography, Gr. 7	Building Construction Trades	Economics
Earth Science	Metal Trades	French IV
English Composition III & IV		Homemaking
Related Mathematics II		Business Education
Consumer Mathematics		Beginning & Advanced Typewriting
Advanced Texas Studies	Basal Reading, Gr. 4-6	Health Education I & II
French III	Supplementary Reading, Gr. 4-6	Drivers Education
	Vocal Music, Gr. 4-7	

Special versions of textbooks in Braille and Large Type are provided for visually handicapped students. During the biennium, Braille masters were transcribed by volunteers in Bexar County, Dallas, El Paso, Garland, Houston, and at the Texas Department of Corrections. Books on tape for use in tape players are increasingly becoming popular with blind students. Recordings for the Blind, a nationwide taping facility, opened a studio in Austin, improving the availability of textbooks on tape to Texas students.

In response to House Concurrent Resolution 127, Sixty-third Legislature, concerning the cost of textbooks, the Agency, among other actions, surveyed 182 textbook publishers. Information from this survey, from the in depth study of instructional resources conducted by the Agency during the last four years, and recommendations from the State Textbook Committee will provide the basis for a report to the Sixty-fourth Legislature in 1975.

## Media Centers Give Teachers Flexibility Through Materials

While books and chalkboards used to be the tools of the teacher, advancing technology has expanded instructional materials to include a variety of non-print items such as films, filmstrips, and tape recorders.

Section 11.32, Texas Education Code, which establishes regional media centers, was based upon recognition of the importance of the availability of these materials. In addition to filmstrips and other media, these centers had 59,149 separate titles of 16mm films during 1973-74 and a total of 128,035 copies. The films were booked by districts on some 1,333,723 occasions during the school year.

Under Section 21.910, Texas Education Code, the state also provides funds from the Foundation School Program for televised instruction.

Participation in Televised Instruction	Enrollment
Social Studies	1,316,927
Language Arts	663,491
Fine Arts	420,120
Science	575,038
Mathematics	156,996
Foreign Language	105,471
Homemaking	3,587
Health, P. E.	163,170
Drivers Education	5,602
Special Education	332
Guidance	53,405
Sesame Street	24,984
Electric Company	228,189
Miscellaneous	1,729,057

### Regional Instructional Media Services

	1972-73	1973-74
Average Daily Attendance in Schools Participating	2,327,874	2,272,345
State Funds Allocated*	\$2,243,161	\$2,257,006

\*Matched by at least equal amount of local funds

# Use of Resources Grows Through Agency Leadership

The Agency provides leadership for the state's instructional resources program, with consultative services available to schools. Among areas in which assistance was given during the biennium are:

- . strengthening learning resources centers programs
- . planning and managing an instructional resources program
- . using state-funded televised instruction

To strengthen the use of instructional materials, Agency staff, with the assistance of school, service center, and college and university educators, developed two bulletins during the biennium. *Guidelines for the Development of Learning Resources Centers* (Bulletin 748, August 1974) will assist schools to expand the role of the school library. *Guidelines and Framework for Professional Development Programs in Instructional Resources* (August 1974) offers suggestions for improving inservice activities. A brochure, *Future Instructional Resources System for Texas* (1973) was also published and widely distributed.

The Agency also responds to the needs of regional education service center and school district staffs by designing, producing, and distributing 35mm slide and audio tape presentations, transparency services, and video production. Major productions include 28 35mm slide and audio tape presentations; 11 transparency series; and 55 hours of video programs.

In addition, the Agency maintains a library with a collection which now includes 175

current journal titles and back issues; 7,200 books, documents, and reports; 570 reels of microfilm; and 86,783 research documents on microfiche.

## Texas Information Service

Another source of assistance to teachers and others is the Texas Information Service (TIS) project. Supported partially through federal funds and partially through subscription fees, the service is operated through the Region XIII Education Service Center on a sub-contract from the Texas Education Agency. TIS provides information from research and other sources on a wide variety of education-related subjects.

## Special Education Materials Centers

Initiated during the previous biennium through the 20 education service centers, the Texas System of Special Education Instructional Materials Centers was instrumental in helping special education teachers across the state to develop better instructional programs for each child, utilizing appropriate materials.

## Instructional Materials for Occupational Education

Materials development is also an important part of the Agency's efforts to strengthen occupational education. The major sources for new instructional materials are the curriculum development centers for vocational education established at four state universities: East Texas State University, Texas A&M University, Texas Tech University, and University of Texas at Austin. Personnel at each center write and disseminate instructional materials and train teachers to use them.

Other programs also contribute to the development of new materials. Over a fourth of the more than \$500,000 of federal funds expended for occupational research projects during the past year went to develop new instructional materials.

In addition, under contract with the federal government, the Agency has begun to develop performance-based objectives and criterion-referenced test measures for a number of occupations.

# Schools Provide Added Services To Aid Students

Recognizing that an effective instructional program must be supported by a variety of services to pupils, Texas schools make provisions for:

- . Guidance and counseling
- . Visiting teacher services
- . School nutrition and health programs
- . Transportation

Among the major developments during the biennium were a movement toward accountability in guidance programs; expansion of programs and inservice training for visiting teachers through regional education service centers; and advances in physical examination and training standards for bus drivers.

## Guidance Services

Under Section 16.17, Texas Education Code, Texas schools are allotted one counselor or one supervisor for the "first 40 classroom teacher units. . .and one unit. . .for each additional 50 classroom teacher units, or major fractional part thereof."

Section 11.26 (b), Texas Education Code, however, mandates that the State Board of Education "shall not adopt any policy, rule, regulation, or other plan which would require any school district. . .to hire any guidance counselor."

Counselors for specialized areas are also allocated to schools under Section 16.304, Texas Education Code (vocational), and Section 16.16, Texas Education Code (special education).

During the biennium, guidance services in Texas schools emphasized accountability—helping districts develop guidance plans which clearly spell out the results to be achieved. Texas Education Agency staff worked with regional guidance coordinators from education service centers in the development of a manual, *Accountability in Guidance Services*, which was published in August 1973, following a pilot study conducted in the spring of 1973.

Each service center conducted workshops based on the 76-page book with guidance counselors from their region. Approximately half of the counselors in Texas participated in the workshops. A copy of the publication was distributed to each counselor in the state through school districts:

## Outcome-Based Guidance

By September 1974, seven districts had completed an "outcome-based" guidance plan which had been reviewed and approved by Texas Education Agency staff. In addition, 30 other districts were engaged in development of similar plans. An objective had been set of 100 districts with "outcome-based" guidance plans by the summer of 1975.

Eleven colleges and universities in the state had approved, competency-based programs for the preparation of counselors in operation by September 1974.

Among other developments during the biennium was establishment of a guidance associates' program, the only one of its kind in the country. Guidance associates, who have bachelor's degree level training as teachers with a second teaching major in guidance studies, serve as assistants to counselors. After three years as an associate, a person can gain approval as a counselor. Sixteen guidance associates were employed by school districts at the close of the biennium.

Approximately 600 districts in the state employ counselors. Another 114 counselors

are utilized in cooperative arrangements by multiple districts. There were a total of 3,312 counselors in Texas public schools in 1972-73 and 3,413 in 1973-74.

As a designated priority of the State Board of Education, career education has been emphasized during the biennium in guidance services in the state. Counselors have worked closely with instructional personnel to develop

the concept. Most activities have focused on an awareness of career opportunities available, decision making, and job-seeking techniques.

Vocational group guidance, a program which expanded during the biennium to include approximately 14,000 students in 1973-74, simulates job situations for groups of high school students interested in a particular occupation.

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## Visiting Teacher Services Expand During Biennium

Section 16.07, Texas Education Code, authorizes visiting teachers under the classification of special services teachers.

Visiting teachers provide help for individual students and their families when these pupils are having school-related difficulties. Visiting teachers are professional, noninstructional staff members who are especially knowledgeable about available community resources for health and welfare which can be helpful in solving educational difficulties.

During the biennium, Texas Education Agency and regional service center staff provided consultative assistance to school districts in developing new visiting teacher programs and expanded inservice training for practicing visiting teachers. A media presentation, *The Visiting Teacher in Texas Public Schools*, was developed to accompany the publication, *The Visiting Teacher in Texas* (July 1972).

Visiting teachers are funded under the Foundation School Program. Federal funding also supports visiting teacher services in migrant, bilingual, early childhood, and special education.

Five universities are currently approved for visiting teacher certification programs:

East Texas State University

Texas Tech University

Texas Woman's University

Sam Houston State University

Southwest Texas State University

### Health Services

Section 16.07, Texas Education Code, also authorizes use of school nurses and school physicians under special service teachers. Health services utilize the special skills of physicians, nurses, dentists, classroom teachers, and others in the community to promote the health of pupils and school personnel.

# Legislative Action Requires Physicals, Records for Drivers

Transportation services for public schools were affected during the biennium by House Bill 1387 passed by the Sixty-third Legislature. The legislation:

- Amended Article 6687(b), Vernon's Civil Statutes, to require all school bus drivers to undergo an annual physical examination; and to require a pre-employment driver record, acceptable to the Texas Education Agency and the Texas Department of Public Safety, which would be updated annually.

Texas Education Agency staff worked with a committee of school administrators, a State Board of Education member, representatives of the Governor's Office of Traffic Safety, the Texas Department of Public Safety, the Texas State Department of Health, and the Texas Medical Association in developing the physical examination.

At the close of the biennium, a new driver training curriculum had completed a pilot testing period conducted through five regional education service centers. Staff members of the five service centers, the Texas Education Agency, and the Texas Department of Public

Safety met in a week-long conference to discuss final revisions. The new curriculum was expected to be in use through service centers by 1975. The training package includes an instructional guide, media kit, and workbook for drivers participating in training sessions.

Transportation of pupils across the state continued to grow during the biennium as a result of state legislation, federal standards and rulings, and a normal growth factor.

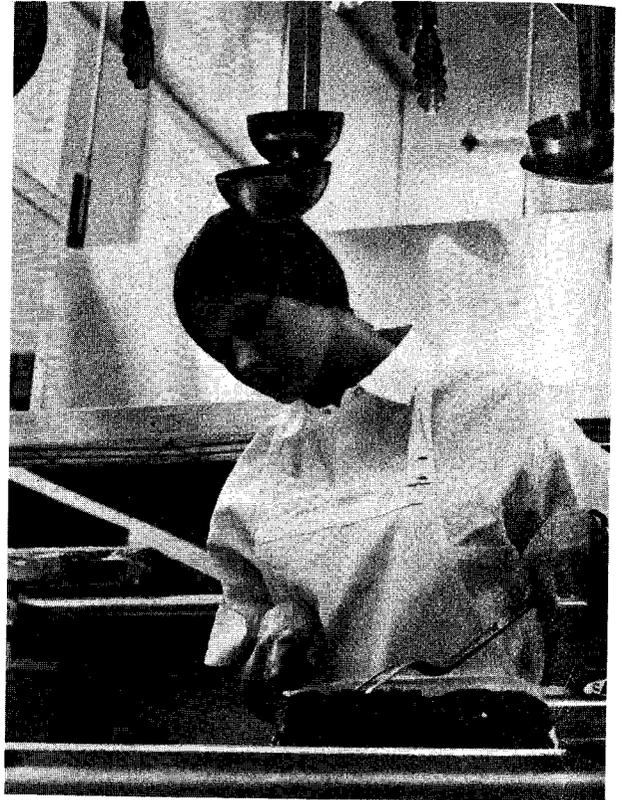
House Bill 1162 passed by the Sixty-third Legislature (Section 16.56(h), Texas Education Code) required that districts be reimbursed for the cost of transporting certain vocational students. Transportation for these students was added to programs for special education students and regular transportation.

	Regular Transportation	
	1972-73	1973-74
Pupils transported	636,635	681,946
Total daily miles	525,099	553,524
Number of routes	8,696	9,535
Cost per pupil	\$42.12	\$40.57
Total cost	\$26,820,434	\$27,670,777

	Other Types of Transportation			
	Special Education		Vocational	
	1972-73	1973-74	1972-73	1973-74
Number of districts	237	291	0	93
Pupils transported	18,357	19,435	0	5,204
Cost to state	\$2,797,398	\$2,913,340	0	\$247,993

## Texas Receives Increased Funds For School Lunch

The National School Lunch Program provides cash and commodity assistance to schools agreeing to operate a nonprofit lunch program, serve a balanced lunch, and provide lunches free or at a reduced price to needy children. Federal legislation requires participating states to provide certain matching funds. In 1972-73, Texas' matching funds were estimated to be \$1.8 million and in 1973-74 they increased to approximately \$3.9 million. Schools are reimbursed on the number of lunches served to children.



Schools participating in the School Breakfast Program are reimbursed on the number of breakfasts served and in the Special Milk Program on the number of half pints of milk served above those required by the School Lunch and Breakfast Programs.

The Nonfood Assistance Program provides reimbursement to eligible schools of 75

percent of the cost of equipment (other than land and buildings) purchased to establish, maintain, or expand school food service programs. The remainder of the cost of such equipment must come from local sources other than school food service income. This program is designed to assist schools in low-income areas where food service facilities are inadequate or nonexistent.

### Federal Grants for Nutrition Programs

Program	1972-73	1973-74	Total
School Lunch	\$63,401,642	\$75,652,957	\$139,054,599
School Breakfast	2,789,032	4,879,905	7,668,937
Special Milk	3,307,128	1,288,654	4,595,782
Nonfood Assistance	436,981	911,331	1,348,312
Agency Administration	166,810	166,553	333,363
<b>Total</b>	<b>\$70,101,593</b>	<b>\$82,899,400</b>	<b>\$153,000,993</b>



# Governance of Public School Education



## Tradition, Law Give Local Autonomy To Texas Schools

Although the state has historically recognized a responsibility for public school education in Texas, there has also been a long tradition of local autonomy. As early as 1854, the School Law created the Permanent School Fund, a clear indication that the state had an obligation to support public education. Not too many years after, however, the Constitution of 1876 established the community system, unique to Texas, which placed the responsibility of setting up and administering public education solely on local citizen groups. Although this system proved to be unsuccessful because it failed to establish any

continuity in the development of public school education, it did lead to developing and administering local schools based on the independent district idea.

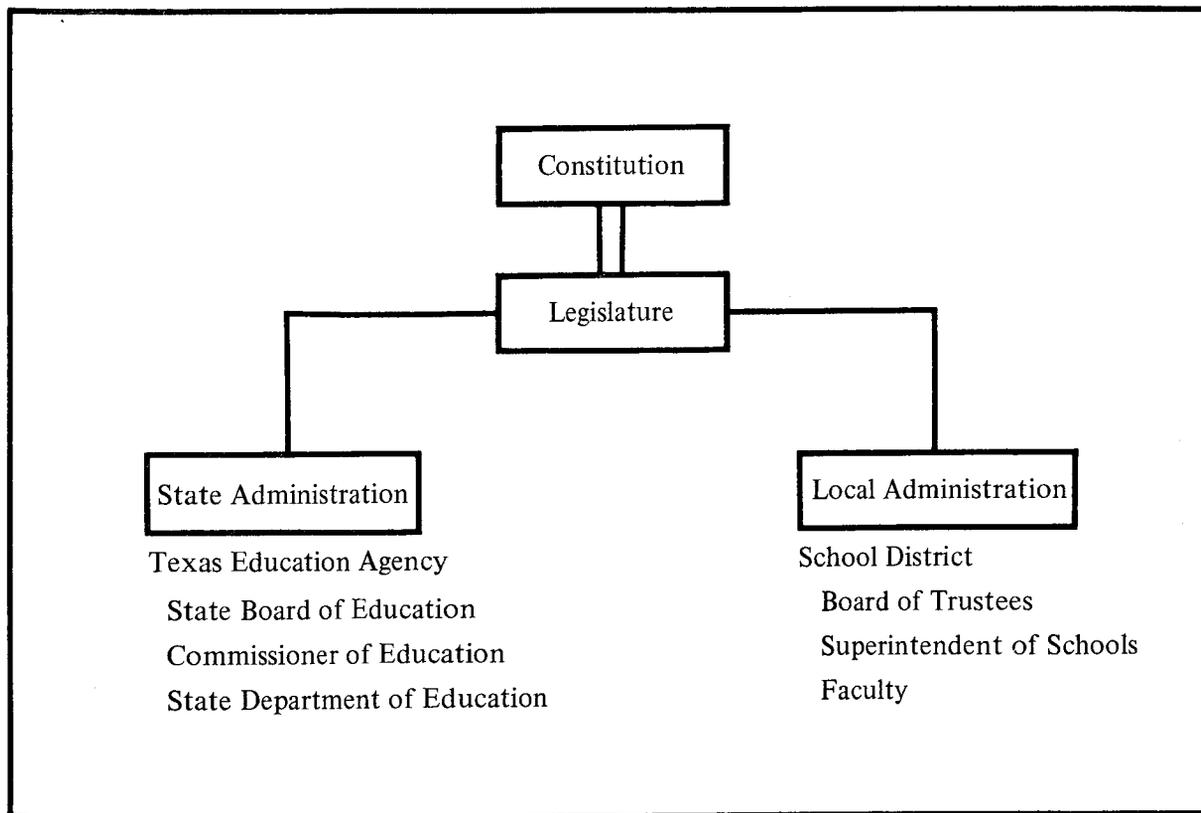
By 1900, there were 526 school districts, controlled by local citizens and receiving funds from the Permanent School Fund. When the Gilmer-Aikin laws were passed by the Texas legislature in 1949, the total number of districts had reached 3,385. It had become evident that it was the state which must ensure that all children have access to 12 years of public school education and that the education so available meet certain standards.

Since that time, local autonomy has continued to play a major role in educational decisions in Texas, but increasingly within the context of the state's responsibility for strong educational leadership. Texas children, no matter where they go to school in the state, have a right to a quality education.



# Agency, Districts Share Authority For Governance

The responsibility for seeing that educational opportunity is available has been given to two groups: 1) the Texas Education Agency, made up of the State Board of Education (elected by the people), the Commissioner of Education (appointed by the Board), and the State Department of Education; and 2) the public schools which operate under local boards charged with making local policy and securing qualified people to carry out that policy.



# Three Components Of Agency Fulfill Legal Mandates

Section 11.26 of the Texas Education Code stipulates that "The State Board of Education shall review periodically the needs of the state, adopt or promote plans for meeting these needs, and evaluate the achievements of the educational program."

Among its statutory duties, the Board:

- . appoints the commissioner of education
- . adopts policies governing operation of the Texas Education Agency and approves the plan of organization for administration
- . formulates and presents budgets to the Governor and the Legislative Budget Board
- . approves textbooks for use in the public schools
- . hears appeals from decisions of the commissioner of education
- . directs Permanent School Fund investments
- . adopts policies and standards affecting public schools
- . reports to the Governor and to the legislature on public education
- . serves as the Board for special schools for deaf children and blind children
- . serves as the State Board for Vocational Education

## Commissioner of Education

According to Section 11.52, Texas Education Code, "The Commissioner of Education shall be responsible for promoting efficiency and improvement in the public school system

of the state and shall have the powers necessary to carry out the duties and responsibilities placed upon him by the Legislature and by the State Board of Education."

In meeting the requirements of the law, the commissioner:

- . carries out policies established by law and by the State Board of Education
- . promotes efficiency and improvement in the schools in the state
- . makes recommendations to the State Board of Education on educational programs and supplies information needed for decision making
- . prescribes reports to secure information needed for educational planning
- . hears appeals made by citizens dissatisfied with the rulings of local boards

## State Department of Education

Under Section 11.63, Texas Education Code, the State Department of Education:

- . administers programs as directed by statute, the State Board of Education, and the commissioner of education
- . establishes procedures to ensure that schools are complying with state laws and policies adopted by the State Board of Education
- . develops programs and carries on activities to assist local school systems in improvement of instruction and administration
- . works with advisory committees and commissions composed of professional educators and other citizens of the state

# Priorities Adopted To Guide Action Of State Board

The State Board of Education was expanded November 1972 when new laws governing membership took effect. Until that time, the Board had consisted of 21 members elected from Congressional districts as drawn in 1949.

Under Section 11.21, Texas Education Code, the new Board was composed of one member elected from each Congressional district established by law; there are currently 24 districts. Members serve six year terms, with one-third elected in the general election every two years. The Board holds regular meetings on the second Saturday in January, March, May, July, September, and November, and called meetings are usually held on the same date in February, April, June, and October.

During the biennium, the Board continued to revise its policies and procedures and incorporate changes based on new legislation and Board action. These are printed in the two volume *Policies of the Texas State Board of Education* and *Administrative Procedures for the Policies of the Texas State Board of Education*.

Two actions of the Board were particularly significant during the biennium.

- . Goals for Public School Education in Texas were revised in the spring of 1973 to place more emphasis upon developing in all pupils "appreciation of culture, language, and life style diversities."
- . In addition, in November 1973, the Board reaffirmed nine priorities as the focus for planning for 1974 and directed

that the first three on the list be singled out for special emphasis:

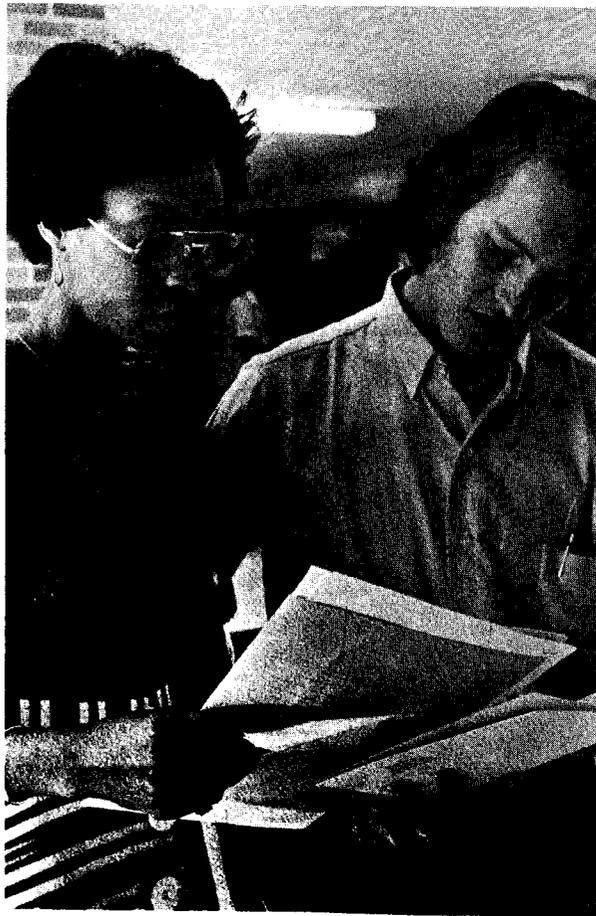
- . Development of a New Educational Plan and Method of Financing
- . Strengthening of Instruction in Reading and Mathematics
- . Strengthening of Career Education
- . Strengthening of Bilingual and Multicultural Education
- . Implementation of the Community School Concept
- . Implementation of the Quarter System
- . Improvement of the Management Information System
- . Development of a System of Accountability
- . Strengthening of Instructional Materials and Resources

A tenth priority, Education for the Gifted and Talented, was under consideration as the biennium closed.

Major decisions concerning education in Texas 1972-1974 were made in light of these priorities.

## Laws That Open Records, Meetings Influence Schools

The legislature influences operation of Texas schools each biennium by passing laws relating to the functions of the Agency and the districts. These laws, which range from state-wide kindergarten to new organizational patterns, are published following each regular session. Agency Bulletin 737, *Laws and Resolutions Affecting Public Education* (September 1973), was distributed to all districts.



Included among the laws passed by the Sixty-third Legislature are those dealing with open meetings and open records. The open meetings law, Article 6252-7, Vernon's Civil Statutes, requires all governmental bodies to open to the public "every regular, special, or called meeting or session," and Article 6252-17a, Vernon's Civil Statutes, the open records law, requires that the public have access to "all information collected, assembled, or maintained by governmental bodies."

In response, the State Board of Education has amended its policies on meetings and has informed school districts of the new requirement. Notice is posted 72 hours in advance of all Board meetings in the Secretary of State's Office in the Capitol. Preliminary agendas are distributed to wire services, newspapers, radio, and television with representatives in the Capitol on the Monday preceding the Saturday meeting.

In meeting the open records mandate, the Agency has adopted operating procedures to comply. A staff member has been assigned responsibility in each major division for seeing that records are available under terms of the law. Forms have been developed to protect the citizen's "right to know" and ensure that fees authorized under the law for printing materials are collected. All schools were informed of the provisions of this law.

# Agency Emphasizes Service, Leadership To Assist Schools

Traditionally, activities of the Texas Education Agency have been grouped under three major headings—regulation, service, and leadership.

## Regulation

The Agency has long emphasized service and leadership in working with school districts. However, recent years have seen an increase in regulatory responsibilities resulting from court action. Among regulatory duties assigned to the Agency by law and by court action are:

- . developing and applying standards for the certification of teachers and other professional personnel
- . ensuring that Texas' districts comply with statutory and court ordered desegregation requirements
- . ensuring that all budgetary and accounting procedures of schools districts, education service centers, and other agencies are in accordance with law
- . accrediting schools, a function which cuts across leadership, service, and regulatory responsibilities

## Service

Over the years, the Agency has sought to serve local districts by providing consultative assistance through a variety of means. Specialists from the Agency work with teachers, administrators, service center personnel, college and university faculty members, and others employed by or interested in public schools. In serving school districts, Agency staff:

- . conduct workshops and other inservice activities



- . talk with groups
- . develop printed and other materials
- . provide consultative and technical assistance

## Leadership

Leadership activities cover a broad range of duties, from developing statewide curriculum frameworks to conducting conferences on promising educational practices. Agency publications frequently point to new directions and assist Texas teachers and administrators to look to the future.

To carry out its regulatory, service, and leadership responsibilities, the Agency has approximately 860 professional and supportive personnel.

The law provides that state funds for operation of the Agency be appropriated from the Foundation School Fund in an amount not to exceed four tenths of one percent of the funds made available by the Foundation School Program in any fiscal year. In 1972-73, \$2,553,185 was appropriated by the legislature for Agency administration; the limit authorized under Texas law would have been approximately \$4.8 million. In 1973-74, \$2,770,772 was appropriated; the limit authorized would have been approximately \$5.1 million. Increasingly in recent years, federal funds to administer federal programs have provided major support for the Agency.

## Agency Updates State Standards For Accreditation

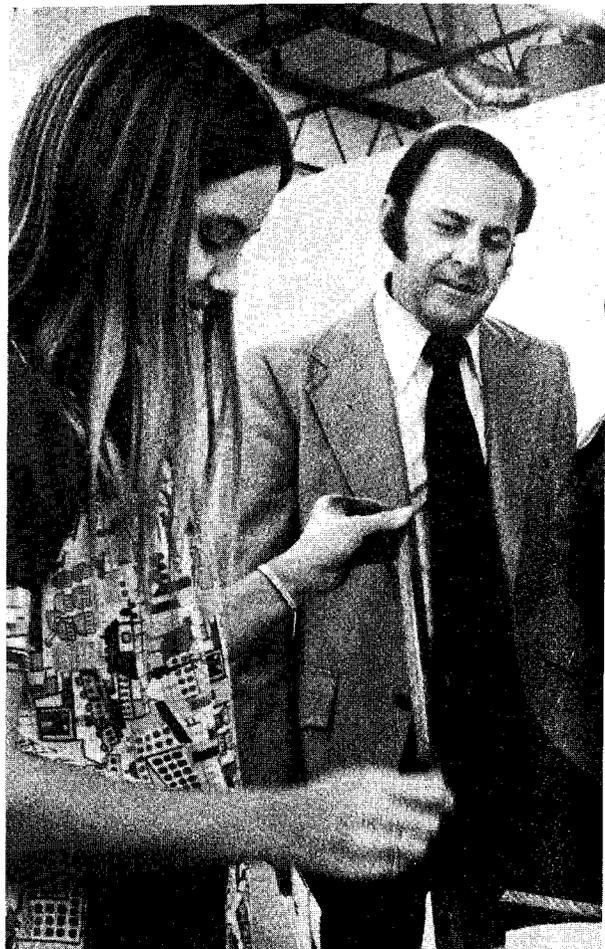
Accreditation, authorized by Section 11.26 (5), Texas Education Code, is the means by which the State Board of Education ensures that school districts meet certain minimum educational requirements and encourages schools to exceed these standards. Visits are carried out by teams composed of staff from across the Agency under the leadership of consultants assigned primary responsibility for accreditation. During the biennium, approximately 120 Agency staff members were involved.

These teams visited 330 schools in the 1972-74 Biennium. Of this number, 170 met current standards, and 160 were placed on probation. A total of 262 schools were visited for consultative assistance during that period.

An extensive revision and up-dating of Bulletin 560, *Principles and Standards for Accrediting Elementary and Secondary Schools*, was undertaken during the biennium, with the revised edition to be distributed in 1974.

To comply with legislation passed in the Sixty-third Legislature, the Agency revised accreditation standards:

- (1) to encourage districts to establish programs to meet the educational needs of out-of-school adults (Section 11.18 (b) (5), Texas Education Code);
- (2) to require districts to establish a planned bilingual instructional program for children whose home language is other than English (Section 21.453, Texas Education Code);



- (3) to require every district to offer a course in the free enterprise system, and to place the course on the *List of Approved Courses, Grades 7-12*, (Section 21.1031, Texas Education Code); and
- (4) to require every district to plan and operate a program for the educational development of young children, and to maintain teacher-pupil ratios and class sizes appropriate to kindergarten (Section 16.04, Texas Education Code).

## Agency Responsible For Certification, Desegregation Aid

Another regulatory responsibility assigned to the State Board of Education by state law is developing and applying standards for the certification of teachers, a duty which involves the Agency in various ways with post-secondary institutions.

The program approval system of certification is used; that is, the Board issues certificates on the basis of recommendations from colleges or universities. However, the Coordinating Board, Texas College and University System must approve all programs and degrees from state institutions of higher education. Therefore, before a teacher education program is approved by the State Board of Education, the degree program must have been approved by the Coordinating Board.

To strengthen communication between these two governing bodies, membership of the State Board of Examiners for Teacher Education, a statutory group which advises the commissioner of education, includes a staff member of the Coordinating Board.

College visits are conducted annually for the approval of teacher preparation programs. A visiting team of 10 to 12 professionals, including public school teachers and administrators, college personnel, Board of Examiners members, and Agency staff, spends three days on each campus, reviewing procedures, standards, programs, staff, and public school cooperative relationships. The report written by the visiting team becomes the basis for recommendations concerning ap-

proval by the State Board of Examiners for Teacher Education to the State Board of Education.

### Technical Assistance

During the biennium, the Agency continued to aid school districts experiencing special problems caused by desegregation and discrimination. Agency staff carried out responsibilities relating to implementation of Modified Order, Civil Action No. 5281, U.S. District Court, Eastern District of Texas, Tyler Division. The Court Order is concerned with compliance in regard to student transfers, boundary line changes, pupil transportation, extracurricular activities, faculty and staff employment and assignment, student assignment, curriculum and compensatory education, and procedures for filing complaints and grievances. The Agency also assists districts in complying with provisions of the Federal Civil Rights Act of 1964.

Under provisions of the Court Order, Agency staff identified, visited, and made on-site reviews of 320 school districts that had campuses of more than 66 percent minority enrollment; served on accreditation teams making on-site visits to 374 districts in order to review extracurricular activities and examine personnel practices; and investigated 92 complaints of discrimination filed by parents, students, and teachers in various districts.

To assist in implementing programs to alleviate problems caused by desegregation, Emergency School Assistance Act grants totaling \$47,058,093 during the biennium were awarded to school districts, both public and private.

# Audit Guidelines Aid Compliance, Record Keeping

All school districts in the state began using Bulletin 679, *Financial Accounting Manual* (1971), during the 1973-74 school year. During 1972-73, approximately 400 school districts and all education service centers used the bulletin.

New auditing guidelines were issued for the 1973-74 school year for school districts and education service centers. Under these guidelines, increased attention is being devoted to two areas:

- 1) checking for compliance with appropriate state and federal statutes
- 2) determining what has occurred in the district as a result of recommendations by the public accountant concerning improvement in management practices and record keeping; these recommendations are called for under recent governmental accounting standards

Agency auditors traveled 275,071 miles during the biennium and visited 757 local education agencies in the state. Audits for 1972-73 covered 20.71 percent of the school population; and audits for 1973-74 covered 22.05 percent of the school population, for 42.76 percent coverage during the biennium.

Beginning in 1972-73, public junior colleges submitted audit reports on vocational programs to the Texas Education Agency.

Types and Numbers of Audits

Audits	1972-73	1973-74	Audits	1972-73	1973-74	Audits	1972-73	1973-74
Pupil Attendance and Personnel	329	138	Kindergarten Materials and Textbooks	17	24	Consolidated Application Programs	120	100
Supplemental Salary Aid	136	71	Driver Education Textbooks	0	1	Vocational Disadvantaged	1	1
Transportation	1	1	County Administration Fund	70	31	Child Nutrition Programs	27	79
Vocational Units and Travel	33	20	Base Funding—Education Service Centers	0	4	Manpower Development	23	83
Student Teacher Supervisor	49	41	Crime and Drug Education	8	1	Interstate Migrant Program	13	1
Special Education	42	2	Computer Services	10	1	Educational Personnel Development	4	0
County-wide Day Schools for Deaf	9	1	Media Services	0	1	Special Investigations	10	18
Preschool English Programs	2	0				Totals	928	639

# Quarter System, Inservice Topics Of Agency Bulletins

Agency staff not only assist schools in strengthening education for all pupils but also provide services to help them implement various legislative mandates.

In encouraging schools to prepare to move to quarter system operation, set for September 1975 by House Bill 92 which amended Section 16.862, Texas Education Code, the Agency developed and distributed *Guides for Curriculum Planning for the Quarter System, 1973-74* (December 1972). Based upon ex-



periences of schools piloting quarter system operation during 1972-73, Agency staff revised the bulletin in the fall of 1973. The revised guidelines were distributed to all districts in January 1974.

Under provisions of Section 16.862, Texas Education Code, Texas districts provide 10 days of inservice for professional and other school personnel. Agency staff helped many education service centers and school districts plan and conduct these sessions.

To secure information which would be useful to schools in improving these staff development days, the Texas Education Agency conducted a statewide survey during the 1972-73 school year. Questionnaires were sent to administrators in 286 of the state's districts. At the same time the Agency and two professional organizations cooperated in a survey of teacher opinion.

Following a careful analysis of the questionnaire results and of the potential impact of the 10-day inservice training period on the education of 2.9 million young Texans, the Agency will encourage districts to:

- . Structure inservice activities to meet the needs of all teachers and through them the needs of public school students
- . Involve teachers in planning and evaluating inservice programs
- . Encourage and assign classroom teachers to conduct inservice sessions when appropriate
- . Give priority to those areas in which, according to the survey, inservice is most needed: career education, individualizing instruction, developmental reading, and integration of handicapped children into the regular classroom

A brochure, *Inservice Training, A Survey of Opinion* (1974) which summarized the finding and spelled out the recommendations, was distributed to all school districts, education service centers, and professional organizations.

## Agency Provides Consultative Aid For Associations

Consultative assistance is provided in the organization and operation of workshops for secondary and elementary principals and supervisors and for educational secretaries. The Agency provides liaison with the Texas Association of Secondary School Principals, the Texas Elementary Principals and Supervisors Association, the Texas Educational Secretaries Association, and the Texas Classroom Teachers Association.

### School Plant

The Agency continues to serve Texas schools in providing consultative services in planning,

contracting, constructing, financing, operating, and maintaining school facilities. During the 1972-74 Biennium, 120 facility surveys and 31 custodial surveys were made, followed by a written report to the district board of trustees. In addition, 31 custodial workshops were held.

School efforts to fund new facilities in 1972-74 were: bonds voted, \$684,970,335; bonds sold, \$527,281,500; and contracts let, \$579,505,165.

### Small Schools

Membership in the Small Schools Project grew to 139 during 1972-74. These school districts, most of which have fewer than 500 pupils enrolled in grades kindergarten through 12, have committed themselves to improving the quality of instruction and cooperating with other small schools in inservice programs for teachers and administrators. The Project's week-long summer workshop attracted 505 teachers and administrators in 1973 and 521 in 1974.



## Setting Direction Requires Agency, Local Cooperation

A statewide curriculum framework, a bulletin on promising programs, a consultative visit, a conference, a network of demonstration schools—the Agency used these and other leadership activities during the biennium in pointing direction for Texas public school education. And basic to all efforts was emphasis upon Goals for Public School Education in Texas.

As the Agency has sought to bring about desirable educational change in Texas it has worked to build confidence among school people, to listen to administrators and teachers, to involve them as much as possible in making the decisions that affect them.



### Reaction from Schools

Agency leadership over the years has been strengthened by this policy of securing reactions to and suggestions for policies, programs, and procedures from those actually in the classrooms and administrative offices in school districts across the state. During the biennium, such groups as the following met regularly with Agency staff:

- . The urban advisory council, composed of the superintendents of the state's seven largest districts
- . The statewide advisory committee for computer services, composed of 20 public school representatives and nine service center representatives
- . The continuing advisory committee for special education, composed of 15 people including school superintendents and special education teachers and coordinators

The Texas Elementary and Secondary School Planning Council, which brings directors of service centers together with Agency staff every second month, also strengthened educational planning and communication.

## Legislative Acts Create Various Advisory Groups

Under Section 11.63, Texas Education Code, the Agency works with a number of advisory committees and commissions composed of professional educators and other men and women particularly knowledgeable about and interested in public school education. Among them are the State Advisory Committee on Bilingual Education, the Advisory Committee on Career Education, and the Texas Advisory Committee for Conservation and Environmental Education. The Advisory Commission on Early Childhood Education composed of 24 members was set up by House Bill 91, Sixty-third Legislature, (Section 11.17, Texas Education Code) to advise the Texas Education Agency on matters relating to kindergarten education and certification of kindergarten teachers. An Agency staff member was named to this group.

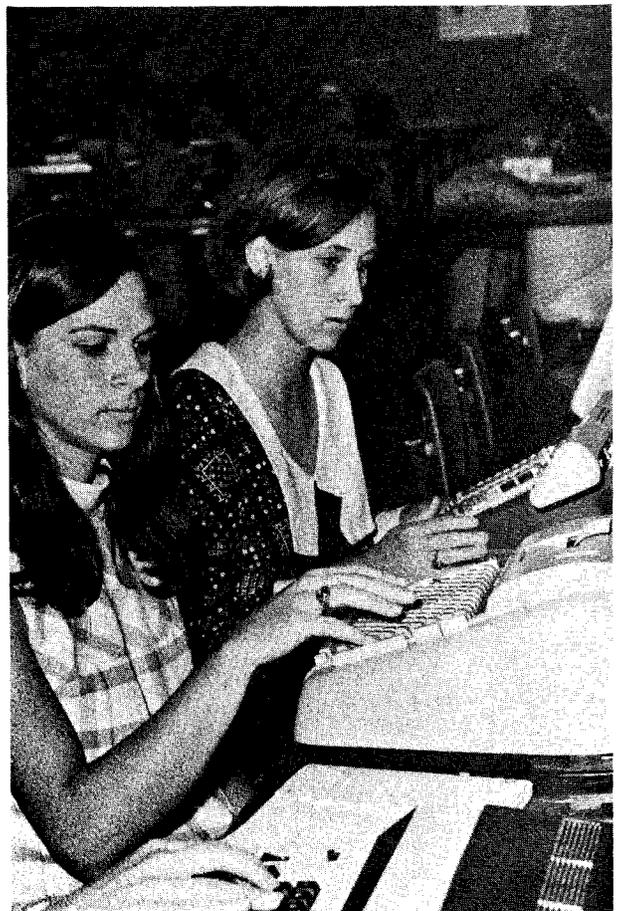
During the biennium, Agency staff members also served on the following groups authorized by the Sixty-third Legislature:

- . The Interim Study Committee on the Reorganization and Modernization of Public Education, known as the Committee of 24, established by House Simple Resolution 97 to take an indepth look at public school education and to make recommendations to the Sixty-fourth Legislature for updating the system
- . The Interim Committee to Study the Educational Needs of Deaf or Visually Handicapped Students established by House Simple Resolution 245

Other advisory groups have also been authorized by the legislature, including the State Advisory Council for Technical-Vocational Education in Texas, the State Textbook Committee, and the State Commission on School Accreditation.

Agency staff also worked with the Governor's Task Force on Youth Care and Rehabilitation, composed of the chief executive officers of six state agencies: Texas Department of Welfare, Texas Department of Mental Health and Mental Retardation, Texas State Department of Health, Texas Rehabilitation Commission, Texas Youth Council, and Texas Education Agency. A Statewide Plan for Youth Care and Rehabilitation was developed by the Task Force and its 10 subgroups.

Agency staff were also involved with the Governor's Interagency Health and Human Resources Council.



Authorized by Section 13.201 of the Texas Education Code, the Code of Ethics and Standard Practices for Texas Educators became effective September 1, 1971. During the biennium, the 15-member Teachers Professional Practices Commission, established by legislation, has provided guidance to the profession on matters of ethical conduct and standard practice. Commission members and staff of the Texas Education Agency assigned to work with the Commission have provided consultative assistance and materials. A complaint of alleged violation of the Code has been heard and a recommendation provided by the commissioner of education.

## **Internal Planning, Budgeting Focus Of 72-74 Biennium**

At the beginning of the current biennium, the Agency focused upon the improvement of internal planning and budgeting. A more systematic approach was required, beginning with goals, and followed by the preparation of objectives, the development of program plans and budgets, the implementation of those plans, and an evaluation. The Goals for Public School Education in Texas provided the basis. Utilizing resources available, priorities were established as a focus. Systematic procedures were developed whereby annual and biennial planning and budgeting are carried out, resulting in a cycle involving people at all levels.

As a part of the effort to improve overall planning capabilities, procedures have been developed for the formulation, review, and final adoption by the State Board of Education of recommendations and suggestions to be forwarded to the Texas legislature.

In the last half of the biennium, the Agency moved toward improving planning, budgeting, and evaluation within regional service centers and local school districts. Initial work began, in cooperation with the centers, to improve the capabilities of school districts in this area. Seven regional centers and 12 districts have been funded to conduct projects in strengthening planning, budgeting, and evaluation during the next biennium. A total of \$496,179 has been made available for this effort through Title V, Part C, Elementary and Secondary Education Act.

Emphasis was also placed upon strengthening the flow of data internally and externally. Equipment is being updated and attention is being directed toward development of integrated data base systems designed to serve Agency-wide information needs.

One of the more significant accomplishments during the biennium was the building of a data base and simulation models to serve the needs of the Agency, the Governor's Office, and the Texas legislature in the study of school finance alternatives.

### **Good Neighbor Scholarships**

The Good Neighbor Scholarship Program established by the Texas legislature in 1941 and expanded by subsequent legislation continues to award 235 scholarships each year to native-born students from other nations of the American hemisphere with the exception of Cuba. During the biennium, the number of applicants increased each year.

# Agency Emphasizes Information; Plans For Reorganization

The Agency continued efforts to keep both educators and the general public fully informed about educational goals, priorities, programs, and trends. Printed and audiovisual materials and activities such as conferences were used in the Agency dissemination program.

In assisting schools to move toward accountability and to keep the public informed, the Agency, in cooperation with the Texas Chapter of National School Public Relations Association, developed a *Handbook for School Communication* (Bulletin 741, Fall 1973), which was distributed to all school districts and service centers.

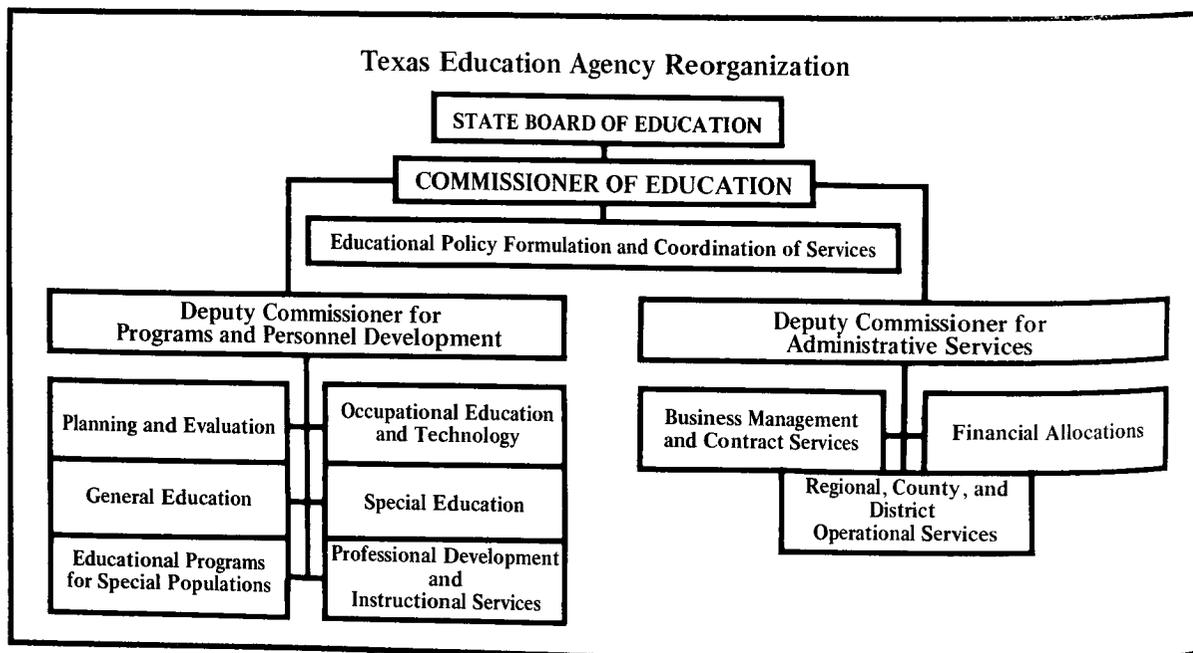
## Reorganization

Near the end of the biennium, following the appointment of a new commissioner of edu-

cation, a major reorganization of the Agency was announced. It is keyed to four major objectives: (1) improved accountability; (2) more effective management; (3) better use of information; and (4) coordinated planning. Basically, the new organizational arrangement will reflect the structure of the policies adopted by the State Board of Education.

Under the new plan, the Agency will be reorganized into two basic operating units, each charged with major functions specified in State Board of Education policies and each headed by a deputy commissioner. The deputy commissioner for programs and personnel development will be responsible for administration, approval, evaluation, and technical assistance for all educational programs. The deputy commissioner for administrative services will be responsible for funding of all programs, liaison with state and federal offices, management of Agency funds, and technical services to school districts and regional education service centers.

Policy development and information management will be centralized under a common management reporting directly to the commissioner.



# Legislature Gives Funding Stability To Service Centers

Authorized under Section 11.33, Texas Education Code, Texas' 20 regional education service centers focus their operations in two major directions:

- Service centers provide educational services to school districts in response to their expressed needs.
- Service centers help districts implement new statewide educational programs that have been developed as a result of Agency planning and/or legislative mandate.

Service center operations supported by state funds include:

- Base Funding—In 1972 service centers began receiving state funds to pay for basic costs of administration and support for some services needed by Texas schools but for which no other funding source is available. Formerly, base support had been provided under Title III, Elementary and Secondary Education Act. This support enables centers to have a limited amount of funds available to provide services to meet high priority local needs and to respond to high priority, and often unexpected, state needs and/or mandates.

Total funds available for base support is equal to an annual allotment of \$2 per pupil in average daily attendance and is distributed to the centers under a formula developed by the State Board of Education.

In 1973-74, \$4,980,000 was allocated

to service centers for this purpose. Among the programs or services supported by base funding are supplementation of support for services such as instructional media and computer services because the costs have risen greatly while the level of funding has remained the same; assisting with implementation of statewide programs in reading and career education; cooperative purchasing to enable small and medium sized schools to save through competitive bidding and volume purchasing; workshops dealing with accountability; and a wide variety of other inservice training programs for teachers and administrators to enable them to learn about promising new programs and to enhance their professional skills.

## Regional Instructional Media Services—

In 1965 the legislature allocated an amount not to exceed \$1 per pupil in average daily attendance (ADA) annually provided local schools participating in media services matched the state's contribution on an equal basis. In the 1973-74 school year, schools serving 2,272,345 students in average daily attendance (91 percent of the state's total eligible ADA) chose to participate in this regional service. The state's matching share was \$2,257,006.

Computer Services—In 1969 the legislature authorized annual payment of an amount not to exceed \$1 per pupil in average daily attendance to support regional computer services. Although no specific requirement for local school contributions was stated in the law, participating schools actually contribute considerably more than the amount paid by the state. In the 1973-74 school year, 992,708 standardized tests for students in 441 districts were scored; class schedules for 501,533 students in 153 districts were prepared; and 486,835

students in 110 districts received computer produced report cards. Other computer services utilized by schools included attendance accounting, payroll accounting, financial accounting, tax accounting, and personnel record keeping.

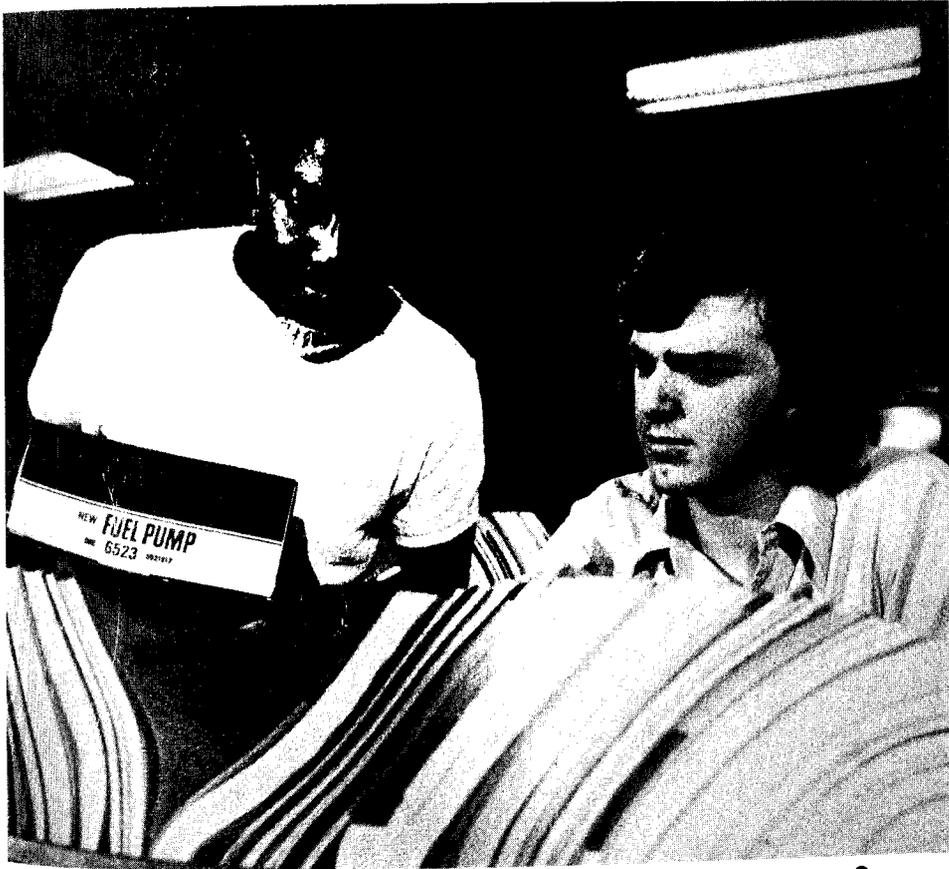
Services for Handicapped Students—In 1969 the legislature greatly expanded state financial support for the education of handicapped students. Some of the services supported by this legislation can be provided more widely and more economically through regional service centers than through individual school districts. Regional services for the handicapped include: (a) appraisal services to identify students in need of special programs and to diagnose their education needs; (b) regional collections of specially designed instructional materials that are circulated to schools on a loan basis; (c) consultative assistance to help administrators and teachers gain added skills necessary for the successful implementation of new programs.

Crime Prevention and Drug Education—Service centers have been central to the effort to train teachers for crime prevention and drug abuse education.

In 1973 each service center was allocated \$18,000 in state funds (a total of \$360,000 for the 20) to pay a portion of the costs of employing and supporting a staff member in each center who helps schools plan and implement crime prevention and drug education programs. In 1973-74, these staff members provided inservice workshops which involved 29,449 students and 12,437 educators from 502 districts.

Reports from the service centers indicate that during the 1973-74 school year, schools serving 99 percent of the state's pupils in average daily attendance participated in one or more services offered by service centers.





# Financing Public School Education

# Finance Plan Gets Board Approval As Top Priority

In November 1973, the State Board of Education reaffirmed as its top priority development of a new educational plan and method of financing it.

The Board has long recognized the need for improving the financing of Texas public schools. Evidence of this concern can be seen in the Board's recommendations for legislation submitted over the years. Culminating this concern, the Board, in February 1973, presented its Public School Finance Plan to the Governor and the Sixty-third Texas Legislature.

## Basic Principles

Developed by the Public School Finance Committee of the State Board of Education, the plan was built upon the strengths coherent in the foundation concept and placed major emphasis on four basic principles:

- . Guaranteed funding of the state's share of basic educational opportunity for all children
- . Use of local taxes in the local district and preservation of the capability of each district to enhance and enrich its own program above the state basic program
- . Retention of local control and administration of funds available to the district by those residing within that district
- . Allocation of state funds tied to the ability of the local district to provide tax and other revenues

The committee's finance plan was the product of more than 12 months intensive study and work. Following broad distribution, public involvement and response, and review of other proposals for financing public education, the plan was adopted by the State Board of Education in February 1973 and forwarded to the legislature.

## Assistance to Studies

With no action on restructuring public school financing taken by the Sixty-third Legislature, a number of groups continued to work on the problem throughout 1973 and 1974. During this same period, the Texas Education Agency provided statistical information and computer analyses on public school pupils, programs, and costs to the Governor's Office of Educational Research and Planning, legislative study committees, and other concerned groups and individuals.

At the close of the biennium, the finance committee was again studying the Board's finance plan in depth and a revised plan was to be presented to the full Board for consideration in November 1974.

# Texas Education Cost 2.7 Billion During 1973-74

Public school education in Texas in 1973-74 cost an estimated \$2.7 billion, from local, county, state, and federal sources. The Texas

Education Agency administers the state's responsibility for both state and federal funds; county and local funds are administered by local boards of trustees.

## Sources of Revenue For Texas Public Schools 1973-74 (Estimated)

Local	42%
State	47%
Federal	11%

## Revenue Receipts For Financing Public Education in Texas\*

State	Estimate 1972-73	Estimate 1973-74	Federal	Estimate 1972-73	Estimate 1973-74
Available School Fund	\$ 336,288,000	\$ 362,709,000	School Lunch and Milk	\$ 70,343,000	\$ 69,072,000
Textbook Fund	30,704,000	26,120,000	Vocational Education	28,383,000	28,383,000
Foundation School Fund	662,075,000	712,340,000	Maintenance and Operation	36,899,000	36,899,000
Vocational Education	22,516,000	36,220,000	Plant Construction	1,500,000	1,500,000
Adult Education	0	2,050,000	National Defense Education Act	3,258,000	3,148,000
Teacher Retirement	97,269,000	105,333,000	E.S.E.A., 1965 (I,II,III,IV,V & VI)	105,397,000	107,363,000
Driver Education	776,000	3,145,000	Civil Defense	75,000	75,000
Supplemental Salary Aid	5,097,000	5,587,000	Adult Education	3,205,000	3,205,000
School Lunch Program	1,800,000	3,888,000	Veterans Education	477,000	471,000
Special Schools (includes Regular Deaf Schools and Deaf and Blind)	4,056,000	6,629,000	Manpower Development	6,036,000	6,036,000
Agency Administration, State Funds	3,721,000	3,618,000	Area Redevelopment	204,000	79,000
<b>TOTAL</b>	<b>1,164,302,000</b>	<b>1,267,639,000</b>	Civil Rights (Title IV, Technical Aid)	100,000	184,000
	<b>Estimate 1972-73</b>	<b>Estimate 1973-74</b>	Education Professions Development Act	1,806,000	1,498,000
County			Work Incentive	821,000	1,086,000
County Available & County Equalization	3,351,000	3,577,000	Handicapped Training	2,411,000	2,544,000
	<b>Estimate 1972-73</b>	<b>Estimate 1973-74</b>	Driver Education	2,643,000	0
Local			Emergency School Assistance Program	6,605,000	6,605,000
Maintenance Tax	758,600,000	819,600,000	Other Federal Resources	26,869,000	26,869,000
Tuition, Fees from patrons	8,715,000	9,192,000	<b>TOTAL</b>	<b>297,032,000</b>	<b>295,017,000</b>
Transportation Fees, Patrons	939,000	1,137,000			
Other Revenues (Gifts, Rentals, etc.)	49,489,000	54,336,000			
Debt Service Tax	202,333,000	221,223,000			
<b>TOTAL</b>	<b>1,020,076,000</b>	<b>1,105,488,000</b>	<b>TOTAL CURRENT REVENUE RECEIPTS</b>	<b>\$2,484,761,000</b>	<b>\$2,671,721,000</b>

\*Source: Estimates and Projections for Texas Public Schools, May 1974

# Foundation Program Assures Availability Of Public Education

Since 1949, Texas has guaranteed "to each child of school age in Texas the availability of a Minimum Foundation School Program for nine full months of the year" (Section 16.01, Texas Education Code).

The major portion of state support for public school education in Texas flows to school districts through this Foundation School Program.

In addition to contributing to major support of the Foundation Program, state funds for public school education also finance textbooks for Texas pupils; certain vocational education costs; special schools for exceptional children; and, a portion of the costs of the School Lunch Program, teacher retirement, and administration of the Texas Education Agency.

Under the Foundation Program, funds are allocated to school districts on the basis of formulas established by state law or by the State Board of Education. Through these formulas, the law provides funds for personnel, including professional staff and teacher aides, school bus transportation, and maintenance and operation.

## Sources and Programs

State funds for the support of the Foundation School Program are derived from two sources: the Available School Fund, a constitutional fund distributed on the basis of the number of school-age children attending school in each district, and the Foundation School Fund. Sources of the Foundation School Fund are the General Revenue Fund, the

Omnibus Tax Clearance Fund, and certain other dedicated taxes.

In the years since the enactment of the Foundation School Laws, the legislature has provided for special programs which are also financed from Foundation Funds:

- . Preschool Program for Non-English Speaking Children
- . Preschool Deaf Program
- . County-wide Day Schools for the Deaf
- . Kindergarten for All Five-Year-Olds
- . Incentive Aid (for school district consolidation)
- . Educational Television
- . Media Services (through regional media centers)
- . Transportation of Exceptional Children
- . Computer Services (through regional education service centers)
- . Basic Support for Regional Education Service Centers
- . Bilingual Education
- . Transportation - Vocational Education

# Foundation Program Funds, Costs Rise

Source of Funds	1972-73	Estimated 1973-74
<b>State:</b>		
Foundation Funds	\$ 664,721,896	\$ 715,196,000
State Available	333,146,485	358,109,000
Total State Funds	997,868,381	1,073,305,000
<b>Local:</b>		
County Available Funds	\$ 727,851	\$ 950,000
Net Local Fund Assignment	225,790,824	239,563,000
Budgetary Excess	391,532	400,000
Total Local Funds	226,910,207	240,913,000
<b>Total Funds</b>	<b>\$1,224,778,588</b>	<b>\$1,314,218,000</b>

Cost of Program	1972-73	Estimated 1973-74
Salaries Paid Professional Personnel	\$1,079,979,380	\$1,158,250,000
Maintenance and Operation	79,422,832	83,309,000
Transportation	25,664,046	27,000,000
Agency Administration	2,647,375	2,846,000
Preschool Non-English Speaking	13,013	125,000
Preschool Age Deaf	139,113	225,000
Incentive Aid	2,163,210	2,475,000
County-Wide Day School for Deaf	2,693,686	2,800,000
Educational Television	618,201	700,000
Regional Media Center	2,243,161	2,490,000
Transportation - Exceptional Children	2,797,548	2,900,000
Computer Services	2,499,649	2,490,000
Sick Leave	3,000,000	3,950,000
Student Teaching	2,749,200	3,150,000
Other Special Education Programs	12,662,894	14,200,000
Vocational Contract Services	485,892	690,000
Education Service Centers	4,999,388	4,980,000
Bilingual Education	0	625,000
Transportation - Vocational Education	0	1,013,000
<b>TOTAL COST</b>	<b>\$1,224,778,588</b>	<b>\$1,314,218,000</b>

## Automatic Funding, Shared Costs Key Foundation Program

Over the years, one of the strengths of the Foundation School Program has been the provision for automatic financing. To provide for meeting the state's obligation, the Foundation School Program Budget Committee was established. This committee, composed of the State Comptroller of Public Accounts, the State Auditor, and the Commissioner of Education, is charged with the responsibility for estimating the cost of the Foundation Program annually. This estimate is made by the application of objective statutory formulas, the application of which establishes the amount to be paid from the Foundation School Funds. The State Board of Education's Public School Finance Plan retains this provision.

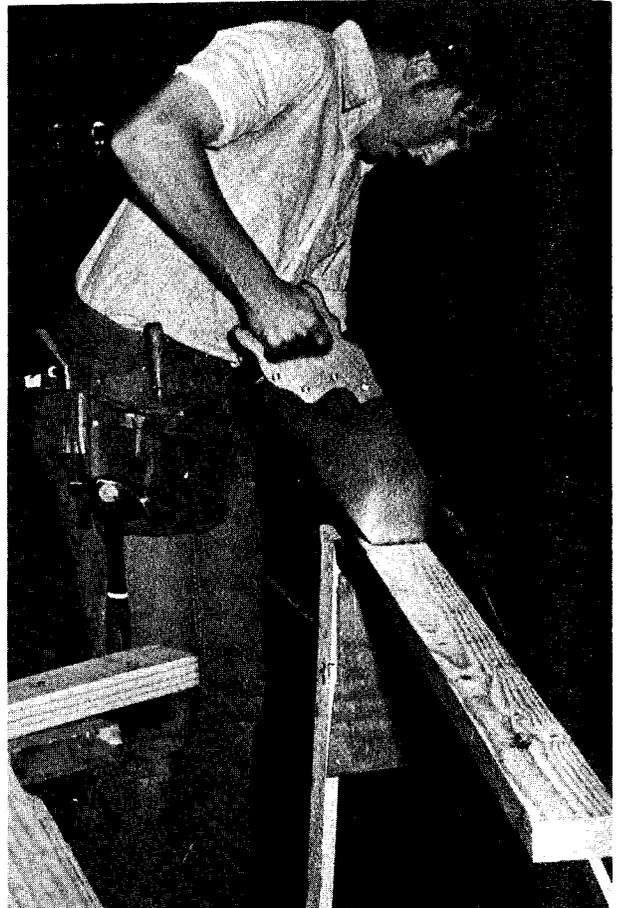
### Foundation Costs

Texas districts share the cost of the Foundation School program. Although the average local share of operating schools has traditionally been considered to be about 20 percent of the total on a statewide basis, the actual local cost may have been more or less, depending on the wealth, property evaluations, and the number of pupils in the district.

Foundation Program costs within each district are determined by adding the foundation salaries of units allocated, operating cost allowance, transportation cost, and salaries of County Cooperative Agreement personnel, special education service allocations, and vocational contract allowance.

### Based on Complex Formula

Computing the share the local district must pay of the Foundation Program costs (the



Local Fund Assignment) has been based on a complex formula set by law. If a school district's share of the Local Fund Assignment from the state plus the per child state aid from the Available School Fund equals or exceeds the costs of its minimum program, no further help is given. If, however, the amount is less than the costs of the program, state aid is granted to make up the difference.

Eighty-one districts in 1973-74 were "budget balance" districts, districts in which the local ability to support the educational program and the Available School Funds exceeded the calculated cost of the Foundation School Program for each of these districts. "Budget balance" districts, therefore, do not receive aid from the Foundation School Fund.

# Special Allocations Provide Service Teachers, Staff

Districts are eligible under the Foundation School Laws for one special service teacher for each 20 classroom teacher units allocated, and one supervisor or counselor for the first 40 classroom teacher units and one for each additional 50 CTUs or major fraction thereof. A district with fewer than the number of classroom teacher units needed may enter

into a cooperative agreement with another district in the same county for part-time services of such personnel through the county superintendent's office.

## Special Teacher Allotments

	Units Utilized	
	1972-73	1973-74
Supervisors	596	539
Counselors	1,382	1,405
Librarians	2,012	2,027
School Physicians	9	9
School Nurses	1,054	1,027
Visiting Teachers	221	169
Itinerant Teachers	1,289	1,246
<b>Total</b>	<b>6,563</b>	<b>6,422</b>

## Special Formula Personnel

By the application of the special formulas established by the State Board of Education in accordance with provisions of the Foundation School Program Act, additional class-

room teacher units were allocated to local schools in the 1972-74 Biennium for special situations.

## Special Formula Personnel

	1972-73		1973-74	
	Districts	Units	Districts	Units
Migratory Pilot Schools	18	30	16	18
Regular Epidemic	5	13	4	5
One-Teacher Units	2	2	0	0
Sparse Areas	102	166	103	163
Small High Schools (84-156 ADA)	45	45	45	45

## Supplementary Salary Aid

Since 1965 the state has provided supplemental salary aid over and above the minimum salary scale to be paid to selected full-time teachers who spend 50 percent or more time in classroom instruction. However, the Sixty-third Legislature did not appropriate money for this purpose in the General Revenue Fund, so 1973-74 was the last year the aid was available.

	Supplemental Salary Aid	
	1972-73	1973-74
Districts	812	813
Total Eligible Teacher Units in Districts Participating	112,049	116,758
Local District Share	\$4,193,521	\$4,054,416
State Share	\$5,101,122	\$5,391,681
Total Supplemental Aid	\$9,294,643	\$9,446,098
Teachers Receiving Increases	44,340	45,401
Percentage of Teachers in Participating Districts	39.6%	38.9%

# Education Benefits From Investments Of Permanent Fund

The Permanent School Fund was created 120 years ago by the Fifth Legislature in 1854. At that time, the legislature appropriated \$2 million of United States five per cent bonds, then remaining in the Treasury of the States, to be set apart as a school fund.

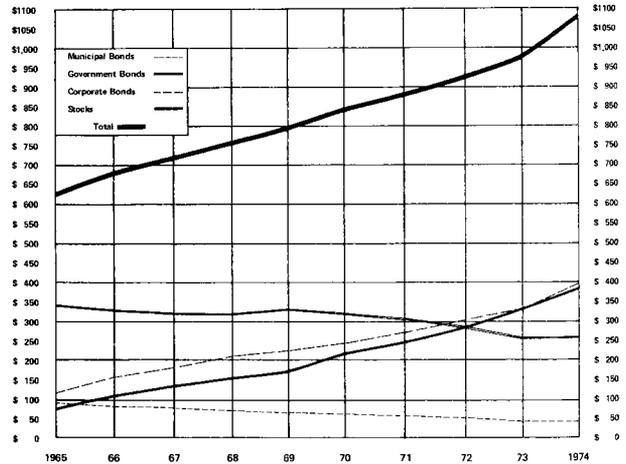
The Constitution of 1876 reaffirmed earlier constitutions by providing public school lands for the Permanent School Fund. Hence, by constitutional provision, the fund is composed of an investment trust and landed endowment.

By August 31, 1974, the Permanent School Fund amounted to \$1,081,492,087. The Texas Constitution provides that the Permanent School Fund shall be invested by the State Board of Education. Only the interest

and dividends from the investments may be used to help pay the cost of education. The fund was authorized to invest in corporate securities in 1961 and started investing in corporate bonds and common stock in 1962.

The income earned on the investments of the fund is deposited to the Available School Fund and distributed annually to local school districts on a per capita basis. In fiscal year 1961 this amounted to \$7.27 per child and in fiscal 1974, \$20.26 per child. This non-tax revenue to public schools has amounted to \$342,590,397 in the past ten years.

INVESTMENTS OF THE STATE PERMANENT SCHOOL FUND  
(Millions of Dollars)

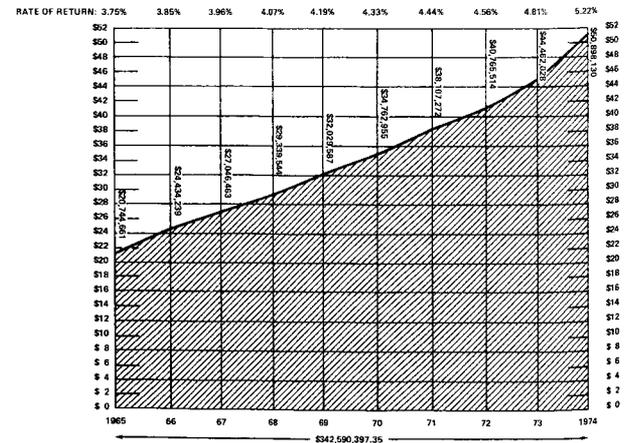


## Available School Fund

The State Available School Fund is financed by earnings of the Permanent School Fund and various dedicated taxes. After a portion of the Available Fund is set aside for the purchase of state-adopted textbooks, the remainder is distributed each year to the public schools of the state on the basis of average daily attendance of the next preceding school year.

From the Available School Fund, local schools received approximately \$359,339,451 as part of the per capita apportionment during the 1973-74 school year. Cost of the County Superintendent's office is prorated to each district and is deducted from the district's per capita apportionment.

NET INTEREST AND DIVIDENDS EARNED BY THE STATE PERMANENT SCHOOL FUND  
(Millions of Dollars)



In the ten years covered by this income chart, the State Permanent School Fund has provided the public schools of Texas with \$342,590,397.35 of income which otherwise would have had to be provided by additional taxes. Income includes interest on land, notes, and State deposits.

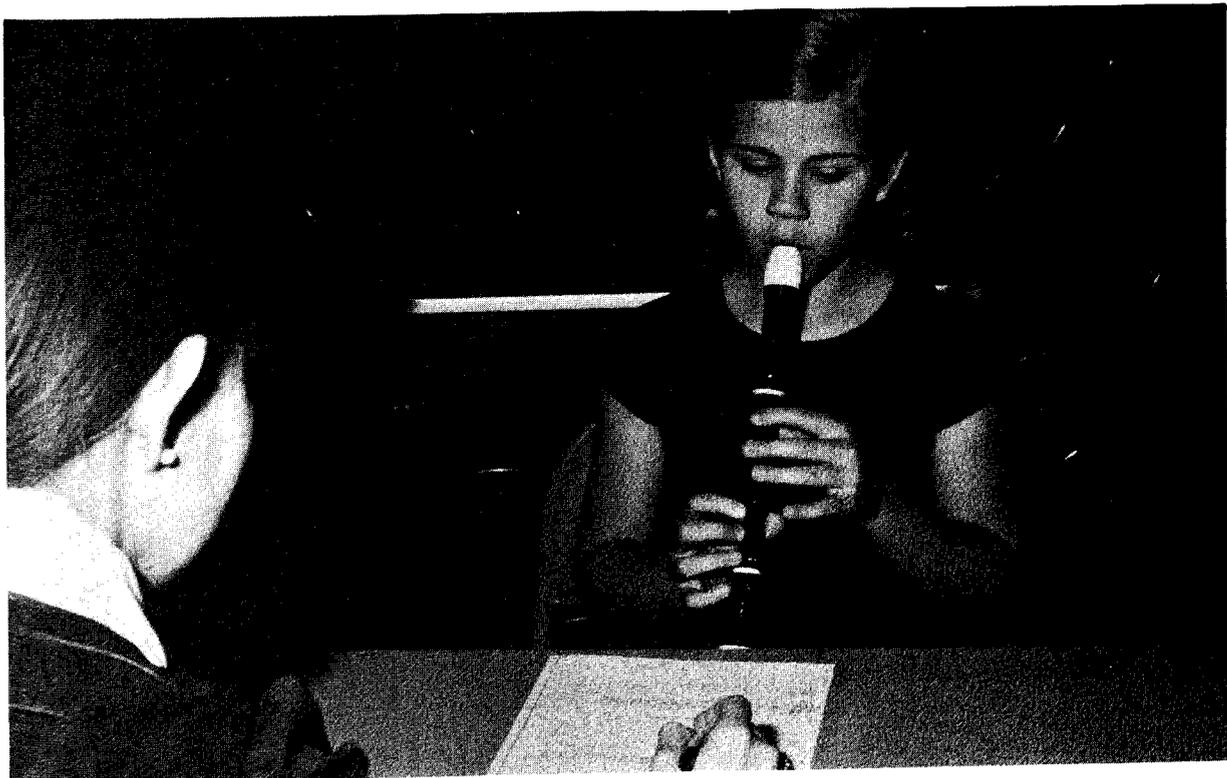
# Number of County Superintendent Offices on Decline

Over the years there has been a gradual decline in the number of county superintendents in Texas' 254 counties. Authorized under Subchapter C, Chapter 17, Texas Edu-

cation Code, elected county superintendents continued to serve 123 Texas counties during the 1972-73 school year, with the number dropping to 116 during the 1973-74. The number of ex-officio county superintendents increased to 106 during the biennium. Responsibilities include distribution of the County Available School Fund, operation of transportation systems, and, in some areas, administering special cooperative service units such as counselors and nurses. They also serve as chief advisors to the county school boards, and as superintendents to rural and common school districts.

### Cost of County Superintendent's Office

	1972-73			1973-74		
	Co. Supt.	Ex Officio Co. Supt.	Co. Exec. School Secy.	Co. Supt.	Ex Officio Co. Supt.	Co. Exec. School Secy.
Number of Offices	123	106	1	116	106	1
Average Cost Per Office	\$22,548	\$5,250	\$6,903	\$25,114	\$5,082	\$6,914
<b>TOTALS</b>	<b>\$2,773,420</b>	<b>\$548,800</b>	<b>\$6,903</b>	<b>\$2,913,233</b>	<b>\$538,683</b>	<b>\$6,914</b>



## Local Funds Pay Cost of Building, Additional Staff

During the 1972-74 Biennium, local funds contributed approximately 42 percent of the revenues for public school education in the state.

Under Texas law, local funds pay for building new schools or retiring bonds which paid for those already built; provide for teachers above the number allocated under state formulas or add funds to bring teacher salaries above the State Salary Schedule; support other services desired by the district; and furnish the district's share of the Foundation Program costs.

Increased local effort has been needed in recent years to keep pace with the rising cost of such items as transportation and maintenance and operation. Studies both preceding and during the 1972-74 Biennium have shown that funding of the current Foundation School Program has not kept

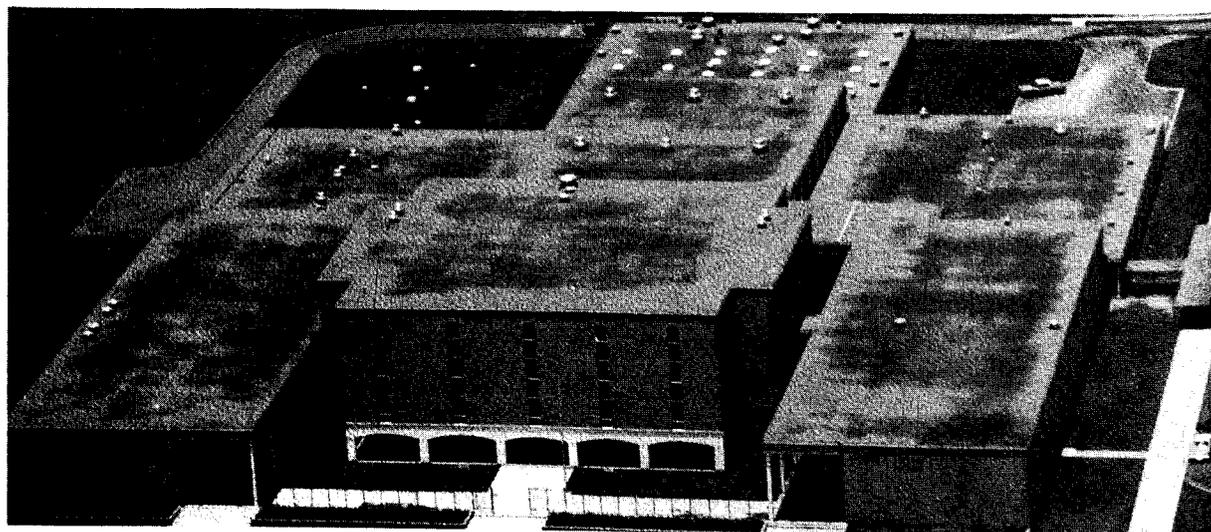
pace with the needs of local districts.

Local funds come primarily from property taxes. The board of each independent school district is the taxing authority and sets the local school rate within the limits of state law—a maximum of \$1.50 on \$100 assessed evaluation for operating purposes, plus such a rate as may be necessary to finance outstanding indebtedness as authorized by the qualified taxpaying voters of the district.

While property values in an independent school district are set by a board of equalization, all property in a common school district is assessed for school purposes by the Commissioners Court at the same value as it is assessed for state and county purposes.

A small portion of local funds come from such sources as rentals from property and tuition paid for students transferring into the district from another school district.

Many, but not all, counties in the state have County Available School Funds, which are derived principally from interest earned on investments of County Permanent School Funds and from rental of grazing lands now owned by only a few of the 238 Texas counties originally receiving four leagues of land from state grants.



# Federal Funds Aid State Supervision, Program Operation

Federal funds for educational purposes in Texas represented approximately 11 percent of the total revenue for public school education during the biennium.

In general, federal aid to Texas schools is administered by the Texas Education Agency. Section 11.02 (c), Texas Education Code, provides that no county board of education or board of school trustees shall enter into contracts with, or accept money from, an agency of the federal government except under the rules and regulations prescribed by the Agency.

With the exception of the School Lunch, Breakfast, and Special Milk programs, the funds provide for state supervision and for operation of programs by school districts. In almost every instance, these programs are governed by a state plan which has been approved by both the State Board of Education and the appropriate agency official in Washington, D.C.

Federal funds for education in Texas which are not administered by the Agency include allocations to schools to assist them in desegregation; to federally impacted areas for maintenance, operation, and school building construction; and funds from federal forest lands.

The following report indicates expenditures for federal programs for school years 1972-73 and 1973-74. Figures for these years do not reflect appropriations; first, federal legislation permits funds from one year to be

“carried over” to another, and second, the federal government impounded certain funds in 1973. Texas joined with a number of other states in taking legal action, and, in December 1973, the funds were released. Under the “carry over” legislation, these funds will be available through fiscal 1975.

## Vocational Education

The oldest federal assistance program is the one which contributes to support of occupational education.

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### Federal Expenditures for Vocational Education Programs

	1972-73	1973-74
Secondary	\$8,261,224	\$9,514,516
Post-Secondary	5,673,240	5,135,525
Adult Vocational Programs	1,884,021	2,362,370
Disadvantaged	5,288,564	3,632,728
Handicapped	2,429,447	2,298,014
Other	9,951,104	9,232,500
(Includes construction, research and exemplary projects, consumer and homemaking education, cooperative and work study programs)		
Adult Basic Education	3,253,529	3,270,110*
Civil Defense Education	175,000	194,988
Manpower Development and Training	5,601,548	5,062,181
Work Incentive	992,106	980,338

\*Estimated

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**Elementary and Secondary Education Act**  
 The Elementary and Secondary Education Act and its amendments provide federal funds for the improvement of education for Texas children in public and nonpublic schools and for strengthening the Texas Education

Agency. Titles VII and VIII are administered from the United States Office of Education; the Texas Education Agency administers the other title programs. Grants under this legislation do not have to be matched by school districts.

ESEA	Expenditures	
	1972-73	1973-74
Title I: To develop compensatory education programs	\$74,478,708	\$66,325,200
Title I Migrant: To develop supplementary programs for the children of migratory farm workers	15,381,957	11,306,851
Title II: To improve library and instructional materials	2,940,862	1,234,378
Title III: To demonstrate innovative programs and services	6,969,862	5,882,580
Title V: To strengthen state departments of education	1,377,525	1,384,000
Title VI, Education of the Handicapped Act: To provide funds for programs and services for exceptional children	1,645,225	2,284,467
Title VII: To develop bilingual instruction (Funds flow directly to schools)		

**National Defense Education Act**

Under the National Defense Education Act, which assists schools in improvement of instruction in various subject areas, districts are reimbursed 50 percent of the cost of materials and equipment.

	Expenditures	
	1972-73	1973-74
NDEA Title III	0	\$758,437

**Education Professions Development Act**

Funds under the Education Professions Development Act have contributed to a number of projects to strengthen competencies of teachers and other educators.

EPDA	Expenditures	
	1972-73	1973-74
	\$1,614,972	\$1,094,038

**Right to Read**

Under the Right to Read program, Texas has received funds which have supported staff development opportunities for Right to Read coordinators in education service centers and school districts.

Right to Read	Expenditures	
	1972-73	1973-74
	\$46,326	\$182,679



Looking to the Future



# Agency Activities, Programs To Focus On Ten Priorities

During 1974-76, the Texas Education Agency will adopt objectives and develop specific plans of action to advance the priorities identified by the State Board of Education:

- School Finance
- Reading and Mathematics
- Career Education
- Bilingual and Multicultural Education
- Community Education
- Quarter System
- Instructional Resources
- Accountability
- Management Information System
- Education of Gifted and Talented Students

In furthering these priorities and other concerns, the Agency will direct activities and programs toward five broad areas:

- Strengthening Instruction for Special Populations
- Strengthening Educational Programs and Materials
- Strengthening Staff Competencies
- Strengthening Services to Schools
- Strengthening Agency Organization and Operation

## Strengthening Instruction for Special Populations

*Spanish-speaking Students:* The Agency will require implementation of bilingual education where mandated by law and will

encourage implementation wherever such programs are needed. Among recommendations of the State Board of Education to the Sixty-fourth Legislature is one requesting extension of state-supported bilingual instruction to the kindergarten level. As kindergarten is now a part of the system of free public school education, it is desirable that the program for five-year-old children be included in the bilingual sequence mandated by the Sixty-third Legislature. Instruments to assess oral English proficiency of Spanish-speaking pupils will also be developed.

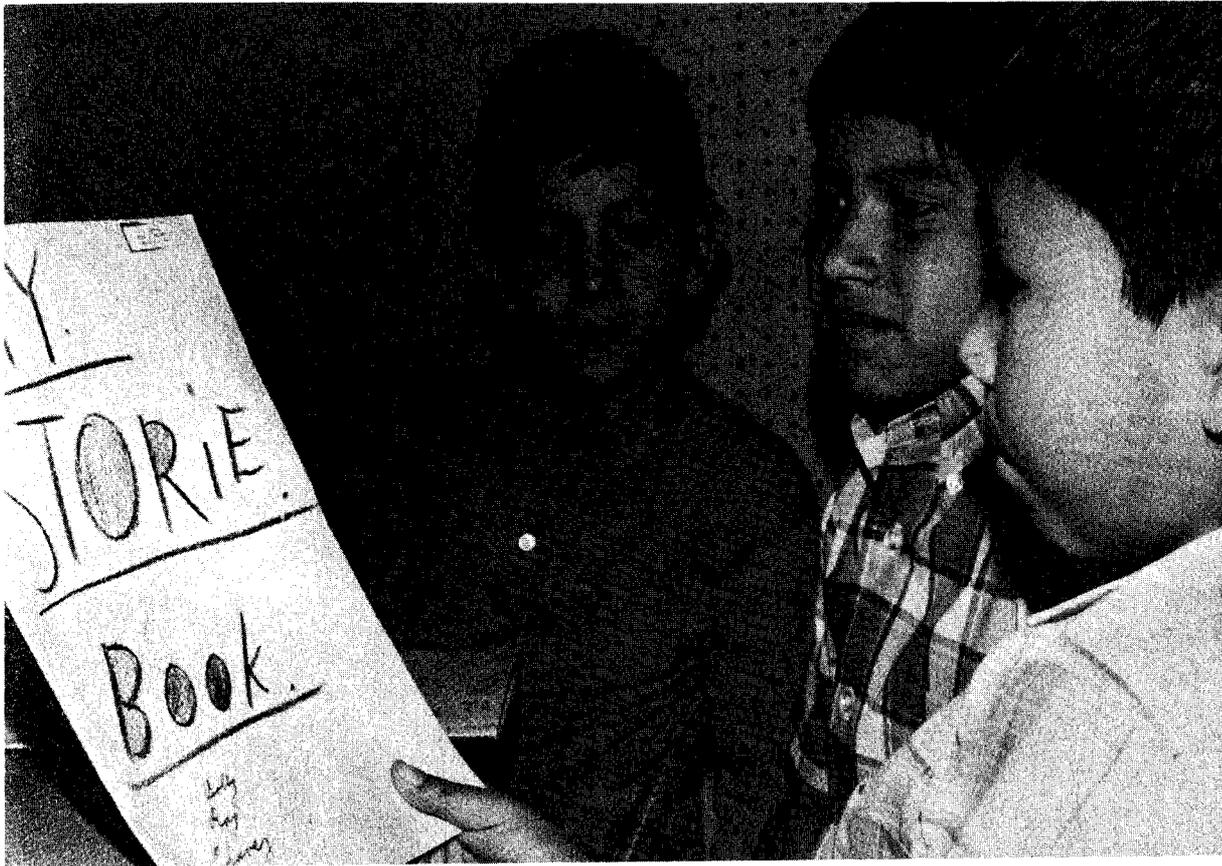
*Gifted and Talented Students:* Increasingly during the coming years, Agency staff will assist Texas schools to provide for the special needs of gifted and talented students.

*Migrant Students:* To meet the needs of children of migratory farm workers better, the Agency, while continuing to work to improve programs for all migrant children, will devote special attention to activities to strengthen programs for four-year-old children and high school students.

## Strengthening Educational Programs and Materials

During the fall and winter of 1974, a series of meetings across the state will involve both educators and lay citizens in identifying basic reading and mathematics objectives for public school students. Information gathered from these meetings will be used by Texas Education Agency specialists and other educators in setting specific instructional objectives for reading and mathematics for sixth and twelfth grade students. Once these objectives are defined, steps can be taken to better assess the status of reading and mathematics performance of students, and additional activities to help schools improve instruction can be developed.

Ways to expand vocational programs to reach students not now reached will receive concerted attention during the biennium, with special focus upon expanding programs and services to disadvantaged and handicapped



populations and developing new approaches to teach these students occupational skills.

In addition, emphasis will be placed upon vocational guidance and placement services, more extensive evaluation of vocational programs across the state, and widespread dissemination of new instructional materials and methods and the results of occupational research.

The Agency will also concentrate on the strengthening of the legislatively mandated comprehensive community level systems for adult education, with particular emphasis on needs assessment and instructional program planning. Within this priority, particular emphasis will be given to utilizing the broader community education concept to accomplish these purposes. The development of performance-based instructional objectives and instructional systems will be continued.

In keeping with State Board of Education

policy, staff will continue to work with developers of textbooks and other materials to ensure that they shall, whenever possible, present varying life styles fairly without inaccurate stereotyping, present men and women participating in a variety of roles and activities, and reflect the positive contribution of all types of careers to the American economic system and way of life.

The Agency will work with schools to ensure that courses such as vocational-technical programs are open to all students regardless of sex.

Efforts will continue to implement a statewide system to ensure student and teacher access to quality instructional materials and related services.

#### **Strengthening Staff Competencies**

Efforts to improve teacher competencies will continue to have high priority. In light of findings from a statewide survey of inservice

activities undertaken during the past biennium, the Agency will encourage schools to use teachers both in planning for and conducting staff development programs, where appropriate, and to be especially alert to meeting needs identified by teachers. Agency staff will work with education service center and local staffs to provide staff development experiences designed to enhance understanding of and skills in developmental reading, in such multidisciplinary areas as crime prevention and drug education and career education, and in integrating the handicapped pupil into the regular classroom. Competencies in individualizing instruction and in meeting the needs of Texas' multicultural pupil population will also continue to be emphasized.

The Agency will also work to increase the number of institutions offering programs leading toward certification in bilingual education and special education. Further development of teacher education programs based upon competencies needed by teachers will also be encouraged.

#### **Strengthening Services to Schools**

Working with education service centers, the Agency will cooperate in providing staff development and other activities to assist schools to implement the quarter system plan of operation, mandated for September 1975.

In moving toward accountability at the local, regional, and state levels, the Agency will design and field test an accountability system. Staffs from school districts and education service centers will be centrally involved in development of various approaches to making public education more accountable.

Emphasis upon accreditation as a school improvement process will be underscored during the coming biennium through a pilot project. The Agency will work with 35 schools in strengthening self-evaluation and long-range planning. The pilot project will encourage schools to identify resources and administrative and instructional processes that



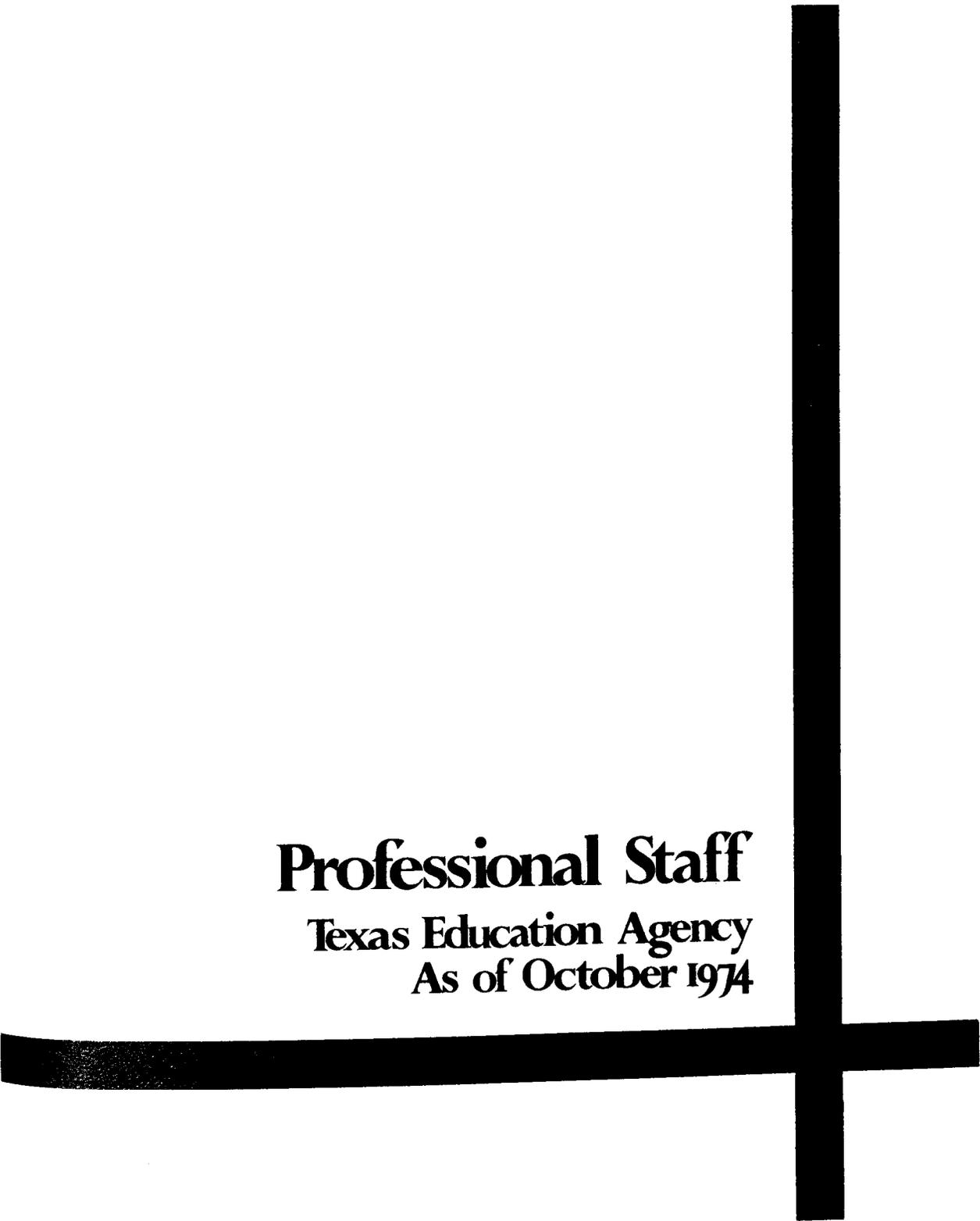
affect the district's effectiveness. In addition, the project will assist schools to meet the needs of all of their pupils better.

#### **Strengthening Agency Organization and Operation**

Reorganization of the Agency should be completed by September 1975 with improved accountability one of the major results. Internal planning, budgeting, and evaluation should be strengthened and the flow of information both into and out from the Agency should be improved.

Responsive to the Goals for Public School Education in Texas, the reorganization is designed to let the Agency function toward achieving those Goals.

**Professional Staff**  
**Texas Education Agency**  
**As of October 1974**



M. L. BROCKETTE, Commissioner of Education  
 (Executive Officer of the State Board of Education)  
 (512) 475-3271

L. HARLAN FORD, Deputy Commissioner  
 for Programs and Personnel Development\*  
 (512) 475-3723

ALTON O. BOWEN, Deputy Commissioner  
 for Administrative Services\*  
 (512) 475-4536

CAROLYN RUHMANN, Appointments  
 and Business Secretary for  
 State Board of Education  
 (512) 475-4318

475-4448

475-2066

\*To be so designated under the revised organization structure.

Note: The telephone numbers listed at the left of the columns are for all individual listings between the number and the next one which follows below. Unless otherwise noted, all listings are for the area code 512.

475-4791	INVESTMENT OFFICER Vane C. Burnett Assistant Investment Officer Melvin H. Olle	475-4783	Systems Programming J. S. Ryder	475-2031
475-3272	LEGAL COUNSELOR Chester E. Ollison	475-6841	Data Base Design G. W. McCollough	
475-4324	DIRECTOR, INTERNAL MANAGEMENT Cecil J. Looke	475-4783	Application Programming (Agency Systems) John D. Rogers Application Programming (School Systems)	
475-2268	PROGRAM DIRECTOR FOR PUBLICATIONS, POLICIES, AND ADMINISTRATIVE PROCEDURES Don Neumann	475-3651	ASSISTANT COMMISSIONER FOR INTERNATIONAL AND BILINGUAL EDUCATION Severo Gomez Director, Special Programs Arturo Gutierrez Educational Program Director Victor Cruz-Aedo Consultants Genevieve Montoya Jesus Ernesto Zamora Elisa D. Gutierrez Lawrence Richard Robert Tipton Minerva Gorena	475-4276
475-4141	DIRECTOR, PERSONNEL ADMINISTRATION AND STAFF DEVELOPMENT Richard A. Steele Assistant Director Jim Sonntag			
475-2259	DIRECTOR, MANAGEMENT INFORMATION CENTER Donald H. Offerman Project Coordination Lee Batsel			475-2962
475-4296	Director, Research Jerry T. Barton Chief Consultant William Jay Methods and Procedures Specialist Irwin Thomas Holleman, Jr.	475-2066	ASSOCIATE COMMISSIONER FOR PLANNING Charles W. Nix Director, Planning Projects Edward Manigold Chief Consultant James F. Malone Consultant Edgar N. Morgan	475-3516
475-4783	State Plan for Computer Services			
475-2257	Computer Operations Raymond L. Lott			*To

- Director, Program Planning & Needs Assessment*  
Walter R. Howard  
Educational Program Directors  
Keith Cruse
- Consultants  
William R. Fischer  
James Meurer  
Richard D. Gartner  
Ronald P. Knight
- 475-4448 *Director, Evaluation*  
A. T. Nutt  
Educational Program Director  
Richard J. Hardebeck  
Consultants  
Joseph Hegarty  
Carl Defibaugh
- 475-2066 *Director, Dissemination*  
Virginia Cutter  
Educational Program Director  
Marjorie Wightman  
Consultants  
Phil Miller  
Patrick Martin  
Educational Writer  
Vaughn Aldredge
- 475-2031 ASSISTANT COMMISSIONER FOR  
REGIONAL EDUCATION SERVICES  
Alton Bowen\*  
*Director, Regional Program Development*  
Ernest Chambers  
Educational Program Director  
Jack Elrod  
*Director, Career Education*  
Walter Rambo
- 475-4276 *Director, Guidance Services*  
James V. Clark  
Chief Consultant  
John Lucas  
Consultants  
Sue Mihalik  
Arnulfo Balboa  
Charles Merrill, Small Schools  
John Ridener  
Mary E. Manning  
James A. Salmon
- 475-2962 ASSISTANT DEPUTY COMMISSIONER FOR  
BUSINESS MANAGEMENT AND CONTRACT  
SERVICES  
W. H. Van Horn, Jr.
- 475-3516 *Budget and Reports*  
Budget Officer  
Leroy Anderson  
Auditor III  
Jerry McNeill
- 475-3515 *Accounting*  
Director of Accounting  
Georgina Chu  
Assistant Director of Accounting  
Edgar B. Crawford  
Accountant III  
Gilbert Wagner  
Auditor III  
Marianne Waters
- 475-3511 *Program Liaison*  
Supervising Accounts Examiner  
Dan LaFleur
- 475-3514 *Director, Program Management & Control*  
Richard L. Jarrell  
Supervising Accounts Examiners  
Clayton Nichols  
Helen Palmer  
Luther L. Steger  
Darrell Messer
- 475-3956 *Special Projects & Contract Services*  
Chief Accountant III  
Lloyd W. Dreher  
Chief Accountant I  
Richard K. Collins  
Consultant  
Charles Etheredge
- 475-4676 DIRECTOR OF TEXTBOOKS  
J. B. Golden  
Assistant Director of Textbooks  
Guy C. West  
Supervisor, Textbook Distribution  
C. J. Seidenberger
- 475-5838 ASSISTANT COMMISSIONER FOR URBAN  
EDUCATION  
J. B. Morgan  
Director  
James L. Hill
- 475-3951 DIRECTOR OF AUDITS  
E. E. Randall  
Assistant Director of Audits  
W. C. Love  
Woodrow Magness  
Supervising Auditor I  
Daniel Ansley  
C. Burke  
F. Hubbard  
B. H. Kirk  
A. J. Welsh  
Auditor III  
W. B. Caskey  
R. J. Crain  
Jack Edburg  
William Ende  
R. P. Fairbanks  
W. Gage  
Vander Gold  
Floyd Hendrix  
Charles McCourt  
Mack Neal  
Merl Prokop, Jr.  
H. W. Rieck  
Charles Rowlen  
L. P. Sullivan  
J. L. Wade  
Leon Peters

\*To be redesignated as Deputy Commissioner for Administrative Services under the revised organization structure.

475-4123	ASSISTANT COMMISSIONER FOR	475-2871	Supervising Accounts Examiner
475-4536	ADMINISTRATION		Dayton Taylor
	Alton O. Bowen*	475-2485	Accountant III
			J. M. Walston
475-3371	<i>Program Director, Migrant and Preschool Programs</i>	475-4521	<i>Director, Administrative Services</i>
	Lee Frasier		Roy Scruggs (Acting)
	Consultants	475-2633	Consultant, School Administration
	Juanita Zamora	475-3868	Assistant Director, Administrative Services
	Robert Martinez		Architectural Consultant
	Eliseo Torres		Lyman Ellis
	Rosalind R. Eathorne		Consultant
	Oscar Cantu		Vallon Voight
	Armando E. Talamantez	475-3975	Program Director, Small Schools Project
	Jeanette G. Love		Dale Carmichael
	Sheila Ann McFadin		Consultant
	Ricardo E. Perez		Bettye Guimarin
475-5959	<i>Program Director, Technical Assistance</i>	475-2631	Program Director, School Transportation
	Gilbert Conoley		Gabe A. Gilley
	Chief Consultants		Chief Consultants
	Harvey King		S. G. Deberry
	Frank Contreras		Bryson Hardee
	Consultants		Consultants
	Robert Alexius		Kenneth E. Watts
	Julius W. Gordon		Billy Ed Nance
	Joe L. Price		Elton Earl Tipton
	Miguel de los Santos		Billy Jack Edwards
	Manuel Frausto		
	Terrell Hunter		
	Marion L. Marshall		
	Guadalupe A. Garza		
	Eddy F. Landers	475-4363	<i>Program Director, School Lunch Program</i>
			Charles Cole
475-4126	<i>Director, Program Funds Management</i>		Consultant, School Lunch Program
	R. E. Slayton		Edward N. Conner
	Director, Program Approval Funds		Consultants
	W. N. Kirby		Dorothy Dieter
	Educational Program Directors		Martha Sue Goodson
	Oren J. Poage		Chief Accountant
	Jim Wilson		John Perkins
	Chief Accountant II		<u>Area Consultants</u>
	Paul Mettke	(512) 475-4363	<u>Austin</u>
	Bill Cummings		Sue Spann
	Chief Consultant		<u>Area Consultant Offices</u>
	Carlton Wainscott	(915) 842-4371	<u>Lubbock</u>
	Consultants		Audette Harkins
	J. L. Akridge	(713) 859-4965	<u>Houston</u>
	Al Fant		Ardis Piercy
	Thomas Walters	(817) 382-7131	<u>Denton</u>
	Sandra J. Nichols		Narda Volinsky
	Stanley Clayton	(214) 592-5579	<u>Tyler</u>
	Jason Rodrigues		Pauline Mostiller
	James T. Swift, Jr.	(512) 965-7691	<u>Cotulla</u>
	Octavia Smith		Ketty McLaughlin
	James E. Hesse	(817) 776-0061	<u>Waco</u>
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